

Core Curriculum User Guide

2019–2020





EXPANDING HORIZONS

Core Curriculum User Guide

2019–2020

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.

What’s in this Guide?

4	What is the Core Curriculum? NYUAD Mission Statement Core Curriculum Statement
6	Welcome to the Core
10	What you need to know
14	Pathways through the Core
16	Choosing your courses
18	First-Year Writing Seminars
26	Core Colloquia
27	Fall 2019
39	Spring 2020
	Core Competencies
50	Arts, Design, and Technology
51	Fall 2019
56	Spring 2020
62	Cultural Exploration and Analysis
63	Fall 2019
70	Spring 2020
76	Data and Discovery
77	Fall 2019
82	Spring 2020
88	Structures of Thought and Society
89	Fall 2019
95	Spring 2020
102	Related requirements (Q, E, X)
106	The Last Word

Welcome to the Core

*A message from Bryan Waterman,
Vice Provost for Undergraduate
Academic Development*

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 for a 21st-century, global situation. 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 the natural world, and helps students develop essential intellectual skills. Students in core

classes explore varied modes of thinking and human creativity from science and technology to literature and music. Students consider the range of cultural traditions in relation to one another and probe basic questions about the meaning of life and our place in the world. Core courses also provide students the opportunity to improve foundational skills in writing, public speaking, close reading, analysis, and quantitative reasoning.”

A decade in, we have the same lofty goals, although we know more about the challenges faced by faculty and students as we implement such an ambitious program of study. In its current incarnation, 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 in Core Colloquia should be both timeless and timely. The competencies nurtured in the remainder of the Core should further develop your abilities to think from multiple disciplinary and cultural perspectives even as you continue to sharpen problem-solving and communication skills. Even as NYUAD has led the vanguard in global higher education, our experience has taught us humility as we recognize that “global perspectives” are not easy

*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.*

to attain, that cultural differences retain value even when we prioritize cross-cultural understanding, and that disciplinary and cultural chauvinism can be hard to shake, for faculty as well as students.

Why do we insist that the Core Curriculum sits at the heart of your undergraduate experience? What do you gain by taking this broad, potentially eclectic set of courses outside your major?

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 centu-

ries-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, chariotting, calligraphy, and mathematics.¹ 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.² 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.³

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 fulfilment, 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.⁴ 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?

¹ Pericles Lewis, “Globalizing the Liberal Arts: Twenty-First-Century Education,” in Nancy Gleason, ed. *Higher Education in the Era of the Fourth Industrial Revolution* (Singapore: Palgrave Macmillan, 2018), 15-38, esp. 33.

² Sonja Brentjes, *Teaching and Learning the Sciences in Islamicate Societies (800-1700)* (Turnhout: Brepols Publishers, 2018). Thanks to Professor Justin Stearns for this reference.

³ Mary Nooter Roberts and Allen F. Roberts, *Memory: Luba Art and the Making of History* (New York: Museum for African Art, 1996).

⁴ Wm. Theodore de Bary, *The Great Civilized Conversation: Education for a World Community* (New York: Columbia University Press, 2013), chs. 4-5.



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*



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

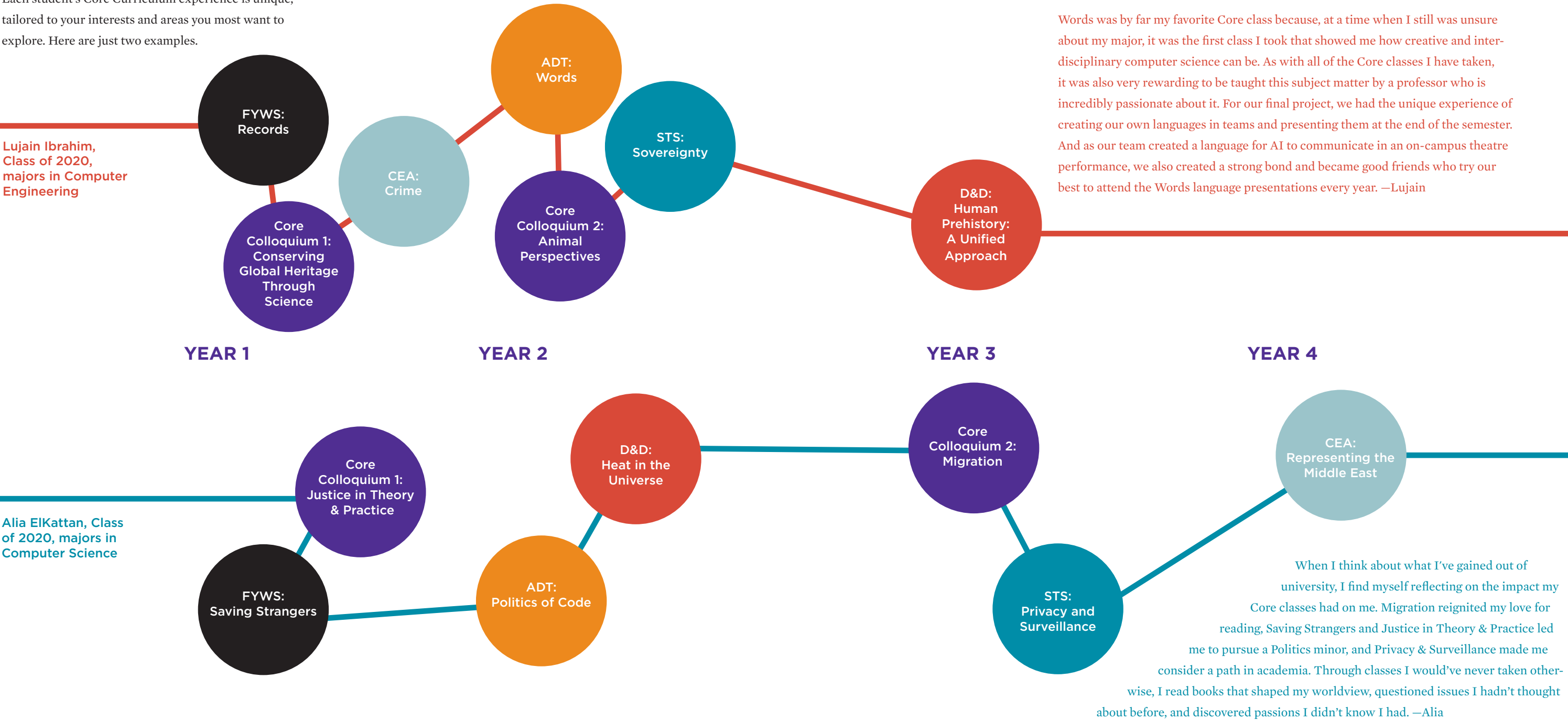
In order to graduate every student must have taken at least one course designated as filling a Quantitative Reasoning (Q) requirement, one that fills an Experimental Inquiry (E) requirement, and one that fills an Islamic Studies (X) requirement. These courses are drawn from across the curriculum—in and 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.



FORGING YOUR PATH

Pathways through the Core

Each student's Core Curriculum experience is unique, tailored to your interests and areas you most want to explore. Here are just two examples.



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: \perp . 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.

FORMING A BROAD FOUNDATION

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.



EXPRESSING ACADEMIC THOUGHT

First-Year Writing Seminars

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.

FALL 2019 AND
SPRING 2020

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

FYWS: Power and Ethics in
Photography

WRIT-UH 1110 • FALL 2019/SPRING 2020

Since its invention in 1839, photography has come to dominate our lives in ways that would have been unthinkable to the medium’s pioneers — so much so that it’s almost impossible to imagine what a world without photographs might look like. The recent rise in smartphone technology and social media networks raises old and new questions about how photography alters the way we see and know the world, including important ethical questions about the medium’s intrusive and seductive nature. Drawing on the writings of Sontag, Sischy, Said and others, this FYWS analyzes photography’s power in shaping our collective consciousness, but also the limitations on capturing reality. Beginning with a fundamental division between “art” and “documentary” photography, students will delve into the ethics and aesthetics of portraying pain, tragedy, and death. They will explore how cameras can create illusions and how photographic representations of “otherness” can help reinforce existing power structures and dominant narratives about “us” and “them.” In addition to drafting and writing three argumentative essays, students will create and present a photo-essay of 8 to 10 images.

Selected Materials:

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



SOHAIL KARMANI 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 *Encyclopedia of Applied Linguistics*. He has written and researched in the areas of language policy, the cultural politics of English as an “international” language, and critical applied linguistics.

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 sovereignty? This FYWS will pursue these questions through various writing exercises and assignments designed to help students explore and engage with different arguments about the ways we understand humanitarian intervention today.

Selected Materials:

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



CAMILLA BOISEN
Lecturer 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*, *Grotiana*, *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 (Dirs.), *Slumdog 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”



PIIA MUSTAMÄKI Lecturer of Writing

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

FYWS: Making Sense of Arabian Scents

WRIT-UH 1121 • FALL 2019/SPRING 2020

Scent 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 allow for interviews with a range of practitioners. Digital exercises enable the analysis of complex chemical data. Students will learn to compare, synthesize, and write effectively about methods and sources as they ask how disparate forms of evidence help us better understand biological attraction, constructions of beauty, feelings of disgust, and why we entangle odors with ideas about gender, race, and ethnicity.

Selected Materials:

Aristotle, *De Anima*
Herz, *The Scent of Desire: Discovering our Enigmatic Sense of Smell*
Reinarz, *Past Scents: Historical Perspectives on Smell*
Suskind, *Perfume: The Story of a Murderer*
Turin, *The Secret of Scent: Adventures in Perfume and the Science of Smell*



WILLIAM ZIMMERLE
Senior Lecturer of Writing

Professor Zimmerle completed his PhD in Near Eastern Languages and Civilizations at the University of Pennsylvania in 2014, where he specialized in Mesopotamian Archaeology and Semitic languages. At Penn, he conducted extensive research on the Arabian incense 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, newspaper articles, autobiographies, and films.



SOHA EL ACHI Lecturer 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.

FYWS: Graphic Violence

WRIT-UH 1125 • FALL 2019/SPRING 2020

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

Selected Materials:

Scarry, *The Body in Pain: The Making and Unmaking of the World*
Galtung, “Violence, Peace, and Peace Research”
Mbembe, “Necropolitics”
Das, *Life and Words: Violence and the Descent into the Ordinary*
Bou Akar, *For the War Yet to Come: Planning Beirut’s Frontiers*



SAMUEL ANDERSON Lecturer 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

FALL 2019

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”



MARION WRENN Director of the Writing Program

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

FYWS: Street Food

WRIT-UH 1107 • FALL 2019

What is the relationship between food and food habits, between what is eaten in cities and what people crave, what’s in one day, out the next? This is a class about history and politics, the bond between immigrants and street/cheap food, and the significance of Abu Dhabi’s many cafeterias. Students will tackle essays about lobster, food trucks, and ice cream; fiction by surrealists; and films about noodle makers and couscous masters. Drawing on your analysis of these texts, you will be asked to produce several essays in draft and final form in which you make original arguments about Abu Dhabi’s food scene/culture. Fact: there’s little written about Abu Dhabi’s street food. Our goal will be to try to rectify that and to determine how food is connected to the city’s evolving soul. “Street Food” is a class about observation and immersion: you will have mandatory off-campus assignments, requiring you to venture into the city, sample cheap eats, and comment and write about what’s being eaten, what ingredients are most sought after, what’s good, and what’s not.

Selected Materials:

Bourdain, *Kitchen Confidential*
Romig, *Masala Dosa to Die For*
Itami (Dir.), *Tampopo* (Film)
Batra (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*, *Bound Off*, *The State Vol IV: Dubai* and in the anthology *The Apex Book of World SF 4*, among others. In 2016 he won the inaugural Restless Books New Immigrant Writing prize for his novel *Temporary People*.

FYWS: Scientific Writing

WRIT-UH 1123 • FALL 2019

The physical, natural, experimental sciences are advancing at an ever-accelerating rate to furnish our world with increasingly advanced technology. What are the origins of modern scientific research, how should we manage its current trajectory, and where will that path eventually lead us? This course seeks to explore these questions on science in society and knowledge management by drawing on readings from the history and philosophy of science, as well as contemporary scientific controversies. The first essay will be based on a close reading of Kuhn’s *The Structure of Scientific Revolutions* and Galilei’s *Dialogue Concerning the Two Chief World Systems*, which provide a philosophical and historical grounding for the course. The second essay will construct an analytical framework centered on writings by Orwell and Sagan that debate the proper way for societies to manage and interact with the ever-expanding body of scientific fact-based knowledge. Finally, in the third essay, students will choose a contemporary controversy in science or technology to explore in depth: they will imagine a near future and explain it in terms of the themes of the course.

Selected Materials:

Kuhn, *The Structure of Scientific Revolutions*
Galilei, *Dialogue Concerning the Two Chief World Systems*
Orwell, “What Is Science?”
Sagan, “Why We Need to Understand Science”
Tiles, “Conflicting Visions of Technology”



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 graduate students and postdocs with their academic writing endeavors.

SPRING 2020

FYWS: Imagined Geographies

WRIT-UH 1101 • SPRING 2020

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

Selected Materials:

Butler and Spivak, *Who Sings the Nation State*
Kushner, *Homebody/Kabul*
Christie, “The Rajah’s Emerald”
Poe, “The Murders in the Rue Morgue”
Anderson, *Imagined Communities*



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.

FYWS: The Outsider

WRIT-UH 1105 • SPRING 2020

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

Selected Materials:

Biss, *Notes from No Man’s Land*
Boo, *Behind the Beautiful Forevers*
Delisle, *Pyongyang*
Martinez, *The Beast*
Sacco, *Journalism*



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*, *Bound Off*, *The State Vol IV: Dubai* and in the anthology *The Apex Book of World SF 4*, among others. In 2016 he won the inaugural Restless Books New Immigrant Writing prize for his novel *Temporary People*.

Core Colloquia

CONFRONTING GLOBAL CHALLENGES



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.

FALL 2019 & SPRING 2020

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

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*



MARIA BAIAS Assistant Professor of Chemistry

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

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 Cleveland’s history created by diverse playwrights, *Water by the Spoonful* by Quiara Alegria Hudes, and *The Water Carriers* by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

Selected Materials:

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.

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 poor, 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 grapple with the complex political and ethical dilemmas of global governance and devise more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

Selected Materials:

Barrett, *Why Cooperate?*
Farouky and McEvoy, *Tell Spring Not to Come This Year*
Isabey, *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 Charles Taylor



BARRY HASHIMOTO
Lecturer of Political Science

Professor Hashimoto is a political scientist whose main research interests are the institutions and development of international law. His published work has appeared in International Organization, H-Diplo and elsewhere. He has taught in international relations, political economy, law, and human rights in The Wilf Family Department of Politics at NYU, at NYU Shanghai, and in the Department of International Studies at the American University of Sharjah.

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*



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.



JEFF JENSEN
Lecturer of Political Science

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

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*
Kraidy, *The Naked Blogger of Cairo: Creative Insurgency in the Arab World*
Aziz, *The Queue*



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 Wintry Day in Damascus: Syrian Stories* (2012).

ROBERT NAPIER, PRESIDENT OF THE EUROPEAN STUDENTS’ UNION, ON YOUNG PEOPLE’S LEADERSHIP IN ADDRESSING GLOBAL CHALLENGES:

As a young person, I understand the struggle of remaining hopeful, especially in turbulent times when nothing seems to be on track. However, remember that your voice is crucial and strong. It might not feel that way, but we are the strongest voice and governments do listen when we speak. Do not let any government convince you that you are the future—you are the present, and the only ones with enough energy, determination and power to bring about the right change.

(From “Five Questions for a Youth Education Advocate,” unesco.org)

FALL 2019

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:

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



PABLO HERNANDEZ-LAGOS
Assistant Professor of Economics

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

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:

- Topol, *The Patient Will See You Now*
- Niccol (Dir.), *Gattaca* (Film)
- Worthey, et al., *Genetics in Medicine*
- Caspi, et al., “Role of Genotype in the Cycle of Violence in Maltreated Children”
- 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.

Cooperation

CCOL-UH 1016Q • 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 either between countries, political parties, organizations or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can individuals engineer cooperation to achieve better outcomes?

Selected Materials:

- Poundstone, *Prisoner’s Dilemma*
- Nowak and Highfield, *SuperCooperators*
- Ostrom, *Governing the Commons*



NIKOS NIKIFORAKIS
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.

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, *Handbook on European Data Protection Law*



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.

War

CCOL-UH 1030 • FALL 2019

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

Selected Materials:

Agamben, *Remnants of Auschwitz: The Witness and the Archive*
Barnstone, *Tongue of War: from Pearl Harbor to Nagasaki*
Imamura (Dir.), *Black Rain* (Film)
Sun Tzu, *The Art of War*
Tolstoy, *War and Peace*



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.

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—that of what it means to act naturally, and whether we should.

Selected Materials:

Stevenson, Halberman and Right, *Twelve Theories of Human Nature*
Kupperman, ed., *Human Nature*
Collingwood, *The Idea of Nature*
Kant, *Critique of Practical Reason*
Plato, *Republic*



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.

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 crosstalk between species sustains life on Earth and how modern challenges, such as global warming, influence such communication. Topics to discuss include the role of chemical communication between bacteria in causing infectious diseases and whether the overuse of antibiotics is sustainable; how communication between ocean algae coupled with global warming lead to recurrent “red tides”; the breakdown of coral-algae symbiosis and implications for coastal fisheries; disruption of the language bees use to maintain colonies and the rise of colony collapse disorder that threatens pollination globally; the potential use of plant language to combat bug infestation in lieu of pesticides; how our gut microbiota influence physical appearance and susceptibility to disease and whether our innate bacteria affect our social interactions; how 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*



SHADY AMIN Assistant Professor of Biology

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

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” disease and “viral” verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the reimagination of community, kinship, and sexuality in different times and places? This 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*
Kushner, *Angels in America*
Yan, *Dream of Ding Village*
Oldstone, *Viruses, Plagues, and History*



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 2015 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 roommate 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 judgements and arrive at a holistic understanding of fairness as a concept.

Selected Materials:

Almås, et al., “Fairness and the Development of Inequality Acceptance”
Andreoni 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’”
Zemeckis (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.

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 Crude 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.

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.

What Is Secularism?

CCOL-UH 1060 • FALL 2019

Inspired by the French Enlightenment, “secularism” has come to represent non-religious approaches to morality and socio-political life. This course draws on multiple disciplines—including history, philosophy, fine arts, and political science—to explore secularism’s multiple meanings and manifestations. Does secularism have core values and, if so, how do those differ from religious values? What are secularism’s origins, and is it fundamentally Western? How do philosophical approaches commonly associated with secularism (e.g., humanism, agnosticism, and atheism) differ, and how have such paradigms influenced knowledge-production and human rights norms? In addition to exploring these far-reaching questions, students will compare the specificities of secular mobilization and governance worldwide: How does secular governance in China and Russia differ from models in the United States, France, India, and Turkey? Is there a positive correlation between secularization and economic development, increased religious diversity, or broader access to education? What interrelationships exist between secularization and democratization? Is any contemporary society truly secular?

Selected Materials:

Agrama, *Questioning Secularism: Islam, Sovereignty, and Rule of Law in Egypt*
Asad, et al., *Is Critique Secular? Blasphemy, Injury, and Free Speech*
Habermas, “Notes on a Post-Secular Society”
Josephson-Storm, *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, *Sex and Secularism*



MONICA MARKS Assistant Professor of Arab Crossroads Studies and Political Science

Professor Marks, recently a Postdoctoral Fellow at Harvard University’s Weatherhead Center for International Affairs, completed her PhD at Oxford University, where she was also a Rhodes Scholar. Her research in Comparative Politics and Islamic Studies focuses on the politics of religion and democratization in the Middle East and North Africa (MENA) region; she is recognized as a leading scholar on Islamist movements in Tunisia and Turkey. Her work explores the contemporary evolution of Islamic and secular political thought in the MENA region in relation to political pluralism.

Ethics and Activism

CCOL-UH 1063 • FALL 2019

What is empathy? Does it aid or complicate activism? Does it influence scholarly activities such as ethnography? Working among communities, whether as scholars, journalists, human rights workers, or health care practitioners, requires grappling with positions or persons one may find sympathetic—or not. Either perspective is multidimensional, complicated because such work requires spending extended time with interlocutors. Fieldworkers must generate rapport, empathy, and intimacy with their subjects—but without losing objectivity. 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 production 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: Masochist Anthropology”
Ginsburg, *Contested Lives*
Miller-Idriss, *The Extreme Gone Mainstream*



AISHA KHAN Associate Professor of Anthropology

Professor Khan is an anthropologist whose research interests focus on the ways that race and religion intersect in the Atlantic world, particularly in the production of identities and political culture. Her work also is concerned with Asian and African diasporas in the Americas, indenture as a system of labor, and the concept of creolization.

Can Cultural Traditions Endure?

CCOL-UH 1064 • FALL 2019

What defines artistic and cultural traditions? How do they occur, 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 sustainable? This multidisciplinary colloquium considers the nature 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, conventions, and aesthetics help perpetuate meaning? Can traditions 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*



MICHELE BAMBLING Visiting Associate Professor of Art and Art History

Professor Bambling is Creative Director of the Lest We Forget initiative recently launched under the auspices of the Salama Bint Hamdan Al Nahyan Foundation. She received a Ph.D. from Columbia University in art history and a Postdoctoral Research Fellowship from The Metropolitan Museum of Art in New York. Bambling also taught art history and museum studies at Zayed University and other institutions in Abu Dhabi.

Resentment and Politics

CCOL-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 resentment, 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*
McClendon, *Envy in Politics*
Abrajano and Hajnal, *White Backlash*



PATRICK EGAN Associate Professor of Politics and Public Policy

Professor Egan specializes in public opinion, political institutions and their relationship in American politics. He is author of *Partisan Priorities: How Issue Ownership Drives and Distorts American Politics* (Cambridge, 2013) and co-editor of *Public Opinion and Constitutional Controversy* (Oxford, 2008). In 2012, he received the NYU Golden Dozen Award in recognition for his outstanding contribution to learning in the classroom.

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.

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*



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.

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

Selected Materials:

Ferdowsi, *The Shahnameh*

Pico, *Oration on the Dignity of Man*

Hobbes, *Leviathan*

Berman, *All that Is Solid Melts into Air: 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 hyphen between various ecological and cultural spaces across the globe. Drifting, parched tides of sand and vast, empty landscapes have made it seem uninhabitable and a metaphor for exile, difficult journeys, spiritual reflection, and death. This course explores the ways in which the desert has been depicted and experienced in various historical, cultural, and geographic contexts—from the Sahara to the Mojave, from the origins of Abrahamic religions to Burning Man, from desert 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:

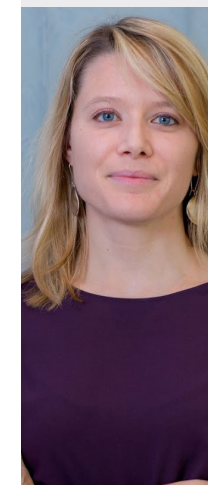
Sissako (Dir.), *Timbuktu* (Film)

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*



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.

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)



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.

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:

Alsanea, *Girls of Riyadh*
Pierce (Dir.), *Boys Don’t Cry* (Film)
Roughgarden, *Evolution’s Rainbow*
Schlöndorff (Dir.), *The Handmaid’s Tale* (Film)
Woolf, *A Room of One’s Own*



MASHA KIRASIROVA Assistant Professor of History

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

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)
Nuridsany & Pérennou (Dirs.), *Microcosmos* (Film)
Carroll, *Endless Forms Most Beautiful*
Hopper (Dir.), *When Björk Met Attenborough* (Film)



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.

Atom and Energy

CCOL-UH 1041 • SPRING 2020

E=mc2: One simple equation encapsulates the power to grant life and death in equal measure. Life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a human endeavor, focusing on the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face in determining and guiding the uses of nuclear power as we will grapple with the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.

Selected Materials:

Rhodes, *The Making of the Atomic Bomb*
Bodansky, *Nuclear Energy: Principles, Practices, and Prospects*
Reed, *The History and Science of the Manhattan Project*
Langewiesche, *The Atomic Bazaar: Dispatches from the Underground World of Nuclear Trafficking*



MOHAMED LOTFI BENABDERRAHMANE Lecturer of Physics

Professor Benabderrahmane is an astroparticle physicist working as an associated member of the IceCube experiment, located at the south pole. His main interest is in the search for physics beyond the standard model. He is also a member of the XENON1T experiment located at LNGS, in Italy, where he works on data analysis searching for Dark Matter particles.

Statehood

CCOL-UH 1048 • SPRING 2020

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 Muqaddimah*
Drob (Dir.), *Stateless* (Film)



HENRIETTE MÜLLER Humanities Research Fellow

Professor Müller joined NYUAD in October 2015 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.

Calamity and Creation

CCOL-UH 1053 • SPRING 2020

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

Selected Materials:

Boccaccio, *The Decameron*
Furukawa, *Horses, Horses, in the End the Light Remains Pure: A Tale that Begins with Fukushima*
Mann, *A Death in Venice*
Tatsuta, *Ichi-F: A Worker’s Graphic Memoir of the Fukushima Nuclear Power Plant*
Voltaire, *Candide*



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 Wintry Day in Damascus: Syrian Stories* (2012).

Oil

CCOL-UH 1055 • SPRING 2020

Oil is obviously a matter of huge importance in Abu Dhabi and globally. But what is oil? Is it a mineral formed by long-decayed microorganisms or volcanic activity? Is it a source of power (the fuel derived by cracking it into gasoline)—or a source of geopolitical power? Does oil bring wealth—or, as some researchers argue, a “resource curse”? What is oil for Arab states? For the planet? This Core Colloquium addresses these and many related issues from multidisciplinary and global perspectives, drawing on materials and concepts from geology, history, political economy, film, and literature.

Selected Materials:

Al Fahim, *From Rags to Riches*
Mitchell, *Carbon Democracy: Political Power in the Age of Oil*
Holden, *Farewell Arabia* (Film)
Ross, *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*
Yergin, *The Prize: The Epic Quest for Oil, Money, and Power*



GEORGI DERLUGYAN Professor of Social Research and Public Policy

Prefessor Derlugyan is a professor of social research and public policy at New York University Abu Dhabi since 2011. Among his many scholarly works is the monograph *Bourdieu’s Secret Admirer in the Caucasus* (Chicago Univ. Press, 2005) which earned Norbert Elias Prize. The debate book *Does Capitalism Have a Future?* (Oxford, 2013) was translated in seventeen languages including Chinese, Arabic, Finn, and German.

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 does the availability of safe drinking water relate to health and sanitation? How are water, food, and energy linked? In what ways do human actions affect water-related ecosystems? What role does the water industry play in the creation of jobs? What are the impacts of recent advances in water harvesting and desalination technologies? Through evidence-based thinking, students will develop the skills needed to approach these questions and address the scientific and social challenges they imply.

Selected Materials:

Brears, *The Green Economy and the Water-Energy-Food Nexus*
Darling, *Water is... : The Indispensability of Water in Society and Life*
Groenfeldt, *Water Ethics: A Values Approach to Solving the Water Crisis*
Hemson, *Poverty and Water: Explorations of the Reciprocal Relationship*
Howe, *Principles of Water Treatment*



NIDAL HILAL *Global Professor of Engineering; Director of NYUAD Water Research Center*

Professor Hilal’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 nano-engineering applications of AFM. He has published seven handbooks, 65 invited book chapters, and around 450 articles in the refereed scientific literature.

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 wrestling 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. The 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*
Fugard, *The Road to Mecca*
Hayes, *Live: A New Hope with Ta-Nehesi Coates* (*WITHpod*, podcast)
Mitchell, *The Book of Job*
Sembène (Dir.), *Moolaade* (Film)
Stroumsa, *Freethinkers of Medieval Islam*



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 15-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).

CAROL BELLAMY, CHAIR OF THE BOARD OF THE GLOBAL COMMUNITY ENGAGEMENT AND RESILIENCE FUND, ON GLOBAL EDUCATION AND THE FUTURE OF GLOBAL CITIZENSHIP:

My vision for a new era of leadership—an era that may come to be called the “Age of the Global Citizen”—may begin, modestly, with sending more [students to study] abroad each year to connect across cultures and religions, share homes and meals, and realize our common humanity. ... Success would be measured not in miles covered but in degrees of enlightenment achieved. It would become a global rite of passage. (From “The Age of the Global Citizen,” in *The Way We Will Be 50 Years from Today*)

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? There is 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, *Purity and Danger*
Falasca-Zamponi, *Waste and Consumption: Capitalism, the Environment, and the Life of Things*
Jiuliang (Dir.), *Beijing Besieged by Waste* (Film)
Perec, *The Infra-Ordinary*
Serres, *Malfeasance: Appropriation Through Pollution?*
Varda (Dir.), *Gleaners and I* (Film)



TUOMO TIISALA *Visiting Assistant Professor of Philosophy*

Professor Tiisala is a philosopher working on a range of topics in social and political philosophy, drawing especially on European philosophical traditions from Kant to the present. His current book project argues for a novel delineation of the distinction between freedom and power on the basis of a rational reconstruction of Michel Foucault’s philosophical work.

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. In doing so, fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

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 macro-molecule diffusion deep in tissues such as tumors and brain.

CAROL BELLAMY, CHAIR OF THE BOARD OF THE GLOBAL COMMUNITY ENGAGEMENT AND RESILIENCE FUND, ON GLOBAL EDUCATION AND THE FUTURE OF GLOBAL CITIZENSHIP:

The global citizens touched by these [study abroad] experiences will share a set of critical leadership qualities now in far too short supply:

- They will be more likely to see diversity as enriching, not threatening;
- They will understand the intimate connection between local acts and global impacts;
- They will feel compassion and responsibility for those outside their tribes, religions, political parties, and borders;
- They will be as tolerant of other views as they are intolerant of human suffering wherever it occurs;
- They will excel at listening and be masters of understanding.

(From “The Age of the Global Citizen,” in *The Way We Will Be 50 Years from Today*)

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*
Laitin, “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).

Hindsight

CCOL-UH 1070 • SPRING 2020

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

Selected Materials:

Appiah, *Cosmopolitanism: Ethics in a World of Strangers*
Bellah, et al., *Habits of the Heart: Individualism and Commitment in American Life*
Freeman, *Hindsight: The Promise and Peril of Looking Backward*
Gibson (Dir.), *21 UP South Africa: Mandela’s Children* (Film)
McAdams, *The Stories We Live By: Personal Myths and the Making of the Self*



SHAALAN FAROUK Senior Lecturer of Psychology

Professor Farouk taught at University College Institute of Education in London on the doctoral program in educational psychology. He completed his PhD at Birkbeck College, the University of London in 2008 on the close relationship between cognition and emotion. In the last ten years his research has focused on autobiographical memories and identity in adolescents and more recently on adults who approach their retirement age.

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 vines, rare animal species, and many others 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 expressing 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 just societies? How does it play out in everyday decision-making? Students in this multidisciplinary colloquium will examine the history, pricing, cost, and present state of luxury goods across societies and will learn to use scientific methods to envision the roles that luxury goods might play in humanity’s future.

Selected Materials:

Berry, *The Idea of Luxury: A Conceptual and Historical Investigation*
Dumas, *The Black Tulip*
Epstein, “Have You Ever Tried to Sell a Diamond?”
Garber, “Tulipmania”
Rodrick, “*The Trouble With Johnny Depp*”



RAŠA KARAPANDŽA Visiting Professor of Economics

Professor Karapandža is a Professor of Finance at EBS Business School. He serves as an academic director of Master in Finance program and head of chair of finance. He received a PhD degree in economics and finance from Barcelona Graduate School of Economics, University Pompeu Fabra, Barcelona. He has been a visiting research scholar at NYU and at UC Berkeley.

Tolerance

CCOL-UH 1072 • SPRING 2020

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 else can we justify that commitment? 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”



MATTHEW SILVERSTEIN

Program Head and Associate Professor of Philosophy

Professor Silverstein is interested in the foundations of ethics—that is, in the question of what, if anything, we can say on behalf of our most basic ethical commitments. His current work is located at the intersection of metaethics and the philosophy of action.

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 midsts 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 Unsung 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*



NANCY GLEASON Director of the Hilary Ballon Center for Excellence in Teaching and Learning

Professor Gleason joined NYUAD in fall 2019 as the inaugural director of the Hilary Ballon Center for Excellence in Teaching and Learning. Previously, she directed the Centre for Teaching Excellence at Yale-NUS, where she also taught courses in Global Affairs. Her research has focused on climate change policy and the Fourth Industrial Revolution’s implications for higher education and workforce training. She has published and consulted widely in these areas and is the editor of *Higher Education in the Era of the Fourth Industrial Revolution* (Springer, 2018).

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 modifications? 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 Innoculation*
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*



MARTIN BOWEN-SILVA Assistant Professor of History

Professor Bowen has written articles on Chile’s Unidad Popular (1970-1973) and its cultural project, the history of the body in Colonial Latin America, as well as the relationship between social prejudices and laughter in Chile’s postcolonial theater plays. His current research explores the construction of a transatlantic, revolutionary, and patriotic theater repertoires during the Age of Revolution, focusing on Vittorio Alfieri’s theater plays and their circulation in the Iberian Atlantic.



Core Competencies: Arts, Design, and Technology

CREATING NEW FRONTIERS

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*
Kelly, *What Technology Wants*
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 Connor-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.

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)

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:

McGraw and Warner, *The Humor Code: A Global Search for What Makes Things Funny*
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*
Austen, *Northanger Abbey*



AYSAN CELIK

Assistant Professor of Theater

Professor Celik is a performer and theater maker. Classically trained and experimental in focus, she has a fifteen-year career that traverses Shakespeare, devised work, documentary theater, comedy, classical texts, dance-theater, cross-gender work, cabaret, and new plays. 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.

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, copying became the standard way to learn. But what do we really learn by copying? Would a contemporary Mannerism fit in today's world, dominated by visual information? How then does creativity work? How does change happen? Why did we wait half a century before having personal computers in colors other than beige? Why do we seem oblivious to the manufactured filters mediating our observation of nature itself? What are the trade-offs when we delegate creative choices to Google's algorithms? What separates the artists of the past and the brand consultants of today? This course addresses the role and limits of copying as students explore many facets of graphic design, visual communication, and artistic value. The vibrant visual culture-in-the-making of Abu Dhabi and the UAE provide an ideal background for such explorations. Students will elaborate on the tension (real or perceived) among today's artists, designers, and scientists, while discussing why a multidisciplinary mind is fundamental for contemporary attempts to re-design the world around us.

Selected Materials:

Munari, *Design as Art*
Rand, *Thoughts on Design*
Tufte, *Visual Explanations*
Tufte, *Beautiful Evidence*



GOFFREDO PUCCETTI *Assistant Professor of Practice of Visual Arts*

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

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



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.

Play

CADT-UH 1042 • FALL 2019

Crosslisted with Theater

What does it mean to play? The word connotes, among other things, both recreation and performance. From the imaginative games of childhood to more structured settings (sport, theater, board and video games), play assists in our development as individuals. This course offers a practice-based laboratory for the study of play. Students will learn and play with the Six Viewpoints—an actor-training system developed by choreographer and educator Mary Overlie (b. 1946)—in order to explore relationships between play and performance from an experiential perspective. Each week the class will pair a Viewpoints practice with key texts from various disciplines, including work by Maurice Merleau-Ponty, D. W. Winnicott, Johan Huizinga, Gregory Bateson, and Hans-Georg Gadamer, among others. As students move beyond the performing arts to consider the role of play in human culture, we will extend our practice-based research outside the classroom by carrying out site-specific improvisations and invisible dances. Key topics explored will include the relationship between play and other fields of study including epistemology, perception, selfhood, fantasy, illusion, art, and spectatorship.



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.

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*
Grunwald, ed., *Human Haptic Perception: Basics and Applications*
McNeill, Quaeghebeur, and Duncan, “IW—“The Man Who Lost His Body””
El Saddik, Orozco, Eid and Cha, “Haptics Technologies: Bringing Touch to Multimedia”
Paterson, “The Senses of Touch: Haptics, Affects Sensibilities”



MOHAMAD EID *Assistant Professor of Electrical and Computer Engineering*

Professor Eid is the co-author of the book *Haptics Technologies: Bringing Touch to Multimedia* (Springer, 2011); co-chair of the 3rd International IEEE Workshop on Multimedia Services and Technologies for E-health (MUST-EH 2013); and has been a local organizing chair for Haptic-Audio-Visual Environment and Gaming (HAVE) for the years 2007, 2008, 2009, and 2010.

Language of Computers

CADT-UH 1013Q • 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 does all of this effect issues related to security and privacy in the wired world we live in today? Students are asked to create innovative programming solutions to a set of problems and develop applications focused on the social good for their final project. The programming language of choice is Python, a relatively easy programming language with powerful visual, text processing, and graphics capabilities.

Selected Materials:

Donaldson, *Visual Quickstart Guide to Python*
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 organizes the Hackathon for Social Good in the Arab World.

Utilitas, Venustas, Firmitas

CADT-UH 1016 • SPRING 2020

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

Selected Materials:

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



FELIX BECK Assistant Professor of Practice of Design

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

Wayfinding: Graphic Design in the Built Environment

CADT-UH 1020 • SPRING 2020

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

In November 2014, 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:

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



GOFFREDO PUCCETTI Assistant Professor of Practice of Visual Arts

Professor Puccetti is a graphic designer and visual communications consultant. His area of expertise are in corporate identity and branding. His main interests are in the interactions of visual communications with policy and decision making processes. 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 Fontainebleu, France, and Humus Design based in Rome, Italy.

Bioinspiration

CADT-UH 1033 • SPRING 2020

In the 3.8 billion years since life began on Earth, nature has evolved. Inspired by this process, humans have replicated key design features to develop novel materials, devices, and structures in fields such as the arts, design, engineering, and the social sciences by replicating key design principles and features. This course asks how biology has inspired human design and thinking across different cultures and fields. Students will examine various examples in engineering, art, architecture, music, and social science to discuss how the human capacity for analogical reasoning has enabled the transfer of properties, mechanisms, and ideas from biology to design principles such as shape, surface, structure, making, information-processing, and social behavior. Using bio-inspired products such as gecko tape, Velcro, self-cleaning surfaces, and neuromorphic chips for inspiration, students will develop their own designs to address some of the 21st century’s most pressing issues, such as energy, water, environment, food, and health.

Selected Materials:

Whitesides, *Bioinspiration: Something for Everyone*
French, *Invention and Evolution: Design in Nature and Engineering*
Bar-Cohen, *Biomimetics: Nature-Based Innovation*
Bhushan, *Biomimetics: Bioinspired Hierarchical-Structured Surfaces for Green Science and Technology*



RAFAEL SONG Assistant Professor of Mechanical and Biomedical Engineering

Professor Song’s main research interests center on various aspects of micro- and nanoscale bioengineering including “Lab-on-a-Chip,” biosensors, optogenetics, point-of-care diagnostics, liquid biopsy, and biomimetics. He received his Ph.D. in mechanical engineering from RWTH Aachen University, Germany, and his postdoctoral training at MIT.

Citizen, Writer

CADT-UH 1034 • SPRING 2020

Crosslisted with Literature and Creative Writing

It’s said the pen is mightier than the sword, and this course will help you develop the skills needed to make that true. In a world where we all recognize problems that need to be fixed, being able to write effectively, creatively, and persuasively can equip you, in any profession, to be heard as a citizen concerned with matters of equality, justice, and civic discourse. Drawing from a multidisciplinary perspective, and focused on global issues rooted in local contexts, citizen writers will examine and practice multiple formats, study rhetoric to become confident debaters, and think strategically and contextually to engage via traditional or social media. The complexity of free speech, and its opportunities and restrictions in varied societies, will be debated to form a nuanced understanding of how it limits and empowers. Students will also write a constitution for a utopia you imagine together, draft personal manifestos, craft editorials, create essays to help you understand opposing and challenging views, and make animated explainer videos on foundational civic issues.

Selected Materials:

Shirky, *Here Comes Everybody*
Heinrichs, *Thank You for Arguing*
Hunt, *Inventing Human Rights*
Caws, *Manifesto: A Century of Isms*
Zinsser, *On Writing Well*



MIGUEL SYJUCO *Assistant Professor of Practice in Literature and Creative Writing*

Professor Syjuco is the author of *Ilustrado*, which won the 2008 Man Asian Literary Prize as well as the Palanca Award, the Philippines’ highest literary honour.

Machines in Islamic Civilization

CADT-UH 1037X • SPRING 2020

Is automation a science or a tool? Muslim contributions in automation, overlooked in the history of science, were long regarded as means for caliphs and the rich to impress the masses. But Muslim engineers excelled in creating complex automated systems, using them as gifts to foreign leaders, as public attractions, or to augment religious ceremony such as daily calls to prayer. Mainly powered by kinetic energy, these automata drew on scholars’ deep knowledge of hydraulics and complex levers and included musical instruments, horologia, automated drinking fountains, and clocks that told time using complex audiovisual tools. This course draws on historical sources and foundational science to explore Muslim advancements in automation. What roles did translation play as Muslim scientists encountered and documented the work of previous scholars? What were the basic automatic systems they developed and how do they compare to current technologies? How did they draw on environmental resources to develop automated systems without the need for non-renewable energy? Students will address such questions as they explore implications for contemporary design and engineering.

Selected Materials:

Al- Khalili, *The House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance*
Abattouy, et al., *Allah’s Automata: Artifacts of the Arabic-Islamic Renaissance*
Smboursky, *The Physical World of the Greeks*
Maienschein, “Why Study History for Science?”
Hill, *The Book of Ingenious Devices by the Bani Musa Bin Shaker*



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.

Autonomous and Social Robots

CADT-UH 1038 • SPRING 2020

How do we feel about robots? With technological developments in capability, performance, autonomy, ease of use, and cost-effectiveness, robots have arrived in everyday life. This course considers the history and ethics of human-robot interaction and explores unsolved hurdles we face as robots assume a ubiquitous presence in our lives. How are robots currently integrating into human-centered, civic industries such as education, health, and smart cities? What roles might robots play in the future of these industries? What are the economic and labor implications associated with robotic integration? How will consumers respond to the increased use of robots in daily life? How have popular media representations over the last century influenced the way we experience these changes? Topics will also include the miniaturization of robots and their use in situations such as focused drug delivery within the human body, save-and-rescue missions, or military combat. Students will assemble and program several Lego Mindstorm robots capable of carrying prefabricated objects and will also assemble a small house.

Selected Materials:

Seldon, *The Fourth Education Revolution: Will Artificial Intelligence Liberate or Infantilize Humanity?*
Ford, *Rise of the Robots: Technology and the Threat of a Jobless Future*
Lin, *Robot Ethics 2.0: From Autonomous Cars to Artificial Intelligence*
Cangelosi, *Developmental Robotics: From Babies to Robots*



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.

Connecting theory and practice in the overlapping fields of art, design, and technology, ADT courses organize themselves around intriguing discussions about how these terms relate. Through hands-on sessions, students learn multiple skills: from stone-age principles of fire-making with branches, to the expertise of rapid prototyping with a laser-cutter or 3D printer, to rudimentary programming. Students will ask key questions about how arts, design, and technology have shaped human life and may inspire future developments.

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

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 encounters and assert human universals. How and by what means do our personal photo albums thus compile collective identities and histories? What stories lie behind their making? What narratives arise—formulaic or unexpected—when related or disparate photographs are organized or randomly 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 manifestations of these practices, and drawing on NYUAD’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 generative means of engaging in and understanding this practice.

Selected Materials:

- Bambling, *Lest We Forget: The Universality of Family Photographs*
- Bambling, *Lest We Forget: Emirati Family Photographs 1950-1999*
- Bann, *Art and the Early Photographic Album*
- Dhlgren, “Dated Photographs: The Personal Photo Album as Visual and Textual Medium”
- Mette, “Looking at the Family Photo Album: A Resumed Theoretical Discussion of How and Why”
- Parr and Badger, *The Photobook: A History*
- Siegel, *Galleries of Friendship and Fame*



MICHELE BAMBLING Visiting Associate Professor of Art and Art History

Professor Bambling is Creative Director of the Lest We Forget initiative recently launched under the auspices of the Salama Bint Hamdan Al Nahyan Foundation. She received a Ph.D. from Columbia University in art history and a Postdoctoral Research Fellowship from The Metropolitan Museum of Art in New York. Bambling also taught art history and museum studies at Zayed University and other institutions in Abu Dhabi.

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 endoscopic 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 most 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 suggest 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 scenarios in photojournalism, travel photography, street photography, 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, photography tasks, and photo essays.

Selected Materials:

- Kleinig, *The Nature of Consent*
- Mendelson, “On the Function of the United States Paparazzi: Mosquito Swarm or Watchdogs of Celebrity Image Control and Power”
- Reinhardt, et al., *Beautiful Suffering: Photography and the Traffic in Pain*



SOHAIL KARMANI 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 Encyclopedia of Applied Linguistics. He has written and researched in the areas of language policy, the cultural politics of English as an “international” language, and critical applied linguistics.

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

How we imagine what we want our future to be like individually and collectively 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 tremendous 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

Crosslisted with Visual Arts

How might a utopian city be designed? This multidisciplinary 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 experiences such as digital cartography, sound ecology, psycho-geography, soundwalks, conceptual mapping, and critical tourism to create a unique urban prototype. Hands-on introductions 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. Participants 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 Assistant Professor

Professor Gutierrez is currently completing her Ph.D at the University of Girona, in the Doctoral Programme in Humanities, Heritage, and Cultural Studies. She completed her graduate studies at The School of the Art Institute of Chicago 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

NAVIGATING A GLOBAL UNDERSTANDING

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 2 2019/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 Aristophanes' *Plutus*, Ihara Saikaku's “A Dose of What the Doctor Never Orders,” and William Shakespeare's *The Merchant of Venice*, to Honoré de Balzac's *Père Goriot*, Daniel Defoe's *Robinson Crusoe*, and F. Scott Fitzgerald's *The Great Gatsby*. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

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 Udine, Professor Cagidemetro holds a Chair in American Studies at the Università degli Studi di Venezia (Cà 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 *Fictions of the Past: Hawthorne and Melville* (1992), as well as numerous essays on British and American literature, most recently on Nabokov's *Lolita* (2003), “Henry James and the Evolution of the American Snob” (2010), and John Hersey's *A Bell for Adano* (2012).

Global Women Writing

CCEA-UH 1015 • FALL 2019

Crosslisted 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, Sor Juana, Mary Wollstonecraft, Lady Murasaki, Toni 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: Edith 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 [civilian attempts to address global crises], there is hope for the intervention 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

Crosslisted 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, filming, and even in seemingly more ephemeral forms such as blog posts or status updates (nothing gets lost in the web!). The course allows students to sample these various approaches without being restricted to any one of them as they explore fundamental questions about the relationship between memory and human identity: Is memory everything we can remember, or everything we can forget? How can we know memories from dreams or fantasies? Do we remember things as they really were or as they never were? Is memory what we take for granted and thus an impediment to creative thinking, or is it the prerequisite of creative activity?

Selected Materials:

Assmann, *Cultural Memory and Early Civilization: Writing, Remembering, and Political Imagination*
Joffé (Dir.), *Before I Go to Sleep* (Film)
Lupton, *Chris Marker: Memories of the Future*
Le Poidevin, *The Experience and Perception of Time*
Ramadanovic, *Forgetting Futures. On Memory, Trauma, and Identity*



GREGOR STEMMRACH

Professor of Art and Art History

Professor Stemmrach 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

Crosslisted 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*
Kunzru, *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.

Everything Is a Remix

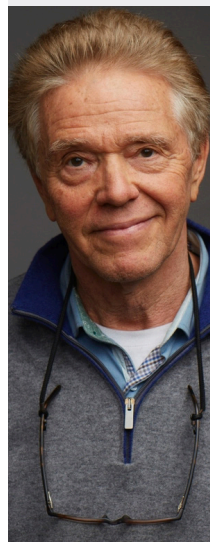
CCEA-UH 1062 • FALL 2019

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, dialogism, collage, *detournement*, refunctioning, intertextuality, intermediality, transtextuality, and the carnivalesque. Asking what happens when we make something new from something old, this course explores artistic and interpretative remix practices that are both very ancient and extremely contemporary. While “remix” is a recent term that evokes studio production and internet culture, understanding its roots obliges us to go back to long-standing traditions in arts and culture generally. Although the course focuses 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*
Gallager and Navas, eds., *The Routledge Companion to Remix Studies*



ROBERT STAM *University Professor, NYU 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).

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:

Austin, *How to Do Things with Words*
Barbin, *Herculin Barbin: Being Recently Discovered Memoirs of a Nineteenth-Century French Hermaphrodite*
Cesaire, *A Tempest*
Fanon, *Black Skin, White Masks*
Khouri, *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 Kwong*. 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.

Representing the Middle East: Issues in the Politics of Culture

CCEA-UH 1078X • FALL 1 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 film, 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:

Alloula, *The Colonial Harem*
Clifford, “On Orientalism”
Nadel, “A Whole New (Disney) World Order: Aladdin, Atomic Power, and the Muslim Middle East”
Moallem, “Transnationalism, Feminism, and Fundamentalism”



ELLA SHOHAT
Professor of Cultural Studies

Professor Shohat teaches in the departments of Art & Public Policy and Middle Eastern & Islamic Studies at New York University. She specializes in cinema and cultural studies of the Middle East. Her books include: *Taboo Memories, Diasporic Voices* (Duke Univ. Press, 2006); *Israeli Cinema: East/West and the Politics of Representation* (Univ. of Texas Press, 1989); *Talking Visions: Multicultural Feminism in a Transnational Age* (MIT & The New Museum of Contemporary Art, 1998); *Between the Middle East and the Americas: The Cultural Politics of Diaspora* (co-edited, The Univ. of Michigan Press, 2013); and with Robert Stam, *Unthinking Eurocentrism* (Routledge, 1994; Second 20th Anniversary Edition, 2014).

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”
Classen, “Worlds of Sense”
Glennie (Dir.), *Touch the Sound* (Film)
Mauss, “Body Techniques”



MARZIA BALZANI *Research Professor of Anthropology*

Professor Balzani is a social anthropologist. Her publications have focused in particular on ritual and kingship among the social and political elites of Rajasthan in northern India, and she is currently working on diasporic Islam in the UK and Pakistan. Balzani’s work combines ethnography and history and is at present extending into considerations of globalization and urban space.

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)

Crosslists 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*



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 *A New Literary History of America* (2009).

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*



ANNE-LISE TROPATO *Humanities Research Fellow*

Professor Tropato 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.

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-vocal aspects. The focus for our discussions will be sites and practices that are considered “shared cultural heritage” for their Outstanding Universal Value. But what do these values mean, and for whom? Do they imply that universal human values exist? And what if these values are contested?

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*



ROBERT PARTHESIUS *Associate Professor of Heritage Studies*

Professor Parthesius is on the faculty of archaeology at Universeit Leiden in the Netherlands. A visiting professor at NYUAD, he is also Director of Dhakira, 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”
- Schnitzler, “Hijacked Images: Ancient Egypt in French Commercial Advertising”
- Kinsey, “Koh-i-Noor: Empire, Diamonds, and the Performance of British Material Culture”
- Flood, “Between Cult and Culture: Bamiyan, Islamic Iconoclasm, and the Museum”



FIONA KIDD Assistant Professor of History and Art and Art History

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

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 interfere 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 kinesthetic bodily feeling)? How is the idea of 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”
- Harrison, *Gardens: An Essay on the Human Condition*
- Balmori and Morton, *Transitory Gardens, Uprooted Lives*
- Bergsma, Poot, and Liebroer, “Happiness in the Garden of Epicurus”
- Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America*



GREGOR STEMMRICH Professor of Art and Art History

Professor Stemmrigh 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:

- Haddawy, Lane, Burton, and Mardrus (Trans.), *Nights*
- Trojanov, *The Collector of Worlds*
- Al-Shaykh, *The Thousand and One Nights*
- Lyons and Lyons, *Tales from 1,001 Nights: Aladdin, Ali Baba and Other Favourites*
- Irwin, *The Arabian Nights: A Companion*



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* (2016); 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 Aristophanes’ *Plutus*, Ihara Saikaku’s “A Dose of What the Doctor Never Orders,” and William Shakespeare’s *The Merchant of Venice*, to Honoré de Balzac’s *Père Goriot*, Daniel Defoe’s *Robinson Crusoe*, and F. Scott Fitzgerald’s *Great Gatsby*. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

Selected Materials:
Aristophanes, *Wealth*
Defoe, *Robinson Crusoe*
Balzac, *Père Goriot*
Fitzgerald, *The Great Gatsby*



ALIDE CAGIDEMETRIO
Visiting Professor of Literature

Having taught at Venice, Strathclyde, Harvard, Wellesley, and Udine, Professor Cagidemetro holds a Chair in American Studies at the Università degli Studi di Venezia (Cà 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 *Fictions of the Past: Hawthorne and Melville* (1992), as well as numerous essays on British and American literature, most recently on Nabokov’s *Lolita* (2003), “Henry James and the Evolution of the American Snob” (2010), and John Hersey’s *A Bell for Adano* (2012).

Novels That Changed the World

CCEA-UH 1019 • SPING 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 Sanggan River*



MIGUEL SYJUCO *Assistant Professor of Practice in Literature and Creative Writing*

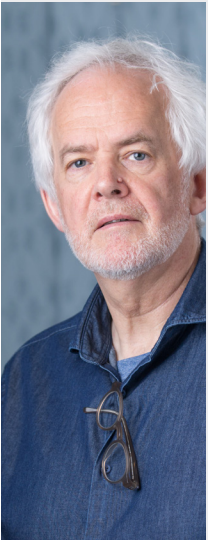
Professor Syjuco is the author of *Ilustrado*, which won the 2008 Man Asian Literary Prize as well as the Palanca Award, the Philippines’ highest literary honour.

Art and Agency

CCEA-UH 1020 • SPRING 2020

Crosslisted with Art and Art 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 “energeia,” camouflage, iconoclasm, “animism” in prehistoric rock art, Western and Asian landscape imagery, medieval relics and miracle imagery, anthropomorphism and witchcraft in the early modern period, and the idea of “living presence” in abstract expressionism.

Selected Materials:
Gell, *Art and Agency: An Anthropological Theory*
Bredekamp, “The Picture Act: Tradition, Horizon, Philosophy”
Krüger, “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”)



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*.

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*
Scarl (Dir.), *See What I’m Saying: The Deaf Entertainers Documentary* (Film)
Riedelsheimer (Dir.), *Touch the Sound: A Sound Journey with Evelyn Glennie* (Film)



WARREN CHURCHILL
Lecturer of Music

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

Listening

CCEA-UH 1037 • SPRING 2020

Crosslisted with Music

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

Selected Materials:

Daughtry, *Listening to War: Sound, Music, Trauma, and Survival in Wartime Iraq*
Erlmann, ed., *Hearing Cultures. Essays on Sound, Listening and Modernity*
Kapchan, ed., *Theorizing Sound Writing*
Sterne, *MP3: The Meaning of a Format*



DEBORAH KAPCHAN Professor of Performance Studies

Professor Kapchan is a Professor of Performance Studies at New York University. A Guggenheim fellow, she is the author of *Gender on the Market: Moroccan Women and the Revoicing of Tradition* (1996), *Traveling Spirit Masters: Moroccan Music and Trance in the Global Marketplace* (2007), as well as numerous articles on sound, narrative and poetics. Other works include *Intangible Rights: Cultural Heritage in Transit* (2014); *Theorizing Sound Writing* (2017); and *Poetic Justice: An Anthology of Moroccan Contemporary Poetry* (2019).

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 take horrific and often degrading experiences and transform them into artistic experiences that are (sometimes) intelligible, pleasurable, or beautiful? Should witnessing the misery of others ever be pleasurable or beautiful? Can we presume to make sense of another’s suffering? How, 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*
Fugard, *The Island*
Guthrie (Dir.), *Oedipus Rex* (Film)



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 NYUNY 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.

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 reframed by a new “cinematic imagination.” Engaging with the work of cultural theorists who first witnessed the impact of film, photography, radio, and gramophone, the course also explores recent interdisciplinary scholarship in media studies to understand how new technologies shape social and political concerns. A hands-on film project allows students to explore Abu Dhabi’s urban 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 1920s 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”



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.

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

Professor Kapchan is a Professor of Performance Studies at New York University. A Guggenheim fellow, she is the author of *Gender on the Market: Moroccan Women and the Revoicing of Tradition* (1996), *Traveling Spirit Masters: Moroccan Music and Trance in the Global Marketplace* (2007), as well as numerous articles on sound, narrative and poetics. Other works include *Intangible Rights: Cultural Heritage in Transit* (2014); *Theorizing Sound Writing* (2017); and *Poetic Justice: An Anthology of Moroccan Contemporary Poetry* (2019).

Core Competencies: Data and Discovery

LEARNING TO EXPERIMENT AND EVALUATE

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

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, extrasolar planets, neutron stars, molecular clouds and gamma-ray bursts appear quite different as seen through various telescopes. Research and presentation will form a core part of this course, and experimental and quantitative methods will be used to bear on understanding worlds beyond the Earth. Students will discuss how these results and their relevance to society, including spin-off technologies, can be communicated to the scientific community and to the public. Data and Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—and in this course—other worlds!

Selected Materials:

Wynn-Williams, *Surveying the Skies: How Astronomers Map the Universe*
Bisi, *Visible and Invisible: The Wonders of Light Phenomena*
Ingles, *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.

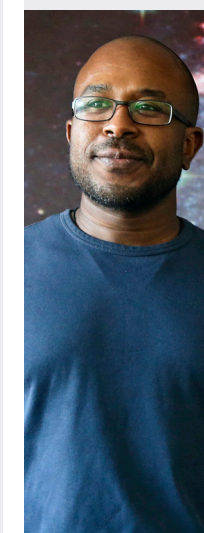
Seven Wonders of the Invisible World

CDAD-UH 1008EQ • FALL 2019 (MAGZOUB) / SPRING 2020 (ESPOSITO)

"In the year of 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 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.

Diversity

CDAD-UH 1010EQ • FALL 2019

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

Selected Materials:

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



AHMED AFZAL Lecturer of Biology

Professor Afzal is a plant molecular biologist by training with the first-hand experience in the areas of host-pathogen interactions and prion biology. The overarching goal of his current research entails investigation of the plant immune network. This network involves multiple proteins, which are regulated by epigenetic mechanisms, post-transcriptional or post-translational modifications or through sub-cellular re-compartmentalization.

Heat and the Universe

CDAD-UH 1019Q • FALL 2019

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

Selected Materials:

Freedman and Geller, *Universe*
Richter, *Beyond Smoke and Mirrors: Climate Change in the 21st Century*
Segre, *A Matter of Degrees: What Temperature Reveals about the Past and Future of our Species, Planet and Universe*
Weinberg, *The First Three Minutes: A Modern View of the Origin of the Universe*



IAN DOBBS-DIXON

Assistant Professor of Physics

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

5000 Years of Notable Lives: Measuring Influence across Cultures

CDAD-UH 1027E • FALL 2019

Counts as Experimental Discovery in the Natural World in previous Core
Can we measure the significance of past lives? In the second century AD, the Greek writer Plutarch offered 23 biographies of “notable” Greeks and Romans, sketches that have survived for two millennia. Since then, describing the impact of “significant” individuals has been an important task. Big Data provides new opportunities to address questions of individual influence over time. Can large-scale data collection help quantify a single person’s significance? What kinds of people tend to be “notable”? Does individual influence, aggregated, translate to cultural impact? Can we measure culture’s effects on long-term economic development? What about the contributions of “ordinary” people, including women, who remain anonymous in most sources? Were the most notable minds influenced by travels, by peers? Using repositories such as census databases and Wikipedia’s biographical entries in multiple languages, student teams will build on and extend current research as they develop basic skills in data-scraping, descriptive statistics, and visualization.

Selected Course Materials

Maximillian, et al., “A Network Framework of Cultural History”
Zhao, et al., “Pantheon 1.0, a Manually Verified Dataset of Globally Famous Biographies”
Sargent and Stachurski, “Lectures in Quantitative Economics”



ETIENNE WASMER

Professor of Economics

Professor Wasmer received his PhD in economics from the London School of Economics and Political Science. He held a Canada research chair and a chair in Sciences Po where he founded LIEPP (an Interdisciplinary Center for the Evaluation of Public Policies), prior to joining NYU Abu Dhabi. His interests lie in the areas of labor, urban and macro economics, and in the historical dynamics of cities and human capital, with a focus on famous individuals. He recently published a book at MIT Press with Nicolas Petrosky-Nadeau (Fed San Francisco) on *Labor, Credit, and Goods Markets: The Macroeconomics of Search and Unemployment*.

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

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 seminar discussion of readings and audiovisual materials, the course will host guest speakers. It also has a lab component with two main assignments. First, we focus on larger Arabian 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”

Presner and Shepard, “Mapping the Geospatial Turn”

Kretzschmar, “GIS for Language and Literary Study”

Prunel-Joyeux, “Do Maps Lie?”



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.

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

MIHALIS MANIATAKOS, ASSISTANT PROFESSOR OF ELECTRICAL AND COMPUTER ENGINEERING

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:

Danziger & Avnaim-Pesso, “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, 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:

Silver, *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*



MAI OUDAH Postdoctoral Associate

Professor Oudah received her PhD in Interdisciplinary Engineering (Computing and Information Science—Bioinformatics) from Masdar Institute of Science and Technology in collaboration with MIT. She currently works as a Postdoctoral Associate at the CAMEL lab and her current research focuses on neural machine translation.

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*



BAS ROKERS Associate Professor of Psychology and Associate Director of the Imaging Facility

Professor Rokers’ research focuses on the neural mechanisms underlying visual perception, with an emphasis on motion and depth perception.

Seven Wonders of the Invisible World

CDAD-UH 1008EQ • 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 Kruif, *Microbe Hunters*
Dante (Dir.), *Inner Space* (Film)
Campbell (Dir.), *Li: The Patterns of Nature* (Film)
Soderberg (Dir.), *Contagion* (Film)



GENNARO ESPOSITO Visiting Professor of Chemistry

Professor Esposito has always been working and is still active in the field of NMR spectroscopy and biopolymer biophysics.

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 Inglis, *Observer’s Year: 366 Nights of the Universe*
Additional scientific articles



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.

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

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?”



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.

Stability

CDAD-1032 • 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:
Charru, *Hydrodynamic Instabilities*
Manneville, *Instabilities, Chaos and Turbulence*
Schmid & Henningson, *Stability and Transition in Shear Flows*



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 École Normale Supérieure 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 Mathématiques de Paris from 2016-2017. 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.

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 that only models unable to predict the future fully can possibly describe.

Selected Materials:
Laplace, *Essai philosophique sur les probabilités*.
Poincare, “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 his 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 cyberspace; the second half approaches the problem from different angles, attempting to understand the repercussions of technological, legislative, and political changes.



MICHAIL 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 Edison, ONR, DARPA, and GlobalFoundries. He has authored several publications in IEEE/ACM transactions and conferences, holds patents on privacy-preserving data processing, and has served in the technical program committee for various conferences, including DAC, ICCAD, ICCD, and AsiaCCS.

Search

CDAD-UH 1039Q • SPRING 2020

How do we find what we’re looking for? How do we know when we’ve found it? If we can’t tell the future, how do we make choices that impact the rest of our lives, such as finding a life partner, a fulfilling career, or even a good Core course? 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 legislation 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



MELVYN COLES *Visiting Professor of Economics*

Professor Coles received his PhD in Economics from Princeton University. Currently a Professor of Economics at The University of Essex, his research interests include equilibrium trade with frictions, especially labour and marriage markets.

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:
Selected Course Materials
Danziger & Avnaim-Pesso, “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, Germany. 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 interactions, 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 considerations 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.

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*



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.

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 utriusque iuris, Coughlin was as a member of the Holy See’s delegation to the United Nations treaty conference that established the International Criminal Court.

Boundaries

CSTS-UH 1021EQ • 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*



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.

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:

Kant, *Towards Perpetual Peace and Other Writings on Politics, Peace, and History*
Marx and Engels, *The Communist Manifesto*
Sluga, *Internationalism in the Age of Nationalism*
Ross, *Communal Luxury: The Political Imaginary of the Paris Commune*
Adichie, *We Should All Be Feminists*



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

Crosslisted 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”
Mikhail, *Osman’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 *Bedouin Bureaucrats: Property, Law and Nomads in Ottoman Syria*.

Urbanization and Development

CSTS-UH 1062 • FALL 1 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 economic and social inequalities in cities, both of the advanced and less developed nations, and to the role of the informal economy in both.

Selected Materials:

Arrighi, *The Long Twentieth Century*
Evans, *Embedded Autonomy: States and Industrial Transformation*
Itzigsohn, *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*



ALEJANDRO PORTES Visiting Professor of Social Research and Public Policy

Professor Portes is Howard Harrison and Gabrielle Snyder Beck Professor of Sociology (emeritus) at Princeton University and Professor of Law and Distinguished Scholar of Arts and Sciences at the University of Miami. He is the founding director of the Center for Migration and Development at Princeton. Portes is the author of more than 250 articles and chapters on national development, international migration, Latin American and Caribbean urbanization, and economic sociology.

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 Interstates 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



MONICA MENENDEZ Associate Professor of Civil Engineering

Professor Menendez joined NYUAD in 2018 and is also a Global Network Associate Professor of Civil and Urban Engineering at the Tandon School of Engineering in New York University. Between 2010 and 2017, she was the Director of the research group Traffic Engineering at ETH Zurich. Her research interests include monitoring, modeling, and control of multimodal transportation systems, considering new technologies and data sources.

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 private 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*



MIKHAÏL XIFARAS Visiting Professor of Law

Professor Xifaras has been Professor of Public Law at Sciences Po since September 2008, where he teaches legal philosophy, property, and jurisprudence. He has been the director of the doctoral program from 2009 to 2018. He has published extensively on the theory of property, history of modern legal thought, and political philosophy.

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 roles 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”



MIKHAÏL XIFARAS Visiting Professor of Law

Professor Xifaras has been Professor of Public Law at Sciences Po since September 2008, where he teaches legal philosophy, property, and jurisprudence. He has been the director of the doctoral program from 2009 to 2018. He has published extensively on the theory of property, history of modern legal thought, and political philosophy.

Networks

CSTS-UH 1078 • FALL 2019

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*
Menczer, et al., *A First Course in Network Science*
Newman, *Networks*
Russell, & Klassen, *Mining the Social Web*
Scott, *Social Network Analysis*



MOSES BOUDOURIDES

Visiting Professor of Mathematics

Professor Boudourides is a Professor in the Data Science Program and Affiliated Faculty at the Science of Networks in Communities (SONIC) at Northwestern University. Prior to this he was a professor of Mathematics at the University of Patras in Greece. His research interests and publications are on dynamical systems, social network analysis, social media data analysis, digital humanities and computational social science. Boudourides was recently awarded a Robert K Merton Visiting Research Fellowship from the Institute for Analytical Sociology (IAS) at Linköping University in Sweden.

History and Globalization

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

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, *Guano and the Opening of the Pacific World*
Marks, *The Origins of the Modern World: A Global and Ecological Narrative*
Osseo-Asare, *Bitter Roots: The Search for Healing Plants in Africa*
Ricci, *Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia*



MARTIN BOWEN-SILVA

Assistant Professor of History

Professor Bowen has written articles on Chile's Unidad Popular (1970-1973) and its cultural project. His current research explores the construction of a transatlantic, revolutionary, and patriotic theater repertoires during the Age of Revolution, focusing on Vittorio Alfieri's theater plays and their circulation in the Iberian Atlantic.

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 dispossession of peoples in the Middle East as part of the policy of empire, carried further by the colonial and neo-colonial and well as neo-conservative political encounters with the East and the West.

Selected Materials:

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



DAWN CHATTY

Visiting Professor of Anthropology

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

SPRING 2020

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*



YVES LE JAN

Visiting Professor of Mathematics

Professor Le Jan works on aspects of stochastic processes. He is particularly interested in their relations to mathematical physics. He is an associate editor of the Annals of Probability, edited by the IMS.

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*



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.

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:

Kaku, *Worlds: A Journey Through Creation, Higher Dimensions, and the Future of the Cosmos*
Tyson and Goldsmith, *Origins: Fourteen Billion Years of Cosmic Evolution*
Yaqoob, *Exoplanets and Alien Solar Systems*



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.

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*
Goodin, “Designing Constitutions: The Political Constitution of a Mixed Commonwealth”
James I of England, “On the Divine Right of Kings”
Wolff, *An Introduction to Political Philosophy*



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 Klingler) 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.

Boundaries

CSTS-UH 1021EQ • 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*



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.

Ideology

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? How do ideologies change and reform over time? This course explores these fundamental questions about beliefs in societies across the globe. It begins by defining ideologies and looking at examples from key 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 beliefs 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, *Man and Socialism in Cuba*
Anderson, *Imagined Communities*



HULDA ÞÓRISDÓTTIR *Visiting Associate Professor of Psychology*

Professor Þórisdóttir 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, systematic uncertainty, the range of validity of models, approximations, data outliers, competing interpretations: scientists spend most of their time wrestling with these problems. Unfortunately, in 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:

Aczel, *Chance: A Gzuide to Gambling, Love, the Stock Market & Just About Everything Else*
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 we can learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. The aim is to deconstruct common conceptions of dualities: development/underdevelopment, wealth/poverty, 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”
Holston, “Cities and Citizenship”
Martens (Dir.), *Africa Shafted: Under One Roof* (Film)
Miraftab and Kudva, eds., *Cities of the Global South Reader*



RANA 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 of late as a result of mounting urban bloodshed and destruction across the region and of the relentless global advance of sprawling urbanization, conflict and social inequality. How we can 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

Crosslisted 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



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.

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)

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, *Guano and the Opening of the Pacific World*
Marks, *The Origins of the Modern World: A Global and Ecological Narrative*
Osseo-Asare, *Bitter Roots: The Search for Healing Plants in Africa*
Ricci, *Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia*



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 *Culinary Nostalgia: Regional Food Culture and 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)

Crosslisted 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:

Charles, “A World of Difference: International Trends in Women’s Economic Status”
England, “The Gender Revolution: Uneven and Stalled”
England, Gornick, and Shafer, “How Women’s Employment and the Gender Earnings Gap Vary by Education in Seventeen Countries”
Hyde, “The Gender Similarities Hypothesis”
Willer,, et al., “Overdoing Gender: A Test of the Masculine Overcompensation Thesis”



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.

Q, E, X

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.

COURSE NO.	COURSE TITLE	Q	E	X
ACS-UH 1010X	Anthropology and the Arab World			X
ACS-UH 1011X	Introduction to Modern Arabic Literature			X
ACS-UH 1012X	Emergence of the Modern Middle East			X
ACS-UH 1211X	UAE from Pre-History to 2030: History, Environment, Society and Culture			X
ACS-UH 1410X	Making of the Muslim Middle East			X
ACS-UH 1411X	First Islamic World Empire: The Abbasids			X
ACS-UH 1610X	Feminism and Islamism in the Middle East and North Afrcia			X
ACS-UH 2210JX	Cities and Modern Arabic Literature			X
ACS-UH 2211JX	Orientalism Debates			X
ACS-UH 2212X	Introduction to Islamic Texts			X
ACS-UH 2410X	Paradise Lost: Muslims, Christians and Jews in Al-Andalus			X
ACS-UH 2411X	Heritage, History and Memory in the Modern "Middle East"			X
ACS-UH 2412JX	Interwoven Past of Spain and Morocco			X
ACS-UH 2413JX	Arab Crossroads in China			X
ACS-UH 2414X	Jews in the Muslim World in the Middle Ages			X
ACS-UH 2415JX	History of Modern Iran			X
ACS-UH 2416JX	Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman			X
ACS-UH 2418X	Politics and Cultures of Nationalism in the Modern Middle East			X
ACS-UH 2419X	Sufism			X
ACS-UH 2610JX	Oil and Energy in the Middle East			X
ACS-UH 2611X	War and Media in the Middle East			X
ACS-UH 2613X	Youth in the Middle East			X
ACS-UH 3010X	Problems and Methods in Arab Crossroads Studies			X
ANTH-UH 2114X	Listening to Islam			X
ANTH-UH 2118X	Islam in the Americas			X
ARABL-UH 4015X	Arabic Cultural Explorations			X
ARTH-UH 1110X	Introduction to Visual Culture			X
ARTH-UH 1115X	Islamic Architecture: Formation to Revival			X
ARTH-UH 1810X	Art and Architecture of the Islamic World			X
ARTH-UH 2118X	Contemporary Art and Politics in the Arab World			X
AW-UH 1113X	Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period			X
CADT-UH 1008Q	Touch	Q		

COURSE NO.	COURSE TITLE	Q	E	X
CADT-UH 1013EQ	Language of Computers	Q	E	
CADT-UH 1014EJQ	Heuristics	Q	E	
CCEA-UH 1059X	Postcolonial Turn			X
CCEA-UH 1064X	Crisis and Creativity			X
CCEA-UH 1065X	Nationalism, Art and Entertainment			X
CCEA-UH 1077X	Islamism, Islamophobia, and Muslim Popular Culture			X
CCEA-UH 1078X	Representing the Middle East: Issues in the Politics of Culture			X
CCEA-UH 1080X	Food, Culture, and Politics			X
CCOL-UH 1003X	Faith in Science, Reason in Revelation			X
CCOL-UH 1015Q	Labor	Q		
CCOL-UH 1016Q	Cooperation	Q		
CCOL-UH 1022Q	Ethics and Politics of Public Health	Q		
CCOL-UH 1024Q	Life in the Universe	Q		
CCOL-UH 1059Q	Quantified Self	Q		
CDAD-UH 1001Q	Data	Q		
CDAD-UH 1002Q	Space	Q		
CDAD-UH 1003EQ	Brain Reading	Q	E	
CDAD-UH 1004E	Microbes		E	
CDAD-UH 1005EJQ	Forensic Science (Guilty or Not Guilty?)	Q	E	
CDAD-UH 1006EJQ	Coastal Urbanization and Environmental Change	Q	E	
CDAD-UH 1007EQ	The Mind	Q	E	
CDAD-UH 1008EQ	Seven Wonders of the Invisible World	Q	E	
CDAD-UH 1009EJQ	Behavior	Q	E	
CDAD-UH 1010EJQ	Diversity	Q	E	
CDAD-UH 1011EQ	Observing the Universe	Q	E	
CDAD-UH 1013EJ	Stem Cells: Immortality and Regeneration		E	
CDAD-UH 1014JE	Social Chameleons		E	
CDAD-UH 1016EQ	Where the City Meets the Sea: Studies in Coastal Urban Environments	Q	E	
CDAD-UH 1017Q	Symmetry	Q	E	
CDAD-UH 1018Q	Writing with Numbers (And How to Read Them)	Q		
CDAD-UH 1019Q	Heat and the Universe	Q		
CDAD-UH 1020JQ	Challenges in Global Health	Q		
CDAD-UH 1021EJ	Neural Basis of the World's Languages		E	

COURSE NO.	COURSE TITLE	Q	E	X
CDAD-UH 1022JQ	Sustainable Development	Q	E	
CDAD-UH 1024Q	Reading Like a Computer	Q		
CDAD-UH 1025Q	Numeracy	Q		
CDAD-UH 1026EJ	Water, Energy, Food Nexus		E	
CDAD-UH 1027EJ	5000 Years of Notable Lives: Measuring Influence across Cultures		E	
CDAD-UH 1030E	Better Living through Chemistry		E	
CDAD-UH 1033EQ	Data and Human Space	Q	E	
CDAD-UH 1034Q	Numbers, Models and Chaos	Q		
CDAD-UH 1036EJQ	Community-Driven Development	Q	E	
CDAD-UH 1039Q	Search	Q		
CSTS-UH 1003Q	What Is a Number?	Q		
CSTS-UH 1005Q	About Mathematics	Q		
CSTS-UH 1041Q	Ideology	Q		
CSTS-UH 1050Q	Uncertainty in Science	Q		
CSTS-UH 1052X	History and the Environment: The Middle East			X
CSTS-UH 1058JX	God or Reason? The Controversy over Law			X
CSTS-UH 1059X	Urban Violence: The Middle East			X
CSTS-UH 1069Q	Biology of Politics	Q		
CSTS-UH 1075X	Exploring UAE Cities: Sociological Perspectives on Urban Life			X
ECON-UH 2310EQ	Behavioral Economics	Q	E	
ECON-UH 2320E	Experimental Economics		E	
ECON-UH 2322E	Neuropsychoeconomics		E	
ECON-UH 2451X	Economic History of the Middle East			X
ECON-UH 3310EJ	Economic Decisions in the Brain		E	
ECON-UH 3511X	Islamic Economics and Finance			X
ENGR-UH 2010	Probability and Statistics for Engineers	Q		
ENGR-UH 2014	Experimental Methods		E	
FILMM-UH 1013X	Understanding MENASA Film and New Media			X
HIST-UH 1125X	South Asia in the Indian Ocean World			X
HIST-UH 3115	Global Asia			X
HIST-UH 3510X	Muslim Societies in African History			X
HIST-UH 3511X	Islam in the Indian Ocean World			X

COURSE NO.	COURSE TITLE	Q	E	X
HIST-UH 3710X	Central Asia and the Middle East			X
LAW-UH 2115X	Comparative Legal Systems: United States and United Arab Emirates			X
LAW-UH 2122X	Introduction to Islamic Law			X
LAW-UH 2125X	Islamic Law and Secular Politics			X
LAW-UH 2126JX	International Commercial Arbitration, with an Eastern Perspective			X
MATH-UH 1003Q	Introduction to Probability and Statistics	Q		
MATH-UH 1013Q	Calculus with Applications to Economics	Q		
MATH-UH 2011Q	Probability and Statistics	Q		
MUSIC-UH 1611X	Arab Music Cultures			X
PEACE-UH 1116JX	Convivencia: A Model for Living Together			X
PHIL-UH 2211X	Classical Arabic Philosophy			X
POLSC-UH 2314X	Ibn Khaldun and Political Theory			X
POLSC-UH 2410X	Comparative Politics of the Middle East			X
POLSC-UH 2412X	Political Economy of the Middle East			X
POLSC-UH 2413JX	Bridging the Divide Between the Arab World and the West			X
POLSC-UH 2515JX	Islamic Extremism			X
POLSC-UH 3410X	Iraq War and its Consequences			X
PSYCH-UH 1002EQ	Research Methods in Psychology	Q	E	
PSYCH-UH 1004Q	Statistics for Psychology	Q		
PSYCH-UH 3611EQ	Lab in Cognitive Control	Q	E	
PSYCH-UH 3612EQ	Lab in Psychology of Inequality	Q	E	
PSYCH-UH 3613EQ	Lab in Early Childhood Education	Q	E	
PSYCH-UH 3614EQ	Lab in Multisensory Perception and Action	Q	E	
SCIEN-UH 1101EQ	Foundations of Science 1: Energy and Matter (Physics)	Q	E	

COURSE NO.	COURSE TITLE	Q	E	X
SCIEN-UH 1102EQ	Foundations of Science 1: Energy and Matter (Chemistry)	Q	E	
SCIEN-UH 1201EQ	Foundations of Science 2: Forces and Interactions (Physics)	Q	E	
SCIEN-UH 1202EQ	Foundations of Science 2: Forces and Interactions (Chemistry)	Q	E	
SOCSC-UH 1010Q	Statistics for the Social and Behavioral Sciences	Q		
SOCSC-UH 1210Q	Logic of Social Inquiry	Q		
SOCSC-UH 3221EJ	Experimental Research in Social Sciences: Taking the Lab to the field in India		E	
SRPP-UH 1413X	Social Change and Development in the Arab World			X
SRPP-UH 1810X	Islam and Society			X
SRPP-UH 1813X	Family and Gender in the Arab World: Continuity and Change			X
SRPP-UH 2412X	Islamist Social Movements in the Middle East			X
SRPP-UH 2416X	Gulf Urban Societies			X
SRPP-UH 2612X	State Formation: The Case of the United Arab Emirates			X
SRPP-UH 2614X	Women and Work in the Gulf			X
SRPP-UH 2624JX	Disability in a Global Context: Advancing Inclusion in the UAE			X
SRPP-UH 2625JX	Making Women Matter: Case Studies from the GCC			X
THEAT-UH 1510X	Theater in the Arab World			X
WRIT-UH 1102X	FYWS: Contemporary Debates of Islam			X
WRIT-UH 1104X	FYWS: Understanding Shari'a			X

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 that produces different results every time, based on who is in the room.

In Laughter, as in all NYUAD Core classes, students explore a big question and engage with different modes of thinking. In Laughter we ask: *How does laughter function within us as individuals, in our relationships, and our greater communities?* We look at sources of laughter (comedy and humor), and my students and I also become subjects of that inquiry. Every semester my fifteen students are from about ten different countries. They bring themselves—their social and cultural contexts and experiences, their overwhelming intelligence,

their amazing sense of humor—to the room and to the work. Using my actor/theatermaker sensibility, I guide them through performances and presentations, collaborative and solo creative writing, devised group projects, peer 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 CCTA 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: ecocritic 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 their response: the fact that laughter created a space, a gap, a gasp, a moment of relaxation to really *hear* an idea. My student Nikoloz Adeishvili wrote:

[...] 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 it came to the character’s last speech they had no time to brace themselves:

[Y]ou know, whatever happened, I’m sure it was complicated, these things always are, so I’m gonna go out on a limb here and assume that you tried your best. It was a mess, some of you [effed] up, some of you fought hard, and here we are. And isn’t it wonderful? You evolved. All of the shit you

went through made you evolve into me, a new species, which, granted, is not the greatest thing since sliced bread but it’s a step forward. I mean, think about it. Six extinctions! Not one, not two, six! Six times the earth was nearly wiped out of all life so the odds that you and I would be standing here today...[...] So, thank you. Yeah... Thank you. Whatever you did wrong, you also did a lot of things right and that’s the story I want to remember. That’s the story I want to tell. That’s the story we need to celebrate: us, here, six extinctions later. I’m proud of being your kin, I really am. And I hope the species that comes after me will be proud of being mine.

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



someone in the audience to uproariously applaud for. The actor then prompts the audience with climate change related events that have a hopeful note:

Ok now me again. But wait, first imagine me as um, ice. Not ICE the immigration guys but ice. Like, I can be an icy glacial shelf that is trying not to break off a frozen landmass in the Antarctic. Can you imagine me like that? Ok here I am: I'm holding on tight, trying not to fracture... ok go! Applause!

[Audience applauds!]

Ok great!

Ok now I'm you. No, you're you. No I'm me and you're all a piece of land that went to court and won rights as a person, that won HUMAN RIGHTS! Let's give that a round of applause, that is amazing! That took a lot of work!

[Audience applauds.]

A few lines later, increasingly devastating scenarios are introduced:

Ok now it is 2011 and a man is going diving in the ocean in Japan, looking for his wife who got swept away by a Tsunami.

Ok now it is 2011 and you are the mother who is still floating a lunch down into the waves for her daughter who never was found from that same tsunami.

Can we give that some love, a little applause, I mean: talk about commitment!!

The play continues on, brilliantly so, shifting back and forth to different images related to climate change, based on past, present or future possibilities.

Many of my students expressed that was the moment when they knew they did not want to applaud—for the man diving into the ocean and the mother sending the lunch into the waves. That moment interests me. The shift in the room could be physically felt: the quality of the silence was incredible and awful. My sense is that their experience was something like this: they breathed in, preparing to laugh and clap as they had done repeatedly. They listened in a kind of shocked suspension, and in that gap, in that open-ness they *heard* and *felt* that image in a whole different way.

The same student, Nik, wrote:

We as humans constantly “clap” for issues like climate change, we recognize the problem, but our only response is clapping, liking stuff on social media, or reading an article. What humor—and in some cases, dark humor—manages to do is raise awareness through joy and fun. Maybe more performances like this will make people do more than just clap.

During the panel discussion afterwards,

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



CORE CURRICULUM COMMITTEE 2019-2020

- Bryan Waterman | *Chair*
- Christian Haefke | *Social Sciences*
- Joanna Settle | *Arts & Humanities*
- Mohamad Eid | *Engineering*
- Marion Wrenn | *Writing Program*
- Francesco Paparella | *Science*
- Toral Gajarawala | *Member at large*

**ACADEMIC AFFAIRS COORDINATORS,
PROVOST OFFICE**

Kate Nordang, Holly Spence

DESIGNER
Erin Collins



START YOUR JOURNEY

MY CORE CURRICULUM CHECKLIST

COURSE #

F/S YY

Core Colloquium

Core Colloquium

Arts, Design, & Technology

Cultural Exploration & Analysis

Data & Discovery

Structures of Thought & Society

OTHER GRADUATION REQUIREMENTS

COURSE #

F/S YY

First-Year Writing Seminar

Quantitative Reasoning

Experimental Inquiry

Islamic Studies

nyuad.nyu.edu