

Core Curriculum User Guide

2018-2019



NYU

The Curriculum User Guide

2018-2019

EXPANDING HORIZONS

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



Over the last few years, whenever I’m in gym classes led by our incredible fitness team, I’ve noticed that just about anything the trainers say about the importance of “the core” (as in “abs and core”) can also be applied to the Core (as in the Core Curriculum).

“A strong core means stability, agility, and flexibility,” says Jay Raja, Assistant Director of Fitness. “Any time you’re lifting you’re relying on your core and lower back, and if you’ve got a weak core you’ll throw out your back for sure.”

In the back of this year’s User Guide you’ll find a pull-out poster for a special body-weight “Core” workout Jay helped us design. We offer it as something more than a joke or a bad pun: fitness and wellness are as central to your academic success as are the courses you take. So we’ve created a core workout you can do in your room—or take with you when you study away. But it’s also meant to remind you why the Core Curriculum is fundamental to your overall education. Let me use Jay’s description of core strength to explain what I mean.

Stability: At NYUAD we don’t mandate a common set of foundational courses. The world’s storehouse of knowledge is too vast for us to prescribe anything like a com-

prehensive set of texts and skills. Rather, our Core courses are foundational in other ways. They should help you learn to ask good questions from multiple perspectives, a skill you will take into the rest of your studies. Combined with an experience of disciplinary and cultural breadth, this ability to ask fundamental questions will help you build sturdy, multidisciplinary conceptual structures in additional coursework and throughout your life. We also often describe the Core as providing balance in your studies—complementing, contextualizing, and allowing critical perspectives on the expertise you develop in your majors. When a trainer tells you to “engage” or “flex” or “brace” your core, she’s reminding you that such exercises are stabilizing, and the Core works in a similar way.

Agility: Core courses aren’t designed merely to introduce you to various fields or skill-sets. Unlike the introductory courses in most majors, which are designed to integrate you into vertical programs of study, Core courses encourage you to combine and think across fields, to make connections you might otherwise miss. Students in my Contagion class (a Colloquium) often offer insights they’ve gleaned from Mazin Magzoub’s Data & Discovery course Seven Wonders of the Invisible World. I hope the reverse is true as well.

Godfried Toussaint, a computer scientist, teaches an Arts, Design, and Technology course on Rhythm that combines music and mathematics—key components (along with geometry and astronomy) of the ancient Greek quadrivium, which provided one model for liberal arts education. As current senior Supriya Kamath argues in her Last Word essay later in this guide, the Core’s encouragement to think across and combine disciplinary approaches facilitates the kind of agile thinking required to confront a rapidly changing world.

Flexibility: Core courses aim to have an impact beyond the classroom and beyond your university years. The Core fosters habits of mind that should help you lead an examined life, to think carefully about your place in history, cultures, and the broader world we share. We were all born somewhere; each of us has inherited systems of belief and cultural values. The Core pushes us to examine the bases of these values and to put them in conversation with other ways of seeing the world. A single Core course will often have students from all four of the university’s academic divisions, giving you the chance to think together with classmates whose disciplinary trajectories may be vastly different from your own. Even as the Core cultivates stability in such situations, it also enables a cosmopol-

itan capacity to imagine other lives, to collaborate on new solutions to long-standing problems in human thought, or to ask new questions about major global challenges.

Trainers advocate a “tight” core, which is what you’ll get if you faithfully attend Jay’s kettlebells classes. Our Core is tight too. It comprises just six courses—smaller than some similar programs at peer institutions—but we have designed it this way for two reasons. First, we want all students, regardless of how demanding their majors are, to participate fully in this central component of an NYUAD education. Second, we understand that a tight Core is supple as well, allowing you freedom to pursue additional courses of your own choosing. Use your Core requirements, then, to challenge yourself, to discover new strengths, to explore ways of thinking that may not come naturally to you. Our Core is lean, but it still affords you an opportunity to take courses from faculty based in all four academic divisions. Remember that the Core’s strength will depend on a well-rounded set of exercises.

The next time you’re in the gym and hear a trainer tell you to “engage your core,” remember that the Core is central to appreciating the intellectual richness and rigors of university life and also to leading an exam-

ined life beyond your college years. Scholarly traditions in every major culture have idealized well-rounded studies for very similar reasons: to provide balance between self-knowledge and the demands of civic engagement, between our individual pursuits and the common good. Use your Core courses as opportunities to get to know your classmates and teachers better, to ask questions about what grounds their deeply held convictions or interests, some of which may differ vastly from your own. Use these courses to find common connections that unite you across such differences. Accept the Core’s invitations to explore new knowledge, exchange views, and make individual and collaborative contributions to our campus community. Let it help you find your place at NYUAD. 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.

Bryan Waterman
Vice Provost for Undergraduate Academic Development

The next time you’re in the gym and hear a trainer tell you to “engage your core,” remember that the Core is central to appreciating the intellectual richness and rigors of university life and also to leading an examined life beyond your college years.

What you need to know

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

Core Courses

(2) Core Colloquium

(1) **Arts, Design, & Technology**

(1) **Cultural Exploration & Analysis**

(1) **Data & Discovery**

(1) **Structures of Thought & Society**

Other Requirements

(1) First-Year Writing Seminar

(1) Quantitative Reasoning

(1) Experimental Inquiry

(1) Islamic Studies

The Core Colloquia

Exploring timeless questions about human experience and the world around us should be relished for its own sake. The Core Colloquia, organized around some of the most pressing challenges global society faces today, remind us that timeless questions can also be timely. As daily news reports bear out, the pursuit of equality, justice, peace, health, and sustainability are all vital endeavors to which individuals and nations must renew commitment and devote cooperative efforts. Taught by faculty from all divisions, Core Colloquia aim to achieve multidisciplinary, global perspectives and to engage substantively two or more of the Core Competencies. Colloquia help nurture civic awareness fundamental to global citizenship and leadership by developing your abilities to grapple with the complex conceptual and ethical dimensions of global issues, to communicate respectfully across cultural difference, and to devise problem-solving strategies. They remind us that your individual academic experiences contribute to our collective efforts to NYUAD a new model of higher education for a global world.

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

The Core Competencies

No single course can provide competency in a subject or mode of thought, but the Core offers opportunities to begin to develop competencies in key areas that will be fundamental to your education here at NYUAD and throughout the rest of your lives. The Core Competencies represent a well-rounded approach to inquiry, to habits of mind, and to modes of scholarly and creative practice. With the full range of academic disciplines as a starting point, these courses give every student some experience with thinking critically and contextually about culture, social institutions, ideas, and the natural world, as well as experience in problem-solving, design, and other creative work. These courses, which may also be taken as general electives, will provide not only a broad foundation for your undergraduate studies, but also an opportunity to explore subjects you may never have encountered otherwise with faculty members from a range of disciplines. Their guidance and insights might offer you new perspectives on your chosen field of study or open up new vistas on the vast storehouse of human knowledge, experience, and expression. Most importantly, Core Competency courses should offer ways of thinking with which you can approach the world around you and should demonstrate the relevance of a range of disciplinary thinking to life beyond the classroom.

Arts, Design, and Technology courses foster critical thinking and creative work toward innovations in arts practice, design and engineering, creative writing, data visualization, programming, and performance.

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

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

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

Double counting, J-Term, Summer, and the Global Network

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

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.

A handful of Core Competency 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. Don't worry, then, if by some chance you complete more than one J-Term course in the same Core category. J-Term courses are perhaps best thought of as intensive, site-specific general electives and are meant to be worthwhile experiences in their own right.

Quantitative Reasoning and Experimental Inquiry

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. Many students will complete the Q and E requirements within their majors. Those who don't may want to select their Core courses accordingly. A list of Q, E, and X courses is included on page 96 of this User Guide.

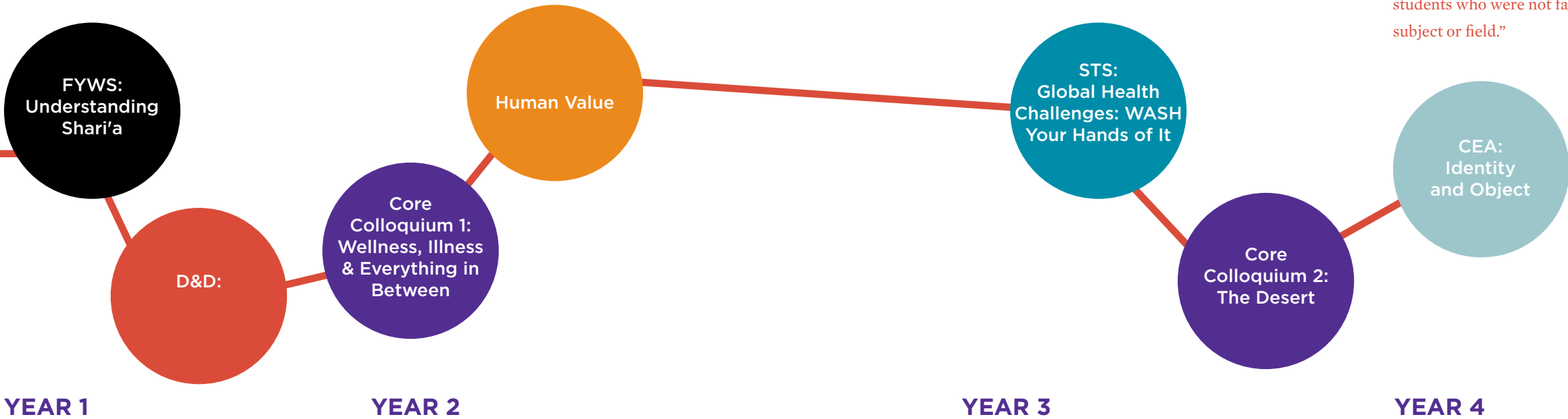


FORGING YOUR PATH

Pathways through the Core

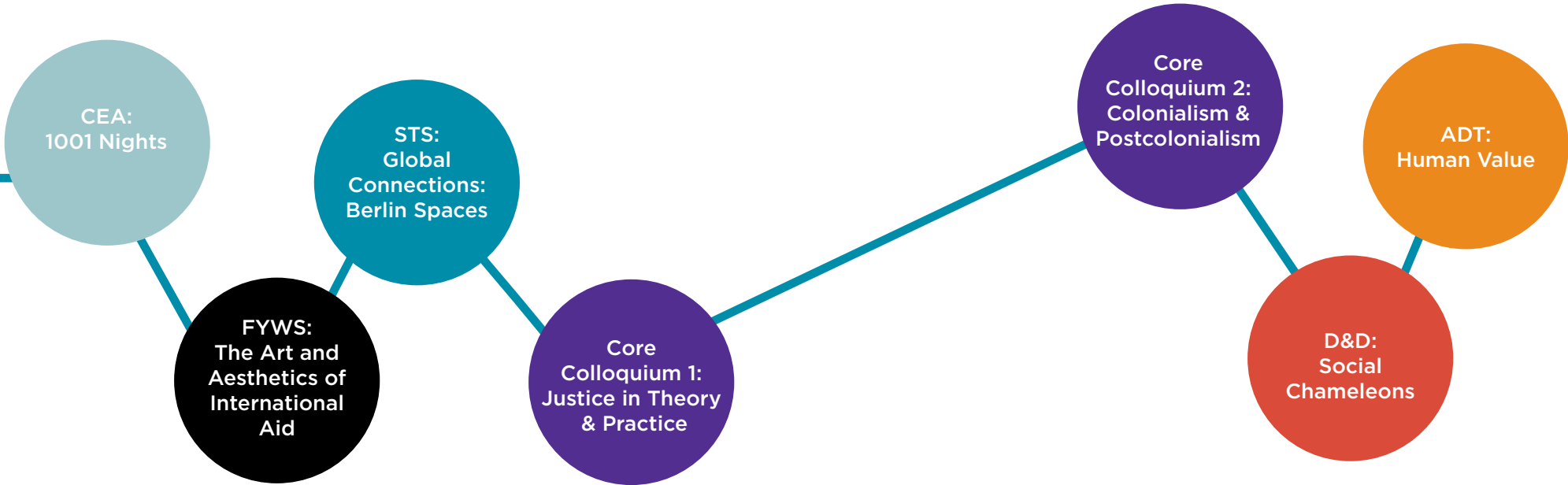
Each student’s Core Curriculum experience is unique, tailored to your interests and areas you most want to explore. Here are just two examples.

Vongai Mlambo, Class of 2020, majors in Biology.



“My favorite Core course was my STS on ‘Global Health Challenges,’ a J-Term course with a 5-day regional trip to Uganda. We got practical experience working with a local public health NGO. Professor Kimber has expertise in a field not offered at NYUAD and so was able to provide insight that I had not come across elsewhere in my undergraduate education. Even though some students expect that a Core should be an ‘easy’ class or conducted with more breadth than depth, we managed to cover things in depth without disadvantaging students who were not familiar with the subject or field.”

Shahinaz Geneid, Class of 2020, majors in SRPP and Arts Practice.



“The Core allowed me to try out a lot of different things that were generally related to my interests but that I hadn’t had a chance to explore—like film-making, urban studies, literary translation, and anthropology. I made really good connections with the professors, read a lot of interesting material that I keep referring back to in other classes, and wrote some of my best papers. And they’ve all turned out to be very beneficial in terms of getting research opportunities with professors or deciding what I wanted to major in.”

Choosing your courses

You may be overwhelmed by the number of courses offered each semester; you may find yourself interested in more courses than there are Core requirements or general electives to fill. How you prioritize your course selection will probably depend on what you want most out of your Core experience. Some students will wish for immediate exposure to specific faculty or topics related to possible fields of study. Others will want to use Core courses and general electives to satisfy intellectual cravings outside intended majors, to provide balance or even a release valve. Either approach is valid and has potential benefits. Think of your overall coursework as perpendicular lines: \perp . The broad horizontal base is like the Core, grounding and stabilizing the vertical pillar, or depth, of your major. Chances are that even when you're exploring a field outside your major or intended career path,

you'll find yourself making fortuitous connections between fields that ultimately increase the overall quality of your education. Engineers might find unexpected insight in a sculpture studio; musicians might benefit from exposure to neurobiology; social scientists might gain new perspectives from coursework in interactive media. There's another approach you might consider as well: Explore topics that promise knowledge that's valuable for its own sake or that will lead to an examined life well beyond your university years.

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

FORMING A BROAD FOUNDATION

The following pages detail the Core courses on offer for Academic Year 2018-2019, along with selected readings and biographies of professors to help you explore and decide what path you will take. Course offerings are subject to change; be sure to check the on-line course listings when you register.



EXPRESSING ACADEMIC THOUGHT

First-Year Writing Seminars

In addition to the six required Core courses, all students will enroll in a First-Year Writing Seminar (FYWS) during one of the first two semesters. FYWS introduces students to the reading, writing, oral expression, and critical-thinking skills essential to a liberal education. In addition to taking the FYWS, all NYUAD students receive extensive writing and communication practice in Core courses and will come to learn that each discipline has its own conventions for advanced writing. Throughout the NYUAD experience, students can benefit from one-on-one consultations in the Writing Center.

Students complete writing proficiency assessments during Candidate Weekend that guide initial placement in the program's courses. These assessments help us advise students about how to maximize the impact of the FYWS on their learning. For instance, students who may need or desire more time to practice college-level writing are strongly advised to take the Writing Seminar in the fall of their first year. Students identified as being more prepared may be advised to take their FYWS in the spring.

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

To ensure a unified and consistent experience for students, all sections of FYWS share a set of common goals. Students will be introduced to rhetorical knowledge; critical-thinking, reading, and composing skills; a range of composing and communication processes; and an awareness of disciplinary conventions.

In the FYWS students learn to:

- Read and analyze a range of complex written, visual, empirical, or performative texts.
- Conceptualize and express complex claims based in evidence.
- Document sources according to scholarly conventions.
- Write for a scholarly audience.
- Attend to style, grammar, and proper usage in academic English.

All FYWS sections require three essays of increasing complexity (in draft and final form) over the course of the term, culminating in an inquiry-driven research paper and oral presentation. Courses typically begin with the art of close analysis of texts and ideas related to the course themes. In the second paper students put a variety of sources in conversation in order to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic related to the course and then write a research paper whose argument is supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.

FALL 2018 AND
SPRING 2019

The following courses will be on offer both semesters in the 2018-19 academic year.

FYWS: Taste, Culture & the Self

WRIT-UH 1100 • FALL 2018/SPRING 2019

“There’s no accounting for taste,” the old saying goes, implying that we like our favorite shoes, cars, and paintings for reasons that simply can’t be explained. This FYWS challenges that assumption. Taking contemporary popular culture as a point of departure, the course delves into debates from history, sociology, and literary studies in order to understand the social construction of taste, giving special attention to the complex role that “good taste” or “bad taste” can play in perpetuating social hierarchies. Students will have the opportunity to further develop reading, writing, listening, and speaking skills while examining how ideas about “taste” are constructed, interrelated, and how they can inform, limit, or inspire the way we see ourselves in our social worlds.

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



MARION WRENN Senior Lecturer, Director of the Writing Program

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

FYWS: Power and Ethics in
Photography

WRIT-UH 1110 • FALL 2018/SPRING 2019

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 in the Writing Program

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

FYWS: Saving Strangers: Debates about
Humanitarian Intervention

WRIT-UH 1113 • FALL 2018/SPRING 2019

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

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



CAMILLA BOISEN Lecturer in the Writing Program

Professor Boisen joined NYUAD from the University of Witwatersrand where she was a Postdoctoral Research Fellow. Her 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*.

“From day one of *Saving Strangers*, our professor Camilla Boisen managed to engage every student by providing fascinating questions for class debates, pushing us to go beyond the general comments to insightful contributions.

The course helped me to think critically about my written and spoken work. Also, the structure of the course was amazing — it was a combination of essays, presentations, writing workshops, and class debates. For students who did not know much about humanitarian intervention before class (like me) and for those who did, the class materials were extremely eye-opening.”

ANASTASIYA KARAVAN, CLASS OF 2021 UNDECLARED

FYWS: The Politics of Spectacle

WRIT-UH 1116 • FALL 2018/SPRING 2019

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 in the Writing Program

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

FYWS: Living Cities

WRIT-UH 1119 • FALL 2018/SPRING 2019

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 in the Writing Program

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

FYWS: Inventions of Childhood

WRIT-UH 1120 • FALL 2018/SPRING 2019

What is childhood? While we tend to think about childhood as a natural, biological category, this First-Year Writing Seminar will address ways in which different societies have invented and shaped their own definitions of this concept. By critically engaging with a corpus of primary and secondary sources, students will think about permanence and change across time and geographical areas and in doing do redefine ideas we often take for granted. Materials will include academic texts, newspaper articles, travel accounts, short stories, comic books, and movies. Class discussions and writing assignments will focus on the following questions: How do we know what we know about childhood? How do notions of gender, class, and race inform definitions of childhood? And what is the relevance of the past to our understanding of childhood in the present?

Selected Materials:

Trafzer, Keller and Sisquoc (Eds.) *Boarding School Blues: Revisiting American Indian Educational Experiences*
Postman, *The Disappearance of Childhood*
Stearns, *Childhood in World History*
Mulligan (Dir.), *To Kill a Mockingbird* (Film)



SOHA EL ACHI
Lecturer in the Writing Program

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: Making Sense of Scents

WRIT-UH 1121 • FALL 2018/SPRING 2019

Scent is one of life’s greatest pleasures, deeply tied to culture and memory—and yet much about how and why we smell remains mysterious. This First-Year Writing Seminar draws on many disciplines to examine ties between scent, science, and culture. Does smell have an evolutionary history? Can a concept like synesthesia—the connection between different senses—allow us to write expressively about smells, describe and analyze fragrances or flavors, or argue about scent’s place in a hierarchy of human senses? Readings include classical and Islamic philosophy, religious texts, medieval alchemy and sorcery, modern philosophy, psychology, anthropology, and the history of science. Field trips to perfumeries, gardens, art exhibitions, restaurants, and campus laboratories allow for interviews with a range of practitioners. Digital exercises enable the analysis of complex chemical data. Students will learn to compare, synthesize, and write effectively about methods and sources as they ask how disparate forms of evidence help us better understand biological attraction, constructions of beauty, feelings of disgust, and why we entangle odors with ideas about gender, race, and ethnicity.

Selected Materials:

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



WILLIAM ZIMMERLE
Visiting Assistant Professor of Writing

Professor Zimmerle completed his PhD in Near Eastern Languages and Civilizations at the University of Pennsylvania in 2014, where he specialized in Mesopotamian Archaeology and Semitic languages. At Penn, he conducted extensive research on the Arabian incense trade from its earliest beginnings through the early Islamic period in the Near East Section at the University of Pennsylvania Museum of Archaeology and Anthropology in Philadelphia. He also earned a Masters degree in Religious Studies at Harvard University, and a Postgraduate Certificate in Intellectual Property Law from the University of Edinburgh Law School.

SPRING 2019

FYWS: Imagined Geographies

WRIT-UH 1101 • SPRING 2019

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 Rue Morgue”
Anderson, *Imagined Communities*



KEN NIELSEN

Senior Lecturer and Associate
Director for the Writing Center

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

FYWS: Worlds Connected, Worlds Apart

WRIT-UH 1122 • FALL 2018/SPRING 2019

In the modern world, people believe themselves to be more closely connected than ever before. But might connectivity both deepen and potentially obstruct our common understanding? This writing seminar critically examines the notions of modern connectivity and communication. By framing connectivity and communication as trans-regional and cross-cultural processes, this course questions global political structures and social-cultural trends that shape our beliefs and allows students to question some common assumptions about how people form relationships with each other. Course materials draw on seminal texts in the field of global history, including excerpts from Bayly’s *The Birth of the Modern World, 1780–1914*, and on essays and scholarly articles from fields such as sociology, anthropology, history, and communication studies. Through readings, class discussions, presentations, peer critique, and writing assignments, this course will deepen students’ understanding of communication—and miscommunication—in the world we have inherited.

Selected Materials:

Bayly, *The Birth of the Modern World*
Rosenberg, *A World Connecting*
Cooper, *Colonialism in Question: Theory, Knowledge, History*
Perdue, *China Marches West: The Qing Conquest of Central Eurasia*



SHUANG WEN

Lecturer in the Writing Program

Professor Wen is a historian of modern Middle East and East Asia. Using Arabic and Chinese language primary sources from multi-sited research in China, Egypt, Syria, Taiwan, the UK, and the US, her forthcoming first book investigates the transformative processes of Arab-Chinese global interactions in the age of late imperial capitalism from the mid-19th century to the end of World War II.

FYWS: Street Food

WRIT-UH 1107 • SPRING 2019

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

Selected Materials:

Bourdain, *Kitchen Confidential*
Romig, *Masala Dosa to Die For*
Itami (Dir.), *Tampopo* (Film)
Batra (Dir.), *The Lunchbox* (Film)



DEEPAK UNNIKRISHNAN

Lecturer in the Writing Program

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

FYWS: Questions of Fatherhood

WRIT-UH 1109 • SPRING 2019

What forms of knowledge, political conditions or social relations become visible when the figure of the father is put into question? This First Year Writing Seminar adopts feminist modes of inquiry to interrogate the figure of the father in a range of diverse social contexts in the contemporary world. Readings draw on a range of texts including political theory, history, ethnography, film, and memoir that weave across Europe, the Gulf, and the United States. Students will take the following three questions as guides for each text: How do we know the father? What threats, anxieties, hopes and promises take shape through the figure of the father? How is the figure of the father related to broader patterns of political authority (e.g. race, class, sexual orientation)?

Selected Materials:

Ahmed, *Living a Feminist Life*
Coates, *Between the World and Me*
Asadian (Dir.), *Gold and Copper* (Film)



ANDREW BUSH

Senior Lecturer in the Humanities

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

Core Colloquia

CONFRONTING GLOBAL CHALLENGES



Students are required to take two Core Colloquia, one of which should be taken during the first year. Numerous Colloquia are offered every semester. The courses specified in the next pages are offered periodically, typically each year in the semester indicated.

FALL 2018

Dignity and Indignity

CCOL-UH 1001 • FALL 2018

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), bio ethics (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:

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



MAHNAZ YOUSEFZADEH
Clinical Assistant Professor of Liberal Studies

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

Faith in Science, Reason in Revelation

CCOL-UH 1003X • FALL 2018

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. In this course we will trace 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.

Migration: 20th- and 21st-Century Stories and Images

CCOL-UH 1004 • FALL 2018

With visual images, like those of master photographer Sebastião Salgado; Edward Said’s *Reflections on Exile and Other Essays*; filmmaker Sarah Gavron’s adaptation of Monica Ali’s novel *Brick Lane*; and the stories of Ghassan Kanafani, such as the brilliant “Returning to Haifa,” artists have been attempting to tell the stories of contemporary migration: the forces that lead to emigration and exile, the immigrant experience, and the pain of trying to go home again. This course will be an exploration of visual art, film, theater, literature and essays that attempt to illuminate the immigrant journey, and will give students the opportunity to tell their own stories of migration using a variety of media.

Selected Materials:
El Guindi, *Pilgrims Musa and Sheri in the New World*
Akhtar, *The Who and The What*
Kanafani, *Palestine’s Children*
Lahiri, *Interpreter of Maladies*
Eggers, *What Is the What*



CATHERINE CORAY
Associate Arts Professor of Theater

Professor Coray has served on the faculty of NYU Tisch School of the Arts since 1991, teaching acting at the Experimental Theater Wing. She teaches and collaborates with artists in Austria, Belarus, Chile, Cuba, Lebanon and Egypt and is the program director for the Lark Middle East-US Playwright Exchange.

What Do Leaders Do?

CCOL-UH 1007 • FALL 2018

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course students examine this old and unsettled debate. Considering political, social, artistic, and business perspectives, students will dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and leadership and to which extent societies create their own leaders. The course draws on the work of classic and modern thinkers. Students will also explore the lives of prominent individuals across cultures, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a conceptual framework to link leadership and some of the most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

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



PABLO HERNANDEZ-LAGOS
Assistant Professor of Economics

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

Reading the Earth

CCOL-UH 1008 • FALL 2018

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

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



SOPHIA KALANTZAKOS
Global Distinguished Professor of Environmental Studies and Public Policy

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

Labor

CCOL-UH 1015Q • FALL 2018

How has labor—and our attitude towards it—evolved from subsistence farming and slavery? What happened in the industrial revolution and what further changes have been brought about in the new digital age? What role have institutions and religions played in attitudes toward labor? How does education affect work/life satisfaction, wages, and mobility? Why do so many people choose not to work “in the market,” and at the same time, why in happiness surveys is job loss often ranked similar in severity to the death of a close relative or divorce? These are some of the questions we will discuss in this class as we study how the roles of and attitudes towards labor have changed.

Selected Materials:
Friedman, *Capitalism and Freedom*
Aguiar and Hurst, *The Increase in Leisure Inequality*
Jahoda, *Marienthal: The Sociology of an Unemployed Community*
Smith, *The Wealth of Nations*
Braverman, *Labor and Monopoly Capital*



CHRISTIAN HAEFKE
Professor of Economics

Professor Haefke’s research interests lie in labor markets and applied econometrics. He is working on the reconciliation of results in labor and macroeconomics and strives to further communication across these two fields. His recent research has focused on wage setting and wage negotiations and their macroeconomic implications, as well as on labor supply.

Extinction

CCOL-UH 1019 • FALL 2018

Evidence suggests that our planet is currently experiencing the onset of a sixth mass extinction. (The fifth, caused by a meteor collision, occurred 65 million years ago.) Just recently, experts recommended that scientists recognize and declare a new geological epoch, the Anthropocene, to mark the massive impact of human activities (and human-induced extinctions) on its biosphere. But how might we make sense of this era’s accelerating rate of species death? Is there a connection between the extinction of a species and the extinction of cultures, languages, and lifeways? And how have biodiversity loss, language death, the vanishing of “savage races” and aboriginal populations, genocide, and the specter of self-extinction shaped our understanding of what it means to be human? This course examines the human encounter with biotic, cultural, and metaphorical extinctions through a variety of genres, from Darwin’s reflections aboard the *Beagle* to the preservation of Ishi (“the last wild Indian”) and from flood narratives to 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 Assistant Professor Of Arab Crossroads Studies

Professor Peutz received her Ph.D. in Cultural Anthropology from Princeton University. Her research, based on field-work 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.

Human Body

CCOL-UH 1025 • FALL 2018

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

Selected Materials:

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



STÉPHANE BOISSINOT Professor and Program Head of Biology

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

Privacy in a Digital Society

CCOL-UH 1027 • FALL 2018

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

Selected Materials:

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



CHRISTINA PÖPPER Assistant Professor of Computer Science

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

Global Governance

CCOL-UH 1028 • FALL 2018

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

Selected Materials:

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



MICHAEL HARSCH Assistant Professor of Practice of Social Science

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

Crosstalk and Communication: From Bacteria to Humans

CCOL-UH 1032 • FALL 2018

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 Chemistry

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

Prejudice

CCOL-UH 1038 • FALL 2018/SPRING 2019

“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:

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



JAIME NAPIER

Assistant Professor of Psychology

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

Multi-ethnic Democracy

CCOL-UH 1042 • FALL 2018/SPRING 2019

Most democracies in the world are multi-ethnic. But the jury is still out on the question of what ethnic diversity means for democratic stability and governance. This course combines materials from across the social sciences, including political science, political philosophy, economics, mathematics, anthropology and history, to address questions including the following: Does ethnic diversity—based on race, colour, nationality, language, tribe, caste, religion, sect and region—constitute an obstacle or an asset for successful democracy? What are the goals of individuals who mobilize politically on the basis of one or more of these identities? What are the principles that democratic systems should employ in responding to identity-based claims? And how should we evaluate public policies designed to respond to such claims, including affirmative action, federalism, cultural rights, educational policies and electoral systems? The aim is to train students to think critically and comparatively about the dilemmas facing multi-ethnic democracies, using a combination of social science texts and real world examples drawn from across countries.

Selected Materials:

Taylor, *Multiculturalism and the Politics of Recognition*
 Coates, *Between the World and Me*
 Song, *Justice, Gender, and the Politics of Multiculturalism*
 Lijphart, *Politics in Plural Societies*
 Mahmood, *Religious Difference in a Secular Age*



KANCHAN CHANDRA

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

Religion, Revolution, Media

CCOL-UH 1043X • FALL 2018/SPRING 2019

Can a better understanding of religion and media lead to superior analysis of their deepening interaction in contemporary globalization? Media history is frequently framed as revolutionary, e.g. “the print revolution” or “the information revolution.” But revolution is a word with its own history, including religious implications, whether as inaugurating a new order of the ages, novus ordo saeculorum (see the Great Seal of the United States, est. 1782), or as a cycle of time, of conservation and restoration, to invoke revolution’s older, astronomical meaning. As religious politics comes to the fore in contexts as varied as South Asia, the Middle East, and the United States, and movements such as Christian Evangelism and Islamism gain global momentum, some historical stock-taking is due. To understand the media’s role in contemporary global conflict, including the interplay of religiosity and media-led mobilization, students will examine a range of materials and situations, from the use of religion in and beyond the U.S. as an ally against “godless Communism,” to the world-wide flaring up of religious politics as the Cold War ended, to our immediate geopolitical contexts.

Selected Materials:

Green, *Devil’s Bargain: Steve Bannon, Donald Trump, and the Storming of the Presidency*
 Hochschild, *Strangers in Their Own Land: Anger and Mourning on the American Right*
 Devji, *Landscapes of the Jihad*
 Stevens, *God-fearing and Free: A Spiritual History of America’s Cold War*



ARVIND RAJAGOPAL

Professor Rajagopal teaches in NYU Steinhardt’s Department of Media, Culture, and Communication. He is a sociologist working to bridge the gaps between media theory and histories of the Global South—of India in particular. He also researches the history of “emerging markets” in relation to questions of law, politics, and visual culture, and the history of Hindu nationalism in Indian and diasporic contexts.

Women and Leadership

CCOL-UH 1046 • FALL 2018

Do women lead differently than men? What are the implications of women’s and men’s unequal distribution in leadership across many social domains? This course examines past and present challenges and opportunities related to women and leadership, empowerment, equality, and gender equity from a global perspective. In doing so it seeks to examine critically the historical contexts and conditions within which issues of women and leadership have been embedded. What are the effects of inequality, injustice, and discrimination on women’s under representation in leadership across the world? The course will take a variety of disciplinary approaches to the topic, drawing on autobiographies, biographies, novels, films, and TV series alongside academic literature.

Selected Materials:

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



HENRIETTE MUELLER
Humanities Research Fellow

Professor Müller joined NYUAD in October 2015 as a Research Fellow in the Humanities Research Fellowship Program. She is a political scientist whose research focuses on comparative politics, comparative government, and governance studies with a particular focus on political leadership.

State of the Nation

CCOL-UH 1049 • FALL 2018

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.

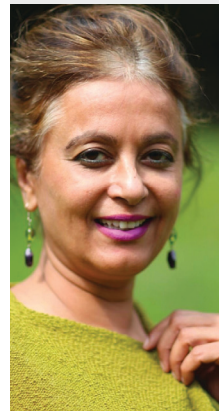
Transnational Feminisms

CCOL-UH 1050 • FALL 2018

How has feminism—as a social movement—responded to globalization’s challenges? What are transnational feminist networks? Does the very concept of “global sisterhood” need to be critiqued? Where do “local” feminist movements (cultural, national, regional) fit within the frameworks of an increasingly global economy? What role have the United Nations or international non-governmental organizations played in challenging discriminatory laws and attitudes worldwide? What are some transnational feminist responses from around the world to conflict, war, religious fundamentalisms? To gender violence such as genital mutilation, acid attacks, sex trafficking, sweatshop labor, migration and other similar social issues? How should “western” feminisms approach gender, sexuality, class in “non-western” contexts? What might, reciprocally, be learned? Are LGBTQ rights linked to transnational feminist goals? What roles do hegemonic or hyper-masculinities and neoliberal capitalism play in maintaining inequalities and injustices against women (and underprivileged men)? Students will hone these and similar questions through multidisciplinary readings, film, and case studies for political debate.

Selected Materials:

Ozeki, *My Year of Meats*
Hawkesworth, *Political Worlds of Women*
Morgan, *Sisterhood Is Global*
Miles, ed. *Women in a Globalizing World*



FAWZIA AFZAL-KHAN
Visiting Arts Professor

Professor Afzal-Khan works at the intersection of feminist theory, cultural and performance studies, and postcolonial studies and is former Director of Gender, Sexuality, and Women’s Studies at Montclair State University. A poet and playwright, she is author of several books, including the memoir *Lahore with Love*. She is a contributing editor to TDR and is on the advisory board of the *South Asian Review* and the editorial board of *Arab Stages*. A trained vocalist in the North Indian classical tradition and a founding member of the experimental theatre collective Compagnie Faim de Siecle, she makes music videos that explore themes of gender, religion, class in Pakistan. Her book on Pakistani women singers will be published by Oxford University Press.

Accidental Equality

CCOL-UH 1051 • FALL 2018

Can equality be produced by accident? Research shows that even planned egalitarianism is disadvantaged prematurely by prejudicial frameworks. But what about egalitarian structures that happen by accident—for example, a class that is diverse without intentional curation, or a gender-equal firm with no feminist intention? How do we make sense of these outcomes? Is such representation and parity the same thing as equality? Using examples from historical accounts (Alexvich), contemporary ethnography (Boo, Ballakrishnen), mythology (Ramayana, Mahabharata), and fiction (Bui, Unnikrishnan), this seminar will dissect the potential for (and coordinates of) “accidental” equality, especially in sites where its evidence seems unlikely. Grounding our inquiry will be tools from radical political thought, gender studies, sociology, and critical legal theory. To the extent the potential for accidental equality might be hiding in plain sight, students will—as they unearth it—consider the ultimate reward of hope as a radical praxis as well as the importance of subjective voice in enabling its discovery.

Selected Materials:

Volga, *The Liberation of Sita*
Boo, *Behind the Beautiful Forevers*
Unnikrishnan, *Temporary People*
Alawadi, “Rethinking Dubai’s Urbanism”
Solnit, *Hope in the Dark*



SWETHAA BALLAKRISHNEN
Postdoctoral Associate, Fellow in Law

Professor Ballakrishnen is a socio-legal scholar whose research interrogates the intersections between law, globalization, and stratification. Her work focuses on three main areas of empirical inquiry: gender inequality and representation through the lens of comparative legal institutions; inclusivity in global legal education; and transnational migration and its implications for international human rights and family law. In addition to her NYUAD appointment she is an affiliated research fellow at the Harvard Law School Center on the Legal Profession and the AccessLex Visiting Scholar on Legal Education at the American Bar Foundation.

Art of Revolution

CCOL-UH 1052 • FALL 2018

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

Selected Materials:

Beinin and Vairel (Eds.), *Social Movements, Mobilization, and Contestation in the Middle East and North Africa*
Fahmy, *Ordinary Egyptians. Creating the Modern Nation Through Popular Culture*
McDonald, *My Voice is My Weapon: Music, Nationalism, and the Poetics of Palestinian Resistance*
Kraidy, *The Naked Blogger of Cairo: Creative Insurgency in the Arab World*
Aziz, *The Queue*



JONATHAN H. SHANNON

Visiting Professor of Anthropology

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

Between Faith and Unbelief

CCOL-UH 1054 • FALL 2018

What is religious faith? How is it found, inherited, lost, or questioned? If one questions faith, does that amount to unbelief? Or are faith and unbelief two sides of the same coin? These questions have appeared in the writing and living of scholars, saints, politicians, and laypeople in various traditions. Individuals, religious institutions, and political authorities have sought to cultivate, monitor, compel, or prohibit expressions of religious faith and unbelief in different ways. Thus questions about faith and unbelief have inspired works of art, as well as political crises that prompt national and even global concern about peace, justice, and equality. This colloquium explores the study of religious faith by listening to those who find faith alongside those who lose or question it. We bring some classic texts in the study of religion together with film, poetry, biography, ethnography, and history to explore the lives of Muslims, Christians, Hindus and Jews in India, Ethiopia, Britain, Turkey, and Iran. What are the consequences for the prospects of peace, justice, and equality in the twenty-first century when the lines between faith and unbelief are drawn or blurred?

Selected Materials:

Hafiz-i Shirazi, *Collected Poems*
Talal Asad, *Genealogies of Religion*
Leela Prasad, *Poetics of Conduct*
Williams James, *Varieties of Religious Experience*



ANDREW BUSH

Senior Lecturer in the Humanities

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

SPRING 2019

Conserving Global Heritage through Science

CCOL-UH 1006 • SPRING 2019

What is “global heritage”? Is it simply our collective legacy as human societies—how we want to be remembered by future generations—or must we confront more difficult questions about identity, the ownership of culture, and conflicts between local and global stewardship of the cultural treasures and historical evidence? With time, negligence, and even military conflict working to erase the past, we must ask: Can a better understanding of our shared heritage assist us in addressing cultural differences in the present day? And how can science both help us understand the historic record and work to preserve it? This class examines ways in which scientific methods can help define “global heritage” and protect it for future generations. Students explore the history and the science behind the creation of paintings, frescoes, parchments, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods we can use to differentiate between an authentic object and a fake and ask how some objects come to be valued more than others: distinctions that can lead, and have led, to cultural conflict in recent years.

Selected Materials:

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



MARIA BAIAS

Assistant Professor of Chemistry

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

Subjectivity

CCOL-UH 1009 • SPRING 2019

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

Selected Materials:

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



JONARDON GANERI

Professor of Philosophy

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

AMARTYA SEN ON THE GLOBAL CHALLENGE OF JUSTICE:

“A sense of injustice must be examined even if it turns out to be erroneously based, and it must, of course, be thoroughly pursued if it is well founded. And we cannot be sure whether it is erroneous or well founded without some investigation. However, since injustices relate, often enough, to hardy social divisions, linked with divisions of class, gender, rank, location, religion, community and other established barriers, it is often difficult to surmount those barriers, to have an objective analysis of the contrast between what is happening and what could have happened—a contrast that is central to the advancement of justice.”
(From *The Idea of Justice*)

Justice in Theory and Practice

CCOL-UH 1014 • SPRING 2019

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

Selected Materials:

Kant, *Grounding for the Metaphysics of Morals*
Khalidoun, *The Muqaddimah*
Marx and Engels, *The Communist Manifesto*
Rawls, *A Theory of Justice*
Qutb, *Social Justice in Islam*



RACHEL BRULE

Assistant Professor of Political Science

Professor Brule’s research focuses on the field of comparative politics, including the political economy of development, gender equality, and the role of legal institutions in altering social conventions.

Cooperation

CCOL-UH 1016Q • SPRING 2019

How can human societies best address global challenges such as promoting peace and environmental sustainability? Hardly a week goes by without a major news story concerning the need for cooperation either between countries, political parties, organizations or individuals. This course explores the topic of cooperation using insights from economics, evolutionary biology, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can individuals engineer cooperation to achieve better outcomes?

Selected Materials:

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



NIKOS NIKIFORAKIS

Associate Professor of Economics

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

Water

CCOL-UH 1020 • SPRING 2019

Water is the lifeblood of existence. Across time and place it has sustained society, nourished crops, made war, diffused networks of trade and cultural exchange, delimited political jurisdictions, and powered machines. Whether tranquil, in motion, or in modes of manipulation, water has also inspired many worlds of artistic practice. This course uses examples from the visual and performing arts to highlight the subject of water as element, energy, human right, bridge between cultures, and instrument of war. Films include *Drowned Out* by Arundhati Roy, *Even the Rain* by Icíar Bollain, *Water* by Deepa Mehta, and *Black Water*. Performing arts include plays such as *Fire on the Water*, a fast-paced series of short plays inspired by a pivotal moment in Cleveland’s history created by diverse playwrights, *Water by the Spoonful* by Quiara Alegria Hudes, and *The Water Carriers* by Michael Williams. These works highlight representations of water, the technologies deployed to shape such representations, and their larger role in illuminating big questions about the human condition.

Selected Materials:

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



AWAM AMKPA Associate Professor of Drama and Social and Cultural Analysis

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

Life in the Universe

CCOL-UH 1024Q • SPRING 2019

How did life form on Earth? How likely is it that life formed elsewhere in the universe? If it did, how can we find these beings? Was the formation of life in the universe a bygone conclusion? Answering these questions requires understanding the basics of biology, chemistry, and physics and has strong bearing on our understanding of the human condition and the sustainability of life on our planet. During this semester, students will discuss current models for how the necessary ingredients for life formed in the universe, the observational and experimental evidence for these theories, attempts by scientists and science fiction writers to imagine life in other parts of the universe, and the many questions which remain.

Selected Materials:

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



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.

Gender

CCOL-UH 1034 • SPRING 2019

What is gender? What does it mean to be male or female across time and space? How can thinking about gender inform the analysis of texts, societies, and politics? This class will explore these questions by drawing on a wide range of sources from religion, science, Islamic and Jewish law, psychoanalysis, philosophy, art, history, and literature including the Marquis de Sade, Freud, Virginia Woolf, Anton Chekhov and the feminist revolutionary Alexandra Kollontai. Using these and other sources, we will investigate how gender is constructed in relation to race, class, morality, social justice, and other norms of “appropriate” social behavior in different contexts. The class will conclude by drawing on examples from contemporary advertising and media to discuss the relationships of gender and power, violence, the economy, and humor.

Selected Materials:

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.

U.N. SECRETARY GENERAL BAN KI-MOON
ON THE GLOBAL CHALLENGES OF HEALTH,
SUSTAINABILITY, AND EQUALITY:

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

Inequality

CCOL-UH 1035 • SPRING 2019

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).

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

“Fundamentally I am persuaded it is possible to realize the human quest for a peaceful world. The more I have traveled and the more I have researched the bases of human commonality, the more I am convinced that, with the right perspectives, education, and institutions internationally in place, peace is really possible. The development of NYU Abu Dhabi is a way of creating the leaders who will produce that peace.”
(The Gazelle, 12 April 2014)

Animal Perspectives

CCOL-UH 1039 • SPRING 2019

Humans, across culture and time, have turned to animals to address fundamental questions in biology. Select species coined model organisms have been widely used to study development, behavior, evolution, disease, and recently to demystify cognition and perception. By anthropomorphizing non-human species, we create frameworks for understanding and relating to them. Animal research has also been essential to addressing the global challenges to preserve declining and endangered species. This course tackles a number of biological paradigms where the animal has been a central figure. What determines which animals we use as subjects in research? What are the ethical and moral implications of animal-based experiments? How have animal-based research discoveries been communicated in the scientific community and popular media? And how might we tackle environmental and conservation issues through a non-human lens? As a final project, students will choose an animal and explore its representation in scientific and artistic practices. Creating short films about these subjects, they will give the animals unique perspectives and an opportunity to speak back to us.

Selected Materials:

Bluth (Dir.), *The Secret of Nimh* (Film)
Cronenberg (Dir.), *The Fly* (Film)
Nuridsany & Pérennou (Dirs.), *Microcosmos* (Film)
Carroll, *Endless Forms Most Beautiful*
Hopper (Dir.), *When Björk Met Attenborough* (Film)



ALEXIS GAMBIS

Visiting Assistant Professor of Biology and Film and New Media

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

Atom and Energy

CCOL-UH 1041 • SPRING 2019

$E=mc^2$: One simple equation encapsulates the power to grant life and death in equal measure. Life associated with fusion in the sun, radiation therapy, and nuclear energy; death via nuclear bombs and nuclear disasters. This course uses nuclear physics as a prism for exploring science as a human endeavor, focusing on the physics of the atomic nucleus and its technological applications. Arguments for and against nuclear power plants are analyzed, while the power and threat of nuclear weapons are assessed. The international treaties designed to limit the spread of nuclear weapons are scrutinized, emphasizing the challenges that lawmakers and citizens face in determining and guiding the uses of nuclear power as we will grapple with the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.

Selected Materials:

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



FRANCESCO ARNEODO

Associate Dean of Science and Associate Professor of Physics

Professor Arneodo is an experimental physicist with a focus on the intersection between astrophysics and particle physics. He obtained his PhD from the University of Rome—La Sapienza and his Master’s degree from the University of Torino, Italy. He joined NYUAD in fall 2013.

Contagion

CCOL-UH 1044 • SPRING 2019

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

Selected Materials:

Sophocles, *Oedipus the King*
Johnson, *The Ghost Map*
Camus, *The Plague*
Kushner, *Angels in America*
Yan, *Dream of Ding Village*
Oldstone, *Viruses, Plagues, and History*



BRYAN WATERMAN

Associate Professor of Literature, Vice Provost for Undergraduate Academic Development

Professor Waterman directs the Core Curriculum at NYUAD. His research areas include the literary and cultural history of colonial North America, the early United States, the Atlantic World, and New York City. He is currently at work on a history of New York’s arts scenes from 1962-87.

Axes of Evil

CCOL-UH 1045 • SPRING 2019

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, *The Fundamental Epistle*
Dante, *Divine Comedy*
Shakespeare, *Othello*
Nietzsche, *On the Genealogy of Morals*
Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil*
Coetzee, *Waiting for the Barbarians*



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 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*.

MARTHA NUSSBAUM ON THE GLOBAL CHALLENGE OF EQUALITY:

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

Statehood

CCOL-UH 1048 • SPRING 2019

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

Selected Materials:

Hale, *The Man Without a Country*
Khalidi, *The Iron Cage: The Story of the Palestinian Struggle for Statehood*
Heard-Bey, “The United Arab Emirates: Statehood and Nation-Building in a Traditional Society”
Khalidun, *The Muqaddimah*
Drob (Dir.), *Stateless* (Film)



HENRIETTE MUELLER
Humanities Research Fellow

Professor Müller joined NYUAD in October 2015 as a Research Fellow in the Humanities Research Fellowship Program. She is a political scientist whose research focuses on comparative politics, comparative government, and governance studies with a particular focus on political leadership.

Calamity and Creation, from the Black Death to Fukushima

CCOL-UH 1053 • SPRING 2019

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

Selected Materials:

Boccaccio, *The Decameron*
Voltaire, *Candide*
Marquez, *Love in the Time of Cholera*
Kushner, *Angels in America. Part I: Millennium Approaches*
Tatsuta, *Ichi-F: A Worker’s Graphic Memoir*



JONATHAN H. SHANNON
Visiting Professor of Anthropology

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

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 2018

Manus et Machina

CADT-UH 1001 • FALL 2018

Counts as Art, Technology and Invention in previous Core
This course (formerly called Men & Machines) explores how technology and machines have influenced human life across the ages. The course further explores how technology has influenced the fields of arts and design, and investigates this inspirational source for new technological developments. Lecture and discussion will be the breeding ground for concept development of new machines: Every student will realize a prototype of a machine executing a certain task. This hands-on project will be complemented by case studies, reading assignments, workshops, excursions, and one-on-one meetings with the professor. The course builds knowledge about futuristic developments and their use and influence from past to present, dealing with questions concerning ethics and values. Students will leave the course with a completed project to be displayed in an exhibition and a personal philosophy of Arts, Design, & Technology.

Selected Materials:

Himanen, *Hacker Ethic and the Spirit of the Information Age*
Laurenza, *Leonardo's Machines*
Kelly, *What Technology Wants*
Lanier, *Who Owns the Future*
Horowitz and Hill, *The Art of Electronics*



FELIX BECK Assistant Professor of Practice of Design

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

Rhythm

CADT-UH 1004Q • FALL 2018

Counts as Art, Technology and Invention in previous Core
Rhythm consists of patterns of events in time and space, and is a prominent feature of life. This interdisciplinary course examines what rhythm is and how it manifests itself in a variety of domains that range from music and the visual arts (across cultures and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migrations, ethnology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, and computer graphics. Students read, listen to music, learn the rudiments of drumming, use computer software to analyze and generate rhythms, solve puzzles of musical time patterns, and write on various topics. They complete an individual research project that showcases the application of knowledge in their selected discipline or culture to an open question concerned with rhythm. They discuss progress on their projects during the term and present their results to the class at the end of term. No computer programming experience or musical training is required.

Selected Materials:

Toussaint, *The Geometry of Musical Rhythm*
Harkleroad, *The Math Behind the Music*
Butler, *Unlocking the Groove*
McLachlan, *A Spatial Theory of Rhythmic Resolution*
McCartan, "Prelude to Musical Geometry"



GODFRIED TOUSSAINT
Program Head and Professor of Computer Science

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

Creativity and Innovation

CADT-UH 1005 • FALL 2018

Counts as Art, Technology and Invention in previous Core

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

Selected Materials:

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



MARGARET JULIAS
Lecturer of Engineering

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

Words

CADT-UH 1011 • FALL 2018

Counts as Science, Society and History in previous Core

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

Selected Materials:

Fasold and Connor-Linton (ed.s), *An Introduction to Language and Linguistics*
Deutscher, *Through the Language Glass: Why the World Looks Different in Other Languages*
Jurafsky, *The Language of Food*
Elgin, *Native Tongue*
Cukor (dir.), *My Fair Lady* (film)



NIZAR HABASH Associate
Professor of Computer Science

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

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

MARSHALL HODGSON ON THE GLOBAL CHALLENGE OF UNDERSTANDING HUMANITY

Digital Curation

CADT-UH 1018 • FALL 2018

Counts as Art, Technology and Invention in previous Core

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

Selected Materials:

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



DAVID WRISLEY Associate
Professor of Digital Humanities

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

Wayfinding: Graphic Design in the Built Environment

CADT-UH 1020 • FALL 2018

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

In November 2014, Volvo Race’s boat *Vestas* did not find her way to Abu Dhabi port and got stranded on a reef in the Indian Ocean instead. What went wrong? Is it still possible to get lost today, in the age of ubiquitous and democratized GPS? What does it mean to find one’s way? How do different environments create unique problems, as well as provide solutions? How do we find those solutions ourselves, and how can we intervene in the design of our working and living environments, in the design of our navigational practices, in order to avoid getting lost? What tools do we have? How do they work? What can we learn from navigation before GPS? Informed by new technologies, the demand for sustainability, and the inputs from cognitive studies, “wayfinding” has grown to become a field of research in its own right, related to both architecture and design. It studies the ways in which people orient themselves via the organization of sensory cues from the external environment. The course explores visual design components and theoretical ramifications and will include workshops on campus signage systems, with a focus on accessible design.

Selected Materials:

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



GOFFREDO PUCCETTI Assistant Professor of Practice of Visual Arts

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

The Art of Narrative Science

CADT-UH 1021 • FALL 2018

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

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

Selected Materials:

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



CHARLES SIEBERT Professor of Practice of Literature and Creative Writing

Professor Siebert is the author of three critically acclaimed memoirs, *The Wauchula Woods Accord: Toward A New Understanding of Animals* (2009), *A Man After His Own Heart* (2004), and *Wickerby: An Urban Pastoral* (1998), a New York Times Notable Book of 1998, as well as a novel, *Angus*; an e-book, *Rough Beasts: The Zanesville Zoo Massacre One Year Later*; and a children’s book, *The Secret World of Whales*. A poet, journalist, essayist, and contributing writer for *The New York Times Magazine*, he has written for *The New Yorker*, *Harper’s Magazine*, *Vanity Fair*, *Esquire*, *Outside*, *Men’s Journal*, *National Geographic*, and numerous other publications.

Bioinspiration

CADT-UH 1033 • FALL 2018

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

Selected Materials:

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



RAFAEL SONG Assistant Professor of Mechanical and Biomedical Engineering

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

Communication and Technology

IM-UH 1012 • FALL 2018

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

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

Selected Materials:

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



CRAIG PROTZEL Program Head and Assistant Professor of Interactive Media

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

Memoir and Ethnography

ANTH-UH 2113 • FALL 2018

Crosslisted with Literature and Creative Writing; Social Research and Public Policy; Anthropology

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

Selected Materials:

Baldwin, *Go Tell It on the Mountain*

Eggers, *Zeitoun*

Fernea, *Guests of the Sheik: An Ethnography of an Iraqi Village*

Flynn, *Another Bullshit Night in Suck City*

Grozni, *Turtle Feet: The Making and Unmaking of a Buddhist Monk*



DEBORAH KAPCHAN *Associate Professor of Performance Studies*

Professor Kapchan teaches Performance Studies at NYU’s Tisch School of the Arts. A Guggenheim fellow, she is the author of *Gender on the Market: Moroccan Women and the Revoicing of Tradition* (1996 Univ. of Pennsylvania Press), *Traveling Spirit Masters: Moroccan Music and Trance in the Global Marketplace* (2007 Wesleyan University Press), as well as numerous articles on sound, narrative, and poetics. She is currently writing two books: *The Aesthetics of Proximity* and *Between Morocco and France: The Festive Sacred and the Islamic Sublime*. She is also writing a sonic memoir entitled *Listening Methods*.

SPRING 2019

Touch

CADT-UH 1008Q • SPRING 2019

Counts as Art, Technology and Invention in previous Core

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 (Edt), *Human Haptic Perception: Basics and Applications*

McNeill, Quaeghebeur, and Duncan, “IW—“The Man Who Lost His Body”

El Saddik, Orozco, Eid and Cha, “Haptics Technologies: Bringing Touch to Multimedia”

Paterson, “The Senses of Touch: Haptics, Affects Sensibilities”



MOHAMAD EID

Assistant Professor of Electrical and Computer Engineering

Professor Eid is the co-author of the book *Haptics Technologies: Bringing Touch to Multimedia* (Springers 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 2019

Counts as Pathways of World Literature in previous Core

Crosslisted with Cultural Exploration and Analysis

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

Selected Materials:

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

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

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

Cousins, *Anatomy of an Illness*

Austen, *Northanger Abbey*



AYSAN CELIK

Assistant Professor of Theater

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

Language of Computers

CADT-UH 1013Q • SPRING 2019

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

Crosslisted with Data and Discovery

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

Selected Materials:

Donaldson, *Visual Quickstart Guide to Python*

Sweigart, *Making Games with Python & Pygame*

Harris, *Game Programming: The L Line, The Express Line to Learning*



SANA ODEH

Clinical Professor of Computer Science

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

Utilitas, Venustas, Firmitas

CADT-UH 1016 • SPRING 2019

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

Selected Materials:

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



FELIX BECK Assistant Professor of Practice of Design

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

Inspiration, Art, and the Examined Life

CADT-UH 1029 • SPRING 2019

Counts as Art, Technology and Invention in previous Core Has a book ever knocked you out? Has a story stuck with you for years? Has an image stopped you cold? A song? Are you changed by these encounters? Where do you turn for inspiration? What do you do when immobilized? Can you engage your fears in pursuit of your goals? How do you flip your script to make progress? This course explores, examines, considers, and activates the elusive and subjective motor for creative work. It begins with material that has directly impacted the professor’s life and work as a theater artist. Later, students will share igniting materials from their own experiences. The aim: to incite the imagination, culminating in an original work. Departure points include artists, writers, filmmakers, thinkers, and theater makers such as Judith Malina, Allen Ginsberg, Art Spiegelman, Francis Bacon, Edmund White, Anne Carson, David Markson, Italo Calvino, Pedro Almodovar, Jean Genet, Andy Goldsworthy, Banksy, C.G. Jung, Franz Fanon, Aimé Césaire, Patricia Peters, theoretical physicists, Black Lives Matter, and even occasional recipes. When it comes to inspiration, can a good meal change everything?

Selected Materials:

- Calvino, 6 Memos for the New Millennium
- Carson, Autobiography of Red
- Césaire (Illustrated by Pablo Picasso), Lost Body
- Interviews with Francis Bacon
- Malina, The Diaries of Judith Malina
- White, The Flâneur



JOANNA SETTLE

Assistant Arts Professor of Theater

Professor Settle completed her BA at Hampshire College and then went on to complete her graduate studies in Directing at The Juilliard School. Her directing credits include: Heather Raffo’s NOURA; The Total Bent; Estuary; In Darfur; Future Me; the finale of Suzan-Lori Parks’s 365 Days/365 Plays; An Octoroon; Rapture, Blister, Burn; Hands Up; Family Album; Nine Parts of Desire; BLOOD LINE: The Oedipus/Antigone Story; Macbett by Ionesco; several Samuel Beckett shorts including Cascando and Play; A Midsummer Night’s Dream; Othello; Much Ado About Nothing; and Romeo and Juliet. She is past artistic director for Division 13 Productions (1998-2004); Shakespeare on the Sound (2009-2012).

Citizen, Writer

CADT-UH 1034 • SPRING 2019

Crosslisted with Cultural Exploration and Analysis and 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.

Communication and Technology

IM-UH 1012 • SPRING 2019

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

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

Selected Materials:

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



MARINA ZURKOW Program Head and Assistant Professor of Interactive Media

Professor Zurkow, a faculty member at NYU’s Tisch School of the Arts, is a media artist focused on near-impossible nature and culture intersections. She uses life science, materials, and technologies to foster intimate connections between people and non-human agents. A 2011 John Simon Guggenheim Memorial Fellow, she has also been granted awards from the New York Foundation for the Arts, New York State Council for the Arts, the Rockefeller Foundation, and Creative Capital.

Core Competencies: Cultural Exploration and Analysis

NAVIGATING A GLOBAL UNDERSTANDING

Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural understanding. Numerous Cultural Exploration and Analysis courses are offered every semester. The courses specified in the following pages are offered periodically, typically each year in the semester indicated.

FALL 2018

Collecting

CCEA-UH 1003 • FALL 2018

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

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

Selected Materials:

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



DENISE-MARIE TEECE

Assistant Professor of Art History

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

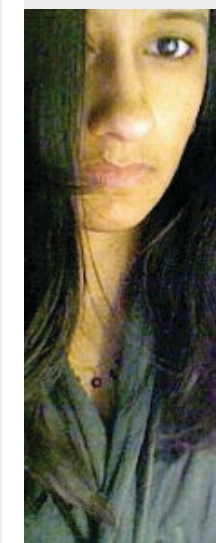
On Violence

CCEA-UH 1017 • FALL 2018

Counts as Pathways of World Literature in previous Core
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 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, postcolonial 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*).

Novels That Changed the World

CCEA-UH 1019 • FALL 2018

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

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

Selected Materials:

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



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

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

Memory

CCEA-UH 1061 • FALL 2018

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

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

Selected Materials:

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



GREGOR STEMMRICH
Professor of Art and Art History

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

Everything Is a Remix

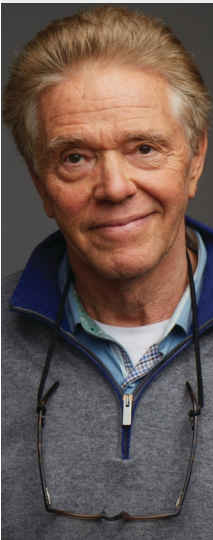
CCEA-UH 1062 • FALL 2018

Crosslisted with Film and New Media

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

Selected Materials:

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



ROBERT STAM *University Professor and Professor of Cinema Studies*

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

Our Monsters, Ourselves

CCEA-UH 1057 • FALL 2018

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

Drawing from literature of the past 200 years, this course considers basic questions: What does it mean to be human—and who do we include in our definitions of “human”? What is the relationship of people to their landscape and environment? What is the relationship of technology to cultural production? How do gender and sexuality define or liberate us? And, ultimately, does the artist have an obligation to address any of these issues in his/her work? As a guide to our explorations, we look at the ways in which monsters and the monstrous illuminate particular cultural moments and reflect on whether the monsters of two centuries ago shed light on our own cultural pre-occupations.

Selected Materials:

Bronte, *Jane Eyre*
Rhys, *Wide Sargasso Sea*
Shelley, *Frankenstein*
Stoker, *Dracula*
Spiegelman, *Maus*



DEBORAH WILLIAMS
Clinical Associate Professor of Literature and Creative Writing

Professor Williams, a faculty member in the Liberal Studies Program at NYU, has taught at NYUAD since 2011. Her fields of interest include 20th-century US fiction, children’s literature, and feminist literary history and historiography.

Gender and the Future of Normal

CCEA-UH 1076 • FALL 2018

Crosslisted with Literature and Creative Writing, Theater

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

Selected Materials:

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



ROBERT VORLICKY
Associate Professor of Drama

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

Islamism, Islamophobia, and Muslim Popular Culture

CCEA-UH 1077X • FALL 2018

Crosslisted with Arab Crossroads Studies and Arts and Humanities Colloquia

As state apparatuses everywhere attempt to control their citizenry either directly (through force) or hegemonically (via consent of the governed), popular youth cultures become the ideological terrain on which battles for freedom of expression are fought. In the case of Muslim cultures, the contest is sometimes framed in terms of secular liberalism of thought and behavior, at others, in support of stricter religious orthodoxy even as the language and forms deployed are those of pop culture viz. “Islamic” fashion, music, comic books, film, theater, etc. This course will explore such tensions and the ethical challenges they pose in an increasingly global society through a variety of pop culture forms and subcultures from around the Muslim world. The challenge the course presents—one that requires students to synthesize materials from many disciplines—is to think through the ongoing battle for hearts and minds of Muslim youth around the world. This battle can be summed up through the competing ideologies of Islamism at one extreme and Islamophobia at the other. How do we steer a course between this contemporary Scylla and Charybdis? Herein lies the task.

Selected Materials:

Aidi, *Rebel Music: Race, Empire and the New Muslim Youth Culture*
Levine, *Heavy Metal Islam*
O’Brien, *Keeping It Halal: The Everyday Lives of Muslim American Teenage Boys*
Shirazi, *Brand Islam: the Marketing and Commodification of Piety*



FAWZIA AFZAL-KHAN
Visiting Arts Professor

Professor Afzal-Khan works at the intersection of feminist theory, cultural and performance studies, and postcolonial studies and is former Director of Gender, Sexuality, and Women’s Studies at Montclair State University. A poet and playwright, she is author of several books, including the memoir *Lahore with Love*. She is a contributing editor to TDR and is on the advisory board of the *South Asian Review* and the editorial board of *Arab Stages*. A trained vocalist in the North Indian classical tradition and a founding member of the experimental theatre collective Compagnie Faim de Siecle, she makes music videos that explore themes of gender, religion, class in Pakistan. Her book on Pakistani women singers will be published by Oxford University Press.

Representing the Middle East: Issues in the Politics of Culture

CCEA-UH 1078X • FALL 2 2018 (7 WEEKS)

Crosslisted with Arab Crossroads Studies, Film and New Media

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

Selected Materials:

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



ELLA SHOHAT
Professor of Cultural Studies

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

World Heritage Sites & Universal Collections

HERST-UH 1100 • FALL 2018

Crosslisted with Arab Crossroads Studies, Art and Art History, Museum and Cultural Heritage Studies, and Visual Arts

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

Selected Materials:

Cuno, *Who Owns Antiquity?*
Rudolff, *Local Identity on the Global Stage: The Challenge of Representing Diversity*
Harrison, *Forgetting to Remember, Remembering to Forget*
UNESCO, *Preparing World Heritage Nominations*
Elliott and Schmutz, *World Heritage: Constructing a Universal*



ROBERT PARTHESIUS Associate Professor of Heritage Studies

Professor Parthesius is on the faculty of archaeology at Universeit Leiden in the Netherlands. A visiting professor at NYU-AD, he is also Director of Dhakira, Center for Emirati and Global Heritage Studies. His publications include the book *Dutch Ships in Tropical Waters*.

City of Encounters: Literatures of Indigeneity, Migration and Settlement

CCEA-UH 1068J • JANUARY 2019

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

Selected Materials:

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



JINI KIM WATSON Associate Professor of English and Comparative Literature

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

Identity and Object

CCEA-UH 1004 • SPRING 2019

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

Selected Materials:

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



FIONA KIDD Assistant Professor of History and Art and Art History

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

The Idea of the Garden

CCEA-UH 1006 • SPRING 2019

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

Selected Materials:

Conan, “Gardens and Imagination: Cultural History & Agency”
Harrison, *Gardens: An Essay on the Human Condition*
Balmori and Morton, *Transitory Gardens, Uprooted Lives*
Bergsma, Poot, and Liefbroer, “Happiness in the Garden of Epicurus”
Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America*



GREGOR STEMMRACH Professor of Art and Art History

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

A Thousand and One Nights

CCEA-UH 1009 • SPRING 2019

Counts as Pathways of World Literature in previous Core
Crosslisted with Literature and Creative Writing
This course focuses on questions of religious and cultural difference through the 1001 Nights and related texts. Jewish, Christian, Zoroastrian, Muslim and “pagan” realms co-exist uneasily in the original cycle of tales that often confront their protagonists with such differences as a problem. Even the possession of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders. The reception of the Nights tales in Europe animated the new sciences of anthropology and psychology, suggesting alternative modes of modernity less strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and pioneered travelogues and ethnographies of the Levant, Egypt, and Arabia. Their writings would serve as points of departure for seminal works on the engagement with cultural difference and its representation, Appiah’s *Cosmopolitanism* and Said’s *Orientalism*.

Selected Materials:

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



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

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

Law and the Imagination

CCEA-UH 1011 • SPRING 2 2019 (7 WEEKS)

Counts as Pathways of World Literature in previous Core
Crosslisted with Legal Studies, Literature and Creative Writing
There is no life without law. Nature has its laws. Religions have theirs, societies theirs, families theirs. Business has its rules and contracts. How do people understand the laws that are as much a part of life as the weather? Literature—the work of the imagination—guides our great journey towards understanding. Writers dramatize the relations among law, justice, and freedom. Writers also show the effect of law on the fates, fortunes, and feelings of people. The course explores the power of literature to show us what the law is, what it should not be, and what it might be.

Selected Materials:

Djebar, *Children of the New World*
Gandhi, *Selected Political Writings*
Fugard, *The Island from Statements*
Poe, *The Murders in the Rue Morgue*
Shakespeare, *The Merchant of Venice*



CATHARINE STIMPSON *Professor of English and Dean Emerita of the Graduate School of Arts and Science at New York University*

Professor Stimpson, a pioneer in the study of women and gender and a founder of feminist criticism, is also known for her role as a public intellectual and her public service, which includes her wide-ranging writing on the humanities, liberal arts, and the university.

Money and the Good Life

CCEA-UH 1014 • SPRING 1 2019 (7 WEEKS)

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

Selected Materials:

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



ALIDE CAGIDEMETRIO
Visiting Professor of Literature

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

Gender and Representation

CCEA-UH 1015 • SPRING 2019

Counts as Pathways of World Literature and Arts, Technology, and Invention in previous Core
This course understands gender as a social construct rather than as self-evident and immutable, and examines the ways in which constructions of gender shift across time and place. Some of the questions we will consider include the following: what does it mean to be “male” or “female,” “masculine” or “feminine,” and how do the meanings of such categories vary across historical periods and geographic locations? How do we understand gender in relation to other social differences such as race, class, sexuality, religion, nationality, and disability? How have ideologies of gender been central to colonial and nationalist projects from the nineteenth century to the present? How does gender shift in the context of diaspora, migration, and globalization? We approach these questions through a consideration of aesthetic practices and representational forms from many periods and cultures—literature, film, visual art—that suggest alternatives to a binary logic of gender and instead articulate different visions of gender justice.

Selected Materials:

Foucault, *The History of Sexuality*
Alloula, *The Colonial Harem*
Satrapi, *Persepolis: The Story of a Childhood*
Mootoo, *Cereus Blooms at Night*
Julien (Dir.), *Black Skin White Masks* (Film)



GAYATRI GOPINATH *Associate Professor of Social and Cultural Analysis*

Professor Gopinath is an associate professor of Social and Cultural Analysis and director of the Center for the Study of Gender and Sexuality at New York University. She is the author of *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Duke University Press, 2005).

Art and Agency

CCEA-UH 1020 • SPRING 2019

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

Selected Materials:

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



REINDERT FALKENBURG *Vice Provost for Intellectual and Cultural Outreach*

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

Listening

CCEA-UH 1037 • SPRING 2019

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

Selected Materials:

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

DEBORAH KAPCHAN Associate Professor of Performance Studies

Professor Kapchan teaches Performance Studies at NYU’s Tisch School of the Arts. A Guggenheim fellow, she is the author of *Gender on the Market: Moroccan Women and the Revoicing of Tradition* (1996 Univ. of Pennsylvania Press), *Traveling Spirit Masters: Moroccan Music and Trance in the Global Marketplace* (2007 Wesleyan University Press), as well as numerous articles on sound, narrative, and poetics. She is currently writing two books: *The Aesthetics of Proximity* and *Between Morocco and France: The Festive Sacred and the Islamic Sublime*. She is also writing a sonic memoir entitled *Listening Methods*.

RICHARD RORTY ON THE VALUE OF CULTURAL EXPLORATION AND ANALYSIS:

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

Nationalism and the Popular: European Romanticism and the Arab Renaissance

CCEA-UH 1065 • SPRING 2019

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

Selected Materials:

Herder, *Treatise on the Origin of Language*
Byron, *The Two Foscari*
Haykal, *Zayneb*
Mutran, “The Arab Awakening”
Ial-Hakim, *Return of the Spirit*



EDWARD ZITER
Professor of Drama

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

Interracial Literature

CCEA-UH 1074 • SPRING 1 2019 (7 WEEKS)

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

Selected Materials:

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



WERNER SOLLORS Global Professor of Literature

Professor Sollors is Cabot Professor of English Literature and Professor of African American Studies at Harvard University, where he has taught for more than thirty years. He is coeditor with Greil Marcus of *A New Literary History of America* (2009).

Core Competencies: Data and Discovery

LEARNING TO EXPERIMENT AND EVALUATE

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

FALL 2018

The Mind

CDAD-UH 1007EQ • FALL 2018/SPRING 2019

Counts as Experimental Discovery in the Natural World in previous Core

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

Selected Materials:

Sacks, *The Mind's Eye*



SHAALAN FAROUK

Senior Lecturer of Psychology

Professor Farouk completed his PhD on teachers' emotions at work at Birkbeck College, in 2008. His research studies emotions from the perspective of cognitive appraisal theory and narrative psychological research on adolescents.

Seven Wonders of the Invisible World

CDAD-UH 1008EQ • FALL 2018

Counts as Experimental Discovery in the Natural World in previous Core

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

Selected Materials:

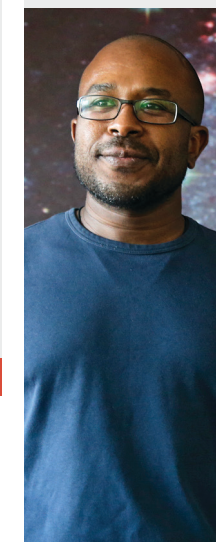
Fleury, *Mysteries of the Microscopic World*

De Kruif, *Microbe Hunters*

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

Campbell (Dir.), *Li: The Patterns of Nature* (Film)

Soderberg (Dir.), *Contagion* (Film)



MAZIN MAGZOUB *Assistant Professor of Practice in Biology*

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

Observing the Universe

CDAD-UH 1011EQ • FALL 2018

Counts as Experimental Discovery in the Natural World in previous Core

Observation is always the first step in the scientific process, usually followed by hypotheses and experimental tests. In astronomy, observation is nearly the only way to get data and test theories. For most of human history, astronomical observations were done using the human eye aided by simple instruments. The early telescopes were also aids to the human eye. It wasn't until photography was invented in the late 19th century that astronomy began to become independent of an individual observer's eyes. In this class, students will explore the development of our understanding of the Universe through the historical development of observational tools and techniques. The course will start with the instruments of the ancients and progress to the modern era using data from today's most advanced observatories which are no longer limited to light our eyes can see. However, humanity is still limited almost exclusively to what the universe chooses to show us through electromagnetic or other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

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



MALLORY ROBERTS
Assistant Professor of Physics

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

5000 Years of Notable Lives: Measuring Influence across Cultures

CDAD-UH 1027E • FALL 2018

Counts as Experimental Discovery in the Natural World in previous Core

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

Selected Course Materials
Maximilian et al, "A Network Framework of Cultural History"
Zhao et al, "Pantheon 1.0, a Manually Verified Dataset of Globally Famous Biographies"
Sargent and Stachurski, "Lectures in Quantitative Economics"



ETIENNE WASMER
Visiting Professor of Economics

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

Data and Human Space

CDAD-UH 1033Q • FALL 2018

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

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



DAVID WRISLEY *Associate Professor of Digital Humanities*

Professor Wrisley is a comparative medievalist and digital humanist. His research straddles the domains of late medieval court culture, Mediterranean studies, multilingual corpora analysis and the spatial humanities. He founded and organized the first digital humanities training institute in the Middle East in Beirut in 2015. His research interests include European and Mediterranean Middle Ages; digital humanities; spatial humanities; digital textual studies; location-based inquiry; participatory mapping; digitally curated landscapes; comparative literature; Francophone literature; Arabic literature; medieval love theory (Islamic and European).

“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.”

MICHAIL MANIATAKOS, ASSISTANT PROFESSOR OF ELECTRICAL AND COMPUTER ENGINEERING

Forensic Science: Guilty or Not Guilty?

CDAD-UH 1005EJQ • JANUARY 2019

Counts as Experimental Discovery in the Natural World in previous Core
Not available to students who have taken PHYS-AD 318
“Every contact leaves a trace.” This phrase, coined by the pioneer of forensic science Edmond Locard, is the starting point of all forensic investigations. Scientific measurements are used to discover traces left at the crime scene and connect them to a person, object, or place. But what is it about science that allows us to make these connections? And how are facts that are determined by scientific measurements different from those recorded during an interrogation? Does the word “fact” carry the same meaning in the legal system as it does to you? How about its meaning to an experienced scientist? In this course, students explore these questions while analyzing samples left at a crime scene using a combination of biological, chemical, and physical techniques used in forensics. Students will explore the underlying scientific principles and discuss how forensics relates to the criminal justice system and its impact on society. By analyzing adjudicated cases, both real and fictional, students will also tease out the capabilities, limitations, and misuse of forensic science.

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



GEORGE SHUBEITA *Assistant Professor of Physics*
Professor Shubeita’s research is in the area of cell physics, where the synergy between physics and biology leads to concurrent advancement of our understanding of biological function and the physical principles governing it. The current focus of his lab is on understanding molecular motor function in the context of intracellular transport.

Behavior

CDAD-UH 1009EJQ • JANUARY 2019

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

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



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

“In a substantially altered world, when sea-level rise has swallowed the Sundarbans and made cities like Kolkata, New York, and Bangkok uninhabitable, when readers and museumgoers turn to the art and literature of our time, will they not look, first and most urgently, for traces and portents of the altered world of their inheritance? And when they fail to find them, what should they—what can they do other than to conclude that ours was a time when most forms of art and literature were drawn into the modes of concealment that prevented people from recognizing the realities of their plight?”
(From *The Great Derangement*)

AMITAV GHOSH ON THE GLOBAL CHALLENGE OF SUSTAINABILITY

Sustainable Development

CDAD-UH 1022J • JANUARY 2019

Sustainable development is the most significant global challenge of our time. Humanity’s survival as we know it depends on finding ways to maintain societal progress while living healthily within the Earth’s capacity. Numerous environmental, economic, and societal factors are at play at any given time, all of which are individually important, and all of which may vary around the world in dynamically changing societies. Rapid global change requires their understanding and effective use in decision making. This course introduces students to the concepts, literature, sciences, methods, data, and practices of sustainable development both globally and locally. We start with history and global observations, and gradually work our way to regional and local issues involving people, industries, ecosystems, and governments. From the environmental realm, topics covered include the use of energy, water, and other resources, emissions, climate change, and human and ecological health impacts. We review the economic implications of pathways to a sustainable future. In all our discussions, societal impacts such as equity, wealth, and justice are considered, and discovery of data needs and analysis are explored.

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



ARPAD HORVATH *Visiting Professor of Civil and Environmental Engineering*
Professor Horvath teaches Engineering at the University of California, Berkeley. His research focuses on life-cycle environmental and economic assessment of products, processes, and services, particularly answering important questions posed about civil infrastructure systems and the built environment. He has conducted studies on the environmental implications of various products, processes and services, in particular, transportation systems, water and wastewater systems, biofuels, pavements, buildings, and construction materials.

Water-Energy-Food Nexus

CDAD-UH 1026JE • JANUARY 2019

Billions of people on Earth lack adequate access to water, food, and energy. What might we gain by recognizing the interdependencies that exist between these resources? We all know that water is fundamental to agriculture and to the entire agro-food supply chain. We know, too, that energy is required to produce and distribute water and food: to pump water, to power irrigation machinery, and to process and transport agricultural goods. But global society requires industry and policymakers to take even broader views. For instance, how are water security, energy security, and food security linked, so that actions in one area will likely have impacts in one or both of the others? How will population growth, economic development, and climate change affect international efforts to eradicate poverty? Additionally, what roles might renewable energy technologies play in providing access to cost-effective, secure, and sustainable energy supplies? Students will approach these questions through multidisciplinary lenses and cultivate the skills required to address the social, economic, and environmental challenges posed by the water-energy-food nexus.

Selected Materials:

2015 UN World Water Development Report
Plan Abu Dhabi 2030
UAE Vision 2021
World Economic Forum, “Water Security: the Water-Food-Energy-Climate Nexus”



PHILIP PANICKER
Senior Lecturer and Coordinator of Engineering Academic Laboratories

Professor Panicker is an aerospace engineer and member of the American Institute of Aeronautics and Astronautics (AIAA). He joined NYUAD in September 2012 and serves as the coordinator of academic labs for the Engineering Division and as faculty coordinator of the Engineers For Social Impact initiative.



SANJIV GOKHALE Global Professor of Practice of Civil Engineering

Professor Gokhale is the author of *Construction Management of Healthcare Projects* and the co-author of *Trenchless Technology: Pipeline and Utility Design, Construction, and Renewal*. He received the Distinguished Professor Award, Construction Industry Institute (CII), University of Texas at Austin, in 2009 and the Excellence in Teaching Award, School of Engineering, Vanderbilt University, in 2005.

SPRING 2019

Space

CDAD-UH 1002Q • SPRING 2019

Counts as Experimental Discovery in the Natural World in previous Core

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

Selected Materials:

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



DAVID RUSSELL
Assistant Professor of Physics

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

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

CDAD-UH 1016EQ • SPRING 2019

Counts as Experimental Discovery in the Natural World in previous Core

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

Selected Materials:

Google Earth
Selected scientific articles



JOHN BURT
Associate Professor of Biology

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

Heat in the Universe

CDAD-UH 1019Q • SPRING 2019

Counts as Science, Society, and History in the previous core

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

Selected Materials:

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



IAN DOBBS-DIXON
Assistant Professor of Physics

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

Better Living through Chemistry

CDAD-1030 • SPRING 2019

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

Selected Materials:

Selected scientific articles



TIMOTHY DORE

Associate Professor of Chemistry

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

Stability

CDAD-1032 • SPRING 2019

Counts as Experimental Discovery in the Natural World in previous Core

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:

Selected scientific articles and essays



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. He is spending two years at NYUAD as an affiliated faculty.

Numbers, Models, and Chaos

CDAD-UH 1034Q • SPRING 2019

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

Selected Materials:

Laplace, *Essai philosophique sur les probabilités*.

Poincaré, “Le Hazard,” in *Science et Méthode*

Lorenz, *The Essence of Chaos*



FRANCESCO PAPARELLA

Associate Professor of Mathematics

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

Cyberwarfare

CDAD-UH 1037Q • SPRING 2019

Crosslisted with Arts, Design, and Technology in the new Core

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



MICHAIL MANIATAKOS

Assistant Professor of Electrical and Computer Engineering

Professor Maniatakos’s scholarly interests span from abstract computer science to hardware manufacturing. Maniatakos has published in several key research areas, such as computer architecture, design and test, microprocessor reliability, and hardware security. He has received the IEEE TTTC Gerald W. Gordon Award for exceptional service to the community, and won the Embedded System Challenge at CSAW VIII and CSAW X, in 2011 and 2013.

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 2018

Ideas of the Sacred

CSTS-UH 1016 • FALL 2018

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

Selected Materials:

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



JOHN COUGHLIN *Professor of Global Studies and Law*

A Franciscan priest since 1983, Professor Coughlin, O.F.M., serves as Global Distinguished Professor of Religious Studies and Law and affiliated faculty at the NYU School of Law. A doctor utriusque iuris, Coughlin was as a member of the Holy See's delegation to the United Nations treaty conference that established the International Criminal Court.

Boundaries

CSTS-UH 1021EQ • FALL 2018

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

Selected Materials:

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



CHRISTOPHER PAIK *Assistant Professor of Political Science*

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

Internationalism

CSTS-UH 1022 • FALL 2018

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:

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



PEDRO MONAVILLE
Assistant Professor of History

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

Why Is It So Hard to Do Good?

CSTS-UH 1031 • FALL 2018

Counts as Structures of Thought and Society in previous Core

Why is it so difficult to eliminate some of the greatest causes of human suffering—war, state-failure, poverty, and tyranny? This course examines moral and practical controversies over how we ought to respond to these problems. The course will focus in particular on whether, and if so how, the international community is justified in intervening in poor and violent parts of the world. By the end of the course students will be better at analyzing and discerning the plausibility of policy proposals and ideas.

Selected Materials:

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



RAHUL SAGAR Global Network
Associate Professor of Political Science

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

Property

CSTS-UH 1039 • FALL 2018

Counts as Structures of Thought and Society in previous Core

The institution of property describes one of the fundamental relationships between people and things. This seminar explores how understandings of property have been influenced by cultural and ethical norms in different civilizations; how property rights have evolved with technological progress and changes in the demands of the environment; how property is affected by and influences the sphere of individual freedom, the relation between the individual and the state, and the organization of productive activity. As examples, students will look at property in the ancient civilizations of Egypt, Greece and Rome; consider the views on property expressed in Christianity and Islam; and discuss the role that changing views on property played in the Declaration of Independence, the French Revolution, and the Russian Revolution. Insights from these discussions will inform debates about contemporary issues in property rights, including intellectual property, rights to genetic material, inheritance, airwaves, financial regulation, the rights of indigenous peoples, claims on the Arctic, or the trade-off between rights to privacy and freedom of the press.

Selected Materials:

Heller, *The Gridlock Economy*
Aristotle, *Nicomachean Ethics*
Garnsey, *Thinking about Property: From Antiquity to the Age of Revolutions*
Marx, *Capital*
Proudhon, *What Is Property?*

MAXIMILIAN MIHM

Assistant Professor of Economics

Professor Mihm joined NYUAD from Cornell University in 2010. His research focuses on the economics of information and uncertainty, in particular models of decision-making under ambiguity, with status-quo effects, or under limitations on attention. He is also interested in network theory and has studied the implications of private information on cooperative behavior in social networks.

Money

CSTS-UH 1046 • FALL 2018

Counts as Structures of Thought and Society in previous Core

The need to trade goods and services within and across time is a requirement for the basic functioning of any society. When barter systems do not satisfy needs, the ability to engage in such trades requires a peculiar sort of good, namely, money. The course begins with the theory of money and asks why one uses either barter, commodity, or fiat monies, and the functions money serves. It then traces the history of the development of money and credit across societies to the present day and explores the centrality of money to various cultures and its representation in the arts. Students will discuss governmental manipulation of aggregate monetary stocks to spur or dampen trade or to finance conflict by debasing the value represented by this peculiar good. Such questions explore a central truth, that while modern money is intrinsically meaningless, its role in facilitating economic growth in the supply of real goods and services is surprisingly robust, provided policy does not deliver problems when too much money and credit is in circulation.

Selected Materials:

Dreiser, *The Financier*
Parks, *Medici Money*
Posner, *God’s Bankers: A History of Money and Power at the Vatican*
Roth, *Who Gets What and Why*



CHETAN DAVE
Assistant Professor of Economics

A specialist in macroeconomics and econometrics, Professor Dave studies economic growth and the causes of business cycles. His research interest includes macroeconomics, econometrics, behavioral and experimental economics, including macro-econometrics and behavioral and experimental economics as relevant to macroeconomic phenomena. In 2009, he was part of two teams of economists to respectively receive National Science Foundation Grants.

History and the Environment:
The Middle East

CSTS-UH 1052X • FALL 2018

Counts as Structures of Thought and Society in previous Core Crosslisted with Arab Crossroads Studies, History

What is “the environment” and how can we conceptualize its history? Many historians are concerned with questions of voice, agency and power. How do we deal with these questions when writing about non-human actors like donkeys, cotton, and coral reefs? Does focusing on the roles of non-human actors obscure other human dynamics like class, race, gender, and sexuality? Further, the scholarly consensus on climate change and the varied responses to that consensus have motivated historians to contribute to the public discussion more actively. What is the relationship between understandings of environmental history and environmental activism? We will address these and other questions using the Middle East region as a case study, paying particular attention to how historians have approached these challenges in conversation with ecologists and other natural scientists. Students will also have the opportunity to write short environmental histories based on field trips, interviews, and so-journs into the digital humanities in the final part of the course.

Selected Materials:
Chakrabarty, “The Climate of History: Four Theses”
Mikhail, *Osman’s Tree*
Jones, *Desert Kingdom: How Oil and Water Forged Modern Saudi Arabia*
McNeill, *Mountains of the Mediterranean World*
Mitchell, “Can the Mosquito Speak?”



NORA BARAKAT *Assistant Professor of History and Arab Crossroads Studies*

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

Understanding Urbanization

CSTS-UH 1053 • FALL 2018

Crosslisted with Social Research and Public Policy

Why do humans continue to build and flock to cities? What makes a city work? How do we measure qualities of urban life? This course sheds light on the complex process of urbanization. It begins with debates about the different recent trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors have shaped a certain trajectory? What lessons we can learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. The aim is to deconstruct common conceptions of dualities: development/underdevelopment, wealth/poverty, formality/informality, and centrality/marginality. The course material is structured around themes that highlight the main challenges that urban dwellers and policy makers face in the following areas: the economy, income inequality, marginalization, service provision, housing, infrastructure, immigration, safety, and the environment. These themes will allow students to engage with various forms of contestations and to consider the role of urban social movements.

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



RANA TOMAIRA *Research Scientist and Lecturer*

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

Urbanization and Development

CSTS-UH 1062 • FALL 1 2018 (7 WEEKS)

Counts as Structures of Thoughts and Society in the previous Core Crosslisted with Social Research and Public Policy

Where do cities come from? How do they develop? This course reviews the history of cities from prehistoric times to the middle ages and then on to contemporary urbanization in both the advanced and less developed worlds. The role of medieval cities as cradles of capitalism and state-building will receive particular attention. This will be followed by a summary review of the successive cycles of world economic development under Spanish, Dutch, British, and then American hegemony. How cities evolved during each of these cycles and how they harbored and nurtured multiple economic and political changes that ushered the modern world will be examined. The final part of the course will be dedicated to contemporary urbanization in the post-industrial cities of the United States and Europe and the major capitals of the less developed world. The character and significance of “global cities” will be discussed, comparing established ones such as New York and London with emerging ones, in particular Dubai and Miami. Topics include the rapidly growing economic and social inequalities in cities, both of the advanced and less developed nations, and to the role of the informal economy in both.

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



ALEJANDRO PORTES *Visiting Professor of Sociology*

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

Biology and Politics

CSTS-UH 1069 • FALL 2 2018 (7 WEEKS)

Crosslisted with Political Science

Aristotle famously referred to humans as “political animals,” meaning we develop and live in social contexts. But might political instincts and behavior actually have biological origins? Why are some people more politically active than others? Do conservatives and liberals have different physiologies? Social scientists have traditionally focused on demography, socioeconomic status, mobilization, electoral institutions, parental socialization, and social norms to understand political attitudes and behavior. New research, however, explores the possibility that biological differences may help to explain variations in political beliefs and participation. This course explores the relationship between biology and politics with an emphasis on how the two may be linked. In addition to examining the theoretical arguments used to study the biological basis of political beliefs and behaviors, students will examine concepts from genetics, neuroscience, psychophysiology, psychology, and evolutionary theory. How might the findings reported in this growing interdisciplinary literature help us better account for our own and others’ political dispositions?



CHRIS DAWES *Professor of Politics*

Professor Dawes is a member of the Politics faculty at NYU in New York. His research aims to identify and clarify the sources of individual differences in political preferences and behaviors. Utilizing laboratory, survey, and field experiments, his he aims in particular to understand better why some individuals participate in politics while others do not.

Displacement and Dispossession in the Modern Middle East

ANTH-UH 2116 • FALL 2018

Counts as Structures of Thought and Society in previous Core Crosslisted with Anthropology

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

Selected Materials:

Barth, *Ethnic Groups and Boundaries: The Social Organization of Cultural Differences*

Chatty, *Dispossession and Displacement in the Modern Middle East*

Lioret (Dir.), *Welcome* (Film)

Shami, “Mobility, Modernity and Misery: Population Displacement and Resettlement in the Middle East”

Winterborne (Dir.), *In this World* (Film)



DAWN CHATTY *Visiting Professor of Anthropology*

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

History and Globalization

HIST-UH 2010 • FALL 2018

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

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

Selected Materials:

Conrad, *What Is Global History?*

Crews, *Afghan Modern: The History of a Global Nation*

Cushman, *Guano and the Opening of the Pacific World*

Marks, *The Origins of the Modern World: A Global and Ecological Narrative*

Osseo-Asare, *Bitter Roots: The Search for Healing Plants in Africa*

Ricci, *Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia*



MARK SWISLOCKI *Associate Professor of History*

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

Peacebuilding

PEACE-UH 1113 • FALL 2018

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

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

Selected Materials:

Tzu, *The Art of War*

Pinker, *The Better Angels of Our Nature*

Paris, *At War’s End: Building Peace after Civil Conflict*

Anan, *Interventions: A Life in War and Peace*

Teitel, *Transitional Justice*



MICHAEL HARSCH *Assistant Professor of Practice of Social Science*

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

Identity and Culture in Politics

POLSC-UH 2317 • FALL 2018

Crosslisted with Political Science

What role does identity play in politics? Does culture affect political behavior? What is culture? In this course we examine the formation and role of identity in politics—and how identity and culture affect outcomes such as public goods provision, inter-group violence, democratization, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself an outcome to be explained. We examine identity and its relation to distributive politics, political mobilization, conflict, and coordination. Similarly, culture is not treated as static, but is dynamic. We seek to understand changes in culture over time as well as their effect on behavior, and assess different approaches to the study of culture.

Selected Materials:

Alesina, “On the Origins of Gender Roles”

Bednar and Page, “Can Game(s) Theory Explain Culture?”

Bisin and Verdier, “Beyond The Melting Pot”

Chwe, *Rational Ritual*

Fearon and Laitin, “Explaining Ethnic Cooperation”



MELINA PLATAS *Assistant Professor of Political Science*

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

Education and Society

SRPP-UH 2620 • FALL 2018

Crosslisted with Social Research and Public Policy

Our goal is to understand the role of education in society. We will explore educational processes and educational systems and consider the following questions including: the organization of education across time and place, how they institutionalize inequality, factors that shape educational development, contributions of education to the economy, culture, and social integration. We will analyze these questions from an international, comparative perspective and discuss issues including social reproduction, the achievement gap and meritocracy. The role of ethnicity, socioeconomic class and status, gender and upbringing will inform our investigation. You will learn how to analyze and debate these issues by applying different sociological theories of education.

Selected Materials:

Bourdieu, *Cultural Capital*

Hanushek and Woessmann, “Do Better Schools Lead to More Growth?”

Heckman, “Skill Formation and the Economics of Investing in Disadvantaged Children”



KARL ULRICH MAYER

Visiting Professor of Social Science and Public Policy

Professor Mayer is Stanley B. Resor Professor Emeritus of Sociology at Yale, where he was the Founding Director of the Center for Research on Social Inequalities and the Life Course (CIQLE) and chair of the Department of Sociology from 2005 to 2010. Mayer is Member of the German National Academy of Sciences Leopoldina and the Berlin-Brandenburg Academy of Sciences; and Fellow of the British Academy of Sciences, the American Academy of Arts and Sciences, the Academia Europaea, the American Association for the Advancement of Science, and the European Academy of Sociology.

Islamic Law and Secular Politics

LAW-UH 2125X • FALL 2018

Crosslisted with Legal Studies, Political Science, SRPP and ACS

How have the concepts of religion and politics been understood in Islamic legal traditions? How have those understandings changed in response to colonialism and the emergence of the modern state? What is “secularism” today, and how does it relate to Islamic legal thinking in the contemporary world? This course works from the assumption that these three questions can no longer be separated from one another. We draw from recent work in ethnography that shows the everyday reality of Islamic law, in addition to texts in politics, history, and comparative legal theory. We will interrogate dimensions of secularism, sovereignty, and political authority as they intersect with the daily lives of contemporary Muslims in Malaysia, Egypt, Britain and elsewhere. The course begins with a brief, foundational introduction to Islamic law, then proceeds to study the impact of European colonialism in the Middle East and South Asia, the apostasy case against Nasr Abu Zayd, Imam Khomeini’s fatwas on sex reassignment, and several cases of religious conversion; the course concludes with studies of how Muslims navigate the landscape of legal pluralism in contemporary Europe.

Selected Materials:

Weiss, *The Spirit of Islamic Law*

Agrama, *Questioning Secularism*

Messick, *The Calligraphic State*

Hussin, *The Politics of Islamic Law*



ANDREW BUSH

Senior Lecturer in the Humanities

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

JANUARY 2019

Aristocrats

CSTS-UH 1019J • JANUARY 2019

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



KANCHAN CHANDRA

Professor of Political Science

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

Challenges in Global Health: Perspectives from Medical Anthropology

CDAD-1020J • JANUARY 2019

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

Selected Materials:

Clark, *The Man with the Key Has Gone*

Farmer, Kleinman, Kim, and Basilio (Eds.), *Reimagining Global Health: An Introduction*

Farmer and Saussy (Eds.), *Partner to the Poor*

Nichter, *Global Health: Why Cultural Perceptions, Social Representations, and Biopolitics Matter*

Wooding, *There’s a Snake in My Cupboard*



KIMBER HADDIX MCKAY

Visiting Professor of Anthropology

Professor McKay is an applied medical anthropologist at the University of Montana with expertise in research design, international development, and demography. Her research focuses on the interplay between marriage systems and fertility, and on demographic and health trends in African and South Asian societies. She is interested in the ways in which anthropology can be useful in fields outside of academia, and has worked both full time and as a consulting anthropologist designing studies of health and health seeking behavior in urban and rural areas of Nepal and Uganda.

Children and Childhood

CSTS-UH 1026J • JANUARY 2019

Counts as Structures of Thought and Society in previous Core

How are children and childhood viewed in different times and places? To whom do children really belong—the parents, the state, the world? Whose responsibility is it to educate, feed, and care for children? Is a child a “blank slate” or a prepackaged set of emotions, intellectual abilities, and behaviors? This course emphasizes historical, medical, and cultural perspectives on childhood, exploring common themes and cultural variations, as reflected in literary texts and artistic representations in America, Europe, and China: Confucian analects, Song dynasty poetry, Ming ceramics, Italian European Renaissance painting, Persian and Mughal miniatures, Montaigne’s essays, John Locke’s philosophy, Rousseau’s educational ideals, English Romantic poetry, German Romantic Lieder, Freud on the dynamics of childhood, parenting advice from Dr. Spock and children’s literature from Dr. Seuss. Explore the history, medicine, and sociology of childhood and consider children’s education and health in global perspective, with Shanghai field trips: schools; Children’s Palace; Art Museum; Propaganda Poster Art Center.

Selected Materials:

Ping, *Mulberry Child: A Memoir of China*
Bosse, *The Examination*
Stearns, *Childhood in World History*
Chen (Dir.), *Vote for Me* (Film)
Yimou (Dir.), *Not One Less* (Film)



PERRI KLASS
Professor of Pediatrics and Journalism

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



LARRY WOLFF
Silver Professor of History

Professor Wolff works on the history of Eastern Europe, the Habsburg Monarchy, the Enlightenment, and on the history of childhood. He tends to work as an intellectual and cultural historian. He has been most interested in problems concerning East and West within Europe: whether concerning the Vatican and Poland, Venice and the Slavs, or Vienna and Galicia.

The City in Crisis: Refuge in Resilience

CSTS-UH 1032J • JANUARY 2019

Counts as Structures of Thought and Society in previous Core

By 2030, sixty percent of the world’s population will be living in cities. This transformation of urban space presents unprecedented challenges for planners, policy makers, businesses, educators, citizens, migrants/refugees, and the environment. This course will explore the multifaceted challenges that confront cities around the world, question notions of the contemporary city, and examine how crisis and revitalization compliment each other, especially in the light of current population movements that are increasing because of climate change and wars. A week long regional trip to Athens, Greece will serve as a case study of a vibrant historical capital now faced with an unprecedented economic crisis, high unemployment, a large number of refugees from Syria, Iraq, Afghanistan, and economic migrants from as far away as Myanmar. Readings from the social sciences and social history, policy papers, and select works of literature and film will help students explore possibilities of refuge and resilience in a time of urban crisis. Additionally, while visiting refugee camps, the Municipality of Athens, etc., students will assume different social roles in Athens and be paired with local business leaders, urban planners, policy makers, and representatives of refugee and migrant communities in order to deepen their practical experience of these difficult issues.

Selected Materials:

Davis, *Planet of Slums*
Tekin, *Berji Kristin: Tales from the Garbage Hills*
Rawlence, *City of Thorns*



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

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

Culture, Context and Psychology

CSTS-UH 1033J • JANUARY 2019

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:

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



NIOBE WAY
Professor of Applied Psychology

Professor Way is Co-Director of the Center for Research on Culture, Development, and Education at NYU and the past President for the Society for Research on Adolescence. She received her doctorate from Harvard University in Human Development and Psychology and was an NIMH postdoctoral fellow in the psychology department at Yale University.

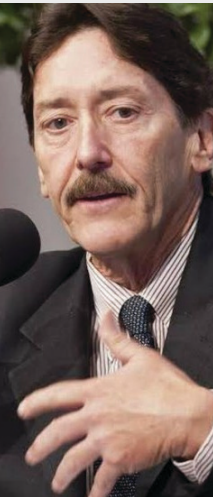
Green Mobility and Cities

CSTS-UH 1054J • JANUARY 2019

Transportation systems connect people, goods, places, and ideas. They both shape and respond to urban growth. Moreover, their environmental footprints are immense and expanding. Most contemporary problems facing cities and regions—congestion, pollution, energy dependence, climate change, social equality, employment opportunities, and even the obesity epidemic—are in some way tied to how we design, operate, manage, and price urban transportation systems. This course probes the potential role of green mobility and urban planning in advancing sustainable transportation futures across a range of global contexts. What transportation investments, technologies, operational enhancements, urban designs, institutional reforms, and pricing regimes offer the most promise in bringing about sustainable urban growth and mobility in coming decades? How might urban planning combine with emerging technologies to promote green mobility and sustainable, resilient cities? Drawing from international experiences and best practices, this course challenges students to apply social-science knowledge to take on these and similar questions.

Selected Materials:

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



ROBERT CERVERO *Visiting Professor of City and Regional Planning*

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

Well-Being and the Design of the Built Environment

CSTS-UH 1064J • JANUARY 2019

How does the built environment affect our well-being? This course draws on literatures and approaches from a variety of fields to explore how the design of buildings and cities affects our health, broadly defined. Students will be challenged beyond their disciplinary comfort zone. A social justice framework guides the analysis of technical issues. The insights gained will benefit future designers, but also those who choose careers as policy makers and health practitioners; who employ architects for residential and workplace projects; and who, as citizens and activists, hope to make the places in which they live, work and relax better for everyone. Readings include case studies from Europe and North America, and new research from the Gulf. Students will learn through classroom lectures, discussions and presentations; by conducting an informal survey; written reflections on field visits in the Emirates; and the screening and discussion of documentaries and Ted talks.

Selected Materials:

Al-Nakib, *Kuwait Transformed: A History of Oil and Urban Life*
Becker and Steele, *Workplace by Design*
Rybczynski, *Home: A Short History of an Idea*
Leyden, et al, “Understanding the pursuit of happiness in ten major cities”



CYNTHIA MYNTTI
Visiting Professor

Professor Myntti spent a decade as Director and Professor of Practice in the Neighborhood Initiative at the American University of Beirut. Her interdisciplinary work centers on the relationship between the design of cities and buildings, and the health and well-being of people.

Theory of Everything

CSTS-UH 1009 • SPRING 2019

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

This course provides a global viewpoint on the most theoretical foundations of science, within and across theoretical physics and mathematics. “Everything” is about the concept of the infinite in math and also about the (sought after) theory of grand unification in physics. While these subjects are quite daunting, the course will pursue a conceptual approach that is accessible to students. Topics and questions will include: First, what does infinity really mean? This seemingly simple question is one of the deepest in math. The current answers solve many problems but also lead to non-intuitive consequences. Second, is there a unifying theme in mathematics or a set of principles underlying all its branches? If so, would this set be complete? Consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong nuclear forces, and gravity) via combining quantum theory and general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above quests related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?

Selected Materials:

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



HISHAM SATI Assistant Professor of Mathematics

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

Wealth of Nations

CSTS-UH 1012 • SPRING 2019

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:

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



MARIO CHACON
Assistant Professor of Political Science

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

Gender and Globalization

CSTS-UH 1014 • SPRING 2019

Counts as Structures of Thought and Society in previous Core

What does gender as a category of analysis indicate? How does gender intersect with other axes of identity such as class, nation, and ethnicity in a globalized world? This course introduces students to select women’s issues (e.g. employment, political participation, reproductive rights and healthcare, feminism versus multiculturalism, gender-based violence, and peace-building) that have emerged in the global context and the international debates that surround them. In addition, the course looks at the relevance of women’s representation to address barriers to gender equality in the “democratic process” as well as the shortcomings of democratic mechanisms to achieve women’s rights and some proposed solutions to these limitations.

Selected Materials:

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



RAHMA ABDULKADIR
Assistant Professor of Political Science

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

RAHMA ABDULKADIR, ASSISTANT PROFESSOR OF POLITICAL SCIENCE:

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

Ideology

CSTS-UH 1041Q • SPRING 2019

Counts as Structures of Thought and Society in previous Core

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

Selected Materials:

Burke, *Reflections on the Revolution in France*
Guevara and Zimmermann, *Man and Socialism in Cuba*
Anderson, *Imagined Communities*



HULDA ÞÓRISDÓTTIR *Visiting Associate Professor of Psychology*

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

Urban Violence: The Middle East

CSTS-UH 1059 • SPRING 2019

Crosslisted with Arab Crossroads Studies

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

Selected Materials:

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



NELIDA FUCCARO *Professor of Middle Eastern History*

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.

Global Ethics

CSTS-UH 1061 • SPRING 2019

Counts as Structures of Thought and Society in previous Core
Crosslisted with Philosophy

This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender justice, and about human rights. Students will explore these ethical controversies against the background of the three broad traditions. The aim of the course will be to understand some of the differences of approach that shape the global conversation about these issues. As part of NYU’s global network initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

Selected Materials:

Urmson, *Aristotle’s Ethics*
Appiah, “An Introduction to Ethics”
Cook, *Commanding Right and Forbidding Wrong in Islam*
Bell, “Introduction: One Size Doesn’t Fit All”
Chan, “Confucianism and Human Rights”



ANTHONY APPIAH *Professor of Philosophy and Law*

Professor Appiah was educated at Cambridge University, in England, where he took both B.A. and Ph.D. degrees in the philosophy department. Since Cambridge, he has taught at Yale, Cornell, Duke, and Harvard universities and lectured at many other institutions in the United States, Germany, Ghana, and South Africa, as well as at the École des Hautes Études en Sciences Sociales in Paris.



TANELI KUKKONEN *Professor of Philosophy, Interim Dean of Arts and Humanities*

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.

Feminist Theory in a Globalizing Context

CSTS-UH 1066 • SPRING 2019

What is feminist theory and what is its relevance to our world today? What compulsions and reservations do some people have around the “F” word? Can gender be theorized across cultures in ways that adequately address inequalitarian sociopolitical and economic conditions? A body of thought that arose to explain how gender creates social meaning, feminist theory has evolved to address the political impacts of gender’s intersection with race, class, nationalism, sexual orientation, and other categories. Its interdisciplinarity allows for broad applicability and has secured ongoing relevance for global civic engagement. The course begins with a look at “first wave” or “liberal” feminism’s battles for women’s economic, political, and domestic parity with men before examining how post-structural feminist and queer theory has questioned the very basis of gender difference as social construct. How have rights-based approaches to equality provoked socialist and Marxist, postcolonial, or Islamist critiques? Can feminist theory confront the ethical imperative for global citizens to improve conditions for everyone regardless of sex, gender, race, class, or creed? Can #MeToo be #UsToo?

Selected Materials:

Shah (Ed.), *Dragon Ladies: Asian American Feminists Breathe Fire*
Alexander and Mohanty (Eds.), *Feminist Genealogies, Colonial Legacies, Democratic Futures*
Fernea, *In Search of Islamic Feminism: One Woman’s Global Journey*
Hawkesworth, *Political Worlds of Women: Activism, Advocacy and Governance in the 21st Century*



FAWZIA AFZAL-KHAN
Visiting Arts Professor

Professor Afzal-Khan works at the intersection of feminist theory, cultural and performance studies, and postcolonial studies and is former Director of Gender, Sexuality, and Women’s Studies at Montclair State University. A poet and playwright, she is author of several books, including the memoir *Lahore with Love*. She is a contributing editor to TDR and is on the advisory board of the *South Asian Review* and the editorial board of *Arab Studies*. A trained vocalist in the North Indian classical tradition and a founding member of the experimental theatre collective Compagnie Faim de Siecle, she makes music videos that explore themes of gender, religion, class in Pakistan. Her book on Pakistani women singers will be published by Oxford University Press.

Moving Target

CSTS-UH 1067 • SPRING 2019

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

Selected Materials:

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



MONICA MENENDEZ Associate Professor of Civil Engineering

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

Gender and Society

SRPP-UH 2410 • SPRING 2019

Crosslisted with Social Research and Public Policy

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

Selected Materials:

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



PAULA ENGLAND
Silver Professor of Sociology

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

Welfare States in Comparative Perspective

SRPP-UH 2618 • SPRING 2 2019 (7 WEEKS)

Crosslisted with Social Research and Public Policy

How do different countries respond to the challenges of poverty and economic inequality? How do they protect workers against the risks of unemployment, accident, illness, disability and old age? This course examines social policy in both advanced post-industrial democracies and the “Global South.” The course will consider various ways in which “welfare regimes” have been characterized and classified, particularly with regard to how welfare provision is divided up among state, market and family. The course will explore how social policies originate and change, paying attention to the role of organized interests, state institutions, and partisan politics in these processes. Lastly, the course will examine how contemporary challenges—including globalization, population aging, post-industrialism and women’s workforce participation—have pressured and transformed welfare states. In all of these areas, students will pay particular attention to gender: how social policies have been shaped by, reinforced, and redressed gender inequalities.

Selected Materials:

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



ELISABETH ANDERSON Assistant Professor of Sociology

Professor Anderson completed her Ph.D. training at Northwestern in 2013. Her areas of specialization are historical and comparative sociology, political sociology, and social theory. She is broadly interested in why states enact social policies to protect groups that cannot or do not advocate for themselves, and the role policy entrepreneurs play in such reforms.

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. 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.

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: History, Environment, Society and Culture			X
ACS-UH 1410X	Making of the Muslim Middle East			X
ACS-UH 2210JX	Cities and Modern Arabic Literature			X
ACS-UH 2211JX	Orientalism Debates			X
ACS-UH 2212X	Introduction to Islamic Texts			X
ACS-UH 2410X	Paradise Lost: Muslims, Christians and Jews in Al-Andalus			X
ACS-UH 2411X	Heritage, History and Memory in the Modern "Middle East"			X
ACS-UH 2412JX	Interwoven Past of Spain and Morocco			X
ACS-UH 2413JX	Arab Crossroads in China			X
ACS-UH 2414X	Jews in the Muslim World in the Middle Ages			X
ACS-UH 2415JX	History of Modern Iran			X
ACS-UH 2416JX	Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman			X
ACS-UH 2418X	Politics and Cultures of Nationalism in the Modern Middle East			X
ACS-UH 2419X	History and the Environment: The Middle East			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 3010X	Problems and Methods in Arab Crossroads Studies			X
ANTH-UH 2114X	Listening to Islam			X
ANTH-UH 3110X	Anthropology of the Fatwa			X
ARABL-UH 4015X	Arabic Cultural Explorations			X
ARTH-UH 1110X	Introduction to Visual Culture			X
ARTH-UH 1810X	Islamic Art and Architecture			X
ARTH-UH 2118X	Contemporary Art and Politics in the Arab World			X
AW-UH 1113X	Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period			X
CADT-UH 1004Q	Rhythm	Q		
CADT-UH 1008Q	Touch	Q		
CADT-UH 1013Q	Language of Computers	Q		
CADT-UH 1014EJQ	Heuristics	Q	E	
CCEA-UH 1059X	Postcolonial Turn			X
CCEA-UH 1064X	Crisis and Creativity			X
CCOL-UH 1003X	Faith in Science, Reason in Revelation			X

COURSE NO.	COURSE TITLE	Q	E	X
CCOL-UH 1015Q	Labor	Q		
CCOL-UH 1016Q	Cooperation	Q		
CCOL-UH 1022Q	Ethics and Politics of Public Health	Q		
CCOL-UH 1024Q	Life in the Universe	Q		
CCOL-UH 1033X	Between Islamism and Islamophobia: Muslim Popular Culture			X
CDAD-UH 1001Q	Data	Q		
CDAD-UH 1002Q	Space	Q		
CDAD-UH 1003EQ	Brain Reading	Q	E	
CDAD-UH 1004E	Microbes		E	
CDAD-UH 1005EJQ	Forensic Science (Guilty or Not Guilty?)	Q	E	
CDAD-UH 1006EJQ	Coastal Urbanization and Environmental Change	Q	E	
CDAD-UH 1007EQ	The Mind	Q	E	
CDAD-UH 1008EQ	Seven Wonders of the Invisible World	Q	E	
CDAD-UH 1009EJQ	Behavior	Q	E	
CDAD-UH 1010EJQ	Diversity	Q	E	
CDAD-UH 1011EQ	Observing the Universe	Q	E	
CDAD-UH 1013EJ	Stem Cells: Immortality and Regeneration		E	
CDAD-UH 1016EQ	Where the City Meets the Sea: Studies in Coastal Urban Environments	Q	E	
CDAD-UH 1017Q	Symmetry	Q		
CDAD-UH 1018Q	Writing with Numbers (And How to Read Them)	Q		
CSTS-UH 1003Q	What Is a Number?	Q		
CSTS-UH 1005Q	About Mathematics	Q		
CSTS-UH 1019Q	Global Population	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
ECON-UH 2310EQ	Behavioral Economics	Q	E	
ECON-UH 2320E	Experimental Economics		E	
ECON-UH 2451X	Economic History of the Middle East			X
ECON-UH 3511X	Islamic Economics and Finance			X
ENGR-UH 2010	Probability and Statistics for Engineers	Q		
ENGR-UH 2014	Experimental Methods		E	
FILMM-UH 1013X	Understanding MENASA Film and New Media			X
HIST-UH 1125X	South Asia in the Indian Ocean World			X
HIST-UH 3510X	Muslim Societies in African History			X
HIST-UH 3511X	Islam in the Indian Ocean World			X

COURSE NO.	COURSE TITLE	Q	E	X
HIST-UH 3710X	Central Asia and the Middle East			X
LAW-UH 2115X	Comparative Legal Systems: United States and United Arab Emirates			X
LITCW-UH 2312X	Masterpieces of Pre-Modern Arabic Literature in Translation			X
LITCW-UH 3350X	Literatures of the Middle East and the Maghreb (North Africa)			X
MATH-UH 1003Q	Introduction to Probability and Statistics	Q		
MATH-UH 2011Q	Probability and Statistics	Q		
MUSIC-UH 1611X	Arab Music Cultures			X
MUSST-UH 2001JX	Sharing Heritage of the Arabian Trade Routes			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 2515JX	Islamic Extremism			X
POLSC-UH 3410X	Iraq War and its Consequences			X
PSYCH-UH 1002EQ	Research Methods in Psychology	Q	E	
PSYCH-UH 1004Q	Statistics for Psychology	Q		
PSYCH-UH 3611EQ	Lab in Cognitive Control	Q	E	
PSYCH-UH 3612EQ	Lab in Psychology of Inequality	Q	E	
PSYCH-UH 3613EQ	Lab in Early Childhood Education	Q	E	
PSYCH-UH 3614EQ	Lab in Multisensory Perception and Action	Q	E	
SCIEN-UH 1101EQ	Foundations of Science 1: Energy and Matter (Physics)	Q	E	
SCIEN-UH 1102EQ	Foundations of Science 1: Energy and Matter (Chemistry)	Q	E	
SCIEN-UH 1201EQ	Foundations of Science 2: Forces and Interactions (Physics)	Q	E	
SCIEN-UH 1202EQ	Foundations of Science 2: Forces and Interactions (Chemistry)	Q	E	
SOCSC-UH 1010Q	Statistics for the Social and Behavioral Sciences	Q		
SOCSC-UH 1210Q	Logic of Social Inquiry	Q		
SOCSC-UH 3221E	Experimental Research in the Social Sciences		E	
SRPP-UH 1413X	Social Change and Development in the Arab World			X
SRPP-UH 1810X	Islam and Society			X
SRPP-UH 2412X	Islamist Social Movements in the Middle East			X
SRPP-UH 2612X	State Formation: The Case of the United Arab Emirates			X
SRPP-UH 2614X	Women and Work in the Gulf			X
THEAT-UH 1510X	Theater in the Arab World			X
WRIT-UH 1102X	FYWS: Contemporary Debates of Islam			X
WRIT-UH 1104X	FYWS: Understanding Shari'a			X

The Last Word

Boundaries between disciplines should not be barriers. My Core courses taught me that.



“Learning Across Boundaries, Without Fear”

Supriya Kamath

Supriya belongs to NYUAD’s class of 2019. She majors in Psychology and Philosophy. Her piece belongs to a series of faculty and student essays on what we teach in the Core, why, and how.

In the very first semester of my freshman year, I flung myself head first into the liberal arts. Or, more accurately, I fell. Somewhere between my misplaced enthusiasm for getting an education, my adolescent desire to rebel against the norms, and my extremely limited understanding of the course enrollment process, I found myself in not one, but *four* Core courses. I had landed a complete course load of Cores: a supersized serving of NYUAD’s Core Curriculum that only Professor Bryan Waterman could love.

I didn’t quite grasp, however, that my course schedule was unusual until I spoke with classmates about it. Most of them, very sensibly, were taking one or two Core courses, along with introductions to their intended or possible majors. When they heard about my Supreme Core Extravaganza Deluxe combo, they reacted with shock, horror, heartfelt sympathy, and a GoFund-

Me page to support me during my difficult time. And while their intentions were good, they did nothing to quell my anxiety and so I wondered, dramatically, whether I would survive this rollercoaster of a first semester.

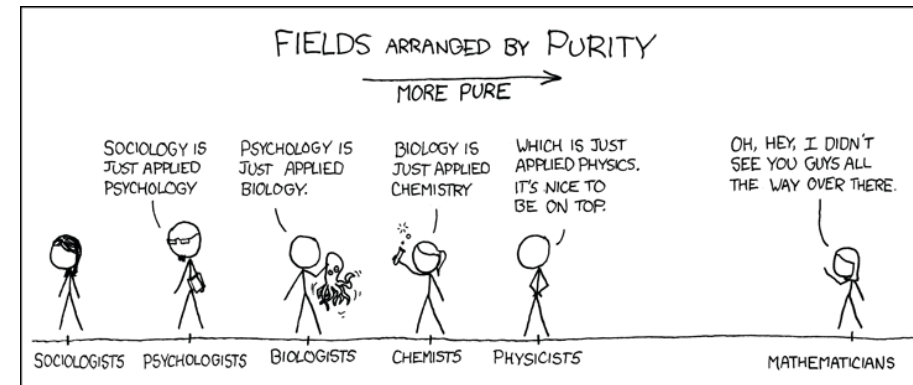
But—*spoiler alert!*—I did. At the start of winter break, staggering home a reflective woman of the world, I realized just how much I had done, in the course of four months, across those four Core classes. I had written about the Elgin Marbles, analyzed the relationship between genes and memes, surveyed emotions of animals, and conducted a psychological analysis of *Winnie-the-Pooh*. And I realized, then, that those four months had been the most profound and important educational experience of my life.

Here’s why.

Boundaries: Two pop culture references might highlight the Core Curriculum’s significance. The first is a joke from cartoonist Randall Munroe’s web comic *xkcd*. It’s called *Fields Arranged by Purity*, and depicts a series of stick-figure professionals, each commenting on the previous one’s discipline: “Sociology is just applied psychology.” “Psychology is just applied biology.” “Biology is just applied chemistry.” “Which is just applied physics...” and then, at the extreme edge of the putative purity spectrum, a mathematician says, “Oh, hey, I didn’t see you guys all the way over there.”

The second is an insight *à la* the movie *High School Musical*, an interaction between the protagonist, high school student Troy Bolton, and his father. “You’re a playmaker, not a singer,” says the father, a basketball coach aiming to keep his kid on the courts. But to this, Troy replies, “Did you ever think maybe I could be both?”

Let’s take Munroe’s comic first. It goes



without saying that Munroe is being terribly reductive; disciplines vary significantly in methods and focus. But he has a point, and it is this: the boundaries between disciplines did not emerge naturally. They’re artificial. Yes, boundaries are useful: declaring a major dramatically improves your chances for two semesters of study away. But we should take a cue from Troy Bolton’s outburst and be unafraid to traverse these boundaries freely and without hesitation when they stop being helpful.

The Core Curriculum is a lot like Troy. Treating topics with a degree of interdisciplinarity that would make Troy’s dad really mad, the Core showed me the arbitrariness of these boundaries. In Professor Aysan Celik’s course “Laughter,” for instance, we moved seamlessly from how to make people laugh, to the biology that underlies laughter, to its sociocultural roles, communicative and performative aspects, and its technology. When it came to laughter, we were scientists, artists, clowns, and everything in between. Final projects ranged from creating artificial intelligence to documentary films to photography. It was an unconstrained, single-minded pursuit of knowledge about a single subject—something I haven’t found in most courses, introductory or otherwise, in my majors.

The approach we took in “Laughter” is refreshingly contemporary, because it’s

increasingly apparent that the more knowledge human beings acquire, the more boundaries we have to break. After all, knowledge itself is not intrinsically divided into disciplines. The most difficult problems in physics today might just be resolved by philosophers. The humanities are becoming increasingly quantitative. Robots are telling jokes and writing poetry. Ultimately, convergence is inevitable. Boundaries between disciplines should not be barriers. My Core courses taught me that.

Utopias and Dystopias: One trope ubiquitous in dystopian fiction—apart from the whole terrible death and destruction thing, of course—is that of super-duper-specialization. In *The Maze Runner*, everyone is assigned a job for life. In *The Giver*, the idea of having one-career-forever features as an oppressive ideology called “Sameness.” And in *The Hunger Games*, your district entirely determines your specialty, whether it’s coal mining or government or dressing up.

What would happen if you put a liberal arts kid in some dystopian novel? I’m not being facetious here. When such characters exist, they’re the free-thinking rebels. Maybe they want to be a science journalist, or perhaps they’re a lumberjack with a flair for literature, or growing up in the farming district might have made them interested in molecular gastronomy. Regardless, these are the “thoughtcrim-

inals” in Orwell’s *1984* universe and the “weirdos” in any other dystopia. Worlds like these have no place for the liberal arts.

This tells us something significant. The persistent threat of compartmentalization in dystopian worlds—which, by definition, are the kinds of worlds we wouldn’t want to live in—reveals that this kind of extreme specialization for life is not something we value. We don’t perceive it as progress. In fact, if dystopian fiction is anything to go by, compartmentalization breeds discontent and then rebellion. Interdisciplinarity, on the other hand, is a utopian ideal. It’s what our heroes strive for. We want, like them, to exchange knowledge and skills freely, to learn from other people and from the universe. Its embodiment of this forward-looking—and comfortingly non-apocalyptic—spirit is what makes the Core Curriculum so valuable.

Everything Is a Remix: Consider some modern creations: The world-famous musical *Hamilton* brings together the humanity of performance, the strength of rap, and the unassuming reality of history towards the purpose of entertainment and education. The development and use of clean technologies brings together engineers, physicists, and social scientists to address environmental issues. It seems that the crux of modern creation and solution development is about combining, mixing, and remixing content and methodologies from across different disciplines.

How does the Core help students do this? When solving a difficult problem, it’s helpful to be able to access the mental tools and templates different disciplines provide. But it’s equally important to know how best to combine and adapt these resources to create a truly innovative product. In my introductory creative writing course, for instance, I learned how to tell stories.



And in an introductory computer science class, I learned a coding language. But it never occurred to me to combine these two skills until I took Professor Craig Protzel's Core course called "Explorable Stories," which taught me to use storytelling and code together for educational purposes. In creating interactive and historical web content about the Great Fire of London, for example, I learned how to use technology artistically and educationally. I also learned how to do a mediocre and slightly offensive English accent, which is testament to the diversity of the skills I've acquired through the Core.

Creation, therefore, does not consist in simply being introduced to different disciplines. It consists in intelligently drawing together diverse approaches. Core classes reveal how different perspectives can complement each other and combine to shine a new light on complex issues.

Thinking: And here's my last point about how my Core experience impacted me: I think it rewired my brain.

Not surgically, of course; I'm not Frankenstein's monster. I mean that it molded my thought process, making it more flexible and adaptive. For instance, in Professor Daryl Fougne's Core class on the topic of—funnily enough—*thinking*, we examined cross-cultural psychological, philosophical, and biological perspectives on thought. Now, whenever I take a psychology class as a psychology major, I find myself thinking about the content more reflectively, being primed by "Thinking" to consider neu-

roscientific and philosophical issues that subsist in the background. The harmonious connections between diverse disciplines now seem more natural; the Core helps connect the dots more automatically.

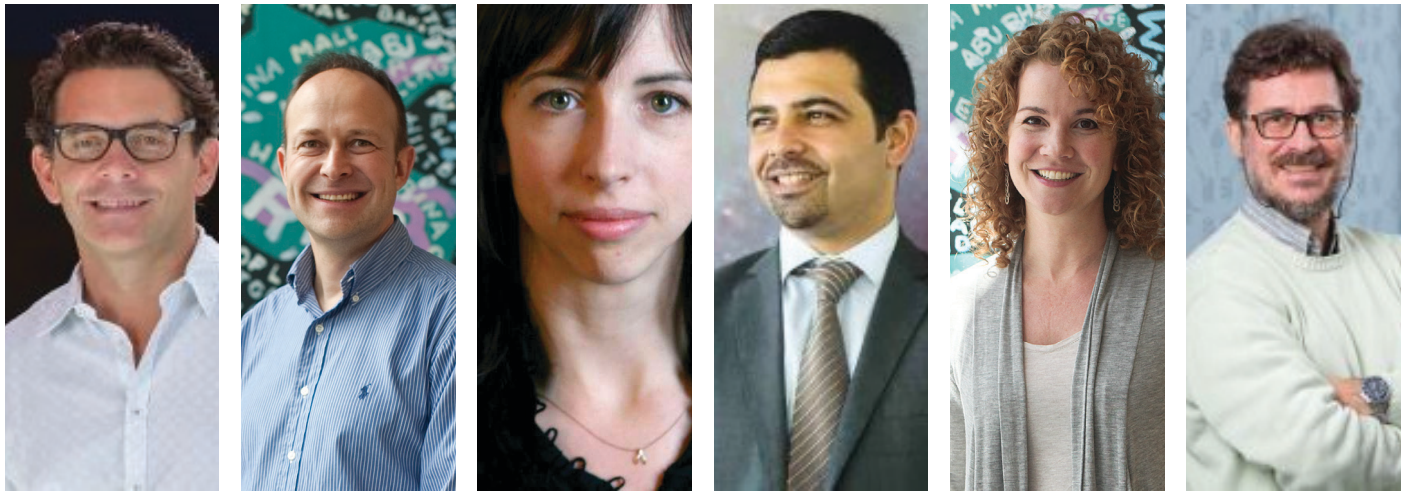
The four points I've just made are only the beginning. Each takes its title from the name of a Core course—it's Core-ception!—which you could take if this essay has left you yearning for more. Or take any of the other courses listed in this guide. Do it because they're fun. And do it because of this:

When I was a kid, I wanted to study everything: The environment. Computers. Bread. Here at NYUAD, I've come to realize that the Core is the closest you can possibly come to learning about everything. Think of it as Foundations of Learning I. Whether you're an aspiring engineer, actor, journalist, scientist, or musician, your Core courses will give you the tools to learn anything you want. They'll show you how to learn across boundaries, without fear. But most importantly, they'll give you the freedom to learn by taking on multiple points of view and, from all my points of view, this is what makes the Core experience truly magical.



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Thanks to



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