What is the Core Curriculum?

NYU Abu Dhabi is pioneering a new model of higher education for a global world, dedicated at once to excellence in teaching and research and to advancing cooperation and progress on humanity’s shared challenges. Drawing on the strengths of the NYU global network, it offers an outstanding liberal arts and sciences education to undergraduate students from the United Arab Emirates, the United States, and around the world, with a distinctive focus on intercultural understanding and leadership.

It supports innovative research and graduate education programs that push forward the frontiers of knowledge and respond in powerful and interdisciplinary ways to vital global and local challenges. NYU Abu Dhabi advances NYU as a model university for the 21st century and contributes in multiple ways to the development of a sustainable, knowledge-based economy in Abu Dhabi.

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.

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This year NYUAD will spend a fair amount of time looking back at our first decade, taking stock of what we’ve learned during the “Al Bloom years” as we transition to the leadership of a new Vice Chancellor, Mariët Westermann. It’s also an occasion for us to look back at the first five years of our “new” Core Curriculum—a set of revisions undertaken to the university’s original Core when we were about half-way through this first decade. Both occasions should remind us why an NYUAD education involves much more than completing a major or preparing for a vocation.

From the University’s inception, NYUAD has set high goals for the Core. Its designers aimed to draw on the best curricular models available but to revise them in the context of NYUAD’s mission and values. The Core, as it was originally described, “asks students to grapple with profound and enduring questions about the human and social condition” as well as approaches to the most pressing global challenges we face today. The topics raised should be both timeless and timely.

The Core tackles “profound and enduring questions about the human and social condition” as well as approaches to the most pressing global challenges we face today. The topics raised should be both timeless and timely.

In ancient Greece, scholars studied the “liberal arts,” beginning with the trivium (grammar, logic, and rhetoric) and progressing to the quadrivium (arithmetic, astronomy, music, and geometry). These subjects fostered the ability to locate oneself in society and in the universe, to communicate about ideas and experience, to express one’s mind using words and numbers and notes. Bridging the arts and sciences, they remind us that the “liberal” in “liberal education” means the disposition and ability to think broadly and creatively about oneself and the world.

Part of the answer lies in recognizing the Core’s aim to embody (and update) the principles of liberal education. In ancient Greece, scholars studied the “liberal arts,” beginning with the trivium (grammar, logic, and rhetoric) and progressing to the quadrivium (arithmetic, astronomy, music, and geometry). These subjects fostered the ability to locate oneself in society and in the universe, to communicate about ideas and experience, to express one’s mind using words and numbers and notes. Bridging the arts and sciences, they remind us that the “liberal” in “liberal education” means the disposition and ability to think broadly and creatively about oneself and the world.

At NYUAD, we recognize that this account of liberal education represents just one point of departure among many. Virtually every culture with a centuries-long scholastic tradition embraces some principle of breadth of subject or experience. Confucian scholars were trained in the Six Arts, which emphasized military abilities as well as civility: ceremonial rites, music, archery, chariot driving, calligraphy, and mathematics. Muslim scholars studied law, theology, philosophy, mathematics, astronomy, and the natural sciences, emphasizing cultural exchange and learning in community. In ninth-century Baghdad, Muslim rulers and elites sponsored a massive translation enterprise that brought Greek, Syriac, and Indian scholarship into Arabic and subsequently spread it across the Mediterranean and Indian ocean worlds. The breadth of this learning was institutionalized from the eleventh century onward in the urban madrasa or college system and rural Sufi lodges.

Hindu tradition has always emphasized ethics and well-being in the search for understanding. In Luba cultures, in what is now the Democratic Republic of Congo, specially educated “memory men” developed intricate musical instruments and forms to convey political, historical, medical, and spiritual understanding.

Implicit in these and other traditions is a sense that knowledge and community are deeply intertwined. Most traditions of liberal education emphasize fitness for civic or spiritual life as an outcome of one’s broad learning. The Greeks believed an education in the liberal arts prepared one for the obligations of citizenship. While we try at times to stress the intrinsic rewards of knowledge and the importance of self-examination and fulfillment, we should also remember that the earliest and most influential Core Curriculum programs in today’s higher education landscape emerged in response to the 20th century’s world wars, when confidence in human civilization had ebbed to a low point. The architects of those curricula believed that a deep familiarity with the great works of Western civilization could restore a capacity for humane co-existence. We can see now that such a perspective was deeply flawed and incomplete. Why, then, do we continue to hope that our 21st-century Core Curriculum will help us define and explore global society and citizenship?
One answer lies in the multiple forms of diversity you’ll encounter in NYUAD’s Core. We don’t pretend we can offer, in as few as six seminars, a single set of great books and ideas from all parts of the globe. Ours is not a “common” curriculum. But our Core courses share key features, among them their capacity to optimize the full diversity of our student body. Small in size, these seminars provide intimate settings in which students and faculty can learn to pose questions and confront contemporary problems across lines of culture, age, nationality, language, belief, gender and sexuality, and even across major fields of study. Philosophy and Political Science majors sit alongside—and at times collaborate with—students from Chemistry and Engineering. Religious and non-religious students examine the fundamental premises of their belief systems—and their classmates’. Individual experiences become relevant in self-critical ways; this critical capacity is nurtured as you seek to understand the multiple perspectives presented by peers and in course materials.

The Core should allow you to recognize or develop talents, skills, and interests that aren’t directly related to your major. We encourage students not merely to fortify their majors by taking additional courses from faculty in familiar fields but to find new areas to explore. A student in the sciences might look for a Data and Discovery course taught by an economist, for instance. A literature student might take Cultural Exploration and Analysis from an anthropologist or a musician. An SRPP or Politics major might break new ground in a Structures of Thought and Society course taught by a psychology professor or a historian. A Visual Arts major may seek out an Arts, Design, and Technology course from an engineer. These new experiences may well ultimately inform your major course of study in unexpected ways. But they may also reveal separate interests or talents you didn’t know you had. Perhaps you’ll pick up a second major or a minor, but you may just discover or nurture a personal passion that feels more relevant to your overall health and wellness or personal enrichment than to your future career plans.

We hope you will accept the Core’s invitation to explore new knowledge, exchange views, and make individual and collaborative contributions to our campus community, to the UAE, and to the world at large. Let the Core help you find your place here. What do you bring to the conversation each time you walk into a classroom? What new ways of thinking will you discover and practice there? And what will you carry from your courses back into the larger world? We look forward to working alongside you as you find out.

With all best wishes,

Bryan Waterman
Vice Provost for Undergraduate Academic Development

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Vice Provost for Undergraduate Academic Development
What you need to know

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 Courses
(2) Core Colloquium
(1) Arts, Design, & Technology
(1) Cultural Exploration & Analysis
(1) Data & Discovery
(1) Structures of Thought & Society

Other Requirements
(1) First-Year Writing Seminar
(1) Quantitative Reasoning
(1) Experimental Inquiry
(1) Islamic Studies

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, 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 achieve multidisciplinary, global perspectives and to engage substantively two or more of the Core Competencies. Colloquia 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 difference, and to devise problem-solving strategies. They remind us that your individual academic experiences contribute to our collective efforts to 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 a 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.

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 a starting point, 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.

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.

Cultural Exploration & Analysis courses teach basic approaches to understanding and comparing works of art, literature, film, music, and other forms of expression, with an eye toward developing cross-cultural understanding.

Data & Discovery courses—primarily originating in the sciences, mathematics, or social sciences—present opportunities to develop quantitative reasoning and experimental inquiry in an effort to understand the world around us.

Structures of Thought & Society courses allow you to consider past and possible future global frameworks for organizing ideas and social behavior. They span disciplines such as philosophy, psychology, intellectual history, and the social sciences.
Double counting, J-Term, Summer, and the Global Network

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

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.

Core courses are on offer in J-Term and summer. 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.

Quantitative Reasoning, Experimental Inquiry, and Islamic Studies

In order to graduate every student must have taken at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement. These courses are drawn from across the curriculum—in and out of the Core—and are not restricted in any way by double-counting policies. That is, a single course can fill the Q or E requirement (or both, depending on the course) at the same time it fills a requirement in the Core or a major, minor, or general elective. A list of Q, E, and X courses is included on pages 102-103 of this User Guide.
Each student’s Core Curriculum experience is unique, tailored to your interests and areas you most want to explore. Here are just two examples.

Lujain Ibrahim, Class of 2020, majors in Computer Engineering

Words was by far my favorite Core class because, at a time when I still was unsure about my major, it was the first class I took that showed me how creative and interdisciplinary computer science can be. As with all of the Core classes I have taken, it was also very rewarding to be taught this subject matter by a professor who is incredibly passionate about it. For our final project, we had the unique experience of creating our own languages in teams and presenting them at the end of the semester. And as our team created a language for AI to communicate in an on-campus theatre performance, we also created a strong bond and became good friends who try our best to attend the Words language presentations every year. —Lujain

Alia ElKattan, Class of 2020, majors in Computer Science

When I think about what I’ve gained out of university, I find myself reflecting on the impact my Core classes had on me. Migration reignited my love for reading, Saving Strangers and Justice in Theory & Practice led me to pursue a Politics minor, and Privacy & Surveillance made me consider a path in academia. Through classes I would’ve never taken otherwise, I read books that shaped my worldview, questioned issues I hadn’t thought about before, and discovered passions I didn’t know I had. —Alia
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 2019-2020, along with selected readings and biographies of professors to help you explore and decide what path you will take. Course offerings are subject to change; be sure to check the online course listings when you register.
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 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 or desire 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 may be 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 sections 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 put a variety of sources in conversation in order to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic related to the course and then write a research paper whose argument is 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: Saving Strangers: Debates about Humanitarian Intervention

WRIT-UH 1113 • FALL 2019/SPRING 2020

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 sovereigns? 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
Buhrer, Frames of War: When Is Life Grievable?
Dallaire, Waiting for First Light: My Ongoing Battle with PTSD

CAMILLA BOISEN
Lecturer of Writing

Professor Boisen joined NYUAD from the University of Witwatersrand where she was a Postdoctoral Research Fellow. Her main area of research is 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, Grotriana, Settler Colonial Studies and Journal of International Political Theory.

FYWS: Living Cities

WRIT-UH 1119 • FALL 2019/SPRING 2020

We often think of cities as collections of buildings, streets, and people. But what if we see them as living entities, with their own histories, identities, and subcultures? This FYWS sets out to investigate and map three distinct cities: Mumbai, Kampala, and Abu Dhabi. Considering each city as shaped by the ways citizens “practice” their everyday activities, students will examine different ways each city is represented in film, fiction, travel narratives, and scholarship from such fields as media, literary, and postcolonial studies. In the case of Abu Dhabi, students will also experience the city as pedestrians. Writing assignments include one essay on each city, each increasing in complexity, and each following different lines of inquiry: How is the city represented and shaped in different media? What are its stereotypes? Its conceptions of otherness or cosmopolitanism? What is urban culture and how does it differ from national culture? Who gets to claim a city as home? In the final research project and oral presentations, students will choose a method of inquiry and point of interest in Abu Dhabi, and in the process have to consider their own identities as its inhabitants.

Selected Materials:

Boyle and Tandan (Drs.), Thumdog Millionaire (Film)
Nair (Dir.), Queen of Katwe (Film)
Certeau, The Practice of Everyday Life
Said, Orientalism
Appadurai, “Disjuncture and Difference in the Global Cultural Economy”

PIHA MUSTAMIKI
Lecturer of Writing

Professor Mustamaki joined NYU-AD 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: Making Sense of Arabian Scents

WRIT-UH 1121 • FALL 2019/SPRING 2020

Smell is one of life’s greatest pleasures, deeply tied to culture and memory—and yet much about how and why we smell remains mysterious. This First-Year Writing Seminar draws on many disciplines to examine ties between scent, science, and culture. Does smell have an evolutionary history? Can a concept like synesthesia—the connection between different senses—allow us to write expressively about smells, describe and analyze fragrances or flavors, or argue about scent’s place in a hierarchy of human senses? Readings include classical and Islamic philosophy, religious texts, medieval alchemy and sorcery, modern philosophy, psychology, anthropology, and the history of science. Field trips to perfumeries, gardens, art exhibitions, restaurants, and campus laboratories will foster and ethical questions about the medium’s sters to another. 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 sovereigns? 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:

Sontag, Regarding the Pain of Others
Edwards, Photography: A Very Short Introduction
Linsfield, The Cruel Radiance: Photography and Political Violence

SOHAIL KARMAI
Senior Lecturer, Arts and Humanities

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 Encyclopaedia 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.

WILLIAM ZIMMERLE
Senior Lecturer of Writing

Professor Zimmerle completed his PhD in Near Eastern Languages and Civilizations at the University of Pennsylvania in 2004, where he specialized in Mesopotamian Archaeology and Semitic languages. At Penn, he conducted extensive research on the Arabic in- tense trade from its earliest beginnings through the early Islamic period in the Near East Section at the University of Pennsylvania Museum of Archaeology and Anthropology in Philadelphia. He also earned a Masters degree in Religious Studies at Harvard University, and a Postgraduate Certificate in Intellectual Property Law from the University of Edinburgh Law School.
FYWS: Slavery After Slavery
WRIT-UH 1124 • FALL 2019/SPRING 2020

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

Selected Materials:
Mbembe, “Necropolitics”
Dau, *Life and Words: Violence and the Descent into the Ordinary*
Bou Akar, *For the War Yet to Come: Planning Beirut’s Frontiers*

SOHA EL ACHI, LECTURE OF WRITING
Professor El Achi is a scholar of modern history and earned a PhD from Georgetown University. Her teaching and research focus on a trans-regional approach to the history of European Colonialism in the Middle East, North Africa, and the Atlantic World. She is specifically interested in the 19th-century North African slave trade, with a particular emphasis on the experiences of children and women.

SAMUEL ANDERSON, LECTURE OF WRITING
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 redeploys defensive mystic powers he gained in wartime for touring spectacles promoting reconciliation, Islam, and development projects.

The most amazing course I took at NYU Abu Dhabi was definitely The Outsider taught by Deepak Unnikrishnan. He and his class not only changed the way that I perceive writing, but the world itself. I learned how to observe, listen, think, and connect things like never before. He always motivated us to think outside the class material and encouraged us to bring in whatever we feel is suitable for the particular topic. I visited such special and hidden places of Abu Dhabi, and truly felt them with my whole being. Now I see how much I have developed through that course — it helped me grow and find my place here at NYUAD.

AMINA BAŠIĆ, CLASS OF 2021

FYWS: Graphic Violence
WRIT-UH 1125 • FALL 2019/SPRING 2020

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

Selected Materials:
Mbembe, “Necropolitics”
Dau, *Life and Words: Violence and the Descent into the Ordinary*
Bou Akar, *For the War Yet to Come: Planning Beirut’s Frontiers*

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AMINA BAŠIĆ, CLASS OF 2021

FYWS: Taste, Culture & the Self
WRIT-UH 1100 • FALL 2019

“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 hierarchies. Students will have the opportunity to further develop reading, writing, listening, and speaking skills while examining how ideas about “taste” are constructed, interrelated, and how they can inform, limit, or inspire the way we see ourselves in our social worlds.

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

SOHA EL ACHI, LECTURE OF WRITING
Professor El Achi is a scholar of modern history and earned a PhD from Georgetown University. Her teaching and research focus on a trans-regional approach to the history of European Colonialism in the Middle East, North Africa, and the Atlantic World. She is specifically interested in the 19th-century North African slave trade, with a particular emphasis on the experiences of children and women.

SAMUEL ANDERSON, LECTURE OF WRITING
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 redeploys defensive mystic powers he gained in wartime for touring spectacles promoting reconciliation, Islam, and development projects.

The most amazing course I took at NYU Abu Dhabi was definitely The Outsider taught by Deepak Unnikrishnan. He and his class not only changed the way that I perceive writing, but the world itself. I learned how to observe, listen, think, and connect things like never before. He always motivated us to think outside the class material and encouraged us to bring in whatever we feel is suitable for the particular topic. I visited such special and hidden places of Abu Dhabi, and truly felt them with my whole being. Now I see how much I have developed through that course — it helped me grow and find my place here at NYUAD.

AMINA BAŠIĆ, CLASS OF 2021
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 conscious 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:
Boardman, Kitchen Confidential
Romig, Masala Dosa to Die For
Itami (Dir.), Tampuppe (Film)
Butra (Dir.), The Lunchbox (Film)

DEEPAK UNNIKRISHNAN
Lecturer of Writing
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, Round 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.

PHILIP RODENBOUGH
Lecturer of Scientific Writing
Professor Rodenbough is an interdisciplinary scholar interested in scientific writing, science pedagogy, and global development. His projects on international chemistry education have won funding from the Materials Research Society Foundation, and he was named a Fulbright US Scholar in sub-Saharan Africa in 2018/2019. He founded and manages the Scientific Writing Program at NYU Abu Dhabi, which assists grad students with academic writing endeavors.

KEN NIELSEN
Director of the Writing Center; Associate Director of the Writing Program
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.

DEEPAK UNNIKRISHNAN
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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, Round 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.
Core Colloquia

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.

CONFRONTING GLOBAL CHALLENGES

Conserving Global Heritage through Science
CCOL-UH 1006 • FALL 2019/SPRING 2020

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 Pyramids”
Doortmont (Ed.), The Castles of Ghana

Water
CCOL-UH 1020 • FALL 2019/SPRING 2020

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, delimited political jurisdictions, and powered machines. Whether tranquil, in motion, or in modes of manipulation, water has also inspired many worlds of artistic practice. This course uses examples from the visual and performing arts to highlight the subject of water as element, energy, human right, bridge between cultures, and instrument of war. Films include Drowned Out by Arundhati Roy, Even the Rain by Icíar Bollaín, 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 Clevel-land’s history created by diverse playwrights, Water by the Spoonful by Quiara Alegría Hudes, and The Water Carriers by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

Selected Materials:
Strang, The Meaning of Water
Bachelard, Water and Dreams
Carson, Silent Spring
Roy (Dir.), Drowned Out (Film)
Spielberg (Dir.), Jaws (Film)

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, postcolonial theater, and Black Atlantic films.

FALL 2019 & SPRING 2020

The following courses will be on offer both semesters in the 2019-20 academic year.
Global Governance

CCOL-UH 1028 • FALL 2019/SPRING 2020

How has the creation of structures and norms of global governance reshaped historical efforts at pacifying international relations, fostering economic development, and providing global public goods? Today, an expansive network of inter-governmental institutions exists, but global attempts to engage with post-conflict, affected countries often struggle to meet local needs. This course examines global governance’s origins, logic, and varying impact in local contexts. Students will explore and debate different perspectives on global governance and develop a better understanding of how power, institutions, and cultural norms shape interactions between global and local actors. Case studies include successes and failures of international attempts at 1) post-conflict peacebuilding in Namibia, Somalia, and Afghanistan; 2) facilitating transitional justice in Liberia and Yugoslavia; and 3) addressing refugee crises in Mozambique and Syria. The course will help students to grasp 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?
- Farosky and McEvoy, Tell Spring Not to Come This Year
- Isayev, The Congress of Vienna (Painting)
- Rawlence, City of Thorns: Nine Lives in the World’s Largest Refugee Camp
- Special Court for Sierra Leone, Sentencing Judgment for Sata, 2013

Inequality

CCOL-UH 1035 • FALL 2019 (PARDELLI)/SPRING 2020 (JENSEN)

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

Art of Revolution

CCOL-UH 1052 • FALL 2019/SPRING 2020

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

Selected Materials:
- Beinin and Vairel, eds., Social Movements, Mobilization, and Contestation in the Middle East and North Africa
- Fahmy, Ordinary Egyptians: Creating the Modern Nation through Popular Culture
- McDonald, My Voice Is My Weapon: Music, Nationalism, and the Poetics of Palestinian Resistance
- Krauss, The Naked Blogger of Cairo: Creative Insurgency in the Arab World

JONATHAN H. SHANNON Visiting Professor of Anthropology
Professor Shannon is an anthropologist, ethnomusicologist, and musician who specializes in the cultural politics of music and the arts in the Arab world and Mediterranean, with a focus on Syria, Morocco, Spain, and the Syrian diaspora in Turkey and Europe. A faculty member at Hunter College in New York City since 2001, he is the author of Among the Jasmine Trees: Music and Modernity in Contemporary Syria (2009), Performing al-Andalus: Music and Nostalgia across the Mediterranean (2015), and a work of fiction, A Winter Day in Damascus: Syrian Stories (2012).

GIULIANA PARDELLI Assistant Professor of Political Science
Professor Pardelli studies the relationship between inequality, political participation and state capacity, with a regional focus on Latin America.
What Do Leaders Do?

CCOL-UH 1007 • FALL 2019

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 some of the most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

Selected Materials:
- Dubigg, The Power of Habit
- Harrison, What Can You Learn From Machiavelli?
- Gladwell, Outliers
- Lakoff, Moral Politics
- Pearce, The Leadership Lessons of Nelson Mandela

Future of Medicine

CCOL-UH 1010 • FALL 2019

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:
- Topal, The Patient Will See You Now
- Niccol (Dir.), Gattaca (Film)
- Worthy, et al., Genetics in Medicine
- Caspi, et al., “Rule of Genotype in the Cycle of Violence in Maltreated Children”

Additional scientific articles

Privacy in a Digital Society

CCOL-UH 1027 • FALL 2019

What is privacy, and how will our digital future change the ways we perceive and experience it—individually, as nations, and as a global society? We leave digital footprints on the Internet and in numerous everyday situations, with direct consequences on our privacy. These digital footprints are desirable in some cases, such as when we post pictures and comments in discussion forums and social networks. In other situations, the consequences of leaking information are less apparent; such as when we are tracked by carrying electronic devices or by the websites we visit. Personal data is increasingly becoming the new currency used to pay for services—consciously and unconsciously. In this colloquium, students sharpen their understanding of privacy in the digital age, discuss historic and various national views on privacy, form opinions on levels of desirable privacy, and develop a basic understanding of technical means to reach privacy goals, with a focus on their respective opportunities and limitations. Materials include general documents, such as the Universal Declaration of Human Rights, European Data Protection Directive, court rulings, and Solove’s taxonomy of privacy, along with technical and ethical discussions.

Selected Materials:
- Solove, A Taxonomy of Privacy
- Diffie and Landau, Privacy on the Line: The Politics of Wiretapping and Encryption
- Mayer-Schöneberger, The Virtue of Forgetting in the Digital Age
- Rogaway, “The Moral Character of Cryptographic Work”
- European Union Agency for Fundamental Rights, Privacy on the Line: The Politics of Wiretapping and Encryption
- Mayer-Schöneberger, The Virtue of Forgetting in the Digital Age
- Rogaway, “The Moral Character of Cryptographic Work”
- European Union Agency for Fundamental Rights, Privacy on the Line: The Politics of Wiretapping and Encryption

Additional scientific articles

Cooperation

CCOL-UH 106Q • FALL 2019

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 between countries, political parties, organizations or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology, and anthropomorphism. 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

Additional scientific articles

PIERGIORGIO 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.

NIKOS NIKIFORAKIS 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 on the evolution of cooperation.

CHRISTINA PÖPPER Assistant Professor of Computer Science

Professor Pöpper received her B.A., M.A., and Ph.D. from ETH Zurich. She was an Assistant Professor at Ruhr-University Bochum, Germany, prior to joining NYU Abu Dhabi. Her research focuses on wireless and information security.
Nature and Human Nature

CCOL-UH 1031 • FALL 2019

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 duties 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 religion, and approach these topics from the point of view of philosophy, literature, and science. Classical texts and cutting-edge research will deepen an understanding of the problem faced by us all—of what that means to act naturally, and whether we should.

Selected Materials:
Stevenson, Halberman and Right, Twelve Theories of Human Nature
Kuperman, ed., Human Nature
Collingwood, The Idea of Nature
Kant, Critique of Practical Reason
Plato, Republic

Communication: From Bacteria to Humans

CCOL-UH 1032 • FALL 2019

No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. But 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; and whether our gut microbiota influence physical appearance and susceptibility to disease and whether our innate bacteria affect our social interactions; and how human 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 Bees
Wohlleben, The Hidden Life of Trees
Wright (Dir.), “Nosedive” (Black Mirror TV Series)
Yong, I Contain Multitudes

Contagion

CCOL-UH 1044 • FALL 2019

How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are the healthy ethically obliged to tend to the sick? What are the relationships between “communicable” and “viral” verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the reimagining of community, kinship, and sexuality in different times and places? This multidisciplinary Core Colloquium confronts the global challenges of health and understanding humanity at the intersections of contagious disorder and storytelling. Historical, literary, and medical readings engage a range of cultures, settings, and forms, from ancient Greece to contemporary China, from the Black Death, influenza, and AIDS to the proliferation of zombie and vampire stories in global popular culture today.

Selected Materials:
Sophocles, Oedipus the King
Johnson, The Ghost Map
Camus, The Plague
Kashner, Angels in America
Yan, Dreams of Deer Village
Oldstone, Viruses, Plagues, and History

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.

Taneli Kukkonen
Interim Dean of Arts and Humanities; Professor of Philosophy
Dean Kukkonen specializes in classical Arabic philosophy, Aristotle, and the Aristotelian 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.

Bryan Waterman
Associate Professor of Literature, Vice Provost for Undergraduate Academic Development
Professor Waterman directs the Core Curriculum at NYUAD. His research areas include the literary and cultural history of colonial North America, the early United States, the Atlantic World, and New York City. He is currently at work on a history of New York’s arts scenes from 1962-87.
Women and Leadership
CCOL-UH 1046 • FALL 2019
Do women lead differently than men? What are the implications of women’s and men’s unequal distribution in leadership across many social domains? This course examines past and present challenges and opportunities related to women and leadership, empowerment, equality, and gender equity from a global perspective. In doing so it seeks to examine critically the historical contexts and conditions within which issues of women and leadership have been embedded. What are the effects of inequality, injustice, and discrimination on women’s under representation in leadership across the world? The course will take a variety of disciplinary approaches to the topic, drawing on autobiographies, biographies, novels, films, and TV series alongside academic literature.

Selected Materials:
Rhode, Women and Leadership
Skard, Women of Power: Half a Century of Female Presidents and Prime Ministers Worldwide
Yousafzai and Lamb, I Am Malala
Adichie, We Should All Be Feminists

HENRIETTE MÜLLER
Humanities Research Fellow
Professor Müller joined NYUAD in October 2018 as a Research Fellow in the Humanities Research Fellowship Program. She is a political scientist whose research focuses on comparative politics, comparative government, and governance studies with a particular focus on political leadership.

Fairness
CCOL-UH 1056EQ • FALL 2019
What is fair and what is unfair? Is fairness universal? Are equality and fairness synonyms? How can we build a fairer world? Anyone can recall a situation when someone exclaimed, “That’s not fair!” Whether arguing with your roommates about the upkeep of common areas, viewing the daily news, or analyzing fiscal policies, people often disagree on what constitutes a fair process or outcome. The plurality of fairness ideals may lead to a breakdown in negotiations, social conflict, or other undesirable outcomes. Social stability is at risk when systems are perceived as unfair. Potential business partners may fail to collaborate if they cannot agree on a compensation system that properly rewards efforts and employees may withhold labor or even sabotage production if they feel treated unfairly. On the upside, a shared sense of fairness may lead to mutually beneficial interactions, social cohesion, and smooth political decision-making processes. This Colloquium draws from disciplines including philosophy, psychology, political science, economics, and organizational behavior to question our own notions and judgments and arrive at a holistic understanding of fairness as a concept.

Selected Materials:
Almás, et al., “Fairness and the Development of Inequality Acceptance”
Androni and Vesterlund, “Which Is the Fair Sex? Gender Differences in Altruism”
Camerer and Thaler, “Anomalies: Ultimatums, Dictators and Manners”
Mankiw, ““Fair Taxes?” Depends What You Mean by ‘Fair’”
Zemecika (Dir.), Flight (Film)

ANDRZEJ BARANSKI
Assistant Professor of Economics
Professor Baranski’s research combines game theory and experimental economics to study problems of collective decision making where cooperation and coordination are essential. His work underscores the relevance of equity and fairness notions in attaining efficient outcomes and seeks to understand how these arise endogenously.

Quantified Self
CCOL-UH 1059Q • FALL 2019
Self-tracking. Biohacking. Personal informatics. Quantified self. The contemporary “quantified self” movement makes claims of “self-knowledge through numbers” and improving health and human welfare. There are clearly other elements to self-tracking culture that deserve critical investigation. What does the self become through the lens of data? What is the dark side of data that can be used against us, and without regard for social justice and equality? This multidisciplinary course takes both a theoretical and a practical look at the pressing issue of data aggregation about human beings. It looks to the past for historical forms of self-quantification and to the future of a rapidly expanding globalized landscape of app tracking and wearable technologies. With the question of human data in mind, the course examines the unsure futures of humanity in a variety of domains: medicine and aging, education, the arts, marketing, and the Internet of Things. Students will situate themselves critically within this increasingly dense data landscape by creating data about themselves that can be analyzed and interpreted using a variety of data visualization and storytelling frameworks.

Selected Materials:
Ajana, “Digital Health and the Biopolitics of the Quantified Self”
Lupi, Bruises: the Data We Don’t See
King (Creator), Data Not Found (NYUAD Arts Center Performance)
Maturo, et al., Digital Health and the Gamification of Life
Zuboff, “Big Other: Surveillance Capitalism & the Prospects of an Information Civilization”

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. He founded and organized the first digital humanities training institute in the Middle East in Beirut in 2015.

Journeys
CCOL-UH 1058 • FALL 2019
This colloquium takes as its touchstone the idea that movement, actual and imaginative, has historically generated knowledge and sharpened our ethical sensibilities. Drawing on literature, film, and theory across disciplines, historical periods, and geographic fields, it explores how journeys— and associated experiences such as pilgrimage, nomadism, adventure, slavery, imperialism, migration, exile, commerce, tourism, and climate change—provide narrative frames for human inquiry. What is the difference between travels and journeys? What difference does it make, then, when journeys are chosen vs. forced? How might depictions of journeys enact representational and even physical power and inequality over those they survey? How do journeys transform individual and group senses of self, others, home, and the world? How do encounters with unknown places and others prompt questions about comparison, difference, commensurability, and co-existence? What roles might translation and adaptation play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

Selected Materials:
McCormack, Gelpke, and Caduff, A Cruel Awakening: The Oil Crash
Belliveau and O’Donnell (Dirs.), In the Footsteps of Marco Polo (Film)
Shamsie, Kartography

SHEETAL MAJITHIA
Assistant Professor of Literature
Professor Majithia’s research and teaching focus on theories of modernity, globalization, comparative post-colonial literature, film, feminist, gender, and sexuality studies; cultural studies; and South Asian studies. She was the recipient of several fellowships and travel awards while a doctoral student at Cornell University and won the university’s Beatrice Brown Award for work on women and gender.

SHEERAZ MAJITHIA
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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. He founded and organized the first digital humanities training institute in the Middle East in Beirut in 2015.
Public Opinion and Constitutional society truly secular? secularization and democratization? Is any contemporary nomic development, increased religious diversity, or broader there a positive correlation between secularization and eco does secular governance in China and Russia differ from Philosophy approaches commonly associated with secu how do those differ from religious values? What are secu ical science—to explore secularism’s multiple meanings and ciplines—including history, philosophy, fine arts, and polit come to represent non-religious approaches to morality Impressed by the French Enlightenment, “secularism” has What Is Secularism? and Non-Democratic Regimes” Josephson-Storm, and Non-Democratic Regimes Josephson-Storm, and Free Speech Asad, et al., Questioning Secularism: Islam, Sovereignty, and Rule of Law in Egypt Assad, et al., Is Critique Secular? Blasphemy, Injury, and Free Speech Habermas, “Notes on a Post-Secular Society” Josephson-Strom, The Myth of Disenchantment: Magic, Modernity, and the Birth of the Human Sciences Stepan, “The Multiple Secularisms of Modern Democratic and Non-Democratic Regimes” Walloch Scott, Sec and Secularism Ethics and Activism CCCOL-UH 1063 • FALL 2019 What is empathy? Does it do or complicate activism? Does it influence scholarly activities such as ethnography? Work i among communities, whether as scholars, journalists, human rights workers, or health care practitioners, requires grapping with positions or persons one may find sympathetic—from or not. Either perspective is multidimensional, complicat ed because such work requires spending extended time with interlocutors. Fieldworkers must generate rapport, empathy, and intimacy with their subjects—but without losing objectiv. The ethics of such encounters hinge both on doing no harm and on doing good—through advocacy, opposition, or expressions that are not so straightforward. Doing no harm is a clear-cut ethical imperative. But do empathy, intimacy, and approval fall within the same categorical imperative? What happens when boundaries break down between researcher and subject, sympathy and ambivalence, rapport and incompatibility? This Colloquium explores exemplary cases from across the globe, giving particular attention to the produc tion of knowledge—as text and as “activism” that engages the ambiguities and conventions that structure our societies and lived experience. Selected Materials: Crapanzano, Waiting: The Whites of South Africa Kulick, “Theory in Furs: Maochist Anthropology” Ginsburg, Contested Lives Miller-Irris, The Extreme Gone Mainstream Can Cultural Traditions Endure? CCCOL-UH 1064 • FALL 2019 What defines artistic and cultural traditions? How do they oc cur, develop, and transmit? What roles do they play in forming or preserving cultural identities? What is their value for the future? What is lost when traditions end? Are they sustain able? This multidisciplinary colloquium considers the na ture of “tradition” in art and culture, through time and across the globe. We will study how ideas, beliefs, aspirations, and imagination coalesce to form traditions and how traditions take shape, forming purpose and power. How do socio-political, economic, religious and, environmental factors affect the formation, evolution, and preservation of traditions? How do materials, content, concepts, principles, constructs, con ventions, and aesthetics help perpetuate meaning? Can tradi tions merge, overlap, or spawn new traditions? By examining how various traditions have structured and impacted human thought, expression, and experience, students will investigate traditions’ practical workings as well as their theoretical underpinnings, as a means to determine their local and global value—in the past, today, and for the future. Selected Materials: Kramer, “The Idea of Tradition in American Art Criticism” Kearney, “Intangible Cultural Heritage: Global Awareness and Local Interest” Vasari, Lives of the Most Excellent Painters, Sculptors, and Architects Resentment and Politics CCCOL-UH 1065 • FALL 2019 Across the globe, political conflict is increasingly defined by the notion of resentment—defined by the Oxford English Dictionary as a “sense of grievance; an indignant sense of injury or insult received or perceived; (a feeling of) ill will, bitterness, or anger against a person or thing.” In this Core Colloquium, we will endeavor together to better understand the role of resentment in politics. How should we define re sentment, and how universal is this concept across cultures and nations? What tools or approaches can we use to assess its impact on contemporary political events? What are the relationships between resentment and desired end-states like equality, justice, and reconciliation? Course materials will include philosophical explorations, primary sources, conceptual mappings and empirical research on resentment. Students will also engage in basic data analyses exploring the causes and consequences of resentment worldwide. Selected Materials: Nietzsche, Genealogy of Morals McCleland, Envy in Politics Abrajano and Hajnal, White Backlash
The Core gives you a variety of ways to think across disciplines about the categories we use to describe the world around us, and the extent to which we manage to agree (or not) on what these categories mean. Art is anything that fits into an exhibition hall, and what we call Economics contemplates but a fraction of the ways in which people organize the exchange of goods and services. Thinking about these categories and what our definitions of them sustain—from currencies to colors—is an exciting opportunity to go beyond the myopia of your major and cultivate a sense of wonder about the world because, quite frankly, you’ll soon discover it’s a miracle that things work at all.

SEBASTIAN GALIANI Visiting Professor of Economics
Professor Galiani is an Economics Professor at the University of Maryland. He obtained his PhD in Economics from the University of Oxford and works broadly in the field of Development Economics. He is also a Fellow of the NBER and BREAD. Sebastian was Secretary of Economic Policy, Deputy Minister, Ministry of Treasury, Argentina, between January of 2017 and June of 2018.

SEBASTIÁN ROJAS CABAL, CLASS OF 2017 (SRPP), CURRENTLY A PH.D. STUDENT IN SOCIOLOGY AND LASSEN FELLOW IN LATIN AMERICAN STUDIES AT PRINCETON UNIVERSITY

Government: Theory and Practice
CCOL-UH 1073 • FALL 2019
What is government? How do we know when government is good? Understanding government requires consideration of its political, economic, and social roles, and hence it is a multidisciplinary enterprise. This colloquium brings together literature from Philosophy, Economics, and Institutional and Political Science. Students will consider the role of the State in society, including the State’s role in securing rights and providing justice and equity. What is the State’s role in economic regulation or determining property rights? How do conflicts of interest or corruption in societies affect governmental institutions, policies, and reform efforts? Students will also consider the role of experts in designing policy. Finally, they will explore governments’ role in sustainable development. Course materials include a vast academic literature and journalism but will also highlight the policy experience of the professor, who served as Deputy Minister at Treasury in Argentina and has advised governments around the world.

Selected Materials:
Cicero, How to Run a Country: An Ancient Guide for Modern Leaders
Fisman & Miguel, Economic Gangsters: Corruption, Violence and the Poverty of Nations
Macpherson, The Life and Times of Liberal Democracy
Munger, Analyzing Policy: Choices, Conflicts, and Practices

SPRING 2020

Dignity and Indignity
CCOL-UH 1001 • SPRING 2020
Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with contemporaneous 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 socioeconomic (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: An Experience of Modernity
Fanon, Black Skin White Mask

MAHNAZ 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 aesthetic and political theory.

The Desert
CCOL-UH 1021 • SPRING 2020
The desert has been imagined as a barrier, a dry ocean, a bridge, and a bypath 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 oasis to urban food desert. This course will also consider the future of deserts and global challenges posed by climate change, desertification, and resources (water, oil, solar). Students will encounter the desert through diverse sources that include film, literature, soundscapes, musical performances, environmental and social history, artistic production, 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:
Sissako (Dir.), Timbuktu (Film)
Deeter (Dir.), Spark: A Burning Man Story (Film)
Miller (Dir.), Mad Max: Fury Road (Film)
Le Clézio, Desert
Davis, The Arid Lands: History, Power, Knowledge

ERIN PETTIGREW Assistant Professor of History and Arab Crossroads Studies
Professor Pettigrew is a historian of modern Africa. Her research focuses on 19th- and 20th-century West Africa and histories of Islam, race, and healing in colonial and postcolonial contexts. Her research has focused on invisible forces and entities—esoteric knowledge and spirits—to bring into view important social and political shifts in West Africa.
Life in the Universe
CCOL-UH 1024Q • FALL 2019/SPRING 2020
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

Human Body
CCOL-UH 1025 • SPRING 2020
When looking at paintings of Rubens, pictures of fashion models, prehistoric Venus figurines or Greek sculptures, it is obvious that the appreciation for the human body has changed drastically through space and time. These differences of perception can generate inter-individual and cultural tensions and affect public policy, for example in the context of health care policy and equal opportunity in the workplace. This course will examine how our understanding of human physiology, genetics, and development, as well as methods of investigations of human anatomy, have shaped the perception of the human body, through history and across cultures. The course will examine the function of the body and how the understanding of bodily functions has changed (the working body). The course will also delve into the modifications the human body has experienced evolutionarily and how our own body is changing from a single cell until death (the changing body). Finally, the course will examine deviations from the typical body plan and the causes for these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art pieces, and movies.

Selected Materials:
Leroi, Mutants: On Genetic Variety and The Human Body
Lieberman, The Story of The Human Body Evolution, Health and Disease
Aldersey-Williams, Anatomies: A Cultural History of The Human Body
Lynch (Dir.), The Elephant Man (Film)

Gender
CCOL-UH 1034 • SPRING 2020
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 Marquis de Sade, Freud, Virginia Woolf, Anton Chekhov and the feminist revolutionary Alexandra Kollontai. Using these and other sources, students 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:
Alasane, Girls of Riyadh
Pierce (Dir.), Boys Don’t Cry (Film)
Roughgarden, Evolution’s Rainbow
Schindler (Dir.), The Handmaid’s Tale (Film)
Woolf, A Room of One’s Own

Animal Perspectives
CCOL-UH 1039 • SPRING 2020
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 NIMH (Film)
Cronenberg (Dir.), The Fly (Film)
Nuridaisy & Pirenou (Dirs.), Microcosmos (Film)
Carroll, Endless Forms Most Beautiful
Hopper (Dir.), When Björk Met Attenborough (Film)

Professor Gelfand’s scholarly focus is core-collapse supernovae, the cosmic explosions believed to mark the death of the most massive stars, in particular, the neutron stars and pulsar wind nebulae formed in these events. More broadly, he studies radio and X-ray active galactic nuclei, high redshift radio galaxies, the acceleration and propagation of cosmic rays, and the evolution of massive stars. He is the lead author of a series of peer-reviewed articles in The Astrophysical Journal.

STÉPHANE BOISSINOT Professor and Program Head of Biology
Professor Boissinot uses a combination of field-based, molecular and computational approaches to address fundamental biological questions. His research investigates the evolution of genome size and structure, the evolution of innate resistance to viral infection, and the biogeography of East African vertebrates. He received his PhD from the University of Montpellier (France) and has held postdoctoral positions at the University of Texas and at the National Institutes of Health.

JOSEPH GELFAND Associate Professor of Physics
Professor Gelfand’s scholarly focus is core-collapse supernovae, the cosmic explosions believed to mark the death of the most massive stars, in particular, the neutron stars and pulsar wind nebulae formed in these events. More broadly, he studies radio and X-ray active galactic nuclei, high redshift radio galaxies, the acceleration and propagation of cosmic rays, and the evolution of massive stars. He is the lead author of a series of peer-reviewed articles in The Astrophysical Journal.

MASHA KIRASIVOVA Assistant Professor of History
Professor Kirasivova is an historian of exchanges between the Soviet Eurasia and the Middle East. Her work brings together several hitherto separate scholarly domains: Soviet nations’ 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.

ALEXIS GAMBIS Assistant Professor of Biology
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.
States form the building blocks of our global order, significantly impacting how people from diverse countries, cultures, and regional backgrounds interact with each other. Yet what does the concept of statehood entail and what is its role in a globalized world? The course examines the historical, legal, political, and cultural foundations of the concepts of state and statehood, along with related ideas, such as sovereignty, citizenship, and statelessness. A diverse range of literary, cultural, legal, and government sources will help create the course’s conceptual framework as well as case studies of past and present challenges to state-building efforts. Examples will include state-building in the Global South, various forms of regional cooperation (e.g. the GCC, ASEAN, etc.), and the creation of supranational institutions such as the European Union. In addition, the course will examine questions of statehood/statelessness during times of war and conflict, and in relation to topics such as migration and refugees, social movements, gender, race and ethnicity, and civil and human rights.

Selected Materials:
Hale, The Man Without a Country
Khalidi, The Iron Cage: The Story of the Palestinian Struggle for Statehood
Heard-Bey, “The United Arab Emirates: Statehood and Nation-Building in a ‘Traditional Society’”
Khaldun, The Mawahidin
Droh (Dir.), Stateless (Film)
Water for Life
CCOL-UH 1061 • SPRING 2020

Water is fundamental to life. Its availability and quality have shaped civilizations throughout history. Despite making up most of the Earth’s surface, water is a precious resource to which billions of people have little or no access. Because water makes it possible to realize human rights such as those to food and livelihoods, its regulation and accessibility are linked to global challenges such as health, food security, gender equality, and fair trade, which in turn drive policy decisions. This course offers a multidisciplinary exploration of the connections between water and society, drawing on scientific, social, and economic perspectives. How are water, food, and energy linked? In what ways do the water industry play in the creation of jobs? How are water, food, and livelihoods, its regulation and accessibility are linked to global challenges such as health, food security, gender equality, and fair trade, which in turn drive policy decisions. This course will track the evolution of this idea through essays, literature, art installations, podcasts, television broadcasts, maps, poetry, and film. How do tensions between conviction and doubt structure the stories we tell and the narratives we create in various artistic domains? Students will learn to examine specific works through the lens of dramatic principles that drive polarities (either/or) toward greater plurality and complexity. In turn, students will investigate pluralism and a more complex worldview in light of the resources and mindset needed for meeting the global challenges in today’s world.

**Selected Materials:**
- The Green Economy and the Water-Energy-Food Nexus
- The Indispensability of Water in Society and Life
- Water Ethics: A Values Approach to Solving the Water Crisis
- Purity and Danger: Explorations of the Reciprocal Relationship

**GAIL SEGAL, Associate Arts Professor, NYU Tisch**
Professor Segal is a writer, filmmaker, and teacher. Her film work includes the Peabody Award-winning documentary Arguing the World (co-producer) and a 16-part PBS television series The Shakespeare Hour. Her most recent film is the award-winning narrative short, Filigrane, set in the UAE. Her current projects include two feature screenplays she’s written to direct: “Lila Rose” (IRIS/NYWIFT Writer’s Lab participant 2018) and “Une Famille/One Family” (La Belle Affaire Films, France).

Conviction and Doubt
CCOL-UH 1062 • SPRING 2020

This course explores the role of conviction and doubt in our efforts at understanding society and our place in it. While conviction may provide the scaffolding of a life, a community, and a worldview, doubt often plays an integral part in wresting firmly held beliefs toward new invention and discovery. The history of doubt coincides with the history of the idea of the self (as individuals) and our individual relationship to others, within and beyond our immediate communities. This course will track the evolution of this idea through essays, literature, art installations, podcasts, television broadcasts, maps, poetry, and film. How do tensions between conviction and doubt structure the stories we tell and the narratives we create in various artistic domains? Students will learn to examine specific works through the lens of dramatic principles that drive polarities (either/or) toward greater plurality and complexity. In turn, students will investigate pluralism and a more complex worldview in light of the resources and mindset needed for meeting the global challenges in today’s world.

**Selected Materials:**
- Aurelius, Meditations
- The Road to Mecca
- The Book of Job
- The Way We Will Be 50 Years from Today

**NIDAL HILA, Global Professor of Engineering; Director of NYUAD Water Research Center**
Professor Hila’s research interests lie broadly in the identification of innovative and cost-effective solutions within the fields of nano-water, membrane technology, and water treatment, including desalination, colloid engineering, and the nan-engineering applications of AFM. He has published seven handbooks, 65 invited book chapters, and around 480 articles in the refereed scientific literature.

Waste
CCOL-UH 1066 • SPRING 2020

Observing the Earth from space, it appears that the inhabitants recently decided to create a new continent in the middle of the Pacific Ocean, a continent made out of consumer plastics that now measures more than twice the size of France and grows by the minute. But this is no feat of human cooperation. No one wants it, and yet we all contribute to it on a daily basis. Why do we do this? Is there no waste in nature, so why do we create it? Is waste inherently a design flaw? Is it simply rational to produce waste in an economic system that excludes significant production, usage, and disposal costs from the market value of commodities? If someone is going to clean up the mess, how and why would it happen? This Core Colloquium examines these and other problems the burgeoning geography of waste creates, by bringing together a panoply of perspectives across arts, humanities, and social sciences. Throughout we will be guided by the straightforward but surprisingly difficult conceptual question: What is waste, anyway? This question will lead us to examine others: Is waste necessarily harmful? Is waste essentially an aesthetic problem? Will anything be wasted in the long run?

**Selected Materials:**
- Douglas, Parity and Danger
- Falasca-Zamponi, Waste and Consumption: Capitalism, the Environment, and the Life of Things
- Jiuliang (Dir), Beijing Besieged by Waste
- Perec, The Infra-Ordinary
- Barlow, The Longest Highway in the World
- Fanon, The Wretched of the Earth
- Palast, The War on Public Health

**GAIL SEGAL, Associate Arts Professor, NYU Tisch**
Professor Segal is a writer, filmmaker, and teacher. Her film work includes the Peabody Award-winning documentary Arguing the World (co-producer) and a 16-part PBS television series The Shakespeare Hour. Her most recent film is the award-winning narrative short, Filigrane, set in the UAE. Her current projects include two feature screenplays she’s written to direct: “Lila Rose” (IRIS/NYWIFT Writer’s Lab participant 2018) and “Une Famille/One Family” (La Belle Affaire Films, France).
Immortality  
CCOL-UH 1067 • SPRING 2020

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

Selected Materials:  
Hamill, Forever  
Hilton, Lost Horizon  
Shelley, Frankenstein  
Skloot, The Immortal Life of Henrietta Lacks

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 macromolecular diffusion deep in tissues such as tumors and brain.

Global Language: Communication and Conflict  
CCOL-UH 1069 • SPRING 2020

In our globalizing age, a handful of languages—English, French, Spanish, and in some regions Russian, Arabic, and Mandarin—are becoming “world languages,” used internationally and widely acquired as second languages. Since human communities always develop some common medium of communication, this reflects the emergence of transnational or global communities. But it also reflects and ratifies disparities of power, privileging nations and native speakers of the world languages and disadvantaging non-speakers. Has globalization of language, like globalization in other domains, produced disruption, contention, and conflict? What about the other six thousand or so human languages, and the billions of people who do not speak a world language? Minority languages are becoming endangered or extinct; educational failure and economic exclusion are widespread among those forced to function in unfamiliar tongues. This course explores such challenges, including language maintenance and shift, language politics, multilingual education, cultural and personal identity, and linguistic human rights.

Selected Materials:
Grosjean, Life with Two Languages  
Das, Linguistic Rivalries: Tamil Migrants and Anglo-Franco Conflicts  
Evans, Dying Words: Endangered Languages and What They Have to Tell Us  
Lattin, “Language Conflict and Violence: The Straw that Strengthens the Camel’s Back”  
Mar-Molinero and Stewart, Globalization and Language in the Spanish-Speaking World  
North Carolina Language and Life Project, First Language: The Race to Save Cherokee (film)

GREG GUY, Professor of Linguistics

Professor Guy specializes in sociolinguistics, historical linguistics, phonetics and phonology. In sociolinguistics he has worked extensively on language variation and change, with emphasis on variation and linguistic theory, social aspects of variation and change and the social and linguistic distribution of language change in progress, and quantitative research methodology (the statistical modelling of variability).
The Price of Luxury
CCOL-UH 1071 • SPRING 2020

What distinguishes a luxury from a necessity? How do we know luxury when we see it? Luxury goods range from art and handbags to automobiles, vintage wines, rare animal species, and many other items. Such goods have played important roles in the history of civilizations, triggering wars and financial crises or defining political and religious values. Luxury is also like a pioneer, making important steps for the first time, allowing humankind to develop its capabilities and express this development. In fact, the dynamic of “luxury” predates humans and figures in the behavior of mammals. Today, luxury goods are hardly reserved for the wealthiest, which devote nearly 65% of their consumption to such items, since low-income families (the bottom fifth of earners) also spend about 40% on luxuries and 60% on necessities. How does such behavior factor into a pursuit of earners) also spend about 40% on luxuries and 60% on necessities. How does such behavior factor into a pursuit of earnings?

Most of us agree that we should be tolerant of the beliefs and practices of others. Often the call for tolerance is grounded in some form of relativism—that is, in the thought that there simply isn’t an absolute or objective fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective in some way, a function of our upbringing, our religion, our social norms, our culture, or our own peculiar tastes and concerns? But what reasons do we have to accept some such form of relativism? Can relativism really ground our commitment to tolerance? If not, then how can we justifiably commit? We will explore these questions as they arise in a number of different philosophical and religious traditions. Readings will be drawn from both classical and contemporary sources and will include the work of anthropologists, literary and political theorists, philosophers, and theologians.

Selected Materials:
Locke, A Letter Concerning Toleration
Mill, On Liberty
Plato, Theaetetus
The Dalai Lama, “The Role of Religion”

Industrial Revolutions and the Future of Work
CCOL-UH 1074 • SPRING 2020

How has the automation economy changed the ways we live and work? What challenges and opportunities does automation pose for the future? This multidisciplinary colloquium draws on materials in social science, science, and the humanities to explore how societies have organized themselves relative to technology in the past, and what changes are currently taking place. As we are now in the midst of the Fourth Industrial Revolution, what lessons can be learned from its predecessors? What consequences might new technologies pose for global challenges such as peace, education, equality, or sustainable development? How does the very definition of the “human” stand to be affected? Students will examine the wave of technology-driven transformations occurring on a global scale, including artificial intelligence, the Internet of Things, and virtual reality. They will consider the Fourth Industrial Revolution as an opportunity to critique theories of technological change and construct their own narratives of change in individual case study analysis assignments.

Selected Materials:
Haagh, The Case for Universal Basic Income
Women Make Movies & Kanopy (Firm.), Great Unions: Women of Computing (Documentary)
Noble, Algorithms of Oppression: How Search Engines Reinforce Racism
Schwab, The Fourth Industrial Revolution
Val Dusek, Philosophy of Technology: An Introduction

Body Politics
CCOL-UH 1075 • SPRING 2020

The body plays a central role in today’s global challenges, including in the promotion of justice, equality, health, and human rights. But controversies surrounding these aspirations also reveal the existence of divergent—often opposing—definitions of the body. This course asks how current political struggles over issues such as gender identity, racism, and reproductive and human rights involve conflicting understandings of the body. What relationships do these notions establish or depend upon between the body, identity, power, and truth? How do body politics inform debates about the anti-vaccination movement, “political correctness,” or body modification? To denaturalize our ideas about the body, the course combines the exploration of current trends with the examination of views from diverse time periods and cultures. By identifying and analyzing these contrasting assumptions, the course seeks to better understand the challenges we face today, and how to address them. Major topics will include the problem of embodiment and the limits of our bodies, the role the body plays in the definition of racial and gender identities, bodily disciplines, and the human quest for truth.

Selected Materials:
Biss, On Immunity: An Inoculation
Brubaker, Trans: Gender and Race in an Age of Unsettled Identities
Coates, Between the World and Me
Elias, On the Process of Civilization: Sociogenetic and Psychogenetic Investigations
Foucault, Discipline and Punish: The Birth of the Prison
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.

FALL 2019

Manus et Machina
CADT-UH 1001 • FALL 2019

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 developments 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, and Technology.

Selected Materials:
Himanen, Hacker Ethic and the Spirit of the Information Age
Laurenza, 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 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.

Creativity and Innovation
CADT-UH 1005 • FALL 2019

Is creativity a gift or a skill? Can creativity be learned? Because creativity is deeply personal, this course will address these questions through individual and collective experiences. The heart of this course is the Personal Creativity Project—an opportunity for students to actively practice creativity by designing and executing a project of their choice. The project may be on any topic, and previous projects have ranged from art and music to computer programs and business model development. The project will be complemented by reading assignments (completed prior to class), class discussions, and one-on-one meetings with the instructor. Over the course of the semester, students will develop a personal creativity philosophy, based on the fusion of readings, study, discussion, and experience. Students will leave the course with a completed project and a personal philosophy of creativity. The course provides a great deal of freedom for learning and does not provide step-by-step instructions. As a result, the successful completion of this course will require a significant amount of self-motivation.

Selected Materials:
Kjelgaard, Fire Hunter
Johnson, Where Good Ideas Come From
Berkun, Myths of Innovation
Gelb, Innovate Like Edison
Sawyer, Explaining Creativity: The Science of Human Innovation

MARGARET JULIAS Lecturer of Engineering
Professor Julias started her career in chemical engineering. Her graduate studies focused on tissue engineering. She utilized different matrix preparation and manipulation techniques to observe cellular behaviors due to, but not limited to, mechanical stress within aligned and randomly oriented matrices. She was awarded with the New Jersey Center of Biomaterials fellowship and the New Jersey Center of Spinal Cord Research Fellowship. Professor Julias joined NYUAD from Medical Diagnostic Laboratories in New Jersey.
Words

CADT-UH 1011 • FALL 2019

Words, words, words. How do words, as basic units of language, help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How are words from different languages similar, and how are they different? Do words reflect or shape our thought? Do they expand or constrain our imagination? This interdisciplinary course explores what words are and how we think of them by bringing together insights and ideas from a number of fields: linguistics, computer science, psychology, sociology, philosophy, history, literature, religion and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them in class, and they will engage in solving and creating language puzzles. 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 Conneau-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
Cukor (Dir.), 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 2019

Crosslisted with Cultural Exploration and Analysis

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

Selected Materials:
Beard, Laughter in Ancient Rome: On Joking, Tickling, and Cracking Up
Shelto, Once There Was, Twice There Wasn’t: Fifty Turkish Folktales of Nasreddin
Cousins, Anatomy of an Illness

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-genre work, cabaret, and new plays. She has originated roles in world premieres and inhabited classic parts off Broadway, Off Off Broadway, and on tour in the US and UK.

What Is Music?

CADT-UH 1024 • FALL 2019

Crosslisted with Music

This course analyzes what we understand as “music.” Drawing on music of different styles from all over the world, seminar 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 guides students through basic musical elements such as notation systems, scales, 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
Ross, The Rest Is Noise

ROBERT ROWE
Professor of Music and Director of Music Technology

Professor 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 currently Professor and Director of the Music Technology program in NYU Steinhardt’s Department of Music & Performing Arts Professions.

LEON BOTSTEIN, PRESIDENT OF BARD COLLEGE, ON THE IMPORTANCE OF MULTI-DISCIPLINARY THINKING AND EDUCATION:

My position is that the STEM fields cannot exist without the humanities, and that the humanities cannot exist without the STEM fields. The separation is purely bureaucratic; it’s purely a structural separation having to do with the way it’s “easier” to organize things within a university. My view is that anybody who is interested in the humanities is at his or her peril to not think about the fundamental role of science, technology, engineering and the character of science, and vice versa; there’s no serious scientist in the world who isn’t confronted with—who doesn’t deal with — the non-“purely scientific” or nontechnical motivations or consequences of their work. The separation of the two is nonsensical.

(From Yale Daily News, 12 Nov. 2014)
Re-Design
CADT-UH 1025 • FALL 2019
Crosslisted with Art and Art History
Giorgio Vasari defined Mannerism in terms still used today in Art History: in the wake of the Renaissance masters, copyist became the standard way to learn. But what do we really learn by copying? Would a contemporary Mannerist fit in today’s world, dominated by visual information? How does creativity work? How does change happen? Why did we wait half a century before having personal computers in colors other than beige? Why do we seem oblivious to the manufactured filters mediating our observation of nature itself? What are the trade-offs when we delegate creative processes. Prior to joining NYUAD in 2011, he worked in Italy, UK and France. He is a partner of the design consultancy Graines d’Octets, based in Fontainebleau, France, and Humus Design based in Rome, Italy.

GIOFFREDO PUCCELLI 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. Prior to joining NYUAD in 2011, he worked in Italy, UK and France. He is a partner of the design consultancy Graines d’Octets, based in Fontainebleau, France, and Humus Design based in Rome, Italy.

Communication and Technology
IM-UH 1012 • FALL 2019
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 assignments 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 experimenting with various forms of communication both old and new, ranging from the printing press to the 3D printer and everything in between.

Selected Materials:
- Muusari, Design as Art
- Rand, Thoughts on Design
- Tufte, Visual Explanations
- Tufte, Beautiful Evidence

SEBASTIÁN CALDERÓN BENTIN Assistant Professor of Drama
Professor Bentin is an artist-scholar and Assistant Professor in the Department of Drama at NYU Tisch. He holds a.B.F.A. in theater with a double major in cultural anthropology and an M.A. in performance studies from NYU. He received his Ph.D. from the Department of Theater and Performance Studies at Stanford University.

HEATHER DEWEY-HAGBORG Visiting Assistant Professor of Interactive Media, Practitioner Scholar
Professor Dewey-Hagborg is an information artist and bio-hacker. She is most noted for her project Stranger Visions, a series of portraits created from DNA she recovered from discarded items, such as hair, cigarettes, and chewing gum while living in Brooklyn, New York.

SPRING 2020

Touch
CADT-UH 1008Q • SPRING 2020
It is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of the sense of touch? The answer might not come readily due in part to the subtle, effortless function of this sense. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, expressive, personal and interpersonal. The haptic modality is our fundamental mode of access to the physical world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch, and runs a continuous thread through a number of fundamental questions and critical approaches related to human haptics. A variety of interpretations, disciplines, and experiences exploring the symbolic, cultural, ethical, social, and technical aspects of touch will be discussed. Topics include social and cultural development, memory, learning, digital design, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, and privacy and security.

Selected Materials:
- Linden, Touch: The Science of Hand, Heart, and Mind
- Gramwald, ed., Human Haptic Perception: Basics and Applications
- McNeill, Quaeghebeur, and Duncan, “IW—’The Man Who Lost His Body’”
- El Saddik, Ouroco, Eid and Cha, “Haptics Technologies: Bringing Touch to Multimedia”
- Paterson, “The Senses of Touch: Haptics, Affects Sensibilities”
Language of Computers

CADT-UH 1013 • SPRING 2020

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 do 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
Sweigart, 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 her postdoctoral training at MIT.

Utilitas, Venustas, Firmitas

CADT-UH 1016 • SPRING 2020

Design seems to be omnipresent, but what is it? This course explores how design influences our everyday 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 beneficial 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:
Bürdek, Design: History, Theory and Practice of Product Design
Jost, et al., Design as Research: Positions, Arguments, Perspectives
Milton and Rodgers, Research Methods for Product Design
Hurstwitz (Dir.), Objectified (Film)
Hurstwitz (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.

Wayfinding: Graphic Design in the Built Environment

CADT-UH 1020 • SPRING 2020

Crosslisted with Art and Art History, Interactive Media, Visual Arts

In November 2013, Volvo Race’s boat Vestas 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:
Caheri, Signage and Wayfinding Design
Gibson, The Wayfinding Handbook
Huth, The Lost Art of Finding Our Way
Mollelrup, Wayshowing > Wayfinding: Basic & Interactive
Shaw, Helvetica and the New York City Subway System

Wayfinding Handbook

RAFAEL SONG
Assistant Professor of Mechanical and Biomedical Engineering

Professor Song’s main research interests center on various aspects of micro-and nanoscale biosensing including “Lab-on-a-Chip”, biosensors, optogenetics, point-of-care diagnostics, liquid biopsy, and biomicrofluidics. He received his Ph.D. in mechanical engineering from RWTH Aachen University, Germany, and his postdoctoral training at MIT.
You understand opposing and challenging views, and make personal manifestos, craft editorials, create essays to help write a constitution for a utopia you imagine together, draft in varied societies, will be debated to form a nuanced under complexity of free speech, and its opportunities and restrictions textually to engage via traditional or social media. The com become confident debaters, and think strategically and con examine and practice multiple formats, study rhetoric to on global issues rooted in local contexts, citizen writers will Drawing from a multidisciplinary perspective, and focused can equip you, in any profession, to be heard as a citizen con being able to write effectively, creatively, and persuasively world where we all recognize problems that need to be fixed, It’s said the pen is mightier than the sword, and this course Citizen, Writer

**Miguel Syjuco** Assistant Professor of Practice in Literature and Creative Writing
Professor Syjuco is the author of *Illustrado*, which won the 2008 Man Asian Literary Prize as well as the Palanca Award, the Philippines’ highest literary honour.

**Mohammed Daqaq** Program Head and Associate Professor of Mechanical Engineering
Professor Daqaq received his MSc and PhD in Engineering Mechanics from Virginia Tech in 2003, and 2006, respectively. In 2006, he joined the Department of Mechanical Engineering at Clemson University as an Assistant Professor and went through the ranks to become a tenured Associate Professor in 2012. At NYUAD, in addition to teaching and conducting research, he serves as Faculty Fellow in Residence.

**Antonios (Anthony) Tzes** Program Head and Professor of Electrical and Computer Engineering
Professor Tzes's research interests include UAVs, Cooperative Control of Networked Systems, Surgical Robots, Mechatronics, and Control engineering applications. Professor Tzes has received research funding from various organizations including NASA, the National (US) Science Foundation, the European Union (Horizon2020), and the European Space Agency (ESA). He has over ten years of experience as the director of the Instrumentation and Control Laboratory at Polytechnic University, focusing on smart sensors and self-tuning systems.

**Felix Hardmood Beck** Assistant Professor of Practice of Design, Engineering

Coordinating 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.
The Photo Album

CADT-UH 1039 • SPRING 2020

Photo albums are meaningful, unique creations. Infused with intangible memories, they tangibly show specific, select moments of the past—some mundane, others poignant. Highly personal, photo albums also reveal shared encoun-
ters and assert human universals. How and by what means do our personal photo albums thus compile collective iden-
tities and histories? What stories lie behind their making? What narratives arise—formal or organic—or when related or disparate photographs are organized or random-
ly displayed in the unifying context of photo albums? This course employs art practice and theory to investigate the curation of vernacular photography in family photo albums. Looking at the global history and contemporary manifesta-
tions of these practices, and drawing on NYUABD’s Akkasah Center of Photography, it asks: What are the motivations, challenges, and implications of commissioning or taking, collecting, or curating photographs of one’s family or one-
self? How do we approach such collections as viewers? Who makes, owns, and passes down albums—to whom, for whom, and why? Students will also create photo albums as a gener-
ative means of engaging in and understanding this practice.

Selected Materials:

Bambling, Lost We Forget: The Universality of Family Photographs
Bambling, Lost We Forget: Emirati Family Photographs 1930-1999
Bann, Art and the Early Photographic Album
Dhigren, “DATED PHOTOGRAPHS: THE PERSONAL PHOTO ALBUM AS VISUAL AND TEXTUAL MEDIUM”
Mete, “LOOKING AT THE FAMILY PHOTO ALBUM: A RESIMED THEORETICAL DISCUSSION OF HOW AND WHY”
Part and Badger, The PhotoBook: A History Siegel, Galleries of Friendship and Fame

The Ethics of the Image

CADT-UH 1040 • SPRING 2020

From its invention in 1839, photography has been heralded as objective. Few doubt the veracity of a photo-finish, an en-
doscopic medical image, a traffic camera’s violation report, or a surveillance shot of a crime scene. Photographs bear witness to the Mai Lai massacre, the Abu Ghraib prisoner abuse scandal; the Sahel famine of the 1980s, and refugees fleeing the Syrian civil war. Though must readily embrace such visual testimony, we might also cede Susan Sontag’s point that photos are a “species of rhetoric” that “simplify” and “create the illusion of consensus.” In what ways do a photographer’s choices of what to include and exclude sug-
gest self-conscious framing from a specific vantage point? What ethical questions emerge from this tension between the medium’s supposed objectivity and the photographer’s admitted subjectivity? Students will explore ethical sce-
narios in photojournalism, travel photography, street pho-
tography, portraiture, and commercial photography as they confront questions about consent, privacy, representation, citizen responsibility, and propaganda. Coursework includes response papers, case study reports, photo-critiques, pho-
tography tasks, and photo essays.

Selected Materials:

Kleinig, The Nature of Consent
Reinhart, et al., Beautiful Suffering: Photography and the Traffic in Pain

ANDREW SLACK, CAMPAIGN DIRECTOR, AAVAZ, ON THE VALUE OF INDIVIDUAL AND COLLECTIVE IMAGINATION AND DESIGN:

How we imagine what we want our future to be like individually and collect-
ively will determine where we go as a species. We all have the exciting honor to make decisions individually and to organize each other collectively to see if we can elevate the human condition. How we approach this opportunity will influence not only the next generation but the planet itself. We have a tremen-
dous opportunity right here, right now, and we need all hands on deck to find their strengths and negotiate their weaknesses so that we can work together to make this happen. That means that every member of our learning community is essential and important—ourselves included.

(From “Five Things I’ve Learned,” thefivethings.org)

Mapping Urban Utopia

CADT-UH 1043 • SPRING 2020

Crasulated with Visual Arts

How might a utopian city be designed? This multidisci-
plinary class departs from students’ experiences with urban living to imagine the city of the future as an ideal space of mobility, access, and inclusion. Exploring critical questions about everyday urban design and architecture, students will engage with theoretical concepts, practical tools, and expe-
riences such as digital cartography, sound ecology, psycho-
ography, soundwalks, conceptual mapping, and critical tourism to create a unique urban prototype. Hands-on in-
troductions to drawing, sculpture, video, and sound design will expose students to space- and time-based media for
artistic expression. Readings will include material drawn from disciplines including art history and practice, urban studies, sound studies, sociology, ethics, and media studies. Participant become spatial design consumers and makers, learning to analyze, explore, manipulate, and self-consciously negotiate public relations through discussion, presentations, and assignments, including 2D and 3D projects.

Selected Materials:

Cardiff, The Walk Book
Certeau, The Practice of Everyday Life
Debord, Theory of the Derive
Schaefer, Ear Cleaning
Wigley, Constant New Babylon the Hyper-Architecture of Desire

AMANDA GUTIÉRREZ Visiting Assis-
tant Professor

Professor Gutierrez is currently comple-
ting her Ph.D at the University of Gi-
rona, in the Doctoral Programme in Hu-
manities, Heritage, and Cultural Studies. She completed her graduate studies at The School of the Art Institute of Chica-
gro specializing in performance and new media. In Mexico, she undertook her undergraduate studies in Stage Design at the INBA ENAT. For twelve years, she has worked in the field of performance and sound art, fusing the two disciplines in installation projects.
Core Competencies: Cultural Exploration and Analysis

Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural understanding. 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.

FALL 2019

Collecting

CCEA-UH 1003 • FALL 2019
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.

Money and the Good Life

CCEA-UH 1014 • FALL 2019/SPRING 2019 (7 WEEKS)
Crosslisted with Literature and Creative Writing

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

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

ALIDE CAGIDEMETRIO Visiting Professor of Literature

Having taught at Venice, Strathclyde, Harvard, Wellesley, and Udiine, 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 Djuna Barnes (1979). Verso il West: L’autobiografia dei pionieri americani (1983), and Fiction 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).
Global Women Writing

CCEA-UH 1015 • FALL 2019

Crosstidied with Literature and Creative Writing

What does it mean to be a “woman writer”? This course will explore and examine that phrase, which has for centuries been used as cause for marginalization and silencing. Students will explore what women’s writing from around the world might reveal about the relationships between gender, authority, creativity, power, mobility, and tradition. Do we assume, for instance, the existence of an essential “female” way of writing, shared by women across time and geography? Drawing on both literary and critical materials, students will also consider the complexities and challenges of reading across literary tradition(s) and the ways in which writing from multiple historical and cultural situations represents intersections of gender, race, class, nation, and sexuality. Writers to be considered in this course may include Virginia Woolf, Se Jua, Mary Wollstonecraft, Lady Murasaki, Toní Morrison, Gloria Anzaldua, and Theresa Hak Kyung Cha, among others.

Selected Materials:
Adichie, We Should All Be Feminists Now
Atwood, The Handmaid’s Tale
Anzaldua, Borderlands/La Frontera
Bechdel, Fun Home
Bronte, Jane Eyre

DEBORAH WILLIAMS Clinical Associate Professor
Professor Williams’s interests include 20th-century US fiction, children’s literature, and feminist literary history and historiography. She is the author of a number of articles about US women writers and Not in Sisterhood: Edward Wharton, Willa Cather, Zona Gale, and the Politics of Female Authorship. She is a biweekly columnist for The National, Abu Dhabi’s English-language newspaper.

MARIËT WESTERMANN, VICE CHANCELLOR OF NYUAD, ON THE PUBLIC VALUE OF CULTURAL ANALYSIS AND HUMANISTIC INQUIRY:

In [c]ivilian attempts to address global crises, there is hope for the invention of humanists: of scholars and teachers who have made it their life’s work to understand the nuances of cultural expression and of difference, and of what in culture unites people and what divides. The historian, the anthropologist, and the historian of art and literature have skills that can draw out perspectives; prioritize what, in the massive archive of history and culture, matters for questions that need to be asked today; represent those findings through stories, documentary, and performance in a variety of media and venues; and, perhaps most crucially, teach and help people think with all this cultural material that presents us with difference as well as convergence. (From “The Humanities in the World: A Field Report,” in Humanities in the Age of Information and Post-Truth)

Memory

CCEA-UH 1061 • FALL 2019

Crosstidied with Art and Art History and Heritage Studies

What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belie 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, film, 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)
Lupston, Chris Marker: Memories of the Future
Le Poidevin, The Experience and Perception of Time
Ramadanovic, Forgetting Futures. On Memory, Trauma, and Identity

GREGOR STEMMRICH Professor of Art and Art History
Professor Stemmrich 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, artist’s writings, art criticism, art theory, transcultural perspectives in art history, postcolonial critique, gender studies, and Bildwissenschaften (attempts to theorize the image/picture).

Cultural Appropriation

CCEA-UH 1062 • FALL 2019

Crosstidied with Heritage Studies

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
Kunuru, White Tears
Lott, Love & Theft: Blackface Minstrelsy and the American Working Class
Ziff and Rao, eds., Borrowed Power: Essays on Cultural Appropriation

ANDREW JARAD 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 PhD 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.
Representing the Middle East: Issues in the Politics of Culture

CCEA-UH 1078X • FALL 2019 (7 WEEKS)

Crosslisted with Arab Crossroads Studies, Film and New Media

Media depictions of the Middle East have transnational ramifications on political discourse and cultural identification around the globe. This seminar explores the cultural politics of such representations, beginning from the premise that representation itself is a contested site. Students will examine films, visual culture, and literature to ask how “the real” is mediated for various audiences. How can key dilemmas be best approached, such as the clash between theological taboos and notions of free of expression in recent controversies about Danish cartoons and Charlie Hebdo? Can readings of texts, films, and digital spaces see beyond familiar negative stereotypes or positive public images? The seminar will be organized around significant themes, concepts, and questions, including the exotic and the imperial imaginary; travel and the Holy Land; gender and national allegory; the representation of the “real”; religious taboo and visual representation; antiquity in contemporary popular culture; memoir and the post-colonial gaze; and dislocation and diaspora in the transnational reception of Middle Eastern cinema, art, and culture.

Selected Materials:
Aloulou, The Colonial Harun
Clifford, “On Orientalism”
Muellm, “Transnationalism, Feminism, and Fundamentalism”

Sense and Senses

CCEA-UH 1081 • FALL 2019

Crosslisted with Anthropology

What does it mean to study the senses? One way to approach this question is to recognize, as anthropologists do, that sensory perception, which is experienced by the individual as a physical and biological capacity to engage with the world around us, is also always a cultural act. This class explores how gender, sexuality, ethnicity and class are embodied in sensory perceptions and everyday social interactions. Students will examine how our physiological capacities are engaged and reproduced in social, economic, and political relations of power which are the outcome of complex historical trajectories. Discussions include a broad range of scholarly debates on the senses and sensory perception drawn from the anthropology of the senses, human geography, cultural history, film, museum studies, impairment and disability studies, literature, and art. The class will focus in particular on how corporeal practices involving food, art, music and movement are perceived, mediated and expressed through the senses.

Selected Materials:
Barwich, “Making Sense of Smell”
Bellion, “Vision and Visuality”
Cassen, “Worlds of Sense”
Glenmie (Dar.), Touch the Sound (Film)
Mauss, “Body-Techniques”

Everything Is a Remix

CCEA-UH 1062 • FALL 2019

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, dialgouism, collage, detournement, refunctioning, intertextuality, intermediaity, transtextuality, and the carnivalesque. Asking what happens when we make something new from something old, this course explores artistic and interpretive remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evokes studio production and internet culture, understanding its roots oblige us to go back to long-standing traditions in arts and culture generally. Although the course focuses to some extent 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

Gender and the Future of Normal

CCEA-UH 1076 • FALL 2019

Crosslisted with Literature and Creative Writing, Theater

We come from a range of different cultural experiences. How, then, do we consider normativity as we relate to our bodies and to gender expressions within shifting, social realities? When we enter public spheres, do our bodies complement or disrupt cultural expectations of normalcy? What are these expectations? How rooted are they in cultural ideologies and practices? What registers as non-normative and to what consequences? This course examines a range of writing, historical and contemporary, about gender expression in lived experience as well as in texts intended for live performance. These latter “textual performances” capture how artists have imagined and inscribed tensions between gender normativity and variation. How does the aliveness of gender performance (normative or disruptive) negotiate the dynamic among lived experience, textual performances, and live performance? Finally, how do our own gender expressions perform their aliveness in today’s world? Works from Jordan, Egypt, Palestine, France, South Africa, Uganda, Ireland, Greece, India, and Mexico, among others, are focal points for critical inquiry.

Selected Materials:
Austen, How to Do Things with Words
Barbin, Herculine Barbin: Being Recently Discovered Memoirs of a Nineteenth-Century French Hermaphrodite
Cesaire, A Tempest
Fanon, Black Skin, White Masks
Khoury, He She Me

Robert Vorlicky

Associate Professor of Drama

Professor Vorlicky teaches Drama at NYU’s Tisch School of the Arts. His books include Act Like a Man: Challenging Masculinities in American Drama; Tony Kushner in Conversation; and From Inner Worlds to Outer Space: The Multimedia Performances of Dan Kvoing. He has been a Fulbright senior professor in Zagreb, Croatia, a recipient of an NEH fellowship, and a former president of the American Theatre and Drama Society. Current projects include a companion book to his critical study of U.S. male cast plays (1995-present) and an anthology of contemporary African women’s plays.

Robert Stam

University Professor, NYU’s Tisch

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: Flagging 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).

Ella Shohat

Professor of Cultural Studies

Cultural anthropology. (From “For the study of philosophy and history and the arts, critically appreciated, through answer, with the help of literature and evidences. These are the questions you wining a war? The answer, I think, is while in itself, even if we never put the universe works, understanding how the sciences is that understanding how you learn that one reason for studying isfactions are really worth pursuing? [W]ho is going to tell you what sat CULTURAL EXPLORATION AND ANALYSIS: PHILOSOPHY AT NYU, ON THE VALUE OF ANTHONY APPIAH, PROFESSOR OF PHILOSOPHY AT NYU, ON THE VALUE OF CULTURAL EXPLORATION AND ANALYSIS: [W]ho is going to tell you what satisfactions are really worth pursuing? Which effects worth aiming for? What is worth wanting? ... And where will you learn that one reason for studying the sciences is that understanding how the universe works, understanding where we fit into it, would be worthwhile in itself, even if we never put the knowledge to use in making a buck or winning a war? The answer, I think, is evident. These are the questions you learn to face, learn to live with, learn, in the end, provisionally at least, to answer, with the help of literature and the arts, critically appreciated, through the study of philosophy and history and cultural anthropology. (From “For the Humanities,” in Humanities in the Age of Information and Post-Truth)

**Literature of Migration**

CCEA-UH 1082 • FALL 2 2019 (7 WEEKS)

Crosslisted with Literature and Creative Writing

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

**Selected Materials:**

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

**Falconry: Cultural Inheritance and Social Imaginary**

CCEA-UH 1083 • FALL 2019

Crosslisted with Heritage Studies

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

**Selected Materials:**

Oggins, The Kings and Their Hawks. Falconry in Medieval England
Giese, “De arte venandi cum avibus” of Emperor Frederick II
Grimm, Raptor and Human. Falconry and Bird Symbolism throughout the Millennia on a Global Scale

**World Heritage Sites & Universal Collections**

HERST-UH 1100 • FALL 2019

Crosslisted with Arab Crossroads Studies, Art and Art History, Heritage Studies

What is “World Heritage,” how is it nominated, and by whom? The heritage field has become a complex industry that involves (inter)national prestige, conservation, site management, and museum development. Heritage sites of “Outstanding Universal Value” and prestigious museums with “universal” collections are booming tourist destinations worldwide. Multi-faceted perspectives of heritage underline the proposition that heritage doesn’t just represent a static link with the past, but is part of a dynamic social process that includes an evolving interpretation of “the past” for the use in the present. In this course, students explore and test theoretical conceptions of heritage using case studies and fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding cultural heritage’s multi-layered and multi-vo cal aspects. The focus for our discussions will be sites and practices that are considered “shared cultural heritage” for their Outstanding Universal Value. But what do these values mean, and for whom? Do they imply that universal human values exist? And what if these values are contested?

**Selected Materials:**

Graham, Ashworth, and Tunbridge, “Heritage and national identity,” in A Geography of Heritage: Power, Culture and Economy
Smith, “Heritage as a cultural process,” in Uses of Heritage

**WERNER SOLLORS Global Professor of Literature**

Professor Sollors is Cabot Professor of English Literature and Professor of African American Studies at Harvard University, where he has taught for more than thirty years. He is coeditor with Greil Marcus of The Life of Muhammad (2009).

**ANNE-LISE TROPATO Humanities Research Fellow**

Professor Tropatto received her PhD in Early Modern Art History at the University of Rome II (Italy). Her main research interests focus on the artistic and cultural history of falconry, and on artistic, intellectual and cultural international relationships in Early Modern Europe. She has published on topics such as the analysis of serial imagery, trans-frontier transmission of artistic models, history of visual imagery, and history of great European collections.

**ROBERT PARTHESIUS Associate Professor of Heritage Studies**

Professor Parthesius is on the faculty of archaeology at Universiteit Leiden in the Netherlands. A visiting professor at NYUAD, he is also Director of Dakiria, Center for Emirati and Global Heritage Studies. His publications include the book Dutch Ships in Tropical Waters.
Identity and Object

CCEA-UH 1004 • SPRING 2020

How do objects from the past obtain meaning long after they were made, and how have they come to express the identity of communities, nations, and religions? This course considers 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? What role does politics play in these social and cultural processes? Exploring object biographies from a range of periods, regions and traditions, students will pay special attention to objects that represent contested national and global identities, such as the Cyrus Cylinder from Iraq and the Koh-i-Noor diamond from India. Through these and other case studies of iconic objects from around the world, students 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”
Schmitzauer, “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 Akchakhan-kala in Khorazm.

The Idea of the Garden

CCEA-UH 1006 • SPRING 2020

Gardens are as diverse as cultures, but the idea of the garden is common to various cultures through the ages and across continents. What do gardens reveal about the human condition? How do gardens relate to the individual and the idea of community? How do they reflect philosophical ideas? In which ways do the real and imagined interface with each other? Is a garden a representation of nature or culture or both? How does a garden relate to spiritual needs and sensual experience (smell, sound, sight, tactile and kinaesthetic bodily feeling)? How is the garden distinguished from but related to the notion of a natural landscape? We will look at Zen-gardens and rooftop gardens, monastic and palace gardens, sculpture and pleasure gardens, mythic gardens in various religious traditions. The course is conceived as neither a historical survey nor typological compilation but chooses diverse examples of gardens and representations of gardens from various cultures and historical periods in order to reflect on the ways in which gardens reflect the human condition.

Selected Materials:
Conan, “Gardens and Imagination: Cultural History & Agency”
Marx, The Machine in the Garden: Technology and the Pastoral Ideal in America

GREGOR STEMMBICH Professor of Art and Art History

Professor Stemmbich 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, transcultural perspectives in art history, postcolonial critique, gender studies, and Bildwissenschaften (attempts to theorize the image/picture).

A Thousand and One Nights

CCEA-UH 1009 • SPRING 2020

Crosslisted with Literature and Creative Writing

This course focuses on questions of religious and cultural difference through the 1001 Nights and related texts. Jewish, Christian, Zoroastrian, Muslim and “pagan” realms co-exist uneasily in the original cycle of tales that often confront their protagonists with such differences as a problem. Even the possession of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders. The reception 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 engagement with cultural difference and its representation, Appiah’s Cosmopolitanism and Said’s Orientalism.

Selected Materials:

PHILIP KENNEDY Professor of Middle Eastern and Islamic Studies, Comparative Literature, and Program Head for Arab Crossroads Studies

Professor Kennedy is the author of The Wine Song in Classical Arabic Poetry: Abu Nuwas and the Literary Tradition (1997), Recognition in the Arabic Narrative Tradition (2016) and a number of other studies about Arabic Literature. He is Vice Provost for Public Programming at the NYUAD Institute and the General Editor of the Library of Arabic Literature.

Interracial Literature

CCEA-UH 1011 • SPRING 1 2020 (7 WEEKS)

Crosslisted with Literature and Creative Writing

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

Selected Materials:
Faulkner, Absalom, Absalom!
Shakespeare, Othello
Toomer, Cane
Sollors, Neither Black nor White yet Both: Thematic Explorations of Interracial Literature
Sollors, An Anthology of Interracial Literature: Black-White Contacts in the Old World and the New

WERNER SOLLORS Global Professor of Literature

Professor Sollors is Henry B. and Anne M. Cabot Research Professor of English Literature at Harvard University, where he taught for thirty-two years. He is co-editor with Greil Marcus of A New Literary History of America (2009) and has edited and co-edited numerous other books. His own monographs include Beyond Ethnicity: Consent and Descent in American Literature and Culture (1986); Neither Black nor White Yet Both: Thematic Explorations of Interracial Literature (1997); Ethnic Modernism (2008); The Temptation of Despair: Tales of the 1940s (2014), African American Writing: A Literary Approach (2006); and Challenges of Diversity: Essays on America (2017).
Money and the Good Life
CCEA-UH 1014 • FALL 2 2019 (7 WEEKS)/SPRING 1 2019 (7 WEEKS)

Crosslisted with Literature and Creative Writing

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 Aristotle’s Politics, Ibn Khaldun, Robert Louis Stevenson’s The Strange Case of Dr. Jekyll and Mr. Hyde, and William Shakespeare’s The Merchant of Venice, to Honoré de Balzac’s Père Goriot, Daniel Defoe’s Robinson Crusoe, and F. Scott Fitzgerald’s The Great Gatsby. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirschman.

Selected Materials:
Aristotle, Politics
Balzac, Père Goriot
Defoe, Robinson Crusoe
Fitzgerald, The Great Gatsby

ALIDE CAGIDEMETRO
Visiting Professor of Literature

Having taught at Venice, Strathclyde, Harvard, Wellesley, and Uline, Professoressa 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 monograph Una strada nel bosco: Scrittura e coscienza in Djuna Barnes (1979), Verso il West: L’utopia olografia dei pionieri americani (1983), and Fiction 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 Noé” (2000), and John Hersey’s A Bell for Adano (2012).

MIGUEL SYJUCO
Assistant Professor of Practice in Literature and Creative Writing

Professor Syjucu is the author of Illus- tro, which won the 2008 Man-Asian Literary Prize as well as the Palanca Award, the Philippines’ highest literary honour.

Novels That Changed the World
CCEA-UH 1019 • SPRING 2020

Crosslisted with Literature and Creative Writing

Books transform lives, though few novels make an impact beyond the personal or the literary. Sometimes, however, an extraordinary book may launch a revolution, alter national policy, divide a nation, or unite a continent. Why does this happen to some, but not others? This question seems especially pertinent since a novel is always a hopeful act towards a better world—in both its writing and its reading. This seminar examines the textual, literary, historical, and social circumstances that allowed certain works of fiction to change the facts of our existence. The novel is a relatively young art form that began as entertainment, but its instructive empathy for other ways of being has created an invaluable conversation across borders and between eras. This is why novels are censored or celebrated, and why they remain a vital part of the human experience. This seminar examines such novels as Rizal’s Touch Me Not, Stowe’s Uncle Tom’s Cabin, Sinclair’s The Jungle, Achebe’s Things Fall Apart, Rushdie’s The Satanic Verses, Multatuli’s Max Havelaar, and more. Through such readings students will better understand their world through the stories that move people to action.

Selected Materials:
Stowe, Uncle Tom’s Cabin
Rizal, Noli Me Tangere
Sinclair, The Jungle
Achebe, Things Fall Apart
Ding, The Sun Shines Over the Sanggun River

Art and Agency
CCEA-UH 1030 • SPRING 2020

Crosslisted with Art and History

What does art do to us? This course centers on the concept of “Art and Agency,” coined by anthropologist Alfred Gell, which holds that artworks carry an agency factor that affects human beings—their mode of thinking, their emotions, their actions, their aesthetic experience. This concept has impacted the way art historians, in academia and the professional museum world, think about and display works of art. Through class discussions and visits to the Louvre Abu Dhabi Museum, the course will examine a host of related ideas: the rhetorical concept of “energya,” camouflage, iconicism, “animism” in prehistoric rock art, Western and Asian landscape imagery, medieval relics and miracle imagery, anthropomorphism and witchcraft in the early modern period, and the idea of “living presence” in abstract expressionism.

Selected Materials:
Gell, Art and Agency: An Anthropological Theory
Bredenkamp, “The Picture Act: Tradition, Horizon, Philosophy”
Kröger, “Mute Mysteries of the Divine Logos: On the Pictorial Poetics of Incarnation”
Gamboni, Potential Images: Ambiguity and Indeterminacy in Modern Art
Holocaust Memorial, The Memorial Slab (“Denkmal!”)

dis/Abilities in Musical Contexts
CCEA-UH 1023 • SPRING 2020

Crosslisted with Music

This course asks what dis/Ability is and considers how this concept plays out within a variety of musical contexts. Our focus is not just on musicians with disabilities, but also on a wide spectrum of human 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 capabilities into any musical situation. In this way of thinking, the body, with all its unique characteristics is a central focus of our inquiry. 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 unseen by the hearing world. Thereafter, through self-initiated final research projects, students will work to find their own ways of making meaning of people’s varied musical capabilities.

Selected Materials:
Linton, Claiming Disability: Knowledge and Identity
Siebers, Disability Theory
Small, Musicking: The Meanings of Performing and Listening
Scar (Dir.), See What I’m Saying: The Deaf Entertainers Documentary
Gamboni, Potential Images: Ambiguity and Indeterminacy in Modern Art
Holocaust Memorial, The Memorial Slab (“Denkmal!”)

REINDERT FALKENBURG
Vice Provost for Intellectual and Cultural Outreach

Professor Falkenburg’s research explores the visual arts primarily from the perspective of image/viewer relationships. He studies tensions and crises in late medieval and Renaissance art, in particular, the role of the visual arts in the aesthetic, religious, moral and spiritual formation of early modern subjects. His books include The Fruit of Devotion: Mysticism and the Imagery of Love in Flemish Paintings of the Virgin and Child, 1450-1550.

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.

ROSS PROCTOR
Assistant Professor

Crosslisted with Literature

Professor Proctor’s research focuses on the intersection of the image and the body, from the modern to the contemporary. In particular, he has explored film, television, performance and digital cultures as sites for the negotiation of identity and embodiment across a range of cultural forms and contexts.
Tragedy
CCEA-UH 1056 • SPRING 2020

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

Selected Materials:
Sophocles, Antigone
Euripides, Medea
Shakespeare, Hamlet
Pogard, The Island
Guthrie (Dir.), Odysseus Rex (Film)

DEBORAH KAPCHAN Professor of Performance Studies

Cinematic Imagination
CCEA-UH 1085 • SPRING 2020

Crosslisted with Arts, Design, and Technology, Music, Film and New Media, Media, Culture, and Communication
Do new media change the way we think and perceive the world around us? What does it mean to live in an era after film has reshaped our capacity for documentation and visual expression? In order to explore such fundamental questions, this course focuses on artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center after World War I. As the emergence of German film provided new aesthetic principles of artistic production and reception, traditional art forms such as literature, theatre, painting, photography, and music were refashioned as the "cinematic imagination." Engaging with the work of cultural theorists who first witnessed the impact of film, photography, radio, and gramophone, the course also explores recent interdisciplinary scholarship in media studies to understand how new technologies shape social and political concerns. A hands-on film project allows students to explore Abu Dhabi's urban cityscapes to create a remake of Walter Ruttmann's 1927 film Berlin: Symphony of a City. How can this reflection on modernity and modernization in 2020s Berlin help us understand the cinematic imagination's mediation of urban spaces today?

Selected Materials:
Gay, Weimar Culture: The Outsider as Insider
Ruttmann (Dir.), Berlin: Symphony of a City (Film)
Wenders (Dir.), The Sky Over Berlin (Film)
Lang (Dir.), Metropolis (Film)
Ekstein, Rites of Spring: The Great War and the Birth of the Modern Age
Benjamin, “Berlin Chronicle”

PHILLIP MITSIS Alexander S. Onassis Professor of Hellenic Culture and Civilization
Professor Mitsis works on Greek and Roman epic and drama as well as on ancient philosophy and its reception in the early modern period. He has taught a wide variety of undergraduate humanities courses at NYU and NYUAD that focus on ancient, medieval, and modern philosophical, historical, literary, and legal texts. His most recent graduate teaching includes courses on Sophocles, Plato, Aristotle, Lucretius, and Seneca. He also serves as the Academic Director of the American Institute for Verdi Studies.

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.

DEBORAH KAPCHAN Professor of Performance Studies

Memoir and Ethnography: Understanding Culture Through First-Person Narrative
ANTH-UH 2113 • SPRING 2020

Crosslisted with Literature and Creative Writing, Social Research and Public Policy
Memoir is the best selling genre in contemporary literature. Indeed, our fascination with all things autobiographical attests to the importance of examining one particular life in order to understand larger issues concerning culture, community, race, gender and even social and global transformations. Narrative Ethnography is also a form of writing which uses the first-person pronoun. In this genre, “participant observation”—actually experiencing the beliefs, rituals and life-ways of another culture first-hand—is the methodology employed in order to explicitly understand not just the self, but the “other.” What are the differences between memoir and ethnography? What kinds of knowledge travel in each? How does writing in the first person challenge other modes of knowledge production? How might memoir and ethnography contribute to our understanding of cultural and cross-cultural dialogue, while providing a post-colonial critique? In this course students examine the rhetorical and aesthetic rules that govern these genres, as well as the way they create social imaginations that go on to live political lives in the world.

Selected Materials:
Trussoni, Falling Through the Earth: A Memoir
Angelou, I Know Why the Caged Bird Sings
Baldwin, Go Tell It on the Mountain
Narayan, Alive in the Writing: Crafting Ethnography in the Company of Chekhov

DEBORAH KAPCHAN Professor of Performance Studies
Core Competencies: Data and Discovery

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.

LEARNING TO EXPERIMENT AND EVALUATE

FALL 2019

Space
CDAD-UH 1002Q • FALL 2019

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, extragalactic 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 the world 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.

Seven Wonders of the Invisible World
CDAD-UH 1008EQ • FALL 2019 (MAGZOUB) / SPRING 2020 (ESPOSITO)

“In the year of 1665 I discovered very small living creatures in rain water.” This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations. We explore seven wonders of the invisible world—natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins, and naturally occurring crystals.

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

MAZIN MAGZOUB Assistant Professor of Practice in 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.
Matthew Lewontin, "The Apportionment of Human Diversity"

Kenneally, The Invisible History of the Human Race

Gould, Race and History

Beyond Smoke and Mirrors: Climate Change in the 21st Century

Freedman and Geller, Universe

Weinberg, The First Three Minutes: A Modern View of the Origin of the Universe

Selected Course Materials

Sargent and Stachurski, "Lectures in Quantitative History"

Zhao, et al., "Pantheon 1.0, a Manually Verified Dataset of Globally Famous Biographies"

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. (”Math Moron Myths,” New York Times)
Better Living through Chemistry
CDAD-1030 • FALL 2019

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

Selected Materials:
Selected scientific articles

TIMOTHY DORE
Associate Professor of Chemistry

Professor Dore’s scientific interests lie at the interface of chemistry and biology, creating new technology to study complex biological systems, especially the brain. After graduate work in synthetic organic chemistry in Paul Wender’s laboratory at Stanford University, he completed postdoctoral training in Roger Tsien’s laboratory at the Howard Hughes Medical Institute and the University of California, San Diego. He was a faculty member at the University of Georgia in the United States prior to joining NYUAD in 2012.

DAVID WRISELEY
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. He founded and organized the first digital humanities training institute in the Middle East in Beirut in 2015.

MIHALIS MANIATAKOS, ASSISTANT PROFESSOR OF ELECTRICAL AND COMPUTER ENGINEERING

Data and Human Space
CDAD-UH 1033Q • FALL 2019

Societies have traditionally used maps to represent, even construct, the spaces in which we live as well as the territories over which we assert control. But what has become of the map in the (post-)digital age? Has our relationship to human space changed in our data-rich world? Are we unknowingly map makers by virtue of walking around with our devices? This course explores the specific role that technology can play in our understanding of both historical and contemporary map making. Through regional and global examples of urban culture mapping, the course’s focus on data discovery extends beyond working with official data to creating our own data within familiar environments. In addition to seminars, discussion of readings and cinematic materials, the course will host guest speakers. It also has a lab component with two main components. First, we focus on larger Arab-Gulf region through the eyes of historical cartographers and colonial geographers. Second, we will turn to the city of Abu Dhabi itself to see how (and why) we might map some of its spaces of human culture using simple technology. The course assumes no prior computer skills, but a willingness to explore new technologies is essential for success.

Selected Materials:
Weidemann, et al., “GeoSocial Footprints and Geoprivacy Concerns”
Prenser and Shepard, “Mapping the Geospatial Turn”
Kretzschmar, “GIS for Language and Literary Study”
Prunel-Joyeux, “Do Maps Lie?”

Artificial Intelligence and Human Decisions
CDAD-UH 1040Q • FALL 2019/SPRING 2020

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

Selected Materials:
Hügelschaffer & Achtziger, “Reinforcement, Rationality, and Intentions”
Rachlinski & Wistrich, “Judging the Judiciary by the Numbers”
Zweig, “Ethics in Network Analysis”

MIHALIS MANIATAKOS, ASSISTANT PROFESSOR OF ELECTRICAL AND COMPUTER ENGINEERING

ANJA ACHTZIGER
Visiting Professor of Psychology

Professor Achtziger is Chair of Social and Economic Psychology at Zeppelin University in Friedrichshafen, Germany. Her research concerns the psychology of motivation and action, consumer behavior, social neuroscience, and social economics.
Data

CDAD-UH 1001Q • SPRING 2020

Data are everywhere. We have massive datasets keeping track of humanity’s everyday minutiae from babies born to calories consumed, friends made to crimes committed. How can we use these data to make useful predictions and gain insights into ourselves and humanity in general? This course introduces the basics of learning from data and covers topics such as wrangling, exploration, analysis, prediction, and storytelling through data visualization.

Selected Materials:
Silvet, The Signal and the Noise: Why So Many Predictions Fail—But Some Don’t
Wheelan, Naked Statistics: Stripping the Dread From the Data
McKinney, Python for Data Analysis: Data Wrangling with Pandas, Numpy, and IPython
Grus, Data Science from Scratch: First Principles with Python

The Mind

CDAD-UH 1007EQ • SPRING 2020

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

Seven Wonders of the Invisible World

CDAD-UH 1000EQ • FALL 2019 (MAGZOUB) / SPRING 2020 (ESPOSITO)

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

Selected Materials:
Fleury, Mysteries of the Microscopic World
De Kruijf, Microbe Hunters
Diet (Dir.), Inner Space (Film)
Campbell (Dir.), Lt. The Patterns of Nature (Film)
Soderberg (Dir.), Contagion (Film)

Observing the Universe

CDAD-UH 1011EQ • SPRING 2020

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:
North, Cosmos
Moore and Ingis, Observer’s Year: 366 Nights of the Universe
Additional scientific articles
Where the City Meets the Sea: Studies in Coastal Urban Environments

CDAD-UH 1016EQ • SPRING 2020

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

Selected Materials:
Google Earth
Selected scientific articles

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.

Reading Like a Computer

CDAD-UH 1024Q • SPRING 2020
Crosslisted with Interactive Media

How do computers “read” text, and how can computer-assisted analysis of texts give us new access to information about ourselves and the cultural legacies we have inherited? This course explores quantitative methods for discovering and analyzing diverse texts of the human record. It also offers a glimpse into possible futures of reading. Students will both discuss, and put into practice, forms of computer-assisted textual analysis that have revolutionized research in humanities and social science fields in recent years. They will also take a critical look at the “ubiquitous analytics” and the “ubiquitous virtuality” of everyday life. By engaging with the idea of data in the humanities, the course encourages students to reconsider our common-place assumptions about how reading works. Course materials, discussions, and classroom exercises will push students to examine how basic ideas about a text such as author, subject, setting, character or even style might look different when a non-human is involved in the interpretation. The course assumes no prior computer or coding skills, but a willingness to explore new technologies is essential for success.

Selected Materials:
Hayles, My Mother Was a Computer
Herrmann, et al., “Revisiting Style, a Key Concept in Literary Studies”
Melfi (Dir.), Hidden Figures (Film)
Moretti, Patterns and Interpretation
Rockwell & Sinclair, The Measured Words: How Computers Analyze Text
Prunel-Joyeux, “Do Maps Lie?”

NADER MASMOUDI
Professor of Mathematics

Professor Masmoudi received his degrees in Mathematics from the École Normale Supérieure Paris (1996) and his PhD from Paris Dauphine University (1999) and his HDR in 2000. He won the gold medal at the International Mathematical Olympiads in 1992, was 1st at the Concours of Ecole Normale Superieure and Ecole Polytechnique in 1994, and won a Presidential prize in Tunisia in 1994. He received a Senior Clay Math Scholar in fall 2014. He received a chair of excellence from the Foundation Sciences Mathematiques de Paris from 2016-2020. He is currently a Professor in the Courant Institute of Mathematical Sciences at New York University. He is spending two years at NYUAD as an affiliated faculty.

Stability

CDAD-3032 • SPRING 2020

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

Selected Materials:
Charra, Hydrodynamic Instabilities
Mannieville, Instabilities, Chaos and Turbulence
Schmid & Henningson, Stability and Transition in Shear Flows

Numbers, Models, and Chaos

CDAD-UH 1034Q • SPRING 2020

The hallmark of a successful scientific theory is its ability to predict the outcome of experiments. But should inaccurate predictions necessarily force us to conclude that the theory is wrong? Can a mathematical model be correct and yet fail to predict the future with as much accuracy as one wishes? And, if limits to predictability are found, how much does the resulting chaos hamper our ability to understand the physical world? The search for the answer to such questions will require students to ponder the nature of numbers. Then they will build simple models of their own, develop the mathematical tools to analyze them, explore ways in which computers may be used to answer questions about such models, and finally ask how to question the truth of those answers. By the end of the semester students will have scrutinized the meaning of “chaos,” “randomness,” and “determinism” and will have gazed upon the bedazzling richness of phenomena possibly describe.

Selected Materials:
Laplace, Essai philosophique sur les probabilités.
Poincaré, “Le Hazard,” in Science et Méthode
Lorenz, The Essence of Chaos

FRANCESCO PAPARELLA
Associate Professor of Mathematics

Professor Paparella is interested in developing and studying mathematical models for geophysical fluids and Earth-systems processes. His main focus has been on convection in fluids with one or two buoyancy-changing scalars. But he also works on vortex dynamics, time series analysis, granular flows, and ecological and population dynamics modeling.
Cyberwarfare

CDAD-UH 1037Q • SPRING 2020

Einstein once said, “I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.” The answer to part one of this statement is here: World War III will likely be a cyber war. Election hacking, power grid cyberattacks, troll farms, fake news, ransomware, and other terms have entered our daily vocabularies and are here to stay. This course aims to introduce students to the cyberwarfare landscape: the actors, capabilities, techniques, impacts, legal and geopolitical issues, and defense systems it necessitates. How has the threat of cyber war transformed our definitions of privacy and security, on individual, national, and international planes? We will dive in with specific case studies, such as power grid cyberattacks, and we will perform cyber tabletop exercises. The first half of the course establishes the technical foundations needed for understanding cyber space; the second half approaches the problem from different angles, attempting to understand the repercussions of technological, legislative, and political changes.

MICHAEL MANIATAKOS
Assistant Professor of Electrical and Computer Engineering
Professor Maniatakos’ research interests include privacy-preserving computation, industrial control systems security, and 3D printing security. His research has been sponsored by Consolidated Edi-son, ONR, DARPA, and GlobalFoundries. He has authored several publications in IEEE/ACM transactions and conferences, holds patents on privacy-preserv- ing data processing, and has served in the technical program committee for various conferences, including DAC, ICCAD, ICCD, and AsiaCS.

How do we find what we’re looking for? How do we know when we’ve found it? If we can’t tell the future, how do we make choices that impact the rest of our lives, such as finding a life partner, fulfilling career, or even a good Core course? This course examines the nature and implications of such search processes. Questions addressed include why marital selection (when and whom to marry) has changed so much over time. Why do more women than men now go to college in some parts of the world? What do the data suggest explains these major societal changes? Students will be tasked with obtaining country-level evidence on how changing legis-lation in different countries is observed to affect societal outcomes. Students will not only learn the nature of causal inference in data, but will better understand how and why society is changing. Additional topics include the search for knowledge (scientific method and causality), navigation (the search for home [and time dilation with GPS]), returns to matching (insect swarms and Tinder) and even shopping at the carpet souk.

Selected Materials: Austen, Persuasion
Selected articles and materials

Search

CDAD-UH 1039Q • SPRING 2020

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

Selected Materials: Selected Course Materials
Danziger & Arvian-Pessa, “Extraneous Factors in Judicial Decisions”
Hügelschäfer & Achtziger, “Reinforcement, Rationality, and Intentions”
Rachlinski & Wistrich, “Judging the Judiciary by the Numbers”
Zweig, “Ethics in Network Analysis”

Artificial Intelligence and Human Decisions

CDAD-UH 1040Q • FALL 2019/SPRING 2020

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

Selected Materials:
Selected Course Materials
Danziger & Arvian-Pessa, “Extraneous Factors in Judicial Decisions”
Hügelschäfer & Achtziger, “Reinforcement, Rationality, and Intentions”
Rachlinski & Wistrich, “Judging the Judiciary by the Numbers”
Zweig, “Ethics in Network Analysis”

ANJA ACHTZIGER Visiting Professor of Psychology
Professor Achtziger is Chair of Social and Economic Psychology at Zeppelin University in Friedrichshafen, Germa-ny. Her research concerns the psychology of motivation and action, consumer behavior, social neuroscience, and social economics.

JOEY BUI, NYUAD CLASS OF 2016 (LIT-CW), AUTHOR OF LUCKY TICKET (A COLLECTION OF STORIES), AND LAW STUDENT AT HARVARD UNIVERSITY:

Studying the humanities helps us make more purposeful choices. We question and contextualize. It keeps us aware of how much there is beyond our immediate communities. We think about the history of where we are, the hidden class tensions beneath our social inter-actions, how ideology controls us, how stories expand us... These are practical considerations. No matter your major, the Core will train you in these ways of thinking. After college, these consider-ations can help you make bolder choices rather than follow the career and lifestyle choices of the majority. There will be immense pressure to follow the crowd. Studying the humanities can give you more purpose.
Core Competencies: Structures of Thought and Society

INVESTIGATING SOCIAL AND CONCEPTUAL FORMS

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.

Core Competencies: Structures of Thought and Society

FALL 2019

Theory of Everything
CSTS-UH 1009 • FALL 2019

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

Ideas of the Sacred
CSTS-UH 1016 • FALL 2019

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

Selected Materials:
Novak, The World’s Wisdom: Sacred Texts From The World’s Religions
Smith, The World’s Religions
Himmelfarb, Darwin and the Darwinian Revolution
Nagel, Critique of Materialist and Theistic Explanation
Eliade, The Sacred and the Profane

JOHN COUGHLIN Global Distinguished Professor of Religious Studies; Program Head for Legal Studies
A Franciscan priest since 1983, Professor Coughlin, O.F.M., serves as Global Distinguished Professor of Religious Studies and Law and affiliated faculty at the NYU School of Law. A doctor urbi et urbisius, Coughlin was as a member of the Holy See’s delegation to the United Nations treaty conference that established the International Criminal Court.

HESHAM SATI Associate 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.

HISHAM SATI Associate 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.
Internationalism

CSTS-UH 1022 • FALL 2019

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

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.

PEDRO MONAVILLE, Assistant Professor of History
Professor Monaville is a historian of modern Africa. His research interests include the history of decolonization, political imagination, youth movements, higher education, and state violence, as well as the study of memory work and postcolonial history writing.

Why Is It So Hard to Do Good?

CSTS-UH 1031 • FALL 2019

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:
Collier, 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”

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 2019

Cross-listed with Arab 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 sojourns into the digital humanities in the final part of the course.

Selected Materials:
Chakrabarty, “The Climate of History: Four Theses”
Mikhall, Oman’s Tree
Jones, Desert Kingdom: How Oil and Water Forged Modern Saudi Arabia
McNeill, 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 Redavin Bureaucrats: Property, Law and Nomads in Ottoman Syria.
Urbanization and Development
CSTS-UH 1062 • FALL 2 2019 (7 WEEKS)
Crosslisted with Social Research and Public Policy
Where do cities come from? How do they develop? This course reviews the history of cities from prehistoric times to the middle ages and then on to contemporary urbanization in both the advanced and less developed worlds. The role of medieval cities as cradles of capitalism and state-building will receive particular attention. This will be followed by a summary review of the successive cycles of world economic development under Spanish, Dutch, British, and then American hegemony. How cities evolved during each of these cycles and how they harbored and nurtured multiple economic and political changes that ushered the modern world will be examined. The final part of the course will be dedicated to contemporary urbanization in the post-industrial cities of the United States and Europe and the major capitals of the less developed world. The character and significance of “global cities” will be discussed, comparing established ones such as New York and London with emerging ones, in particular Dubai and Miami. Topics include the rapidly growing informal economy in both.

Selected Materials:
Arrighi, The Long Twentieth Century
Evans, Embedded Autonomy: States and Industrial Transformation
Irigoin, Developing Poverty
Kathiravelu, Migrant Dubai
Pirenne, Medieval Cities
Portes and Armony, The Global Edge: Miami in the XXI Century
Portes, Castells, and Benton, The Informal Economy: Studies in Advanced and Less Developed Countries
Zukin, Naked City

Moving Target
CSTS-UH 1067 • FALL 2019
Cities are constantly on the move. Half the world’s population lives in urban areas, with numbers steadily rising. How have cities depended on, and been shaped by, such mobility? What will future systems of movement look like? Can emerging technologies and information networks increase sustainability in urban transport? Can we develop prosperous, safe, and connected cities while also managing impacts on climate and public health? Bringing global and critical perspectives to bear on such questions, the course reckons with the realization that optimal mobility systems are a constantly moving target. Drawing on material from multiple disciplines, students will examine changes and challenges throughout history and across regions as they ask how mobility shapes cities, how physical mobility relates to “upward” social mobility, and how planners and citizens might better address the mobility needs and wellbeing of diverse groups. Students will engage in ongoing debates and will explore different media (e.g. animations, posters, videos, photography, essays) to address such questions.

Selected Materials:
Hott and Lewis (Dirs.), Divided Highways: The Interstate and the Transformation of American Life (Film)
Graham, Dream Cities
Goldsmith, Traffic
Kutzbach, Megacities and Megatrafﬁc
Downs, Still Stuck in Traffic: Coping with Peak-hour Traffic Congestion
Gehl, Cities for People
The Economist, articles on The Future of Transportation

What Is Property? (And What Is It For?)
CSTS-UH 1076 • FALL 2 2019 (7 WEEKS)
Crosslisted with Legal Studies
Why is property key to so many societies and social institutions? How do various understandings of its origins, definitions and limitations, distributions and regulations sit at the core of current debates about the environment, fairness and equality, the public and the private, the physical and the commons, and more broadly the future of liberal societies? Focusing on the western legal tradition and its increasingly global implications, this course critically approaches various theories of property (including intellectual property) while constantly attending to contemporary debates about the institution and its legitimacy. The method is genealogical. After a brief presentation of premodern conceptions, the course will follow the rise and triumph of the canonical definition of Property as a subjective, absolute and exclusive right, through the careful study of conflicting theories about its nature, origins, grounds, purposes. What challenges have these canonical definitions faced—whether through social, analytical, or realist critique—and what implications do current ways of theorizing property have for its future?

Selected Materials:
Berle and Means, The Modern Corporation and Private Property
Schmitt, The Concept of the Political

Law and Politics
CSTS-UH 1077 • FALL 2 2019 (7 WEEKS)
Crosslisted with Legal Studies
Is law above politics? When lawyers act according to ideological and political preferences, we think they betray the law. But we also often wish to be politically more autonomous, that is to be the authors of the laws we are subjected to. When the law is made only by lawyers and only based on legal technique, we think some important principles of political freedom are lost. This course aims to inquire about this paradox. To do so, the course will begin with a moment, at the end of the 18th century, when realizing political autonomy came by exiting the western legal tradition, but through law, imagining something like a “law without lawyers.” It will then study the reaction to and internalization of this project by eminent Jurists. In what ways has the resulting status quo defined the structure of modern law and legal science? Does raising such a question depend on an ongoing negotiation between law and politics? What narratives might we develop in order to understand the rules played by law and legal science (and their critique) in establishing supposedly politically autonomous societies?

Selected Materials:
Berman, Law and Revolution: The Formation of the Western Legal Tradition
Von Jhering, Law as a Means to an End
Schmitt, The Concept of the Political
Reich, “The New Property”
How do the various social, technological, and other networks in which humans live shape our behavior, agency, knowledge, beliefs, and preferences? Is it possible to map or otherwise quantify the ways in which these networks—of friends, media and information, biological and chemical processes, transportation—both facilitate and are shaped by various converging or diverging patterns of human sociality? Such general questions have been taken up within a range of disciplines in the sciences, social sciences, and humanities. Although there are multiple approaches and answers put forward within these different domains, they all share a basic vocabulary. This course aims to convey and allow students to explore this common vocabulary of formal concepts and processes related to understanding networks. They will do so by taking up tools for making elementary computations as they experiment with their own scenarios for analyzing the complex patterns of relationships that shape our lives.

Selected Materials:
- Jackson, The Human Network
- Mincer, et al., A First Course in Network Science
- Newman, Networks
- Russell, & Klassen, Mining the Social Web
- Scott, Social Network Analysis

Displacement and Dispossession in the Modern Middle East

ANTH-UH 2116 • FALL 2019

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 possession 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)

Chance

CSTS-UH 1007 • SPRING 2020

Chance is a common word whose meaning can vary, but which generally applies to situations involving a certain amount of unpredictability. We all spend a lot of time and effort to evaluate and possibly increase our chances of success, or to minimize certain risks. If philosophical discussions about chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, chaotic dynamics, phylogenetics, sociology, economics, risk management, and quality control. We will provide a broad introduction, organized as a journey in the history of ideas. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from Lucretius, Pascal, Hume, Laplace, Peirce, and Hacking.

Selected Materials:
- Dekking, et al., A Modern Introduction to Probability and Statistics
- Gigerenzer, et al., The Empire of Chance
- Hacking, The Emergence of Probability
- Hacking, The Taming of Chance
- Lucretius, On the Nature of Things

Displacement and Dispossession in the Modern Middle East

CSTS-UH 1078 • FALL 2019

Crosslisted 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:
- Conrad, What Is Global History?
- Crews, Afghan Modern: The History of a Global Nation
- Cushman, Gains and the Opening of the Pacific World
- Marks, The Origins of the Modern World: A Global and Ecological Narrative
- Osseo-Assare, Bitter Roots: The Search for Healing Plants in Africa
- Ricci, Islam Translated: Literature, Conversion, and the Arab Cosmopolis of South and Southeast Asia
- Winterborne (Dir.), In this World (Film)
Birth of Science

CSTS-UH 1008 • SPRING 2020

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. We will analyze the works of Euclid and Archimedes and others in Mathematics, Physics, Astronomy, and Geography, with a particular focus on very modern, and maybe still undiscovered, contents. The achievements of Hellenistic science and the issues it raised will be compared with some of those appearing in other golden ages of science, such as ancient Babylonia, the Islamic Golden Age, the Renaissance, and our times. The course will not consist of a review of established facts, but rather the exploration of sometimes controversial interpretations.

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

Astronomy & Cosmology: From Big Bang to Multiverse

CSTS-UH 1010 • SPRING 2020

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
Vaquero, Exoplanets and Alien Solar Systems

Legitimacy

CSTS-UH 1015 • SPRING 2020

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

Selected Materials:
Brown, Religion and State: The Muslim Approach to Politics
Cheibub, Presidentialism, Parliamentarism, and Democracy
Woolf, An Introduction to Political Philosophy

Boundaries

CSTS-UH 101EQ • FALL 2018/SPRING 2020

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

ALBERTO GANDOLFI Visiting Professor of Practice in Mathematics
Professor Gandolfi is currently Professor of Probability and Mathematical Statistics at the University of Firenze, Italy. He has taught and conducted research in several universities and research centers including NYU’s Courant Institute, University of California at Berkeley, and the Newton Institute in Cambridge.

MILAN BOGOSAVLJEVIC Associate Lecturer of Physics
Professor Bogosavljevic expertise is optical instrumentation for astrophysics, image processing, and data analysis, design and development of robotic optical observatory facilities. His research interest is in automated optical imaging surveys in astronomy.

ADAM RAMEY Associate Professor of Political Science
Professor Ramey’s research focuses on two broad areas: legislative institutions and political methodology. His current research (with Gary Hollibaugh and Jonathan Klinger) explores how personality and ideology come together to shape legislative behavior. They have developed the first-ever estimates of legislator personality over time and show how these predict a wide range of legislative behavior. The project is an inherently interdisciplinary enterprise, drawing insight from political science, psychology, experimental economics, and machine learning.

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.
Ideaology

CSTS-UH 1041Q • SPRING 2020

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

Selected Materials:
Burke, Reflections on the Revolution in France
Guevara and Zimmermann
Reflections on the Revolution in France
Imagined Communities

HULDA BÓRÍSÓDÓTTIR Visiting Associate Professor of Psychology
Professor Bórisidóttir teaches Political Science at the University of Iceland. She holds a Ph.D. in psychology from New York University and has been a post-doctoral research associate at Princeton University. Her research centers on political and social psychology and her publications include the co-edited volume, Social and Psychological Bases of Ideology and System Justification (Oxford, 2009).

Uncertainty in Science?

CSTS-UH 1050Q • SPRING 2020

Science explores the unknown, and a major part of being a scientist is learning how to handle uncertainty. Statistical uncertainty, systemic uncertainty, the range of validity of models, approximations, data outliers, competing interpretations—scientists spend most of their time wrestling with these problems. Unfortunately, in popular culture, science is often presented as a series of proven facts. Uncertainty, if acknowledged, is portrayed as an argument between experts with opposing views. While science has resulted in some well-established facts, more commonly scientists have varying degrees of confidence in models and disagree about their significance. This class takes up the language of probability and statistics, explores how it became central to the scientific process, and examines how it is used by different scientific disciplines. Students will also explore how scientific uncertainty is often misrepresented to support particular political agendas or personal beliefs. Finally, they will discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, humans can still put limits on our uncertainty.

Selected Materials:
Gonick and Smith, The Cartoon Guide to Statistics
Gigerenzer, Calculated Risks: How to Know When Numbers Deceive You
Kaplan and Kaplan, Chances Are... Adventures in Probability
Oreskes and Conway, Smoke 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.

Understanding Urbanization

CSTS-UH 1053 • SPRING 2020

Crosslisted 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 can we learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. The aim is to deconstruct common conceptions of dualities: development/underdevelopment, wealth/poverty, formality/informality, and centrality/marginality. The course material is structured around themes that highlight the main challenges that urban dwellers and policy makers face in the following areas: the economy, income inequality, marginalization, service provision, housing, infrastructure, immigration, safety, and the environment. These themes will allow students to engage with various forms of contestations and to consider the role of urban social movements.

Selected Materials:
Davis, Planet of Slums
Hohenberg, “The City: Agent or Product of Urbanization”
Holohan, “Cities and Citizenship”
Martens (Ed.), Africa Shifted: Under One Roof (Film)
Miraftab and Kudva, eds., Cities of the Global South Reader

RAINA TOMAIRA Research Scientist and Lecturer
Professor Tomaira was a practicing architect before going back to school and completing a PhD in city and regional planning from UC Berkeley. Her teaching and research are in the area of development and public policy. She is particularly interested in comparative development practices and the changing relationships between developing and developed countries, with a focus on the Arab World.

Urban Violence: The Middle East

CSTS-UH 1059 • SPRING 2020

Crosslisted with Arab Crossroads Studies, History

This course explores actors, narratives, experiences and historical processes that have combined to produce violent cities and societies in the last century or so. Using the modern and contemporary Middle East as a case study it addresses a number of questions that have acquired particular salience in light as a result of mounting urban bloodshed and destruction across the region and of the relentlessly global advance of sprawling urbanization, conflict and social inequality. How can we interpret, map and make sense of the increasingly close relationship between violence and the city in the twentieth and twenty-first centuries? Given that urban pasts, presents and futures appear increasingly intertwined in what ways can understanding past histories of violence open up new areas of urban activism and public engagement? How can we study, debate and represent violence produced by cities and in cities without offending its past and present victims? This course approaches cities as spaces of violence and violence as a distinctively historical and spatial experience of urban life, politics and culture. One of the main ideas behind it is to territorialize and historicize the “urban” as an analytical category and to scrutinize the role of cities as the frameworks through which states and societies have ordered their knowledge, experience and practice of power, inequality, suffering and civility in the modern and contemporary worlds.

Selected Materials:
Bollens, City and Soul in Divided Societies
Fuccaro, ed. Violence and the City in the Modern Middle East
Munif, Cities of Salt
Rotbard, White City Black City: Architecture and War in Tel Aviv and Jaffa

NELIDA FUCCARO Professor of Middle Eastern History; Associate Dean for Humanities
Professor Fuccaro specializes in the history of the modern Middle East with a focus on the Arab World, particularly Iraq, the Arab States of the Persian Gulf, Arabian Peninsula, and Kurdistan. Her publications include Histories of City and State in the Persian Gulf: Manama since 1800 (Cambridge, 2009). Although a regional specialist, she has a keen interest in cross-regional and inter-disciplinary approaches to the study of urban history, oil societies and cultures, public violence, and historical borderlands.
Refugees, Law, and Crises

CSTS-UH 1074 • SPRING 2020

Croslisted with Legal Studies
How does international law respond to global challenges confronting refugees and states? In recent years, 68.5 million men, women, and children worldwide have fled their homes due to conflict, natural disaster, violence, and persecution, amounting to the highest level of forced migration since WWII. Those who manage to cross international borders confront a global refugee system in crisis, with no consensus as to how it should be reformed. This course explores the history of the international refugee regime and the limitations of international law and governance. It asks how the ever-present tension between the sovereign right of states to control their borders and the international duties owed to refugees has influenced the way that international law has been shaped and interpreted by countries across the world’s major regions. Taking a comparative approach via African, Latin American, Asian, European and Middle Eastern case studies, the course will conclude by examining the UN Global Compact for Migration, adopted in December 2018, which provides an occasion for critical analysis of the international community’s attempt to create an effective and humane regime for protecting refugees.

Selected Materials:
Vedsted-Hansen et al., eds., The Refugee Law Reader UNHCR Refworld Database

Language and Society

CSTS-UH 1079 • SPRING 2020

How does language shape our thoughts—and our societies? Language facilitates abstract thinking and enables interpersonal communication. But a tension exists between its individual and social aspects. Communication systems are shared, but individuals have distinct identities, experiences, and things to say. They have different versions of a language and do different things with it. Exploring such contrasting imperatives, the course asks: How is language used to create and perform identity? How does it reflect social organization and order? Language policies, official languages, and language education are institutional attempts to produce conformity, but language usage is dynamically structured through lived experience. Students will explore research methods to study dynamics of linguistic conformity (social norms and institutions, power relations) and individual usage (language acquisition, personal networks, stylistic variation, and social accommodation) that bear on our understanding of language as a defining human characteristic.

GREG GUY Professor of Linguistics

Professor Guy specializes in sociolinguistics, historical linguistics, phonetics and phonology. In sociolinguistics, he has worked extensively on language variation and change, with emphasis on variation and linguistic theory, social aspects of variation and change, and the social and linguistic distribution of language change in progress, and quantitative research methodology (the statistical modelling of variability).

History and Globalization

HIST-UH 2010 • FALL 2019 (BOWEN-SILVA)/SPRING 2020 (SWISLOCKI)

Croslisted 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:
Islam Translated: Literature, Conversion, and the Arab-Islamic World
Bitter Roots: The Search for Healing Plants in Southwest China
Afghan Modern: The History of a Global Nation
The Origins of the Modern World: A Global and Ecological Narrative

MARK SWISLOCKI 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 The Ecological Experience of China: The Urban Experience in Shanghai (Stanford, 2009) and articles on the history of nutrition and environmental history.

Gender and Society

SRPP-UH 2410 • SPRING 1 2020 (7 WEEKS)

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

Selected Materials:
Hyde, “The Gender Similarities Hypothesis”

PAULA ENGLAND Silver Professor of Sociology

Professor England is Silver Professor of Sociology at NYU New York and is an affiliated faculty member at NYUAD. One branch of England’s research concerns gender inequality at work and at home; she has written on the sex gap in pay, occupational segregation, how couples divide housework, and the wage penalty for motherhood. Her more recent work deals with changing family patterns in the U.S. and how they differ by social class. She studies the higher rates of unintended births among disadvantaged single young adults. She is also studying changes in sexual behavior among youth and young adults.

ROSEMARY BYRNE Professor of Legal Studies

Professor Byrne’s academic and policy career has been in the area of international human rights. She served as a Human Rights Commissioner for the Irish Human Rights Commission, which was established in the aftermath of the Good Friday Agreement, and went on to chair the Scientific Committee of the EU Fundamental Rights Agency. Previously, she was on the law faculty of Trinity College Dublin, and has been a Visiting Professor of International Law at the Paris School of International Affairs, Institut d’Études Politiques (Sciences-Po), a member of the visiting faculty at the China-EU School of Law, China University of Political Science and Law, Beijing; a Human Rights Fellow at Harvard Law School, and a researcher at Jawaharlal Nehru University, New Delhi.

PAULINE R. GUY Professor of Economics

Professor G. Pauline R. Guy specializes in sociology, economics, and political science. She served as a member of the visiting faculty at the China-EU School of Law, Beijing, China-EU School of Law, China University of Political Science and Law, Beijing, and was on the law faculty of Trinity College Dublin, and has been a Visiting Professor of International Law at the Paris School of International Affairs, Institut d’Études Politiques (Sciences-Po), a member of the visiting faculty at the China-EU School of Law, China University of Political Science and Law, Beijing; a Human Rights Fellow at Harvard Law School, and a researcher at Jawaharlal Nehru University, New Delhi.
### Quantitative Reasoning, Experimental Inquiry, and Islamic Studies

In order to graduate every student must have taken at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement.

The following list is provisional and will be supplemented in future semesters as additional courses are reviewed. Updates will appear on the Core Curriculum website.

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE TITLE</th>
<th>Q</th>
<th>E</th>
<th>X</th>
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<tbody>
<tr>
<td>ACS-UH 1010X</td>
<td>Anthropology and the Arab World</td>
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<td>ACS-UH 1011X</td>
<td>Introduction to Modern Arabic Literature</td>
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<td>ACS-UH 1012X</td>
<td>Emergence of the Modern Middle East</td>
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<td>ACS-UH 1210X</td>
<td>UAE from Pre-History to 2030: History, Environment, Society and Culture</td>
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<td>ACS-UH 1410X</td>
<td>Making of the Muslim Middle East</td>
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<td>ACS-UH 1411X</td>
<td>First Islamic World Empire: The Abbasids</td>
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<td>ACS-UH 1610X</td>
<td>Feminism and Islamism in the Middle East and North Africa</td>
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<td>ACS-UH 2210JX</td>
<td>Cities and Modern Arabic Literature</td>
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<td>ACS-UH 2211JX</td>
<td>Orientalism Debates</td>
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<td>ACS-UH 2212JX</td>
<td>Introduction to Islamic Texts</td>
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<td>ACS-UH 2410X</td>
<td>Paradise Lost: Muslims, Christians and Jews in Al-Andalus</td>
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<td>ACS-UH 2411X</td>
<td>Heritage, History and Memory in the Modern “Middle East”</td>
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<td>ACS-UH 2412JX</td>
<td>Intervened Past of Spain and Morocco</td>
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<td>ACS-UH 2413JX</td>
<td>Arab Crossroads in China</td>
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<td>ACS-UH 2414X</td>
<td>Jews in the Muslim World in the Middle Ages</td>
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<td>ACS-UH 2415JX</td>
<td>History of Modern Iran</td>
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<td>ACS-UH 2416JX</td>
<td>Oasis, Coast and Mountains: Landscapes of History and Culture in the UAE and Oman</td>
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<td>ACS-UH 2610JX</td>
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In this context, for them, laughter did not diminish or dismiss or distract. Rather, it enabled a kind of listening.

The Last Word

“Does Laughter Have a Place Here?”

Aysan Celik

Aysan Celik is Assistant Arts Professor of Theater at NYUAD and an Associate Artist of the Obie award-winning investigative theater troupe The Civilians. Her piece belongs to a series of faculty and student essays on what we teach in the Core, why, and how.

I teach an Arts, Design, and Technology Core course called Laughter. I hesitate to even say I teach—it’s more like… I lead a chaotic and artistic lab time, based on who is in the room.

In Laughter, as in all NYUAD Core classes, students explore a big question of communities? We look at sources of laughter (comedy and humor), and my students and I also become subjects of feedback, and critical responses to course texts—a curated compilation that includes live performance, play scripts and films, scholarly writing, and memoir.

A few years ago, one such required “text” for our class was a performance of short climate change plays organized as part of Climate Change Theatre Action 2017.

On 8 October 2017, NYUAD’s Theater Program hosted a CICTA event which I co-curated and directed with my colleague and force of nature Catherine Coray. Our global company of NYUAD students, staff, and faculty read eleven plays by various playwrights. The readings were followed by a panel of climate change theater activists, ecocritics, and theater scholar Una Chaudhuri, playwright Abhishek Majumdar, interdisciplinary artist and director Sarah Cameron Sunde, with Environmental Studies and Public Policy Professor Sophia Kalantzakos as moderator.

Many of my students told me they were surprised by what theater could do or be, and how quickly the room could shift from joy to awkwardness to pain. They had a strong response to the experience of comedy and laughter with these plays. In this context, for them, laughter did not diminish or dismiss or distract. Rather, it enabled a kind of listening.

That’s what interested me most about this inquiry. Every semester my fifteen students were disarmed by the humor so when it came to the character’s last speech they had no time to brace themselves:

[...] the most important part of the whole theater action was hidden under the punch lines, humor, and beautiful acting. Climate change is the problem we are facing today, but no one really wants to properly talk about it. People usually get bored at very formal events or get overly amused at informal humorous events [...] The reading performance managed to grasp the golden middle of the two extremes. Two moments in particular caused strong reactions: one from Chantal Bilodeau’s Homo Sapiens and the other from Katie Pearl’s Appreciation.

In Homo Sapiens, we’re in the future and audience members are the ancient remaining surviving homo sapiens on display at a nature park. My students were utterly charmed by the characters: evolved humans from the future intrigued by the homo sapiens in front of them, scanning them with their phones for their species name, taking selfies, offering them chocolate, carefully tickling them under their chins. At the end of the play, one character is left alone with the Homo sapiens. I think my students were disarmed by the humor so when I read Katie Pearl’s Appreciation, the students did not immediately realize it was a play; they thought I was just warming the audience up, as co-host of the event. In Appreciation, the lines are a series of prompts to get the audience to applaud for different things (Katie’s stage directions to the actor include “whip them up”). The lines start innocently, with the actor asking the audience to give her a round of applause, and then picking...
Una introduced the idea of toggling back and forth between right now and a larger sense of time. What a perfect lens to examine how theater might help us grasp and respond to climate change. In those two moments I described from Appreciation and Homo Sapiens (and many more), laughter facilitated that toggling. The experience of laughter popped us into a very present, in-the-moment space of sensitivity to the reality of a not-too-distant future. It enabled us to imagine the consequences, right now. We started our semester asking: How does laughter function within us as individuals, in our relationships, and our greater communities? Now we wondered: Could laughter, as counterintuitive as it may seem, catalyze connection, accountability, and action? For me and my students, it did: carefully, intelligently, artfully so.

A version of this essay appeared 19 March 2018 on the Howlround Theatre Commons website: howlround.com/does-laughter-have-place-here
Thanks to

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### MY CORE CURRICULUM CHECKLIST

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### OTHER GRADUATION REQUIREMENTS

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