

# NYU Abu Dhabi Core Curriculum Guide

جامعة نيويورك أبوظبي

 NYU ABU DHABI

an creativity be learned, if so, what is the process? How is human value socially constructed in particular political, economic, and cultural contexts? How does one attempt to write or portray the self? What are the motivations, challenges, and implications of commissioning or taking, collecting, or curating photographs of one's family or oneself? How does "silence" help to define our sense of being and existence? In what ways are cultural contexts important to consider? How does food production contribute to climate change? what will the future of human and robot interaction look like? Do places have a spirit and identity? How do we recognize our own voice amongst other voices that move around and through us? Is automation a science or a tool? 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? Can art save lives? How does gender intersect with political power? What are the journalistic



What motivates human beings to form collections? To what extent can "Shakespeare" serve as the focal point for a cultural heritage that belongs to the entire globe? Why is inequality such a common and persistent characteristic? Why do revolutions occur in some places and times but not others? How have practices of adopting or using culture been implicated in processes of social subjugation or marginalization? How has the process of migration been imagined and how have migrants and migration been represented in literature and visual arts, whether produced by migrants themselves or by others? Can something come from nothing? What is nothing anyway? Do new media change the way we think and perceive the world around us? How are our emotions intertwined with scents and memories personally and noetically? 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? How does noise affect the way we perceive the world? Is the image a new social currency for the articulation of our identities? How do minorities and migration shape nations? How would immortality impact the planet's resources? Can a better understanding of our shared heritage assist us in addressing cultural differences in the present day? How have our views of nature and of ourselves been transformed by urbanization and technological change? How has migration been represented in and shaped by literature and art? What languages do organisms use? How does governmental action influence inequality, and why? How has disability been understood over time and across cultures? What is evil? What is the role of statehood in a globalized world? What is the difference between travels and journeys? How does gender shape our political identities, ways of thinking, and ways of acting, including how we act and interact within governance and state structures? Is any contemporary society truly secular? What are the implications of linguistic imperialism for the other six thousand or so human languages, and the billions of people who do not speak a world language? What are the psychological consequences of "looking back" on one's life from a critical moral perspective? What distinguishes a luxury from a necessity? How has the automation economy changed the ways we live and work? What are the limits of anthropomorphism or the anthropomorphic imagination, of assigning human attributes to nonhuman others? 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? How did fire provide a strong set of symbols for thinking about what it means to be human, and how has it figured in culture, mythology, arts, and rituals? Are emotions univer-

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*What stories do you know  
and how do you know them?*

*What if instead of seeing  
beyond difference we tried to  
see through it?*

*Where does the mind come from?*

The Core Curriculum at NYU  
Abu Dhabi empowers students  
to confront and pursue timely  
and timeless questions.

# Welcome to the Core

*How do we understand and make sense of the consequences of our climate emergency?*

*How can creativity flourish under crisis?*

*Is memory everything we can remember, or everything we can forget?*

*What are the social and human implications of the use of data science to make predictions?*

*How will the rise of automation and artificial intelligence transform the future of work?*

NYUAD's Core Curriculum is designed to encourage students and faculty to think across and between disciplines and to pursue big questions—such as the ones posed throughout this Guide—from diverse perspectives, and with respect to 21st-century global challenges. These challenges include but are not limited to the **pursuit of equality, justice, peace, health, sustainability**, and a **rich understanding of humanity**.

Literature, philosophy, and the arts; biology and other natural sciences; sociology and other social sciences; design and engineering... all are, or are comprised of, academic disciplines that explore our common humanity. But the disciplines discipline us to think in particular ways. How can we advance knowledge within our fields while continuing to learn from other modes of inquiry? What do we learn by transcending our disciplinary boundaries?

Most colleges and universities have a general education requirement to expose students to a range of disciplines before they focus on their chosen major. Some institutions permit their students to “test out” of these general education requirements by taking advanced placement classes during high school or by passing competency exams. Additionally, many schools aim to introduce students to a multiplicity of world cultures, requiring courses that explore topics within segmented areas such as western and non-western cultures. However, diversity



requirements such as these tend to remain based on a binary mode of thinking: us and the Other.

NYUAD's Core Curriculum features an inclusive and holistic approach to global education. Furthermore, at NYUAD, you cannot “test out” of Core courses through previous course work because there is no way to have mastered the complex challenges facing our world today. The pandemic, the climate crisis, human displacement, nuclear proliferation, the AI revolution, and disruptive technologies—If the past few years have taught us anything, it is that the future we imagine today can change dramatically as soon as tomorrow.

What consequences might new technologies pose for global challenges such as peace, education, equality, or sustainable development? And how does the very definition of being human stand to be affected? While we cannot answer such questions with any certainty, we believe that the Core's emphasis on timely and timeless questions stretches us to see things from a different vantage point, in a new light. NYUAD's Core curriculum offers a wide range of small, interdisciplinary courses that give you maximum flexibility to discover intellectual and methodological approaches that most inspire you or appeal to your curiosity. These courses are also designed to provide applied, real-world skill sets and competencies, while encouraging further exploration of the ethical considerations that you will face within your

time at NYUAD and beyond. Finally, NYUAD's Core curriculum encourages us to explore the very stakes of what it means to be human.

We invite you to regard your Core courses as the essence of your NYUAD education and as the foundation on which all your future learning can build. Select your courses judiciously, with an eye toward being intellectually stretched, nourished, and recharged. While your major prepares you for employment or a profession, your Core, selected and assembled by you, should help guide you to become a global citizen: someone empathetic towards diverse ways of being in the world, attuned to the ethics of your endeavors, and ready to encounter and rise up to the many challenges that await. Your Core should also inspire you to ask yourself why and how you have reached where you are now.

What will you do with your NYUAD education?  
And what can we do—all of us—with this tremendous privilege?

*Nathalie Peutz*  
*Executive Director of the Core Curriculum*

*Caitlin Newsom*  
*Program Manager for the Core Curriculum*

# What is the Core Curriculum?

New York University Abu Dhabi's mission is to welcome and educate global citizens, and produce knowledge in order to promote human understanding and to better society. Through distinctive global liberal arts education and graduate programs, we enable students and graduates to achieve intellectual, personal, and professional fulfillment and empower them to make significant societal contributions to Abu Dhabi and the world.

Through cutting-edge research, we develop knowledge, foster creativity and innovation, and help solve humanity's shared challenges. Together, we contribute to Abu Dhabi's knowledge-based economy and society, and play a central role in NYU's global mission.

**NYU Abu Dhabi's Core Curriculum forms the heart of our mission to provide an international undergraduate 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.**



*How do individuals create value and meaning in their lives in different contexts?*

*What makes an individual a citizen?*

*What would it mean to lose one's sense of touch?*

"I think the Core Curriculum especially allowed me to step into a level of discomfort that allowed for my growth in areas that turned out to be very helpful in my field.

Mohammad Muqbel, Class of 2023

# The Core Curriculum Structure

## Core Structure

# courses required	Course type	Description
1	<b>First-year Writing Seminar (FYWS)</b>	The FYWS introduces students to the reading, writing, oral expression, argumentation, and critical-thinking skills essential to a liberal arts education. This required seminar is taken in one of the first two semesters.
2	<b>Core Colloquium courses (CCOL)</b>	Core Colloquia strive for multidisciplinary, global perspectives on major global challenges (e.g., Equality, Peace, Justice, Health, Sustainability, and a rich understanding of Humanity). In their disciplinary reach they should engage substantively with two or more of the Core Competencies (outlined below). By developing students' abilities to grapple with the complex conceptual and ethical dimensions of global issues, Colloquia nurture civic awareness, model respectful communication across cultural difference, and help students devise problem-solving strategies—skills and habits of mind fundamental to global citizenship and leadership. Colloquia do not cross-list with any major or minor programs and are only offered in Abu Dhabi, generally during the 14-week fall or spring semesters.
<b>Core Competency courses</b>		
1	<b>Arts, Design, &amp; Technology (CADT)</b>	CADT courses foster critical thinking and creative work toward innovations in arts practice, design and engineering, creative writing, data visualization, programming, and performance.
1	<b>Cultural Exploration &amp; Analysis (CCEA)</b>	CCEA 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.
1	<b>Data &amp; Discovery (CDAD)</b>	CDAD courses primarily originate in the sciences, mathematics, or social sciences—presenting opportunities to develop quantitative reasoning and experimental inquiry in an effort to understand the world around us.
1	<b>Structures of Thought &amp; Society (CSTS)</b>	CSTS courses allow students 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.



## Program Learning Objectives

Across these courses, students will make progress toward the Core's Program Learning Outcomes. On completion of the Core, students should be able to:

**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;

**Communicate effectively** for various audiences and purposes, including participation in public settings;

**Demonstrate** self-understanding and intercultural competency; and

**Identify and reflect critically** on conceptual and ethical complexity.

## Core Curriculum Structure

The NYUAD Core consists of: one First-Year Writing Seminar; two Core Colloquia; and four Core Competency Courses, one each in: Arts, Design, and Technology (CADT); Cultural Exploration and Analysis (CCEA); Data and Discovery (CDAD); and Structures of Thought and Society (CSTS).

## The First-Year Writing Seminar

Students will develop the reading, writing, oral expression, and critical-thinking skills essential to a liberal arts education through their First-Year Writing Seminar and through extensive writing and communication practice in their other Core courses.

Each First-Year Writing Seminar 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 the writing seminar share a set of common goals. Students will be introduced to rhetorical knowledge; critical-thinking, reading, and composing skills; a range of composing and communication processes; and develop an awareness of disciplinary and scholarly conventions. In the seminar students learn to read and analyze a range of complex written, visual, empirical or performative texts; conceptualize and

express complex claims based in evidence; document sources according to scholarly conventions; write for a scholarly audience; and attend to style, grammar, and proper usage in academic English.

## The Core Colloquia and the Global Challenges

Exploring timeless questions about human experience and the world around us should be relished for its own sake. The Core Colloquia are organized around some of the most pressing challenges global society faces today, including the **pursuit of equality, justice, peace, health, sustainability**, and a **rich understanding of humanity**. They demonstrate that timeless questions can also be timely. 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 individual academic experiences contribute to our collective efforts to make NYUAD a new model of higher education for a global world.

### Global Challenges

**Pursuit of Equality**

**Justice**

**Peace**

**Health**

**Sustainability**

**Rich Understanding of Humanity**

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 beyond. The 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 creative work. These courses will not only provide a broad foundation for your undergraduate studies, but also an opportunity to explore new subjects 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.

## **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. *Experimental Inquiry* (E) courses give hands-on experience in designing experiments and/or thinking using the scientific method and/or show how a particular discipline impacts “the real world” or has general relevance. *Quantitative Reasoning* (Q) courses teach a skill or tool for the interpretation/analysis of data and/or how to gather, identify, or prepare data sets and apply techniques for data analysis. *Islamic Studies* (X) courses substantively explore diverse aspects of Islamic cultures, societies, histories, and intellectual traditions. Some students will fill these requirements, especially the Q and E, through their majors. If your major does not have required courses that include Q and/or E suffixes in their course numbers, you will find Core courses that do.

## **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 issues 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.

Representing diversity in Core courses ensures that issues of race, racial justice, and anti-racism, as well as courses on colonialism and decolonization, migration, globalization, and other relevant topics are central to the curriculum. Faculty are encouraged not just to examine the contents of their courses with regard to NYUAD’s commitment to inclusion, diversity, belonging, and equity but also to propose entirely new courses designed to help us realize our commitment to justice and extend the global capacities and perspectives of our curriculum as a whole. This work is and will be ongoing, and we invite students to suggest topics for courses they want to see in the Core, which can be communicated to faculty as suggestions for development.

# Sample Courses

The following sample course descriptions illustrate both the distinctiveness and the breadth of each of the Core categories.

WRIT-UH 1138

## Elsewhere

Travel in the 21st century is haunted by overtourism, white saviorism, conflict and climate change, phenomena all rooted in global inequality. Whether one travels for leisure or is forced to move to another place due to conflict, environmental disaster or economic necessity, we can often trace the roots of one's situation to global power imbalances or colonial legacies. This writing seminar sets out to “decolonize elsewhere” by examining the privilege of some to travel and the obstacles which make it difficult for others to move freely “in, at, or to some other place or other places”—a definition of elsewhere. How do we reconcile travel's negative effects with the learning and understanding that encounters with others can also produce? How do one's cultural background, gender and class affect one's own perspective and how one is perceived? We will consider such questions by studying travel narratives, essays, drama, film and documentaries about encounters between different peoples, both historical and contemporary, all through the lens of postcolonial, gender and cultural studies. We will grapple with the course's central questions through writing exercises and assignments designed to help students find their own voice and to express it effectively and powerfully in their writing.

WRIT-UH 1128

## Memory, History, and Forgetting

Why do we remember some events and forget others? How do we come to know facts about the past that we haven't experienced ourselves? How do our memories of the past shape the person we are today? These are some key questions addressed in this writing seminar. Drawing upon a range of materials including conceptual texts, memoirs, witness testimonies, archives, museums, history textbooks, and film, this course sheds light on the processes through which individual and social memory are constructed, mediated, disseminated and received. The seminar also focuses on how words, symbols, objects, and spaces become carriers and sites of memory. Some themes to be explored include the relationship between history and collective memory, commemoration and national identity, and the role of memory in peace and conflict. Classes will combine reading discussions, writing exercises, film screenings, onsite visits, and oral presentations through which students will be invited to think about the workings of their own memories and the ways in which these memories interplay with their histories and their identities.

**First Year Writing Seminars are opportunities to concentrate intensely on the process of writing. Writing is not merely a useful skill but also a way of learning and knowing. It is considered a mode of inquiry and invention; as a means of communicating the results of that inquiry; and as a social and recursive activity.**

**Core Colloquia draw on multidisciplinary perspectives to address major global challenges in the area of peace, justice, equality, health, sustainability, and a rich understanding of humanity. Sample learning outcomes include the ability to recognize and discuss the ethical complexity that comes from approaching such challenges from global perspectives; to explain why approaching such major questions and challenges transcends any individual disciplinary approach; or to explain how such challenges require international or cross-cultural cooperation in order to be adequately addressed.**

**CCOL-UH 1072**

## Tolerance

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

**CCOL-UH 1070**

## Hindsight

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”?

**CCOL-UH 1026**

## Migration

There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most important host areas are Europe and the United States; and expats make up more than 60% of the total population in Qatar and the UAE. How has migration been represented in and shaped by literature and art? This course reviews exemplary texts, striking images, and important films. It focuses on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century, then opens up toward students' examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documentary photography and film as well as fiction and creative visual work. Among the topics for discussion are metaphors and theories of migration (from uprooting and bird-of-passage to expatriate and melting-pot); labor arrangements; scenes of departure, voyage, and arrival; vibrant migrant communities and migrant alienation and pain; negotiation between places of origin and of arrival.

**CCOL-UH 1061**

## Water for Life

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.

**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. These courses are practice-based and must include instruction in design thinking, programming, or artistic practice, culminating in a substantial project or performance.**

**CADT-UH 1063**

## **Foodways for the Anthropocene**

How can changing our diets play a role in saving planet Earth? What does food production contribute to climate change? Did the Anthropocene begin with the industrial revolution, or is it part of the longer history of agricultural development? This course examines relationships among food, technology, and society, paying special attention to the impact of foodways on anthropogenic environmental change. Combining global perspectives from public policy, history, and environmental studies, the course explores the evolution and long-term security of food production, cooking technologies, and livelihood strategies in China, the UAE, Nepal, and the western United States. Units will address the history and evolution of food staples like soy, wheat, rice, corn, potatoes, and peanuts; the political economy of meat production; and the promise and perils of technocratic solutions to global food security, especially with regard to pesticides/fertilizers, industrialized farming, and energy use. Along with reading and discussion, students will grow, forage, and shop for food, cook and eat meals, and collaborate on the design and development of an NYU Abu Dhabi cookbook for the future.

**CADT-UH 1038**

## **Autonomous and Social Robots**

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

**Cultural Exploration and Analysis courses teach basic approaches to interpreting or understanding primary objects of culture or the material world, including works of art, literature, music, film, or other forms of material culture, with an eye toward developing cross-cultural understanding. These courses often focus principally—though not necessarily exclusively—on primary works or materials.**

**CCEA-UH 1023**

## Dis/Abilities in Musical Contexts

This course asks what dis/Ability is and considers how this concept plays out within a variety of musical contexts. Our focus is not just on musicians with disabilities, but also on a wide spectrum of human musical capabilities. Some scholars argue that our relationship to music is necessarily embodied. In other words, we bring a unique set of physical, sensory, cognitive, and affective capabilities into any musical situation. In this way of thinking, the body, with all its unique characteristics is a central focus of our inquiry. Further into the semester, there will be a unit on Deaf musicians. Students will be exposed to a cultural view of music that remains largely unseen by the hearing world. Thereafter, through self-initiated final research projects, students will work to find their own ways of making meaning of people's varied musical capabilities.

**CCEA-UH 1123**

## Noise in Literature

How does noise affect the way we perceive the world? How do writers translate their acoustic environments through their work? This course explores the vexed and vexing concept of noise in literature and culture. Students will consider the creative value of noise in literature across time and space through depictions of bustling cityscapes, the din of warfare, clattering factories, and grinding machinery. What types of sonic cues are gendered, racialized, or class-coded? Students will place literary representations of noise in their broader cultural and historical contexts, as they put close readings in dialogue with larger phenomena.

Theoretical and critical readings will complement literary texts, music, and sound art, allowing students to blend literary analysis with the interdisciplinary field of sound studies. In addition to reading, hearing, and discussing how authors translate sound into text, students will explore their own acoustic surroundings through “soundwalks” and write about them in creative “sonic translation” projects to better understand the creative potential of noise in literature.



**CDAD-UH 1016EQ**

## Where the City Meets the Sea: Studies in Coastal Urban Environments

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

**Data and Discovery courses present opportunities to develop quantitative reasoning and/or experimental inquiry in an effort to understand the world around us. They frequently draw on basic methods in the sciences and social sciences but may involve quantitative analysis of cultural data as well.**

**CDAD-UH 1075EQ**

## The Science of Martial Arts

Martial arts are ubiquitous in the world and are practiced for many reasons beyond warfare, including sport, spiritual development, cultural heritage, and entertainment. In fulfilling their purpose in attack or defense, martial arts techniques must be honed for effectiveness and efficiency, since an optimal movement can make the difference between safety and harm. What enables and limits motions of the human body? In this course, we will learn and analyze the physical and biomechanical laws that govern the basic striking and throwing techniques as well as defenses against these attacks, both theoretically and practically in a physical education portion and laboratory experiments. We will investigate the science of arms and armor, including modern protective equipment, and discuss the similarities and differences in techniques in different martial arts. The secondary aspect of the course will focus on the link between martial arts and the societies in which they developed, as well as how they have spread to other cultures. How have the society shaped the martial arts practiced and vice versa? We will examine the development of martial techniques into spiritual paths and into modern day sports, as well as depictions of martial arts in popular culture.

**Structures of Thought and Society courses consider past, present, and future frameworks for understanding ideas, modes of thought, and social behavior. They typically draw from disciplines such as psychology, philosophy, social and political theory, the social sciences, or intellectual history, including the history of science and medicine. Although these courses often draw on secondary literature in specific disciplines their Core objectives should include the ability to reflect critically on conceptual frameworks for social, scientific, philosophical, or psychological inquiry.**

**CSTS-UH 1016**

## Ideas of the Sacred

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.

**CSTS-UH 1067**

## Moving Target

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.



*How do we grapple with the structural violence inherent in the societies into which we have been born?*

*How do journeys transform individual and group senses of self, others, home, and the world?*

*Why is it so hard to do good?*

“The Core curriculum represents and expands liberal arts education at NYUAD, providing an opportunity for me to delve into diverse subjects, embrace contrasting viewpoints, and push the boundaries of my thinking through discussions with professors and peers from all parts of the world. If only I had more credits, I would have taken more Core classes.

Chenyu Yi, Class of 2023

# Pathways Through the Core

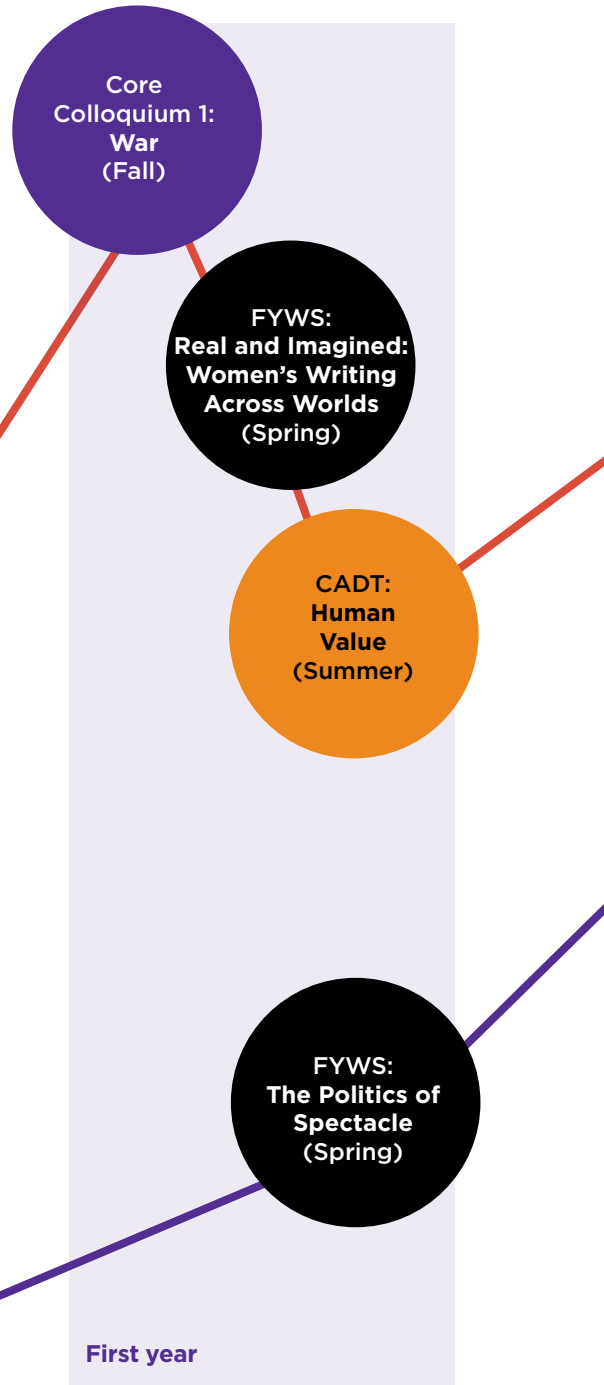
Each student's Core Curriculum experience is unique, tailored to your interests and areas you most want to explore. Here are two real examples of student paths:

"At the start of my university life, I was walking on eggshells balancing taking courses of my interest while staying on track with my major progress. Taking classes from the Core Curriculum allowed me to explore major pathways without risking electives. The course Human Value opened doors to a world where human experience and technology intertwine, allowing me to navigate the ever-evolving intersection between the two. It ignited my passion for exploring interactive media and propelled me towards my major, guiding me towards a future where creativity and technology converge."

**Thaís Alvarenga Medina**  
**Interactive Media**  
**Class of 2023**

"I loved my major at NYUAD, but I loved it more when it was coupled with Core classes. The Core allowed me to deepen my understanding of my major by broadening my exploration of the world outside of it. I never thought that learning about physics and film could add so much value to my career in education, yet I am certain now that I am the better for it. I am a better champion for education because of the diversity of questions I grappled with in the Core, alongside peers of all classes, majors, and experiences."

**Noora Shuaib**  
**Social Research & Public Policy**  
**Class of 2022**





# Frequently Asked Questions

## Why should you be excited to take your Core Courses?

Don't just take our word for it, listen to your fellow students. *Abdullah Alhussni, Class of 2024*: "I first was annoyed at the concept of the Core Curriculum, I wanted to take engineering/science courses and be done with my degree. My first Core class made me realize how much I don't know about the world around me, let alone my own sphere which was the main topic in the course but yet I didn't know much about. It made me realize the importance of well-roundedness, and that **the more I took from these classes, the more I understood my interests.**" *Khaoula Achab, Class of 2026*: "I enjoy learning about things I love but are **not related to my major.**" *Tasnim Ahmed, Class of 2024*: "I enjoy the diversity of topics! There is always something which fits your area of interest. But what I really enjoy about Core Curriculum is **the exposure I get about different fields and using them wherever else it is applicable.** In one of my CADT class I learned about 3D designing softwares and how to use them. I used it for a project in the CADT class but I also ended up using the software for one of my colloquium classes for my final presentation."

While we hope that you will come to NYUAD excited to take your Core Curricular requirements, we also know that you are also eager to jump into your major courses. Instead of considering your Core courses as "just another requirement," we hope that you will be stimulated by the opportunities these courses will provide you—by helping you grow as a person, expanding your understanding of the world, and preparing you for your life at NYUAD and beyond.

## Who teaches Core Courses?

Core courses are taught by faculty across all academic divisions of the University. Challenge yourself by taking courses outside of your comfort zone through taking courses from faculty from all of the divisions and as many academic programs as possible.

## How many Core courses are offered each semester?

About 100 Core courses are offered each semester, including J-Term (note that Colloquia and First-Year Writing Seminars are not offered during J-Term and Summer Terms). For the full list of courses by semester, visit: Student Portal → Academics → Course List and Syllabi → Undergraduate Program.

## What is a Course/Subject Code; what is a Crosslist; and how does double counting work?

Every course is designated by its curricular area with a course or subject code. This indicates which degree requirement the course will count towards. For instance, CSTS-UH is the course code for courses that count towards the Core-Structures of Thought and Society requirement.

Some courses can count towards multiple subject areas, and they are referred to as a course that is crosslisted with another subject area. For example, CSTS-UH 1021EQ Boundaries is cross-listed with: Core: Data and Discovery, Business, Organizations and Society (Major),

## How can course requirements be fulfilled?

Type of required course	This course requirement can be fulfilled with...				
	FYWS	Core Course	Non-Core Coded Course	Study Away Equivalency	Double Count
FYWS	●				
Colloquia		●			
CSTS		●	●	●	
CCEA		●	●	●	
CDAD		●	●	●	
CADT		●	●	●	
Q		●	●	●	●
E		●	●	●	●
X		●	●	●	●

and Political Science (Major). It is also tagged with Quantitative Reasoning (Q) and Experimental Inquiry (E).

**Core courses that are cross-listed with a major or minor—or Major/ Minor courses that are cross-listed with the Core—cannot count for both a Core requirement and a major requirement.** You will be able to determine which requirement you would like to apply the course towards in consultation with your advisor or the Academic Resource Center.

Note: Core Colloquia and First-Year Writing Seminars cannot be cross-listed with any other requirement other than the course tags Quantitative Reasoning (Q) and Experimental Inquiry (E) and Islamic Studies (X).

## Can I change my mind on how my crosslisted Core Courses are applied later on?

Yes, you are able to make changes to your degree progression at any time in consultation with your advisor or the Academic Resource Center and the Registrar's Office. Note that Core courses taken for Pass/Fail cannot be used towards your Core Curriculum Requirements.

## How do I select which Core courses to take?

You should plan on taking at least one course that counts towards the Core Curriculum each semester until you have met the full Core requirements.

Take a look at the list of courses offered through the Student Portal or Albert. Here you will find course descriptions, how the course applies to your degree, and the instructor(s) teaching the course. Student Portal → Academics → Course List and Syllabi → Undergraduate Program.

When considering which courses to select, look for those that address questions you want to ask about the world. Ones that inspire you to engage with your instructor and classmates. Take challenging courses that stretch your thinking and push your boundaries. If you approach the Core in this manner, without worrying about grades or performance, you will develop a strong foundation for the rest of your undergraduate career and beyond.

## What are the Course Tags?

Some courses are designated with the corresponding course number “tag”, which is appended to a course number, i.e.: CCOL-UH 1059**Q** Quantified Self; CCOL-UH 1056**EQ** Fairness; and CCOL-UH 1003**X** Faith in Science, Reason in Revelation.

These tags indicate their application to additional graduation requirements (in addition to your core courses, major requirements, and general electives). They include:

- Experimental Inquiry (E)
- Quantitative Reasoning (Q)
- Islamic Studies (X)

A fourth tag (J) indicates the intensive January/June J-Term courses, i.e.: CCEA-UH 1098**J** Immersive Experiences.

Courses with these tags 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. Additionally, you do not need to fulfill these requirements through your Core courses, they can also be completed through your major course of study or general electives.

## How can I propose a Core Course Alternate?

Most students will seek to fill one or more of their Core requirements while studying away. The Student Portal

contains information on courses offered at away sites that have been previously approved for Core credit.

You are welcome to nominate other courses you believe could be an alternate to a Core course, a process that requires submitting an Alternate Proposal Form, the same process by which you submit a course for major or minor equivalency that has not already been approved. You can find more information on the general topic at Academics → Global Education → Study Away → Course Alternates on the Student Portal. Note that Core Colloquia are only taught in Abu Dhabi; we do not accept requests for alternate courses elsewhere in the global network.

## What about AI-generated texts and Core courses?

The Core curriculum aims to help you formulate good questions and to answer or at least grapple with these questions through your own research, experience, and voice. When using ChatGPT- or other AI-generated text as a resource for class essays or papers, there are several cautions to keep in mind:

- Limited fact-checking
- Potential bias
- Lack of context and depth
- Plagiarism concerns
- Limited domain expertise
- Lack of human judgment

While AIs can be a useful tool for generating ideas and exploring topics, they should be used as a starting point for research and not relied upon as the sole source of information. Combine them with other credible sources, exercise critical thinking, and verify the information to structure and enhance your writing—in your own words.



## How can I get the most out of the Core Curriculum?

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

**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.

**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. You and your classmates will be differently 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. Additional resources are found on page 26.

**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 minimum. 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.

**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.

**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 an administrator—something you find problematic, but try to do so in a spirit of generosity and a willingness to seek understanding in the long run.

# Resources

There are many resources available for you as you progress through your Core courses. When in doubt, just email the Core Alias and we will help get you pointed in the right direction.

## Primary Core Contacts

**Core Curriculum Email Alias**  
[nyuad.core@nyu.edu](mailto:nyuad.core@nyu.edu)

One stop shop for all of your questions regarding the Core Curriculum. If you don't know who to ask, feel free to start here. This goes directly to both the Core Program Manager and the Core Executive Director.

**First Year Writing Seminars**  
[nyuad.fyws@nyu.edu](mailto:nyuad.fyws@nyu.edu)

If you have questions pertaining to your First-Year Writing Seminars, please reach out to the Writing Program directly.

**Office of the Vice Provost of Undergraduate Education**

Erich Dietrich, *Vice Provost for Undergraduate Education*

Lolowa Almarzooqi, *Assistant Vice Provost, Undergraduate Education*

*We would like to thank the following individuals for making this guide possible and for allowing the Core Curriculum to be a success:*

*Erin Collins for designing and crafting this guide; Thaís Alvarenga Medina and Chenyu Yi for providing a student perspective; the Core Curriculum Committee for their careful review and advice on the curriculum; and all the faculty who teach in the Core.*

## NYUAD Centers of Support

**Academic Policy Department**  
[nyuad.academicpolicies@nyu.edu](mailto:nyuad.academicpolicies@nyu.edu)

Develops and implements policies related to curriculum and student performance, and manages academic regulations, including policies related to grading, academic integrity, and student conduct.

**Academic Resource Center**  
[nyuad.arc@nyu.edu](mailto:nyuad.arc@nyu.edu)

Academic advisors support students in achieving their academic goals. The advisors meet with students one on one to create individualized plans to progress through their degree successfully.

**Global Education**  
[nyuad.studyawaysupport@nyu.edu](mailto:nyuad.studyawaysupport@nyu.edu)

Encourages students to move into the broader global context through study away semesters, J-Terms abroad, and regional academic programs, and helps them bring back to NYUAD and the UAE the benefit of that learning abroad.

**Library**  
[nyuad.library@nyu.edu](mailto:nyuad.library@nyu.edu)

Get subject-specific expertise, advanced search strategies, citation software and tips for your academic projects. There are also dedicated research librarians for each academic discipline.

**Moses Center for Student Accessibility**  
[nyuad.csd@nyu.edu](mailto:nyuad.csd@nyu.edu)

In partnership with the Office of the Dean of Students, the Moses Center provides reasonable and appropriate accommodations for students with documented disabilities.

**Office of the Registrar**  
[nyuad.registrar@nyu.edu](mailto:nyuad.registrar@nyu.edu)


Get support with your course registration, degree progress review, and obtaining official documentation of student records.

**Student Success and Well Being**  
[nyuad.studentsuccess@nyu.edu](mailto:nyuad.studentsuccess@nyu.edu)

Coaches will meet with students to support the development of strategies, skills, and action plans towards obtaining personal and academic goals.

**Writing Center**  
[nyuad.writingcenter@nyu.edu](mailto:nyuad.writingcenter@nyu.edu)

Welcomes all students to workshop any piece of writing at any stage of the process, including brainstorming, outlining, drafting, and revising.

 *Make an appointment with a representative of each of these offices early and often to learn about offerings, even if you're not sure if you need it.*

## NYUAD Community Engagement


[nyuad.nyu.edu/en/public-programs](http://nyuad.nyu.edu/en/public-programs)

You are encouraged to attend the vibrant cultural, intellectual, and artistic elements that our campus and region offers by attending events and exhibitions in NYUAD's public programming centers. Sign up for their newsletters or follow their social media platforms to stay in the know.

**The Arts Center**  
[www.nyuad-artscenter.org](http://www.nyuad-artscenter.org)

**The Art Gallery**  
[www.nyuad-artgallery.org](http://www.nyuad-artgallery.org)

**The Institute**  
[nyuad.nyu.edu/en/institute-events](http://nyuad.nyu.edu/en/institute-events)

 *Try to attend at least one event in each of these areas every semester!*

experienced in the same way everywhere? Despite the rise of secularism, why, and to what extent, do people still believe in supernatural phenomena? What does captivity tell us about freedom? What are the challenges of multilingualism? Can we expect to find life elsewhere in the universe like ours? Can capitalism be responsible? Why do we sometimes make decisions that we come to regret and, hence, fail to reach a certain level of happiness and well-being? Is identity something fundamental about us as human beings? What is happening in our brain right now? Why do some people fail to cooperate even when it would be to their benefit? How did life form on earth? Is fairness universal? What does the self become through the lens of data? What are the relationships between resentment and desired end-states like equality, justice, and reconciliation? How do digital technologies impact efforts to archive human experience and culture? What's out there? Has our relationship to human space changed in our data-rich world? Can we nudge others to make better decisions, and should we? What determines how a disease spreads in human populations? Do our perceptions of self and identity change over our lifetimes? What is the role of transportation planning in advancing the goals of sustainable development? Can all physical aspects of nature be described by one coherent and all-encompassing set of physical laws? What is our place in the universe? Why are there economic disparities across countries? What are the foundations of political legitimacy and to what extent do governments abide by them? What similarities do the world's major religious traditions share, and how does their understanding of the sacred differ? How have cities depended on and been shaped by mobility? How does international law respond to global challenges confronting refugees and states? Is there a link between advanced education and the improvement of human society? What does it mean to act justly? What is an organization and how do we organize? Why is inequality such a common and persistent characteristic? How do media and technology shape disability? What are the ethics of reporting on people affected by climate disasters and climate-related conflict? What makes some forms of inclusion more radical than others? Can the cultivation of inclusive mind-sets advance social cohesion and reduce conflict? Do we live in a post-truth world? What has been the role of the international community in the development of countries? What is thinking, and how do thoughts form? What strategies do speakers use to



one another? What makes a system stable or unstable? How do firms, societies, and states use identity? Is punishment a universal component of justice? What can different notions of the sacred teach us about human relations throughout the world, throughout time? What do we mean when we talk about "corruption"? What is "global heritage"? How do works of art capture, hold, and train our attention? How do we mediate reality as we click, swipe, scroll, delete and like, and how is this imagery experienced in different global contexts? What critical frameworks shape our understanding of how populations in host countries understand the influx of migrants? What role does the domestic sphere play in how life is lived in the public sphere? How will consumers respond to the increased use of robots in daily life? How is subjectivity literally made and remade through the exploration of new forms? Design seems to be omnipresent, but what is it? What will future systems of movement look like? How do we measure qualities of urban life? Is law above politics? Who has been excluded from higher education, why, and to what consequence? How can urban and contemporary music create greater social and economic inclusion? What can ancient settlements on the seemingly barren shores of the Arabian Gulf teach us about the global challenges of sustainability and resilience?

# My Core course checklist

## \_\_\_\_\_ 'S CORE CURRICULUM CHECKLIST

First-Year Writing Seminar (FYWS):	
Core Colloquium 1 (CCOL):	
Core Colloquium 2 (CCOL):	
Arts, Design, & Technology (CADT):	
Cultural Exploration & Analysis (CCEA):	
Data & Discovery (CDAD):	
Structures of Thought & Society (CSTS):	

### OTHER GRADUATION REQUIREMENTS

Quantitative Reasoning (Q):	
Experimental Inquiry (E):	
Islamic Studies (X):	
Physical Health Education 1 (PHYED):	
Physical Health Education 2 (PHYED):	

[nyuad.core@nyu.edu](mailto:nyuad.core@nyu.edu)

# Being Hum(ai)n: Humanity in the Age of AI

*How will the global adoption of AI reshape our understanding of what it means to be human? How will you respond to this Age of AI?*

Throughout history, technological advancements have profoundly reshaped human societies. Our fascination with artificial beings exhibiting human-like intelligence and the development of calculating machines and humanoid automata stretches back centuries. Even the term “artificial intelligence” was coined nearly seventy years ago. Now, recent advancements in deep learning, big data, large language models, and quantum computing are bringing us to the threshold of a new technological revolution. How will this “AI revolution” reshape human society? Whom will it empower, and what will it disrupt? And how will it transform your knowledge and intellectual journey?

NYUAD’s Core Curriculum is designed to address timeless and timely questions, including global challenges related to equality, justice, peace, health, sustainability, and humanity. In an era when “a rich understanding of humanity” is more crucial than ever and with the UAE emerging as a global AI leader, the Core Curriculum is pleased to offer a diverse range of interdisciplinary courses on humans, machines, technology, and intelligence. We encourage you to explore these Core courses and other offerings that examine what it means to be “Hum(AI)n” in the Age of AI.

## Colloquia

- CCOL 1010 Future of Medicine
- CCOL 1106 Mind, Matter, and Machine
- CCOL 1114 Problem of the Self
- CCOL 1116 Wireless Revolution
- CCOL **New!** Techruption
- CCOL **New!** Enhanced Humans
- CCOL-J **New!** Art, Attention, and Environment
- CCOL-J **New!** African Perspectives on Data and Technology
- CCOL-J **New!** The Californian Ideology
- CCOL-J **New!** Common Sense
- CCOL-J **New!** Social Media and the Governance of Speech

- CCOL-J **New!** Peers, Networks, and Social Structures

## Arts, Design, and Technology

- CADT 1005 Creativity and Innovation
- CADT 1013EQ Language of Computers
- CADT 1026 Human Value
- CADT 1029 Inspiration, Art, and the Examined Life
- CADT 1037X Machines in Islamic Learning
- CADT 1038 Autonomous and Social Robots
- CADT 1053 Designing Health
- CADT 1060J Theory of the Digital
- CADT 1074 Creative Robotics and Tech
- CADT 1093 Gamified Learning

## Cultural Exploration and Analysis

- CCEA 1062 Everything is a Remix
- CCEA 1098 Immersive Experiences

## Data and Discovery

- CDAD 1007EQ The Mind
- CDAD 1037 Cyberwarfare
- CDAD 1041EQ Decisions and the Brain
- CDAD 1073Q Science of Complexity
- CDAD 1075EQ Quantum Computing for Everyone
- CDAD **New!** Inclusive Data Literacy

## Structures of Thought and Society

- CSTS 1006 Thinking
- CSTS 1021EQ Boundaries
- CSTS 1029J Idea of the University
- CSTS 1036 Progress in Science
- CSTS 1087 Future of Education
- CSTS 1091J Disability, Technology, and Media

# Core Curriculum Requirement Updates

While students matriculated in AY 23-24 and prior were required to take two Core Colloquia, incoming students will take one semester-long Core Colloquium and two Core Field Colloquia during their J-terms. This change enables students to study global-local challenges both horizontally (across comparative perspectives within a semester-long seminar format) and vertically (through immersive and field-based explorations of how these challenges impact particular sites.) An update to page 8 in your Core Curriculum guide, this page provides a quick reference for you to see how these changes will affect your graduation requirements. Students who matriculated before Fall 2024 are also able to complete their Core requirements through this new structure. For more information, please consult the Academic Resource Center (ARC).

## Updated Core Structure

1 First-year Writing Seminar (FYWS)

1 Semester-long Core Colloquium (CCOL)

2 J-Term Core Field Colloquia (CCOL-J)

1 Arts, Design, & Technology (CADT)

1 Cultural Exploration & Analysis (CCEA)

1 Data & Discovery (CDAD)

1 Structures of Thought & Society (CSTS)

## Colloquia Descriptions

### Core Colloquium (semester-long seminars)

Core Colloquia courses strive for multidisciplinary, worldwide perspectives on major global challenges (e.g., Equality, Peace, Justice, Health, Sustainability, and a rich understanding of Humanity). In their disciplinary reach they should engage substantively with two or more of the Core Competencies. By developing students' abilities to grapple with the complex conceptual and ethical dimensions of global issues, Colloquia nurture civic awareness, model respectful communication across cultural differences, and help students devise problem-solving strategies—skills and habits of mind fundamental to global citizenship and leadership.

Colloquia do not cross-list with any major or minor programs and are only offered in Abu Dhabi, generally during the 14-week fall or spring semesters.

### Core Field Colloquia

Students take two intensive Core Field Colloquia during J-Term that emphasize the relevance of the course questions and material to life beyond the classroom by foregrounding immersive, experiential, and community-based learning. While the semester-long Colloquium grapples with complex issues and questions through a range of disciplines and contexts in a seminar-style classroom setting, the Core Field Colloquia enable a deep dive into a particular aspect of these challenges within a specific site. It is through these interdisciplinary Field Colloquia that students gain real world exposure to and an understanding for the unique concerns of those who face these challenges and the limits and opportunities of those working to address them.

Students take one Abu Dhabi-based Field Colloquium and up to one Field Colloquium away.