

# Core Curriculum User Guide

2021–2022

جامعة نيويورك أبوظبي



NYU | ABU DHABI



EXPANDING YOUR HORIZONS



# Core Curriculum User Guide

2021–2022



# What is the Core Curriculum?

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

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

**NYU Abu Dhabi's Core Curriculum forms the heart of our mission to provide an international student body with an outstanding, expansive education.**

**The Core draws on the diversity and cultural wealth of the world's traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity.**

**It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.**



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# Welcome to the Core

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

In a spring 2018 Interactive Media course called “Temporary Expert,” students were required to produce field guides to various “systems” that comprise the NYUAD experience. A sophomore named Carlos Páez (Class of 2020) took up the challenge of writing a “Core Curriculum Field Guide.” We sat down for some conversations and exchanged emails over the course of the semester. When he was finished, his guide looked on the outside a lot like the one you’re reading now—a conscious gesture in the User Guide’s direction—but the contents were even more centered on student perspectives and frank discussions of mixed experiences. His field guide addressed some of the issues on which students disagreed, including the purpose and overall usefulness of the Core, pointed to some of the program’s strengths and weaknesses, and ultimately laid out a set of principles by which students could experience the curriculum most productively. Over the last year, as the Covid-19 pandemic and a

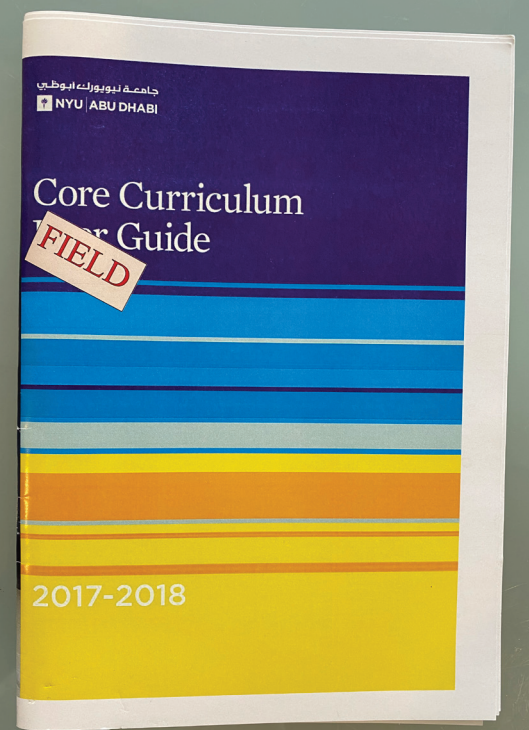
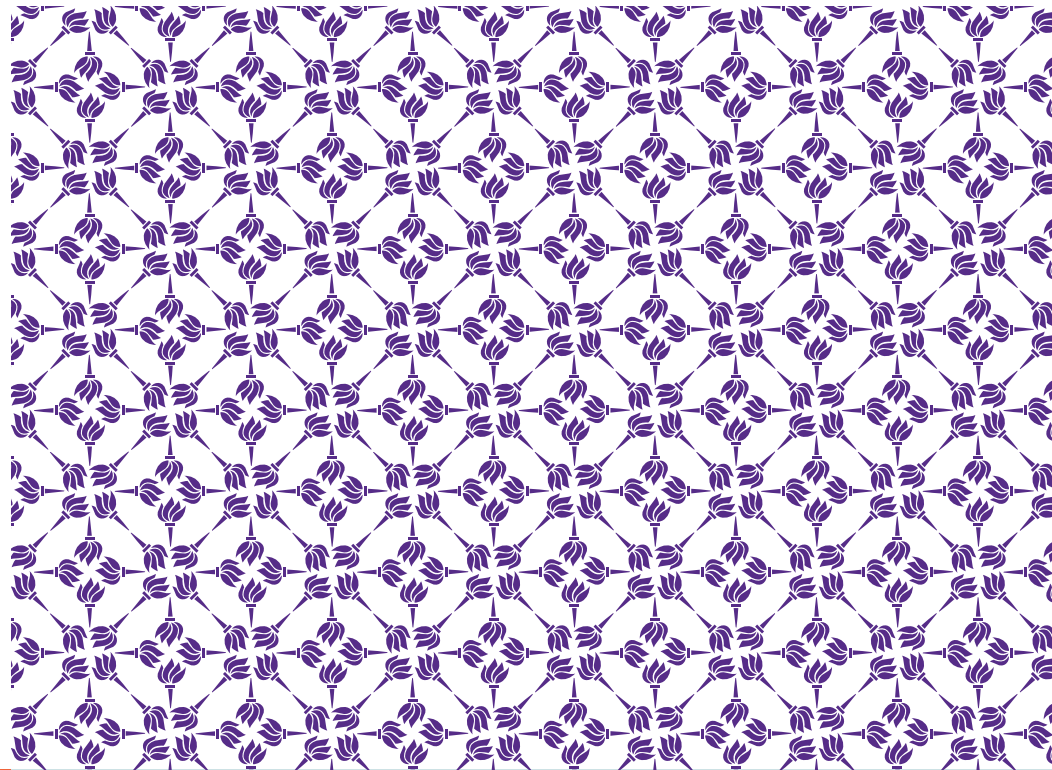
rolling wave of state violence and human rights abuses have given us occasions to review many aspects of our curriculum and our position within NYU’s global network, my thoughts keep returning to what I learned from Carlos’s field guide and other conversations with students who have contributed to our program’s design.

Why do we have the Core? Why does it take the shape it does? How can students most productively navigate it? At NYUAD, the Core makes up the bulk of what other institutions sometimes call General Education. Rather than merely asking you to take a series of entry-level “intro” courses in a broad range of subjects, though, we have created dozens of seminars and given you maximum flexibility to choose those that best suit your interests, passions, and curiosity as you also gain some of the same general knowledge and skills General Education requirements typically address. We think this approach is uniquely tailored



to our student body, our faculty’s broad range of research interests, and our mission to address the challenges we face in today’s world—especially challenges that cut across lines of culture, nation, or language and require us to navigate difference and ethical complexity. A good Core course shouldn’t just introduce a field or discipline or survey a body of established knowledge; rather, a good Core course should provide opportunities for self-understanding and transformative learning as you grapple with big questions. The questions it addresses should be timeless as well as timely.





Carlos understood that in some respects, the Core exists as a foundation—both for an individual student’s education and for our curriculum at large. “A lot of thought must always go into building a good foundation,” he suggested, noting that a flawed foundation would result in structural damage as a building ages. Clearly some courses in the Core (along with the First-Year Writing Seminar) aim to provide some foundational tools and skills. Even courses that seem to be more about applications than about basic or “pure” knowledge can provide ground on which future coursework can build—sometimes in unexpected ways. Often, in the Core, such dichotomies break down. I like to tell the story of an Econ student who explained how a Core class with a science lab helped him think through the experiments on which he based his capstone. As Carlos explained the same principle: “I met a Computer Science major once who told me that a Core class on Jazz had taught him how to be more creative when problem solving in C.S. classes.” Both of these examples suggest that we intend the Core not just to provide foundational knowledge or skills or occasions to apply basic knowledge but additional perspectives and opportunities to work across disciplines in ways that

simply help you become a sharper thinker.

Carlos’s field guide introduced me to the term “chill Core,” which I quickly came to realize is a staple of the crowd-sourced course recommendations you find on students-only Facebook pages such as Room of Requirement. (“Best chill literature or art Core courses for fall 2015?” “Among the summer Core subjects, is there any chill, nice, fun Core?”) According to Carlos, most students consider the Core Competency courses in general to be more “chill” than the Core Colloquia, probably because the latter have more intensive writing requirements and, often, heavier reading loads than the average course. But Carlos’s answer to the question “What is a stereotypical chill Core class?” was quite revealing about how some students regard their Core requirements. “It’s a smooth sequence of events,” Carlos advised. “You do/don’t read for every class. You write a couple of essays. You get an A. You probably didn’t learn anything because you didn’t care about the class.” This answer alarmed me, since it suggested that some students were possibly selecting their courses based primarily on work load or the perceived easiness of the grading system rather than on their basic curios-

ity about a course’s central questions or materials, let alone the desire to be challenged or to explore new intellectual terrain. It alarmed me even more that Carlos worried that some professors deliberately tried to make their courses easy, in the service of making the material accessible. As we help faculty develop new courses, the Core Curriculum Committee strongly discourages the idea that Core courses are merely “dumbed down” approaches to disciplinary knowledge. A good Core course can and should be rigorous without requiring prerequisites. But Carlos also implies that the bigger problem comes when students end up in classes they don’t really care about. If “Chill Cores” aren’t much of a journey,” he reflected, “then are you really learning something?” His ultimate warning was that a “chill” Core course could easily result in a disappointing intellectual experience.

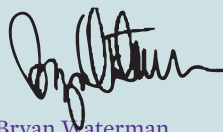
Why should you prioritize a challenging Core rather than opting for the “chill” alternative? Because the Core is, well, core. Carlos’s foundations metaphor has a lot to recommend it. But I prefer another, slightly different, image. In

*A good Core course shouldn't just introduce a field or discipline or survey a body of established knowledge; rather, a good Core course should provide opportunities for self-understanding and transformative learning as you grapple with big questions. The questions it addresses should be timeless as well as timely.*

the 2018-19 Core User Guide, I made the case that anything a fitness trainer says about the benefits of a strong core—as in “abs and core”—likely applies to the Core Curriculum as well. “A strong core means agility, flexibility, and stability,” one of our athletic trainers said in the User Guide that year. Challenging yourself in the Core Curriculum should provide the same benefits a good core workout would. Can you imagine heading into a massive strength training regimen or an Ashtanga yoga sequence without the basic resources of a strong, engaged, activated Core? Your experiences in Core courses should prepare you to encounter difficult questions down the road, as well as give you a sense of the many perspectives from which they can be approached and the ethical complexity that arises when we try to think globally about them. Agility. Flexibility. Stability. One of Carlos’s closing points underscores the importance of students’ agency in “activating” the Core—flexing it, allowing it to do its job: “You can only get as much out of the Core as you put in,” he wrote. It’s up to you.

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

## Core Curriculum Structure and Program Learning Objectives

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

Across these six courses, complementing and deepening the skills developed in the First-Year Writing Seminar, students will have several opportunities to make progress toward the Core's Program Learning Outcomes. On completion of the Core, they should be able to: 1) Critically examine historical and contemporary topics of global significance, which includes formulating clear, precise questions and arriving at well-reasoned conclusions using a) qualitative, b) quantitative, c) contextual, and d) creative modes of reasoning; 2) Communicate effectively for various audiences and purposes, including participation in public settings; 3) Demonstrate self-understanding and intercultural competency; and 4) Identify and reflect critically on conceptual and ethical complexity.

### 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, offer such opportunities even as they remind us that timeless questions can also be timely. As daily news reports bear out, the pursuit of equality, justice, peace, health, and sustainability are all vital endeavors to which individuals and nations must renew commitment and devote cooperative efforts. Taught by faculty from all divisions, Core Colloquia aim to achieve multidisciplinary, global perspectives and to engage substantively two or more of the Core Competencies (outlined below). 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 make NYUAD a new model of higher education for a global world.

The cooperation needed to address the world's most pressing challenges depends upon a rich understanding of humanity itself, a sense of how societies and individuals have developed in relation to one another and to other species, to the environment, to technologies, and to ideas—both sacred and secular—about the universe. When it comes to tackling such challenges, Core Colloquia may raise questions to which there are no easy answers. But learning to pose good questions is itself an important skill, as is learning to approach them from multiple points of reference. Rather than simply taking the idea of a “global perspective” as 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, & 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 94-97 of this User Guide.

## **Inclusion, Diversity, Belonging, and Equity in the Core**

The challenge of establishing global perspectives on the greatest challenges our planet faces is necessarily an open-ended endeavor. As faculty and students join NYUAD and expand the possible experiences and expertise that contribute to this effort, our curriculum will also continue to expand, becoming ever more capacious and inclusive. As we develop new Core courses each year, the faculty and students on the Core Curriculum Committee pay close attention to the range of materials and cultural identities and situations represented in the draft syllabi we review. We seek to work with faculty to keep broad cultural representation a priority wherever possible. The Core also aims to optimize the full diversity of our student body inside the classroom. Small in size, Core courses provide intimate settings in which students and faculty can work together to pose questions and confront contemporary problems across lines of culture, age, nationality, language, belief, gender and sexuality, and academic disciplines. Core classrooms will include students from many majors and from all four undergraduate cohorts, representing many parts of the world, many points of view, many talents, and many ways of learning and expressing themselves. Individual experience becomes relevant to subject matter in self-critical ways; this critical capacity is nurtured as students and faculty seek to understand and value the multiple perspectives presented in course materials and by peers.

In the summer of 2020, in tandem with Vice Chancellor Mariët Westermann's Commitment to a Truly Diverse NYUAD, the Core Curriculum Committee promised a systematic review of course materials with principles of global inclusion fully in view as well as a robust effort to develop new courses that center on issues of race, racial justice, and anti-racism, as well as colonialism and decolonization. In our first year we added Core Colloquia on Black Internationalism and Race and Caste. More new courses are in development. The process for reviewing current syllabi is in motion, with substantial work to be undertaken in AY 2021-2022. We are committed to keeping students informed of the progress these initiatives will make in coming years.



# 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.

Teodora Hristovska, Class of 2021 (Psychology),  
Student Government President 2020-2021

FYWS:  
Contemporary  
Debates about  
Islam

STS:  
Quantum Theory  
and Relativity:  
The Impact of a  
Scientific  
Revolution

Core  
Colloquium 1:  
Conserving  
Global Heritage  
Through  
Science

CEA:  
Novels that  
Changed  
the World

Ayham Adawi, Class of 2022 (Biology),  
Student Government President 2021-2022

FYWS:  
Politics of  
Spectacle

Core  
Colloquium 1:  
Animal  
Perspectives


ADT:  
Disability  
Studies

D&D:  
Seven Wonders  
of the Invisible  
World



# Choosing your courses

You may be overwhelmed by the number of courses offered each semester; you may find yourself interested in more courses than there are Core requirements or general electives to fill. How you prioritize your course selection will probably depend on what you want most out of your Core experience. Some students will wish for immediate exposure to specific faculty or topics related to possible fields of study. Others will want to use Core courses and general electives to satisfy intellectual cravings outside intended majors, to provide balance or even a release valve. Either approach is valid and has potential benefits.

Think of your overall coursework as perpendicular lines:  The broad horizontal base is like the Core, grounding and stabilizing the vertical pillar, or depth, of your major. Chances are that even when you're exploring a field outside your major or intended career path, you'll find yourself making fortuitous connections between fields that ultimately increase the overall quality of your education. Engineers might find unexpected insight in a sculpture studio; musicians might benefit from exposure to neurobiology; social scientists might gain new perspectives from coursework in interactive media. There's another approach you might consider as well: Explore topics that promise knowledge that's valuable for its own sake or that will lead to an examined life well beyond your university years.

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



# What to bring to the seminar table

Here are the top 5 things you can bring to your coursework in order to get the most out of the Core Curriculum:

**1. A willingness to take risks.** Don't settle for the comfortable, the courses closest to your major area of study, or the merely "chill." Remember the advice of President Emeritus John Sexton: "Learn to play another octave on the piano!" This requires stretching, growth, learning to think in new ways about new ideas.

**2. The confidence to ask for help and to help others when asked.** Core courses don't have prerequisites for a reason: You're here to learn to think from new perspectives, not necessarily to build on prior training or knowledge. It's okay to say you don't understand something or that you're confused. Your classmates will be unevenly prepared for the things you are learning. Some of them may be able to break things down for you; and you may be called on, in turn, to shine where you have special resources, knowledge, or experience. Also remember that your professors have office hours for a reason. Use them, especially if you feel yourself starting to fall behind.

**3. The determination to do the work to the best of your ability.** Occasionally you may hear the phrase "it's just a Core," as if coursework outside your major doesn't "really" count. Not only does your Core coursework contribute to your academic record and GPA, but it also contributes fundamentally to your overall education. Don't settle for doing the minimums. Ask your professors what you can do to maximize your learning, and if the subject matter doesn't seem relevant, ask your professor why it matters—to them or to you.

**4. A capacity for making connections.** Where does material from one of your courses relate to something you learned in another? Have you read the same work in multiple contexts? What are the surprising affinities or differences you've noticed when approaching the same questions from multiple vantage points? Be alert to the connections you can make across the diverse materials and ways of thinking you will sample in the Core. Share those connections with your classmates and professors. When you do, you'll often find that what you study in the Core becomes even more relevant to you and to those around you.

**5. A habit of listening patiently and disagreeing generously.** Core courses are designed to challenge or add to our previous ways of thinking about the world. When your classmates come from 120 different countries, are natives in dozens of different languages, and aim to study a diverse range of disciplines, you are almost certainly bound to disagree with something someone says at some point in your undergrad experiences. You may even find yourself disagreeing with the professor. Remember that we're engaged in an educational enterprise together. None of us is infallible. Listening is an important part of communicating effectively, as is practicing the art of diplomatic disagreement or cosmopolitan conversation. You can flag for your professor—or even for admin—something you find problematic, but try to do so in a spirit of generosity and a willingness to seek understanding in the long run.



EXPRESSING ACADEMIC THOUGHT

# First-Year Writing Seminars

# 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.

First-year students will complete a self-directed reading and writing diagnostic exercise before they register for classes. The diagnostic helps us advise students about how to maximize the impact of the FYWS on their learning. For instance, students who may need more time to practice college-level writing may choose to take the Writing Seminar in the fall of their first year. Students identified as being more prepared are advised to take their FYWS in the spring.

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

To ensure a unified and consistent experience for students, all sections of FYWS share a set of common goals. Students will be introduced to rhetorical knowledge; critical-thinking, reading, and composing skills; a range of composing and communication processes; and develop 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 use a variety of sources to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic that interests them and then write a research paper that makes an argument supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.



# FALL 2021 AND SPRING 2022

The following courses will be on offer both semesters in the 2021-22 academic year.

## FYWS: Taste, Culture & the Self

WRIT-UH 1100 • FALL 2021/SPRING 2022

“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: Power and Ethics in Photography

WRIT-UH 1110 • FALL 2021/SPRING 2022

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.

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/LASSEN FELLOW IN LATIN AMERICAN STUDIES AT PRINCETON**

## FYWS: Living Cities

WRIT-UH 1119 • FALL 2021/SPRING 2022

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: Slavery after Slavery

WRIT-UH 1124 • FALL 2021/SPRING 2022

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.

### Selected Materials:

Blanchard, *Human Zoos: Science and Spectacle in the Age of Colonial Empires*

Gay, "Surviving Django"

Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*

Thornton, *Africa and Africans in the Making of the Atlantic World*



**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: Real and Imagined: Women's Writing across Worlds

WRIT-UH 1127 • FALL 2021/SPRING 2022

How do women writers across the world negotiate social and political questions about their place in society? How do they interpret expectations of the maternal ideal, of the primary caregiver, of the silenced and the marginalized? And how are these identities complicated by the privilege of class, race, citizenship, heterosexuality, and various definitions of "femininity"? Looking at contemporary creative nonfiction, memoir, and confessional writing by women from different parts of the world, this FYWS explores how women writers contest structures of power and articulate identities through self-representation. Drawing upon various genres of life-writing, the course falls into three parts: Between Cultures; Maternal Matrix; and Private Lives, Publicly. Materials reflect on women's experience of migration, of subverting traditional gendered norms, and of crossing boundaries of self-censorship and voicing experiences publicly, while also considering critically the ethics of representing "true" material from life history or observation, and the responsibility writers have towards others.

### Selected Materials:

Beard, *Women and Power*

Nafisi, *Reading Lolita in Tehran: a Memoir in Books*

Woolf, *A Room of One's Own*



**SABYN JAVERI**

Senior Lecturer of Writing

Professor Javeri is the author of *Nobody Killed Her* (Harper Collins, 2017) & *Hijabistan* (Harper Collins, 2019), (Ed.) *Arzu Anthology of Student Voices*, vol. I & II (HUP, 2018, 2019). She has a Masters from Oxford University and a doctorate from the University of Leicester. Her research interests include postcolonial feminism, South Asian literature, and creative writing.



## FYWS: The World of Babel

WRIT-UH 1129 • FALL 2021/SPRING 2022

Translators and interpreters have been an important part of society in every age, but they are often the unsung heroes of successful cultural exchange, diplomatic negotiations, or trade deals. It is only when they make mistakes that they become visible, because their purpose is to ensure that communication happens smoothly. In this Writing Seminar, we will shine a light on how translation practices and the people in this profession were regarded in ancient and medieval times. How was translation defined and discussed? What place did it have in society? What roles did its practitioners have and where do they appear in the historical record? And, on a more theoretical level, how did people think about translation practices in different pre-modern cultures and why? We will work with original translations and works about translation from the Middle East, Europe, and Asia to try and answer some of these questions, while reflecting on modern circumstances of multilingual interaction. Through assigned readings, written papers, guided class discussions, and presentations, students will be invited to compare and contrast different traditions of translation.

### Selected Materials:

Cheung, *An Anthology of Chinese Discourse on Translation*

Fitchett, "Interpreting in Peace and Conflict"

Gopinathan, "Ancient Indian Theories of Translation"

Salama-Carr, "Translation into Arabic in the 'Classical Age'"

Tymoczko, "Reconceptualizing Translation Theory"



**EMILY COLE** *Lecturer of Writing*

Professor Cole is a historian and archaeologist who specializes in the ancient Mediterranean. Before coming to NYUAD, she was a postdoctoral scholar at the University of California, Berkeley and the Institute for the Study of the Ancient World, NYU. Drawing on a variety of disciplinary approaches, she investigates mechanisms of communication at play in the ancient world. In an exploration of multilingual texts from ancient Egypt, she has demonstrated how translation practices were deployed by local elites as an act of resistance against Ptolemaic Greek rule. She is currently working on a project that explores the physical and spatial positioning of inscribed monuments from Ptolemaic and Roman Egypt and directs archaeological excavations in the Fayyūm region of Egypt.

## FYWS: Writing about the Languages We Speak

WRIT-UH 1131 • FALL 2021/SPRING 2022

How does the language we speak influence our perception of the world? How do the languages we speak shape or reveal who we are? While many people take language for granted, this writing seminar will ask how spoken language differs from written communication. For example, do you expect this writing seminar to be about the **LANGUAGES** we speak, the languages **WE** speak, or the languages we **SPEAK**? While reading the previous interrogative sentence out loud, you would have been under the influence of the text in all caps and spoken with increased pitch, intensity, and/or duration of the accented word. But how might various cases of multilingualism—including sequential or simultaneous bilinguals, second-language or third-language learners, and foreign-language or heritage speakers—play into questions of language production? By looking first at mainstream media coverage of spoken language, then turning to scholarly debates about multilingualism, this writing seminar will explore how the study of language, especially spoken language, offers a key to an understanding of the self and the world, a world mediated through and organized by language.

### Selected Materials:

Guion, *The Vowel Systems of Quichua-Spanish Bilinguals*

Ledbetter, *When British Authors Write American Dialogue, or Try To*

Robson, *The Reasons Why Women's Voices Are Deeper Today*

Ross, "U and non-U: An Essay in Sociological Linguistics"



**SUN-HEE BAE** *Lecturer of Writing*

Professor Bae is a linguist who studied theoretical phonology and syntax and received training in experimental design and statistical analysis of linguistic data. Her research interests lie in experimental linguistics, language acquisition, and comparative linguistics, with focus on the areas of phonetics, phonology, syntax, and the interfaces thereof. Previously, she has taught in the Department of English at the American University of Sharjah and in the Department of Linguistics and at the Institute for English Language Programs at Harvard University. She has received the Harvard University Certificate of Distinction in Teaching and the The Bok Center Teaching Certificate from the Harvard University Bok Center for Teaching and Learning.

## FYWS: Protest Art

WRIT-UH 1132 • FALL 2021/SPRING 2022

We live in a time of intense political, economic, social, and environmental tensions. Today, we count over 230 protests in more than 110 countries by democracy seekers, political and ethnic minorities, climate activists, youth movements, and other groups. What role can the Arts play in the formation and remembrance of these social movements? How do cultural and aesthetic representations of the past in film, music, and street art shape our political and social relations? What is the role of social media in disseminating such representations? This seminar looks at how societies use various artistic forms to protest injustice and resist forgetting. We will combine foundational texts on subversive art, memory, and social movements with novels, cartoons, songs, graffiti, and other cultural productions to practice and develop your reading and writing skills. The goal is to think about the relationship between art and social justice and examine how creative work can amplify voices and empower the powerless to effect change.

### Selected Materials:

Abdelrazaq, *Baddawi*

Aidi, *Rebel Music*

Al-Ali, *A Child in Palestine: The Cartoons of Naji Al-Ali*

Assmann, *Cultural Memory and Early Civilization*

Hamdi, *Walls of Freedom*



**NAJWA BELKZIZ** *Lecturer of Writing*

Professor Belkziz specializes in the history, culture, and politics of the modern Middle East and North Africa (MENA). Her primary line of inquiry explores questions related to memory, truth, and justice in post-conflict settings. She also works on issues of good governance, refugees, and irregular migration in the Arab world. Her research has been funded by the US Fulbright Program, the Georg Eckert Institute, and the University of Melbourne. She is currently working on a book manuscript examining historical memory and post-conflict memorialization in North Africa.

The most impactful class I took during my four years at NYUAD was Saving Strangers with Professor Camilla Boisen. She encourages her students to write more clearly, think more critically, and be rigorous scholars, which was exactly what I needed during my first semester of college. She taught me that my opinions have value, even when I'm a 19-year-old college freshman criticizing prominent thinkers in the field, and I should always have the courage to voice them. Looking back, I realize that Saving Strangers shaped my academic trajectory. I even found myself exploring the topics it introduced me to in my Capstone project four years later. Not only that, but learning from Professor Boisen means you gain a mentor and a friend throughout your NYUAD journey and beyond. I cannot imagine what my NYUAD experience would have been like had it not started with her class.

**SERRA OKUMUŞ, CLASS OF 2021**

## FALL 2021

### FYWS: The Politics of Spectacle

WRIT-UH 1116 • FALL 2021

Political spectacle is often disparaged as “style over substance,” an image of action rather than action itself. Yet if spectacle is merely façade, why has it proved to be such a powerful tool in so many historical, geographical, and cultural contexts? Rulers and masses envision society through public display: rallies, demonstrations, festivals, rituals, trials, executions, etc. Such events both reveal and mask struggles over governance, privacy, globalization, religion, tradition, and change. This FYWS surveys an array of spectacles in order to discern how they work and to whose benefit: the spectator or the spectated? Course materials include model case studies from anthropology, political science, philosophy, and performance studies, as well as visual texts including film, photography, and social media. Writing assignments will challenge students to describe, analyze, and contextualize political power and its expression, leading to a sustained research paper on a topic of their choice. Students will pay particular attention to how their writing balances between word and image, between charged emotion and academic rigor, and between themselves and their publics.

#### Selected Materials:

Bakhtin, from *Rabelais and His World*.

Debord, from *The Society of the Spectacle*

Foucault, from *Discipline and Punish: The Birth of the Prison*

Mulvey, “Visual Pleasure and Narrative Cinema”

Wedeen, *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*



**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.

### FYWS: Saving Strangers: Debates about Humanitarian Intervention

WRIT-UH 1113 • FALL 2021

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*.



## SPRING 2022

### FYWS: Imagined Geographies

WRIT-UH 1101 • SPRING 2022

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: Graphic Violence

WRIT-UH 1125 • SPRING 2022

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.

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## FYWS: The Unnatural: Social Orders and Borders

WRIT-UH 1133 • SPRING 2022

How are “nature” and what is deemed “natural” used to defend and condemn social arrangements? Calling something “natural” seems to be benign and neutral, but when the concept of nature is used to describe the social world the term can mask underlying power structures. For instance, the “natural” has been a useful legitimating device to justify and rationalize social orders such as slavery, colonialism, genocide, and eugenics projects; to promote economic prosperity and war; or to denounce and rectify perceived moral offences or “evils” such as female self-determination. In recent times, concepts of nature emerge in debates about same-sex relationships, abortion, anti-vaccine sentiments, plant-based diet movements, animal-human relations, and even in Goop’s vaginal rejuvenation promises. In short, “natural” and its moralizing appendix “unnatural” have proven to be a foundational standard for moral/immoral argumentation. But is the natural inherently good, and the unnatural inherently evil? Can and should we look to nature for moral guidance? And what are the consequences of doing so?

### Selected Materials:

Arendt, “The Right to Have Rights”

Butler, *Frames of War—When is Life Grievable?*

Fanon, *The Wretched of the Earth*

Kramer, *The Hammer of Witches: A Complete Translation of the Malleus Maleficarum*

Steiner, “Persons of Lesser Value: Moral Argument and the ‘Final Solution’”



**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*.



# 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.



## Dignity and Indignity

CCOL-UH 1001 • FALL 2021/SPRING 2022

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 socio-economics (the Indignants Movement and the Vatican's "Dignity of Labor"), this class traces distinct and often-conflicting conceptions of the term "dignity." It investigates the ways in which the notion and experience of human dignity have come under assault in the modern world system, with its corresponding economic, social, and cultural practices. A series of historical investigations into philosophical definitions, visual and literary expressions, key official documents, and personal narratives, will lead the class to ask whether the contemporary period may recover or conserve the liberating potential of dignity in our evolving world system.

### Selected Materials:

Berman, *All that Is Solid Melts into Air: An Experience of Modernity*

Fanon, *Black Skin White Mask*

Ferdowsi, *The Shahnameh*

Hobbes, *Leviathan*

Pico, *Oration on the Dignity of Man*



**MAHNAZ YOUSEFZADEH**

*Clinical Professor of Humanities*

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.

## Indigeneity

CCOL-UH 1002 • FALL 2021

Are people born indigenous or do they become indigenous? If the latter, what is the process of becoming, and what opportunities or tensions does it bring? This course explores trajectories of indigeneity, which may be both more and less than the quality of being "native," paying attention to relationships between indigenous peoples and their respective states, and to how legacies of conflict and accommodation raise difficult questions about economic, cultural, and political justice. Readings are drawn from a wide range of fields, including anthropology, history, environmental studies, public policy, and art history, and also include memoirs and personal testimony. Case studies are drawn from many world regions, including the Nahua, Australian Aborigines, Cree, Tuareg, Algonquin, Nasu, Alutiiq, among others.

### Selected Materials:

Crosby, *Ecological Imperialism*

De las Casas, *A Short Account of the Destruction of the Indies*

Harrell, *Ways of Being Ethnic in Southwest China*

Pinker, *Follow the Rabbit Proof Fence*

Shiva, *Biopiracy: The Plunder of Nature and Knowledge*



**MARK SWISLOCKI** *Program Head and Associate Professor of History*

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

## Faith in Science, Reason in Revelation

CCOL-UH 1003X • FALL 2021

We live simultaneously in an age of science and an era of great religious faith, when reason and revelation are often depicted as being in inherent and eternal tension. This course traces the history of the relationship of religion and science in Christendom and Islamdom from the Middle Ages to the present day. As a colloquium within NYU Abu Dhabi's Core Curriculum, the course addresses the global challenges of understanding humanity (by paying close attention to how humans in two religious traditions have defined and narrated the relationship between rational and revealed thought) and seeking peace (by attending to how a nineteenth-century narrative of a timeless conflict between science and religion has distorted our understanding of the past and continues to undermine contemporary debates on their compatibility).

### Selected Materials:

Dallal, *Islam, Science, and the Challenge of History*

Shapin, *The Scientific Revolution*

Kuhn, *The Structure of Scientific Revolutions*

Elshakry, *Reading Darwin in Arabic, 1860-1950*



**JUSTIN STEARNS** Associate Professor of Arab Crossroads Studies

Professor Stearns researches the intersection of law, science, and theology in the pre-modern Muslim Middle East. He is currently working on a book on the social status of the natural sciences in early modern Morocco as well as on an edition and translation of al-Yusi's *Muhadarat* for the Library of Arabic Literature.

## Reading the Earth

CCOL-UH 1008 • FALL 2021

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

### Selected Materials:

Carson, *Silent Spring*

Gilman, *Herland*

Munif, *Cities of Salt*

Shiva, *Stolen Harvest*

Zola, *Germinal*



**SOPHIA KALANTZAKOS** Global Distinguished Professor of Environmental Studies and Public Policy

Professor Kalantzakos heads the eARTHumanities Initiative at NYUAD. Her new project, *Discursive Dimensions of China's "Ecological Civilization,"* will explore the language, norms, and cultural values that are shaping notions of China's "ecological civilization." Her most recent books include: *China and the Geopolitics of Rare Earths* (Oxford University Press, 2018), *The EU, US, and China Tackling Climate Change: Policies and Alliances for the Anthropocene* (Routledge, 2017).

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## Future of Medicine

CCOL-UH 1010 • FALL 2021

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:

Caspi, et al., "Role of Genotype in the Cycle of Violence in Maltreated Children"

Niccol (Dir.), *Gattaca* (Film)

Topol, *The Patient Will See You Now*

Worthey, et al., *Genetics in Medicine*

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.

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## Cooperation

CCOL-UH 1016Q • FALL 2021

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:

Nowak and Highfield, *SuperCooperators*

Ostrom, *Governing the Commons*

Poundstone, *Prisoner's Dilemma*



**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.



## Extinction

CCOL-UH 1019 • FALL 2021

Why is the present-day extinction crisis an existential threat to the future of humankind? We are living in the age of the Anthropocene, when the human impact on global biodiversity has led to a dramatic increase in the rate of extinction of animals and plants—the so-called “sixth extinction.” This course looks at the causes and consequences of extinctions in the modern era, as well as in the past. It takes a multidisciplinary and global perspective, drawing on evidence from earth science, paleontology, archaeology, climate science, genomics, ecology, and conservation biology. It examines what we have learned from the study of major mass extinctions and their proposed causes, including extra-terrestrial impacts, volcanism, and climate change. The course also looks at the factors associated with extinctions in the human fossil record and what role humans have played in past extinctions. It reviews contemporary extinctions across the globe and the steps being taken to conserve biodiversity. The final part of the course explores the possibilities of de-extinction, rewilding, and planned extinction, and the ethical issues that these raise.

### Selected Materials:

Alvarez, *T. rex and the Crater of Doom*

Estrada, et al., “Impending Extinction Crisis of the World’s Primates: Why Primates Matter”

Kolbert, *The Sixth Extinction*

Raup, *Extinction: Bad Genes or Bad Luck?*

Wong, *Twilight of the Neandertals*



**TERRY HARRISON** *Silver Professor, NYU*

Professor Harrison is a biological anthropologist specializing in primate and human paleontology, evolutionary morphology, and paleoecology. He has extensive paleontological fieldwork experience in Europe, East Africa, and Asia, and he is currently co-directing a major field project at the renowned early hominin site of Laetoli in northern Tanzania.

## Human Body

CCOL-UH 1025 • FALL 2021

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 work place. 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. Students will examine the function of the body and how the understanding of bodily functions has changed (the working body). The course will also delve into the modifications the human body has experienced evolutionarily and how our own body is changing from a single cell until death (the changing body). Finally, it will examine deviations from the typical body plan and the causes for these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art, and movies.

### 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)



**DIPESH CHAUDHURY**

*Assistant Professor of Biology*

Professor Chaudhury is interested in understanding pathophysiological changes in neural circuit functions that lead to mood disorders and memory loss. He received his bachelor’s degree from the University of London (UK) and PhD from the Open University (UK) under the supervision of Prof. Steven Rose. He has held various post-doctoral and associate scientist positions at UCLA (USA), CNRS in Marseille (France), Cornell University (USA) and Mount Sinai School of Medicine (USA). In Spring 2015 he joined the Biology faculty of NYU Abu Dhabi.

## Contagion

CCOL-UH 1044 • FALL 2021

How do we respond to news that some among us are ill, and that the illness is, perhaps, contagious? Are the healthy ethically obliged to tend to the sick? What are the relationships between “communicable” disease and verbal communication: rumors, medical information, stories about the dying and the dead? How has illness literally and metaphorically participated in the re-imagination of community, kinship, and sexuality in different times and places? This multidisciplinary course examines the intersections of contagious disorder and storytelling in a range of cultures, settings, and forms, from ancient Greece to contemporary South Africa, from the Black Death, influenza, and AIDS to the proliferation of zombies and vampires in global popular culture today.

### Selected Materials:

Camus, *The Plague*

Johnson, *The Ghost Map*

Kushner, *Angels in America*

Oldstone, *Viruses, Plagues, and History*

Sophocles, *Oedipus the King*

Yan, *Dream of Ding Village*



**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 2021/SPRING 2022

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 underrepresentation 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** Visiting Assistant Professor of Leadership Studies

Professor Müller is a visiting assistant professor of leadership studies at New York University Abu Dhabi. She obtained her doctoral degree from Humboldt University Berlin. Her research explores political leadership and executive politics in comparative perspective (esp. the European Union and GCC states), with a particular focus on gender and leadership. Her first book *Political Leadership and the European Commission Presidency* was published by Oxford University Press in 2019. At NYU Abu Dhabi, she teaches courses on women and leadership as well as statehood.

## Statehood

CCOL-UH 1048 • FALL 2021

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:

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

Hale, *The Man without a Country*

Heard-Bey, "The United Arab Emirates: Statehood and Nation-Building in a Traditional Society"

Khaldun, *The Muqaddimah*

Khalidi, *The Iron Cage: The Story of the Palestinian Struggle for Statehood*



**HENRIETTE MÜLLER** Visiting Assistant Professor of Leadership Studies

Professor Müller is a visiting assistant professor of leadership studies at New York University Abu Dhabi. She obtained her doctoral degree from Humboldt University Berlin. Her research explores political leadership and executive politics in comparative perspective (esp. the European Union and GCC states), with a particular focus on gender and leadership. Her first book *Political Leadership and the European Commission Presidency* was published by Oxford University Press in 2019. At NYU Abu Dhabi, she teaches courses on women and leadership as well as statehood.

### 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*)



## Calamity and Creation

CCOL-UH 1053 • FALL 2021

How can creativity flourish under crisis? While wars, natural disasters, and disease outbreaks have devastated global communities over the centuries, they have often led to significant advances in the arts and sciences. Why do crisis, calamity, or suffering lead to creativity and innovation? How can we better understand this paradoxical yet intimate relationship between crisis and creative expression? This course considers how the arts have helped us grapple with crisis, conflict, and catastrophe—whether natural or human-made—and shape our responses to them. While tracing different catastrophic events across space and time, from early creation myths to Covid-19, students will ask how artists have responded to crises and what aesthetic strategies they use. Students will also analyze the role the arts play in the scientific, government, and economic debates surrounding natural and human-made disasters and what such forms of creative expression can tell us about ourselves as humans. Students will read primary historical texts and engage with artistic responses to crisis in literature, painting, cinema, music, and theatre, supplemented by psychological and scientific texts.

### 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*

Resnais (Dir.), *Hiroshima mon amour* (film)



**MADELEINE WOLF** *Visiting Assistant Professor of French Studies*

Professor Wolf received her PhD in Romance Languages & Literatures from Harvard University in May 2021. Her doctoral dissertation examined the literal and figurative roles of noise, dissonance, and disruption in nineteenth-century French literature, history, and culture. Her research has been supported by Harvard's Romance Languages & Literatures Department, la Société des Professeurs Français et Francophones d'Amérique, and the Center for European Studies at Harvard University.

## What Is Secularism?

CCOL-UH 1060 • FALL 2021

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.

## Water for Life

CCOL-UH 1061 • FALL 2021

Water is fundamental to life and to fundamental human rights such as adequate food and livelihood. Water's availability and quality have shaped civilizations; its place in our contemporary lives bears on global societal issues such as health, food security, gender equality, and economic policy. Despite making up most of the Earth's surface, water remains a precious resource to which billions of people have little or no access. This colloquium takes a multidisciplinary approach to the connections between water and society, including scientific, social, and economic perspectives. How does the availability of safe drinking water relate to health and sanitation? How are water, food, and energy linked? In what ways do human actions affect water-related ecosystems? What role does the water industry play in job creation? What recent advances have been made in water harvesting and desalination? Learning to weigh and synthesize multiple forms of evidence, students will develop the skills needed to address these and other questions and challenges posed with respect to water and society.

### Selected Materials:

Brears, *The Green Economy and the Water-Energy-Food Nexus*  
Darling, *WaterIs...: 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.

## Resentment and Politics

CCOL-UH 1065 • FALL 2021

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:

Norris and Inglehart, *Cultural Backlash*

McClendon, *Envy in Politics*

Nietzsche, *Genealogy of Morals*



### DAUNGYEWA UTARASINT

*Adjunct Lecturer of Political Science*

Professor Utarasint's research examines electoral and voting behavior, comparative politics, political violence, terrorism, ethnic and religious conflict, peace and conflict studies, and international relations, often with a focus on southern Thailand and the Asian region. She loves to have a high-quality cup of coffee with dessert while working on her research.

## Hindsight

CCOL-UH 1070 • FALL 2021/SPRING 2022

How does the “benefit of hindsight” shape the stories that define our sense of self? Do these stories change depending on what is important to us at the time of looking back? This multidisciplinary colloquium brings together the study of psychology, philosophy, sociology, history, and literary memoir to explore how autobiographical memories may be structured less by weighing evidence than by rules of employment and the need to create a morally comprehensible narrative identity. What roles do dominant narratives constructed within different socio-cultural worlds play in shaping individuals’ narrative identities? And what happens when dominant narratives are created globally and no longer the preserve of regional societies? Whose interests might such identity-conferring narratives serve? What happens when globalizing cultures create tension between collective memories of belonging (to communities/nations) and autobiographies that foreground exceptionality, individual achievement, and cosmopolitan engagement? What are the psychological consequences of “looking back” on one’s life from a critical moral perspective? And what are the implications for “understanding humanity”?

### 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.

## Industrial Revolutions and the Future of Work

CCOL-UH 1074 • FALL 2021

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*  
Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism*  
Schwab, *The Fourth Industrial Revolution*  
Val Dusek, *Philosophy of Technology: An Introduction*  
Women Make Movies & Kanopy (Firm.), *Great Unsung Women of Computing* (Documentary)



**NANCY GLEASON** Associate Professor of Practice of Political Science; Director of the Hilary Ballon Center for Teaching and Learning

Professor Gleason joined NYUAD in fall 2019 as the inaugural director of the Hilary Ballon Center for 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).



**ANTHONY APPIAH, PROFESSOR OF PHILOSOPHY AT NYU, ON THE VALUE OF THE HUMANITIES FOR ALL DISCIPLINES:**

[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*)

## Body Politics

CCOL-UH 1075 • FALL 2021

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.

## Justice in Times of Transition

CCOL-UH 1079 • FALL 2021/SPRING 2022

What kind of justice matters when political regimes change? How should new democracies handle the legacies of a violent past? Should emerging political actors punish perpetrators? Or, instead, should they encourage victims to reconcile with former aggressors? How do ancient and modern experiences of justice differ? Which is a better condition for peace: knowing or not knowing the past? Is there a trade-off between political stability and full disclosure of the past? Taking up such questions, this course asks what we can learn from the contemporary field of Transitional Justice, as well as from its critics. Investigating ideas and practices of punishment, reconciliation, forgiving, and forgetting, students will examine such cases as Argentina, South Africa, East Timor, Egypt, and Brazil. They will examine how the International Criminal Court manages complex issues surrounding international intervention in domestic affairs. How have diverse national experiences of violence yielded varying concepts of justice, reconciliation, and transition? How does political imagination relate to representations of justice in post-conflict films, documentaries, fiction, and testimonial literature?

### Selected Materials:

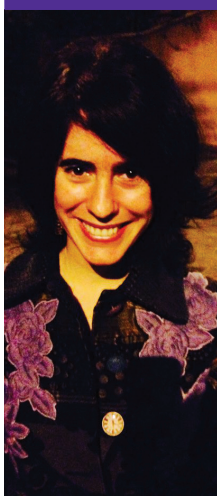
Dorfman, *Death and the Maiden*

Hayner, *Unspeakable Truths*

Puenzo (Dir.), *Official History* (Film)

Suleman (Dir.), *Zulu Love Letter* (Film)

Tutu, *No Future Without Forgiveness*



### CRISTINA BUARQUE DE HOLLANDA

Adjunct Associate Professor of Political Science

Professor Buarque de Holland earned her Ph.D. in Political Science in 2007 from Instituto Universitário de Pesquisas do Rio de Janeiro (IUPERJ). Her research interests are Public Policy, Human Rights, Transitional Justice, Political Theory (classical, modern and contemporary), Brazilian political thought.

## Migration and Belonging

CCOL-UH 1081 • FALL 2021

How does the ceaseless movement of people—a key feature of our globalized world—impact our sense of the self, of social identity, and indeed of political rights, all of which are anchored in a presumption of “belonging” that is secured by primordial ties of blood and soil? “Migrant,” “Refugee,” and “Indigenous” are among the most fraught terms in a time when the “Citizen” has been elevated to being the singular legitimacy. Formal citizenship often excludes migrants or those who were born to parents of foreign nationality. What are the tensions between citizenship and mobility? Can one recognize both the “right” to movement and mobility alongside assertions of the preeminence of “local populations”? How are these competing claims conceptualized and rights affirmed? What are the distinct valences of terms like “Neighbor,” “Stranger,” “Citizen,” “Alien,” “Guest,” and “Resident”? And how do we debate the contrasting conceptual grounds of territorial claims and circulatory flows? In this multidisciplinary colloquium, students will engage these in order to understand better the place of the nation-state and the experience of citizenship in the context of globalization.

### Selected Materials:

Appadurai, *Modernity at Large: Dimensions of Globalization*

Benhabib, *The Rights of Others: Aliens, Residents, and Citizens*

Clifford, *Returns: Becoming Indigenous in the Twenty First Century*

Povinelli and Johnson, *Karrabing! Low Tide Turning*



### GEORGE JOSE

Associate Professor of Anthropology

Professor Jose is Dean of the Jyoti Dalal School of Liberal Arts, NMIMS University, Mumbai. He held various positions across teaching, research and leadership roles in the academia and the not-for-profit sectors. While his academic work is in the cognate disciplines of anthropology and sociology, George has also managed programs in the field of arts and culture. He was a Fellow at Forum Transregionale Studien, Berlin, the first Program Director of Asia Society India and Program Officer with the India Foundation for the Arts, Bengaluru. He is visiting faculty in architecture, design and management institutes in India, and serves collaborative arts projects in an advisory capacity.

## Multi-species Living and the Ecological Crisis

CCOL-UH 1082 • FALL 2021

How do we understand and make sense of the consequences of what has clearly become a climate emergency? What conditions catalyzed this moment of crisis? Why and how might we consider re-orienting our habits of thought and action to engage this global challenge? What are the limits of anthropomorphism or the anthropomorphic imagination, of assigning human attributes to nonhuman others? Our notions of “development” and “progress,” our conception of natural resources, our relationship to the technocratic imagination have all contributed to the making of the Age of the Anthropocene, in which human agency reshapes our environment. This course will engage with a range of approaches that re-conceptualize the relationship of humans with nature. It will study the environmental consequences of urbanization, resource frontiers, extractive industries, the quest for sustainable energy, human-animal conflict, and the politics of conservation. It will conclude by asking what constitutes environmental justice as students explore the need to recalibrate multiple disciplines to generate a “multispecies” perspective on our world.

### Selected Materials:

IPCC, *Global Warming of 1.5°C*

McNeill and Engelke, *The Great Acceleration*

Varda, *Gleaners and I*



### GEORGE JOSE

*Associate Professor of Anthropology*

Professor Jose is Dean of the Jyoti Dalal School of Liberal Arts, NMIMS University, Mumbai. He held various positions across teaching, research and leadership roles in the academia and the not-for-profit sectors. While his academic work is in the cognate disciplines of anthropology and sociology, George has also managed programs in the field of arts and culture. He was a Fellow at Forum Transregionale Studien, Berlin, the first Program Director of Asia Society India and Program Officer with the India Foundation for the Arts, Bengaluru. He is visiting faculty in architecture, design and management institutes in India, and serves collaborative arts projects in an advisory

## Emotions

CCOL-UH 1095 • FALL 2021

Emotions are an essential aspect of our mental life. We make significant efforts to express them, or contain and suppress them when this seems the right thing to do. They lead us to make both mundane and life-changing decisions. For some of us, they define who we are. But what precisely is an emotion? Are emotions universal, experienced in the same way everywhere in the world, or are they determined by the culture and society in which we live? To what degree are they accessible to us, and can we choose which ones to have? How did people experience sentiments, such as love or shame, in other historical periods? And can we expect Artificial Intelligence to be able to feel the kind of human emotions that we human beings do? Such questions will lie at the heart of this Core Colloquium, which will explore the nature and structure of emotions from various perspectives, based on theories from Western, Asian, and African philosophy, historical accounts, and observations from social psychology and the sociology of emotions. Through this exploration, the colloquium pursues a richer understanding of human experience and aims to throw light on the challenges that living together in a global society involves and our ability to bridge cultural differences.

### Selected Materials:

Bulhan, “Fanon and Eurocentric Psychology”

Illouz, *Why Love Hurts: A Sociological Explanation*

James, “What Is an Emotion?”

Picard, “Affective Computers” Shun, “On Anger: An Essay in Confucian Moral Psychology”



### OREN HANNER

*Visiting Assistant Professor of Philosophy*

Professor Hanner works on Buddhist and Indian philosophy, studying these traditions from a cross-cultural perspective. He is particularly interested in different aspects of Buddhist ethics and action theory and the ways in which they can contribute to contemporary debates in these fields. At present, his research focuses on questions related to justice and collective agency. He is the editor of *Buddhism and Scepticism: Historical, Philosophical, and Comparative Perspectives* (Projekt Verlag, 2020) and book review editor for the *Journal of Buddhist Ethics*.



## Ghosts, Magic, and the Mystical: Understanding the Supernatural

CCOL-UH 1096 • FALL 2021

Despite the rise of science and secularism, why, and to what extent, do people still believe in supernatural phenomena? Even when cultures or individuals disavow such beliefs, how does the history of belief in the supernatural affect contemporary life? Belief in ghosts, magic, and other mystical phenomena is widespread across cultures and history. This interdisciplinary Colloquium asks how the connection between humanity and the prospect of mysterious phenomena – from spirit entities and the mysteries of nature to the challenging futuristic world of artificial intelligence – has shaped human history and still impacts current critical global issues: forced migration, poverty, the Anthropocene, social injustice, and xenophobia. Aiming to enhance our ability to understand the boundary between everyday life and another order of reality, the course asks what happens when that barrier eases or breaks apart for some. The goal is not to promote or debunk specific beliefs or practices, but rather to understand them using approaches from anthropology, sociology, social psychology, philosophy, and history, seeing beliefs and practices in their cultural, social, and political contexts.

### Selected Materials:

El-Zein, *Islam, Arabs, and the Intelligent World of the Jinn*

Owens, *The Ghost: A Cultural History*

Jackson, “The Supernaturalization of Thai Political Culture”

Jakobsson, “Vampires and Watchmen: Categorizing the Medieval Icelandic Undead”

Miyazaki (Dir.), *Spirited Away* (Film)



### DAUNGYEWA UTARASINT

Adjunct Lecturer of Political Science

Professor Utarasint’s research examines electoral and voting behavior, comparative politics, political violence, terrorism, ethnic and religious conflict, peace and conflict studies, and international relations, often with a focus on southern Thailand and the Asian region. She loves to have a high-quality cup of coffee with dessert while working on her research.

## The Sacred

CCOL-UH 1097 • FALL 2021

What can different notions of the sacred teach us about human relations throughout the world, throughout time? How do sacred sites, artworks, and practices illuminate the deepest possibilities for human connection, healing, and reconciliation? And how do they represent what we stand to lose through environmental extraction and degradation? Historically and today, the sacred has been located within nature, within built environments and material culture, and within the dynamic actions of the human body. As ancient myths reveal, the sacred is a precious—and sometimes tragic—contact zone between gods, peoples, and animals, and it is also a contested place of ideologies and identities. Sacred art and culture also present ethical tensions for research and collecting practices of museums and ethnographers. This colloquium explores case studies from Africa, the Americas, Europe, and Asia, and draws on religious studies, sociology, art and architectural history, film, literature, historic preservation, museum theory, and performance to help us understand the global implications of endangered, thriving, and ever-evolving worlds of the sacred today.

### Selected Materials:

Carrington, *The Hearing Trumpet*

Eliade, *The Sacred and the Profane*

Gillow, *Textiles of the Islamic World*

Jetñil-Kijiner, *Iep Jáltok: Poems from a Marshallese Daughter*

Leiris, *Phantom Africa*

Smith (Dir.), *Xilitla Dismantled* (Film)



### TERRI GEIS

Visiting Associate Arts Professor, Art and Art History

Professor Geis is a member of the Teaching Faculty at the European Graduate School. A curator, museum educator, and scholar, she has been Curator of Academic Engagement at Pomona College Museum of Art and Director of Education and Interpretation at the Fowler Museum at UCLA. She holds a PhD in Art History and Theory from the University of Essex (UK), where her dissertation was titled *Indigenism and Gender in the Art and Critical Reception of María Izquierdo*. Recent essays include “Uncovering the Sacred: World Religions and Ancient Myths” (in Arcq and Vaan Ray, eds. *El Mundo Mágico de Leonora Carrington*) and “When I Pose, I Am Another”: Nahui Olin, Photography, and Performance” (in Marroquin, ed. *Nahui Olin: La Mirada Infinita*).

## SPRING 2022

### Dignity and Indignity

CCOL-UH 1001 • FALL 2021/SPRING 2022

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 socio-economics (the Indignants Movement and the Vatican's "Dignity of Labor"), this class traces distinct and often-conflicting conceptions of the term "dignity." It investigates the ways in which the notion and experience of human dignity have come under assault in the modern world system, with its corresponding economic, social, and cultural practices. A series of historical investigations into philosophical definitions, visual and literary expressions, key official documents, and personal narratives, will lead the class to ask whether the contemporary period may recover or conserve the liberating potential of dignity in our evolving world system.

#### Selected Materials:

Berman, *All that Is Solid Melts into Air: An Experience of Modernity*

Fanon, *Black Skin White Mask*

Ferdowsi, *The Shahnameh*

Hobbes, *Leviathan*

Pico, *Oration on the Dignity of Man*



**MAHNAZ YOUSEFZADEH**

*Clinical Professor of Humanities*

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.

### Extinction

CCOL-UH 1019 • SPRING 2022

We are living on the edge if not in the midst of a mass extinction event of our own making, the so-called sixth extinction. Triggered by human activity, today's rate of species extinctions and biodiversity loss poses as great a threat to humanity as does climate change. This course examines how humans in the Anthropocene live through and with this accelerating rate of species death. Is there a connection between the extinction of a species and the extinction of cultures, languages, and lifeways? How have biodiversity loss, language death, the genocide of indigenous populations and the specter of self-extinction shaped understandings of what it means to be human? The course reviews the earth's past mass extinction events, current species extinctions on a planetary scale, and "de-extinction" technologies, as well as the extinction of languages, traditional human knowledge, and other ways of being in the world. It examines the human encounter with these biotic, cultural, and metaphorical extinctions through a variety of contexts and genres, from early flood narratives to Darwin's reflections aboard the Beagle to rewilding projects and apocalyptic fantasies.

#### Selected Materials:

Atwood, *Oryx and Crake*

Coetzee, *The Lives of Animals*

Kolbert, *The Sixth Extinction*

Al-Koni, *The Bleeding of the Stone*

Kroeber, *Ishi in Two Worlds*



**NATHALIE PEUTZ** *Associate Professor of Arab Crossroads Studies*

Professor Peutz received her Ph.D. in Cultural Anthropology from Princeton University. Her research, based on fieldwork conducted in Somaliland and in Yemen, focuses on questions of migration and mobilities, conservation and development, and identity and heritage in the Arab and Western Indian Ocean worlds.

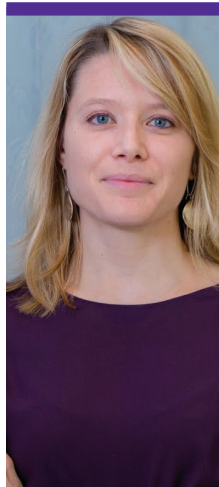
## The Desert

CCOL-UH 1021 • SPRING 2022

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 • SPRING 2022

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:

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



**MILAN BOGOSAVLJEVIC**  
Associate Lecturer of Physics

Professor Bogosavljevic's 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.



## Communication: From Bacteria to Humans

CCOL-UH 1032 • SPRING 2022

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.

## Gender

CCOL-UH 1034 • SPRING 2022

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.

## Inequality

CCOL-UH 1035 • SPRING 2022

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*



**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).

## Prejudice

CCOL-UH 1038 • SPRING 2022

"Prejudice is a burden that confuses the past, threatens the future, and renders the present inaccessible"—Maya Angelou. Every society in the world struggles with intergroup prejudice to some degree. This colloquium explores the antecedents and consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, social science, literature, and the arts. It considers the perspectives of the perpetrators, targets, and observers of prejudice and discrimination and explores the following topics: the origins of prejudice, the different forms of prejudicial expression and their justifications, the conditions under which prejudice is exacerbated (or reduced), and the differential ways explicit and implicit prejudice manifests in individuals and institutions. We also discuss the burden of living in prejudicial societies, the social and psychological obstacles involved in acknowledging and confronting prejudice, and the costs associated with overcoming these obstacles.

### Selected Materials:

Biko, *I Write What I Like*  
de Beauvoir, *The Second Sex*  
Haley, *The Autobiography of Malcolm X*  
Shakespeare, *Merchant of Venice*



**JAIME NAPIER** *Program Head and Associate Professor of Psychology*

Professor Napier is a classically-trained social psychologist with a strong background in statistical analyses. Her research interests broadly center around how social systems influence individual belief systems (and vice versa), as well as the psychological and social consequences of certain belief systems.

During my time at NYU Abu Dhabi, I was lucky to be part of the Core Curriculum Committee, where I joined faculty across divisions in evaluating syllabi and ensuring desired learning objectives of the various Core courses were met. Being part of the process, I witnessed first-hand the anxieties and challenges that arise from challenging disciplinary boundaries and rigid thinking. Designing a curriculum that is not only interdisciplinary but also diverse is a balancing act we are still learning to perfect as an institution; and it cannot happen without students' engaged feedback. If I were to choose one thing I took away from my Core courses, it is an ethos of exploration and experimentation, and the courage to take academic risks and challenge disciplinary thinking. As such, and in the spirit of what the Core stands for, I hope that future students take the initiative and continue offering constructive feedback to the people involved in developing the curriculum.

**TOM ABI SAMRA, CLASS OF 2021  
(LITCW), CURRENTLY AN MA STUDENT  
IN COMPARATIVE LITERATURE AT  
DARTMOUTH COLLEGE**

## Animal Perspectives

**CCOL-UH 1039 • SPRING 2022**

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)

Nuridsany & Pérennou (Dirs.), *Microcosmos* (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.



## Axes of Evil

CCOL-UH 1045 • SPRING 2022

What is evil? We use the term to describe human behavior, political regimes, natural disasters, and epidemic disorder. The idea of evil is as old as humanity, and various religious, legal, political, and social arrangements aim to circumvent it. But definitions vary over time and across cultures, suggesting that evil may be contextual rather than universal. If so, can we say that evil is a constitutive part of the human condition? This colloquium offers a multi-disciplinary investigation into evil's dimensions and its implications for peace, justice, and human understanding. It begins with the theological conundrum all major religions face: how to reconcile the evils of human suffering with the existence of a loving god. Additional topics include the concept of evil as a rationale for colonial and imperial projects; the Nazi use of gas chambers during WWII; and the Aversion Project in South Africa. Students will examine attempts to prevent evil, venturing into the realm of clinical psychology with the psychopathic serial killer and exploring Marx's indictment of capitalism's evils by considering alternatives to corporations' pursuit of profit at the expense of ordinary people.

### Selected Materials:

Mani (prophet), *The Fundamental Epistle*  
Dante, *Divine Comedy*  
Shakespeare, *Othello*  
Nietzsche, *On the Genealogy of Moral: A Polemic*  
Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*  
Coetzee, *Waiting for the Barbarians: A Novel*



### CAMILLA BOISEN

Lecturer in the Writing Program

Professor Boisen joined NYUAD from the University of Witwatersrand where she was a Postdoctoral Research Fellow. Her main area of research is focused on the history of international political thought in relation to the development of different ideas of colonisation 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*.

## Women and Leadership

CCOL-UH 1046 • FALL 2021/SPRING 2022

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 underrepresentation 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

Visiting Assistant Professor of Leadership Studies

Professor Müller is a visiting assistant professor of leadership studies at New York University Abu Dhabi. She obtained her doctoral degree from Humboldt University Berlin. Her research explores political leadership and executive politics in comparative perspective (esp. the European Union and GCC states), with a particular focus on gender and leadership. Her first book *Political Leadership and the European Commission Presidency* was published by Oxford University Press in 2019. At NYU Abu Dhabi, she teaches courses on women and leadership as well as statehood.

## State of the Nation

CCOL-UH 1049 • SPRING 2022

This colloquium examines the increasingly urgent global challenge posed by radical forms of nationalism. Beginning with the nation-state's origin and logic and extending to contemporary notions of citizenship across the globe, students will draw on disciplines such as history, politics, economics, anthropology, and cultural studies to ask: What makes an individual a citizen? Are nations and states synonymous? Do nations require cultural unity? Focusing on how colonialism and neo-colonialism have shaped the emergence of modern nations, the seminar trains special attention on the Arab world. How did early Arab writers represent other nations before the nation-state? How do Western views of nation-state interact with local understandings of tribe, umma (Muslim people), or community? Historical and theoretical frames range from the Prophet Muhammad's vision for the Islamic umma to Plato's polis, from Benedict Anderson's account of imagined community to Arab socialist adaptations of Marx and Lenin, from oil's impact on notions of citizenship and Arabness in Gulf states to the global refugee crisis that threatens international stability and human rights today.

### Selected Materials:

Gellner, *Nations and Nationalism*

Arendt, *The Human Condition*

Barghouti, *I Saw Ramallah*

Khoury, *Little Mountain*

Doeiri (Dir.), *West Beirut* (Film)



**MAYA KESROUANY**

*Assistant Professor of Literature*

Professor Kesrouany teaches and researches modern Arabic literature and culture, with a specific interest in the theory, practice, and impact of translation on 20th-century Arab cultural thought.

## Oil

CCOL-UH 1055 • SPRING 2022

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*

Holden (Dir.), *Farewell Arabia* (Film)

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*

Professor 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.

## Journeys

CCOL-UH 1058 • SPRING 2022

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:

Belliveau and O'Donnell (Dirs.), *In the Footsteps of Marco Polo* (Film)  
McCormack, Gelpke, and Caduff, *A Crude Awakening: The Oil Crash*  
Shamsie, *Kartography*



**SHEETAL MAJITHIA** Assistant Professor of Literature

Professor Majithia's research and teaching focus on postcolonial literature, film, and culture; globalization; modernities; secularisms; gender studies; and South Asian Studies. Her current book project examines postcolonial modernity and melodrama. Her research appears in journals such as *SAMAR*, *Modern Drama*, and *South Asian Review*. Majithia's work has been supported by The Mario Einaudi Center for International Studies, American Institute for Indian Studies, FLAS, and the Mellon Foundation.

## Hindsight

CCOL-UH 1070 • FALL 2021/SPRING 2022

How does the “benefit of hindsight” shape the stories that define our sense of self? Do these stories change depending on what is important to us at the time of looking back? This multidisciplinary colloquium brings together the study of psychology, philosophy, sociology, history, and literary memoir to explore how autobiographical memories may be structured less by weighing evidence than by rules of employment and the need to create a morally comprehensible narrative identity. What roles do dominant narratives constructed within different socio-cultural worlds play in shaping individuals' narrative identities? And what happens when dominant narratives are created globally and no longer the preserve of regional societies? Whose interests might such identity-conferring narratives serve? What happens when globalizing cultures create tension between collective memories of belonging (to communities/nations) and autobiographies that foreground exceptionality, individual achievement, and cosmopolitan engagement? What are the psychological consequences of “looking back” on one's life from a critical moral perspective? And what are the implications for “understanding humanity”?

### 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.



## Justice in Times of Transition

CCOL-UH 1079 • FALL 2021/SPRING 2022

What kind of justice matters when political regimes change? How should new democracies handle the legacies of a violent past? Should emerging political actors punish perpetrators? Or, instead, should they encourage victims to reconcile with former aggressors? How do ancient and modern experiences of justice differ? Which is a better condition for peace: knowing or not knowing the past? Is there a trade-off between political stability and full disclosure of the past? Taking up such questions, this course asks what we can learn from the contemporary field of Transitional Justice, as well as from its critics. Investigating ideas and practices of punishment, reconciliation, forgiving, and forgetting, students will examine such cases as Argentina, South Africa, East Timor, Egypt, and Brazil. They will examine how the International Criminal Court manages complex issues surrounding international intervention in domestic affairs. How have diverse national experiences of violence yielded varying concepts of justice, reconciliation, and transition? How does political imagination relate to representations of justice in post-conflict films, documentaries, fiction, and testimonial literature?

### Selected Materials:

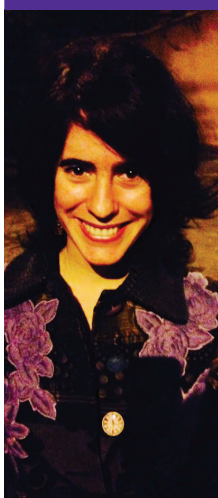
Dorfman, *Death and the Maiden*

Hayner, *Unspeakable Truths*

Puenzo (Dir.), *Official History* (Film)

Suleman (Dir.), *Zulu Love Letter* (Film)

Tutu, *No Future Without Forgiveness*



### CRISTINA BUARQUE DE HOLLANDA

Adjunct Associate Professor of Political Science

Professor Buarque de Hollanda earned her Ph.D. in Political Science in 2007 from Instituto Universitário de Pesquisas do Rio de Janeiro (IUPERJ). Her research interests are Public Policy, Human Rights, Transitional Justice, Political Theory (classical, modern and contemporary), Brazilian political thought.

## Learning Languages in a Global Society

CCOL-UH 1080 • SPRING 2022

What is the relationship between multilingualism and global citizenship? How does learning and speaking multiple languages correlate with changes in identity and perception? This interdisciplinary colloquium integrates theory with practice in looking at the effects of language-learning on education, society, and cultural identity. In addition to developing a basic understanding of Second Language Acquisition (SLA) concepts, students will consider multilingualism from perspectives including educational and social psychology, diplomacy, business, and public policy. Along the way additional questions arise: In what settings does multilingualism thrive? What makes a language easy or difficult to learn? Why do some people succeed at learning new languages while others don't? Can plurilingual citizens boost the economy of their countries? Does language-learning require and/or promote cultural understanding? Are there drugs that can accelerate language learning? Guest experts will address different areas of language education, social behavior, and psycho/neurolinguistics. All students will experiment over the course of the semester with studying a new language using the Duolingo application.

### Selected Materials:

Lahiri, *In Other Words*

Kohn, *Four Words For Friend: Why Using More Than One*

*Language Matters Now More Than Ever*

Kumaravadivelu, *Cultural Globalization and*

*Language Education*

Shinde (Dir.), *English Vinglish* (Film)



### LAILA FAMILIAR

Senior Lecturer of Arabic Language

Professor Familiar has been in the field of Second Language Education since 1999, and has a special interest in teacher education, curricular design, and corpus linguistics. She is project manager of *Khallina*, a website developed for the teaching and learning of Arab culture(s) through open source audiovisuals.

## Corruption

CCOL-UH 1086 • SPRING 2022

Concerns about corruption are everywhere, but the way corruption is perceived and interpreted changes from context to context. We tend to use the adjective “corrupt” for private individuals, public officials, and state institutions alike. Phenomena ranging from bribery and nepotism to poor governance and human rights violations are also sometimes bundled under the same umbrella. But what do we mean when we talk about “corruption”? Can we define it in a way that explains its wide and diverse usage? How do we detect it and can we agree on when or how to combat it? This course seeks to provide frameworks for answering these questions. In the first part, students will examine earlier philosophical contributions to the debate about corruption, put them into historical context, and understand how the concept and its applications have changed over time. The second part of the class will turn to contemporary controversies, focusing more specifically on corruption in public institutions and on existing “recipes” for eliminating it.

### Selected Materials:

Buchan and Hill, *An Intellectual History of Political Corruption*  
Heidenheimer and Johnston, *Political Corruption*  
Huntington, “Modernization and Corruption”  
Jacobs, *The Pursuit of Absolute Integrity*  
Thompson, *Restoring Responsibility*  
Vitória, Geltner, and Kroeze, *Anticorruption in History: From Antiquity to the Modern Era*



### ARINA COCORU

*Visiting Lecturer of Political Theory*

Professor Cocoru earned her Ph.D. in Politics in 2020 at NYU. Her research interests are in representation, the ethics of public officials, and institutional design. She is working on a project that studies the appearance and evolution of legislative abstentions, and their implications for the ethics of representatives in democratic assemblies.

## Panacea

CCOL-UH 1088 • SPRING 2022

Is there a pill for all our problems? What prompts searches for a Panacea, a mythical remedy that can cure all disease and prolong life? Exploring the intriguing origin stories of life-changing drugs that have shaped society, the course opens multidisciplinary perspectives on the moral, legal, and economic questions they have raised. What happens when we commoditize life, when how we live and why we die is decided by a price tag? How do you allocate a limited resource? In a free market economy, who profits and who suffers? What are the consequences of government regulation? Have we become overly reliant on pills to remedy our personal and social ills? We will also investigate the ways in which language and communication are inseparable from the challenges facing modern medicine, from the anthropomorphism of scientific terminology to the power of misinformation. The issues discussed here are not unique; they reflect and inform efforts to address the global challenges of equality, justice, and sustainability facing society as a result of technological advancements. Except in this case, it may be a matter of life and death.

### Selected Materials:

Hager, *Ten Drugs: How Plants, Powders, and Pills Have Shaped the History of Medicine*  
Sherman, *Drugs That Changed The World: How Therapeutic Agents Shaped Our Lives*  
Sherman, *The Power of Plagues*



### ALAN HEALY

*Assistant Professor of Chemistry*

Professor Healy's research involves exploring Nature's pharmacy, a treasure trove of bioactive molecules produced by organisms such as bacteria and fungi. His research group is developing new technology to accelerate the repurposing of these natural products as novel therapeutics and to enhance our understanding of their biological function. Prior to joining NYU-AD, Dr Healy was a postdoctoral fellow at Yale University where he studied the link between toxins produced by select strains of bacteria in the human gut and the development of colorectal cancer.

## Drama of Science

CCOL-UH 1089 • SPRING 2022

How does theater reflect upon the global impact of scientific discoveries that can in one turn contribute to the well-being of the planet and by another turn devastate it? The Drama of Science explores that question through the lens of dramatic literature by studying a series of plays that engage with issues of scientific practice and discovery and their consequences. But how do these different agendas come together? How are individual scientists portrayed, and how are scientific communities, sites, and practices evoked and understood? How do playwrights speak to the impact of science, especially nuclear power, genomics, and climate change on society? Relevant plays are read with an eye toward addressing the theater's influence on the perception of science.

### Selected Materials:

Brecht, *Galileo*

Lawrence, *Inherit the Wind*

Stephenson, *An Experiment with an Air Pump*

Waters, *The Contingency Plan*

Ziegler, *Photograph 51*



**DAVID SCICCHITANO**

*Professor of Biology*

Professor Scicchitano is a Professor of Biology at New York University. From 2009 until 2019, he was Dean of Science at NYU Abu Dhabi. A molecular biologist by training, his own scholarly interests are in genomic maintenance mechanisms, which are biochemical pathways and networks in cells that prevent DNA from accumulating damage and mutations.

## Ruins

CCOL-UH 1090 • SPRING 2022

Hiroshima, Chernobyl, Baghdad, Pompeii, Detroit, Alexandria: what links these six disparate places, separated by centuries, and what importance do they hold for us today? They have all in some way and at some time been ruined, either by natural forces (Pompeii, Alexandria) or human agency (Hiroshima, Chernobyl, Baghdad, Detroit). Ruins, metaphorical, physical and imaginary, dominate much of our understanding of the world around us, its histories and possible futures and they make us face difficult questions, forcing us to confront our own finitude. In many ways we are now living in a time of geopolitical, economic, environmental, cultural and biological ruin, which underpins key discourses on current global challenges, such as the need to rethink and rebuild after natural or manmade disasters, exploring "ruin" through the arts as both personal and community therapy for trauma and loss, or even whether we can ever come to terms with the toxic legacy of imperialism?

### Selected Materials:

Fisher, *Ghosts of My Life: Writings on Depression, Hauntology and Lost Futures*

Hell & Schönle, *Ruins of Modernity*

Litchfield, *Aesthetics of Decay*

Mandela (Ed.), *Favorite African Folktales*

Miller (Dir.), *Mad Max* (Film)



**CLARE LESSER**

*Lecturer of Music*

Professor Lesser is a singer who specialises in the performance of 20th century and contemporary repertoire. She studied at Birmingham University, Birmingham Conservatoire, the University of Sussex, and the University of York. She has given over 60 world premieres (having worked with Michael Finnissy, Hans Joachim Hespos, Karlheinz Stockhausen, James Dillon, Heinz Holliger etc.) and her work has been recognised with a Royal Philharmonic Society award nomination and she was co-winner of the 2018 Terry Holmes Award.



## Fire

CCOL-UH 1094 • SPRING 2022

In this course we will examine the history and science of fire, and its impact on the evolution of the human species, on human culture, technology, and climate change. Three fires, the natural fire, the fire tamed and controlled by humans in the natural environment, and the industrial fire, will be studied. We will discuss questions typically not envisioned when we think of fire. Did taming fire and learning to cook change the course of human evolution? Is cooked food the hinge on which evolution turned, allowing rapid development of larger brains? How did cooking and use of fire impact the formation of societies and the advent of a family structure? Did it make us farmers and hunters? We will look at the role of fire in agriculture, especially in areas that would normally be inhospitable to farming. How fire provided a strong set of symbols for thinking about what it means to be human, and the role of fire in culture, mythology, arts, and rituals will be discussed. The industrial fire and its role in climate change, climate change's impact on natural fire and conversely the impact of natural fires on climate change, will be deliberated, as will the question, are we entering the Pyrocene era?

### Selected Materials:

Annaud (Dir.), *Quest for Fire* (Film)

Patterson, *Electricity vs Fire: The Fight for Our Future*

Pyne, *Fire: A Brief History*

Vale (Ed.), *Fire, Native Peoples, and the Natural Landscape*

Wrangham, *Catching Fire: How Cooking Made Us Human*



**SUNIL KUMAR** *Program Head of Mechanical Engineering; Professor of Mechanical Engineering*

Professor Kumar is a mechanical engineer whose scholarly research focuses on the transport of light and thermal radiation, specifically examining how lasers interact with surfaces and scattering media, fire dynamics, thermal-fluid analysis, and applied mathematics. He came to NYUAD from Polytechnic Institute of New York University (now NYU Tandon School of Engineering), where he was Graduate Dean and Associate Provost, and former head of the Department of Mechanical, Aerospace, and Manufacturing Engineering.

# 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 2021

### Manus et Machina

**CADT-UH 1001 • FALL 2021**

This course 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*  
Horowitz and Hill, *The Art of Electronics*  
Kelly, *What Technology Wants*  
Lanier, *Who Owns the Future*  
Laurenza, *Leonardo's Machines*



#### **KHULOOD ALAWADI**

*Lecturer of Engineering Design*

Professor Alawadi received her MA and MSc in Innovation Design Engineering from the Royal College of Art, London. She approaches engineering through the lens of a designer and artist. Embracing the idea that design engineering should be viewed as a bricolage, of which, like herself, her students should feel the freedom and curiosity to explore first, and then define second. Allowing them to push the envelope on design theory and the investigation into the ways that it influences our lives.

### Creativity and Innovation

**CADT-UH 1005 • FALL 2021/SPRING 2022**

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:

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



#### **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.



## What Is Music?

CADT-UH 1024 • FALL 2021

*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*



**CARLOS GUEDES**

*Associate Professor of Music*

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

## Re-Design

CADT-UH 1025 • FALL 2021

*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 areas of expertise are in corporate identity and branding. His main interests are in the interactions of visual communications with policy and decision making processes. 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.

## Citizen, Writer

CADT-UH 1034 • FALL 2021

*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.

## Autonomous and Social Robots

CADT-UH 1038 • FALL 2021

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 work in teams to gain hands-on experience in the design and programming of a robotic system prototype that can assist humans and/or interact with them.

### Selected Materials:

Lin, et al., *Robot Ethics 2.0: From Autonomous Cars to Artificial Intelligence*  
Pak, et al., *Living with Robots: Emerging Issues on the Psychological and Social Implications of Robotics*  
Ford, *Rise of the Robots: Technology and the Threat of a Jobless Future*  
Bartneck, et al., *Human-Robot Interaction: An Introduction*



**BORJA GARCÍA DE SOTO**

Assistant Professor of Civil and Urban Engineering

Professor García de Soto is an Assistant Professor of Civil and Urban Engineering at New York University Abu Dhabi (NYUAD) and a Global Network Assistant Professor in the Department of Civil and Urban Engineering at the Tandon School of Engineering at New York University (NYU). He is the director of the S.M.A.R.T. Construction Research Group at NYUAD and conducts research in the areas of automation and robotics in construction, cybersecurity in the AEC industry, artificial intelligence, lean construction, and BIM.

## The Material World

CADT-UH 1049 • FALL 2021

How has our relationship with building materials shaped human civilization, and in return, how does our use of materials actively reshape the planet we live on? Materials have played a major role throughout human history, from providing basic clothing and shelter in prehistoric times, to fueling the industrial revolution, and enabling today's global consumer culture. In the process, material use and discovery have given rise to many branches of science and commerce, resulting in even greater demand for more material. The consequences on society and the environment haven't always been positive. This course explores our relationship with material as engineers, scientists, consumers, and traders. Basic laboratory sessions on material characterization will explore material processing techniques ranging from simple resin casting to advanced 3D printing.

### Selected Materials:

Baxter, *The Science of Avatar*

Haun, *Inventing Easter Island*

Hester and Harrison, *Mining and Its Environmental Impact*

Rankin, *Mineral, Metals and Sustainability*

Sass, *The Substance of Civilization*



**KHALED SHAHIN** Senior Lecturer

Professor Shahin is a senior Civil Engineering lecturer at NYU Abu Dhabi, specializing in structural mechanics and fiber-reinforced polymer composite materials. Before joining NYUAD, Shahin served as an assistant professor in the Department of Civil Engineering at Abu Dhabi University, UAE, and prior to that as a senior research engineer at Lloyd's Register-Martec Ltd. in Halifax, Canada. While at Lloyd's Register, Shahin completed a two-year postdoctoral industrial R&D fellowship focusing on the reliability-based design of marine composite structures.

## Designing Health

CADT-UH 1053 • FALL 2021

What constitutes innovation in medical technology? Is it always necessary? How is its value determined? How would we know if innovation has peaked, or reached a point of diminishing returns? What do global perspectives reveal about medical devices and healthcare in general? In what ways are cultural contexts important to consider? How can the med-tech innovation process address issues of diversity, inclusion, and accessibility? This course takes up the above questions through several case studies and examples, including bioprinting and COVID-19 vaccines—two topics with current relevance—as well as two of the most important historical med-tech innovations that have gone wrong in the past: *The Malaria Project* and *The Immortal Life of Henrietta Lacks*. How can current design and innovation avoid repeating past mistakes? Working in cross-disciplinary teams, students will engage in design projects that will apply what we have learned from this course and address some of the paradoxes present in our ongoing quest to design healthier bodies and societies.

### Selected Materials:

Masterson, *The Malaria Project: The US Government's Secret Mission to Find a Miracle Cure*

Skloot, *The Immortal Life of Henrietta Lacks*

Yock, et al., *Biodesign: The Process of Innovating Medical Technologies*



**VIJAYAVENKATARAMAN SANJAIRAJ**

Assistant Professor of Mechanical Engineering

Professor Sanjairaj is an Assistant Professor of Mechanical Engineering at New York University Abu Dhabi. He is the founder and director of The Vijay Lab at New York University Abu Dhabi, with a focus on 3D printing and Bioprinting for tissue engineering, regenerative medicine, drug testing, and medical devices



## Communication and Technology

IM-UH 1012 • FALL 2021

*Crosslisted with Interactive Media*

From the very first alphabet to technology existing only as speculative design, this course will explore the development, reaction, and impact of some of humankind's most transformative innovations—its forms of communication. How have these inventions, such as writing, printing, the telegraph, television, radio, the internet and beyond, influenced human behavior throughout the course of history. How have humans shaped their development and direction? And what role do they play informing our lives both today and tomorrow? This course will focus on the role and application of communication technologies with a transnational cross-cultural lens. Beginning in ancient times and making our way to the present, we will analyze how, why, and to what effect innovations were adopted both geographically and culturally. Readings and discussion will cover history and historiography, the philosophy of technology, science and technology studies, media theory, and creative application. Weekly writing assignments will traverse a variety of media forms and contexts. In an analysis paper, students will apply a lens of critical thinking to historical accounts related to their own individual cultures and backgrounds. A final project will challenge students to speculate and produce a vision of their own transformative innovation in this area.

### Selected Materials:

Briggs, et al., *A Social History of the Media: From Gutenberg to the Internet*

Evans, *BroadBand: The Untold Story of the Women Who Made the Internet*

Gleick, *The Information: A History, a Theory*

Robinson, *The Story of Writing*

Tufekci, *Twitter and Tear Gas: The Power and Fragility of Networked Protest*

Wu, *The Master Switch: The Rise and Fall of Information Empires*



**JOERG BLUMTRITT** *Visiting Assistant Professor of Practice of Interactive Media, Creative Technologist*

Professor Blumtritt is a creative technologist, researcher, and professor for interactive media teaching at NYU Abu Dhabi and NYU New York. He co-founded the companies Datarella and BAYDUINO, based in Munich, Germany, and Baltic Data Science in Gdansk, Poland. BDS delivers data science applications, BAYDUINO makes open-source hardware, Datarella builds enterprise blockchain systems.

## Music and Identity in Trade

MUSIC-UH 2666 • FALL 2021

*Crosslisted with Music*

This interdisciplinary course meets at the intersections of applied ethnomusicology, performance studies, and heritage studies and contemporary Khaleeji Musical heritage with a focus on Kuwaiti Pearl Diving music between roughly 1900 and the present. With influences spanning from Zanzibar to Bombay to Kuwait and the coastal civilizations in between, this hybrid and cosmopolitan music was born of trade and cultural exchange. As a music of the Indian Ocean civilizations trade, it is also extra-Khaleeji and extra-Arabic. It changed with each pearling and trading season as sailors and divers played music with the locals as they waited for monsoon winds to change direction before sailing home, eager to share the new sounds and instruments upon their return. What happens to this tradition as it is appropriated into the realm of heritage performance as static national-capital? How does this music exist today as a dialogic and fluid expression of the pre-national past? How does cosmopolitanism play with national discourse? In addition to textual responses to these questions, this course will also address their ethical and philosophical questions by creating a virtual Modern Khaleeji ensemble where we will collectively and virtually perform music.

### Selected Materials:

Appiah, *The Ethics of Identity*

Chaudhuri and Seeger, *Remembered Rhythms: Essays on Diaspora and the Music of India*

Mahon, *Right to Rock: The Black Rock Coalition and the Cultural Politics of Race*

Villetard (Dir.), *Oum Kalthoum* (Film)

White, *Music and Globalization: Critical Encounters*



**GHAZI AL-MULAIFI** *Visiting Assistant Professor of Music*

Professor Al-Mulaifi is an applied-ethnomusicologist who received his PhD in ethnomusicology from New York University in 2016. In addition to working as an assistant professor of music, Al-Mulaifi is also a Venice Biennale artist, composer, Khaleeji-jazz musician, and ensemble leader. His research interests include Kuwaiti pearl diving music, the music of the Indian Ocean civilizations trade routes, global-jazz, and heritage production.

## SPRING 2022

### Creativity and Innovation

**CADT-UH 1005 • FALL 2021/SPRING 2022**

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:**

Berkun, *Myths of Innovation*

Gelb, *Innovate Like Edison*

Johnson, *Where Good Ideas Come From*

Kjelgaard, *Fire Hunter*

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.

### Touch

**CADT-UH 1008Q • SPRING 2022**

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, Quaegebeur, 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.

## Laughter

CADT-UH 1012 • SPRING 2022

*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:

Austen, *Northanger Abbey*

Beard, *Laughter in Ancient Rome: On Joking, Tickling, and Cracking Up*

Cousins, *Anatomy of an Illness*

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

Shelto, *Once There Was, Twice There Wasn't: Fifty Turkish Folktales of Nasreddin*

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.

## Utilitas, Venustas, Firmitas

CADT-UH 1016 • SPRING 2022

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

### Selected Materials:

Bürdek, *Design: History, Theory and Practice of Product Design*

Hustwit (Dir.), *Helvetica* (Film)

Hustwit (Dir.), *Objectified* (Film)

Joost (et al), *Design as Research: Positions, Arguments, Perspectives*

Milton and Rodgers, *Research Methods for Product Design*



**KHULOOD ALAWADI**

*Lecturer of Engineering Design*

Professor Alawadi received her MA and MSc in Innovation Design Engineering from the Royal College of Art, London. She approaches engineering through the lens of a designer and artist. Embracing the idea that design engineering should be viewed as a bricolage, of which, like herself, her students should feel the freedom and curiosity to explore first, and then define second. Allowing them to push the envelope on design theory and the investigation into the ways that it influences our lives.



Guiding students to make connections across disciplines, while they are learning from each other's prior knowledge, is what makes the Core unique. Leveraging disciplinary and cultural diversity helps motivate students to learn. They push themselves to tackle complex problems when the material connects to the real world, and the real world is interdisciplinary.

**NANCY GLEASON, DIRECTOR, HILARY BALLON CENTER FOR TEACHING AND LEARNING AT NYUAD**

## Bioinspiration

**CADT-UH 1033 • SPRING 2022**

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.

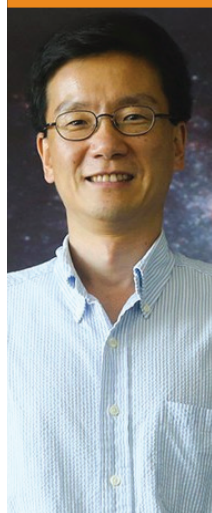
### **Selected Materials:**

Bar-Cohen, *Biomimetics: Nature-Based Innovation*

Bhushan, *Biomimetics: Bioinspired Hierarchical-Structured Surfaces for Green Science and Technology*

French, *Invention and Evolution: Design in Nature and Engineering*

Whitesides, *Bioinspiration: Something for Everyone*



**RAFAEL SONG** Associate Professor of Mechanical and Biomedical Engineering; Program Head of Bioengineering

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.

## Machines in Islamic Civilization

CADT-UH 1037X • SPRING 2022

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:

Abattouy, et al., *Allah's Automata: Artifacts of the Arabic-Islamic Renaissance*

Al- Khalili, *The House of Wisdom: How Arabic Science Saved Ancient Knowledge and Gave Us the Renaissance*

Hill, *The Book of Ingenious Devices by the Bani Musa Bin Shaker*

Maienschein, "Why Study History for Science?"



**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.

## The Photo Album

CADT-UH 1039 • SPRING 2022

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 oneself? 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 was Founder and Creative Director of the Lest We Forget initiative 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.

## Reinventing the Wheel

CADT-UH 1048 • SPRING 2022

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

### Selected Materials:

Anthony, *The Horse, The Wheel and Language*

Bulliet, *The Camel and the Wheel*

Bulliet, *The Wheel—Inventions and Reinventions*

Smith and Marx (Eds.) *Does Technology Drive History?: The Dilemma of Technological Determinism*



**RAMESH JAGANNATHAN** *Research Professor of Engineering; Vice Provost for Entrepreneurship; Managing Director of StartAD*

Professor Jagannathan is an entrepreneurial technologist specializing in leading global teams, converting abstract concepts into tangible and marketable technologies in a short timeframe. Since 2010, Ramesh has led the focus on innovation and entrepreneurship at NYU Abu Dhabi. He believes in the UAE's ability to develop into a leading innovation center in the world, with a focus on addressing the needs of the 21st century middle class. Ramesh has full faith in the UAE's ability to evolve rapidly into giving Silicon Valley a run for its money.

## Silence

CADT-UH 1052 • SPRING 2022

How does "silence" help to define our sense of being and existence? Across different cultures, various philosophies of art, science, and society have viewed and thought about silence differently. This course invites students to think about and experience silence by asking three fundamental questions: 1) What does it mean to be silent? (Literally and metaphorically); 2) Does silence shape our lives? And if so, how? 3) Can we have an active relationship and recognition with silence just as we do with sound or action? Drawing on multi-disciplinary sources from around the world to explore the philosophical frameworks and thought systems that have engaged in the study and observation of silence, the syllabus will include works of art, literature, theater, films, architecture, and music, which students will engage via a mix of seminar, lecture, and studio methods of teaching, to enable the creations of their own artistic responses to their experience of silence and the material presented in class.

### Selected Materials:

Al-Hakim, *The Tree Climber*

Bronx, *Silence: A Social history of one of the least understood elements of our lives*

Bindeman, *Silence in Philosophy, Literature and Art*

Arendt, *Eichmann in Jerusalem: A report on the Banality of Evil*

Carter, *The Kyoto School: An Introduction*



**ABHISHEK MAJUMDAR**  
*Associate Professor of Music*

Professor Majumdar is a playwright, theatre director, and scenographer. He is the ex artistic director and founder of two theatre companies, Indian Ensemble and Bhasha Centre for Performing Arts, both based out of Bangalore. He has created work for and been commissioned by several theatres around the world including Ranga Shankara Bangalore, Prithvi Theatre Mumbai, Royal Court Theatre London, National Theatre London, Deutsche Schauspielhaus Hamburg, Deutsches Schauspielhaus Freiburg, Yale repertory theatre, Theatre Du Solleil ( ARTA), Dhaka University , International Dramaturgy Festival Buenos Aires , PlayCo New York, and Jana Natya Manch New Delhi to name a few.



In my first year, when I was still a physics student, I took the Colloquium Atom and Energy, wanting to explore the non-technical aspects of nuclear energy, a topic not covered in traditional science classes. Similarly, in the summer of my first year, I took Life Underground, a Core course taught by a Literature professor, to find out whether the humanities were for me. Midway through my second year — that is, three semesters in and three Core courses later, and after changing my major around five times — I settled on the Literature major. The Core Curriculum may not be the only reason I chose Literature, yet it instilled in me an ethos of exploration and experimentation, and the courage to take academic risks and challenge disciplinary boundaries. This way of thinking — global, interdisciplinary, eccentric — I carried with me throughout my four years, into my Capstone project, and beyond.

**TOM ABI SAMRA, CLASS OF 2021  
(LITCW), CURRENTLY AN MA STUDENT  
IN COMPARATIVE LITERATURE AT  
DARTMOUTH COLLEGE**

# 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.



## Collecting

**CCEA-UH 1003 • FALL 2021/SPRING 2022**

*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. The first section of the class explores 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, the course turns to 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:

Hesse, *Siddhartha*  
Pamuk, *The Innocence of Objects*  
Paul, *The First Modern Museums of Art*  
Gunsch, *The Benin Plaques*  
Fricke (Dir.), *Samsara* (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. Prior to joining NYUAD, Professor Teece held curatorial positions at The Metropolitan Museum of Art and Brooklyn Museum, in addition to teaching undergraduate coursework at NYU in New York. Her research focuses on trans-regional artistic exchange, reception and collection across a range of media.

## On Violence

**CCEA-UH 1017 • FALL 2021**

*Crosslisted with Literature and Creative Writing*

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

### Selected Materials:

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



**TORAL GAJARAWALA** *Associate Professor of English and Comparative Literature*

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



## Myth, Magic, and Representations of Childhood

CCEA-UH 1044 • FALL 2021

*Crosslisted with Literature and Creative Writing*

This course is fueled by two related questions: how have cultural ideas of “childhood” changed over time, and how have ancient tales of myth and magic found expression in cultures around the world? Almost every culture in the world has some tradition that includes mythical or magical tales; very often these tales include the exploits of a youthful protagonist. What can these tales, and their evolution—and transmission—over time and place, reveal to us about our own cultural preoccupations, as well as the cultures where these tales were originally produced? Through an examination of materials including graphic novels, fairy tales, movies, and fiction, we will consider how representations of childhood reveal ideas about power, politics, and the relationship between self and society. Readings may include excerpts from *Grimm’s Fairy Tales*; various *Harry Potter* novels; films from Hayao Miyazaki, Disney, and Pixar, among others.

### Selected Materials:

Lewis, Selected Texts from *The Chronicles of Narnia Series*

Miyazaki (Dir.), *Howl’s Moving Castle* (Film)

Grimm, *Grimm’s Fairy Tales*

Rowling, Selected Texts from the *Harry Potter Series*

Wilson, *Alif the Unseen*

Okorafor, *Akata Witch*



**DEBORAH WILLIAMS** *Clinical Associate Professor at the Liberal Studies Program in New York*

Professor Williams’ fields of interest include 20th-century US Fiction, Children’s Literature, and Feminist Literary History and Historiography. She is the author of a number of articles about U.S. women writers and *Not in Sisterhood: Edith Wharton, Willa Cather, Zona Gale, and the Politics of Female Authorship*. She writes a bi-weekly column for *The National*, and is co-editor of the forthcoming *Oxford History of the Novel in English, Volume Eight: American Fiction after 1940*.

## Tragedy

CCEA-UH 1056 • FALL 2021

*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:

Euripides, *Medea*

Fugard, *The Island*

Guthrie (Dir.), *Oedipus Rex* (Film)

Shakespeare, *Hamlet*

Sophocles, *Antigone*



**SHAMOON ZAMIR** *Professor of Literature and Art History*

Professor Zamir works in the areas of literature, photography, and intellectual history. His study of the African American writer W.E.B. Du Bois explored literature’s dialogues with philosophy and sociology and his new book, *The Gift of the Face*, explores the relationship of aesthetics and ethics in the work of the early 20th-century photographer Edward S. Curtis. His current projects include studies in twentieth-century American photography and literature.

## Cultural Appropriation

CCEA-UH 1069 • FALL 2021

*Crosslisted with Structures of Thought and Society;  
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:

Appiah, *The Lies That Bind: Rethinking Identity*  
Boateng, *The Copyright Thing Doesn't Work Here: Adinkra and Kente Cloth and Intellectual Property in Ghana*  
Lhamon, *Raising Cain: Blackface Performance From Jim Crow to Hip Hop*  
Matthes, “Cultural Appropriation Without Cultural Essentialism”



**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.

## Reaching for the Stars

CCEA-UH 1092 • FALL 2021

*Crosslisted with Arts, Design, and Technology; Film and New Media; Literature and Creative Writing*

How do speculative genres speak to their own times, even as they imagine faraway futures? This course considers the metaphors and parables science fiction films create about present societies and the future of the human condition to explore such works and negotiate the anxieties and fears of the present in imagined space and/or time. It focuses specifically on film—an art form that has had dramatic reach across global audiences, with technological advances allowing us to visualize increasingly complex alternative worlds. Drawing on films and television from the USA, Germany, India, Korea, the Middle East and elsewhere, many inspired by literature, the course allows students to consider what universal values these filmic narratives project and what solutions they offer to social, psychological, and environmental dilemmas. The course puts film in context with earlier forms of speculation about the future. Through the course, students will also consider what the science fiction of the future may look like by creating short narratives from which they will develop a podcast episode, short story or a treatment for a science fiction film or series.

### Selected Materials:

Bong (Dir.), *The Host* (Film)  
Bould (Ed.), *The Routledge Companion to Science Fiction*  
Butler, *Kindred*  
Hirani (Dir.), *PK* (Film)  
Whale (Dir.), *Frankenstein* (Film)



**ALIA YUNIS**  
*Visiting Associate Professor of Film and  
Heritage Studies*

Professor Yunis has worked on projects on five continents, focusing her writing and filmmaking on negotiating the past and identity and her doctoral work at the University of Amsterdam on heritage and memory studies. Her feature documentary, *The Golden Harvest* (2019), made its debut at Thessaloniki International Film Festival, won Best of the Fest at the Minneapolis St. Paul International Film Festival and has gone on to play in several other festivals.

## Orientalisms

CCEA-UH 1094X • FALL 2021

How did the familiar, powerful, and problematic narratives of civilizations emerge that pit the “East” against the “West”? What are their consequences? Where and how have they been resisted? The course will analyze texts, events, images, and places that were influential in shaping these representations of the Orient/East, as well as key efforts, including Edward Said’s, to outline the political consequences of such narratives. How was the Orient first encountered, written about, and even “produced” by European adventurers, travelers, and artists who “discovered” and “described” the people and places of the “East” in the 18th and 19th centuries? How did the travel writings, paintings, photographs, monuments, and museums that resulted both narrate the Other and simultaneously construct the “West” as well? Carefully considering Said’s important theorization of Orientalism and a range of responses to it, the course will extend the applicability of these concepts to regions beyond the Middle East, especially South Asia, Southeast Asia, and East Asia, and will also consider such topics as gender, ethnography, aesthetics, and the shaping of post-colonial identities.

### Selected Materials:

Alloula, *Colonial Harem*  
Archer, *Early View of India*  
Hwang, *Madame Butterfly*  
Rushdie, *East, West*  
Said, *Orientalism*



### SALILA KULSHRESHTHA

*Visiting Assistant Professor of History and Art and Art History*

Professor Kulshreshtha received her PhD in History from Centre for Historical Studies, Jawaharlal Nehru University, New Delhi. Her research interests include religion in the Indian Ocean, religious iconography and temples in South Asia, colonial archaeology, and museum studies. Her doctoral research focuses on tracing how the spatial relocation of sacred sculptures brings about a change in their identity and ritual purpose. She has been a Shivdasani Visiting Fellow at the Oxford Centre of Hindu Studies, University of Oxford (2018), and has also designed an online course on Indian Art for the Oxford Centre for Hindu Studies, as part of their Continuing Education Programme.

## Arabia Felix, the Imagined Land of “Happiness”

CCEA-UH 1095 • FALL 2021

*Crosslisted with Arab Crossroads Studies and Peace Studies*

Between the myths of shipwrecked sailors and the history of camel caravans transporting frankincense, myrrh, and gold to the archaeological expeditions at the crossroads of the so-called Empty Quarter, “Arabia Felix”—a name given to the southern Arabian Peninsula by Classical writers, meaning “Happy” or “Flourishing”—has captivated the minds of ancient mythmakers and modern-day explorers. But what is Arabia Felix? Why, after this imagined place has enlightened and eluded so many according to its myths, is it still identified today as the land of happiness, the land of builders? In this seminar, we will explore the idea of Arabia Felix inside Abu Dhabi’s Island of Happiness, where oil has developed a prosperous cultural-heritage, ecotourism landscape. We will ask the question: Where is the source of Arabia’s happiness at the intersection of its myth and history? By learning to read accounts of travelers, expatriates, politicians, religious leaders, guest workers, archaeologists, Islamic historians, poets and classical myths, the aim is to produce interdisciplinary essays on Arabia today.

### Selected Materials:

Costa, *Arabia Felix, Land of Builders*  
Heard, *From Pearls to Oil*  
Thesinger, *Arabian Sands*  
Thomas, *Crossing the “Empty-Quarter”*  
Unnikrishnan, *Temporary People*



### WILLIAM ZIMMERLE

*Senior Lecturer, Arts and Humanities*

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.



## Global Scents: All the Perfumes of Arabia

CCEA-UH 1096 • FALL 2021

The Arabian Peninsula is remembered throughout the ages on account of its smell. Characteristically laden with types of oudh, frankincense, myrrh, musk, jasmine, agarwood and bakhur, Arabian perfumes are branded traditionally as scents with robust odors and medicinal properties to beautify, purify, and fumigate the body from malodors and infection. In this course, we will ask the following questions: What do our noses really know and love? How are our emotions intertwined with scents and memories personally and noetically? How are innovative local and global technologies changing our olfactory perceptions by blending traditional elements with modern ones? When and where are the lines blurred between medicine and perfumery and for what purposes? Using Abu Dhabi and the entire UAE as a heritage landscape of scent, we will look for the origins of the perfumery tradition in the Arabian Peninsula, and investigate how the industry has changed globally in time.

### Selected Materials:

Aristotle, *On the Soul and Sense and Sensible-Objects*  
Cobb, *Smell: A Very Short Introduction*  
Kant, *Anthropology, History, and Education*  
Shields, *De Anima: Translation and Commentary*  
Tykwer (Dir.), *Perfume: The Story of a Murderer* (Film)



### WILLIAM ZIMMERLE

Senior Lecturer, Arts and Humanities

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.

## Music: Conflict, Protest, and Peace

CCEA-UH 1097 • FALL 2021

### Crosslisted with Music; Peace Studies

How can music provide a framework for understanding conflict, as well as protest and peace movements, across a wide range of historical and cultural contexts from the twentieth century to the present? This seminar examines the role that diverse musical traditions and practices play in shaping the complex sociological rituals of war. Whether hearing John Lennon's song "Give Peace a Chance" as the anthem of the peace and protest movement against the Vietnam War during the 1960s or engaging with music as a basis for cultural and heritage preservation in post-conflict contexts, this seminar draws on scholarship from musicology, ethnomusicology, sound studies, and sociology, among other fields, to explore music as a contested practice during times of conflict.

### Selected Materials:

Daughtry, *Listening to War: Sound, Music, Trauma, and Survival in Wartime Iraq*  
Rischin, *For the End of Time: The Story of the Messiaen Quartet*  
Eyerman and Jamison, *Music and Social Movements: Mobilizing Traditions in the Twentieth Century*  
Kanaaneh, et al., *Palestinian Music and Song: Expression and Resistance since 1900*  
Szpilman, *The Pianist: The Extraordinary Story of One Man's Survival in Warsaw*



### GWYNETH BRAVO

Assistant Professor of Music

Professor Bravo is a historical musicologist and cellist whose research examines the relationship between music, politics, and philosophy in 20th-century European and global contexts, with a focus on nationalism, migration, exile, war, as well as media and gender studies.

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.

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

## The Postcolonial Turn

**LITCW-UH 2315X • FALL 2021**

*Crosslisted with Literature and Creative Writing; History; and with Film and New Media*

In postcolonial texts, representation and revolution intersect, as authors, filmmakers, and theorists re-invent literary and cinematic forms and seek to reconceive colonialism, nationalism, and modernity. Through this course, students will compare British, Caribbean, Latin American, South Asian, and African texts, including novels by Conrad, Rushdie, and Salih; films by Pontecorvo and Sembene; and selections from the critical writings of Anderson, Fanon, Said, and Spivak. Students will examine contradictions between Enlightenment concepts of reason, universal freedom, and rights, which established a common humanity of mankind while simultaneously justifying European sovereignty over non-Western peoples. The course examines how tradition and modernity; savagery and civilization; religiosity and secularism; self and other; subjectivity and collectivity; and violence and non-violence played a role in empire and decolonization while challenging received understandings of universalism. Finally, students examine how postcolonial studies is being re-shaped and in turn re-shaping understandings of the “Arab Spring” and the Anthropocene.

### **Selected Materials:**

Behn, *Oroonoko*

Chakrabarty, “Postcolonial Studies and the Challenge of Climate Change”

Fanon, *Black Skin, White Masks*

Gavron (Dir.), *Brick Lane* (Film)

Rushdie, *Midnight’s Children*

Sembene (Dir.), *Ousmane Black Girl/Borom Sarret* (Film)



### **SHEETAL MAJITHIA**

*Assistant Professor of Literature*

Professor Majithia’s research and teaching focus on postcolonial literature, film, and culture; globalization; modernities; secularisms; gender studies; and South Asian Studies. Her current book project examines postcolonial modernity and melodrama. Her research appears in journals such as *SAMAR*, *Modern Drama*, and *South Asian Review*. Majithia’s work has been supported by The Mario Einaudi Center for International Studies, American Institute for Indian Studies, FLAS, and the Mellon Foundation.

## SPRING 2022

### Idea of the Portrait

**CCEA-UH 1000 • SPRING 2022**

*Crosslisted with Art & Art History*

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself.

#### **Selected Materials:**

Chapman, *Rembrandt's Portraits: A Study in Seventeenth-Century Identity*  
Cumming, *A Face to the World: On Self-Portraits*  
Sherman, *The Complete Film Stills*  
Steichen, *The Family of Man*  
Walker (Ed.), *Ancient faces: Mummy Portraits from Roman Egypt*



#### **SHAMOON ZAMIR**

*Professor of Literature and Art History*

Professor Zamir works in the areas of literature, photography, and intellectual history. His study of the African American writer W.E.B. Du Bois explored literature's dialogues with philosophy and sociology and his new book, *The Gift of the Face*, explores the relationship of aesthetics and ethics in the work of the early 20th-century photographer Edward S. Curtis.

### Collecting

**CCEA-UH 1003 • FALL 2021/SPRING 2022**

*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:**

Hesse, *Siddhartha*  
Pamuk, *The Innocence of Objects*  
Paul, *The First Modern Museums of Art*  
Gunsch, *The Benin Plaques*  
Fricke (Dir.), *Samsara* (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. Prior to joining NYUAD, Professor Teece held curatorial positions at The Metropolitan Museum of Art and Brooklyn Museum, in addition to teaching undergraduate coursework at NYU in New York. Her research focuses on trans-regional artistic exchange, reception and collection across a range of media.



## Art and Agency

CCEA-UH 1020 • SPRING 2022

*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:

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



**REINDERT FALKENBURG** *Special Academic Advisor; Visiting Professor of Early Modern Art and Culture*

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 2022

*Crosslisted with Music; NYU Disability Studies Minor*

What does it mean to be a dis/Abled musician? How might this idea frame our understanding of disability and society? In this course, we explore the complex relationship between ability and disability in musical contexts. Our focus is not just on musicians with disabilities. But rather, we are interested in a wide range of culturally-mediated musical practices. Some scholars assert that our relationship with music is necessarily embodied. In other words, everyone brings a unique set of physical, sensory, cognitive, and affective capabilities into any musical situation. In this way of thinking, the body, with all of its unique characteristics, is a central focus of our inquiry. But at the same time, we also examine sociocultural factors that contribute to musical dis/Ablement. 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 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*  
Padden & Humphries, *Inside Deaf Culture*  
Siebers, *Disability Theory*  
Small, *Musicking: The Meanings of Performing and Listening*  
Scarl (Dir.), *See What I’m Saying: The Deaf Entertainers Documentary* (Film)  
Kärkkäinen and Passi (Dirs.), *The Punk Syndrome* (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.

## Global Shakespeare

CCEA-UH 1055 • SPRING 2022

*Crosslisted with Literature and Creative Writing; Theater*

To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to Shakespeare’s plays, considering them both as exemplary of Western literature and also as world literature, influential in many cultures. Three sets of questions ground the course: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How do the publication, performance, and critical histories of his plays transform “Shakespeare” into a global commodity? 3) What cultural legacy has Shakespeare’s work left for a variety of global media forms, including plays, films, novels, operas, and works of visual art? The course begins with two plays, *Othello* and *The Tempest*, that have inspired adaptations in a variety of contexts and genres. It then pays close attention to the global spread of Shakespeare’s most famous play, *Hamlet*, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, *Cardenio*.

### Selected Materials:

Al Bassam, *The Arab Shakespeare Trilogy*

Césaire, *Une tempête*

Greenblatt, *The Norton Shakespeare*

Morrison and Traoré, *Desdemona*

Salih, *Season of Migration to the North*



### CYRUS R.K. PATELL

*Global Network Professor of Literature*

Professor Patell is the author most recently of *Lucasfilm: Filmmaking, Philosophy, and the Star Wars Universe* (Bloomsbury 2021). He is presently at work on a study of how works like *Hamlet*, *The Odyssey*, *The Ramayana*, *Frankenstein*, and *Star Wars* circulate and become works of global cultural heritage. He is the editor, with Deborah Lindsay Williams, of *The Oxford History of the Novel in English, Volume 8: American Fiction since 1940* (forthcoming 2022).

## Tragedy

CCEA-UH 1056 • SPRING 2022

*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:

Euripides, *Medea*

Fugard, *The Island*

Guthrie (Dir.), *Oedipus Rex* (Film)

Shakespeare, *Hamlet*

Sophocles, *Antigone*



### SHAMOON ZAMIR

*Professor of Literature and Art History*

Professor Zamir works in the areas of literature, photography, and intellectual history. His study of the African American writer W.E.B. Du Bois explored literature’s dialogues with philosophy and sociology and his new book, *The Gift of the Face*, explores the relationship of aesthetics and ethics in the work of the early 20th-century photographer Edward S. Curtis.

## Photography and Narrative

CCEA-UH 1060 • SPRING 2022

*Crosslisted Art and Art History; Literature and Creative Writing*

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

### Selected Materials:

Dorn and Lucas, *The Shoshoneans*

Frank, *The Americans*

Steiche, *The Family of Man*

Wolf, *Patterns of Childhood*

Meiselas, *Kurdistan: In the Shadow of History*



### SHAMOON ZAMIR

*Professor of Literature and Art History*

Professor Zamir works in the areas of literature, photography, and intellectual history. His study of the African American writer W.E.B. Du Bois explored literature's dialogues with philosophy and sociology and his new book, *The Gift of the Face*, explores the relationship of aesthetics and ethics in the work of the early 20th-century photographer Edward S. Curtis.

## Cinematic Imagination: Modernity, Media & Music

CCEA-UH 1085 • SPRING 2022

*Crosslisted with Arts, Design, and Technology; Music; Film and New Media*

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 facilitate our understanding of the cinematic imagination's mediation of urban spaces today?

### Selected Materials:

Davies, *Of Time and the City: A Love Song and Eulogy*

Fassbinder (Dir.), *Alexanderplatz* (Film)

Gance (Dir.), *J'Accuse* (Film)

Lang (Dir.), *Metropolis* (Film)

Milestone (Dir.), *All Quiet on the Western Front* (Film)

Ruttmann (Dir.), *Berlin Symphony of a City* (*Berlin: Symphonie einer grossen Stadt*) (Film)

Wenders (Dir.), *The Sky Over Berlin* (*Der Himmel über Berlin*) (Film)



### GWYNETH BRAVO

*Assistant Professor of Music*

Professor Bravo is a historical musicologist and cellist whose research examines the relationship between music, politics, and philosophy in 20th-century European and global contexts, with a focus on nationalism, migration, exile, war, as well as media and gender studies.



## Un/Making History

CCEA-UH 1090 • SPRING 2022

*Crosslisted with Structures of Thought and Society; Art and Art History; Film and New Media; History; Theater*

“There is that great proverb,” the Nigerian writer Chinua Achebe once said, “that until the lions have their own historians, the history of the hunt will always glorify the hunter.” Is history inevitably written by the winners? Who decides which stories are told and heard, or how they shape collective memory? Can artists effectively act as historians, with the agency to shape counter narratives? This course explores contemporary art that draws on documentary and archival material—the stuff of “history”—to create performance, films and installations that tell stories otherwise lost, forgotten, suppressed or displaced. Special attention is paid to how these stories may participate in the process of decolonization, shape understandings of postwar realities, and generate debates in the global art world and society at large. Through artist and curator talks, screenings and virtual exhibition visits, students engage with the work of artists from Japan, South Asia, and Southeast Asia who explore the mechanisms of postcolonial history at the intersection of fiction and nonfiction, poetry, and testimony.

### Selected Materials:

Butalia, *The Other Side of Silence: Voices From the Partition of India*  
Bharucha, *Another Asia. Rabindranath Tagore and Okakura Tenshin*  
Césaire, *Discourse on Colonialism*  
Chakrabarty, *Provincializing Europe. Postcolonial Thought and Historical Difference*  
Enwezor, et al., *Postwar: Art between the Pacific and the Atlantic, 1945-1965*  
Hobsbawm, *History from Below: Studies in Popular Protest and Popular Ideology*  
Prashad, *The Darker Nations. A People's History of the Third World*



**KATIA ARFARA** Assistant Professor of Theater, Performance Studies

Professor Arfara holds a Ph.D. in Art History, a BA in Classical Studies and a BA and a MA in Theatre Studies. Her current research interests include socially engaged art, research-based public works and interdisciplinary forms of historical representation. As a curator of performing and visual arts she created numerous public programs and international festivals at the intersection of art, science, and civic practice. She is the author of *Théâtralités contemporaines* and the co-editor of *Intermedial Performance and Politics in the Public Sphere*.

## Photography and Narrative

CCEA-UH 1060 • SPRING 2022

*Crosslisted Art and Art History; Literature and Creative Writing*

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

### Selected Materials:

Dorn and Lucas, *The Shoshoneans*  
Frank, *The Americans*  
Steiche, *The Family of Man*  
Wolf, *Patterns of Childhood*  
Meiselas, *Kurdistan: In the Shadow of History*



**SHAMOON ZAMIR**

Professor of Literature and Art History

Professor Zamir works in the areas of literature, photography, and intellectual history. His study of the African American writer W.E.B. Du Bois explored literature's dialogues with philosophy and sociology and his new book, *The Gift of the Face*, explores the relationship of aesthetics and ethics in the work of the early 20th-century photographer Edward S. Curtis.



# Core Competencies: Data and Discovery

LEARNING TO EXPERIMENT AND EVALUATE

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

## Space

**CDAD-UH 1002Q • FALL 2021**

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:**

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



**DAVID RUSSELL**

*Assistant Professor of Physics*

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

## The Mind

**CDAD-UH 1007EQ • FALL 2021**

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*

Professor Rokers' research focuses on the neural mechanisms underlying visual perception, with an emphasis on motion and depth perception. Work in his laboratory relies on range of techniques including neuroimaging and virtual reality. His work aims to improve our understanding of perceptual disorders and their potential treatment. Professor Rokers was previously an Associate Professor at the University of Wisconsin-Madison, and has held visiting positions at the Utrecht University, and the Massachusetts Institute of Technology. Beyond research, he has contributed to science education through the Wisconsin Virtual Brain Project and the National Geographic television series *Brain Games*.



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## The Mind

**CDAD-UH 1007EQ • FALL 2021/SPRING 2022**

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*



**DIOGO ALMEIDA**

*Associate Professor of Psychology*

Professor Almeida specializes in psycholinguistics and neurolinguistics. His primary research focus is on language processing and the perceptual processes that enable it. He relies on a wide array of methodologies, including cross-linguistic studies and behavioral and brain imaging methods, such as MEG/EEG and fMRI. Before joining NYU Abu Dhabi, he was a post-doctoral researcher at the University of California, Irvine, and an assistant professor at Michigan State University.

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## Seven Wonders of the Invisible World

**CDAD-UH 1008EQ • FALL 2021**

"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:**

Dante (Dir.), *Inner Space* (Film)

De Kruif, *Microbe Hunters*

Fleury, *Mysteries of the Microscopic World*

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. Subsequently, as an Associate Research Scientist at Yale University, Dr. Magzoub worked on elucidating the molecular mechanisms underlying type 2 diabetes.

## Symmetry

CDAD-UH 1017EQ • FALL 2021

Symmetries are ubiquitous in nature and permeate the arts. Beginning with both intuitive definitions and more formal mathematical descriptions, the course will explore the symmetries in the subatomic constituents of matter and their interactions, larger-scale chemical and biological compounds, and the macroscopic natural world. Students will also examine the symmetries that underlie artistic creations, such as geometrical patterns in artwork, rhythm, and chord progression in musical composition, and meter and rhyme in poetry. After a thorough study of symmetry, the course will end with a discussion of asymmetries and broken symmetries in nature and aesthetics.

### Selected Materials:

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



### INGYIN ZAW

Associate Professor of Physics

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

## Heat and the Universe

CDAD-UH 1019Q • FALL 2021

The study of temperature and of heat, as formulated in the laws of thermodynamics, will be used as a unifying guide to examine a variety of phenomena in our natural world. In the physical world, course topics will encompass the cooling of the Universe in its early minutes as well as the dramatic expansion in the first seconds after the Big Bang and the role that temperature fluctuations have played in the Earth's history. In the animal world, the course covers the surprising discovery of heat-loving bacteria and the techniques mammals, including humans, have adopted for temperature regulation. Readings will include materials from various scientific realms such as cosmology, biology, and geology.

### 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.

## Reading Like a Computer

CDAD-UH 1024Q • FALL 2021

*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*



**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-UH 1032Q • FALL 2021

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 Mathematic 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.



## Data and Human Space

CDAD-UH 1033Q • FALL 2021

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:

Kretzschmar, "GIS for Language and Literary Study"  
Presner and Shepard, "Mapping the Geospatial Turn"  
Prunel-Joyeux, "Do Maps Lie?"  
Weidemann, et al., "Geosocial Footprints and Geoprivacy Concerns"



**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.

## Numbers, Models, and Chaos

CDAD-UH 1034Q • FALL 2021

The hallmark of a successful scientific theory is its ability to predict the outcome of experiments. Yet the last century's most shocking scientific development is the mathematical theory of chaos, with the subsequent realization that predictability has intrinsic limits. Such limits may have no practical importance (as in many engineering problems). Sometimes they shape an entire branch of science (as in meteorology). This course provides a challenging, but accessible, way to understand predictability's limits, while still appreciating the bedazzling richness of phenomena that only theories which face these limits can possibly describe. The course brings together, in a cohesive whole, ideas about numbers and infinities; the inner working of computing machines; nuances and concessions occurring in model-building; the meaning of randomness and of determinism. Students will participate in the construction of mathematical models (mostly inspired by population biology) under the form of iterated maps, and interact with simple computer simulations of those models to illustrate key concepts of nonlinear dynamics: stability, limit cycles, attractors, and predictability.

### Selected Materials:

Laplace, *Essai philosophique sur les probabilités*  
Lorenz, *The Essence of Chaos*  
Poincare, "Le Hazard," in *Science et Méthode*



**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 • FALL 2021

*Crosslisted with Arts, Design and Technology*

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.

### Selected Materials

Friedman & Singer, *Cybersecurity and Cyberwar*

Koppel, *Lights Out*

Nance, *The Plot to Destroy Democracy*

Farrell & Schneier, *Information Attacks on Democracy*



### MICHAEL MANIATAKOS

*Associate Professor of Electrical and Computer Engineering*

Professor Maniatakos’ research interests include privacy-preserving computation and industrial control systems security. He directs the Modern Microprocessor Architectures Lab, and he is part of the Center for Cyber Security. His research has been sponsored by the US and UAE governments, as well as various industrial partners. 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 IEEE/ACM conferences.

## Data and Society

CDAD-UH 1043Q • FALL 2021

Why is data science so influential and popular in business, government and academic research? What are the benefits we gain with expending resources to collect and analyze data, and what is lost when we make decisions about how to classify events? In this class, students will gain a foundational understanding of statistics, data science, and computational data analysis using data sets drawn from real-life problems, primarily with the R statistical software package. They will also be exposed to the philosophical underpinnings of quantitative analysis via scientific inquiry, along with criticism of methods and the way that data-driven analysis can be used to obscure as much as inform. Students will also undertake a group project that will involve independent data analysis on a topic of relevance to world affairs.

### Selected Materials:

Gelman and Loken, “The Garden of Forking Paths”

Grolemund and Wickham, *R for Data Science*

Lewis-Beck and Tien, “Election Forecasting: The Long View”

Mcelreath, *Statistical Rethinking*

Zou and Schiebinger, “AI Can be Sexist and Racist—It’s Time to Make it Fair.”



### ROBERT KUBINEC Assistant Professor of Political Science

Professor Kubinec is a political scientist who studies the influence of powerful business interests on policy outcomes in developing countries, especially in the Middle East and North Africa. In addition, he is involved in the development of Bayesian statistical methods for measuring difficult topics like corruption and political ideology. Previously, he was a fellow at the Niehaus Center for Globalization and Governance at Princeton University.

## Human-Centered Data Science

CDAD-UH 1044Q • FALL 2021

Data science is changing our lives. While the importance of data science is widely acknowledged, there are also great concerns around it. How are data generated? How can they be used to make predictions and inform insights? What can be the potential dangers of applying data science techniques? What are the social and human implications of their uses? This multidisciplinary course explores these questions through hands-on experience on key technical components in data science and critical reviews of human and social implications in various real-world examples, ranging from social science to arts and humanities to engineering. In the course, students will 1) learn basic concepts and skills in data science (e.g., crawling and visualization); 2) apply these skills in a creative project; 3) discuss social and human implications of data science, including data privacy; algorithmic bias, transparency, fairness, and accountability; research ethics; data curation and reproducibility; and societal impacts. This course encourages students to reconsider our common-place assumptions about how data science works and be critical about the responsible use of data.

### Selected Materials

Adhikari and DeNero, *Computational and Inferential Thinking: The Foundations of Data Science*

Amershi, et al., “Power to the People: The Role of Humans in Interactive Machine Learning”

Salganik, *Bit by Bit: Social Research in the Digital Age*

Wang, et al., *Human-AI Collaboration in Data Science: Exploring Data Scientists’ Perceptions of Automated AI*



**MINSU PARK** Assistant Professor of Social Research and Public Policy

Professor Park works in computational social science with a specialization in the consumption of culture, production of creative work, and social networks. His current research focuses on how informational and normative cues interact with an individual’s preference to make a certain decision and how cultural preferences change over time—individually and globally.

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**



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## Microbial Self: Microbes and Identity

CDAD-UH 1048Q • FALL 2021/SPRING 2022

What is self? What is identity? Do our perceptions of self and identity change over our lifetimes? This course discusses fundamental questions about biological concepts of self and identity, which are changing in the current era of genomics, as we are starting to appreciate ourselves better in the context of our environments. An emerging concept in biology is the link between self and the microbiome. Historically viewed as harmful pathogens, non-pathogenic microbes are vital for our existence and they are omnipresent in human bodies and the environment. These microbes change over our lifetimes mirroring our development from infancy to adulthood. Does this microbial development influence our perception of self?

### Selected Materials

Sonnenburg and Sonnenburg, *The Good Gut: Taking Control of Your Weight, Your Mood, and Your Long-term Health*

Yong, *I Contain Multitudes: The Microbes within Us and a Grand View of Life*

Knight and Gilbert, *Dirt Is Good: The Advantage of Germs for Your Child's Developing Immune System*



### AASHISH JHA

Assistant Professor of Biology

Professor Jha uses genomics to decipher human population histories and microbiomes. His recent work has focused on traditional Himalayan populations and his current research projects include genomics and microbiomics of Nepal, India, Africa, and Oceania.

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## Humans: The Oddest Mammal

CDAD-UH 1051Q • FALL 2021

Why are humans so unique? We are so familiar with our own species that we see ourselves as commonplace. However, if other mammals were to study our behavior and biology they would find us distinctly odd. They would see a large brained species walking on two legs, with dexterous hands, a profusely sweaty body that lacks fur except for strange isolated tufts of hair, salty liquids that spill out of our eyes at times of trauma and emotion, and a mode of communicating that involves complex vocalizations and symbols. This course explores how and why we acquired our unique behavioral and anatomical characteristics as viewed through a comparative and evolutionary lens. It examines the evolutionary origins of cognition, bipedalism, hairlessness, hunting and gathering, technology, cooking, extended life history, cooperation, and warfare. Classes are problem-oriented, with discussions and assignments focusing on the different kinds of data, evidence, and interpretations currently available for the scientific study of human uniqueness.

### Selected Materials

Boesch, *Wild Cultures: A Comparison Between Chimpanzee and Human Cultures*

Hunt, *Chimpanzee: Lessons from our Sister Species*

Rosenberg and Trevathan, "The Evolution of Human Birth"

Van Schaik, *The Primate Origins of Human Nature*

Venkataraman, et al., "Tree Climbing and Human Evolution"



### TERRY HARRISON Silver Professor, NYU

Professor Harrison is a biological anthropologist specializing in primate and human paleontology, evolutionary morphology, and paleoecology. He has extensive paleontological fieldwork experience in Europe, East Africa, and Asia, and he is currently co-directing a major field project at the renowned early hominin site of Laetoli in northern Tanzania.

## SPRING 2022

### Data

**CDAD-UH 1001Q** • SPRING 2022

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:

Grus, *Data Science from Scratch: First Principles with Python*

McKinney, *Python for Data Analysis: Data Wrangling with Pandas, NumPy, and IPython*

Silver, *The Signal and the Noise: Why So Many Predictions Fail—But Some Don't*

Wheelan, *Naked Statistics: Stripping the Dread From the Data*



**AZZA ABOUZIED** Assistant Professor of Computer Science

Professor Abouzied received her Ph.D. in Computer Science from Yale University in 2013. Her research focuses on designing intuitive data querying tools. Her team's method is systems-driven: they build interactive systems that embody their research ideas, they evaluate our hypotheses, and then they study the limits of their ideas, usually from a theoretical perspective. Their research thus combines interface design, systems, and theory.

### The Mind

**CDAD-UH 1007EQ** • FALL 2021/SPRING 2022

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*



**DIOGO ALMEIDA**

Associate Professor of Psychology

Professor Almeida specializes in psycho- and neurolinguistics. His primary research focus is on language processing and the perceptual processes that enable it. He relies on a wide array of methodologies, including cross-linguistic studies and behavioral and brain imaging methods, such as MEG/EEG and fMRI. Before joining NYU Abu Dhabi, he was a post-doctoral researcher at the University of California, Irvine, and an assistant professor at Michigan State University.

## Stability

CDAD-UH 1032 • SPRING 2022

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 Mathematic 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.

## Infectious Diseases: Preventing and Stopping Epidemics

CDAD-UH 1046Q • SPRING 2022

*Crosslisted with Structures of Thought and Society; Social Research and Public Policy*

What determines how a disease spreads in human populations? Biomedical scientists have greatly expanded our knowledge of the diseases caused by viruses, parasites, fungi or bacteria. Yet every year, epidemics of infectious diseases still cause large amounts of suffering, bereavement and economic loss throughout the world. Climate change, deforestation, and the globalization of economic activity might even accelerate the emergence of new infections and usher in an “era of pandemics.” In this course, students will draw on literature from the biomedical and social sciences, as well as historical accounts of outbreaks, to understand the dynamics of contagion. They will learn the tools used by epidemiologists and public health specialists to prevent the emergence, limit the spread, or even eliminate infectious diseases. They will investigate the ethical, behavioral, and political obstacles that might limit the adoption of protective behaviors during epidemics. Students will engage in debates and research related to the current COVID-19 pandemic, as well as in case studies of diseases including smallpox, influenza, malaria, HIV/AIDS, and Ebola.

### Selected Materials

Wayne and Bolker, *Infectious Disease: A Very Short Introduction*

McMillen, *Pandemics: A Very Short Introduction*

Dworkin, “How an Outbreak Is Investigated”

Chandrashekar, “From Leprosy to COVID-19: How Stigma Makes it Harder to Fight Epidemics”



### STÉPHANE HELLERINGER

*Professor of Social Research and Public Policy*

Professor Helleringer is a demographer with interests in a) the development of new methods to measure demographic trends in countries with limited data, and b) measuring the impact of epidemics on population health and mortality. He has conducted several trials of innovative approaches to collecting demographic data (e.g., computer vision). He has also worked extensively on the impact of HIV/AIDS, Polio, and Ebola in several African countries. Helleringer is currently the principal investigator of a multi-country study on adolescent and adult mortality in Malawi, Uganda, Guinea-Bissau, and Bangladesh. He recently initiated a panel study of behavioral change during the COVID-19 pandemic in Malawi. He is a member of the expert group advising the World Health Organization (WHO) on COVID-19 mortality assessment.



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## Microbial Self: Microbes and Identity

CDAD-UH 1048Q • FALL 2021/SPRING 2022

What is self? What is identity? Do our perceptions of self and identity change over our lifetimes? This course discusses fundamental questions about biological concepts of self and identity, which are changing in the current era of genomics, as we are starting to appreciate ourselves better in the context of our environments. An emerging concept in biology is the link between self and the microbiome. Historically viewed as harmful pathogens, non-pathogenic microbes are vital for our existence and they are omnipresent in human bodies and the environment. These microbes change over our lifetimes mirroring our development from infancy to adulthood. Does this microbial development influence our perception of self?

### Selected Materials

Sonnenburg and Sonnenburg, *The Good Gut: Taking Control of Your Weight, Your Mood, and Your Long-term Health*

Yong, *I Contain Multitudes: The Microbes within Us and a Grand View of Life*

Knight and Gilbert, *Dirt Is Good: The Advantage of Germs for Your Child's Developing Immune System*



**AASHISH JHA**

*Assistant Professor of Biology*

Professor Jha uses genomics to decipher human population histories and microbiomes. His recent work has focused on traditional Himalayan populations and his current research projects include genomics and microbiomics of Nepal, India, Africa, and Oceania.

A young woman with long dark hair is shown in profile, looking towards the right. She is wearing a grey sweater and a black backpack. The background is a blurred city street with other people and buildings. The text is overlaid on the top left of the image.

# 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 2021

### Birth of Science

**CSTS-UH 1008 • FALL 2021**

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

*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.

### Theory of Everything

**CSTS-UH 1009 • FALL 2021**

Can all physical aspects of nature be described by one coherent and all-encompassing set of physical laws? This course provides a global viewpoint on some of the most theoretical foundations of science, which take place within and across theoretical physics and mathematics. The course will survey the theories that describe the universe from smallest scale (particles) to the largest scale (cosmology) and emphasize general guiding principles which include symmetry and consistency. "Everything" is about the concept of the (sought after) theory of everything or grand unification of all the natural forces of nature: Gravity (e.g. falling objects, planets), weak nuclear force (e.g. radiation), strong nuclear force (e.g. nuclei of atoms), and electromagnetism. Einstein spent the last 30 years of his life on a quest to unify the forces of nature (known at the time). While his attempts were not successful, his pursuit was certainly worthwhile and the mantle is being carried today by researchers from modern perspectives. The course will survey these fascinating topics and pursue a conceptual approach that is accessible to students.

#### Selected Materials:

Davies, *The Forces of Nature*  
Greene, *The Elegant Universe*  
Oerter, *The Theory of Almost Everything*  
Schumm, *Deep Down Things: The Breathtaking Beauty of Particle Physics*  
Wilczek, *The Lightness of Being: Mass, Ether, and the Unification of Forces*



#### HISHAM SATI *Program Head and 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.



## Wealth of Nations

CSTS-UH 1012 • FALL 2021

Why are there economic disparities across countries? Why did some countries grow steadily over the past 200 years while many others did not? What has been the role of geography, culture, and institutions in the development process? What prevents poor countries from adopting the technologies and practices that seem to define the success of richer countries? What has been the role of the international community in the development of countries? These are some of the questions discussed in this course. Following a historical and cross-cultural perspective, students will explore the origins of economic development and the path that led to the configuration of the modern global economy.

### Selected Materials:

Banerjee and Duflo, *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*

Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*

Deaton, *The Great Escape: Health, Wealth, and the Origins of Inequality*

McCloskey, *Bourgeois Dignity*

Parthasarathi, *Why Europe Grew Rich and Asia Did Not*



### JAVIER MEJIA CUBILLOS

*Postdoctoral Associate*

Professor Mejia is a Postdoctoral Associate at the Social Science division at New York University Abu Dhabi. He received his PhD in Economics from Los Andes University. He has been a Visiting Scholar at the University of Bordeaux and a Visiting Student Researcher at Stanford University. His work focuses on the intersection between social networks and economic history.

## Legitimacy

CSTS-UH 1015 • FALL 2021

### *Crosslisted with Political Science*

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 proportion-alism.

### Selected Materials:

Brown, *Religion and State: The Muslim Approach to Politics*

Wolff, *An Introduction to Political Philosophy*



### ADAM RAMEY *Associate Professor of Political Science*

Professor Ramey is a scholar of American politics, political methodology, and comparative legislative institutions. Ramey is also working on a number of collaborative projects. The first of these is with Lawrence Rothenberg, in which they analyze the donation behavior of nonprofit foundations to environmental NGOs. Using social network analysis and zero-inflated log-normal utility threshold item response models, they are able to disentangle the motivations behind foundation giving and NGO adaptation.

## Ideas of the Sacred

**CSTS-UH 1016 • FALL 2021 (FALL 2)**

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:**

Eliade, *The Sacred and the Profane*

Novak, *The World's Wisdom: Sacred Texts From The World's Religions*

Smith, *The World's Religions*



**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.

## Concepts and Categories: How We Structure the World

**CSTS-UH 1049 • FALL 2021**

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

### **Selected Materials:**

Bloom, *Descartes' Baby: How The Science of Child Development Explains What Makes Us Human*

Calvino, *Invisible Cities*

Greenwald and Banaji, *Blindspot: Hidden Biases of Good People*

Kolbe (Dir.), *Star Trek: The Next Generation: "Darmok"* (TV)

Orwell, 1984



**OLIVIA CHEUNG**

*Assistant Professor of Psychology*

Professor Cheung's research program aims to understand how the human brain perceives the visual world, and how perception is influenced by experience and learning. She studies this question by examining how visual and conceptual knowledge interacts to influence our representations of objects, faces, and scenes. The techniques she uses include a combination of behavioral and functional magnetic resonance imaging (fMRI) methods.

## Religion and Philosophy

CSTS-UH 1060 • FALL 2021

*Crosslisted with Philosophy*

Is it possible to argue about religion? Is it possible not to? Does philosophy have something to contribute to the study of religion? What about religion: Does it have something to say to philosophy? If so, whose concept of philosophy are we talking about? Whose conception of religion or religions? What would a global philosophy of religion look like? How would it reframe ancient questions concerning God or the gods, the sacred and the transcendent, good and evil, and the rest? Or will any attempt to do so reveal fractures in how the very concepts are applied in different cultures and different times? These and many more questions will not receive a definitive answer in this highly experimental course. But we will criss-cross the world's many religious and philosophical traditions, in an effort to understand what is involved in the attempt to understand the ineffable.

### Selected Materials:

Al-Ghazālī, *Revival of the Religious Sciences*  
Aquinas, *Summa against the Gentiles*  
Gautama, *Nyāya-sūtra*  
Hume, *Natural History of Religion*  
Nietzsche, *Beyond Good and Evil*  
Teresa of Avila, *The Interior Castle*  
Zhuangzi, *Inner Chapters*



**TANELI KUKKONEN**

*Professor of Philosophy*

Professor 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. Taneli is an avid reader of comic books and lives on music and chocolate. He is the author of *Ibn Tufayl* (Oxford, 2014) and over thirty research articles on Arabic philosophy and the Aristotelian tradition.

## Moving Target

CSTS-UH 1067 • FALL 2021

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, photography, essays) to address such questions.

### Selected Materials:

Downs, *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion*  
Freidrichs (Dir.), *The Experimental City* (Film)  
Gehl, *Cities for People*  
Hott and Lewis (Dirs.), *Divided Highways: The Interstates and the Transformation of American Life* (Film)  
Rodrigue, *The Geography of Transport Systems*



**MONICA MENENDEZ** *Associate Professor of Civil and Urban Engineering*

Professor Menendez is an Associate Professor of Civil and Urban Engineering at New York University in Abu Dhabi and a Global Network Associate Professor of Civil and Urban Engineering at the Tandon School of Engineering in New York University. She is also the Director and Lead PI of the NYUAD Research Center for Interacting Urban Networks (CITIES). Between 2010 and 2017, Monica was the Director of the research group Traffic Engineering at ETH Zurich. Prior to that, she was a management consultant at Bain & Company. Her research interests include monitoring, modeling, and control of multimodal transportation systems, considering new technologies and data sources.



## Law and Politics

**CSTS-UH 1077 • FALL 2021**

*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*  
Schmitt, *The Concept of the Political*  
Von Jhering, *Law as a Means to an End*



**MIKHAÏL XIFARAS**

*Clinical Professor of Legal Studies*

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.

## Thinking Big about the Ancient World

**CSTS-UH 1088 • FALL 2021**

*Crosslisted with History*

The “Ancient World” is a powerful category of social thought and cultural analysis that appears to designate a period of time—albeit, millennia—in a neutral, self-evident manner. In fact, it distinguishes between remote and current forms of human experience, while simultaneously defining a relationship between the two. For some, the Ancient World is an origin of civilization; for others, its ways of life exemplify what we have left behind; for many it still designates a “Classical World” of Greece and Rome, privileged for study because of its presumed exceptional status. However defined, the “Ancient World” helps create a sense of who we are today and so is constantly remade and reinvented. Thinking Big about the Ancient World means looking for new answers to questions presumed to have special relevance to modern history, including the promise and perils of globalization (*Are pandemics inevitable?*); social inequality (*Do states make or eradicate poverty?*); and environmental crisis (*Was there an Early Anthropocene?*). What can we learn from studying the collapse of ancient civilizations, as we contemplate the possibility of the collapse of our own?

### **Selected Materials:**

Cline, *1177 B.C.: The Year Civilization Collapsed*  
Scott, *Against the Grain*  
Jennings, *Globalizations and the Ancient World*  
Morris, *Foragers, Farmers, and Fossil Fuels*



**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.



**MARK SWISLOCKI** *Program Head and Associate Professor of History*

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

## History and Globalization

HIST-UH 2010 • FALL 2021

*Crosslisted with History; Economics; Political Science; Social Research and Public Policy*

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

### Selected Materials:

Allen, *Global Economic History: A Very Short Introduction*

Amrith, *Crossing the Bay of Bengal*

Braudel, *Afterthoughts on Material Civilization and Capitalism*

Conrad, *What Is Global History?*

Marks, *The Origins of the Modern World*



### NELIDA FUCCARO

*Professor of Middle Eastern History*

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.

## Relationship of Government and Religion

LAW-UH 1112 • FALL 2021 AND SPRING 2022

*This course extends over two semesters and both must be completed to earn credit for the course.*

*Crosslists with Structures of Thought and Society*

This course introduces students to the relationship between government and religion in the United States. Using the opinions of the United States Supreme Court, the highest court in the nation and final authority on interpretations of the Constitution, students will begin a close examination of the meaning, interpretation, application, and wisdom of 16 words from the American Constitution: "Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." These words prohibit government entanglement with religion while simultaneously bestowing the government with the responsibility to protect religious freedom; the course will examine the tension within these dual guarantees and efforts made to abide by them. The course is demanding and interactive, but prior knowledge of the subject matter or the United States is not a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct reasoned viewpoints, and how to value differences in opinion and frameworks for decision-making.

### Selected Materials:

The Constitution of the United States

Sexton and Brandt, *How Free Are We?*

Nagel, "Public Education and Intelligent Design"

Sexton, "Toward a Constitutional Definition of Religion"

Selected court decisions



### JOHN SEXTON

*President Emeritus of the University*

President Sexton served as the fifteenth president of New York University. During his term as president Sexton continued his commitment to teaching in the classroom, conducting one class at the law school and another for undergraduates, often circulating between New York, Abu Dhabi, and Shanghai. His determination to make NYU a top teaching university continues in his contribution to the NYUAD Core Curriculum.

## Gender and Society

SRPP-UH 2410 • FALL 2021

### *Crosslists 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, et al., "How Women's Employment and the Gender Earnings Gap Vary by Education in Seventeen Countries"

Hyde, "The Gender Similarities Hypothesis"

Waller, et al., "Overdoing Gender: A Test of the Masculine Overcompensation Thesis"



### **AYESHA MASOOD**

*Assistant Professor of Social Research and Public Policy*

Professor Masood obtained her PhD in Anthropology from Arizona State University, USA in 2017. Her dissertation research project on women doctors' representation in health workforce was funded by Wenner-Gren Foundation and American Institute of Pakistan Studies. Her research, broadly situated in feminist and critical methodologies, focuses on issues related to gender in organizations, evidence-based health policy, managing human resources in health and policy implementation.



### Thinking

**CSTS-UH 1006 • SPRING 2022**

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

#### **Selected Materials:**

Dennet, *Darwin's Dangerous Idea*

Freud, "The Anatomy of Mental Personality"

Chiang, *Exhalation*

Pinker, *How the Mind Works*

Hume, *A Treatise of Human Nature*



**DARYL FOUGNIE**

*Assistant Professor of Psychology*

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

### Astronomy & Cosmology: From Big Bang to Multiverse

**CSTS-UH 1010 • SPRING 2022**

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:**

Bennet, *The Cosmic Perspective*

Tyson and Goldsmith, *Origins: Fourteen Billion Years of Cosmic Evolution*

Greene, *The Hidden Reality: Parallel Universes and the Deep Laws of the Cosmos*



**MILAN BOGOSAVLJEVIC**

*Associate Lecturer of Physics*

Professor Bogosavljevic's 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.

## Refugees, Law, and Crises

CSTS-UH 1074 • SPRING 2022

*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.

## Relationship of Government and Religion

LAW-UH 1112 • FALL 2021 AND SPRING 2022

*This course extends over two semesters and both must be completed to earn credit for the course.*

*Crosslists with Structures of Thought and Society*

This course introduces students to the relationship between government and religion in the United States. Using the opinions of the United States Supreme Court, the highest court in the nation and final authority on interpretations of the Constitution, students will begin a close examination of the meaning, interpretation, application, and wisdom of 16 words from the American Constitution: "Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." These words prohibit government entanglement with religion while simultaneously bestowing the government with the responsibility to protect religious freedom; the course will examine the tension within these dual guarantees and efforts made to abide by them. The course is demanding and interactive, but prior knowledge of the subject matter or the United States is not a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct reasoned viewpoints, and how to value differences in opinion and frameworks for decision-making.

### Selected Materials:

The Constitution of the United States  
Sexton and Brandt, *How Free Are We?*  
Nagel, "Public Education and Intelligent Design"  
Sexton, "Toward a Constitutional Definition of Religion"  
Selected court decisions



### JOHN SEXTON

*President Emeritus of the University*

President Sexton served as the fifteenth president of New York University. During his term as president Sexton continued his commitment to teaching in the classroom, conducting one class at the law school and another for undergraduates, often circulating between New York, Abu Dhabi, and Shanghai. His determination to make NYU a top teaching university continues in his contribution to the NYUAD Core Curriculum.

# 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 1210X	Emirati Literature and Culture			X
ACS-UH 1211X	UAE from Pre-History to 2030			X
ACS-UH 1410X	Making of Muslim Middle East			X
ACS-UH 1411X	First Islamic World Empire			X
ACS-UH 1412X	Race and Ethnicity in the Hist			X
ACS-UH 1610X	Feminism and Islamism in the Middle East and North Africa			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 2213X	Modern Arabic Short Stories			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 Pasts 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
ANTH-UH 2114X	Listening to Islam			X
ANTH-UH 2118X	Islam in the Americas			X
ANTH-UH 2121X	Gender/Religion/Violence			X
ARABL-UH 4015X	Arabic Cultural Explorations			X
ARTH-UH 1110X	Introduction to Visual Culture			X
ARTH-UH 1115JX	Islamic Architecture: Formation to Revival			X



COURSE NO.	COURSE TITLE	Q	E	X
ARTH-UH 1810X	Art and Architecture of the Islamic World			
ARTH-UH 2118X	Contemporary Art and Politics in the Arab World			
ARTH-UH 2127JX	Orientalism and the Discovery of Islamic Architecture			
AW-UH 1113X	Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period			X
AW-UH 1115X	Political Past, Political Presents: Archaeology and the Politics of Memory in the 'Near East'			X
CADT-UH 1004Q	Rhythm	Q		
CADT-UH 1008Q	Touch	Q		
CADT-UH 1013EQ	Language of Computers	Q	E	
CADT-UH 1014EJQ	Heuristics	Q	E	
CADT-UH 1037X	Machines in Islamic Civilization			X
CADT-UH 1044JX	Documenting Tradition, Documenting Change: Sensory Ethnographic Methods in Kerala			X
CCEA-UH 1009X	A Thousand and One Nights			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
CCEA-UH 1094X	Orientalisms			X
CCEA-UH 1095X	Arabia Felix, the Imagined Land of 'Happiness'			X
CCOL-UH 1003X	Faith in Science, Reason in Revelation			X
CCOL-UH 1015Q	Labor	Q		
CCOL-UH 1016Q	Cooperation	Q		
CCOL-UH 1024Q	Life in the Universe	Q		
CCOL-UH 1036X	Postcolonial Memory: Representing Cultures of Displacement			X
CCOL-UH 1043X	Religion, Revolution, Media			X
CCOL-UH 1052X	Art of Revolution			X
CCOL-UH 1056EQ	Fairness	Q	E	
CCOL-UH 1059Q	Quantified Self	Q		

COURSE NO.	COURSE TITLE	Q	E	X
CCOL-UH 1076X	Foodways: Culture, Ethics, Sustainability			X
CCOL-UH 1083X	Translation and Migration			X
CDAD-UH 1001Q	Data	Q		
CDAD-UH 1002Q	Space	Q		
CDAD-UH 1003EQ	Brain Reading	Q	E	
CDAD-UH 1004EJ	Microbes	E		
CDAD-UH 1005EJQ	Forensic Science (Guilty or Not)	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 1010EQ	Diversity	Q	E	
CDAD-UH 1011EQ	Observing the Universe	Q	E	
CDAD-UH 1013EJ	Stem Cells: Immortality and Regeneration		E	
CDAD-UH 1014EJ	Social Chameleons		E	
CDAD-UH 1016EQ	Where the City Meets the Sea: Studies in Coastal Urban Environments	Q	E	
CDAD-UH 1017EQ	Symmetry	Q	E	
CDAD-UH 1018Q	Writing with Numbers	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	
CDAD-UH 1022JQ	Sustainable Development	Q		
CDAD-UH 1024Q	Reading Like a Computer	Q		
CDAD-UH 1025Q	Numeracy	Q		
CDAD-UH 1026EJ	Water, Energy, Food Nexus		E	
CDAD-UH 1027E	5000 Years of Notable Lives: Measuring Influence across Cultures		E	
CDAD-UH 1030E	Better Living through Chemistry		E	
CDAD-UH 1032Q	Stability	Q		
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	

COURSE NO.	COURSE TITLE	Q	E	X
CDAD-UH 1039EQ	Search	Q	E	
CDAD-UH 1041EQ	Decisions and the Brain	Q	E	
CDAD-UH 1042E	Beyond Seeing		E	
CDAD-UH 1043EQ	Data and Society	Q	E	
CDAD-UH 1044Q	Human-Centered Data Science	Q		
CDAD-UH 1045EQ	Science of Food & Cooking	Q		
CDAD-UH 1046Q	Infectious Diseases: Preventing and Stopping Epidemics	Q		
CDAD-UH 1047Q	Global Populations	Q		
CDAD-UH 1048Q	Microbial Self: Microbes and Identity	Q		
CDAD-UH 1049EQ	Random Walks in Science	Q	E	
CDAD-UH 1050EQ	Modeling Pandemics and Other Environmental Disturbances	Q	E	
CDAD-UH 1051Q	Humans: The Oddest Mammal	Q	E	
CS-UH 2219E	Computational Social Science		E	
CSTS-UH 1003Q	What Is a Number?	Q		
CSTS-UH 1005Q	About Mathematics	Q		
CSTS-UH 1007Q	Chance	Q		
CSTS-UH 1021EQ	Boundaries	Q	E	
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			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 and the Brain		E	
ECON-UH 3511X	Islamic Economics and Finance			X
ENGR-UH 2010Q	Probability and Statistics for Engineers	Q		
ENGR-UH 2014E	Experimental Methods		E	

COURSE NO.	COURSE TITLE	Q	E	X
FILMM-UH 1013X	Understanding MENASA Film and New Media			X
HERST-UH 1101X	Heritage Management in the Arabian World			X
HERST-UH 2300JX	Sharing Heritage of the Arabian Trade Routes			X
HIST-UH 1125X	South Asia in the Indian Ocean World			X
HIST-UH 3322JX	African Empires: West Africa and Ethiopia			X
HIST-UH 3510X	Muslim Societies in African History			X
HIST-UH 3511X	Islam in the Indian Ocean World			X
HIST-UH 3513X	Spirituality and Materiality Across the Indian Ocean			X
HIST-UH 3710X	Central Asia and the Middle East			X
IM-UH 2514E	Bioart Practices		E	
LAW-UH 2115X	Comparative Legal Systems: United States and United Arab Emirates			X
LAW-UH 2122X	Introduction to Islamic Law			X
LAW-UH 2125X	Islam Law and Secular Politics			X
LAW-UH 2126X	International Commercial Arbitration: From Ancient Arabia to Contemporary Singapore			X
LITCW-UH 2315X	Postcolonial Turn			X
MATH-UH 1003Q	Introduction to Probability and Statistics	Q		
MATH-UH 1009JQ	Integral Calculus	Q		
MATH-UH 1012Q	Calculus with Applications to Science and Engineering	Q		
MATH-UH 1013Q	Calculus with Applications to Economics	Q		
MATH-UH 2011Q	Probability & Statistics	Q		
MUSIC-UH 1611X	Arab Music Cultures			X
MUSIC-UH 1615JX	Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology			X
MUSIC-UH 1617X	Popular Music in the Arab World			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 2413JX	Bridging the Divide Between the Arab World and the West			X
POLSC-UH 2421X	Political Economy of the Middle East			X

COURSE NO.	COURSE TITLE	Q	E	X
POLSC-UH 2422X	North African Politics			X
POLSC-UH 2515JX	Islamic Extremism			X
POLSC-UH 2517JQ	Modeling Politics and Internat	Q		
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	
PSYCH-UH 3615EQ	Lab in Psychology of Language	Q	E	
SCIEN-UH 1101EQ	Foundations of Science 1: Physics	Q	E	
SCIEN-UH 1102EQ	Foundations of Science 1: Chemistry	Q	E	
SCIEN-UH 1201EQ	Foundations of Science 2: Physics	Q	E	
SCIEN-UH 1202EQ	Foundations of Science 2: 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:		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 2410Q	Gender and Society	Q		
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
VISAR-UH 1115X	Arabic Typography			X
WRIT-UH 1126X	Understanding Postcolonial Feminisms			X



# The Last Word

## “Sad StreetCat: The Secret History of an NYUAD Icon”

Bryan Waterman, in conversation with Sad StreetCat Crew

*This interview, conducted in June 2021, is part of a series by NYUAD faculty and students on what we teach in the Core, why, and how.*

*Don't wait for someone to give you permission to contribute. Make things, don't just expect them to be handed to you. And don't expect to be patted on the back when you're done.*

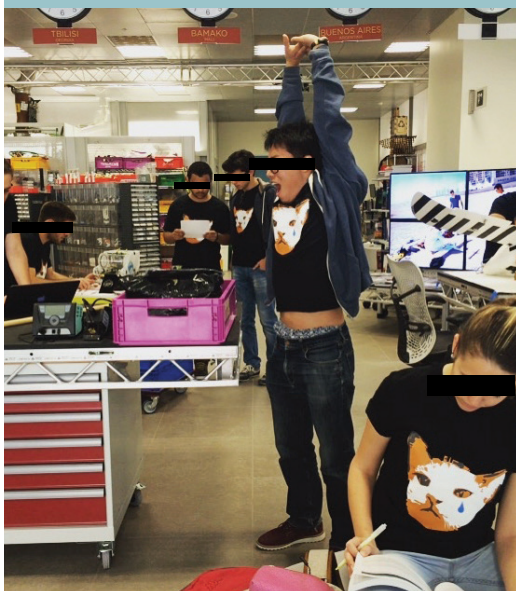
**BRYAN:** We've hit the five-year anniversary of your graduation (Class of 2016), which means the campus cats outlasted you by a full student cycle. It seems like a good time to provide some official documentation about how the Sad StreetCat icon came into existence. I also want to celebrate and remind current students and faculty about what I think was a crucial, though maybe little-known, connection that icon has to the idea of NYUAD as a liberal arts institution. That's my agenda.

**First, the story of the cat and the lab. Who wants to tell it?**

**CREW:** The real OGs remember when the “Engineering Design Studio” was called the “Idealab.” It was the court and kingdom of our “dear leader” and the unofficial hangout spot for a whole bunch of eclectic regulars: physics majors building muon detectors out of trash cans (and philosophy majors throwing their trash into it), lit majors using drills as power

augurs to bind their chapbooks, engineers building drones to win a million dirhams, and of course, a certain legendary feline known affectionately as StreetCat. It was a place where we ate mochi on hoverboards, only used the double basket to make espresso (plus the “idealab shot”), and built a web app that would count down to the weekend on big screens. It was an environment that existed because we wanted it to and because we wanted to do some stupid stuff—projects that were a little too out there for admin to throw money at and often too silly to be included in the next newsletter to parents (shoutout to the Sexy Tube).

Our beloved mascot StreetCat had been living there in peace and harmony the whole time. But trouble started when some higher-up giving a tour of the “Engineering Design Studio” flagged StreetCat as a health and safety hazard. Next thing you know, at least the way we remember it, administrators started sending down a whole slew of bureaucratic declamations threatening to bar the Idealab to non-Engineers, limit 24 hour access to the space, and restrict the door through which StreetCat came and went. What they didn't know is that when you mess



with StreetCat, you mess with the whole Idealab. Armed with the very tools of the space and inspired by the iconography of protest we'd learned about in some of our arts courses, we set to work taking photos of our feline friend and using the laser cutter to make a stencil of her face. The first instance of the icon was spray painted by hand onto 5 white t-shirts. Rather than adding any explicit textual message, a local grassroots sponsor made the suggestion to add a single, symbolic tear on StreetCat's cheek and offered to get them properly printed if we did. On January 28, 2016, the first batch of T-shirts were printed in Dubai. Everyone in the lab loved them so much, we quickly made another 50 shirts. They were gone by the next day, and after that, everyone wanted one. After a few weeks, there were even a few members of the very administration who tried to banish StreetCat who sheepishly asked if they could buy a shirt. That's when we completely lost track of what the StreetCat symbol meant. People started posting photos with the shirts when they traveled for break, and on the first and only "StreetCat Day," you couldn't go out on the highline without seeing someone wearing the image of our cute and lovable pal.

**It really just became a mascot for the school, but importantly it was unofficial. I remember you telling me about your fear that those spaces for interdisciplinary collaboration and creativity might vanish along with StreetCat. But now you have me wondering if I was one of those admins asking for the shirts. [Sheepish grin.] To be fair, I think I received my shirt as a gift. And I definitely know I was gifted one of the five white prototypes, which I have promised to donate to University Archives and Special Collections.**

I think you're right, because let's be clear: we made a bunch of shirts and a bunch of noise, but at the end of the day, StreetCat lost. She was barred from the Idealab.

**But she also prevailed: except for Covid closures, the EDS remains a totally open, collaborative place, a testament to the fundamental liberal arts values.**

To be totally honest, we didn't even think that anyone would care about StreetCat after we graduated. Yet, for whatever reason, this icon lives on—maybe taking on some new and unintentional meanings. Reflecting on it now, StreetCat is a reminder that NYUAD is still a fledgling university, where institutional momentum has not yet precluded the possibility of doing outlandish, kooky things that might actually stick around.

**Howler Radio is another one of your projects that lives on.**

Yeah, but reminiscing about StreetCat also reminds us of all the things we threw at the wall that didn't stick. Here's a short list of projects and events that didn't live past our time: King Broichiro (a "street art" project modeled on our friend's face—this actually might still be around somewhere, stenciled in spray paint); "The 9th Annual E. M. Memorial Fight for Life" (an annual costumed bike relay race in "memory" of our friend—who was alive and well); Fight Night (unofficial boxing on the squash courts); Floor Nine (a restaurant run out of a dorm room); #puresex (a fake perfume brand that sort of became real); and of course, Naked Mondays.

**I am not going to ask for too many details.**

I think that's for the best. And, just to make you happy, we also want to shout out some of our favorite Core classes.

**I was just going to ask. You know me too well.**

We loved: Tolerance and Relativism, Gender and Representation, Pain, and Disability, to name a few.

**Versions of most of those courses still exist. We need to bring back Pain, I think. Other advice you want to leave?**

Take advantage of the access you get to such amazing professors. Do the readings! No seriously, do the readings!

We'll stop preaching and reminiscing, but we want to finish with a reminder that the class of 2025 is going to be bigger than the whole school used to be. And when we say "used to be," we don't mean 100 years ago, we mean 10 years ago. StreetCat should be a reminder that we're all still figuring out what this big experiment in the desert actually means and what its significance will be a 100 years in the future. Don't wait for someone to give you permission to contribute. Make things, don't just expect them to be handed to you. And don't expect to be patted on the back when you're done. Nothing is true. Everything is permitted. Do it for no one but the culture.



# Many thanks to



## CORE CURRICULUM COMMITTEE

Bryan Waterman | *Chair*

Andrzej Baranski | *Social Sciences*

Borja García de Soto | *Engineering*

Erin Pettigrew | *Arts & Humanities*

Marion Wrenn | *Writing Program*

PJ Henry | *Science*

Warren Churchill | *Member at Large*

Grace Shieh | *Student representative*

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Al Reem Al Hosani

Alex Chae

Nubah Munjerin

Priyanshu Mishra

Thais Alvarenga





#### **PREVIOUS CORE CURRICULUM COMMITTEE MEMBERS**

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Francesco Paparella | *Science*

Joanna Settle | *Arts & Humanities*

Mohamad Eid | *Engineering*

Samuel Anderson | *Writing Program*

Toral Gajarawala | *Member at Large*

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Chaerin Lim | *Student representative*

Katharina Klaunig | *Student representative*

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Katharina Klaunig

Yeji Kwon

Yusra Khan

#### **PROGRAM ADMINISTRATION**

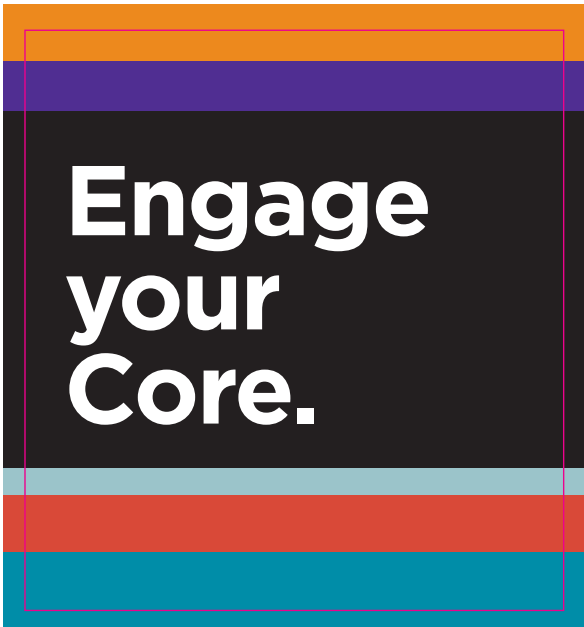
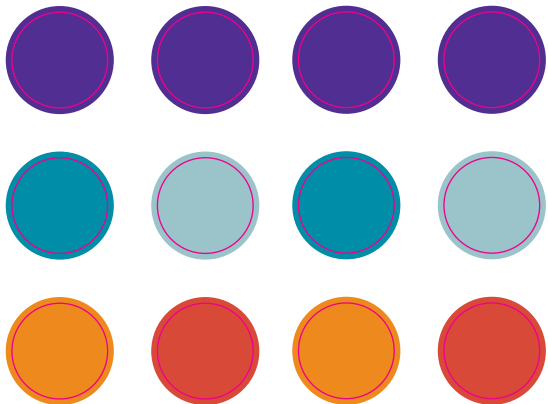
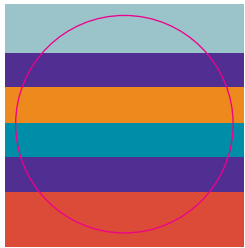
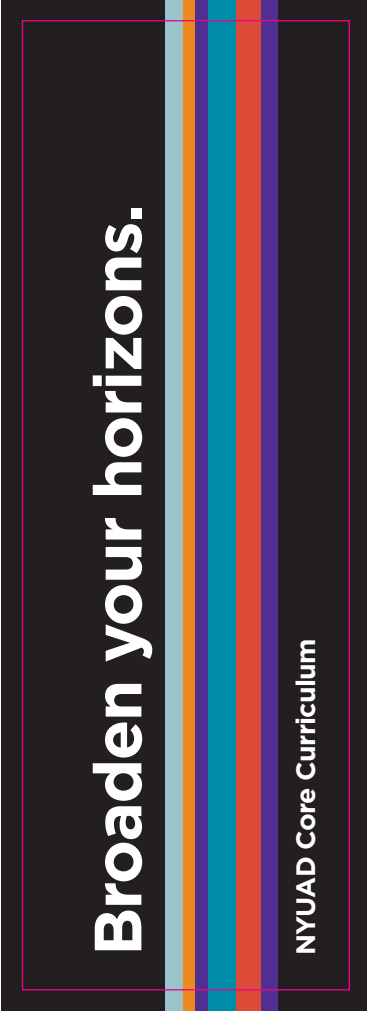
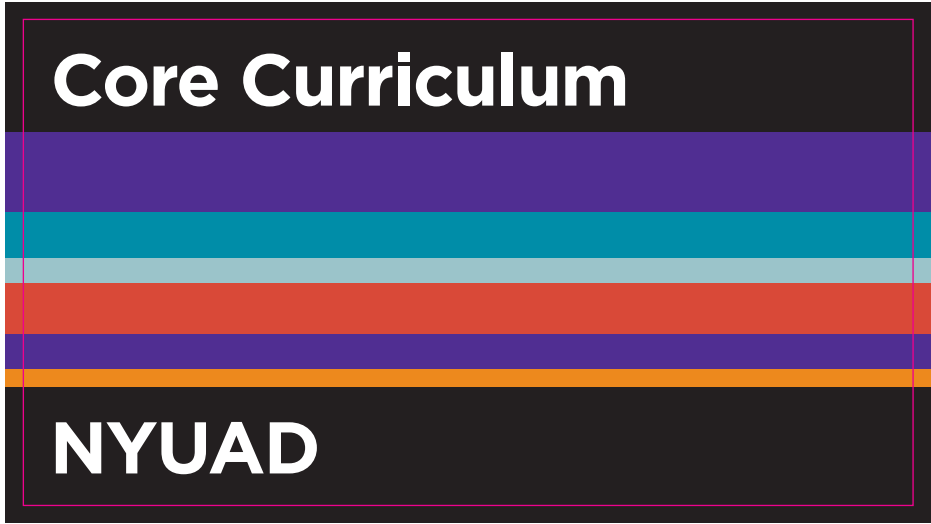
Kate Nordang

Holly Spence

#### **DESIGNER**

Erin Collins











A person is walking away from the camera on a sandy beach. They are wearing a white t-shirt and dark grey cargo pants. They are barefoot, and their feet are kicking up sand. In their left hand, they are carrying a pair of red and black flip-flops. The background shows the ocean waves breaking on the shore. The text "START YOUR JOURNEY" is overlaid on the left side of the image.

START YOUR JOURNEY



# Your course checklist

_____ 'S 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		

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