The policies, requirements, course offerings, and other information set forth in this bulletin are subject to change without notice and at the discretion of the administration. For the most current information, please see nyuad.nyu.edu.
Welcome from the Vice Chancellor

Welcome to NYU Abu Dhabi!

It is an honor and a pleasure to welcome you to the NYUAD community.

We are facing an unusual start to this academic year – our 11th! While the Covid-19 pandemic temporarily limits our travel options, the size of our population on campus, and the uses of our magnificent facilities, we will rise to these challenges this fall with our carefully planned Remote Plus model of instruction. While Remote means teaching and learning from different locations for students and faculty, it does not mean we will be distant from each other as a community.

The Plus in NYUAD’s approach signals our firm commitment to fostering a vibrant learning environment, creating unique opportunities for engagement, and gradually bringing our community back to campus and to other NYU global sites through the fall. It is our great hope and expectation that we will be able to have everyone together in Abu Dhabi and at other NYU academic locations for our spring semester.

In just over a decade, NYUAD has built a remarkable, diverse, and bold community of scholars who are ready to meet the needs and opportunities of our time. This resourcefulness and intrepid spirit have marked NYUAD from the very beginning, and is serving us well as we continue to manage the challenges posed by the pandemic with great caution and care.

No matter how or where you will begin your first year at NYUAD we encourage you to explore our educational and research landscape to its widest horizon. I invite each member of our community—whether new or continuing undergraduates, new students joining our first master’s programs, PhD students advancing their research, or faculty ready for a year of fresh intellectual endeavor—to enjoy this Bulletin as a portal to NYUAD’s powerful and inspiring vision for education and inquiry.

NYUAD infuses the best of the liberal arts tradition with the intercultural perspective required for shared understanding, common purpose, and determined action towards a more just world. These are not hollow phrases at NYUAD, particularly in a year that has focused the world’s attention on how much work lies ahead for humanity to ensure we develop societies that are fair and a planet that is habitable. No matter what path you take to participate in this work, our faculty and staff will help you shape your educational journey to meet your intellectual curiosity, personal commitments, and professional interests.

Our students are drawn from the world’s best. Like you, they are bright, intellectually passionate, and committed to building a campus environment anchored in mutual respect, understanding, and care. They don’t just want to do well; they want to do good. They know how to work across difference because they do it every day.

NYUAD faculty are leading researchers, scholars, writers, and artists. They are dedicated teachers, committed to supporting and challenging their students and engaging them in groundbreaking research. A joy for all of us who teach here is watching our students become intellectual colleagues.

Learning and research extend well beyond our classrooms into the residences and dining halls, the UAE community and the region, and engaging opportunities around the world. Although these experiences may look different this year, NYUAD’s commitment to fostering intercultural engagements and international solidarity has not changed. At its heart, NYUAD will remain a university in and of Abu Dhabi, in and of New York University, and in and of the world.

I know of no institution that offers a more profound sense of the joy, possibility, and value of education or that more effectively prepares its students for leadership in a fast-changing world.

The next chapter awaits. I look forward to writing it together!

Mariët Westermann
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 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.
Drawing on the traditions of the finest liberal arts and sciences colleges and the exceptional resources of a major research university, NYU Abu Dhabi offers students unmatched attention from professors who are leaders of their fields.

The students of NYU Abu Dhabi come from over 100 countries and form a unique, highly-talented peer group. The international diversity of NYU Abu Dhabi combined with its global curriculum sets a new standard for a 21st-century global education.

The creation of a new university has provided an unusual opportunity to design a curriculum for the 21st century.

Ten hallmarks shape this unprecedented education:

- **A strong intellectual foundation** in critical thinking, research skills, analysis, and written and oral communication.
- **Work across the disciplines** and collaborative problem-solving to understand complex issues from multiple perspectives.
- **Global orientation** reflecting the international diversity of the student body and the cosmopolitan character of Abu Dhabi.
- **Undergraduate research** woven through the curriculum, culminating in a Capstone Project of significant and original work by each student, and opportunities to participate in advanced faculty research.
- **Pre-professional courses** that draw upon the professional schools of NYU and connect with internships and professional opportunities in Abu Dhabi and beyond.
- **A residential campus** that extends learning beyond the classroom, integrating academics, student leadership and service, arts and culture, athletics, student clubs, and social activities.
- **Community-based learning** with programs that take advantage of Abu Dhabi’s location, research initiatives, and engagement with world problems, through fieldwork service learning.
- **Study Away programs** during fall and spring semesters as well as January terms that allow NYUAD students to study at the NYU campuses in New York and Shanghai, as well as NYU academic centers in Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, DC.
- **Creative use of technology** to connect NYU Abu Dhabi, NYU New York, NYU Shanghai, and other NYU global academic centers, and promote interaction between students and faculty on different continents.
- **A leadership mission** reinforced in course offerings and co-curricular activities that encourage and prepare students to make a difference in their community.
About Abu Dhabi: A New World City

NYU Abu Dhabi brings the benefits of NYU’s international prominence and worldwide network of thinkers, scholars, scientists, artists, and leaders in all fields of human enterprise to the global crossroads of Abu Dhabi. NYU Abu Dhabi is helping to build one of the world’s great idea capitals.

Abu Dhabi is located in the heart of the Middle East, on the southwestern coast of the Arabian Gulf. It is the capital of the United Arab Emirates. The city is becoming an educational, intellectual, and cultural capital, and NYU Abu Dhabi plays a central role in that evolution. The international composition, rigorous academic program, and rich array of extracurricular options that characterize NYU Abu Dhabi are aligned with the Emirate’s ambitious vision for its development into a leading global city.

As Abu Dhabi’s first American-style, comprehensive, liberal arts and sciences research university, NYU Abu Dhabi is a force for social and educational progress and intercultural understanding. The dynamic relationship between NYU’s campuses in New York, Shanghai, and Abu Dhabi links our cities as idea capitals, where world-class universities support a rich and nuanced public sphere, propel innovation, and educate leaders and citizens of the world.

The city has built a forward-looking agenda in health care, the arts, economic and environmental sustainability, and educational and human development, and is committed to supporting the vital talent and infrastructure required for it. Together, this strategic location and progressive commitment create an astounding array of opportunities for developing effective responses to the world’s critical challenges.
NYU Abu Dhabi offers a core curriculum, 25 majors, numerous multidisciplinary and disciplinary minors and specializations, pre-professional courses, and electives in a variety of fields. As the student body and faculty grow, new courses are developed to reflect student interests and expanding faculty expertise. The offerings at NYU Abu Dhabi are also enriched by the wide array of programs across NYU’s global network. During four years of undergraduate study, students have an extensive choice of courses in all disciplines and are able to fulfill all requirements.

NYU Abu Dhabi is also introducing its first master program, the Master of Science in Economics during the 2020-2021 academic year. A Master of Fine Arts in Art and Media has also been accredited and will be available from fall 2021.
**Academic Calendar 2020-21**

Mandatory First Year Orientation: Marhaba programming takes place the week before fall classes begin. More information will be shared about the dates and format of Marhaba programming over the summer.

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1-5 (Tues–Sat)</td>
<td>Arrival window for returning students</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>FALL SEMESTER I</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6 (Sunday)</td>
<td>Classes begin</td>
<td></td>
</tr>
<tr>
<td>September 13 (Sunday)</td>
<td>Add/drop deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>September 20 (Sunday)</td>
<td>Add/drop deadline for 14-week courses</td>
<td></td>
</tr>
<tr>
<td>October 4 (Sunday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>October 18 (Sunday)</td>
<td>Legislative Day (classes meet on a Wednesday schedule)</td>
<td></td>
</tr>
<tr>
<td>October 19 (Monday)</td>
<td>Legislative Day (classes meet on a Thursday schedule)</td>
<td></td>
</tr>
<tr>
<td>October 19 (Monday)</td>
<td>Last day of classes for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>October 20-22 (Tue–Thu)</td>
<td>No classes: Final exams for 7-week courses</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>FALL SEMESTER II</strong></th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>October 25 (Sunday)</td>
<td>Classes resume</td>
<td></td>
</tr>
<tr>
<td>October 29 (Thursday)</td>
<td>The Prophet’s Birthday (classes will meet as scheduled)</td>
<td></td>
</tr>
<tr>
<td>November 1 (Sunday)</td>
<td>Add/drop deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>November 14 (Saturday)</td>
<td>Legislative Day (classes meet on a Tuesday schedule)</td>
<td></td>
</tr>
<tr>
<td>November 14 (Saturday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>November 30 (Monday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
<td></td>
</tr>
<tr>
<td>November 30 (Monday)</td>
<td>Commemoration Day (classes will meet as scheduled)</td>
<td></td>
</tr>
<tr>
<td>December 1-3 (Tue–Thu)</td>
<td>No classes: National Day Holiday</td>
<td></td>
</tr>
<tr>
<td>December 10 (Thursday)</td>
<td>Last day of classes</td>
<td></td>
</tr>
<tr>
<td>December 13-17 (Sun–Thu)</td>
<td>Final exams</td>
<td></td>
</tr>
<tr>
<td>December 18 (Friday)</td>
<td>Departure day/Winter break begins</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WINTER BREAK</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 20–January 3 (Sun-Sun)</td>
<td>No Classes</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>JANUARY TERM IN ABU DHABI</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NYUAD will not have regular J-Term classes in January</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>SPRING SEMESTER I</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January (TBD)</td>
<td>Marhaba for first-year students</td>
<td></td>
</tr>
<tr>
<td>January 17 (Sunday)</td>
<td>Classes begin</td>
<td></td>
</tr>
<tr>
<td>January 24 (Sunday)</td>
<td>Add/drop deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>January 31 (Sunday)</td>
<td>Add/drop deadline for 14-week courses</td>
<td></td>
</tr>
<tr>
<td>February 14 (Sunday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>March 4 (Thursday)</td>
<td>Final exams for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>March 6-8 (Sat-Mon)</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>SPRING BREAK</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 9-15 (Tue–Mon)</td>
<td>No classes</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>SPRING SEMESTER II</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 16 (Tuesday)</td>
<td>7-week classes begin</td>
<td></td>
</tr>
<tr>
<td>March 23 (Tuesday)</td>
<td>Add/drop deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>April 5 (Monday)</td>
<td>Withdrawal and change of grading basis deadline for 7-week courses</td>
<td></td>
</tr>
<tr>
<td>April 13 (Tuesday)</td>
<td>Withdrawal and change of grading basis deadline for 14-week courses</td>
<td></td>
</tr>
<tr>
<td>May 3 (Monday)</td>
<td>Last day of classes</td>
<td></td>
</tr>
<tr>
<td>May 4-11 (Tue–Tue)</td>
<td>Final exams</td>
<td></td>
</tr>
<tr>
<td>May 13-15 (Thu–Sat)</td>
<td>Eid Al-Fitr</td>
<td></td>
</tr>
<tr>
<td>May 22 (Saturday)</td>
<td>Commencement (tentative)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SUMMER TERM</strong></th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 23 (Sunday)</td>
<td>Classes begin</td>
<td></td>
</tr>
<tr>
<td>May 25 (Tuesday)</td>
<td>Add/drop deadline</td>
<td></td>
</tr>
<tr>
<td>May 25 (Tuesday)</td>
<td>Withdrawal deadline for Summer J-Term</td>
<td></td>
</tr>
<tr>
<td>June 6 (Sunday)</td>
<td>Withdrawal deadline</td>
<td></td>
</tr>
<tr>
<td>June 10 (Thursday)</td>
<td>Last day of Summer J-Term (tentative)</td>
<td></td>
</tr>
<tr>
<td>June 10 (Thursday)</td>
<td>Last day of classes for J-Term replacement courses</td>
<td></td>
</tr>
<tr>
<td>June 12 (Saturday)</td>
<td>Three-week J-Term replacement courses final exam</td>
<td></td>
</tr>
<tr>
<td>July 8 (Thursday)</td>
<td>Last day of classes</td>
<td></td>
</tr>
<tr>
<td>July 10 (Friday)</td>
<td>Seven-week courses final exam</td>
<td></td>
</tr>
</tbody>
</table>
The Core Curriculum

English is the language of instruction at NYU Abu Dhabi, and mastery of English is required for admission. NYU Abu Dhabi offers various non-credit individualized instruction experiences designed to enhance students’ spoken and written English.

ACREDITATION

New York University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accreditation agency recognized by the US Secretary of Education and the Council for Higher Education Accreditation. NYU Abu Dhabi is approved by the Middle States Commission as an additional location of NYU, and is included within the scope of its accreditation.

NYU Abu Dhabi, located in the Emirate of Abu Dhabi, has been officially licensed since 1 January 2010 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education. All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry’s Commission for Academic Accreditation, https://www.caa.ae/caa/DesktopModules/InstPrograms.aspx?inst_no=131.

In addition to the above, five of the engineering majors offered by NYU Abu Dhabi (General Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering) are accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

DEGREES AND GRADUATION REQUIREMENTS

Graduates of NYUAD’s undergraduate programs receive either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. Masters graduates receive either a Master of Science (MSc) or a Master of Fine Arts (MFA). The degrees are conferred by New York University and are identical to the degrees awarded at the New York campus. The general degree requirements are the same for the BA and the BS and are described below. The degree requirements for the masters programs vary and are detailed in their respective Bulletin sections.

Students who major in the Arts, Humanities, Social Sciences, and Psychology, and who complete all the degree requirements earn the Bachelor of Arts degree. The Bachelor of Science degree is awarded to students who major in Engineering or the Sciences (other than Psychology) and who complete all the degree requirements. Students who complete double majors earn the degree associated with their primary major, the one in which they complete their capstone project.

The academic year is divided into 15-week fall and spring semesters, January term (3 weeks), and an optional summer term (4 weeks). During regular semesters students typically take four courses; during January or summer terms students take a single course. NYU Abu Dhabi has several types of courses: while most course offerings are full courses counting for four academic credits; Engineering, Science, and Music do offer a variety of two-credit or half courses. Most of the half courses last only seven weeks, but 14-week half courses do exist as do intensive 7-week full, four-credit courses. Students must complete a minimum of 140 credits (35 full courses) and have a minimum cumulative grade point average of 2.00 to graduate.

Students must take a writing seminar in the first year, complete the Core Curriculum, fulfill the requirements for an academic major, and complete a two-semester Capstone Experience. Students are also required to complete two physical education activities. These requirements are described in greater detail below.

Beyond these requirements, students are free to choose general electives from across the curriculum. These general elective courses can include foreign language courses, extra courses from within their major, courses from other programs, and pre-professional courses. Between study abroad, January term, and courses offered by the many visiting faculty from NYU New York and other prestigious universities, significant opportunities exist for students to sample from an almost limitless set of courses. Pre-professional courses, in particular, allow students to begin exploring careers through an investigation of the academic preparation expected in various fields.

Core Curriculum: The Core Curriculum (the Core) forms the heart of NYUAD’s 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.

The Core requires students to complete two Core Colloquia as well as one course in each of four broad areas of inquiry: Arts, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; and Structures of Thought and Society. Through these six courses or through courses in their major or general elective selections, students are also required to fill requirements in quantitative reasoning, experimental inquiry, and Islamic studies.

The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. This work begins with a semester-long writing seminar in the first year which introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays the foundation for the continued practice in university-level thinking and writing that students will experience at NYU Abu Dhabi. In addition to the First-Year Writing Seminar, students receive extensive writing and communication practice in all Core courses and come to learn through written assignments in disciplinary courses that each discipline has its own conventions for advanced writing in their fields.

Students complete writing assessments during their Admissions Candidate Weekend that guide initial placement in the program’s courses. These assessments help the Writing Program faculty advise students about how to maximize the impact of the course on their learning. For instance, students who are identified as needing 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 fully prepared often delay taking are advised their First-Year Writing Seminar until the following spring.
NYU Abu Dhabi offers 25 majors across the Arts, Humanities, Social Sciences, Sciences and Engineering. Students declare a major by the end of their second year. However, many majors do have requirements beginning in the first year. Although all courses successfully completed may count toward the 140-credit graduation requirement, only those courses in which grades of C or higher are earned count toward major, minor, or Core requirements.

Capstone Experience: Every NYUAD student completes a Capstone Project in their major field. Depending on academic discipline, this may be either an individual or team project. The Capstone Project is a demanding, two- or three-semester-long endeavor aiming at a significant piece of research or creative work; an historical narrative, musical composition, performance, invention, documented experiment, scholarly thesis, or other form appropriate to the student’s goals and major. Unlike other courses in which faculty establish the structure and set assignments, the Capstone Project puts the student in charge. The fundamental challenge is to enter unmapped terrain and to extend oneself in making knowledge, reframing conventional approaches to an issue or creating something new.

No matter what form the Capstone Project takes, each student has a faculty mentor and participates in a Capstone Seminar or other preparatory course(s) that serves as a forum to discuss the research process and present work in progress. These seminars offer a model of intellectual community and collaborative learning in which participants offer their thoughts across fields of study and engage in active critique and revision. Students publicly present their Capstone Project in celebration of their creative achievements.

January Term: Students are required to complete three January term courses, including one in the first year. In the absence of an approved, compelling reason, such as a study away calendar conflicts, students complete their two remaining January terms during their second and third year of enrollment. For further information on January term, see pp. 483–488.

Minors: Most NYUAD academic programs offer optional minors for non-majors. Additional multidisciplinary minors support work across disciplines and require students to think about complex subjects from multiple perspectives. NYUAD minors allow students to focus on a second field of study, in addition to their major, without the extensive commitment required of a second major. Most minors require four or five courses that complement the major area of study or are of personal interest to a student. Students are encouraged to explore the option of completing a minor rather than a full second major.

Physical Education: The Physical Education requirement includes the completion of two seven-week sessions of monitored athletic activity. Students can choose from a variety of classes or participate as a member of a competitive team (depending on skill level). Physical Education classes are participatory in nature, requiring participation rather than athletic excellence to receive credit. These activities are not graded.

Minors in the NYU global network: Where comparable NYUAD minors do not already exist, NYUAD students may be able to complete one of the many academic minors offered elsewhere in the NYU global network. Students interested in completing one of these minors ordinarily take most or all of the required courses in New York, Shanghai, and/or one of the other global sites. However, appropriate NYUAD courses may also be used toward completion of an NYU minor. Directed Study courses generally cannot be used to meet global network minor requirements.

Graduate Programs
Graduates of the M.F.A. in Art & Media program receive the Master of Fine Arts degree. Graduates of the M.Sc. in Economics program receive the Master of Science degree. Students should review the graduation requirements detailed on pages 219 for the M.F.A., and pages 289 for the M.Sc. in Economics. Further detailed policies and procedures relating to graduate programs can be found in the Graduate Manual, published online https://students.nyuad.nyu.edu/files/resources/nyuad-graduate-academic-policies-procedures-manual.pdf.

UNDERGRADUATE ADMISSIONS
NYU Abu Dhabi Office of Admissions in Abu Dhabi
Tel: +97126285511
Email: nyuad.uae.admissions@nyu.edu

NYU Abu Dhabi Office of Admissions in New York
Tel: +12129927230
Email: nyuad.admissions@nyu.edu
nyuad.nyu.edu/admissions

Admission to NYU Abu Dhabi is highly selective. Each student is admitted based on the overall strength of the application he or she submits, including academic excellence, extracurricular activities, teacher and counselor evaluations, and a demonstrated interest in global citizenship, service, and leadership.

Application Deadline:
Early Decision I
• Application due: November 1
• Financial Support Application due: November 15

Early Decision II
• Application due: January 1
• Financial Support Application due: January 15

Regular Decision
• Application due: January 1
• Financial Support Application due: February 15

Testing Requirements: For complete information regarding testing requirements for NYU Abu Dhabi, please see our website at: nyuad.nyu.edu/admissions-testing

Applying to NYU Abu Dhabi and Other NYU Campuses: Students can indicate their interest in being considered for admission to NYU Abu Dhabi in addition to NYU campuses in New York City and/or Shanghai on the Common Application.
Transfer Applicants: NYU Abu Dhabi is not accepting applications for transfer students in the 2020–21 admissions cycle.

COST OF ATTENDANCE
Cost of Attendance AY 2020–2021

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount (Estimated)</th>
</tr>
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<tbody>
<tr>
<td>Tuition</td>
<td>$52,206</td>
</tr>
<tr>
<td>Registration and Service Fees</td>
<td>$2,676</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,646</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,370</td>
</tr>
<tr>
<td>Room and board (meals)</td>
<td>$12,154</td>
</tr>
<tr>
<td>Estimated personal expenses</td>
<td>$2,364</td>
</tr>
<tr>
<td>Estimated travel</td>
<td>$3,480</td>
</tr>
</tbody>
</table>

Total cost of attendance (estimated) $76,256

1. Initial financial support awards are based on prior, estimated costs of attendance.
2. Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee for any student who holds an NYUAD-sponsored UAE visa.
3. In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full support for health insurance.
4. The Estimated Campus Housing rate reflects the cost of a private bedroom within a shared 2-bedroom, 2-bathroom suite. A private studio or 1-bedroom unit, if required and available, would incur extra charges.

Financial Support: NYU Abu Dhabi recognizes that higher education is a significant investment, and we are committed to attracting and educating exceptionally talented students from around the world. NYUAD provides financial support in the form of fellowships and need-based grants, to those who qualify. Every admitted student is also automatically considered for merit-based fellowships.

We aim to attract the best possible students from around the world, regardless of financial circumstances. In recognition of NYUAD’s highly-selective admissions process, and of the important role that the University plays in shaping future world leaders, the Abu Dhabi government provides fellowships to all admitted UAE National students in the form of the Sheikh Mohamed bin Zayed NYU Scholarship for Exceptional Emirati Students.

All other students who file the CSS Profile will be considered for need-based support based on their family’s financial circumstances. Need-based support may cover up to the full cost of attendance, including tuition, foreign travel for study integral to a student’s academic program, and room and board, health insurance, personal expenses, books, and many student life activities. Financial support may also include up to two tickets each year between Abu Dhabi and the student’s country of permanent residence. NYU Abu Dhabi encourages all students, regardless of citizenship, to file the CSS Profile as the Office of Financial Support gives consideration to a broad range of family situations.

Please note, students whose permanent addresses are within the UAE are not eligible to receive funding for home travel. A student whose permanent residence changes must notify the Office of Global Education at nyuad.studenttravel@nyu.edu and the Office of Financial Support at nyuad.financial.support@nyu.edu for reconsideration.

Students are encouraged to contact the Office of Financial Support at nyuad.financial.support@nyu.edu if they have any questions or concerns about the application process or their award.

GRADUATE ADMISSIONS
NYU Abu Dhabi Office of Graduate Admissions in Abu Dhabi
Tel: +971 2 628 4031
Email: nyuad.graduateadmissions@nyu.edu

Admission to NYU Abu Dhabi is highly selective. Each student is admitted based on the overall strength of the application he or she submits, including academic excellence, extracurricular activities, recommendation letters, and a demonstrated interest in global citizenship, service, and leadership.

Application Deadline:
MSc in Economics
and MFA in Art & Media
- Application due: January 15, 2021
- Financial Support Application due: January 15, 2021

The Admissions Process: Applications to masters programs are processed through NYU Abu Dhabi’s Office of Graduate Admissions and evaluated by NYUAD admissions committees. For up-to-date information on admissions policies and procedures, please see the Admissions website at: nyuad.nyu.edu/admissions

Application Requirements: For an application to be considered complete, the Office of Graduate Admissions must receive the following:
- The online application;
- Official university records for all courses for which academic credit has been earned;
- Official score reports of any standardized tests, forwarded to NYUAD from the testing agency; and
- Letters of recommendation from academic and/or professional references.
- The M.F.A. in Art & Media also requires electronic submission of an artistic portfolio.

COST OF ATTENDANCE
MFA in Art & Media will begin Fall 2021. Cost of attendance has not yet been established.

Total cost of attendance for 2021–2022 is estimated to be approximately $105,000.

MSc in Economics Cost of Attendance AY 2020–2021

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>Registration and Service Fees</td>
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<tr>
<td>Estimated personal expenses, including travel</td>
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</tr>
</tbody>
</table>

Total cost of attendance (estimated) $102,177

1. Initial financial support awards are based on prior, estimated costs of attendance.
2. Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee for any student who holds an NYUAD-sponsored UAE visa.
3. In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full support for health insurance.
4. The Estimated Campus Housing rate reflects the cost of a private bedroom within a shared 2-bedroom, 2-bathroom suite. A private studio or 1-bedroom unit, if required and available, would incur extra charges. See footnote #6.
NYUAD’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.

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

All students are also required to take 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 will be drawn from courses across the curriculum and may also count toward other requirements, such as the Core, a major, or a minor. For the most up-to-date list of courses that fulfill the Q, E, and X requirements, please consult the NYUAD website.

The guiding principles of the Core Curriculum include:
- Small, discussion-based seminars: 10–15 students
- Sustained interaction with faculty
- Global perspectives
- Big ideas and transformative works of human thought and invention
- Foundational modes of thinking
- Significant emphasis on writing and effective communication

All Core courses develop students’ abilities to formulate precise questions and arrive at well-reasoned and effectively communicated conclusions. These skills are essential not only to complement students’ advanced coursework in their majors but also to help them think deeply about themselves and the world we share.

The values central to the Core Curriculum underscore the fact that an NYUAD education consists of much more than preparation for a profession; the Core aims to cultivate habits of mind that allow students to navigate the ethical complexity of a rapidly changing, increasingly global society. We cannot assume we are “global citizens” simply by virtue of living in an international environment. Learning to ask and approach profound questions from a variety of viewpoints and cultivating the ability to exchange views about the major challenges of our time requires practice and deliberate attention. The Core Curriculum offers repeated occasions to develop these skills and habits, which should help prepare students for meaningful lives of intellectual curiosity and civic engagement.
CORE CURRICULUM LEARNING OUTCOMES

Upon successful completion of the Core Curriculum requirements student will be able to:

1. Critically examine historical and contemporary topics of global significance, which includes formulating clear, precise questions and arriving at well-reasoned conclusions using a) qualitative, b) quantitative, c) contextual, and d) creative modes of reasoning;
2. Communicate effectively for various audiences and purposes, including participation in public settings;
3. Demonstrate self-understanding and intercultural competency;
4. Identify and reflect critically on conceptual and ethical complexity.

PREVIOUS CORE CURRICULUM

Students who entered NYU Abu Dhabi fall 2015 or earlier may need to follow requirements for an earlier version of the Core Curriculum. Details can be found in prior NYUAD bulletins.

CORE CURRICULUM COURSES

Core Curriculum courses vary from year to year. A significant variety in each category is on offer every semester.

COLLOQUIA

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars offer multidisciplinary, global perspectives and substantively engage two or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness and the fundamental appreciation of global citizenship and leadership by developing students’ 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. Colloquia are fourteen-week courses taught in Abu Dhabi. 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 below are offered periodically, typically each year in the semester indicated.

CCCOL-UH 1000 Mortal and Immortal Questions

Typically offered: fall

Conceptions of death and the afterlife not only structure traditional religious beliefs and practices, but they also subtly inform politics, scientific research, and societies more widely. How societies mete out punishment, engage in war, treat animals, distribute funds for scientific research or medical treatment, give legal expression to various moral mandates, etc., all are rooted in their attitudes and beliefs about death and the afterlife. This colloquium takes up a range of literary, political, and philosophical works from different cultures and periods that have framed in memorable, though often contradictory, ways some basic questions about death and immortality. How long should people live? How would immortality impact local or global resources? And how might these questions inflect our views about recent technological efforts to extend life and ultimately to achieve immortality virtual or otherwise? Students will confront such questions from a variety of moral, scientific, and cultural perspectives and explore the role that death plays in their own lives and in those of other peoples and societies.

CCCOL-UH 1001 Religion and Indignity

Typically offered: fall

Dignity, a concept elaborated for its emancipatory potential, has come to serve varied ends. Beginning with the Declaration of the Rights of Man and of the Citizen, and the Vatican’s “Dignity of Labor,” this course traces the concept’s trajectory and asks: Can a better understanding of the past 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 science behind the creation of paintings, frescoes, parchments, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods used 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.

CCCOL-UH 1005 Wellness, Illness, and Everything in Between

Typically offered: fall

Prerequisite: Must be an NYUAD student

This course focuses on how we can maintain wellness and prevent illness. Are we born healthy or become sick? Please Check One That Best Describes Your Current Status: ☐ Healthy ☐ Ill ☐ Healing. How can this survey be answered accurately? This course fundamentally examines how these states are defined personally, culturally, biologically, and clinically. Laying a foundation in the biological basis of illness and wellness, the course also considers cultural and social issues that impact disease susceptibility, treatment, and outcome. Students will explore how data are used to construct evidence-based best practices for clinical care and will discuss how these can be implemented across a range of societies. Two of the most pressing global health concerns—cancer and obesity—will serve as primary case studies to be examined from scientific and cultural perspectives. Assignments and class discussions will include clinical studies, documentaries, and readings that highlight how global economic, social, and cultural issues surround wellness and illness and the medical practices that aim to heal the sick and “above all, do no harm.”

CCCOL-UH 1006 Conserving Our Global Heritage through Science

Typically offered: fall, spring

Prerequisite: Must be an NYUAD student

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 erode the past, we must consider 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 science behind the creation of paintings, frescoes, parchments, sculptures, ancient mummies, historical buildings, musical instruments, and other artifacts. They will also examine the methods used 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.

CCCOL-UH 1007 What Do Leaders Do?

Typically offered: fall

Prerequisite: Must be an NYUAD student

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is key; others are more likely to argue that 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, we examine this old and unsettled debate. Considering political, social, artistic, and business perspectives, we dissect the concept of leadership. Students will learn to elaborate on the interplay between culture and...
leadership and to what extent societies create their own leaders. The course draws on the work of classic and modern thinkers. We will also explore the life of prominent individuals, such as Mandela, Mother Teresa, Jobs, Soros, Churchill, Thatcher, Sheikh Zayed, among many others. Students will develop a framework to link leadership and some of our most pressing global challenges, such as inequality, sustainability, peace, and understanding humanity.

CCOL-UH 1008 Reading the Earth
Typically offered: fall
Prerequisite: Must be an NYUAD student
This course introduces students to a wide variety of cultural perspectives on the ways that nature is conceived in 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 ideas 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? How might we engage with previous conceptions of nature? Constructed around a series of discrete problems that will be contextualized historically and culturally, the course strives for a unifying, global perspective on the environmental crisis and will address a range of today’s most pressing eco-critical dilemmas.

CCOL-UH 1010 Future of Medicine
Typically offered: spring
Prerequisite: Must be an NYUAD student
One of the biggest challenges in medicine is to prevent disease and ensure personalized treatment. This is now becoming possible thanks to high-resolution DNA sequencing technology that can decipher not only our individual information. These developments are already impacting global health, but they raise global challenges such as equality. How will these new technologies blend into healthcare systems? How can we find these beings? Was the formation of life similar in severity to the death of a close relative or divorce? These are some of the questions students will discuss in this class as they study how the roles of and attitudes towards labor have changed.

CCOL-UH 1016Q Cooperation
Typically offered: spring
Prerequisite: Must be an NYUAD student
How do we 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, microeconomics, political 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 we engineer cooperation to achieve better outcomes?

CCOL-UH 1019 Extinction
Typically offered: fall
Prerequisite: Must be an NYUAD student
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 reflect the human impact on our planet’s ecological 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 do we understand biodiversity loss, language death, the vanishing of “savage races” and indigenous populations, and the formation 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 abroad the Beagle to the preservation of Ishi (“the last wild Indian”) and from flood narratives to apocalyptic fantasies.

CCOL-UH 1020 Water
Typically offered: spring
Prerequisite: Must be an NYUAD student
Water is the lifeblood of existence. Across time and place it has sustained society, nourished crops, maintained life, and served as a valued commodity in trade and market. 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 students will discuss in this class as they study how the roles of and attitudes towards labor have changed.

CCOL-UH 1024Q Life in the Universe
Typically offered: spring
Prerequisite: Must be an NYUAD student
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 as methods of investigations of human anatomy, as well as methods of investigations of human anatomy, as well, in the context of more recent history, have shaped the perception of the human body, through history, and across cultures. Students will examine the function of the body and how the
CCOL-UH 1026
Migration
Typically offered: spring
Prerequisite: Must be an NYUAD student
There are more migrants worldwide today than Brazil has inhabitants. China, India, and the Philippines are sending most migrants; the most important host countries are the United States; and expats make up more than 60% of the total population in Qatar and the UAE. How has migration been represented in and shaped by literature and art? This course reviews exemplary texts, striking images, and important films. It focuses on the United States from around 1880 to World War II and on Europe in the second half of the twentieth century, then opens up toward students’ examination of cultural work by and about contemporary migrants from around the world. Readings include autobiography, reportage, documentary photography and film as well as fiction and creative visual work. Among the topics for discussion are metaphors and theories of migration (from uprooting and bird-of-passage to expatriate and melting-pot); labor arrangements; scenes of departure, voyage, and arrival; vibrant migrant communities and migrant alienation and pain; negotiation between places of origin and of migration (from uprooting and bird-of-passage to return)."
global inequalities. The course will approach complex understanding of such issues as “home,” comparative and historical perspective so that variety of texts. It will focus especially on memoirs, seminar will study questions of displacement as students will gain a deeper perspective on today's with a rich cultural production that foregrounds a whether in written or audiovisual form, which 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 is at the center figure. What determines which animals we use as subjects in research? What are the ethical and moral implications of animal-based experiments? How does our course contribute to this question? 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.

CCOL-UH 1040 Disability
Typically offered: fall

Prerequisite: Must be an NYUAD student

"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 course explores the antecedents and consequences of (and potential remedies for) intergroup prejudice through the lens of multiple disciplines, including history, social science, 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 manifest in individual acts and actions. We also discuss the burden of living in prejudicial societies, the social and psychological obstacles involving in emphasizing and confronting prejudice, and the costs associated with overcoming these obstacles.

CCOL-UH 1039 Animal Perspectives
Typically offered: spring

Prerequisite: Must be an NYUAD student

Humans, across culture and time, have needed to animals to address fundamental questions in biology. Select species coined model organisms have been widely used to study development, behavior, uses of nuclear energy, and grappling with the moral responsibility that all of us—scientists, politicians, and citizens—must bear for ourselves, our nations, and ultimately, for humanity.

CCOL-UH 1042 Multi-ethnic Democracy
Typically offered: fall, spring

Prerequisite: Must be an NYUAD student

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. How have the minority groups 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 a non-human species 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.

CCOL-UH 1043X Religion, Revolution, Media
Typically offered: spring

Prerequisite: Must be an NYUAD student

Religion, Revolution, Media typically occurs in the intersections of contagious disorder and storytelling in a range of cultures, settings, and forms, from ancient Greece to contemporary South Africa, from the Black Death, influenza, and AIDS to the proliferation of vampires and zombies in global popular culture today.

CCOL-UH 1045 Axes of Evil
Typically offered: spring

Prerequisite: Must be an NYUAD student

What is evil? We use the term to describe human behavior, political regimes, natural disasters, and epidemic disease. The idea of evil as old as humanity, and various religious, legal, political, and social arrangements come to mind. But definitions vary over time and across cultures, suggesting that evil may be contextual rather than universal. If so, can we find an exhaustive part of the human condition? This colloquium offers a multi-disciplinary investigation into evil’s dimensions and its implications for peace, justice, and social order. 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 revolution.” But revolution is a word with its own history, including religious implications, whether as inaugurating a new order of the ages, negating the omnipotence of the Great Seal of the United States, est. 1782), or as a cycle of time, of the 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. How does a particular stock-taking is due. To understand the media’s role in contemporary global conflict, including the interplay of religious 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 War on Terror, to our immediate geopolitical contexts.
colossal and imperial projects: the Nazi use of gas chambers during WWII, and the Aversion Project.

CCOL-UH 1049 State of the Nation
Typically offered: fall
Prerequisite: Must be an NYUAD student
This colloquium examines the increasingly urgent global challenge posed by radical forms of nationalism confronting 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, Europe, and cultural and political developments. Drawing on theoretical and practical case studies, students will explore 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 today.

CCOL-UH 1050 Transnational Feminisms
Typically offered: fall
Prerequisite: Must be an NYUAD student
What roles do feminism and transnational feminism play in transnational feminisms? How do the concept of citizenship entail and what is its role in a globalized world? The course examines the historical, legal, political, and cultural foundations of citizenship as a concept, the development of transnational citizenship, and its impact on notions of nation-state and diaspora. 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 so doing it seeks to examine critically the historical contexts and conditions in which issues of women and leadership have been embedded. What are the effects of inequality, injustice, and discrimination on women’s underrepresentation in leadership across the world? The course will take a variety of disciplinary and geographical areas, drawing on autobiographies, biographies, novels, films, and TV series, alongside academic literature.

CCOL-UH 1051 Calamity and Creation
Typically offered: spring
Prerequisite: Must be an NYUAD student
While natural disasters—floods, earthquakes, and outbreaks of infectious diseases—have devastated countries, cultures, and regional backgrounds, they have also often led to significant advances in the arts. From some of our earliest mythologies to the development of the oil industry, the arts have been shaped by historical, legal, political, and cultural events. What are the implications of the arts in advancing social movements, using the recent history of the Middle East, North Africa region.

CCOL-UH 1052 Art of Revolution
Typically offered: fall
Prerequisite: Must be an NYUAD student
Can aesthetic forms promote and not just respond to revolutionary social and political change? This Core Colloquium confronts global challenges of peace, equity, and cultural and political projects such as the Palestinian Intifadas, and the Arab Uprisings. Students will ask how artistic practices not only reflect social changes in these case studies, but also shape them. Drawing on theoretical and practical 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.

CCOL-UH 1053 Between Faith and Unbelief
Typically offered: fall
Prerequisite: Must be an NYUAD student
What is faith and what is unbelief? Are equality and fairness synonyms? How can we determine if something is a resource or a curse? What is oil for Arab states? For the United Nations, and religious radicalism? How do artists respond 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 about faith and unbelief? What is fairness universal? Is it a matter of huge importance in Abu Dhabi and globally. But what is oil? Is it a mineral formed by long-decayed microorganisms or a volcanic activity? Is it a source of power (the fuel derived by cracking it into gasoline)—or a source of geopolitical power? Does oil bring wealth? As some researchers argue, a “resource curse” is that they have a love for the country? And what happens if or when it runs out? This Core Colloquium addresses these and many related issues from a historical and geographic perspective, drawing on models and materials from geography, history, political economy, film, and literature.

CCOL-UH 1054 Fairness
Typically offered: spring
Prerequisite: Must be an NYUAD student
What is fairness? What is its role in the economy, politics, and society today? Is it a matter of huge importance in Abu Dhabi and globally. But what is oil? Is it a mineral formed by long-decayed microorganisms or a volcanic activity? Is it a source of power (the fuel derived by cracking it into gasoline)—or a source of geopolitical power? Does oil bring wealth? As some researchers argue, a “resource curse” is that they have a love for the country? And what happens if or when it runs out? This Core Colloquium addresses these and many related issues from a historical and geographic perspective, drawing on models and materials from geography, history, political economy, film, and literature.
On the upside, a shared sense of fairness may pose with respect to water and society. No one wants it, and yet we know that awareness, social justice and equality? This multidisciplinary colloquium considers the nature of “tradition” in art and culture, through time and across the globe. We will study how ideas, beliefs, aspirations, and imagination coalesce to form traditions and how traditions take shape, forming purpose and power. How do socio-political, economic, and cultural factors affect the evolution, preservation, and evolution of traditions? How do materials, content, concepts, principles, constructs, conventions, and aesthetic hierarchies combine to shape migration, exile, commerce, tourism, and climate change—provide narrative frames for human inquiry. What is the difference between travel and journeys? What difference does it make, then, when journeys are chosen vs. forced? How might depictions of journey take on unique shades and even physical power and inequality over those they survey? How do journeys transform individual and group senses of self, others, home, and the world? How do journeys—actual and imaginative—play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

CCOL-UH 1058

What is Secularism? Typically offered: fall
Prerequisite: Must be an NYUAD student

This course explores the question of human data in mind, the course of what can be analyzed and interpreted using a variety of data visualization and storytelling frameworks.

CCOL-UH 1060

What is Secularism? Typically offered: fall
Prerequisite: Must be an NYUAD student

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

CCOL-UH 1061

Water for Life Typically offered: fall
Prerequisite: Must be an NYUAD student

Water is fundamental to life and to fundamental human rights, including health, food, and economic security. Yet water availability and quality have shaped civilizations; its place in our contemporary lives bears by the Oxford English Dictionary as a “sense of grievance; an indignant sense of injury or insult received or perceived; (a feeling of) ill will, bitterness, or anger against a person or thing.” In this colloquium, we will endeavor together to better understand the role of resentment in politics. How should we define resentment, and how universal is this concept across cultures and nations? What tools or approaches can we use to assess its impact on contemporary political events? What are the relationships between resentment and desired end-states like equality, justice, and reconciliation? Our conversation will include philosophical explorations, primary sources, conceptual mappings and empirical research on resentment. Students will also engage in basic data analyses exploring the causes and consequences of resentment worldwide.

CCOL-UH 1066

Water Typically offered: fall

Observing the Earth from space, it appears that a continent in the middle of the Pacific Ocean, a water remains a precious resource to which billions of people have no access. This colloquium looks at the pressing issue of data aggregation about human beings. It looks to the past for global societal issues such as health, food security, economic development, and growth. While making up most of the Earth’s surface, water remains a precious resource to which billions of people have little or no access. This colloquium takes a multi-disciplinary approach to the connections between water and society, including scientific, social, and economic perspectives. How does the availability of safe drinking water relate to health and sanitation? How do water, food, and energy linked? In what ways do human actions affect water-related ecosystems? What role does the water industry play in job creation? What recent advances have been made in urban and rural households? How does the availability of safe drinking water relate to health and sanitation? How do water, food, and energy overlap? How do these different factors interact with each other? What are the implications of these interactions? How do water-related policies affect the availability of safe drinking water? How do these policies affect the health and well-being of individuals and communities? How do water-related policies affect the environment and biodiversity? How do these policies affect the economy and the local economy? How do these policies affect the social and political landscape of the local community? How do these policies affect the cultural and historical context of the local community? How do these policies affect the education and well-being of children? How do these policies affect the health and well-being of older adults? How do these policies affect the health and well-being of the entire society? How do these policies affect the future of the local community? How do these policies affect the future of the planet?
all contribute to it on a daily basis. Why do we do this? Is there no waste in nature, so why do we create it? Is waste inherently a design flaw? Is it nothing—this is not a luxury. We all have to eat, so fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

CCOL-UH 1067

Immortality

Typically offered: spring

Have you ever thought, “I want to live forever!”? Since antiquity, humans have confronted physical immortality in song, literature, theater, and science. Indeed, the alchemists sought an elixir of life with curative powers that would prolong indefinitely the lives of those who consumed it. And even as alchemy gave way to chemistry and science evolved into a modern discipline that focuses on understanding the world through strict rules of experimentation, the notion of immortality did not disappear. In fact, biologists often asked—and continue to ask—the related question: “Why must we die?” The results are often surprising! This course examines immortality and, by necessity, death, principally from the view of science, but also using literature and film. In doing so, fundamental questions about the human experience: What distinguishes a luxury from a necessity? What changes are currently taking place. As we are now in the midsts of the Fourth Industrial Revolution, what lessons can be learned from its predecessors? What consequences might new technologies pose for global challenges such as peace, education, equality, or sustainable development? How does the very definition of the “human” stand to be affected? Students will explore these questions as they arise in a number of different philosophical and religious traditions. Reading materials will be drawn from both classical and contemporary sources and will include the work of anthropologists, literary and political theorists, philosophers, and theologians.

CCOL-UH 1074

Industrial Revolutions and the Future of Work

Prerequisite: Must be an NYUAD student

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

CCOL-UH 1075

Body Politics

Typically offered: spring

Prerequisite: Must be an NYUAD student

The body plays a central role in today’s global challenges, including in the promotion of justice, equality, health, and human rights. But conceptions of “normal” and “abnormal” bodies also reveal the existence of diverse—often opposing—definitions of the body. This course asks how current political struggles over issues such as gender identity, racism, and reproductive and human rights involve conflicting understandings of the body. What relationships do these notions establish or depend upon between the body, identity, and politics? How do bodies, politics, and informed debates about the anti-vaccination movement, “political correctness,” or body modification? To do this, we ask our ideas about the body, the course combines the exploration of current trends with the examination of views from diverse time periods and cultures. By identifying and analyzing primary sources on these topics, the course seeks to better understand the challenges we face today, and how to address them. Major topics will include the problem of embodiment and the limits of our bodies; the role the body plays in the definition of racial and gender identities; bodily disciplines; and the human quest for truth.
Who Owns Global Culture? Music, Networks, Law
Typically offered: fall
Prerequisite: Must be an NYUAD student
Who owns global culture? Under what regimes of value and meaning does culture circulate across borders? How has cultural information been transcribed, recorded, stored, transported, transmitted, represented, and industrialized? What can this tell us about the logic of global cultural flow? How does an understanding of architecture, annotating, and recording relate to global markets? Is unequal representation coded into global culture’s ubiquitous digitalization? This course takes as a particular emphasis on music and sound in global circulation today. It asks how music and sound circulate within variable networks of meaning and value (institutional, vernacular, affective), and what this means for musics in retrieving the often tenuous and ephemeral phenomena found in geographically-remote cultures that, for various reasons, are systematically written out of world history. Along with close reading of cultural items (songs, artworks, and information objects), the course weaves into its findings the logics of global finance and law, the uneven distribution of communicative media in an international frame, and the multi-faceted role of political economy.

Justice in Times of Transition
Typically offered: spring
Prerequisite: Must be an NYUAD student
What kind of justice matters when political regimes change? How should new democracies handle the legacies of a violent past? Should emerging former aggressors? How do ancient and modern cultures? Migrants have differing degrees of access to education, health, economic opportunities, identity, citizenship, and so forth. How do these differences manifest themselves in their countries? Does language-learning require a different set of skills and knowledge than learning to speak a language? How do languages and cultures change when people move? How do people connect to their cultural roots while also navigating new linguistic environments? This course will explore how language-learning and cultural identity shape individuals’ ability to navigate complex social and political environments.

Multispecies Living and the Environmental Crisis
Typically offered: fall
Prerequisite: Must be an NYUAD student
This course poses questions about the advantages/disadvantages/challenges of multidisciplinary collaboration in the production of new knowledge. Focusing on paratextual artistic collaborations in the 20th and 21st centuries, students will analyze the impact of digital technologies in promoting an intricate crossover between different domains. Additional readings in which these approaches were the key to solving certain
complex problems, such as the development of computational technologies like GUI-based operating systems. Students will also develop collaborative projects involving sound, movement, digital video, lighting, interaction technologies, robotics, and telematics, which will be presented publicly at the end of the semester.

CADT-UH 1001
Manus et Machina
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Design; Heritage Studies; Interactive Media
This course explores how technology and machines have influenced human life across the ages. It 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 design, development, and future developments and their use and influence from past to present, including questions concerning ethics and values. Students will leave the course with a complete project to be displayed in an exhibition and a personal philosophy of Arts, Design, and Technology.

CADT-UH 1002J
Nature of Code
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Interactive Media
Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can we understand the mathematical principles behind our physical world? How can we use computer technology to create digital worlds? This class focuses on the programming strategies and techniques behind computer simulating emergent properties of nature. It students explore topics ranging from basic mathematics and physics concepts to more advanced simulations of complex systems. Subjects covered include forces, trigonometry, fractals, cellular automata, self-organization, and genetic algorithms. No computer programming experience is required; the course starts with the basics of code using the Processing environment.

CADT-UH 1004Q
Rhythm
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Music
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) to architecture, biology, computer science, music theory, music technology, philosophy, linguistics, sociocultural evolution, human migrations, and how it manifests itself in a variety of domains that range from music and the visual arts (across cultures) to architecture, biology, computer science, music theory, music technology, philosophy, linguistics, sociocultural evolution, human migrations, and ecology, transience and permanence, home and homelessness, and citizenship and belonging. All aspects of mobile dwellings, from familiar to familiar urban models such as tents and shacks to developments in humanitarian design and contemporary art, will be considered. Students will be presented with a series of design challenges and will be asked to solve problems by creating new designs and producing prototypes. No previous background or training in design is required.

CADT-UH 1007
Wood
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; Design
Wood is inseparably linked to human history and culture. From mankind’s earliest use of sticks for shelter, weapons, and tools, to the increasingly complex ways that we have used and understood this material reflect the history of civilization itself. What can wood teach us about ecology, human history, ingenuity, and culture? By examining wood’s role across several cultures, this class will consider our evolving relationship to wood through its use in architecture, art, design, and nature. We will study the work of artists and designers including Richard Deacon, Giuseppe Penone, and Ai Weiwei, and will also examine the lore and mythology of wood throughout the world. The literary works like the Epic of Gilgamesh and the enchanted forests of the brothers Grimm. The class includes a practical studio component in which students learn historic and contemporary woodworking techniques, respond to carpentry design challenges, and develop a kinesthetic knowledge and materials understanding through the exploration and manipulation of wood and wood-based materials. No previous background or training is required.

CADT-UH 1009Q
Touch
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; Design
It is easy to have the 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 sensory modality, touch is intimately blended into our lives and our everyday 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 multi-disciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch and traces 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 emotional development, memory, learning, digital design, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, and privacy and security.
Laughter
Typically offered: spring
Crosslisted with Previous Core: Cultural Exploration and Analysis; Previous Core: Pathways of World Literature
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? Do we laugh because we aregood at 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 NaSredin 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.

Language of Computers
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Data and Discovery; Previous Core: Experimental Discovery in the Natural World
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 education to 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 this affect 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 graphing abilities. No prior programming experience is required.

Haricots
Typically offered: January
Crosslisted with Previous Core: Cultural Exploration and Analysis; Previous Core: Pathways of World Literature
Bricolage: Every student will realize a product prototype to be displayed in an exhibition and a personal philosophy of about Arts, Design, and Technology.

Reproductive Death
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Structures of Thought and Society
Lying is an integral part of human communication. It is only in contrast to lies that we are able to construct the concept of truth and “choose” our perception of reality. From white lies and exaggeration to moremalicious persuasion such as propaganda and brainwashing, this course will examine the psychological, ethical, and social aspects of several contexts in which lying occurs. What is the impact on culture, literature, science, politics, advertising, journalism, relationships, the digital world, and history. We will discuss and analyze the motives, techniques, technology, and outcomes of some of the biggest lies and lies throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. Students will examine lying in texts, films, biographies, cartography, visual arts, the internet, social networking, mass media, and advertisements and learn from guest liars and lying experts.

Wayfinding: Graphic Design in the Built Environment
Typically offered: fall
Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; Design, Interactive Media
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 digital 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 seminar traces the evolution of being located and understanding navigation. In this course, students will learn computational tools, but the course has no pre-requisites. This course will examine the psychological, ethical, and social aspects of several contexts in which lying occurs. What is the impact on culture, literature, science, politics, advertising, journalism, relationships, the digital world, and history. We will discuss and analyze the motives, techniques, technology, and outcomes of some of the biggest lies and lies throughout history, from mythological gods in ancient Greece through fake alchemists in the Islamic Golden Age to contemporary schemers. Students will examine lying in texts, films, biographies, cartography, visual arts, the internet, social networking, mass media, and advertisements and learn from guest liars and lying experts.
“music.” Drawing on music of different styles from all over the world, seminar members will explore what constitutes musical meaning, how it is produced, and how it influences the way we hear. Taking advantage of the multitudinous nature of NYU Abu Dhabi, students will explore the cultural and universal aspects of music when we listen to and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

**CADT-UH 1025 Re-Design**
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Design
Giorgio Vasari defined Mannerism in terms still used today in Art History: in the wake of the Renaissance masters, copying became the standard way to learn. But what do we really learn by copying? A contemporary mannerism fit in today’s world, dominated by visual information? How then does creativity work? How does change happen? Why did we wait half a century before having personal computers in colors other than beige? Why do we seem oblivious to the manufactured filters mediating our observation of nature itself? What are the trade-offs when we delegate creative choices to Google’s algorithms? What separates the artists who pass the test and the brand consultants of today? This course addresses the role and limits of copying as students explore many facets of graphic design, visual communication, and artistic value. The vibrancy of the making of Abu Dhabi and the UAE provide an ideal background for such explorations. Students will elaborate on examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. How can a good meal change you? How do you flip your fears in pursuit of your goals? How do you flip your script to make progress? Departure points include artists, writers, filmmakers, thinkers, and theater makers such as Junot Díaz, Art Spiegelman, Francis Bacon, Edmund White, Anne Carson, David Markson, Italo Calvino, Pedro Almodovar, Jean Genet, Andy Goldsworthy, Banksy, C.S. Lewis, Farida Hughes, Peter De Vries, Peter Drucker, Jean Piaget, and even occasional recipes. When it comes to inspiration, can a good meal change everything?

**CADT-UH 1027J Questioning and Writing the Self: Memoir and Anti-memoir**
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
Jelly offers artist, thought, and world literature. Literature and Creative Writing is writing a life possible and what does it mean to try? What do we learn about notions of self and society through it? Literature is the window through which we imagine the literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

**CADT-UH 1032J Documenting Identity**
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Social Research and Public Policy
What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

**CADT-UH 1026 Human Value**
Typically offered: summer
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
What is the value of human life? How is human value socially constructed in particular political, economic, and cultural contexts? When one society honors athletes and movie stars more than factory laborers, does that mean people with fair hair and blue eyes are inherently more valuable? How do individuals create value and meaning in their lives in different contexts? This class will deconstruct the historical definition of human value across a variety of cultures, from foragers to contemporary global capitalist society. We will examine human value in terms of such themes as worth, utility, beauty, status, wealth, and fulfillment, via close engagement with texts, visual arts, mass media, and advertising. A practical component of the class will challenge students to explore concepts such as value through a variety of artistic media, from sketching to sound recording and photography. No previous background or training is required.

**CADT-UH 1027J Questioning and Writing the Self: Memoir and Anti-memoir**
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
Jelly offers artist, thought, and world literature. Literature and Creative Writing is writing a life possible and what does it mean to try? What do we learn about notions of self and society through it? Literature is the window through which we imagine the literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

**CADT-UH 1027J Documenting Identity**
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Social Research and Public Policy
What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

**CADT-UH 1026 Human Value**
Typically offered: summer
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
What is the value of human life? How is human value socially constructed in particular political, economic, and cultural contexts? When one society honors athletes and movie stars more than factory laborers, does that mean people with fair hair and blue eyes are inherently more valuable? How do individuals create value and meaning in their lives in different contexts? This class will deconstruct the historical definition of human value across a variety of cultures, from foragers to contemporary global capitalist society. We will examine human value in terms of such themes as worth, utility, beauty, status, wealth, and fulfillment, via close engagement with texts, visual arts, mass media, and advertising. A practical component of the class will challenge students to explore concepts such as value through a variety of artistic media, from sketching to sound recording and photography. No previous background or training is required.

**CADT-UH 1027J Questioning and Writing the Self: Memoir and Anti-memoir**
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; New Core: Cultural Exploration and Analysis
Jelly offers artist, thought, and world literature. Literature and Creative Writing is writing a life possible and what does it mean to try? What do we learn about notions of self and society through it? Literature is the window through which we imagine the literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.

**CADT-UH 1027J Documenting Identity**
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Social Research and Public Policy
What is the relationship between documents and identity? Do documents record, create, influence, mask, and/or shift identity? The course considers different types of identities (immigrant, criminal, racial, gender, normative, artistic) and documents (police records, personal and state archives, art projects). The course tracks the historical and current relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents and their impact on how we think and weigh in contemporary debates around racial profiling and immigration bans. At the same time, we will also look at romantic attempts at documenting identity in print and visual media. For the final project each student will produce both an artistic project and a reflective essay to engage the intersections of documents and identity.
social behavior. Using bio-inspired products such as gecko tape, Velcro, self-cleaning surfaces, and neuromorphic chips for inspiration, students will develop projects to address some of the 21st century’s most pressing issues, such as energy, water, environment, food, and health.

CADT-UH 1034 Citizen, Writer
Typically offered: spring
Crosslisted with Creative Writing Electives
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 and understood of how it limits and empowers you. The class will also write a constitution for a utopia we 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.

CADT-UH 1036J Automatic: The Future of Work
Typically offered: January
2020–21
CADT-UH 1037X Machines in Islamic Civilization
Typically offered: spring
Is automation science or a tool? Muslim contributions in automation, overlooked in the history of science, were long regarded as means for calculating the richly hygienic. But Muslim engineers excelled in creating complex automated systems, using them as gifts to foreign leaders, as public attractions, or to augment socio-ceremonial history such as domes to pray. Mostly powered by kinetic energy, these automata drew on scholars’ deep knowledge of hydraulics and complex levers and included multiple instruments, horology, automated drinking fountains, and clocks that told time using complex audiovisual tools. This course draws on historical sources and foundational science to explore Muslim advancements in automation. What roles did translation play as Muslim scientists encountered and documented the work of previous scholars? What were the basic automatic systems they developed and how do they compare to current technologies? How did they draw on environmental resources to develop automated systems without the need for non-renewable energy? Students will be asked to draw on these questions as they explore implications for their own projects in design and engineering.

CADT-UH 1038 Autonomous and Social Robots
Typically offered: fall
How do we feel about robots? With technological developments in capability, performance, autonomy, ease of use, and cost-effectiveness, robots have arrived in everyday life. This course considers the history and ethics of human-robot interaction and explores unsolved hurdles we face as robots assume a ubiquitous presence in our lives. How are robots currently integrating into human-centric cultures such as education, health, and smart cities? What roles might robots play in the future of these industries? What are the economic and labor implications associated with robot proliferation? How will consumers respond to the increased use of robots in daily life? How have popular media representations over the last century influenced the way we experience these changes? Topics will also include the miniaturization of robots and their use in situations such as focused drug delivery within the human body, save-and-rescue missions, or military conflicts. Students will assemble and program several Lego Mindstorms robots capable of carrying pre fabricated objects and will also assemble a small house.

CADT-UH 1039 The Photo Album
Typically offered: spring
What does it mean to play? The word connotes, among other things, both recreation and performance. From the imaginative games of childhood to more structured settings (sport, theater, board and video games), play assists in our development as individuals. This course offers a practice-based language for the ways in which we learn and play with the Six Viewpoints—an actor-training system developed by choreographer and educator Mary Overlie (b. 1946)—in order to explore relationships between play and performance from an experiential perspective. Each week the class will pair a Viewpoints practice with key texts from various disciplines, including work by Maurice Merleau-Ponty, D. W. Winnicott, Johan Huizinga, Gregory Bateson, and Hans-Georg Gadamer, among others. As students move beyond the performing arts to consider the role of play in human culture, we will extend our practice-based research outside the classroom by carrying out site-specific improvisations and invisible dances. Key topics explored will include the relationship between play and other fields of study including epidemiology, perception, selfhood, fantasy, illusion, art, and spectatorship.

CADT-UH 1043 Mapping Urban Utopia
Typically offered: spring
Crosslisted with Art and Art History
How might a utopian city be designed? This multidisciplinary class departs from students’ experiences with urban living to imagine the city of the future as an ideal space of mobility, access, and inclusion. Exploring critical questions about everyday urban design and architecture, students will engage with theoretical concepts, practical tools and experiences such as digital cartography, sound ecology, psychogeography, soundwalks, conceptual mapping, and critical tourism to create a unique urban prototype. Hands-on introductions to research in drawing, sculpture, video, and sound design will expose students to space- and time-based media for artistic expression. Readings will include material drawn from disciplines including art history and practice, urban studies, sound studies, sociology, ethics, and media studies. Participants become spatial design consumers and makers, learning to analyze, explore, manipulate, and self-construct public relations through discussion, presentations, and assignments, including 2D and 3D projects.

CADT-UH 1044.JX Documenting Tradition, Documenting Change: Sensory Ethnographic Methods in Kerala
Typically offered: January
Crosslisted with Arab Crossroads Studies; Heritage Studies; Social Research and Public Policy

When societies invoke their past through art and religion, they often make profound statements about their future; thus our studies of heritage can also track social change. Such research into expression and history invites experiments in multisensory data collection (e.g. video, sound, recipes), collaboration (e.g. with interlocutors, between disciplines), and presentation (e.g. image, text, performance). This work can make visible otherwise imperceptible processes, from neglected histories to environmental destruction. Students conduct fieldwork in Kerala, India, where communities that have long synthesized global influences are now threatened by chronic flooding and rising sea levels. We engage: 1) material heritage linked to the UAE and beyond such as Kozhikode’s mosque; 2) spectacular rituals such as Theyyam; and 3) confrontations with climate change such as sustainability projects in Kochi’s arts scene. Before and after, we balance technical training with the ethics of ethnographic representation while building our own exhibition. Whether as prospective artists, social scientists, policymakers, or coders, students devise novel forms for sharing their research.

NOTE: This course is open only to NYU Abu Dhabi students.

CADT-UH 1046J
Make Art Here
Typically offered: January
This course investigates and creates location-driven art using sites in the UAE and Oman as departure points. How does location provoke aesthetic? What about context? If a town is known for its leisurely pace, will the work made there reflect that? Regardless of where we are, do we carry previously experienced locations with us? How might the sound of the sea impact your writing? How might the nature of the landscape impact your staging of a performance? Students will create multiple works of art provoked by a variety of locations, including Suwaidi Pearldive and Qalhat Dhaya Date Farm and Rest House in Ras Al Khaimah, UAE; the harbor and surrounding locations in Muscat, Oman, and the Al Ain Palace Museum in Al Ain, UAE. Students are expected to be active participants in both their own projects and the work of their peers. Students will archive their process, drawing on the archive to create their works, essays and final showings.

NOTE: This course is open only to NYU Abu Dhabi students.

CADT-UH 1048
Reinventing the Wheel
Typically offered: Spring
The wheel’s origins remain a mystery. Did it evolve in the Mesopotamian city of Uruk, humanity’s first urban society, around 3500-3375 BCE? Or did a Boleraz copper miner in the Carpathian Mountains, around 4000 BCE, invent a pair of wheels connected by an axle in order to move a heavy ore basket? Why, despite having the potter’s wheel and trade with Mesopotamia, did the Nile valley not use wheels until the pharaohs adopted war chariots around 1600 BCE? Why did the wheel, which came into use in 3 BCE, disappear in the Middle East a few centuries later, even though the arid climate kept roads clean for most of the year? Why was wheeled transport absent in pre-Columbian America, considering that ancient Mexicans had invented wheeled toys on axles? Did the wheel spread across regions as an idea or as a technology? What can its historical evolution teach us about innovation and durability, about why some technologies adapt and others fail or are lost? Students will tackle such questions as they explore how the wheel’s applications were shaped by religion, war, social hierarchies, gender bias, economic efficiency, and the local terrain - all while developing projects of their own.

CADT-UH 1049
The Material World
Typically offered: Fall
How has our relationship with building materials shaped human civilization, and in return, how does our use of materials actively reshape the planet we live on? Materials have played a major role throughout human history, from providing basic clothing and shelter in prehistoric times, to fueling the industrial revolution, and enabling today’s global consumer culture. In the process, material usage and its impact on the planet has been a mix of reinforcing and beneficiary a mix of these fields can be for future problem solving.

NOTE: This course is open only to NYU Abu Dhabi students.
The first section of the class explores collections of "thought," that is, how knowledge has been stored, organized and retrieved—and some of the tools we have developed to do so—incurious devices, writing, codices, libraries, information architecture, and digital technologies. The second section conveys art as objects and their collection, classification, organization, and display. Finally, the course turns to the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

CCEA-UH 1004

Identity and Object
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Heritage Studies
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 examining how objects become imbued with meaning. Who assigns meaning to objects, 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 that are contested national and global identities, such as the Cyrus Cylinder from Iran and the Koh-i-Noor diamond from India, as well as material that facilitates discussion of socially and culturally distinct identities. In all of these cases, politics plays a central role. Through case studies of iconic objects from around the world, students will compare significance in the originating society with place and function today to better understand how, why, and by whom identity is constructed.

CCEA-UH 1006

Idea of the Garden
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; Art and Art History
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 tell us 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? Are gardens places of leisure or culture or both? How does a garden relate to spiritual needs and sensual experience (smell, sound, sight, tactile and kinesthetic bodily feeling)? 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 a typological compilation but chooses diverse examples and recent curates and historical periods in order to explore the ways in which gardens reflect the human condition.

CCEA-UH 1007

Abstraction
Typically offered: fall
Crosslisted with Previous Core: Art, Technology and Invention; Art History
The making of abstract visual forms is a near-universal human activity across time and cultures. Some of the earliest known cave art, dating back approximately 40,000 years, is abstract. The use of abstract forms in ornament and for symbolic communication is found at different periods of human and animal evolution across the globe. And abstraction has become prominent in modern art all over the world. This course takes a comparative approach to abstraction and asks why human beings in different places and at different times have drawn and carved similar shapes, lines, and patterns. What are the meanings of these forms? Why have some cultures with long traditions of abstraction stopped and others have continued? How have religious, political, and social contexts shaped this turn? What has been the role of abstraction in Islamic and other non-Western traditions? How do these traditions influence Western art? Although the course will range widely historically and culturally, it will take the Middle East as one of its key areas of interest and will investigate artists, gardens, private collections, and selected centers for traditional arts in the UAE.

CCEA-UH 1008

Artists’ Writing
Typically offered: spring
Crosslisted with Art and Art History; Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology
This seminar explores artists’ writings across different cultures, with a primary emphasis on texts written in Europe since 1945. Whatever form an artist chooses for her/his writing (e.g. diary, essay, lecture, statement), we will approach the written text in relation to her/his art practice. Artists not only make art objects but also write because they feel they have something to say which nobody else (art critic or academic) would be able to express. This provokes key questions: Do artists have a special way of thinking? Can we? Is a representation of artists to interpretate experience and practical ambition as well as ways of thinking and writing? Artists’ writings provide a context for their work rather than an explanation. They open up new horizons for reflection on their works and on cultural situations. Reading texts from artists such as Lygia Clark, Yoshitomo Nara, and Agnes Martin, we will observe how linguistic form and intellectual structure interfere. These theoretical studies will be accompanied by a practical task: learning from artists’ writings and experimenting with students’ own approach to writing in relation to their fields of study.

CCEA-UH 1009

A Thousand and One Nights
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature; Art and Art History; Creative Writing
Pre-Modern
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 cross-cultural travelogues and ethnographies of the Levant, Egypt, and Arabia. Their writings serve as points of departure for seminal works on the engagement of difference and its representation: Appiah’s Cosmopolitanism and Said’s Orientalism.

CCEA-UH 1010

Imagined Cities
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature
This course examines the ways in which writers have responded to the social complexity of urban life and the difficult task of finding points of connection within such dense environments. Readings will alternate between works that represent both the order and the disorder of urban space. What intellectual frameworks do they call upon to find meaning in unfamiliar settings? How do these assumptions shape what is seen as a coherent city? And most importantly, what do these city texts reveal about the potential for building new forms of belonging and community within the urban environment? Readings will include philosophical works from ancient Greece, travel accounts of the medieval and early modern world, and fiction from writers such as Zola, Woolf, Mahfouz, Conrad, and Pamuk.

CCEA-UH 1101

Law and the Imagination
Typically offered: spring
Crosslisted with Previous Core: Pathways of World Literature; Legal Studies; Literature and Creative Writing
There is no life without law. Nature has its laws. Laws. Religions have theirs, societies theirs, families
Typically offered: spring
Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing

This course examines a variety of cultural conceptions of money and wealth, and the ethical questions that follow, using literature to show us what the law is, what it should not be, and what it might be.

CCEA-UH 1014
Money and the Good Life
Typically offered: spring
Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing

The course looks for answers to these and other questions: what do people understand 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 political philosophy.

CCEA-UH 1015
Gender and Representation
Typically offered: spring
Crosslisted with Previous Core: Art, Technology and Invention; Previous Core: Pathways of World Literature

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 globality? 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?

Students will 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.

CCEA-UH 1016
Crime
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature

Is a fascination with crime universal or does it vary over time and across cultures? Do we feel compelled to tell, retell, edit, and contest stories about their darkest doings? What is more revealing of a society’s values, the stories of its criminals, saints, and heroes, or the stories of its criminals and outcasts? What does the way society judges and treats its criminals tell us about that society? For example, what does the death sentence passed on Socrates tell us about classical Athens? How does Plato create a foundational myth of Western philosophy out of this criminal sentence? The intersections of literature, film, and policing have shaped the emergence and development of key concepts such as identity, identification, subject, writing, evidence, authorship, and authority. Students will investigate these questions by reading classical texts ranging from Aristophanes’ Plutus, Ibsa Saikaku’s “A Dose of What the Doctor Never Orders,” and William Shakespeare’s The Merchant of Venice, to Honoré de Balzac, Lu Xun, Borges, Nabokov, Herta Müller, Kurosawa, Godard, and Kiarostami, among others.

CCEA-UH 1017
On Violence
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature

The ethics of violence, its articulation and resistance, violence as a social problem and violence as an aesthetic experience. To the novel, to the non-fiction, to the epic. The contemporary poetry, literature has attempted to reckon with the question of violence. This includes violence in the form of divine retribution, as part of the rhetoric of patriarchy, and as necessary for anticolonial nationalism. Students will consider violence both as a theoretical problem as well as an aesthetic one as they consider the work of philosophers and theorists while also considering how literary texts drawn from a diverse geographic and historical corpus have attempted to “write” violence as a problem of artistic representation. Some of the texts we may consider include: Euripides’ Medea, the epic Mahabharata, Dante’s Inferno, Dostoevsky’s Crime and Punishment, Sorel’s Reflections on Violence, Gandhi’s Hind Swaraj, Sartre’s Weil’s Essay on Force, Franz Fanon’s The Wretched of the Earth, and the poetry of Faiz Ahmed Faiz and Dennis Brutus.

CCEA-UH 1018
Imagination, Inspiration, and Prophecy
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature

Do you have to be inspired to write? Does the effective, imaginative writer always write? Do writers always drawing their ideas literally from “out of this world”? This course explores notions of inspiration and imagination in the prophetic figure of the writer, from Homer to Malcolm X, to Nietzsche to Muhammad (PBUH), the figure of the prophet remains a symbol of authority, a chosen bearer of the Word as Truth. This course explores the writer’s role as social critic today. It focuses on how writers look backwards from the present or peer into the future through different genres from epic to poetry to prophetic utterances. Texts include selections from the Qur’an, William Blake, William Wordsworth, Karl Marx, Gibran Khalil Gibran, Franz Kafka, Walter Benjamin, Toni Morrison, and others. Short historical, theoretical readings will supplement and provide context for primary texts.

CCEA-UH 1019
Novels That Changed the World
Typically offered: fall
Crosslisted with Previous Core: Pathways of World Literature; 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—both in 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, or self-censored, or banned, or why they remain a vital part of the human experience. Examining such novels as Rilke’s Duino Elegies, Rushdie’s The Satanic Verses, and Multatuli’s Max Havelaar, students will better understand their world through the stories that move people to action.

CCEA-UH 1020
Art and Agency
Typically offered: spring
Crosslisted with Art and History; Previous Core: Art, Technology and Invention

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.

CCEA-UH 1021J
Jazz in New York
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Music

Over the course of the past hundred years, jazz has become an international phenomenon, and a symbol of modernity, the sound of the Black avant-garde, “America’s classical music,” a part of our common global cultural heritage, a decadent type of bourgeois entertainment, a virtuosic art form, a revolting noise, and a radical performance of democracy and freedom. Jazz is, in other words, complicated—its densely textured genre and world is entwined with a complex social history. This course immerses students in the world of jazz through an exploration of New York City, the undisputed global capital of the genre. During our regular class sessions and a number of evening excursions, students will meet musicians, attend concerts and jam sessions, tour venues, work in archives, listen to recordings, compare notes on the music, and read a broad array of the best jazz scholarship and journalism. They will dig deep into the history of jazz in the city, and also explore the strange and delightful new shapes jazz is taking in the 21st century. By the end of the term, your understanding of jazz and your understanding of New York will be forever changed. No previous experience with music is required.
Typically offered: January

Crosslisted with Previous Core: Art, Technology and Invention; Previous Core: Structures of Thought and Society

What is distinctive about the experiences works of invention; Music create a modernism of their own? Was the concept of sensory, cognitive, and affective capabilities in any musical situation. In this way of thinking, the innovation and rigor of art, science, and technology is a major focus of our inquiry. Further into the semester, we pay particular attention to the innovation and rigor of art, science, and technology as the focal point for a cultural heritage that belongs to the entire globe. The course offers a comparative, interdisciplinary approach to Shakespeare's plays, considering him both as an example of a mature, world author whose influence can be felt throughout many cultures. The course introduces students to contemporary theories of cosmopolitanism, with particular emphasis on how the idea of cultural difference can shed light on the dynamics both of a vibrant urban setting like London and a corpus of “great” works like Shakespeare’s. In addition to reading Shaping Europe’s work and key texts in both cosmopolitan theory and the history of London.

Typically offered: spring

Crosslisted with Previous Core: Art, Technology and Invention; Previous Core: Structures of Thought and Society

Typically offered: spring

Crosslisted with Previous Core: Art, Technology and Invention; Previous Core: Structures of Thought and Society

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Crosslisted with Previous Core: Art, Technology and Invention; Previous Core: Structures of Thought and Society

Typically offered: spring
investigates philosophical writing, novels, plays, and films from a variety of world cultures to explore the vexed relationship between humans and the technologies that often dominate the human being, perhaps more than ever at the start of the 21st century, so enwrought with technological progress? Why are we so often accompanied by its opposite, technophobia, the fear of technology? What do the attitudes represented in the texts and films we examine tell us about human agency and the relationship between science and religion?

CCEA-UH 1044 Myth, Magic, and Representations of Childhood Typically offered: fall Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing This course is fueled by two related questions: how have cultural ideas of “childhood” changed over time, and how have ancient tales of myth and magic found expression in cultures around the world? Almost every culture in the world has some tradition that includes mythical or magical tales; very often these tales include the exploits of a youthful protagonist. What can these tales, and their evolution—and transmission—over time and place, reveal to us about our own cultural preoccupations, as well as the cultures where these tales were originally produced? Through an exploration of mythological materials including graphic novels, fairy tales, movies, and fiction, we will consider how representations of childhood reveal ideas about power, politics, and the relationship between self and society. Readings will include excerpts from The Arabian Nights; Grimm’s fairy tales; various Harry Potter novels; films by Hiroy Miyazaki, Disney, and Pixar, among others.

CCEA-UH 1046 Rogue Fictions: Tales of Tricksters, Outlaws, and Outcasts Typically offered: spring Crosslisted with Previous Core: Pathways of World Literature From mythological figures such as Coyote in North America, Hermes of Greek myth, and Eshu in West Africa, to modern icons of global pop culture like Charlie Chaplin, Bugs Bunny, and Bart Simpson, humans have long been fascinated with trickster characters who transgress boundaries, break rules, and unsettle fixed truths. Seemingly heedless of cultural norms, these characters in their nonconformist guises point to the important role of play and disruption in the making of culture. In this course, students consider rogues, outlaws, and outsiders of various types from around the world: tricksters, patron saints, popular superheroes, icons of resistance, and perhaps more. Building a repertoire of trickster characters, types, and tropes, students examine how these characters’ dynamic roles relate to central problems of art, creativity, and life.

CCEA-UH 1047 Utopias and Dystopias Typically offered: fall Crosslisted with Previous Core: Pathways of World Literature; Interactive Media; Literature and Creative Writing We all have a desire to live in the perfect world, but what happens when definitions of “perfect” conflict with one another? Drawing on written and cinematic texts from around the world, this course explores ways in which writers and artists have wrestled with the question of “utopia” and, more particularly, the ways in which utopias always seem to fall short of their ideal. As we examine examples of failed utopias, we will consider how these texts explore the increasingly fraught relationship between humanity and technology, and between the community and the individual. Is any attempt at utopianism doomed, given the human proclivity for violence and xenophobia? Why, in recent years, have dystopian worlds become the mainstay of pop culture, from novels to video games and movies? This course may include contemporary work by Hiroy Miyazaki, Chan Koonchung, and Vladimir Sorokin, as well as such classics as Thomas More’s Utopia, Charlotte Perkins Gilman’s Herland, and Fritz Lang’s Metropolis.

CCEA-UH 1049 Knowledge and Doubt Typically offered: spring Crosslisted with Previous Core: Pathways of World Literature This course explores the relation of knowledge and doubt and what they enable us to do in a wide variety of texts in different genres, historical periods, and cultural contexts. Some key questions will concern sources of knowledge and evidence, while others will be about the nature of our capacities for knowing things. These questions include: What sources of knowledge can we trust, if any? Are there ways to achieve knowledge beyond our normal sensory and rational capacities? Might we be systematically deceived about the world and, if so, could we still find happiness in such a condition? Is our knowledge inevitably informed by and dependent on the cultural sources of knowledge found within? How can our knowledge be distorted by strong emotions such as hatred or love? Readings will be from Mo-Tzu, Sophocles, Nagarjuna, Ibn Tufayl, Dante, Montaigne, Cervantes, Descartes, Hume, Rousseau, and Proust.

CCEA-UH 1050 Optimism and Knowledge Typically offered: spring Crosslisted with Previous Core: Pathways of World Literature Is this the best of all possible worlds? Is this world knowable? The concept of “optimism” arose in the West at the intersection of these two questions. The European Enlightenment engaged the world as something that could and should be known because knowing could make it better. This optimism was a new attitude towards knowledge that does not dissolve into pessimism at the first sign of uncertainty. The seminar takes this history of optimism on the road with two primary stops. In China, students will engage what’s been called the “epistemological optimism” of Xunzi and Confucius. The course then circles back to the Middle East to examine the views of Th. Emil Herman’s new translations of Al’ashah al-Ba’umiyah, one of the most famous and prominent women who wrote in Arabic prior to the modern period, and track optimism’s role in Islamic legal theory. Haunting all of these travels will be the question of whether NYUAD is itself an act of “epistemological optimism,” and thus an institutional answer to the questions posed at the start of our journey.

CCEA-UH 1051 Cultural Memory and Resistance Typically offered: fall Crosslisted with Previous Core: Pathways of World Literature As the Atlantic slave trade forcibly dispersed Africans throughout Europe and the Americas over four centuries, cultural memory became a key component of survival for those who managed to make their way through the Middle Passage. How did languages incorporate modes of expression—creole, patois, pidgin—that emerged through close-heat relationships and the ways of being to allow for resistance to systems of oppression? And how was the traditional music of African peoples reconstructed with new instruments and inflections during slavery? We will examine texts ranging from Plato, the Book of Exodus, Ibn Battuta, The Tale of Sundiata, early African slave narratives; the music of the Fisk Jubilee Singers, Bessie Smith, Billie Holiday, Nina Simone; works by Amiri Baraka, Aimé Césaire, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters; Saul Williams, Talib Kweli, and Shakur; and films such as Sugar Cane Alley, La Haine, Illmatic, and Peace, the Green Knight, Shakespeare’s Hamlet, Chinua Achebe’s Things Fall Apart, Pynchon’s Crying of Lot 49, graphic novels, selections from the Bible, the Qur’an, and the One Thousand and One Nights, and films such as Birdman, Lord of the Rings, and 300.

CCEA-UH 1055 Global Shakespeare Typically offered: fall Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing; Theater Pre-Modern To what extent can “Shakespeare” serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to Shakespeare’s plays, considering them both as exemplary of Western literature and also as world literature, influential in shaping global cultures. The seminar takes the course: 1) In what ways was Shakespeare a “global” author in his own day, adopting a “worldly” approach that transcends his English context? 2) How do the popular performance, and critical histories of his plays transform “Shakespeare” into a global commodity? 3) What cultural legacy has Shakespeare’s work left for a variety of global media forms, including plays, films, novels, operas,
This course explores photography’s relationship to language and narrative by examining photography’s rich interactions with literature and film. Does photography respond to or challenge, or exceed language in narrative works? Can images create alternative forms of narrative? How do narratives of photographic phenomena generate fiction? What is the relationship of photography and memory in works of autobiography or of photography and witnessing in social documentation? What are such dialogues present in films? Students will examine a variety of works from around the world which are entirely or almost entirely visual; works in which image and text are intertwined in creative partnership; and works which are about photographs but in which no images are actually reproduced.

CCEA-UH 1061 Memory Typically offered: fall Crosslisted with Art and Art History; Previous Core: Art, Technology and Innovation; Heritage Studies

What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belie our thinking, such as when we forget things we need to remember. A variety of disciplines and theories approach the phenomenon of memory: cognitive science, computer science, biology, psychology, sociology, media theory, 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, ritualized, writing, film, and even 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 were really 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?

CCEA-UH 1062 Everything is a Remix Typically offered: fall Crosslisted with Film and New Media; Previous Core: Art, Technology and Innovation; Literature and Creative Writing

The term “remix” has come to be associated with the production and Internet spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Cymbeline.

CCEA-UH 1056 Tragedy Offered occasionally Crosslisted with Previous Core: Pathways of World Literature; Literature and Creative Writing Pre-Modern

Tragic dramas from different cultures and periods have framed in memorable, though often contradictory, ways some basic questions about how human beings face suffering, violence, and death. Drawing on these broad traditions, students will explore the dramatic forms, social contexts, and rhetorical and political goals of tragedies in an attempt to understand how drama can turn catastrophe into art—and why. By what means does tragedy take horrific and often degrading experiences and transform them into artistic experiences that (sometimes) integrate, liberate, or empower? Should witnessing the misery of others ever be pleasurable or beautiful? Can we presume to make sense of another’s suffering? And, ultimately, does the artist have the prerequisite of creative activity? 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 were really 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?

CCEA-UH 1060 Photography and Narrative Typically offered: fall Crosslisted with Art and Art History; Previous Core: Art, Technology and Innovation; Literature and Creative Writing

and works of visual art? The course begins with two plays, Othello and The Tempest, that have inspired adaptations in a variety of contexts and genres. It then pays particular attention to the global spread of Shakespeare’s most famous play, Hamlet, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare’s lost play, Cymbeline.
The seminar explores the way that both Structures of Thought and Society will guide students’ explorations of some of their communities, the threats they faced from subjugation or marginalization? Course readings and Pisa, king of the Mediterranean before being as activists and public intellectuals have been implicated in processes of social subjection or marginalization? Course readings are drawn from a range of disciplines across the humanities and social sciences, including cultural anthropology, art theory, music studies, and philosophy. By engaging with a rich corpus of ideas through in-class discussions, oral presentations, and written reflections, students will develop critical perspectives on cultural appropriation as well as the broader concepts of culture, race, and ethnicity.

Typically offered: January
Crosslisted with Previous Core: Pathways of World Literature; Literature and Interracial Literature
Typically offered: spring
Crosslisted with Previous Core: Pathways of World Literature; Literature Electives
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 nonfiction, as well as some films and examples from the visual arts. Topics for discussion range from inter racial 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.

Typically offered: summer
Crosslisted with Previous Core: Pathways of World Literature
From the slavery-era United States to literature of the Soviet Union to the contemporary art and film scenes around the world, the idea of “underground” has been a site of resistance, exploration, and innovation. This course explores the powerful metaphor of “underground” to consider how, or if, it is possible for what happens underground to resonate for and engage the mainstream. Students will trace the history of contemporary underground scenes from a variety of cultures will consider the relationship between the avant-garde and the mainstream, the power of language to shape cultural practices, and the dangers and allure of worlds we cannot see. Course materials will include literature, movies, and visual art.

Typically offered: fall
Crosslisted with Literature and Creative Writing: Theater
We come from a range of different cultural experiences; how do we navigate normativity as we relate to our bodies and to gender expressions within shifting, social realities? When we enter public spheres, do our bodies comport to the 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 other expectations? Course readings range from 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?

Typically offered: fall
Crosslisted with Arab Crossroads Studies
As state apparatuses everywhere attempt to set them alight. As Heinrich Heine had presciently observed, “Where books are burned, people will follow.” How did a nation that had seen itself as the land of “Oldenburg” and “Denker”-home to art and humanities— become a site of resistance? When we enter public spheres, do our bodies comport to the 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 other expectations? Course readings range from 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?

Typically offered: fall
Crosslisted with Arab Crossroads Studies; Film and New Media
Many disruptions 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, both those that represent the Middle East and those 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. Themes will include: the gaze of unknown identity. Tracing an arc from the ancient world to the present day, this course approaches these questions both philosophically and empirically, asking, on the one hand: What is culture, and how can it be “owned” or “stolen”? and on the other: How have practices of adopting or using culture been implicated in processes of social subjugation or marginalization? Course readings are drawn from a range of disciplines across the humanities and social sciences, including cultural anthropology, art theory, music studies, and philosophy. By engaging with a rich corpus of ideas through in-class discussions, oral presentations, and written reflections, students will develop critical perspectives on cultural appropriation as well as the broader concepts of culture, race, and ethnicity.
“You are what you eat.” We have all heard thistruism in one form or another. A more productive approach follows the French gastronome Brillat-Savarin’s famous statement, “Tell me what you eat, and I will tell you who you are.” We are how we eat, how we eat, and how we procure the foods that we eat. Food relates intimately to who we are as individuals and members of families and broader communities, and at a global scale. Whether food teaches us about the construction of meaning, order, and values in our lives? How do patterns in the production, distribution, and consumption of food promote social categorizations such as gender, ethnicity, religion, education, race, status, and class? How do scholars research local foodways in the context of global changes in systems of food production? What is the future of food in a world marked by increasing socio-economic inequalities and the threat of climate change? How we approach the question of what to eat therefore serves as a vehicle for understanding the construction of meaning and the contradictions of our adaptations to changing natural and social environments.

CCEA-UH 1080X Food, Culture, and Politics
Typically offered: spring
Crosslisted with Anthropology; Arab Crossroads Studies
“You are what you eat.” We have all heard this truism in one form or another. A more productive approach follows the French gastronome Brillat-Savarin’s famous statement, “Tell me what you eat, and I will tell you who you are.” We are how we eat, how we eat, and how we procure the foods that we eat. Food relates intimately to who we are as individuals and members of families and broader communities, and at a global scale. Whether food teaches us about the construction of meaning, order, and values in our lives? How do patterns in the production, distribution, and consumption of food promote social categorizations such as gender, ethnicity, religion, education, race, status, and class? How do scholars research local foodways in the context of global changes in systems of food production? What is the future of food in a world marked by increasing socio-economic inequalities and the threat of climate change? How we approach the question of what to eat therefore serves as a vehicle for understanding the construction of meaning and the contradictions of our adaptations to changing natural and social environments.

CCEA-UH 1082 Literature of Migration
Typically offered: fall
Crosslisted with Literature and Creative Writing
This course traces the theme of migration from the sixth century B.C.E. to the present and examines contemporary versions of migration experiences. Readings include scripture, epic and lyric poetry, epigrams and aphorisms, autobiography, reportage, documentary photography and film, and examples of creative work in photography, film, and the visual arts. How has the process of migration been imagined and how have migrants and migration been represented in literature and visual arts, whether produced by migrants themselves or by others? What are the commonplaces (topoi) associated with migration, from fleeing to yearning to be elsewhere and from nostalgia for the home (nostos) to making a home elsewhere? How has the emergence of migration literature (at times located between countries and languages) affected both national literary histories and notions of world literature? Works and even words (including the term “migration”) have also migrated, and so the course will pay some attention to “wanderwords” and to the way Abu Dhabi’s urban landscapes have become an intrinsic part of the cultural history of migration.

CCEA-UH 1083 Falconry: Cultural Inheritance and Social Imaginary
Typically offered: fall
Crosslisted with Heritage Studies
The history of falconry is not a hunting story. It’s a story of human imagination of self, society, and the natural world. Approaching falconry as a “social fact” and as an example of what specialists refer to as “intangible heritage,” this course asks what human engagements with these birds of prey, across time and culture, reveal about relationships between humans and nature—relationships of ethics and respect, but also of desire and domination. How might a close examination of falconry help explain the emergence and transformation of social categories such as nobility and poverty, male and female, believer and pagan, citizen and foreigner? How might it require us to confront human fragility—our bodily, intellectual, and spiritual limits, our experiences of joy, love, youth, death, faith, science, and more? Engaging with texts, images, and films, students will ask how humans use non-human species to understand and differentiate themselves, our civilizations, and our aspirations across a range of ethnic, religious, historical, and geographical differences.

CCEA-UH 1085 Cinematic Imagination: Music, Media, and Modernity
Typically offered: spring
Crosslisted with Core: Cultural Exploration and Analysis; Core: Arts, Design and Technology; Film and New Media (Media Studies); Music
Do new media change the way we think and perceive the world around us? What does it mean to live in an era after film has reshaped our capacity for story-telling and how we perceive the world? In order to explore such fundamental questions, this course focuses on artistic developments during the Weimar period (1918-1933), when Berlin became a vibrant cultural center after World War I. As the emergence of German film provided new aesthetic principles of artistic production and reception, traditional art forms such as literature, theatre, painting, photography, and music were reframed by a new “cinematic imagination.” Engaging with the work of cultural theorists who first witnessed the impact of film, photography, radio, and gramophone, the course also explores recent interdisciplinary scholarship in media studies to understand how new technologies shape social and political concerns. A hands-on film project allows students to explore Abu Dhabi’s urban landscapes to create a remake of Walter Ruttmann’s 1927 film Berlin: Symphony of a City. How can this reflection on modernity and modernization in 1920s Berlin help us understand the cinematic imagination’s mediation of urban spaces today?

CCEA-UH 1087J Confessional Culture from Augustine to Oprah
Typically offered: January
Crosslisted with New Core: Structures of Thought and Society
Michel Foucault famously argued that the West has become a “singularly confessing society” and western subjects have become “confessing old.” What does that mean? Is the urge and incentive to confess restricted to the West, as Foucault would have it? The word “confess” implies that confession has not always occurred as such a central role. This course offers an overview of the confession - in the West but not only there - asking into the different uses and forms confession has historically taken. Complex themes will be set on considering: the secularization of Christian confession practices; confession as a way of generating experiences of “interiority” or “depth” self; the mutual influence between religious and legal models of confession; and the relationship between confession and sexuality. What does it mean to confess “truly”? Can confessions be false? If confession is a “talking cure,” what is the confession supposed to cure? And whom?
NOTE: This course is open only to NYU Abu Dhabi students.

CCEA-UH 1088J Selves and Non-Selves in Arts and Literatures
Typically offered: January
Crosslisted with Art and Art History
Offered occasionally
Confessional Culture from Augustine to Oprah
Typically offered: January
Crosslisted with New Core: Structures of Thought and Society
Michel Foucault famously argued that the West has become a “singularly confessing society” and western subjects have become “confessing old.” What does that mean? Is the urge and incentive to confess restricted to the West, as Foucault would have it? The word “confess” implies that confession has not always occurred as such a central role. This course offers an overview of the confession - in the West but not only there - asking into the different uses and forms confession has historically taken. Complex themes will be set on considering: the secularization of Christian confession practices; confession as a way of generating experiences of “interiority” or “depth” self; the mutual influence between religious and legal models of confession; and the relationship between confession and sexuality. What does it mean to confess “truly”? Can confessions be false? If confession is a “talking cure,” what is the confession supposed to cure? And whom?
NOTE: This course is open only to NYU Abu Dhabi students.

CCEA-UH 1089 Gardens of Eden
Offered occasionally
Crosslisted with Art and Art History
Why is the garden one of the oldest and most pervasive modes of human intervention in the environment? This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur’an give us access to thought about gardens in the ancient Middle East. As a foundational idea in Judaism, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these related religious traditions. The representation of Eden in painting and sculpture is closely entwined with the history of garden design, and this seminar examines both. The course introduces fundamental methods of art history as students examine gardens in ancient Mesopotamia, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Persian court paintings, Mughal tomb complexes, and early American towns.

CCEA-UH 1090J Un/Makeing History
Typically offered: spring
Crosslisted with Art and Art History; Core Structure of Thought and Society; Film and New Media (Media Studies); Modern and Contemporary; Majors Elective; Thematic; Theater: History, Theory, Critical Elective
There is that great proverb,” the Nigerian writer Chinua Achebe once said, “that until the lions have their own historians, the history of the hunt will always glorify the hunter.” Is history inevitably written by the winners? Who decides which stories are told and heard, or how they shape collective memory? Can artists effectively act as historians,
with the agency to shape counter-narratives? This course explores contemporary art that draws on documentary and archival material—the stuff of history— to create performance and films that tell stories otherwise lost, forgotten, or displaced. Special attention will be paid to how these stories may participate in the process of decolonization, shape understandings of postcolonial histories at the intersection of analog and digital media, fiction and nonfiction, poetry, and testimony. Textual texts include work by Eric Hobsbawm, Michel Foucault, Aimé Césaire, Dipesh Chakrabarty, Okwui Enwezor, and Vijay Prashad.

CCEA-UH 1091 Narrating Migration
Typically offered: fall
Crosslisted with Core: Structure of Thought and Society; Film and New Media Studies Elective; Pre-Professional Media, Culture and Communication
Stories about migrants and the politics of migration have been told across media forms, platforms and genres. Depending on the registers used and the location from where narrated, migration is increasingly perceived as a national or global crisis, an act of survival, humanitarian need, or opportunity. Questions of mediation profoundly shape the contours and the narratives of the narrative. The course will: 1) review some key themes about global migration in diverse contexts, 2) examine the role of media and mediation in constructing the migrant experience; 3) engage and critique digital archives of migration. The course will culminate in a media project where students produce their own digital media narratives of migration.

ANTH-UH 2113 Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Crosslisted with Core: Cultural Exploration and Analysis; Anthropology: New Core: Arts, Design and Technology; Literature and Creative Writing; Social Research and Policy Public

ANTH-UH 2114X Listening to Islam
Crosslisted with Core: Cultural Exploration and Analysis; Arab Crossroads Studies; Music; Anthropology; Theater

CADT-UH 1026 Human Value
Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADT-UH 1027 Questioning and Writing the Self: Memoir and Anti-memoir
Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology; Previous Core: Pathways of World Literature; Literature and Creative Writing

CSTS-UH 1026J Childhood and Childhood: Medical, Historical, and Cultural Perspectives
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSTS-UH 1029J Idea of the University
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

CSTS-UH 1072J Surveillance, Sousveillance and the Politics of Memory and Space
Crosslisted with Media, Culture and Communication: New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

HERST-UH 1100 World Heritage Sites & Universal Collections
Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies

LAW-UH 2118 Law in Literature
Crosslisted with Legal Studies

LITCW-UH 2315X Postcolonial Turn
Crosslisted with New Core: Cultural Exploration and Analysis; Previous Core: Pathways of World Literature

MCC-UH 1008J Narrating Migration
Crosslisted with Film and New Media, Media, Culture and Communication

MUSIC-UH 1761 Opera: Mortal Encounters-Immortal Songs
Crosslisted with Previous Core: Art, Technology and Invention; Music

DATA AND DISCOVERY

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

CDAD-UH 1001Q Data
Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World; Design
Data are everywhere. We have massive datasets keeping track of humanity’s everyday minutiae from babies born to calories consumed, friends made to crimes committed. How can we use these data to make useful predictions and gain insights into ourselves and humanity in general? This course introduces the basics of learning from data and covers topics such as wrangling, exploration, analysis, prediction, and storytelling through data visualization.

CDAD-UH 1002Q Space
Typically offered: fall
Crosslisted with Previous Core: Experimental Discovery in the Natural World
What’s out there? For centuries, curious observers 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. From arrays of radio dishes spanning continents to gamma-ray detectors on satellites orbiting the Earth, astronomy is now truly Multi-Wavelength. This course is a journey of discovery, where students peer at objects such as quasars, stellar nurseries, galaxy clusters, supernovae, black holes, extrasolar planets, neutron stars, molecular clouds and gamma-ray bursts through various telescopes. Research and presentation will form a core part of the course, and experimental and quantitative methods will be brought to bear on our understanding of other worlds. How these results can be communicated to the scientific community and the public will be discussed, along with the relevance to society, including spin-off technologies. Data & Discovery Core courses develop the ability to use experimental and quantitative methods to understand the world—and in this course—other worlds!

CDAD-UH 1003EQ Brain Reading
Offered occasionally
Crosslisted with Previous Core: Experimental Discovery in the Natural World
What happens in your brain while you think? Or even while you read this? Methods to gather data from intact, thinking human brains have flowered in the 21st century but can be used to inform treatment decisions for individuals and even to craft social policy. While these techniques have clarified the location of various computations, there has not been much progress in understanding the nature of the computations or how the network of neurons performs cognition. In this class, students will examine the history of brain “reading” and the relationship between the data and the hypotheses about how we think. Seminar members will measure both human behavior and human brain activity using the state-of-the-art Magnetoencephalographic (MEG) facility at NYUAD. Students will also discuss the implications of brain scans in court cases and the use of brain science in educational reform. By the end of the course, students will have the expertise to conduct their own MEG research.

CDAD-UH 1004EJ Microbes
Typically offered: summer
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Microbes are the most abundant organisms on Earth. They practically exist in every environment on our planet and play major roles in defining our New Geographic composition, sustaining the food webs that feed us and significantly influencing our health. Yet, microbes are diverse; they vary in size from 0.2 micrometers (1/300th diameter of a human hair) to a few millimeters. Some microbes are loners while others live in communities that talk to each other and coordinate behavior. The class will introduce students to microbes by examining their importance, ecology and diversity. The class will take students on a journey of how early microbiologists classified microbes, isolated and cultured them and how today DNA sequencing has revolutionized the way scientists classify microbes. Throughout the course, students will isolate samples to image and culture microbes and isolate their DNA from around the NYU Abu Dhabi campus and the emirate of Abu Dhabi. DNA samples will be sequenced using portable DNA sequencing technology (MinION technology), which generates data rapidly. Students will finally use simple, streamlined computer language scripts to analyze sequencing data, classify microbes in their samples and present their findings to the rest of the class.

CDAD-UH 1005EJQ Forensic Science (Guilty or Not Guilty?)
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
“Every contact leaves a trace.” This phrase, coined by the pioneer of forensic science Edmond Locard,
Typically offered: fall, Crosslisted with Previous Core: Experimental Discovery in the Natural World
In the year of 1657 I discovered very small living matter. 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. These overall 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.

CDAD-UH 1009EJQ Behavior
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
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? Can we control behaviors? This course will examine behavior from the viewpoints of biology, neuroscience, psychology and economics. We will emphasize designing and interpreting experiments that measure behavior in both animals and humans. We will discuss topics as diverse as circadian rhythms, memory and anxiety and examine whether part of a group affects behavior. We will also measure animal and human behavior and learn how to analyze and present quantitative data.

CDAD-UH 1007EQD The Mind
Typically offered: fall, spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World
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, but rather provocative, questions about the nature of mind and behavior. Readings and discussions will review the historical and scientific developments that led to contemporary understandings of the mind and the challenges that these views pose to our common-sense understanding of, for instance, the unconscious mind, the irrational mind, and the subjective nature of memories.

CDAD-UH 1008EQ Seven Wonders of the Invisible World
Typically offered: fall
Crosslisted with Previous Core: Experimental Discovery in the Natural World
In the year of 1657 I discovered very small living matter. 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. These overall 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.

CDAD-UH 1010EQ Diversity
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
This course will investigate two fundamental concepts: identity (“Who am i?”) and Diversity (“How do i multiply from other am?”). These questions will be addressed from cultural, environmental, and biological perspectives. We will examine the origin of human diversity, how human diversity is measured and analyzed, and how our perception of diversity has changed through history. Emphasis will be placed on recent progress in genetics and evolution and how this progress affects our daily life and identity. Students will learn how genes can inform us about human history, ancestry, and evolution. The laboratory component of the course will demonstrate how data are generated and analyzed, and how the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

CDAD-UH 1011EQ Observing the Universe
Typically offered: spring
Crosslisted with Previous Core: Experimental Discovery in the Natural World
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 became to become independent of an individual observer’s eyes. In this class, students will explore the historical development of understanding the Universe through observational tools and techniques. We 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, we are still limited almost exclusively to what the Universe chooses to show us through electromagnetic or optical techniques. Since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

CDAD-UH 1012 EQD Randomness
Typically offered: fall
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
Does randomness actually exist, or is it a human theoretical construction? How does our understanding of randomness condition our ability to make sense of the world? This course will explore the role of randomness in human experience and agency, probing how our understanding of chance affects how we produce meaning and knowledge. It starts by looking at how early cultures thought about and reacted to randomness and also considers later efforts to reify uncertainty with mathematics. Then, we will examine how scientists and artists manipulate chance in their work, and build on those efforts using interactive simulations and course projects.

CDAD-UH 1013 EQD Stem Cells: Immortality and Regeneration
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Stem cell biology and gene-editing technologies are two of the most fascinating and transformative medical care. They are undoubtedly an integral component of future treatments. At the same time, these technologies raise novel ethical issues challenges that we consider human life at its core. Through lectures, practical examples, and discussions, we will try to find answers to these questions and more: What are stem cells? How are they made in laboratories? Can they cure people? Are current stem cell technologies safe? Can we clone people to harvest organs? Can we generate animal-human chimeras to harvest organs and cells? What are the ethical issues challenging the definition of what we consider human life? We will learn how genes can inform us about human history, ancestry, and evolution. The laboratory component of the course will demonstrate how data are generated and analyzed, and how the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

CDAD-UH 1014 EQD Social Chameleons
Typically offered: January
Crosslisted with Previous Core: Experimental Discovery in the Natural World
Humans are deeply social animals, changing our thoughts and actions to fit in with others. In this course, students will examine how early cultures thought about and reacted to randomness and also considers later efforts to reify uncertainty with mathematics. Then, we will examine how scientists and artists manipulate chance in their work, and build on those efforts using interactive simulations and course projects.

CDAD-UH 1015 EQD Music and the Mind
Typically offered: January
Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology
Music is universal to all human cultures. It has profound and demonstrated effects on everything
from emotion to spirituality to healing to the cohesion of communities. Music listening and discovery applications from Pandora to Spotify enable users to identify attributes in analyzing and organizing large collections of music audio. This course will explore current research on the psychological, emotional, and therapeutic effects of music and what factors in the human body and brain are involved in producing them. Relevant research perspectives will include music therapy, sociocultural aspects, perception and cognition, neuroscience, and computational modeling. In particular, we will explore how commonalities and differences of musicianship across cultures could surface through both intuitive definitions and more formal mathematical descriptions. The course will explore the symmetries in the subatomic world, and the macroscopic natural world. Students will explore ways in which the human psyche is primed to find symmetry beautiful and examine the new and underappreciated nature of asymmetry and the role of asymmetry and broken symmetries in nature and aesthetics.

CDAD-UH 1018Q Writing with Numbers (And How to Read Them) Typically offered: spring Crosslisted with Previous Core: Experimental Discovery in the Natural World Arguments containing numerical or statistical claims are omnipresent in daily life. How should we critically examine the creation, manipulation, and interpretation of numerical data. Students will learn to interpret and critique written numerical arguments, develop skills for writing numerical arguments. They will learn how to use such claims to make an argument? What constitutes “lying with statistics”? This course critically examines the creation, manipulation, analysis, and interpretation of numerical data. Students will learn to interpret and critique written numerical arguments, develop skills for writing numerical arguments, and recognize the role of numerical data in the construction and use of arguments in various fields of knowledge.

CDAD-UH 1019Q Heat and the Universe Typically offered: January Crosslisted with Previous Core: Science, Society and History The study of temperature and of heat, as formulated in the laws of thermodynamics, will be used as a unifying guide to examine a variety of phenomena, from black holes to birds, heat-loving bacteria and the techniques mammals, including humans, have adopted for temperature regulation. Readings will include materials from various scientific realms as cosmology, biology, and geology.

CDAD-UH 1020QJ Challenges in Global Health Typically offered: January Crosslisted with Previous Core: Sciences of Thought and Society; Social Research and Public Policy Why are clean water, sanitation and hygiene (WASH) programs still failing in so many places in the world? In this course we tackle this question as a lens through which to investigate challenges in global health. Together, we will explore the social, political, and biological bases of primary public health issues and solutions. We will examine the effects of WASH programs on health outcomes in communities, including those affected by the COVID-19 pandemic. For those who are interested, we will also examine the role of public health in the context of political and social movements, and consider the implications for future research and policy.

CDAD-UH 1021EJ Neural Basis of the World’s Languages Typically offered: January Crosslisted with Previous Core: Experimental Discovery in the Natural World What is the neural basis of our ability to speak and understand language? Answering this question is fundamental to understanding the human mind, and has led to the development of the field of neuroscience, which has been central to these efforts. A major challenge for presurgical language mapping, however, is the unavailability of the relevant tests in many of the world’s languages. Thus, speakers are often tested in a language other than their native one. This course explores the fundamentals of neurolinguistics and ways in which modern brain imaging technology has revolutionized our understanding of the human mind. In it students will translate presurgical language mapping tests into as many languages as possible (as determined by the subject’s native language background) and will run tests on at least one healthy participant whose brain activity is recorded with magnetoencephalography (MEG).

CDAD-UH 1022/QJ Sustainable Development Typically offered: January Crosslisted with Environmental Studies Sustainable development is the most significant global challenge of our time. In fact, humanity’s survival depends on finding ways to sustain societal progress while living within the carrying capacity of the Earth. 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 that involve material, energy, and political needs and analysis are explored. After taking this course, students will understand the current state of sustainable development and become equipped with knowledge and tools to address this global challenge.
Typically offered: fall

Typically offered: January

Crosslisted with Previous Core: Science, Society and History; Environmental Studies

Crosslisted with Previous Core: Experimental Discovery in the Natural World; Previous Core: Science, Society and History

Crosslisted with Previous Core: Experimental Discovery in the Natural World; Crosslisted with Anthropology

CDAD-UH 1036EJ

Community-Driven Development (CDD)

Typically offered: January

Crosslisted with Social Research and Public Policy

Community-Driven Development (CDD) aims to empower local communities to work together to identify and meet their own development needs. In contrast to top-down efforts that have long dominated the international development landscape, donors and governments are now investing heavily in CDD to equip us to navigate such a world?

Typically offered: spring

Typically offered: January

Typically offered: spring

Typically offered: fall

Typically offered: February

Typically offered: November

Typically offered: fall

Typically offered: October

Typically offered: January

Typically offered: January

Core Math

Typically offered: January

Crosslisted with Arts: Design and Technology

Electronica 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 threats have entered our daily vocabulary and are here to stay. This course aims to introduce students to the cybersecurity landscape, including its impacts, legal and geopolitical issues, and defense systems it necessitates. How has the threat of cyber war transformed our definitions of privacy and security? How do we defend our data in an era of quantum computers? How do we defend our spaces and of determinism. Students will participate in the recovery of mathematical theory, the recovery of knowledge inspired by population biology) under the form of the CDD initiative, this course examines (1) the theory and goals behind CDD, (2) the practice of CDD in Philippines and around the world, and (3) the data that supports or determines its effectiveness. Students will also learn about the role of science in medicine and technology. This course explores the specific role that energy is required to produce and transport agricultural goods. But a global society requires industrypolicymakers 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 water availability and its usage? How might water security, energy-food nexus.

Typically offered: fall

Typically offered: January

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the course establishes the technical foundations needed for understanding cyberspace; the second half approaches the problem from different angles, attempting to incorporate discussions of technological, legislative, and political changes.

**CDAD-UH 1038J**

**Evolution of Human Genomic Variation**

Typically offered: January

Crosslisted with Previous Core: Experimental Discovery in the Natural World

Genetic and genomic data (and increasingly epigenetic and genomic data) are providing important insights into human evolutionary history. Human evolutionary genomics can illuminate how one human genome differs from another, the evolutionary past that gave rise to it, and its current effects, including its genomic, epigenomic, and phenotypic consequences. Differences between genomes have historical, physiological, anthropological, forensic, medical, and ethical implications and applications. This intensive mini-course emphasizes genetic and genomic diversity in peoples of African descent as an understudied but highly relevant segment of humanity. We will explore an array of topics from the human biology and bioinformatics. Weekly laboratory and discussion-intensive sessions, and video assessments are designed to provide students with hands-on exposure to diverse research environments. Students will have an opportunity to investigate their personal sequenced genomic data to test various hypotheses about genomic variation using tools of bioinformatics.

**CDAD-UH 1039Q**

**Search**

Typically offered: spring

Crosslisted with New Core: Structures of Thought and Society

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

**CDAD-UH 1040**

**Artificial Intelligence and Human Decisions**

Typically offered: spring

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

**CDAD-UH 1041EQ**

**Decisions and the Brain**

Typically offered: spring

Where do errors come from? How can we make better decisions? Should intuition be trusted? Can we nudge others to make better decisions, and should we? This course examines neural bases for human decisions and cognitive biases. Drawing from economics, psychology, and neuroscience, it examines laypeople's and deep human perspective on topics including decision-making under risk (how humans deal with probabilities), intertemporal decisions (saving for the future), and social decisions (interpersonal allocations and fairness). Students will explore different notions of rational behavior, how data on human behavior and brain activity is collected, and how we can use these data to improve decisions. Hands-on experience will include lab visits (both behavioral and brain imaging) and data collection through online platforms as students gain familiarity with different models of decision-making (including expected utility theory vs. prospect theory for decisions under risk, exponential vs. hyperbolic discounting for intertemporal decisions, and selfish vs. social preferences for interpersonal decisions) and examine how these models reflect available neural evidence.

**CDAD-UH 1042E**

**Beyond Seeing**

Typically offered: spring

The image is invisible to the eye. This statement, extracted from Antoine de Saint Exupéry’s The Little Prince, conveys the fil rouge for this course. Would such links eventually shape our understanding of physical developments that are not immediately perceivable? Students will engage with some visual translation codes applied in particular to biomolecules (proteins and nucleic acids) and other macromolecules. Other excursions beyond seeing, hinting at links with other cultural areas such as music and the arts, will not be neglected. Lectures, guest seminars, class discussions, laboratory visits, and specific sessions dedicated to basic tools for literature searches and written reports will help facilitate a better understanding of the invisible world within our own.

**CDAT-UH 1013EQ**

**Language of Computers**

Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology; Previous Core: Experimental Discovery in the Natural World

**CSTS-UH 1002J**

**State and Fate of Earth**

Crosslisted with Previous Core: Science, Society and History; Environmental Studies; New Core: Structures of Thought and Society

**CSTS-UH 1005Q**

**About Mathematics**

Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

**CSTS-UH 1050Q**

**Uncertainty in Science**

Crosslisted with Previous Core: Science, Society and History; New Core: Structures of Thought and Society

**SRPP-UH 2410Q**

**Gender and Society**

Recommended Prerequisite: SOCSC-UH 1210Q

Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy

**STRUCTURES OF THOUGHT AND SOCIETY**

**Theories of Thought and Society**

At the beginning of the 20th century, a scientific revolution started that was destined to change the way we think about the physical world. Einstein's theory of relativity completely altered our notions of time and space, laying the theoretical foundation for the use of nuclear power. At the same time, a new quantum theory was developed to describe the behavior of atoms and nuclei. It led to great technological advances, with much modern technology crucially exploiting quantum effects. But the revolutionary character of relativity and quantum mechanics came with significant consequences: Physics became detached from the public's everyday experiences and intuition. Challenging that notion of inaccessibility, this course analyzes some of the basic concepts of relativity and quantum theory.

**CSTS-UH 1002J**

**State and Fate of Earth**

Typically offered: January

Crosslisted with New Core: Data and Discovery; Previous Core: Science, Society and History; Environmental Studies

What is the current state of the Earth in terms of its own well-being? Does the Earth's natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world's population is projected to exceed 8 billion people, the Earth's natural systems? Issues such as energy consumption, CO2 emissions, climate change, food production, water, and material fluxes are intricately tied together as a global system. The economic trend of this system can be used to project a world in 2050 in which the world's population is projected to exceed 8 billion people, with unique climate, resources, and world-famous biodiversity. Substantial portions of this inquiry-based seminar require students to compare environmental issues in Australia to those in their home countries or other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.
About Mathematics

Typically offered: fall
Crosslisted with New Core: Data and Discovery; Previous Core: Science, Society and History

Mathematics takes its problems from the real world and puts order into chaos. It sometimes presents common sense and produces extraordinary dreams of human history. This course starts with questions about the nature of science in the context of Galileo’s groundbreaking theory on the nature of motion - a theory that laid the groundwork for Newton and the rise of modern science. We will examine Galileo’s theories about light and motion, the nature of time and the nature of mathematics. But like many other scientists, Galileo became embroiled in conflicts in which science and society were at odds. Through these and other examples we will consider how and why mathematics is a subversive intellectual activity, relying on passion, imagination, and beauty as much as on logic and rigorous argumentation.

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History

CSTS-UH 1004J

Science in Flux: The Galilean Revolution

Typically offered: January
Crosslisted with Previous Core: Science, Society and History

How does science develop and change? What sorts of considerations are used to assess and evaluate scientific theories, particularly when those theories upend our entire picture of the physical world and our place in it? Are there factors that go beyond the empirical or logical foundations of theories, such as broader conceptual and religious considerations? Are these “extra-empirical” considerations legitimate constraints on scientific inquiry? This course will examine the implications of these questions about the nature of science in the context of Galileo’s groundbreaking theory on the nature of motion - a theory that laid the groundwork for Newton and the rise of modern science. Galileo’s theories about light and motion, the nature of time and the nature of mathematics.

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History

CSTS-UH 1006

Thinking

Typically offered: spring
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

Thinking is what we do when we solve problems, compare alternatives, and plan for the future. But what is thinking, and how do thoughts form? People throughout history have come to very different answers to this question and have offered different metaphors for thought. The French Philosopher Descartes drew inspiration for his theories of the mind from mechanisms that were powered by pneumatics. Our modern understanding is reviewed and discussed in the context of computer revolution. The class will discuss the underpinnings of the main fields of Psychology (e.g. Behaviorism, Freudian, Cognitive), as well as the conflicts in which Galileo became embroiled - scientific, religious, and personal - and study the historical developments that eventually led to widespread acceptance of the Galilean worldview. Our aim will be to understand the complicated way in which Galileo’s physics emerged, was resisted, and eventually triumphed, and to situate that evolution within a broader narrative about the nature of scientific development and change.

Typically offered: spring
Crosslisted with New Core: Data and Discovery; Previous Core: Science, Society and History

CSTS-UH 1005Q

About Mathematics

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History

Typically offered: fall
Crosslisted with Previous Core: Science, Society and History

Theory of Everything

Typically offered: spring
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society

This course provides a global viewpoint on the most theoretical foundations of science, within and across the borders of mathematics. It addresses the concept of the infinite in math but also 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 theory 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 Einstein’s Equivalence Principle 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 area of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?
CS-TS-UH 1014

Gender and Globalization

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

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? The course introduces students to select women’s issues (e.g. employment, poverty, participation, reproductive rights and healthcare, femininity vs. 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.

CS-TS-UH 1015

Legitimacy

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

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

CS-TS-UH 1016

Ideas of the Sacred

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

The question of God(s) pertains to the existence, sacredness, and the fundamental question of God(s) has had an enduring presence throughout human experience. This course takes up this perennial human question from the confluence 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 do their understanding of the sacred differ? Additionally, the course explores the relationship between reason and faith. How does the empirical verification characteristic of an increasingly scientific 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.

CS-TS-UH 1017

Revolutions and Social Change

Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society

Social and political revolutions are part of the human experience. From ancient Greece, Rome, Medieval Europe, and Early Modern Europe, the topics covered will explore how revolutions are created and their consequence. 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? The course introduces students to select women’s issues (e.g. employment, poverty, participation, reproductive rights and healthcare, femininity vs. 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.

CS-TS-UH 1018

Corruption

Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society

Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries have common characteristics? How much corruption is there? Is it increasing? Corruption, from stealing public funds to paying bribes to avoid basic safety and health regulations, are often extremely high. Why are most attempts to fight corruption unsuccessful? The course is comparative and historical, and as far as possible requires no background knowledge.

CS-TS-UH 1019J

Aristocrats

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society

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 power and status change? How do these changes explain both socioeconomic and political outcomes today. Students will be exposed to various interdisciplinary literature and will learn to create their own digital maps using both archival and contemporary resources. They will also work with these novel data to present their own research ideas.

CS-TS-UH 1020J

Internationalism

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society

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 effective 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 internationalist project beyond the bilateral world? 4. What is the place of gender, race, and religion in the development of communities beyond nation-states? 5. Can the internationalist projects accommodate differences in cultures, affects, and aesthetics?

Readings will include texts by Immanuel Kant, José Marti, W.E.B. DuBois, Okakura Kakuzo, Woodrow Wilson, Rabindranath Tagore, George Orwell, Kwame Nkrumah, Nancy Fraser, and Chimamanda Ngozi Adichie.

CS-TS-UH 1023J

Democracy and Its Critics

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society

This course examines the institutional structures and intellectual justifications of democratic societies. Although democracy and equality have been deeply linked in the history of political thought, critics of democratic practice argue that formal equality among citizens has rarely prevented substantive economic and political inequalities from arising - inequalities that seem to call into question the very democratic character of self-described democratic states. We begin by examining the concept of democracy and influential democracies, ancient Athens. After reading Thucydides' complex account of democratic Athens at war, we will turn to ancient discussions about democracy found in various regions to see how these changes explain both socioeconomic and political outcomes today. Students will be exposed to various interdisciplinary literature and will learn to create their own digital maps using both archival and contemporary resources. They will also work with these novel data to present their own research ideas.

CS-TS-UH 1024J

 Sovereignty

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society

From Ancient Hesiodotis to modern times, the idea of sovereignty—beginning with kingly power
and leading to modern popular democracy and law-based forms of rule—has dominated political theory as well as theater, literature, and philosophy. The central questions of this course concern political power: hegemony, dominion, rulership, but also democracy, law, and economics. How do we think about power and its history? What does it mean for kings, the people, or particular parties to be called “sovereign”? How is this sovereignty to be depicted? Through a series of literary, philosophical, and political readings in the Western, Islamic, and Chinese traditions, we will examine these questions, against the extraordinary backdrop of Berlin and its history as capital of the German Empire and of the Third Reich, then as divided city, and finally now as perhaps the most important political center in Europe.

NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1025J The Ghetto 
Typically offered: January 
Crosslisted with Previous Core: Structures of Thought and Society

On March 29, 1516, the city council of Venice forced Jews to live in a ghetto, named for the copper foundry that once occupied the area. In this course, we trace the ghetto from these beginnings to its revival by the Nazis to the present-day black ghettos, including the recent events in Ferguson, Missouri, it is useful to understand the Jewish ghettos of the past. We’ll study a little-known moment in the ghetto’s history: when tens of thousands of Jews escaped to the only place that was open to them—Shanghai —and were ultimately herded into the Hongkew ghetto. We’ll ask how the university’s avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies which it builds and by which it is sustained? What distinguishes the university from other institutions of higher learning? There is no university, in the sense of a building, or a name, or a place. It is a community of learning, a community of ideas, a community of people who work together to make something new.

CSTS-UH 1029J Idea of the University 
Typically offered: January 
Crosslisted with Previous Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society 

What makes a university? What is it for? Who is it for? Is it for the students, the faculty, society? What are a university’s necessary components and what its desirable accouterments? How does the university’s avowedly pure pursuit of knowledge relate to the professions it simultaneously serves and helps to define, the societies which it builds and by which it is sustained? What distinguishes the university from other institutions of higher learning? There is no university, in the sense of a building, or a name, or a place. It is a community of learning, a community of ideas, a community of people who work together to make something new.

CSTS-UH 1030J Global Perspectives on Inequality 
Typically offered: January 
Crosslisted with Previous Core: Structures of Thought and Society 

This course seeks to address a central question: although societies drastically differ from one another, why is inequality such a common and persistent characteristic? We will approach this question from both theoretical and empirical perspectives. We will understand inequality by gender, race/ethnicity, immigration/migration status, nationality, sexuality, and the intersection of these lenses. A particular focus will be placed on Shanghai and the urban-rural and migration divides that organize much of Chinese society. Students will learn to critically analyze different forms of inequality and inequities. Readings from this course will cover ideas such as those proposed in early texts by Karl Marx and more contemporary arguments made by Black feminists such as Patricia Hill Collins. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1031 Why is it so difficult to Do Good? 
Typically offered: fall 
Crosslisted with Previous Core: Structures of Thought and Society 

We take account of the evil effects of ghettoization and by which it is sustained? What distinguishes the university from other institutions of higher learning? There is no university, in the sense of a building, or a name, or a place. It is a community of learning, a community of ideas, a community of people who work together to make something new.

CSTS-UH 1032J City in Crisis: Refuge and Resilience 
Typically offered: January 
Crosslisted with Previous Core: Structures of Thought and Society; Urbanization

By 2030, 60 percent of the world’s population will live in cities. This mass urbanization presents unprecedented challenges for planners, policy makers, businesses, and citizens, and leads to urban refugees and refugees, and the environment. This course explores the multifaceted challenges the world’s cities face. It asks how crisis and revitalization complement each other, especially in light of current population movements fueled by climate change and wars. A case study of a vibrant historical capital faced with unprecedented economic crisis, high unemployment, and large number of refugees from Syria, Iraq, Afghanistan, and places far beyond. Readings from social science, social history, public policy, and literature, along with select films, will help students explore possibilities for refuge and resilience in this urban crisis. While visiting refugee camps, the Municipality of Athens, etc., students will explore different social roles and be paired with local business leaders, urban planners, policy makers, and members of refugee and migrant communities in order to deepen their practical experience of these complex issues.

CSTS-UH 1033J Culture and Context in Psychology 
Typically offered: January 
Crosslisted with Previous Core: Structures of Thought and Society

The aim of this class is to explore and analyze classical and contemporary culture and context in the field of psychology, with a specific emphasis on understanding how these processes shape human development. We will also examine research that explores cultural and contextual variability among youth and families from different parts of the world. Students will interview and be interviewed by students from the Ethiopian Foundation program in Addis Ababa. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1034 Idea of the Cell 
Typically offered: spring 
Crosslisted with Previous Core: Science, Society and History

The aim of this class is to explore and analyze classical and contemporary culture and context in the field of psychology, with a specific emphasis on understanding how these processes shape human development. We will also examine research that explores cultural and contextual variability among youth and families from different parts of the world. Students will interview and be interviewed by students from the Ethiopian Foundation program in Addis Ababa. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1035 Trust, Risk and Deception in Cyberspace 
Typically offered: spring 
Crosslisted with Previous Core: Science, Society and History

The course begins with a discussion of trust, risk, and deception as developed in the social sciences and psychology, and examines how traditional notions apply or fail to apply to interactions in cyberspace. The second part of the course examines the technical underpinning of cyberspace and the mechanisms developed to create trustworthy systems. The third and final part of the course examines the interplay between the technical and social aspects to see how better policy and systems can be developed to tackle cybercrime, such as espionage, cybersecurity, and cyberterrorism. No previous computer science or engineering knowledge required.

CSTS-UH 1036 Progress in Science 
Typically offered: fall 
Crosslisted with Previous Core: Science, Society and History
Thought and Society
Typically offered: fall

Structures of Thought and Society
giving from the perspectives of anthropology,
or rhetorical persuasion? The course examines this
of the competing roles of rationality and rhetoric
in the development of science. Do theoretical
pictures change on account of reasoned argument,
or rhetorical persuasion? The course examines this
question and other questions of several important
scientific revolutions, particularly the quantum one.
The starting point will be Thomas Kuhn’s influential
account of scientific progress. Does his picture
really fit the facts? Several competing models of
scientific progress will also be discussed.
Along the way, students will consider why many
scientific revolutions occurred in Europe and not
elsewhere. Are some cultural and social features
more hospitable than others to scientific inquiry?

CSTS-UH 1039
Property
Typically offered: fall

CROSSTIRED WITH PREVIOUS CORE: Structures of
Thought and Society
The institution of property describes one of the fundamental relationships between people and
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
t proof changes on property played in the
Declaration of Independence, the French
Revolution, and the Russian Revolution. Insights from these historical developments will be
to 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.

CSTS-UH 1040
Slavery and Freedom in Comparative Perspective
Typically offered: spring

CROSSTIRED WITH PREVIOUS CORE: Structures of
Thought and Society
This course examines slavery in historical and
c omparative perspective by focusing on Greek
and Roman slavery, the slavery of the Middle Ages,
and slavery in the American South, Brazil, and the
Caribbean. We examine the difference between
societies in which slavery existed and those which
can be thought of as “slave societies,” asking how
enslavement occurred, who was enslaved, and in
what ways did they differ from non-slaves. What
“rights” or standing in the law if any did slaves
possess? What was the nature and extent of the
master’s power over slaves? What were the
social, economic, and political functions of slavery?
But the study of slavery also inevitably involves broader issues concerning freedom, personality, social inclusion, and
belonging. As Orlando Patterson put it in Slavery
and Social Death, “the idea of freedom and the
concept of property were both intimately bound
up with the rise of slavery, their very antithesis. Once
we understand the dynamics of slavery, we
immediately realize why there is nothing in the least
anarchic or chaotic about the fact that an Aristotle or a
Jefferson owned slaves.”

CSTS-UH 1041
Ideology
Typically offered: spring, summer

CROSSTIRED WITH PREVIOUS CORE: Structures of
Thought and Society
What is an ideology? How do 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.,
crusaders/im/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
ideology and introduces to use
quantitative tools for assessing ideologies from
both individual-level surveys, voting behavior, and
text (e.g., speeches and Twitter). The last part of
this course examines how shifting ideologies
behave (or might have) consequences for
a wide range of human phenomena, ranging from
interpersonal interactions to elections and
international conflict.

CSTS-UH 1048
Money
Typically offered: fall

CROSSTIRED WITH PREVIOUS CORE: Structures of
Thought and Society
This course examines the development of money
goods and services within and across
time is a requirement for the basic function-
ing of any society. When barter systems do not
satisfy the needs, the ability to engage in such trades
requires the existence of a pecuniary, sort of good, namely, money.
The course begins with the theory of money and
asks why one uses either barter, commodity, or fiat
money. Students will reflect on what this knowledge can
inform and revise the roles of the state, the nature and
effects of money and credit
societies across the globe. It begins by defining
ideologies and looking at examples from key
intellectual movements of the last millennium (e.g.,
crusaders/im/jihadism, liberalism, communism,
fascism, religious nationalism, ethnic nationalism).

CSTS-UH 1050Q
Uncertainty in Science
Typically offered: spring

CROSSTIRED WITH NEW CORE: Data and Discovery;
Previous Core: Science, Society and History
Science explores the unknown, and a major part of
being a scientist is learning how to handle uncertainty.
Statistical uncertainty, systematic uncertainty, the
range of validity of models, approximations, data
outliers, comparing interpretations: scientists spend
most of their time wrestling with these problems.
Unfortunately, in popular culture, science is often
presented as a series of proven facts. Uncertainty, if
acknowledged, is often presented as an argument
between experts with opposing views. While
science has resulted in some well-established facts,
more commonly scientists have varying degrees
to models and disagree about their
significance. This class takes up the language of
probability and statistics, explores how it became
central to the scientific process, and examines how it
is used to investigate the world. Students will also
explore how scientific uncertainty is often
misrepresented to support particular political
agenda or personal beliefs. Finally, they will
discuss the limits of scientific knowledge, and how
even when exact solutions to problems are not
necessarily possible, we can still put limits on our
uncertainty.

CSTS-UH 1052X
History and the Environment: The Middle East
Typically offered: fall

CROSSTIRED WITH ARAB CROSSROADS STUDIES;
Environmental Studies: History; Previous Core:
Structures of Thought and Society
What is “the environment” and how can we
conceptualize it? Many historians are

Science is a social enterprise, although one
traditionally thought to be grounded in facts and
reason. Scientists collaborate with each other,
undertake mutual caregiving, and compete for funding of research. Whether a scientific idea ever sees
the light of day may depend on these distinctly social factors. So, how much of what we call “scientific
progress” is the result of social negotiation, and
how much is rational deliberation? That is the big
question this course investigates - the question of
the competing roles of rationality and rhetoric
in the development of science. Do theoretical
pictures change on account of reasoned argument,
or rhetorical persuasion? The course examines this
question and other questions of several important
scientific revolutions, particularly the quantum one.
The starting point will be Thomas Kuhn’s influential
account of scientific progress. Does his picture
really fit the facts? Several competing models of
scientific progress will also be discussed.
Along the way, students will consider why many
scientific revolutions occurred in Europe and not
elsewhere. Are some cultural and social features
more hospitable than others to scientific inquiry?

CSTS-UH 1037
Gift and Exchange
Typically offered: fall

CROSSTIRED WITH PREVIOUS CORE: Structures of
Thought and Society
Gift giving occurs in all cultures. A gift can be
a material object or money, but it can also be an
act of kindness or love. A gift is free but it can
also come with the expectation that it will be
matched or repaid. Gift giving is therefore part of
a complex structure of economic and
social exchange. This course considers gift
exchange from the perspectives of anthropology,
history, and the arts; it explores gift exchange through
ethnographies as well as texts on market
economies and art; gender, death, altruism, risk,
and social control in capitalist and traditional
exchange societies. Readings will include seminal
works on gift exchange by Marcel Mauss, Bronislaw
Malinowski, Franz Boas, and others.

CSTS-UH 1038
Peace
Typically offered: fall

CROSSTIRED WITH PEACE STUDIES; Previous Core:
Structures of Thought and Society
This course traces the development of
philosophical, religious, and secular theories of
peace, from antiquity through the Renaissance, and
to the present. It explores the worlds of
philosophers, religious leaders, statesmen,
politicians, and social activists. It raises
two questions of peace and justice, nonviolence,
the idea of a “just war,” as well as notions of peace
in international relations, economics, and psychology,
examining how these ideas have evolved,
and what about the future. This course involves
analyzing primary sources and reading
selected works.

CSTS-UH 1049
Concepts and Categories: How We Structure
the World
Typically offered: spring

CROSSTIRED WITH PREVIOUS CORE: Science, Society
and History
Humans have a strong tendency to group and
divide objects, people, emotions, and events into
different concepts and categories. These seemingly
formless act poses fundamental questions about
one’s self and the nature of the world. This course
explores texts from history, literature, philosophy,
and scientific sources to ask why we conceptualize
the world in particular ways, whether any categories are
fundamental, and the degree to which concepts and categories
are innate or learned. From the conceptual
axioms proposed as fundamental from thinkers such as
Plato, Aristotle, and Kant, and the postmodern
disciplines of psychoanalysis and neuroscience that inform us
about our predilections for object concepts and social groups,
students will reflect on what this knowledge can
tell us about the forces that shape self and society.

CSTS-UH 1050Q
Uncertainty in Science
Typically offered: spring

CROSSTIRED WITH NEW CORE: Data and Discovery;
Previous Core: Science, Society and History
Science explores the unknown, and a major part of
being a scientist is learning how to handle uncertainty.
Statistical uncertainty, systematic uncertainty, the
range of validity of models, approximations, data
outliers, comparing interpretations: scientists spend
most of their time wrestling with these problems.
Unfortunately, in popular culture, science is often
presented as a series of proven facts. Uncertainty, if
acknowledged, is often presented as an argument
between experts with opposing views. While
science has resulted in some well-established facts,
more commonly scientists have varying degrees
to models and disagree about their
significance. This class takes up the language of
probability and statistics, explores how it became
central to the scientific process, and examines how it
is used to investigate the world. Students will also
explore how scientific uncertainty is often
misrepresented to support particular political
agenda or personal beliefs. Finally, they will
discuss the limits of scientific knowledge, and how
even when exact solutions to problems are not
necessarily possible, we can still put limits on our
uncertainty.

CSTS-UH 1052X
History and the Environment: The Middle East
Typically offered: fall

CROSSTIRED WITH ARAB CROSSROADS STUDIES;
Environmental Studies: History; Previous Core:
Structures of Thought and Society
What is “the environment” and how can we
conceptualize it? Many historians are
Transportation systems connect people, goods, cities. How do we design, operate, manage, and price urban transportation systems? This course probe the potential role of green mobility and urban planning in advancing sustainable transport and urban growth and mobility in coming decades? How might urban planning combine with emerging technologies to promote green mobility and sustainable cities? Does the rise of international experiences and best practices, this course challenges students to draw upon social-sciences knowledge to take on these and similar questions.

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy

Urban Mobility and Cities

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy

Why do human beings 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 debate over the recent trajectories of urbanization in light of economic and political dynamics. Why have some trajectories been more successful than others? What factors have shaped these trajectories? What lessons can we learn from them? The focus will then shift to a myriad of contemporary cases from around the globe. The aim is to deconstruct common conceptions of the city: 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.

Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy

This course exposes students to the key principles and practices of the public health using four epidosics as learning tools: the eradication of smallpox, the AIDS epidemic, HPV, and the global epidemic of tobacco use. These four examples offer excellent learning templates for exploring public health because of their diversity: one has ended (smallpox); one has an underutilized vaccine (HPV); one is an infectious disease for which no vaccine exists (AIDS); and one is a fully preventable human-manufactured epidemic (tobacco). The course includes a mix of lectures, class exercises, CSI-like investigation approaches, and site visits and field work in Abu Dhabi and Tanzania. Students become familiar with how an epidemic emerges, what steps can be taken to measure an epidemic’s scope and distribution, how epidemiologists (the detectives of public health) go about determining the source of an epidemic, the role research plays in answering questions with respect to source and cure, how public health leaders work to arrest an epidemic, and the interplay between society, culture, politics, and health.

Typically offered: January
Crosslisted with Political Science; Previous Core: Structures of Thought and Society

When the Berlin Wall fell, in 1989, it seemed that the great divide of the twentieth century had come to a decisive end, with liberal democracy emerging the winner. We can now see that this triumphalism was a delusion. The election of Donald Trump constitutes a shocking repudiation of liberal values. But those precepts have also been retreating across Europe, and in emerging democracies like Turkey and India. Hostility toward migrants, and towards immigrants, outsiders and political minorities has fueled virulent forms of populism. Our world is much darker today than it was only a decade ago. This class will examine the origins of liberalism in the works of thinkers like John Stuart Mill, and the later development of liberal thinking in the twentieth century. It is at the thrilling advent of liberal democracy in eastern Europe after 1989 that turn to exploring the way globalization, free trade, immigration and the refugee crisis have dissolved this apparent post-war consensus.

NOTE: This course is open only to NYU Abu Dhabi students.

Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy

This course challenges students to draw upon social-sciences knowledge to take on these and similar questions.

Typically offered: January
Crosslisted with Political Science; Previous Core: Structures of Thought and Society

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NOTE: This course is open only to NYU Abu Dhabi students.

Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy

This course challenges students to draw upon social-sciences knowledge to take on these and similar questions.

Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy

This course challenges students to draw upon social-sciences knowledge to take on these and similar questions.

Typically offered: January
Crosslisted with Previous Core: Science, Society and History; Environmental Studies; Social Research and Public Policy

This course challenges students to draw upon social-sciences knowledge to take on these and similar questions.
This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the world that each have a history of critical justice and, one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequalities, 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 different justifications of approach that shape the global conversation about these issues.

This course takes up the moral and practical elements for defining and managing new space zones, such as Lebanon and Turkey. Do we have special moral obligations to our fellow citizens? If so, what are they, and what is their basis? What are the social mechanisms and technologies that help to shape people’s moral values and actions? How can we develop and live in social environments that promote ethical and accountable behavior? This course will begin with an exploration of the ways in which we can use technology to support ethical and accountable behavior. We will then move on to explore how technology can be used to support social justice. Finally, we will examine the role of technology in shaping social justice.

CSTS-UH 1069Q

Biology of Politics

Typically offered: fall
Crosslisted with Previous Core: Science, Society and Technology. Political Science.

Aristotle famously referred to humans as “political animals,” meaning we develop and live in social contexts. But might political instincts and behavior play some role in how we choose to live? What are some people more politically active than others? Do conservatives and liberals have different epistemologies? Social scientists have traditionally focused on developing accounts of political knowledge and action, but also those who choose careers as policy makers and health practitioners; who employ architects for residential and workplace projects; and whose society has questioned the ways they 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. Stu

Typically offered: spring
Crosslisted with Previous Core: Structures of Thought and Society. Urbanization

CS1067

Moving Target

Cities are constantly on the move. Half the world’s population lives in urban areas, with numbers steadily rising. How have cities depended on, and been shaped by, such mobility? What will future systems of movement look like? Can emerging technologies and information networks increase sustainability in urban transport? Can we develop prosperous, safe, and connected cities while also managing impacts on climate and public health? Brin

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society. Urbanization

CS1065

Empires and Imperialism

Today, we live in a world of nation states, a world in which each nation has—or aspires to have—its “own” state. Yet this global dominance of the idea of the nation state is of relatively recent provenance. For most of human history, political power has been organized in forms more complex than the simple formula “one nation/one state.” In this course, students will discuss empires, the most extreme manifestation of this complex organization of political power. Empire, imperialism, colonialism and post colonialism are concepts frequently evoked in popular culture and academic discourses. We mainly refer to the period of European overseas expansion from the mid-twentieth century on. One aim of this course is to place this European imperialism and its aftermath into historical context and examine how the major goal will be achieved by considering the historical preconditions of modern European imperialism in Antiquity and in the Middle Ages, as well as “contemporary” empires in other parts of the world. With this foundation, in the second half of the course students will discuss and evaluate representative works drawn from the rich literature on modern imperialism and colonialism.

Typically offered: January
Crosslisted with Design, Environmental Studies and Miami

The insights gained will benefit future designers, architects, and critics working in the field of urbanization. Crosslisted with Design, Environmental Studies and Miami. Topics include the rapidly growing economies and social inequalities in cities, both of the advanced and emerging economies, and to the role of the informal economy in both.

CSTS-UH 1065

Empires and Imperialism

Typically offered: fall
Crosslisted with Previous Core: Structures of Thought and Society. Social Research and Public Policy.

CS1064J

Well-Being and the Design of the Built Environment

Typically offered: January
Crosslisted with Design, Environmental Studies and Miami

What is the relationship between the design of our cities, neighborhoods and buildings and how well we feel, how we behave, and how much physical activity we get, and these have a direct influence on our health and well-being. Drawing on literatures and approaches from public health, urban planning, architectural design, sociology, psychology and neuroscience, students will be challenged to think about the role of the built environment on our well-being. A social justice framework guides the analysis of technical issues. The insights gained will benefit future designers, architects, and critics working in the field of urbanization. Crosslisted with Design, Environmental Studies and Miami. Topics include the rapidly growing economies and social inequalities in cities, both of the advanced and emerging economies, and to the role of the informal economy in both.

Typically offered: spring
What is feminist theory and what is its relevance to our world today? What complications and resources does new gene technology bring for gender issues? What implications do space activities have for life on Earth and for sustainable development? Linking the space sector to the 17 United Nations Sustainable Development Goals, the course will examine the role of space in addressing global challenges in various contexts. Students will learn about the various applications and technologies of space activities and will develop the skills to critically analyze and evaluate space programs.

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society.

CS1066

Feminist Theory in a Globalizing Context

Typically offered: spring
What is feminist theory and what is its relevance to our world today? What complications and resources does new gene technology bring for gender issues? What implications do space activities have for life on Earth and for sustainable development? Linking the space sector to the 17 United Nations Sustainable Development Goals, the course will examine the role of space in addressing global challenges in various contexts. Students will learn about the various applications and technologies of space activities and will develop the skills to critically analyze and evaluate space programs.

Typically offered: January
Crosslisted with Previous Core: Structures of Thought and Society.
CSTS-UH 1074 Biotechnology and Society
Typically offered: spring
Crosslisted with Previous Core: Science, Society and History; Previous Core: Structures of Thought and Society; Social Research and Public Policy
Core science and technology combined with humanistic approaches to examine the ethical, social, cultural, legal, and political implications of emerging biotechnologies. Examines the ethical, social, cultural, legal, and political implications of emerging biotechnologies. Examines the ethics of biotechnology and the relationship between science and society. Students will critically analyze the ethical, social, cultural, legal, and political implications of emerging biotechnologies.

CSTS-UH 1075 Exploring UAES Cities
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Social Research and Public Policy; Urbanization
This course will examine the history of UAES cities, focusing on how they have been shaped and interpreted by countries across the world. The course will explore the history of UAES cities, focusing on how they have been shaped and interpreted by countries across the world. The course will examine the history of UAES cities, focusing on how they have been shaped and interpreted by countries across the world.

CSTS-UH 1076 What Is Property? (And What Is It For?)
Typically offered: fall
Crosslisted with Legal Studies
Why is property so important to society? What is the nature of property law? How do property rights affect people's lives? This course will explore these questions and the role of property in society.

CSTS-UH 1077 Law and Politics
Typically offered: fall
Crosslisted with Legal Studies
Is law above politics? When lawyers act according to political preferences, what happens to the separation of powers? This course will examine the relationship between law and politics, focusing on how law is influenced by political preferences.

CSTS-UH 1078 Networks
Typically offered: fall
How do the various social, technological, and other networks in which humans live shape our behavior, agency, knowledge, beliefs, and preferences? Is it possible to map or otherwise quantify the ways in which these networks—of friends, media, and information, commercial and political processes, transportation—both facilitate and are shaped by various converging or diverging patterns of human sociality? Such general questions have been taken up across a range of disciplines, including social sciences and humanities. Although there are multiple approaches and answers put forward within these different domains, they all share a basic theme of looking outside and allowing students to explore this common vocabulary of formal concepts and processes related to understanding networks. They will do so by using tools for making elementary computations, as they experiment with their own scenarios for analyzing the complex patterns of relationships that shape our lives.

CSTS-UH 1079 Language and Society
Typically offered: spring
How does language shape our thoughts—and our societies? Language facilitates abstract thinking and enables interpersonal communication. But some tension exists between its individual and social aspects. Communication is common, yet individuals have distinct identities, experiences, and things to say. They have different versions of a language and do different things with it. At the micro-social level, language affects individuals' awareness of dialects or social registers. Students will explore research methods to study dynamics of cities, transportation—both facilitate and are shaped by various converging or diverging patterns of human sociality. Can we quantify the ways in which these networks—of friends, media, and information, commercial and political processes, transportation—both facilitate and are shaped by various converging or diverging patterns of human sociality? Such general questions have been taken up across a range of disciplines, including social sciences and humanities. Although there are multiple approaches and answers put forward within these different domains, they all share a basic theme of looking outside and allowing students to explore this common vocabulary of formal concepts and processes related to understanding networks. They will do so by using tools for making elementary computations, as they experiment with their own scenarios for analyzing the complex patterns of relationships that shape our lives.

CSTS-UH 1072 Surveillence, Sovervilliance, and the Politics of Memory and Space
Typically offered: January
Crosslisted with New Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society
Surveillance, looking from above, is the right to inspect exercises by CCTV, biometrics, policing of the marginalized, drones, border checkpoints, web algorithms and the political-cultural engineering of digital surveillance and the political-cultural engineering of digital surveillance. Sousveillance, looking from below, is the right to observe and record the activities of others. Students will critically analyze the ethical, social, cultural, legal, and political implications of emerging biotechnologies.

CSTS-UH 1073 Environmental Justice and Urban Inequality
Typically offered: January
Crosslisted with Environmental Studies; Social Research and Public Policy; Urbanization
This course explores the ways in which ideas about—megalopolises—are increasingly clustered in global “mega-cities”—are exposed to a disproportionate share of environmental hazards. In this course, we trace the origins of these uneven and liminal problems across urban geographies, examine ways to measure environmental inequality, and analyze how environmental issues shape social inequality. We also survey the historical emergence of the
global environmental justice (EJ) movement, led by residents of underserved urban communities who felt excluded by mainstream environmentalism, and explore how political and technocratic visions for achieving sustainability mitigate or worsen inequality. The readings span the social sciences and history. We will explore case studies of environmental inequality and EJ initiatives from around the globe, with special attention to the UAE. Of particular interest is Masdar City, the UAE’s attempt to construct the world’s first carbon-neutral city. Based on a site visit, analyses of plans, and a critical reading of the literature regarding Masdar City, we will ask what Masdar can teach us about achieving EJ in the 21st century.

CSTS-UH 1084J
Typically offered: January
After spending our early lives with our parents, how parents and parenting practices have been presented in popular culture and the arts to determine if those depictions are accurate and fair. The presentations in varied cultures around the world and within countries will be reviewed. Students also learn how to interact effectively with parents, how to mobilize parents, and what efforts have been failure in changing detrimental parenting actions. This course is for the curious and those interested in careers in education, health, and mental health. NOTE: The course is open only to NYU Abu Dhabi students.

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; Arab Crossroads Studies; History; Peace Studies; Social Research and Public Policy

CADE-UH 1019
Lies and Truth
Crosslisted with Previous Core: Art, Technology and Invention; Core: Arts, Design and Technology

CCEA-UH 1069
Cultural Appropriation
Crosslisted with New Core: Cultural Exploration and Analysis; Heritage Studies; Previous Core: Structures of Thought and Society

CCEA-UH 1081
Sense and Senses
Crosslisted with Anthropology; New Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society

CCEA-UH 1087J
Confessional Culture from Augustine to Oprah
Crosslisted with New Core: Cultural Exploration and Analysis

CDAD-UH 1012
Randomness
Crosslisted with New Core: Data and Discovery; Previous Core: Structures of Thought and Society

CDAD-UH 1020J
Challenges in Global Health
Crosslisted with New Core: Data and Discovery; Social Research and Public Policy

CDAD-UH 1039Q
Search
Crosslisted with New Core: Data and Discovery

HIST-UH 2110
Global Cold War
Crosslisted with History

HIST-UH 3112
Asian Borderlands
Crosslisted with History

HIST-UH 3320
Port Cities of the Atlantic World
Crosslisted with History; Urbanization

LAW-UH 2125X
Islamic Law and Secular Politics
Crosslisted with Arab Crossroads Studies; Legal Studies; Political Science; Social Research and Public Policy

PEACE-UH 1113
Peacebuilding
Crosslisted with Peace Studies; Political Science; Previous Core: Structures of Thought and Society

PEACE-UH 1116J
Convivencia: A Model for Living Together
Crosslisted with Peace Studies; Previous Core: Structures of Thought and Society

PHIL-UH 1110
The Meaning of Life
Crosslisted with Philosophy; Previous Core: Structures of Thought and Society

POLSC-UH 2317
Identity and Culture in Politics
Crosslisted with Political Science; Previous Core: Structures of Thought and Society

POLSC-UH 2323J
Suffering and Politics
Crosslisted with Political Science
The development of strong writing skills throughout a student’s academic career is an important objective of an NYUAD education. The Writing Program has designed a curriculum to meet the needs of individual students through a blend of writing courses and one-on-one consultations in the Writing Center.

All students must complete a semester-long writing seminar in their first year. The First-Year Writing Seminar (FYWS) introduces students to the reading, writing, oral expression, and critical thinking skills essential to a liberal arts education.

The First-Year Writing Seminar lays a foundation for continued practice in university-level thinking and writing. In addition to taking the First-Year Writing Seminar, all NYUAD students will receive extensive writing and communication practice in Core courses and will come to learn that each discipline has its own conventions for advanced writing in specific fields.

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 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 often wait to take their FYWS in the spring.

The First-Year Writing Seminar
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 is the result of 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 one-on-one writing conferences with faculty.

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

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

All First-Year Writing Seminars ask students to write 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 by working on the art of close analysis of texts and ideas related to the course themes. In the second paper students use a variety of sources to make evidence-driven arguments. In the last portion of the class, students conduct library research on a topic that interests them and then write a research paper that makes an argument supported by evidence drawn from the sources they have gathered and analyzed. Finally, all students will make oral presentations about their work at various stages of their research and writing process.
There’s no accounting for taste,” the old saying typically offered: fall, spring. We think of locales as something physical, geographies—and their relation to identity (national or cultural)—comes from written sources and narratives. With these challenges in mind, this FYWS focuses on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of Islam by Bernard Lewis, Said, Robert Spencer, and Samuel Huntington. It then delves into some prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo attacks and 9/11. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari’a? What are the political, ethical, or other stakes of arguments about Shari’a’s universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as shari’a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in 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 narratives inform the process and material manifestation of writing. It is seemingly the simplest of acts: sit down, get out a pen or put your fingers to the keyboard, and start transferring thought into written matter. However, the act of writing is a complex neurological, psychological, imaginative, and cultural practice. This FYWS sets out to discover why outsiders are often the master manipulator and exploiter. Such readings will address different forms of artistic and scholarly work, including diaries and journals; early remnants and films; contemporary and conceptual poetry; dystopian television series; and neurobiological research on memory. The final literary research paper builds on these diverse materials to explore fundamental questions about memory, history, technology, and the relationship between art and life.

Why do people write? How do different cultures understand writing? How is writing assessed? How do we learn to write? What happens when we consider the process of writing a complex affective and neurological process? These are some of the questions raised in this seminar by studying not only how writers write but, more importantly, how writers make sense of both their writing and their process. A fundamental tenet of the class is that writers and writing are the products of diverse social contexts in the contemporary world. Readings draw on a range of texts including political essays, 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 consider the other? 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)?

This seminar will focus on writers and their texts “imagine” geographies? This FYWS takes up a variety of fiction and non-fiction texts in order to investigate how space is defined and negotiated, and how 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.

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We think of locales as something physical, geographies—and their relation to identity (national or cultural)—comes from written sources and narratives. With these challenges in mind, this FYWS focuses on contemporary debates about the history, society, and culture of Islam. The course begins by grappling with contesting representations of Islam by Bernard Lewis, Said, Robert Spencer, and Samuel Huntington. It then delves into some prominent sites of conflict and tension brought to the fore by such events as the Charlie Hebdo attacks and 9/11. Without answering the question of whether it is, was, or should be “universal,” this writing course investigates the debates that the question has inspired. How do different writers perceive the universality of Shari’a? What are the political, ethical, or other stakes of arguments about Shari’a’s universality? Readings connect theoretical approaches to individual case studies in milieus as diverse as shari’a courts in Ottoman Turkey, fatwa councils in contemporary Egypt, and divorce proceedings in 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 narratives inform the process and material manifestation of writing. It is seemingly the simplest of acts: sit down, get out a pen or put your fingers to the keyboard, and start transferring thought into written matter. However, the act of writing is a complex neurological, psychological, imaginative, and cultural practice. This FYWS sets out to discover why outsiders are often the master manipulator and exploiter. Such readings will address different forms of artistic and scholarly work, including diaries and journals; early remnants and films; contemporary and conceptual poetry; dystopian television series; and neurobiological research on memory. The final literary research paper builds on these diverse materials to explore fundamental questions about memory, history, technology, and the relationship between art and life.

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The central locus of inquiry for this seminar is how we understand “us” and “them.” In addition to drafting and writing three argumentative essays, students will carefully examine the context and impact of travel narratives. By closely analyzing films, plays, prose, and travelogues that share a narrative theme of journeys in foreign territories, students will ask how preconceived notions about others originate. Informed by Edward Said’s influential theory on orientalism—as well as by postcolonial, cultural and gender studies—the seminar will explore how power imbalances might influence the ways in which cultural encounters are depicted and interpreted.

WRIT-UH 1115 FYWS: The Art and Aesthetics of International Aid Typically offered: fall, spring Prerequisite: Reserved for students who need a FYWS Can humanitarian intervention ever be morally justifiable? 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 question of travel narratives’ completeness, and each following different lines of inquiry: How is the city represented and shaped through the choreography of resource distribution, sensitization campaigns and the promotion of local craft industries. They and their beneficiaries also arrange the perception of everyday living, whether through the choreography of resource distribution, the sculpting of infrastructure, the architecture of refugee camps, the staging of post-conflict justice and reconciliation, or the orchestration of political oars, fundamental to the project of modernization. How do notions of gender, class, and race inform the senses in ways fundamental to their reception, implementation, and impact. While policy-makers define development and humanitarians through rhetoric that valuates between compartmentalization and pragmatism, the aesthetics of such interventions often determine which problems are visible or invisible, which people are audible or inaudible, and which acts are sensible or senseless.

WRIT-UH 1116 FYWS: The Politics of Spectacle Typically offered: fall, spring Prerequisite: Reserved for students who need a FYWS 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 express and influence identity, power, loyalty, belonging, coercion, 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 spectacle? Course materials include model case studies from anthropology, political science, philosophy, and performance studies, including film, photography, and social media. Writing assignments will challenge students to describe, analyze, and contextualize political poetics 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 visual and academic rigor, and between themselves and their publics.

WRIT-UH 1119 FYWS: Living Cities Typically offered: all terms Prerequisite: Reserved for students who need a FYWS In communities beset by war, disaster, or poverty, art represents an unaffordable luxury, yet expressive culture flourishes in concert and in combat with crisis, not merely in spite of it. As global emergencies and internationally funded interventions unfold in more and more places, they also inspire new forms of aesthetic experience and engagement. Aid agencies sponsor art and media through campaigns and the promotion of local craft industries. They and their beneficiaries also arrange the perception of everyday living, whether through the choreography of resource distribution, the sculpting of infrastructure, the architecture of refugee camps, the staging of post-conflict justice and reconciliation, or the orchestration of political oars, fundamental to the project of modernization. How do notions of gender, class, and race inform the senses in ways fundamental to their reception, implementation, and impact. While policy-makers define development and humanitarians through rhetoric that valuates between compartmentalization and pragmatism, the aesthetics of such interventions often determine which problems are visible or invisible, which people are audible or inaudible, and which acts are sensible or senseless.

WRIT-UH 1120 FYWS: Inventions of Childhood Typically offered: fall Prerequisite: Reserved for students who need a FYWS 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 so redefine ideas we often take for granted. Most interestingly, insights from basic texts, newspaper articles, travel accounts, short stories, comic books, and movies. Class discussions and writing assignments will be focused 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 seminar to our understanding of childhood in the present?

WRIT-UH 1121 FYWS: Making Sense of Scents Typically offered: fall Prerequisite: Reserved for students who need a FYWS 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 effectively 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. A look at perfumeries, gardens, art exhibitions, restaurants, and campus laboratories allows us to interview scent scientists. 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, constricts of beauty, feelings of danger, and why we entangle odors with ideas about gender, race, and identity.

WRIT-UH 1123 FYWS: Scientific Knowledge Typically offered: fall Prerequisite: Reserved for students who need a FYWS The physical, natural, experimental sciences are advancing at an ever-accelerating rate to furnish our world with increasingly advanced technology. What are the origins of modern scientific research, how should we manage its current trajectory, and where will that path eventually lead us? This course seeks to explore these questions by reading on readings from the history and philosophy of science, as well as contemporary scientific controversies. The first essay will be based on a close reading of Kuhn’s The Structure of Scientific Revolutions and Galilei’s Dialogue
Concerning the Two Chief World Systems, which provide a philosophical and historical grounding for the course. The second essay will construct an analytical framework centered on writings by Orwell and Sagan that debate the proper way for societies to manage and interact with the ever-expanding body of scientific fact-based knowledge. Finally, in the third essay, students will choose a contemporary controversy in science or technology to explore in depth: they will imagine a near future and explain it in terms of the themes of the course.

WRIT-UH 1124
FYWS: Slavery After Slavery
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS
In the nineteenth century, most states in Africa and the Atlantic world outlawed slavery. Abolition was a revolutionary act that put an end to the legal sale and ownership of human beings. However, official abolition often coexisted with new or old forms of systemic labor exploitation, political domination, and violence. This FYWS invites students to explore this paradox of change and permanence across cultures in Africa and the Atlantic world. How did different economic structures and geopolitical dynamics determine the lived experiences of servitude and liberation? To what extent did religion influence slavery systems and emancipation processes? How did enslaved and freed people in the colonies shape the theory and practice of European abolitionism? Perceptions of freedom and slavery in the nineteenth century were different from ours, and so the course will seek to understand how these fluid ideas shaped people’s lives in real ways. Students will reconsider concepts often taken for granted as they engage with academic texts, photographs, newspaper articles, autobiographies, and films.

WRIT-UH 1125
FYWS: Graphic Violence
Typically offered: fall
Prerequisite: Reserved for students who need a FYWS
Our lives seem ever more beset by acts of violence, from widespread war and autocratic politics to intimate abuse and harassment; meanwhile, our entertainment seems ever more saturated with representations of violence, from news and viral videos to the fantastical carnage of superhero films and the carnal fantasy of Game of Thrones. Yet debates about how such representations relate to real-world brutality often overlook how definitions of violence hinge on concepts as disparate as nature, culture, force, injury, deprivation, and desire. Such mutations of meaning are not mere semantics; how we represent violence defines our response to it. Playing on the term “graphic,” this FYWS explores the ways we write about and with violence. In their first essay, students engage with debates on violence’s entanglements with representation. Next, students synthesize theoretical perspectives on violence (e.g. postcolonial, feminist, Marxist). Finally, they tackle a research topic of their own choosing while comparing case studies from disciplines and domains including cinema, art exhibitions, and video games. Throughout, the course aims for awareness of diverse experiences and sensitivities.

WRIT-UH 1126
FYWS: Understanding Postcolonial Feminisms
Typically offered: fall
“I’m a feminist but...” How many times have we heard that? Or its twin: “I’m not a feminist but...”? What is about this label (the “F word”) that seems to complicate one’s personal identification with gender equality? Do such statements betray a fear of group identification? A fear of universalist thinking? This FYWS explores a range of texts and media in which postcolonial writers, artists, and intellectuals negotiate issues of gender, class, identity, and culture in understanding the impact of feminism in decolonization. Students will explore cultural developments and political narratives in a range of genres and learn to analyze techniques and contexts of feminist and postcolonial thought and expression. Two interrelated concerns motivate the writing assignments: 1) What is the relationship between women’s voices and their agency in the postcolonial context? 2) How do these writers mobilize the category of gender to negotiate understandings of individual and community in these regions? Consideration of various cultural, racial, class, and national perspectives will initiate a deeper understanding of postcolonial feminism and its contribution to ongoing political developments.

WRIT-UH 1127
FYWS: Real and Imagined: Women’s Writing Across Worlds
Typically offered: spring
Prerequisite: Reserved for students who need a FYWS
How do women writers across the world negotiate social and political questions about their place in society? How do they interpret expectations of the maternal ideal, of the primary caregiver, of the silenced and the marginalized? And how are these identities complicated by the privilege of class, race, citizenship, heterosexuality, and various definitions of “femininity”? Looking at contemporary creative nonfiction, memoir, and confessional writing by women from different parts of the world, this FYWS explores how women writers contest structures of power and articulate identities through self-representation. Drawing upon various genres of life-writing, the course falls into three parts: Between Cultures; Maternal Matrix; and Private Lives, Publicly. Materials reflect on women’s experience of migration, of subverting traditional gendered norms, and of crossing boundaries of self-censorship and voicing experiences publicly, while also considering critically the ethics of representing “true” material from life history or observation, and the responsibility writers have towards others.
Studying the Arts and Humanities at NYU Abu Dhabi provides a unique opportunity to experience and understand our world through a multiplicity of cultural perspectives. In Arts and Humanities, you will learn to reflect as well as to rehearse, to comprehend as well as to create. In Arts and Humanities, you will learn to find your voice through the process of learning to listen ever more carefully to others.

Against a backdrop of ever-accelerating change, it is more important than ever for us, as informed citizens, to understand our positioning in the incredibly complex web of cultural exchanges that has brought about the world in which we live. Who do we think we are, as individuals and as communities? What are the stories we tell ourselves and each other, about what brought us here and what our purpose is? Whence did those stories emanate? Why do certain stories prove so powerful? And what principles ultimately should guide the way we treat one another?

In academia, these questions are the domain both of the humanities and of the arts. At NYU Abu Dhabi you will get to study both together. We recognize the need to rethink the ways in which students learn and create. In a world in which emergent technologies radically influence yet never fully determine the range of human expression, we need tomorrow’s thinkers to reflect like artists, just as tomorrow’s artists need to become ever more thoughtful about the tools that they use and the cultural context in which they operate.

Arts and Humanities at NYU Abu Dhabi is a site of experiment and innovation. Whether studying history or literature, you will be encouraged to challenge established patterns of thinking and dominant narratives, even as you will be spurred to go beyond mere critique and to experience for yourself the challenges involved in creating something new, different, better, and more inclusive. Whether conceiving a film or a website, or pondering the underpinnings of the law or the pivotal role played by Arab Crossroads in global culture, at NYU Abu Dhabi you will be at the center of a rethinking of what it means to engage a globally diverse environment.

We think of creative and critical activities not as distinct but as part of the new imaginative dynamic that is transforming art and knowledge today. In every program, from Art and Art History to Theater to Philosophy, at NYU Abu Dhabi you will be part of the discovery and creation of a new understanding of what such knowledge and practices involve in the twenty-first century.

Human creativity has always responded to new developments in technology, and never more so than today. In recognition of this, Arts and Humanities celebrates multidisciplinarity and multimodality. You will get to sculpt sound using a computer and a cello; delve into cultural studies through the lens of Digital Humanities; or explore a haptic interface and robot-making in pursuit of Interactive Media.
The world, and most professions today, will become unrecognizable in our lifetimes. The adaptability, intellectual flexibility, and creativity that you will learn at NYU Abu Dhabi will empower you to think critically and creatively, and will provide you with a powerful and successful passport to the future.

From pre-historic cave art to the digital media of today, human beings across the globe and through the ages have used visual forms to understand and shape their world. Painting, sculpture, and architecture as well as ornament, design, printmaking and photography have provided rich traditions of visual expression and communication, and the development of new media has greatly expanded this visual repertoire. Different cultures, in different places and at different times, have valued and conceptualized vision and made use of the visual arts in a variety of ways. The visual arts investigate and re-imagine the physical, social, cultural, and spiritual spheres of human existence and offer arguments about and interpretations of these realms. The Art & Art History major at NYU Abu Dhabi invites students to explore the objects, practices, meanings, and institutions that constitute the visual arts in diverse cultures, from comparative, historical, and cross-disciplinary perspectives.

The Art & Art History curriculum is global in its focus and pays special attention to cross-cultural encounters, to an understanding of art in comparative frameworks, and to the dialogues between Art and Art History and the humanities, sciences and other arts. The wide range of courses on offer in Abu Dhabi can be supplemented with courses on other traditions, periods and topics at New York University's other sites.

The major in Art & Art History integrates the traditions of historical, critical, and philosophical thinking that characterize the disciplines of Art History and Aesthetics with practice-based studio art. The courses are divided into two tracks: Visual Arts and Art History. Students have the option of specializing in one track or combining the two in equal measure.

The studio art courses allow students to explore a range of different media and techniques including drawing, painting, sculpture, photography, printmaking, graphic design, video, and digital media, while at the same time letting them hone their skills in a chosen medium. These courses also require students to reflect critically on the nature of art practices and to understand the traditions, theories, and contexts that inform and mold these practices.

Courses in the history, theory, and criticism of the visual arts address the major issues and debates that have shaped our understanding of the visual arts. Among the questions we confront are: What is art and the nature of aesthetic experience, and why are they differently understood and valued at different times and in different cultures? What is gained or lost in studying art by
focusing on a particular place, time, tradition or genre as opposed to approaching it from a comparative perspective that puts two or more cultures in dialogue? What might it mean to think of art as the product of cross-cultural exchange? How do institutions such as museums, galleries, funding bodies, and universities influence the creation, dissemination and reception of art? How do we explain the experience of the viewer psychologically, culturally, and historically? How can other disciplines help us better understand the visual arts?

The NYUAD Art & Art History program is closely related to, and crosslists, pre-professional courses in Museum and Curatorial Studies, and takes advantage of museums in the region such as the Louvre Abu Dhabi and the other museums currently under development on Abu Dhabi’s Saadiyat Island. Whenever possible, the major also draws upon the community of practicing artists and scholars resident in, or passing through the Gulf.

The Art & Art History major prepares students for careers, not only as artists or professionals in museums, the arts industries or education, but also for any career where creativity, imagination, analytical ability, conceptual clarity, cross cultural understanding and a respect for human achievement and difference are valued.

The major in Art & Art History consists of twelve courses. Students on the Visual Arts track must complete two of the four practice-based foundation courses as well as two Art History or Art Studies courses, and six Visual Arts electives. Students are encouraged to take the Foundations courses early in their program. Students following the Art History track take Foundations of Art History I and II, Thinking Art, and one of the four Visual Arts foundation courses. Students are encouraged to complete Foundations I and II as early in their degree program as possible, and must have completed them before taking Thinking Art; they are also required to take two electives focused on periods before 1800 and these should be from two different cultural traditions. All students are required to undertake a Capstone project. Students who choose to double major in Art & Art History and another discipline, and who choose to complete their Capstone project in that other discipline must still complete twelve Art & Art History courses. Instead of the two-semester Capstone Research Project in Art & Art History, these students may elect any two additional Art & Art History elective courses.

Art & Art History majors who are interested in studying abroad should plan to do so during the spring semester of their sophomore year, or the fall semester of their junior year. They should also plan to take as many of their required courses as possible before going abroad. The Art & Art History Program focuses on Berlin and New York as the primary study away sites for the program but students can also elect to take courses at other NYU study away sites. The choice of semester, courses and site should be discussed with the student’s mentor and approved by the program. All majors should expect to be in Abu Dhabi for the spring semester of their junior year and throughout their senior year.

Please note: Art & Art History majors may not count more than two courses from other programs that are crosslisted with Art & Art History towards their major requirements.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Art & Art History (Art History Track) degree, all graduates are expected to have developed:

1. Visual literacy, conceived as knowledge of the visual arts from a range of world cultures and forms, according to generally accepted categories of style, iconography, periodization, region, and type of material object, exemplified in a variety of individual works of art.
2. The ability to examine and analyze central questions and topics in Art and Art History, including different forms of art history, art theory, art practice and aesthetics.
3. The ability to synthesize practice and reflection in both academic scholarship and artistic production.
4. The ability to recognize and articulate a question or problem related to art that can be explicaded, explored, and at least tentatively answered in an essay or paper that meets academic standards of organization, presentation of evidence, clarity of expression and independent thought.
5. Specialization in one area of art history sufficient for a Capstone project.

Requirements for the Major in Art and Art History: Visual Arts Track
12 courses, distributed as follows:

2 Foundational courses from the following:
VISAR-UH 1010 Foundations of Photography
VISAR-UH 1011 Foundations of 2D
VISAR-UH 1012 Foundations of 3D
VISAR-UH 1013 Foundations of 4D

8 Electives across Visual Arts and Art History:
4 Visual Arts electives
2 Visual Arts Projects level electives
2 Art History (ARTH-UH) or Art Studies electives
2 VISAR-UH 4000 & 4001 Capstone Seminary and Project
Learning Outcomes
Upon completion of the NYU Abu Dhabi Art & Art History (Visual Arts Track) degree, all graduates are expected to have developed:
1. Visual literacy, conceived as knowledge of the visual arts from a range of world cultures and forms, according to generally accepted categories of style, iconography, periodization, region, and type of material object, exemplified in a variety of individual works of art.
2. The ability to examine and analyze central questions and topics in Art and Art History, including different forms of art history, art theory, art practice and aesthetics.
3. Basic to intermediate skills in a range of artistic media.
4. The ability to synthesize practice and reflection in both academic scholarship and artistic production.
5. A specialization in one particular area of visual arts practice sufficient for the production of a Capstone project.

Requirements for the Major in Art and Art History: Art History Track
12 courses, distributed as follows:
3 Required courses:
   ARTH-UH 1010 Foundations of Art History I
   ARTH-UH 1011 Foundations of Art History II
   ARTH-UH 3010 Thinking Art
1 Visual Arts Foundational course from the following:
   VISAR-UH 1010 Foundations of Photography
   VISAR-UH 1011 Foundations of 2D
   VISAR-UH 1012 Foundations of 3D
   VISAR-UH 1013 Foundations of 4D
6 Electives: including at least two pre-1800 electives, one European and North American and one Islamic. At most two may be taken from Arts Practice Electives
2 ARTH-UH 4000 & 4001 Capstone Seminar and Project

Minors in Art & Art History: The minors in Art & Art History allow students to focus on the making of art or the history and theory of art by selecting four courses from one of the tracks in the Art & Art History program. Minoring in Art & Art History permits students to explore their own creative abilities in a range of media or to ask questions about the evolution of arts practice through time and within a variety of cultures.
**ART AND ART HISTORY**

**VISUAL ARTS TRACK**

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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**ART AND ART HISTORY COURSES**

**REQUIRED COURSES**

**ARTH-UH 1010**
*Foundations of Art History I*
Typically offered: fall, spring  
Required for Arts History Elective for Visual Arts Track

This course offers detailed engagements with key works of art and 3-dimensionality of art. Students will explore the development of art and its histories within global and the historical and theoretical frameworks. The course is open to anyone who has completed either Foundations of Art History I or II and at least one Art History elective but is designed especially with Art History juniors in mind because the course is, in part, a useful preparation for Capstone work in the senior year. The course is a requirement for all students pursuing the Art History track.

**ARTH-UH 1011**
*Foundations of 2D*
Typically offered: fall, spring  
Required for Art History Elective for Visual Arts Track

This course introduces students to the history, theory, and practice of photography. Students will learn fundamental stage-making techniques with a focus on Black and White analog photography. A range of studio and darkroom tools and approaches will be explored. Students will be introduced to key artists, themes, and developments in photography and will consider the impact of photographic media on the development of art and society.

**ARTH-UH 1012**
*Foundations of 3D*
Typically offered: fall, spring  
Required for Art History Elective for Visual Arts Track

This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include mold making, ceramics, and the use of wood working tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to expand their understanding of form and space.

**VISAR-UH 1010**
*Foundations of Photography*
Typically offered: fall, spring  
Crosslisted with Film and New Media

This course introduces students to the history, theory, and practice of photography. Students will learn fundamental stage-making techniques with a focus on Black and White analog photography. A range of studio and darkroom tools and approaches will be explored. Students will be introduced to key artists, themes, and developments in photography and will consider the impact of photographic media on the development of art and society.

**VISAR-UH 1011**
*Foundations of 2D*
Typically offered: fall, spring

It can be said that drawing is to the visual arts what mathematics is to the sciences. Like mathematics drawing is a universal language. Basic visual cues function the same for all people. Notwithstanding our increased dependence on technology, marking on paper continues to be the most expedient means to express ideas for painting, sculpture, or simple things like quickly making a map for someone. The paradox is that learning to see 2-dimensionally increases one’s ability to see and project ideas that also take place in 3-dimensional space and time. Inventing 2-dimensional tools to express multi-dimensional ideas or feelings requires a high degree of abstract thinking. With this course we use drawing as a tool for understanding visual perception. The drawings we make in class document the degree of our ability to see 2-dimensionally.

**ARTH-UH 1013**
*Contemporary Global Art*
Offered occasionally  
Crosslisted with Arab Crossroads Studies

Visual Culture Studies branches away from traditional Art History towards new subjects and methodologies. The primary area of interest is not works of art but rather other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of Visual Culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

**VISAR-UH 1012**
*Foundations of 3D*
Typically offered: fall, spring

This course explores the medium of sculpture and other 3D forms through the principles of three-dimensional design and the concepts that drive developments in contemporary art. Projects may include mold making, ceramics, and the use of wood working tools, as well as the use of sculpture as costume, performance, environment, or kinetic form. Students use a variety of materials from wood and cardboard to metal, plaster, paper, cloth and found objects to expand their understanding of form and space.

**ARTH-UH 1110X**
*Introduction to Visual Culture*
Offered occasionally  
Crosslisted with Arab Crossroads Studies

Visual Culture Studies branches away from traditional Art History towards new subjects and methodologies. The primary area of interest is not works of art but rather other forms of visuality, such as advertising, fashion, comics and graphic novels, television, the internet, graffiti and tattooing, as well as the visual formulations of cultural, racial, and gender difference. Today, the study of Visual Culture is the focus of a vast body of scholarly investigation and continues to raise new questions in the wake of technological advances and a demand for visual satisfaction. This class offers an introduction to visual analysis in a world increasingly dominated by the graphic transmission of information, knowledge, and aesthetic experience.

**ARTH-UH 1111**
*Contemporary Global Art*
Offered occasionally

Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. This course will examine contemporary art from the lens of conceptual art focusing on key works by international artists. Students will examine the definition/s of ‘contemporary’ and the current debates around the modern and contemporary in relation to Western and non-Western art.

**ARTH-UH 1112**
*Art & Architecture in Berlin*
Typically offered: January

Berlin is a city in transformation. In this seminar we will focus on relationships between art and architecture in public and private spaces. We will explore how relationships of art and architecture are influenced by political, social and cultural contexts. We will approach the topic by looking at e.g. the Place of the United Nations, the Memorial to the Murdered Jews of Europe, Track 17, the Elliptical Pavilion and the ‘Café Bravo’ from the American artist Dan Graham. We will study more closely the connection of the planning of a space and the use of it. And how does a place get affected, if the space gets used for another purpose? The seminar is focused on painting, architecture and the impact of public places that make the larger environment and its historical, social and political contexts more conspicuous.

**ARTH-UH 1113**
*Modern Art and Modernism*
Offered occasionally

The term modernism encompasses the activities and creations of those who have felt since the late nineteenth century that traditional forms of art, architecture, literature, etc. were social organization and ways of living are inadequate to the realities of an industrialized world. Such activities and creations have sought to initiate an understanding of the world that would ultimately lead to a new cultural, economic, social, and political environment. This movement has involved experimentation and the creation of an awareness of the relationships between art and society. Art and architecture in public and private spaces have faced a constant change and competition, especially in the arts. The course will provide an art historical survey from the late 19th century to the late 1960s. It will focus primarily on Europe and the United States and will explore art movements, ideas and exemplar individual artworks, but also on the dynamics of the art historical development on the whole.

**ARTH-UH 1114J**
*Politics of Modern Middle Eastern Art*
Typically offered: January  
Crosslisted with Arab Crossroads Studies

From the Baathist regimes of Syria and Iraq to Egypt’s pan-Arabism under Gamal Abdel Nasser, paintings and sculptures in addition to...
Typically offered: January
Crosslisted with Arab Crossroads Studies; Design from the House of the Prophet in Medina in the 7th century to the high-rises of Dubai today, this course casts architecture as the most expressive and often neglected dimension in the modern history of the Arab world and other parts of the Middle East.

ARTH-UH 111S
Islamic Architecture: Formation to Revival
Offered occasionally
This course focuses on topics that are central to the study of the art and culture primarily of India, Pakistan, Bangladesh, and/or Sri Lanka. Traditions from other parts of the region (Afghanistan, Bhutan, Maldives, and Nepal) may also be considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2112
Topics in Southeast Asian Art
Offered occasionally
This course focuses on topics that are central to the study of the art and culture of China, Korea, Pakistan, Bangladesh, and/or Sri Lanka. Traditions from other parts of the region (Afghanistan, Bhutan, Maldives, and Nepal) may also be considered. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2113
Epic Architecture
Offered occasionally
This course investigates the social, political, and religious role of epic architecture from ancient times to the present day. Through case studies such as the Temple of Luxor, Stonehenge, the Taj Mahal, the Hagia Sophia, the Eiffel Tower, the Empire State Building, and the Sheikh Zayed Mosque, students investigate the historical contexts of monumental buildings and other structures that have been erected to serve as emblems of national culture, as well as the ways that these monuments take on new life in literature and other forms of culture.

ARTH-UH 2114
Topics in Architecture and the Urban Environment from Antiquity to the Present
Offered occasionally
Crosslisted with Urbanization
This course focuses on topics that are central to the study of architecture and its relation to the urban environment. Students investigate architecture in its urban setting from the different perspectives of architectural history, engineering, and urban planning, taking into account technological and environmental factors, as well as construction and transportation systems.

ARTH-UH 2117
Contemporary Photography from the Middle East, South Asia, and the Far East
Offered occasionally
Crosslisted with Arab Crossroads Studies
This course focuses on topics that are central to the study of the art and culture of such countries as Cambodia, Indonesia, Laos, Myanmar, the Philippines, Singapore, Thailand, or Vietnam. The course investigates the social and historical contexts of artistic practice, as well as the construction of national or geographical conceptions of artistic traditions. These courses may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2119
Topics in South Asian Art
Offered occasionally
Crosslisted with Urbanization
This course focuses on topics that are central to the study of contemporary photographic practices in the Middle East, South Asia, and the Far East. Through slide lectures, readings, museum visits and presentations by local artists, students will explore the issues that artists, photography collectives and competitions of the region are concerned with. This course will cover a range of genres, including Landscape, Performance, Portraiture, and Documentary.

ARTH-UH 211B
Contemporary Art and Politics in the Arab World
Offered occasionally
Crosslisted with Arab Crossroads Studies
In the short span of thirty years, art of the Arab World moved from being inside into the center of global visual art production. This course examines the conditions that prompted this change and the theoretical framework that currently situates Arab art within the global discourse on visual art. Focusing on selected artists from key periods of art production, the course will explore the impact of political, social and market forces on the region’s art. Examining the interplay of these forces with the construction of traditional and non-traditional identity, the course will also explore the recent discourse on Islamic art and its links to modern and contemporary art of the region.

ARTH-UH 2120
Curatorial Practice
Typically offered: fall
The course offers an introduction to the theoretical and practical knowledge on the curatorial process, exploring new alternative curatorial strategies that redefine the role of the curator and the art institution. Using case studies, the course will look at current models in curatorial practice and the relationship of the curator with artists, the art market, and the public, and its relationship with the region’s art institutions. Students will work on a collaborative project curating an art exhibition that may be realized virtually or inside a gallery space. Working in teams, students will become familiar with the different aspects of exhibition production from research to writing wall texts, to designing the exhibition, and its educational program.

ARTH-UH 2121
Museums in a Global Context
Offered occasionally
Crosslisted with Heritage Studies; Museum and Cultural Heritage Studies
This course surveys the history and social role of art museums, from their origins in cabinets of curiosity formed during the age of exploration to their global proliferation today. We will consider how Enlightenment collecting practices led to the development of the “universal museum” in an era of nationalism and colonial expansion, and examine how this dominant model has expanded and been challenged over the past century. Among the issues to be discussed are the role of the organization and development of collections, the language and symbolism of museum architecture, heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today.

ARTH-UH 212J
Age of Warhol
Offered occasionally
Typically offered: spring
Crosslisted with Literature Electives
In 2017, 30 years after his death, Andy Warhol was the most shown artist in the world. At auction, he commanded prices with European artists such as Pablo Picasso (1881-1973) or the Chinese painters Zhang Daqian (1899-1983) and Qi Baishi (1864-1957) in terms of overall profitability. In this course, the seminar will examine his 25-year career as a painter, filmmaker, writer and publisher, music producer, photographer, TV personality, collector, and artistic muse. The seminar will explore how Warhol’s work reflected the cultural and political processes within what has been described as our brand-oriented “Warhol economy.” What can Warhol’s output and reception tell us about class, gender and sexuality, religion, media, and ideas about celebrity and selfhood over the last half-century? And how should we understand his role in global culture today?

ARTH-UH 2123
Museums, Art and Society
Typically offered: spring
Crosslisted with Museum and Cultural Heritage Studies
Countries in Western Asia, Southeast Asia and China are witnessing a significant rise in the number of art museums as part of their urban regeneration. Paradoxically arising from the opposite ends of the world, the course will examine the changing role and function of art museums in the 21st century offering a theoretical and critical perspective on how current discourse on contemporary art, social practice and the community. Students will meet with curators and administrators at art museums, galleries and alternative art spaces to analyze how art exhibitions and museum acquisitions are shaping art history and the relationships between the art institution and society. Students will gain an understanding of the forces that are shaping the UAE art history and its nascent art ecosystem.

ARTH-UH 2124
Art of the Sixties
Typically offered: fall
The 1960s experienced the emergence of new approaches to the making of art, while the art world became international to an unprecedented degree. Pop art and Minimal art used painting and sculpture as a means to confront contemporary culture with itself. In Fluxus, Video art and Performance artists found ways to involve the viewer. Earth art and Conceptual art were stretching the traditional boundaries of art in order to find a new grounding, while other artists experimented with sound, light, and movement.

film and performing art have been employed by various governments as a tool of soft power to propagate their policies to the public not only in their respective states but throughout the region and beyond. Despite this government patronage of the arts, many artists have chosen to challenge their authorities through their art practices. This course examines the political undertones of iconic artworks of the 20th century in the post World War II period in the Arab world as well as Iran, Turkey and other countries in the region. Considered light on an often neglected dimension in the modern history of the Arab world and other parts of the Middle East.
in a way that led to a crossing of boundaries between dance, sculpture, music, and theater. All this happened in many places at the same time. The course will cover many individual works of art while at the same time pursuing a comparative approach to the various outcomes of the new aesthetic. It will make it clear that the art of the 1960s is foundational for almost all further developments of art.

ARTH-UH 2125
Art of the 1970s and 80s: Postminimalism to Postmodernism & Beyond
Typically offered: spring
The 1970s and 1980s saw a number of significant shifts in the art world and new approaches to art making. Some of the most radical outcomes of art movements of the 1960s only emerged in the 1970s and 1980s with so-called “institutional critique”, whereas a strong resistance to exactly this genealogy made itself felt in a wave of neo-expressionist painting (Arte Povera, Neon Wilde, figurative libre, Transavantgardia, New Image Painting). This was countered by the “picture generation” whose image production was based on photography and related to discussion of “postmodernism” and of “appropriation”. Female artists gained in stature to a previously unprecedented degree (especially in video and photography) and made gender-issues and relations of power a major theme in art. It became clear at the same time that the phase of the dominance of American art after World War II was over. This lead to a more widespread and diverse circulation of ideas. The course is based on a comparative approach, highlighting commonalities as well as differences between various artistic endeavors.

ARTH-UH 2126
Japanese Art: Currents of Influence and Transformation
Typically offered: fall
This course explores the transformative process of cross-cultural inspiration in art traditions by examining Japanese art from two perspectives: its absorption of influence and its stimulation of influence. We will investigate cross-cultural influence by following two directional currents over time: Eastward from China, Korea, Portugal and Holland to Japan; then Westward from Japan to Europe and America. We will explore what artists admired in newly introduced works of art, what they integrated into their own practices and how this impacted their work. We will gain insight into the transformative effect of outside influence on indigenous art traditions; of how artists in Japan, Europe and America did not merely ‘copy’ what inspired them, but how they internalized new ideas to create something original, even revolutionary, within their own art traditions.

ARTH-UH 2128
Money and Art in the Global “Renaissance”
Typically offered: spring
This course situates artistic production in Europe in the late Middle Ages and Early Modern Period (1300-1700) in a global context. Informed by approaches from history, economics, and anthropology, it examines the role of cross-cultural exchange, banking, trade, finance, and patronage in shaping artistic production. It explores in turn: the ways in which works of art played a role in the transformation of commercial and political culture of the period. Students will participate but not exclusive attention to interactions between Italy and the Islamic world.

ARTH-UH 2129
Deciphering Japanese Design
Typically offered: spring
This course delves into the fundamentals of Japanese design—both traditional, applied arts and modern/contemporary design—by exploring the distinctive principles, concepts, theories, philosophies, aesthetics, sensibilities, practices and meanings. It offers a means of deciphering the often subtle and nuanced interests, intentions, perceptions and sensory experiences elicited through Japanese design. Our investigation into the obuse realm of ancient aesthetics-mu, ma, yugen, shibui, wabi, kokedama, etc., which arises from deep awareness of the sacred, nature, beauty, time, form, space, emptiness, etc.—will lead to an understanding of the inherent, intangible and even revolutionary values that continue to inform the best of contemporary Japanese design. By studying diverse works across the disciplines of architecture, interior design, product design, graphic design, fashion design, book binding, metalwork, lacquerware, textiles, ceramics, basketry, paper making, tea ceremony, gardening and culinary arts, students will gain insight into the multifaceted, integral, interrelated processes of Japanese design, spanning conceptualization, production, appreciation and use. We will ask what constitutes, generates, and advances Japanese design. What accounts for its sustenance, coherency, uniqueness and exceptional achievements?

ARTH-UH 3190
Directed Study: Art History
Typically offered: by Application
Closely supervised individual research on a particular, and advanced, topic in the student’s field of study, taken by arrangement with an individual faculty member, resulting in a substantial paper.

AW-UH 113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period Crosslisted with Ancient World Studies; Arab Crossroads Studies; History Pre-1800

CCEA-UH 1003
Collecting
Crosslisted with Core: Art, Technology and Invention: Core: Cultural Exploration and Analysis

CCEA-UH 1007
Abstraction
Crosslisted with Core: Art, Technology and Invention: Core: Cultural Exploration and Analysis

CCEA-UH 1008
Artists’ Writing
Crosslisted with Core: Art, Technology and Invention: Core: Arts, Design and Technology: Core: Cultural Exploration and Analysis

CCEA-UH 1020
Art and Agency
Crosslisted with Core: Art, Technology and Invention: Core: Cultural Exploration and Analysis

CCEA-UH 1060
Photography and Narrative
Crosslisted with Core: Art, Technology and Invention: Core: Cultural Exploration and Analysis; Literature and Creative Writing

CCEA-UH 1061
Memory
Crosslisted with Core: Art, Technology and Invention: Core: Cultural Exploration and Analysis: Heritage Studies

CCEA-UH 1071J
Imagining the Renaissance City
Crosslisted with Core: Cultural Exploration and Analysis; Urbanization

CCEA-UH 1079J
Art, Education and Barbarism in Berlin
Crosslisted with Core: Cultural Exploration and Analysis; Education

CCEA-UH 1089
Gardens of Eden
Crosslisted with Core: Cultural Exploration and Analysis

CCEA-UH 1090
Un/Making History
Crosslisted with Film and New Media; History; New Core: Structures of Thought and Society; Theater

HERST-UH 1100
World Heritage Sites & Universal Collections
Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Heritage Studies

HERST-UH 2300
Sharing Heritage of the Arabian Trade Routes
Crosslisted with Arab Crossroads Studies; Heritage Studies; Museum and Cultural Heritage Studies
Typically offered: January

**ARTH-UH 1010** or **ARTH-UH 1011**

This course attempts to understand the trials and tribulations of an intellectual idea via recent work in sensory studies of the art of excess understood in terms of the body's corporeal and spiritual senses. The masterpieces of seventeenth-century Baroque art, the work of Bernini, Rembrandt, Rubens, Velázquez and Vermeer, will be considered from the perspective of style, iconology, allegory, philosophy, and social theory. Topics will include unity and overflow, the sensual economy and its limits, continuity and discontinuity, empathy and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena.

**PRE-1800 ISLAMIC WORLD ART ELECTIVES**

**ARTH-UH 1115JX**

Islamic Architecture: Formation to Revival

Typically offered: January

Crosslisted with Arab Crossroads Studies; Design From the House of the Prophet in Medina in the 7th century to the high-rises of Dubai today, this course casts architecture as the most expressive embodiment of the historical conditions within which Islam was formed and acquired meaning, and to which it in turn gave form and context. Spanning fifteen centuries and three continents, the course focuses on key episodes from the foundational moments of an Islamic architecture in Arabia and the territories of the major cultures of Antiquity with which Islam came in contact to the interaction with the West in the age of colonialism, independence, development, and the consequent revival of Islamic architecture today while emphasizing the interconnectivity of cultures in shaping architecture. The analysis of buildings and cities is framed by discussion of religion, society, politics, and culture. Each class covers a specific time/place but keeps the thread of the entire story active and moving. The course is primarily an introductory overview. Its requirements include discussions and oral and graphical presentations that feed into a continuous enrichment of our understanding of Islamic architecture and history.

**ARTH-UH 1810X**

Art and Architecture of the Islamic World Offered occasionally

Crosslisted with Arab Crossroads Studies

A broad survey, we will consider works of architecture, ceramics, metalwork, textiles and the arts of the book. Given the span of centuries embraced by the term 'Islamic art'—from the 7th century up to the present day—and the expanse of geography—from Spain to China and beyond—this course cannot be a complete survey within the constraints of a single semester. Instead, this course will present a select group of materials within a chronological and dynamic framework, with an emphasis on specific case studies. These selections will be informed by the development of other fields as well as 'points of contact' between cultural entities. This approach-at once global and local-speaks to the dynamic and fluid qualities of many of the arts produced in the regions under scrutiny.

**VISUAL ARTS ELECTIVES**

**VISAR-UH 1110**

Types of Art: From Calligraphy and Stone Carving to Digital Type

Offered occasionally

Crosslisted with Design

Type Design is the art and craft of designing typefaces. From calligraphy and stone carving to digital design, the history of type recounts discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive marking such as Futura engraved on the Apollo 11 plaque, left on the Moon. Some typefaces were revolutionary, others reactionary. But behind each of them there was an inventor. Students will follow the inventions, the artists and the innovators who shaped our visual typographical landscapes. Western and Arabic versions of typefaces will be examined and students will learn to identify and combine fonts on real visual design layouts. We will see how typefaces can become visual metaphors of towns and nations - Johnston Underground is London or marketing tools for the advertising industry. Typography and type design in the digital age will be investigated via practical exercises and printing workshops. The course will include calligraphy classes with the UAE State Calligrapher Mohammed Mandi at the National Theater Art Workshop, Abu Dhabi.

**VISAR-UH 1111**

Graphic Design Studio

Offered occasionally

Crosslisted with Design

This immersive studio course in graphic design combines practice and reflection with a project-based approach to graphic design. Students develop creative and collaborative design skills for print, media, and the web. Lectures and readings address Western design history, contemporary Arabic graphic design, and cross-cultural design issues. Assignments focus on the design process from conception to distribution. Students will acquire proficiency with Adobe Creative Suite software.

**VISAR-UH 1114**

Yes Logo

Offered occasionally

Crosslisted with Design

This immersive studio course in graphic design combines practice and reflection through a project-based approach to branding. Logos are graphic marks or emblems used by commercial enterprises, organizations and individuals to aid promote instant public recognition. How are Logos doing today? How are designers coping with new emerging standards? How do we deal with a brand when a Favicon or screen button becomes more important than header paper? We will see how some of the most successful logos only seem to be set in stone, while in reality they constantly mutate and adapt. We will examine how and why certain logos in the last two decades have become metaphors for the worst outcomes of corporate cultures and the targets of anti-globalization activists. Students are exposed to the multiple facets of visual communication and understand its importance in cross-cultural contexts. The conceptual component of the class will focus on the role of the graphic designer today, in his/her constantly shifting role as artist/problem solver/skilled executant, with responsibilities that extend beyond the single project or the single design problem. Students will receive first-hand experience grappling with the practical issues faced by design professionals - the process of design, the role of communication, creative methodologies, cross-cultural design, and branding will allow them to develop creative and collaborative design skills for professional practice. Students will develop key design skills in research, gathering, analysis, decision making, brainstorming and teamwork.

**VISAR-UH 1113J**

Designing Abu Dhabi

Offered occasionally

This course guides students through the many facets of graphic design and visual communication, with a focus on the cross-cultural visual environment of Abu Dhabi and the United Arab Emirates. Students explore multiple aspects of visual design from aesthetics to user interfaces and usability, with special consideration of signage in Abu Dhabi. They also develop graphic designs that respond to the Abu Dhabi environment. Practical exercises will emphasize visual communication skills are central to the class. Students become familiar with the design procedures at the core of successful visual identity systems. Thus, developing their skills in research methodologies, data gathering, analysis, decision making, brainstorming and creative solutions, team work and monitoring. Above all, the practical aspects of the course allow NYUAD students to contribute to the emerging Abu Dhabi design style.
challenges faced by contemporary designers when handling assignments outside their own cultural backgrounds: do we have what it takes to make a logo function at its best in Abu Dhabi, New York or Shanghai?

VISAR-UH 1115
Arabic Typography
Typically offered: fall
Arabic exists as one of the world’s most ancient and intricate written languages. This course will introduce students to the rich traditions of Arabic calligraphy that date back millennia and which form the basis for many of today’s modern fonts. Students will examine some of the challenges associated with applying western typographic conventions and traditions to Arabic type and will experiment with letterforms and typographic concepts as key elements of graphic communication.

VISAR-UH 1116J
Inside Out - When Art Reflects the Self
Typically offered: January
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology
When Art Reflects the Self: What compels an artist to create work that might explicitly draw on the uncomfortable experiences of his/her personal life? What makes art practice such a fertile ground for this to happen on? When and where did this tradition begin? Self-reflection, self-portraiture and memoir allow us to talk about personal loss, a beautiful memory, pain or a pressing desire to forgive. It’s an art practice that thrives on uncertainties, a curiosity, that encourages us to look inside for answers. This course examines the history of self-reflective art in the forms of written, visual and performative autobiography and memoir. Students engage with texts written by those who study and research in this field. They will ‘read’ and analyze artifacts produced by those who choose to ask themselves, ‘who am I?’ to understand the self. By imagining and making their own work, students explore the materials, methods and techniques and will be introduced to contemporary artists and designers who work with wood and wood-based materials. Students will learn historic and contemporary sculpture techniques and will experiment with digital fabrication tools including the laser cutter and CNC router. Emphasis will be placed on independent investigations and creative problem solving.

VISAR-UH 2112
Interventions: Three-Dimensional Thinking
Offered occasionally
We will study the newest NYUAD campus and use these public or semi-public spaces as a site to develop temporary sculptural interventions. We will begin by coming to terms with conceptualizations of sculpture since the 1960s that have led to the need to distinguish between site-dominating, site-adapted, site-specific, and site-deterrmined elements of graphic communication. This course will introduce students to the rich traditions of Arabic calligraphy that date back millennia and which form the basis for many of today’s modern fonts. Students will examine some of the challenges associated with applying western typographic conventions and traditions to Arabic type and will experiment with letterforms and typographic concepts as key elements of graphic communication.

VISAR-UH 2113
Projects in Sculpture
Offered occasionally
Prerequisite: VISAR-UH 1012
Student work in this course will engage in a critical dialogue about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with sculpture as a means to express ideas, concepts and to bring to life an idea. The materials and tools will be entirely at the students’ discretion. While the course will introduce contemporary artists and designers who work with wood and wood-based materials, the emphasis will be on independent investigations and creative problem solving.

VISAR-UH 2114
Interdisciplinary Projects in the Visual Arts
Offered occasionally
Prerequisites: VISAR-UH 1010, VISAR-UH 1011, VISAR-UH 1012, or VISAR-UH 1013
This class for experienced students is constructed around a series of projects realized in any available media or medium. How the mind constructs pictures from visual data is an extremely complex process, the behavior of that are biological, psychological, social, and cultural. Students are given in-depth exposure to the conditions that are necessary for artworks to “read” and how these conditions are physically and socially defined. The students will explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded upon. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-UH 2115
Fiber Studio: Textile Practices and Projects in the Arts
Typically offered: spring
“Fiber Studio students learn and explore a range of approaches that include embroidery, sewing, quilting, crocking and knitting, and weaving. Throughout the term, students will build skills in these basic textile practices. Incorporating ‘textile’ into other mediums is encouraged, such as mixing stitching and painting, stitching and writing, and exploring the sculptural possibilities of textile. The following concepts characterize the fiber studio and its exploration: site: repetition, labor, hand versus machine, portability, utility, the relationship between thread and line, the binary between art and craft, and the gender of textiles. We will also explore how textile objects and practices have informed and might extend, reshape, or even render mute certain art-world terms like “minimalism,” “abstraction,” and “collage.” Representative artists and traditions include Sheila Hicks, the silk saris weavers of Kanchipurum, the al sadu weavers of the Gulf region, the Siddis quilters of the Gujarat, the quilting, crochet and knitting, and weaving. The students will develop their proposals for interventions with the aid of photographic documentation, models, and projects description before realizing the interventions in coordination with the university administration and presenting them to the public for a limited time.

VISAR-UH 2116
Print Studio 1
Typically offered: spring
Printmaking at its most basic level involves the creation of a matrix (wood block, litho stone, etching plate, etc.), inking that matrix, and then transferring the ink onto paper. Essential to printmaking is the production of multiples and repetition. This class will introduce several printmaking media and techniques including, but not limited to: drypoint, woodcut, linocut, intaglio, screenprinting and monotype. The focus will be on fine art printmaking. The technical aspects of each technique will be presented and then investigated through in-class demonstrations, readings, and slide lectures, all designed to tie the history of printmaking with hands-on learning. Success in this course depends on combining technique with critical thinking, the development of an aesthetic, and a willingness to take risks to challenge your abilities and ideas. Through group critiques you will learn to speak effectively about and to analyze your own work and others’ work, and make decisions made in the development of the image, and assessing how successfully the technical and conceptual work together to communicate ideas.

VISAR-UH 2117
Sound Art
Offered occasionally
Crosslisted with Interactive Media
Students in this course will produce sculptural and site-specific works of Sound Art, using sound, materials, and space as their palette. Students will focus its study on artists who primarily work with sound in gallery-based situations and the surrounding fine art discourses. While the term “sound art” is not precisely sound art, but sound as both material and concept in the context of gallery-based visual arts stretches back over 100 years, and comes from various artists and art interventions, such as Marcel Duchamp, the Futurists, Dada, and toward the happenings of Fluxus, the Minimalists, specifically Robert Morris, and through to the procedural art making methods of John Cage and the countless artists he influenced. We will examine the use of the term “Sound Art” carefully and draw our own conclusions about its utility, while exploring the use of sound to unlock sculptural, architectural, material, and conceptual potentials.

VISAR-UH 2118
To Make, To Show, To Tell—Presentation Matters
Offered occasionally
This course will focus on production of an individual art project, the production of a body of work. Students are invited to develop works in different kinds of media (e.g. sculptures, collages, photos, drawings). Through discussions and one-on-one meetings, the student will be guided directly towards the direction of their project will take. The evolution of various concepts to present arts will be discussed including some historical exploration between artistic concepts and modes of presentation (e.g., the dada movement, the surrealist movement etc.). The goal of this seminar is to explore what it means to create an idea into material and then, to experience how the meaning of the artwork can change depending on method of presentation.

VISAR-UH 2119
Surface Design: Pattern making and meaning
Typically offered: spring
We are all familiar with surface decoration and patterns, irrespective of our cultural origins. In fashion, textiles, design, architecture, advertising and fine art these visual patterns of daily life both identify our different backgrounds and help shape communities. Visually, they are everywhere. This course will introduce students to surface decoration and pattern-making skills, using relevant printmaking processes and other media. Illustrated talks will refer these techniques and the larger area of the fashion and applied arts, exploring their application and meaning, whilst demonstrations, discussion and group presentations will help course participants develop and complete projects with confidence.

VISAR-UH 2119
This course takes a sculptural approach to
This course explores the history and practice of
Crosslisted with Design; Urbanization
VISAR-UH 2121 Projects in Transmission Arts
Prerequisite: VISAR-UH 1013, IM-UH 1010 or IM-UH 1110
Beyond the mind-numbing repetitive rotations of mass communication lies a wealth of fascinating histories and sub-cultures filled with artists who use transmission as material and strategy in their work which asks the question: is the medium the message? From the early radio work of Artuad and the edgy yet campy guile of Orson Wells “War of the Worlds,” this course examines the histories and cultures of wireless broadcasting and communication. Beginning with the scientific discoveries that lead to the harnessing of the airwaves that Marconi rode to fame, students will also discover the underground world of modern day pirate broadcasters, who, on every continent, use the ether for their own ends both political and cultural. In addition to learning about these historical and theoretical underpinnings, students will create very low powered transmission hardware and content for live broadcast, interactivity, performance, recording, and/or installation. This course will also take advantage of NYUAD’s Radio as another platform for which to produce artistic content.

VISAR-UH 3190 Directed Study: Visual Arts
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CADT-UH 1006J Nomads
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design
CADT-UH 1007 Wood
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design
CADT-UH 1020 Wayfinding: Graphic Design in the Built Environment
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media
CADT-UH 1022 Vision
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology
CADT-UH 1043 Mapping Urban Utopia
Crosslisted with Core: Arts, Design and Technology
FILMM-UH 1010 Sound, Image, and Story
Crosslisted with Film and New Media
FILMM-UH 3110 Projects in Painting
Typically offered: fall
Prerequisite: VISAR-UH 1011 Projects in Painting introduces students to traditional and contemporary techniques in both acrylic and oil painting. Although previous painting experience is not a requirement, this course will build upon concepts taught in the prerequisite class, Foundations of 2D (such as image transposition, basic color theory and compositional knowledge, observational drawing techniques, perspective drawing). Students will learn classical realism and its methods, like underpainting and figure/ground relationships, alongside contemporary expressive approaches featuring various painting mediums. The class will take inspiration from diverse artists and study their practices within the greater context of art and social movements. Class critiques will empower students to examine their own impulses towards style and content and develop their ability to articulate the ideas driving their artworks.

VISAR-UH 2121 Art and Architecture: Reinventing the City
Offered occasionally
Crosslisted with Design; Urbanization
This course takes a sculptural approach to exploring and reimagining the city by looking at the existing landscape of Abu Dhabi. Students will visit public parks, streetscapes, the markets, superblocks, the port, shopping malls, and industrial districts. We will document our observations through field notes, drawings, photography, video and sound recordings. This research will serve as a foundation for creating objects, sculptures, and installations. We will develop forms of artistic and architectural presentation and representation that reflect the urban design and development of the city. This research and artistic production will be inspired by selected readings that address theoretical, historical and contemporary perspectives from authors and artists such as: Atelier, Bow Wow, Denise Scott Brown, Homi Baba, Dan Graham, Kevin Mitchell, Robert Venturi, Andrea Zittel.

VISAR-UH 2122 Projects in Mixed Media
Prerequisite: VISAR-UH 1011 Whether planning images, sculptures, movements, maps, or more, design allows for the quick transposition of ideas. It is the foundational language of the artistic mind. Foundations in 2D explores the diverse practice of drawing across media and form, from charcoal to pencil to pastel to wet media, from figure to object to abstraction. This investigation is for novices and advanced drafters alike. The first part of the course focuses on practising traditional drawing approaches in class, while homework assignments allow for greater subjectivity in applying the technique. Midway through the course, concept development takes center stage, with students learning about artists who have expanded upon traditional notions of drawing and/or subverted them. We study postmodern principles and use them to analyze works of art and to guide the development of original pieces. For beginners, the class will help confront expectations about what drawing entails, allowing them to develop an emboldened drawing practice free from previous conceptions. Advanced artists’ practices will be challenged and interrupted in order to invite creative risks and new conceptual approaches, expanding their practice.

VISAR-UH 2123 Projects in Transmission Arts
Prerequisite: VISAR-UH 1013, IM-UH 1010 or IM-UH 1110
Typically offered: by Application
Class will supervise individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.
given in-depth exposure to the conditions that are necessary for artworks to “read” and how these conditions have a profound effect on the way people engage with art. This seminar allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded upon. Students engage in both group and one-on-one discussions of projects made in response to readings and assignments whose goal is to foster ideas of exploration and consistency in a creative practice.

VISAR-UH 2122
Projects in Mixed Media
Prerequisite: VISAR-UH 101
Whether planning images, sculptures, movements, maps, or more, drawing allows for the quick transposition of ideas. It is the foundational language of the artistic mind. Foundations in 2D explores the diverse practice of drawing across media and form, from charcoal to pencil to pastel to wet media; from figure to object to abstraction. This investigation is for novices and advanced drafters alike. The first part of the course focuses on practicing traditional drawing approaches in class, while homework assignments allow for greater subjectivity in applying the technique. Midway through the course, concept development takes center stage, with students learning about artists who have expanded upon traditional notions of drawing and/or subverted them. We study postmodern principles and use them to analyze works of art and to guide the development of original pieces. For beginners, the class will help confront expectations about what drawing entails, allowing them to develop an emboldened drawing practice free from previous conceptions. Advanced artists’ practices will be challenged and interrupted in order to invite creative risks and new conceptual approaches, expanding their practice.

CAPSTONE EXPERIENCE (VISUAL ARTS TRACK)

VISAR-UH 4000
Visual Arts Capstone Seminar
Typically offered: fall
Prerequisite: Should be a declared Visual Arts Major and senior standing
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range in form from a creative art project to a theoretical, curatorial or historical research project. Students will be issued studio space for the senior year and will be expected to produce a body of artworks and a critical reflection paper based on their capstone research topic. The capstone experience will culminate in the spring with a public exhibition and a defense before a faculty panel. Students in this course are expected to use the fall semester to research and experiment in the studio by producing a series of artworks in progress (based on their capstone topic) which will be further developed during the spring term. Students will also produce an artist statement and begin drafting their critical reflection paper which will be further developed and submitted during the spring semester. Weekly class meetings will consist of short seminars, studio sessions, group critiques and one-on-one studio visits.

VISAR-UH 4001
Visual Arts Capstone Project
Typically offered: spring
Prerequisite: VISAR-UH 4000
Visual arts capstone students will work primarily with their faculty mentor during the spring semester with the goal of completing their capstone project. Students will continue working actively in the studio and will be expected to produce a series of artworks and a 10-page critical reflection paper based on their capstone research topic. The capstone project will culminate in a public exhibition and a formal critique with a faculty panel.

Film and New Media integrates filmmaking and new media with study of their histories, conventions, and practices. Students who have a love for moving images, regardless of their background in film or the arts, are encouraged to enroll. The only requirement is that they bring their passion, curiosity, and hard work to their pursuits. In return, Film and New Media students explore different forms of screen media, including live-action narrative, documentary, animation, work with archival footage, and experimental work in nonlinear and interactive formats. Students take studies and practice courses, and finish their degree with a Capstone project that reflects their interests and prepares them for a lifetime of understanding our image-saturated world.

Although films, television, web series, videogames, and other screen media are sometimes understood only in terms of entertainment, media artists have applied critical understandings of media’s possibilities to make us laugh and cry, remember and dream, think and take action. They have combined centuries-old conventions from dance, music, theater, and visual arts, as well as cutting-edge methods of scientific inquiry and political analysis, to invite us to see the world with fresh eyes and reflect on our place in it. Film and New Media helps students to look at a big picture of media history ranging from pre-cinematic visual devices to virtual and augmented reality, and to learn how people across the globe have adapted technologies to convey their stories and questions—to move us emotionally or make us think critically.

Abu Dhabi is situated to provide a comparative perspective on film production and film cultures, embracing the study of both established and emerging film industries and practices. Students engage with local and regional landscapes, people, and their histories to discover the vibrancy of the world around them. From gateway Film and New Media classes through the culmination of their degree, the Capstone Project, this dialogue plays a critical role in students’ work and is part of what makes Film and New Media at NYU Abu Dhabi truly unique.

To bring imagination and ideas to reality, the program provides state-of-the-art equipment and facilities within the NYUAD Arts Center, supporting workflows on the latest digital platforms. Students gain access to the University’s sound stages, post-production, and screening facilities—providing cutting-edge technologies in an ever-changing medium to create meaningful works that have both emotional and intellectual impact. The NYUAD Library offers special collections of short and feature films from the adjacent regions and beyond. Film and New Media is a lens...
through which we can embrace a multitude of subjects—history, literature, music, theater, science, and the environment, to name a few. Students learn ways to not only articulate their visions, but, more importantly, develop their own points-of-view and voices. This process evolves over time and with life experience; the education at NYUAD is just the beginning. The Film and New Media program nurtures students to become the next generation of critical thinkers and image-makers—with the skills and confidence to turn their ideas into tangible results that reveal emotion and intelligence. In this spirit, students are prepared for creative and critical thinking that can include careers as filmmakers, scholars, curators, critics, educators, innovators, and leaders in film and new media industry, as well as a solid foundation for graduate and professional programs in a wide variety of disciplines and fields from business and law to arts and humanities. The program encourages students to explore all areas of the arts by requiring them to take one or more classes in other arts programs to deepen and broaden their understanding of their fields.

Study-Away Pathway for Film and New Media
The study away pathway for the Film and New Media major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The Film and New Media program strongly recommends that students count no more than two courses taken away from Abu Dhabi toward the major.

Major in Film and New Media
The major in Film and New Media emphasizes interdisciplinary and comparative approaches to film and new media. Students develop critical and interpretive skills for making and understanding documentary, experimental, narrative, and interactive modes of film and new media and learn critical, historiographic, and theoretical methods for analyzing film, new media and their histories. The electives courses can be taken from any area in the curriculum, but students should work with a mentor in the Film and New Media Program to plan a sequence to support a particular interest. They will also work with a Capstone mentor on an individual project.

Students must choose one of the following tracks within the major: Film and New Media Studies or Film and New Media Practice.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Film and New Media degree, all graduates are expected to be able to:
1. Synthesize studies and practice in both academic scholarship and artistic production.
2. Define and demonstrate “media literacy,” conceived as knowledge and creation of different elements, structures, aesthetics, genres and platforms relevant to film and new media cultures of film practices and industries.
3. Demonstrate artistic, critical, and interpretive skills in making films and new media projects.
4. Present arguments in written, oral, and visual forms, manifesting effective use of methods of investigation, critical vocabulary, organizational skill, and, where appropriate, new technologies.
5. Demonstrate technical acumen in the use of hardware and software in the production and postproduction of filmmaking.
6. Employ and defend an interdisciplinary conception of film and media in their transnational manifestations as they relate to other art forms and other academic fields across the curriculum.

Upon completion of the NYU Abu Dhabi Film and New Media Studies Track, all graduates are expected to have developed:
1. The ability to read critically, analyze and contribute to scholarship from the fields of film studies and new media studies and their underlying methodological, historiographical, and theoretical discourses.
2. The ability to conduct research into the history and theory of film and new media, including the use of libraries, archives, and databases, resulting in the production of a Film and New Media Studies Capstone Project.

Upon completion of the NYU Abu Dhabi Film and New Media Practice Track, all graduates are expected to have developed:
1. The ability to produce a film or new-media object from conception to distribution.
2. The ability to conceive and execute a Capstone Project that has a personal or social voice, reflects ability to synthesize academic research into artistic production.
## REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA STUDIES TRACK

12 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FILMM-UH 1010</td>
<td>Sound, Image, and Story</td>
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<tr>
<td>FILMM-UH 1011</td>
<td>Concepts of Film and New Media</td>
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<tr>
<td>FILMM-UH 1012</td>
<td>Forms of Writing for the Screen</td>
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<tr>
<td>FILMM-UH1013X</td>
<td>Understanding MENASA Film and New Media</td>
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<td>FILMM-UH 2000-level Studies course</td>
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<tr>
<td>FILMM-UH 3110</td>
<td>Theories and Methodologies of Film and New Media, or FILMM-UH 3511 Advanced Filmmaking</td>
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<tr>
<td>3 Electives:</td>
<td>from within the Film and New Media major</td>
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<tr>
<td>1 Elective:</td>
<td>introductory-level Arts Studies course from another Art major (e.g., Art and Art History, Interactive Media, Music, or Theater)</td>
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<tr>
<td>2 Capstone Seminar and Project:</td>
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<tr>
<td>FILMM-UH 4110</td>
<td>Film and New Media Studies Capstone Seminar (taken in fall of fourth year)</td>
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<tr>
<td>FILMM-UH 4901</td>
<td>Film and New Media Capstone Project (taken in spring of fourth year)</td>
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## REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA PRACTICE TRACK

12.5 courses, distributed as follows:

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<td>FILMM-UH1013X</td>
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<tr>
<td>FILMM-UH 1510</td>
<td>Techniques for Safety and Production (half course)</td>
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<tr>
<td>FILMM-UH 2510</td>
<td>Intermediate Filmmaking</td>
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<tr>
<td>1 FILMM-UH 3110</td>
<td>Theories and Methodologies of Film and New Media or FILMM-UH 3511 Advanced Filmmaking</td>
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<td>FILMM-UH 4501</td>
<td>Film and New Media Practice Capstone Seminar (taken in fall of fourth year)</td>
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<td>Film and New Media Capstone Project (taken spring of fourth year)</td>
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## REQUIREMENTS FOR THE MINOR IN FILM AND NEW MEDIA

The minor in Film and New Media is for non-majors. It allows individual focus on an area of interest within the program, such as critical studies, documentary, filmmaking, or screenwriting. The minor requires four courses: two of the gateway courses (*Sound, Image, and Story*, *Concepts of Film and New Media, Understanding MENASA Film and New Media*, or *Forms of Writing for the Screen*) and two electives, which can also include one other gateway course. A student should work with an advisor in the Film and New Media program to plan their course sequence.

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<th>Course Code</th>
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<td>2 Required courses from the four gateway courses:</td>
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<tr>
<td>FILMM-UH 1010</td>
<td>Sound, Image, and Story</td>
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<tr>
<td>FILMM-UH 1011</td>
<td>Concepts of Film and New Media</td>
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<td>Forms of Writing for the Screen</td>
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<tr>
<td>FILMM-UH1013X</td>
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<tr>
<td>2 Electives:</td>
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### FILM AND NEW MEDIA STUDIES

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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<td>CAPSTONE SEMINAR</td>
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### FILM AND NEW MEDIA PRACTICE

**SAMPLE SCHEDULE**

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FILM AND NEW MEDIA COURSES

COMMON REQUIRED COURSES

FILMM-UH 101X
Understanding MENASA Film and New Media
Typically offered: fall, spring
Crosslisted with Arab Crossroads Studies
This course introduces students to the rich and diverse history of film within the Middle East, North Africa, and South Asia as a context for understanding some of the complexities of contemporary film and new media in the United Arab Emirates. By examining pre-cinematic artistic practices, aesthetic traditions, cinematic styles, political economies of media, and social change, the course provides a context for understanding productions from major industries in Cairo, Tehran, and Istanbul alongside work by independent filmmakers and new media collectives from throughout the regions. Students will engage in original research with the NYUAD Library special collection of Gulf film.

REQUIRED COURSES (MEDIA STUDIES TRACK)

FILMM-UH 2110
Archives, Methods, Screens
Typically offered: fall
Prerequisite: FILMM-UH 101, FILMM-UH 101X, ARTH-UH 1110, ARTH-UH 2118X, IM-UH 1012, IM-UH 1013X, MUSIC-UH 1005 or THEAT-UH 1011
Crosslisted with Art and Art History; Interactive Media; Literature and Creative Writing
This course focuses on practice-led research and research-led practice as methodologies for thinking about art and media in relation to archives and screens. Its central argument is that making and studying are not separate activities that corrupt one another but instead entwined and mutually constitutive activities that augment creativity and curiosity. Assignments encourage students to understand differences between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on 'what' they want to express and 'how' they intend to express this. But the key motivation for the assignments is to lead students to discovering the question-'why'. Why am I making this image and what is my relationship with and responsibility towards this image? These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on 'what' they want to express and 'how' they intend to express this. But the key motivation for the assignments is to lead students to discovering the question-'why'. Why am I making this image and what is my relationship with and responsibility towards this image? This is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

FILMM-UH 2510
Intermediate Filmmaking
Typically offered: fall
Prerequisite: FILMM-UH 1010; Pre- or Corequisites: FILMM-UH 1012 and FILMM-UH 1510
This course is designed to develop techniques and skills in generating ideas for short narrative films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visual storytelling of story and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which editing and sound design can be used to support story.

FILMM-UH 351I
Advanced Filmmaking
Typically offered: spring
Prerequisite: FILMM-UH 2510
In this intensive course, Film and New Media majors will define a research question and explore different iterations of the same theme through different modes of film making. These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on 'what' they want to express and 'how' they intend to express this. But the key motivation for the assignments is to lead students to discovering the question-'why'. Why am I making this image and what is my relationship with and responsibility towards this image? This is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

FILM AND NEW MEDIA STUDIES ELECTIVES

FILMM-UH 111J
War and Cinema
Typically offered: January
Crosslisted with Peace Studies
This course investigates the relationship of cinema and war from the early 20th century to the present. From the Libyan War of 1911-1912 onwards, film has been integral to shaping public discourse of military events as they unfold and public memory of wars after the guns have

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Typically offered: January

Typically offered: January

Case studies may include the two World Wars, civil wars (Spain, Lebanon), anti-colonial wars, the fall of Communism, the war in Iraq, Vietnam, the Israeli-Palestinian conflict; and the Egyptian revolution.

FILMM-UH 1118J
Shanghai Cinema Legacy
Typically offered: January

Taking advantage of the location of NYU Shanghai, this intensive seminar style course serves as a ground-level introduction to the legacy of Shanghai film culture in the Republican Period and contemporary Chinese film industry and media culture in the region. Our approaches will be a combination of in class screenings and discussions related to early Shanghai cinema history (from cultural geography, to structure, silent classics to advent of sound etc.) and the cultural politics of contemporary film/media culture formations. The course includes investigations of old and new exhibition venues such as the Great World entertainment center and Grand Theater, The Shanghai Film Museum, and media companies. There will also be a visit to a shooting base or a relevant institution near Shanghai. Students are expected to engage in collaborative and individual research related to readings, screenings, and case studies, and give presentations on the findings. The course uses film and New Media elective (as well as Asian Film & Media minor elective).

FILMM-UH 1119J
Socialism on Screen
Typically offered: January

In its early twenty-century heyday, Soviet socialism charted a path to the western developmental models of economy and society. Yet not all was going according to plan: in the very countries where socialism was taking root, industrial capitalism had not yet given rise to a new proletarian consciousness. The masses would need to be escorted into History, and cinema, in the words of Trotsky, would become the government. Even social realist directors produced some of the world’s finest filmmakers, revolutionizing cinematic form through new visions of the political in the aesthetic. This course organizes a critical look at foundational works from across the USSR and its Eastern European satellite states. By taking up film theory and criticism, histories of socialism, and questions of visual culture most broadly, we explore how the vocabularies of state planning from modernity to capitalism to communism played out in everyday life.

This course will present an introduction to the history and stylistic range of the documentary film genre with a focus on film language, techniques, aesthetics and other elements of non-fiction storytelling. Through the study of selected films, readings, lectures and discussions, we will gain a foundational knowledge of various stances filmmakers take in relation to their subjects and stories. We will also analyze the constructed nature of documentary, and the problematic notions of representing “truth” and “unbiased” representations.

FILMM-UH 120J
Media and Memory
Typically offered: spring

Crosslisted with Museum and Cultural Heritage Studies; Peace Studies

Film, video and photography play a vital role in preserving and reconstructing memory. The course studies organizations that collect this material and examines the cultural purposes they serve. It presents theories explaining the human habit of collecting and its relation to memory. Buenos Aires is a fascinating site for learning what role media can play in memorialization. The “Dirty War” (1976-1983) still marks its institutions; its impact of censorship and human destruction still shape the daily work of archivists. While grassroots activity insists on the presence of the “disappeared,” cultural institutions, as well as families, can confront the complete loss of an archive. Recently, new laws have supported the establishment of numerous new memory organizations. Museums, artists, and activist groups have found routes to memorialization through curating film, erecting topographies of memory in the physical landscape; building parks of memory at critical sites; and understanding “Things as Bridges” to social sites. This course explores the aesthetics and politics of looking from peep shows and television flows into video-on-demand and webcam surveillance, focusing professional and nonprofessional productions. Topics may include: exhibition platforms from nickelodeons to social media, music videos, Brazilian and Mexican telenovelas, Indian mythologicals, Nollywood multiplex video-films, Turkish and Pakistani dramatics, Ramadan serials, K-dramas, vlogs, global talent-shows and reality-television franchises, and animated series.

FILMM-UH 131
Introduction to Film and New Media Curating
Typically offered: spring

Crosslisted with Museum and Cultural Heritage Studies

Critical to the making and studies of film and new media are sensitivities to how audiences, spectators and publics are developed and effectively engaged. This course introduces students to contexts of visual literacy, concepts, methods and technologies of designing and mounting exhibitions for varieties of locations ranging from cinema halls to art fairs, museums, online platforms, public displays and other cultural spaces. Such skills will be developed side-by-side with cultural and interpretive studies of politics and infrastructures of power, various social and historical contexts, models of cultural and art management, artistic practices and experiences, movements and attitudes, and conceptualizing and designing exhibitions.

FILMM-UH 1910
Docu-Fiction
Typically offered: spring

Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docu-fiction short films. Students will bring together fiction and non-fiction story elements, reflecting on how each form complements the other.

FILMM-UH 1911
Introduction to Documentary Film
Typically offered: spring
Cinematography and digital image-making. The importance of quality sound in film and new media cannot be overstated - it is often said that “sound is seventy-percent of what you see.” Production Sound for Film and New Media explores the practice of sound recording using state-of-the-art 4K multi-camera. As well boom training. Additional topics include basic sound editing, microphone characteristics, the sound recording chain, and discerning what can be fixed in post versus what can only be done during production.

FILM-1517 Intermediate Filmmaking
Typically offered: fall
Prerequisite: FILM-1510; Pre- or Corequisites: FILM-1512 and FILM-1510
This course is designed to develop techniques and skills in generating ideas for short narrative films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visual development, story, and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which editing and sound design can be used to support story.

POLSC-UH 2531
Political Conflict and Economic Development
Crosslisted with Peace Studies; Political Science
FILM AND NEW MEDIA PRACTICE ELECTIVES
FILM-1510
Techniques for Safety and Production
Typically offered: fall, spring
2 credits
Filmmaking is collaboration between highly specialized crafts. Students will learn how to operate equipment and direct crew safely in multiple hands-on production scenarios. With these skills at their disposal, students will learn methods for executing creative cinema from a technical perspective. By the end of the course, students will have abilities that not only allow them to operate safely and productively, but also allow for artistic growth and flexibility.

FILM-1512
Writing the Short Screenplay
Typically offered: fall, spring
Crosslisted with Literature and Creative Writing
Recommended for the FNM Practice Track. A writing workshop designed to develop short screenplays from concept to final draft. Topics include theme, character, research, story, conflict, dialogue, and script editing. Screenings, discussions, and class exercises focus on classical and contemporary examples of the short film from a variety of genres, traditions, and cultures.

FILM-1513
Directing the Non-actor: Singular Drama
Typically offered: spring
This practical workshop offers students hands-on insight into the process of creating drama in a film using the human capacity to respond emotionally to a fictional situation. Students learn how to direct films that have a precise screenplay and a well-constructed plot in a way that brings non-actors to act out a story without being aware that they are being directed according to a pre-written script.

FILM-1514
Cinematography: Art & Craft
Typically offered: fall
A practical and hands-on introductory course focusing on both the art and craft of cinematography and digital image-making. The course begins with the essential foundations of video and film, covering various video formats, codecs, compression types, and camera sensors and then moves into practical applied use of camera and lens choices, camera types, waveforms monitors, false color and light meters. Both the technical and artistic aspects that bring a scene to life will be covered, with numerous lighting exercises on the sound stage and locations, including specialized situations such as shooting at night, on locations, and green screen work. The class will move on to intermediate skills such as breaking down screenplays visually, multi-camera live event shooting, and techniques of how to move a camera using jibs, jibs, and dollies. Students will be expected to crew on a working film set during class times. This class is ideal for any student with an interest in becoming a cinematographer or camera operator and will prepare you with material for a cinematography showreel.

FILM-1515J
Audiovisual Ethnography: Music and Heritage in Zanzibar
Typically offered: January
Crosslisted with African Studies; Anthropology; Music
This course provides concepts, methodologies and skills for students to conduct ethnographic research using audiovisual media. Taking a hands-on approach and working collaboratively and dialogically with our subjects, the course will explore various aspects of the local economy, religion, and transformation of musical knowledge and traditions on Zanzibar. Students will produce a set of audiovisual documentaries focusing on Zanzibari musical heritage and the people that practice and work to sustain it for future generations.

FILM-1516
Producing the Short Film
Typically offered: fall
2 credits
This course focuses on the duties of a producer throughout a film’s life cycle; from development to execution. An intensive seven-week course on how to produce the Short Film, acquaints students with industry protocols, and gives them critical skills in scheduling and budgeting the short film, including narrative and documentary filmmaking. After completing the course, students will be empowered, as producers, to manage film productions and strategically bring creative ideas to fruition.

FILM-1517
Production Sound for Film and New Media
Typically offered: fall
The importance of quality sound in film and new media cannot be overstated - it is often said that “sound is seventy-percent of what you see.” Production Sound for Film and New Media explores the (plat)forms and experiment, such as mixing times. This class is ideal for any student with an interest in becoming a cinematographer or camera operator and will prepare you with material for a cinematography showreel.

FILM-1910
Docu-Fiction
Typically offered: spring
Fact may or may not be stranger than fiction, but invariably both exert strong influences in creating narrative. This course explores how documentary and fiction are combined throughout history and in different cultures. The course will include an examination of the work of ten filmmakers who have merged both formats to create singular hybrid films. Dramatic reconstructions, manipulated imagery or fictional interstitials are frequently incorporated into documentaries to elevate realism. Conversely, fiction occasionally crosses over into documentary to create a sense of authenticity or truthfulness. Lastly, the division is sometimes completely eradicated making it difficult to distinguish the reality from the imaginary. Over the course of the semester, students will create their own docufiction short films. Students will bring together fiction and non-fiction story elements, reflecting on how each complements the other.

FILM-1931
Introduction to Documentary Film
Typically offered: spring
This course will present an introduction to the history and stylistic range of the documentary film genre with a focus on film language, techniques, aesthetics, structure and other elements of visual non-fiction storytelling. Through the study of selected films, readings, lectures and discussions, we will gain a foundational knowledge of the various stances filmmakers take in relation to their subjects and stories. We will also analyze the constructed nature of documentaries, and the problematic nature of representing “truth” and “unbiased” representations.

FILM-2510
Intermediate Filmmaking
Typically offered: fall
Prerequisite: FILM-1510; Pre- or Corequisites: FILM-1512 and FILM-1510
This course is designed to develop techniques and skills in generating ideas for short narrative films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visual development, story, and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which editing and sound design can be used to support story.

FILM-2511
Episodic Storytelling
Typically offered: spring
Crosslisted with Interactive Media
The first half of the course will be focused on developing and writing screenplays in episodic parts. The second half of the semester will focus on producing the work on a variety of platforms (based on individual experience and skills); it can range from photo montage, video and film, animation, VR, web-based story, social media shorts, or podcasts. Students are encouraged to push the (plat)forms and experiment, such as mixing platforms to tell one story. For example: a podcast begins the story, then transitions to a photographic essay, and conclude with inhabiting a 360 degree immersive storytelling space. Throughout, the focus will be on narrative storytelling (documentary and fiction).

FILM-2512
Documentary Techniques and Production
Typically offered: fall
Prerequisite: FILM-1510
A practical introduction to creating compelling stories in which real people are the characters and real life is the plot. The academic study of classic documentaries is combined with craft training and a review of documentary film styles. Practical exercises are assigned weekly. Working collaboratively in small production teams, each student completes a short documentary portrait. The course includes the introduction of digital filmmaking fundamentals: lighting, camera, and sound recording. The creative role of the editor is also emphasized. Students learn to understand how pacing, transitions, cuts, and continuity can enhance a documentary film.

FILM-2513
Principles of Post-Production for Film and Video
Typically offered: spring
Crosslisted with Interactive Media
2 credits
Principals of Post Production focuses on techniques for editing, color grading, and compositing motion pictures. Using industry standard software, students will explore continuity editing techniques and theory, color grading and picture finishing, and compositing effects such as green screen and set extensions. Students will also engage new media technologies such as podcasting and VR Cinema. The course is designed to develop techniques and skills in generating ideas for short narrative films that are shot on digital video and edited on nonlinear editing software. It will focus on strong visual development, story, and camera techniques, as opposed to dialogue-based work. Students will develop skills in the elements of visual storytelling through the process of storyboarding and creating shot lists, then working in small crews to direct and shoot the projects. Students will gain knowledge of new photographic techniques, moving the camera dynamically, and the ways in which editing and sound design can be used to support story.
In this intensive course, Film and New Media majors will define a research question and explore different iterations of the same theme through different modes of film making. These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on ‘what’ they want to express and ‘how’ they intend to express this. But the key motivation for the assignments is to lead students to addressing the question—‘why’. Why am I making this image and what is my relationship with and responsibility towards this image—this is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

**Advanced Filmmaking**
Typically offered: spring
Prerequisite: FILMM-UH 2510

The course will formally link students to collaborate with classmates Capstone shoots. Ongoing emphasis will be placed on a writing portfolio, which will include critical analysis of arts practice or a conference version of a research paper. The course prepares students for a defense of the project before a faculty panel and a public presentation of the project. The course also explores topics of interest to future graduates, including festivals, programming, research, and graduate programs.

**Fundamentals of Digital Audio—Introduction to Pro Tools**
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music: Sound and Music Computing

**Immersive Audio Storytelling for Motion Picture.**
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music

**Fundamentals of Acting**
Crosslisted with Theater

**Directing**
Crosslisted with Theater

**Foundations of Photography**
Crosslisted with Art and Art History

**Advanced Creative Writing: Documentary Forms**
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Art and Art History; Literature and Communication

**FILMM-UH 3511**
Advanced Filmmaking
Typically offered: spring
Prerequisite: FILMM-UH 2510

In this intensive course, Film and New Media majors will define a research question and explore different iterations of the same theme through different modes of film making. These iterations will be in the form of sketches where students will be encouraged to experiment the same set of ideas/subjects/narratives using different combinations of the tools at their disposal. Different formal choices will lead to entirely new sets of explorations and meanings embedded in the same theme. This course attempts to blur boundaries between documentary and narrative film, conceptual and emotive cinema, art and communication. Students are encouraged to reflect on ‘what’ they want to express and ‘how’ they intend to express this. But the key motivation for the assignments is to lead students to addressing the question—‘why’. Why am I making this image and what is my relationship with and responsibility towards this image—this is the core concern that students will grapple with. Students are encouraged to locate their research question within Abu Dhabi or the UAE.

**Fundamentals of Digital Audio—Introduction to Pro Tools**
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music: Sound and Music Computing

**Immersive Audio Storytelling for Motion Picture.**
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music

**Fundamentals of Acting**
Crosslisted with Theater

**Directing**
Crosslisted with Theater

**Foundations of Photography**
Crosslisted with Art and Art History

**LITCW-UH 3501**
Advanced Creative Writing: Documentary Forms
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Art and Art History; Literature and Creative Writing

**MCC-UH 1005**
Media: Objects, History, Theory
Crosslisted with Interactive Media; Media, Culture and Communication

**MCC-UH 1008J**
NARRATING MIGRATION
Crosslisted with Core: Cultural Exploration and Communication

**MUSIC-UH 2413**
Fundamentals of Digital Audio—Introduction to Pro Tools
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music: Sound and Music Computing

**MUSIC-UH 2418**
Immersive Audio Storytelling for Motion Picture.
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music

**THEAT-UH 1110**
Fundamentals of Acting
Crosslisted with Theater

**THEAT-UH 2115**
Directing
Crosslisted with Theater

**VISAR-UH 1010**
Foundations of Photography
Crosslisted with Art and Art History

**CAPSTONE EXPERIENCE**

**FILMM-UH 4110**
Film and New Media Studies Capstone Seminar
Typically offered: fall
The Capstone Seminar provides senior Film and New Media Studies majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice in (a) writing a research paper that explores a historical, cultural, or theoretical question related to film and new media broadly conceived and (b) making an accompanying creative or curatorial project. Such projects must include screen media, such as micro-short films, interactive installations or locative media that involve mobile apps or projection, or take the form of a prototype for multi-level videogames or interactive narrative or documentary projects. Creative projects must engage with the student’s academic research into both the content and form of their creative project. This course will not include technical instruction. In coordination with their Capstone adviser, students will develop a proposal to be presented to the faculty.

**FILMM-UH 4501**
Film and New Media Practice Capstone Seminar
Typically offered: spring
Prerequisite: Must be a declared film and new media major
Required for FNM Practice. Senior FNM students arrive with a Capstone proposal/screenplay. After further development students will produce their Capstone project. Students are encouraged to integrate studies and practice with the intention of creating a time-based media project, including but not limited to single or multichannel, multi-platform documentary, experimental, live action or animated narrative. Students will be required to crew on their classmates’ Capstone shoots.

**FILMM-UH 4901**
Film & New Media Capstone Project
Typically offered: spring
The Capstone Project course in Film and New Media provides seniors with the opportunity to complete a Capstone project, which ranges in form from a research paper to time-based media (narrative, documentary, experimental) or digital object involving an installation or performance (video art, new media art, video game, mobile app, locative media) or a combination of these forms. The course focuses on identifying and articulating the objective of each student’s project through editing, self-assessment, and peer review. Ongoing emphasis will be placed on a writing portfolio, which will include critical analysis of arts practice or a conference version of a research paper. The course prepares students for a defense of the project before a faculty panel and a public presentation of the project. The course also explores topics of interest to future graduates, including festivals, programming, research, and graduate programs.

**FILMM-UH 3512**
Short Projects in Cinematography & Directing
Typically offered: fall
Prerequisite: FILMM-UH 1514 and pre- or corequisite FILMM-UH 1510

This course focuses on developing and producing three short projects: a music video, a short narrative, and a commercial. Students will research the historical development of each project’s form as they develop their work. The course will advance the student’s conceptual and practical knowledge of directing, cinematography, and film production. The course will formally link students to collaborate in post-production with editors and colorists in Principles in Post-Production, and sound designers in Immersive Audio Storytelling. Students will conclude the course by submitting at least one of the projects to regional and global film festivals.

**FILMM-UH 3910**
Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

**CADT-UH 1000**
Multidisciplinary Artistic Collaborations
Crosslisted with Core: Arts, Design and Technology; Interactive Media; Music

**IM-UH 1010**
Introduction to Interactive Media
Crosslisted with Art and Art History; Interactive Media; Media, Culture and Communication

**IM-UH 1500J**
Immersive Storytelling and the Art of Making the Virtual a Reality
Crosslisted with Interactive Media

**FILMM-UH 2311**
Experiential Video Art
Crosslisted with Interactive Media

**LITCW-UH 3501**
Advanced Creative Writing: Documentary Forms
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Art and Art History; Literature and Creative Writing

**MCC-UH 1005**
Media: Objects, History, Theory
Crosslisted with Interactive Media; Media, Culture and Communication

**MCC-UH 1008J**
NARRATING MIGRATION
Crosslisted with Core: Cultural Exploration and Communication

**MUSIC-UH 2413**
Fundamentals of Digital Audio—Introduction to Pro Tools
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music: Sound and Music Computing

**MUSIC-UH 2418**
Immersive Audio Storytelling for Motion Picture.
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Music

**THEAT-UH 1110**
Fundamentals of Acting
Crosslisted with Theater

**THEAT-UH 2115**
Directing
Crosslisted with Theater

**VISAR-UH 1010**
Foundations of Photography
Crosslisted with Art and Art History
What stories will humanity tell about itself in the 21st century? The 20th-century story of the “Rise of the West” proves increasingly inadequate in our present day, and appears now to capture only a short-term realignment in the global distribution of power. Students who study History at NYU Abu Dhabi will learn about patterns of human experience—continuity and change—that always already exceeded such singular accounts of what we, in the singular and the plural, have become. History at NYU Abu Dhabi, moreover, engages students in the next and even more intellectually daunting task of developing an alternative account—indeed alternative accounts—of humanity’s collective and divided experience, in order to help us make sense of the challenges that the world, and the planet, face today. No decisions about the present or the future make sense without a clear understanding of the past.

History at NYU Abu Dhabi is a global enterprise, with a faculty carefully selected for its range of expertise in all major world areas: Asia, Africa, North and South America, Australia, Oceania, and Europe. Nothing excites our faculty more than sitting in the classroom to discuss world history with students from over 140 different countries. No classrooms are better suited for generating stories that resonate meaningfully across the world.

The program, moreover, offers a unique approach to thinking about the space of history, organizing its curriculum through the four long-term zones of human interaction and imagination”—the Asia-Pacific World, the Atlantic World, the Indian Ocean World, and the Mediterranean, Black, and Caspian Sea World. It does not offer a ready-made alternative to prior frameworks of analysis, but aims to challenge ourselves and our students to inquire into the various levels of scale at which people make history, and to offer them a chance to generate categories of historical analysis that help us discover and reveal historical events and forms of human experience that remain obscured by more conventional units of analysis like the nation-state.

Students can enter the major from a range of different globally-situated vantage points—such as “Africa in the World”; “Russia in the World”; “China in the World”; or “Alexander and the East”; progress toward more strictly globally thematic classes—including “Urbanism and Modernity”; “The Global Sixties”; and “Museums and Empire”—and then advance toward courses that offer a sustained engagement with more regionally focused areas of ongoing scholarly innovation—for example, “Muslim Societies in African History”; “Nationalism in the Middle East”; “The United States in a Transnational and Global Perspective”; or “Arts and Politics in Latin America”.

Two required courses, “Globalization and History” and “Writing History,” create a shared vocabulary among our students of theoretical innovation and a foundation for the creative practice of producing original historical research for the History Capstone during the senior year. History majors leave NYU Abu Dhabi with a foundation of knowledge that is genuinely globally comparative and regionally informed. Having acquired historical methods of research and thinking, majors graduate well prepared for the pursuit of many professions where thinking globally matters, including policymaking, law, public health, teaching, politics, diplomacy, and business, or advanced study and teaching in history.

Learning Outcomes
Upon completion of the NYU Abu Dhabi History degree, all graduates are expected to be able to:

1. Analyze and interpret different kinds of evidence, including cultural, social, economic, and political;
2. Organize evidence into a coherent argument;
3. Develop arguments in which they reassess and, where necessary, revise accepted historical conclusions, while continually questioning and justifying their own methodological assumptions and practices;
4. Understand the ways in which the field of history complements or overlaps with other scholarly disciplines;
5. Conduct historical research, including the use of primary and secondary sources, archives, library resources, and relevant new technologies;
6. Present historical arguments in rhetorically efficient forms—both written and oral—manifesting effective use of evidence, organizational skill, and, where appropriate, new technologies;
7. Demonstrate expertise in one particular trajectory of historical inquiry resulting in the production of a senior Capstone project; and
8. Compete effectively for places at elite doctoral programs in history in the U.S. and around the world should they so desire.

The study away pathway for the History major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.
REQUIREMENTS FOR THE MAJOR
11 courses, distributed as follows:

2 Required courses:
   HIST-UH 2010 History and Globalization
   HIST-UH 3010 Writing History

7 Electives*, including:
   2 1000-level courses (“Regional Perspectives on World History”)
   1 2000-level courses (“Global Thematic”)
   4 3000-level courses (“Major Topics”), selected from at least three of the four curricular ones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds.

2 HIST-UH 4000–4001 Capstone Seminar and Project

*At least one of the seven electives must have a pre-1800 designation.

Minor in History
The goal of the minor in History is to provide students with a foundation of historical knowledge and a familiarity with the sources and methods on which historians draw. The minor in History is useful preparation for the many professions that benefit from analytical thinking and argumentation, including politics, law, medicine, diplomacy, and business. The minor requires four courses as listed below.

REQUIREMENTS FOR THE MINOR IN HISTORY
4 courses, distributed as follows:

1 HIST-UH 2010 History and Globalization, or a Global thematic course

3 Electives, including at least one 1000- and one 3000-numbered course

HISTORY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester
REGIONAL PERSPECTIVES
GENERAL
ELECTIVE 1
GENERAL
ELECTIVE
COLLOQUIUM
J-Term
Spring Semester
REGIONAL PERSPECTIVES
GENERAL
ELECTIVE 2
GENERAL
ELECTIVE
FIRST-YEAR
WRITING
SEMINAR

YEAR 2
Fall Semester
HISTORY AND
GLOBALIZATION
MAJOR TOPICS
ELECTIVE 1
GENERAL
ELECTIVE
CORE
J-Term
Spring Semester
GLOBAL
THEMATIC
ELECTIVE
GENERAL
ELECTIVE
GENERAL
ELECTIVE
CORE

YEAR 3
Fall Semester
MAJOR TOPICS
ELECTIVE 2
GENERAL
ELECTIVE
GENERAL
ELECTIVE
CORE
J-Term
Spring Semester
WRITING
HISTORY
MAJOR TOPICS
ELECTIVE 3
GENERAL
ELECTIVE
COLLOQUIUM

YEAR 4
Fall Semester
CAPSTONE
SEMINAR
MAJOR TOPICS
ELECTIVE 4
GENERAL
ELECTIVE
GENERAL
ELECTIVE

Spring Semester
CAPSTONE
PROJECT
GENERAL
ELECTIVE
GENERAL
ELECTIVE
GENERAL
ELECTIVE

REQUIREMENTS FOR THE MAJOR
11 courses, distributed as follows:

2 Required courses:
   HIST-UH 2010 History and Globalization
   HIST-UH 3010 Writing History

7 Electives*, including:
   2 1000-level courses (“Regional Perspectives on World History”)
   1 2000-level courses (“Global Thematic”)
   4 3000-level courses (“Major Topics”), selected from at least three of the four curricular ones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds.

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REQUIREMENTS FOR THE MINOR IN HISTORY
4 courses, distributed as follows:

1 HIST-UH 2010 History and Globalization, or a Global thematic course

3 Electives, including at least one 1000- and one 3000-numbered course
HISTORY COURSES

REQUIRED COURSES

HIST-UH 1010 History and Globalization
Typically offered: fall, spring
Crosslisted with Economics; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society; Social Research and Public Policy
History offers a unique perspective on the process of globalization, by virtue of its insistence that human experience be understood in its spatial and temporal context. Rigorous history questions and even supplants common understandings of globalization as Westernization. But how does history do this, and can a global historical framework enhance all forms of historical, humanistic, and social scientific inquiry? Following an assessment of foundational modern Western frameworks for understanding world history, including those of Marx and Hegel, students examine how and why people around the world have variously embraced and rejected such foundational accounts. Readings address all world regions, including Asia, Africa, the Americas, Asia, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization.

NOTE: This course may be taken in place of SOCSCI-UH 1101/1111 (GEPS) for Social Science Majors or Minors.

HIST-UH 3010 Writing History
Typically offered: spring
Prerequisite: Reserved for Junior standing or above (students with History as secondary major can also take the class in their senior year)
How is history written? This course offers a survey of the major theories and practices that have defined history as a scholarly discipline, and as a way of writing, over the last fifty years. Students are introduced to the major theoretical and narrative perspectives that have shaped historiography: to the kinds of historical questions that drive the research agendas of contemporary historians; and to the kinds of historical literature historians write, including analytical, narrative, scholarly, popular, and experimental. How do historians find and interpret their sources? How do they engage with existing scholarship while still striving to push their discipline forward? What methods do they apply to communicate the results of their research to other historians and to a wider public readership? Students will learn to evaluate a wide array of different historical sources (including written documents, material artifacts, oral histories, and visual culture). They will also gain experience in meeting the challenges of writing their own works of historical scholarship, producing an original piece of written history by the end of the semester.

HIST-UH 1105 Africa in the World
Typically offered: fall
Crosslisted with African Studies
Pre-1800
This course is a broad survey of African history. The course explores the African past in its diversity. Students will explore the continent’s political complexity and social creativity across a period of several millennia. The class will consider the impact of gender, religion, healing practices, trade, mobility, and the environment on major historical developments in Africa before the continent’s colonization by European imperialistic powers, through the trans-Atlantic slave trade, and up to the contemporary period. The course will also introduce students to African history’s methodology and to the use of linguistic, material, and oral sources in the writing of history.

HIST-UH 1106 China in the World
Typically offered: spring
Pre-requisite: China since to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which “China,” in various guises, has always been a defining part. This course introduces those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological people (including gender dynamics, migration and diaspora formation, foreign relations, and, of course, economic development). Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnonyms and toponyms like “China” and “Zhongguo.”

HIST-UH 1110 Colonial Latin America and the Atlantic World
Typically offered: spring pre-1800
Pre-requisite: Colonial Latin America and the Atlantic World
This course introduces students to the colonial origins of Latin America and examines colonialism’s lasting impact on the region. It follows the unfolding and demise of a new social order under European rule over a period spanning from the 16th-century conquest through the early 19th-century wars of independence, highlighting international and global connections that shaped this region’s social, cultural, and political history. Specific topics covered include pre-Columbian worlds, Native-European confrontations, the European Atlantic world, and the Atlantic economies of the religious and honor codes, racial dynamics and slavery, the development of capitalism, anti-colonial struggles, imperial rivalry, reform and decline, and colonial legacies.

HIST-UH 1119 Russia and the World
Typically offered: fall
Pre-requisites: Russia and the World
This course surveys the relationship between modern Russia and the rest of the world from 1917 to the present. It will begin with the Bolsheviks and their dream of worldwide socialist revolution as situated in its international context, the creation and expansion of the Soviet socialist state, the onset and development of Stalin’s personal despotism, the experiences and consequences of World War II, and the various postwar reforms. Special attention will be paid to the dynamics of the new socialist society, the connections between Soviet domestic and foreign policies, the economics of the cold war, Soviet orientalism, the 1991 collapse, and the legacies of the Soviet empire under Putin.

HIST-UH 1125X South Asia in the Indian Ocean World
Typically offered: spring odd years
Crosslisted with Social Research and Public Policy
This course offers an opportunity for in-depth study of the history and culture of the South Asians who comprise the majority population of the United Arab Emirates Situated at the center of the Indian Ocean, the United Arab Emirates is currently home to over a billion people, and is the site of richly interconnected histories with regions around and outside the wider Indian Ocean, including the Gulf. The course explores these histories, with a focus on understanding major cultural, political, economic, and environmental connections and changes as they affected ordinary people (including migrant laborers) and shaped the nature of collective identities (ethnic, national, religious, caste, class, gender, regional, and linguistic) over time. In developing an understanding of how collective identities were produced historically, students ultimately acquire valuable tools for appraising and developing competing global and local histories of the wider Indian Ocean world today.

HIST-UH 1130 United States in a Transnational and Global Perspective
Typically offered: fall odd years
Rethinking the traditional narratives of US history, this course explores America’s past from a transnational and global perspective. Chronologically, it covers America’s interaction with the wider world from the earliest European settlements to the present, examining the Colonial Period, the founding of the republic, westward expansion, the Civil War and Reconstruction, as well as the complex legacies of colonialism, globalization, and the impact of the Cold War on culture and gender in various countries.

HIST-UH 2110 Global Cold War
Typically offered: spring even years
Crosslisted with New Core: Structures of Thought and Society
The subject of this course is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

GLOBAL THEMATIC ELECTIVES

HIST-UH 2110 Global Cold War
Typically offered: spring even years
Crosslisted with New Core: Structures of Thought and Society
The subject of this course is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

HIST-UH 3115 Global Asia
Typically offered: spring
Pre-requisite: Global Asia
This course focuses on intra-Asian interactions and Asia’s connections to other parts of the world from early history to the contemporary times. It examines how these interactions and connections have shaped Asian societies, facilitated long-distance transmissions of ideas and practices, and influenced modern-day geopolitics. Additionally, the impact of Asia on the global economy, and the environment will be explored. Readings for the class will include primary sources, including the writings of key Asian intellectuals. Topics such as the transmissions of Buddhism and Islam, the impact of the Mongol Empire, Indian Ocean connections, and intra- and extra-Asian migrations will be analyzed in detail. This course may be taught as a hybrid (online and in “distributed” classroom) course, including online and in-class meetings) with faculty and student participants from NYU’s Global Network University.

AW-UH 1110 Ancient Empires
Crosslisted with Ancient World Studies

HIST-UH 2111 Global Environmental History
Typically offered: fall even years
Crosslisted with Environmental Studies
What are the major causes of deforestation, pollution, and climate change? When and where did these, and other pressing environmental concerns, have their origins? What can history teach us about how we might best address these issues in the present? This course offers a comprehensive overview of the world’s environmental history with a major political, economic, and cultural forces that shaped the process of American nation building, reevaluating the allegedly “exceptional” elements of US history in relation to networks, identities, and events that transcended the nation-state.
focus on the period from 1500 C.E. to the present a time marked by a dramatic intensification in the use of land, water, and energy resources. The course’s central goal is to explore the relationships between globalization, natural resource and energy use, and environmental change, and to explain how they are unfolding, and continue to unfold, differently in major world regions, including the Gulf. By incorporating material from the fields of ecology, biology, geology, demography, economics, political science, and anthropology, this course also provides students with important historical grounding in the multidisciplinary field of global environmental studies.

HIST-UH 2112
Global Health Histories
Offered occasionally.

What are the major causes of epidemics and pandemics including HIV/AIDS, Ebola, malaria, bubonic plague, cholera, diabetes, and cancer? When, where, and why did these diseases, among others, establish themselves in humans and spread? What can history teach us about the most effective ways to reduce the number of lives that they claim? This course explores the historical relationships between, economic development, and public health and medicine. It highlights important connections between the ways in which people understand the underlying causes of sickness, explanations that are at once cultural and political, and the particular approaches to healing and disease prevention that they adopt. Paying special attention to these dynamics in the global Gulf, students consider both medical approaches and those conventionally classified as “traditional” and “folk” medicine.

HIST-UH 2113
Global Sixties
Typically offered: spring odd years.

This course explores the political, artistic and intellectual avant-gardes, counter-cultures and protest movements of the 1960s and the early 1970s from a global perspective, assessing their impact on international relations and gender hierarchies, domestic politics and international relations during the Cold War. It traces the history of the various protest movements and explores a plethora of national experiences with respect to domestic and transnational networks of dissent as well as global imaginaries. Taking into account the aesthetics and performative aspects of protest, the course examines the role of cultural practices, action repertoires, the media, visual representations, lifestyle and fashion, the politics of memory, and the impact of dissent on political decision-makers and society at large.

HIST-UH 2114
Typically offered: spring odd years.

Crosslisted with Urbanization

This course explores the emergence of the “modern city” in three significant urban centers (Paris, Istanbul, Berlin) in relation to the demographic, economic, and political relationships between the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the apologetic strategies of urban planning, and the contested process of defining the “modern” within a specific local culture.

HIST-UH 2115
World War II in Global Perspective
Typically offered: fall odd years
Crosslisted with Peace Studies

The Second World War was the most destructive in human history and has become a touchstone for historical understanding in the postwar period. This course seeks to examine not only the strategic decisions of the major belligerent states (Germany, the Soviet Union, Japan, Britain and the United States), but also the transformative power of the war in societies across the globe. Course topics will include the experience of soldiers and civilians, the mobilization of populations within far-flung empires, the use of new weapons and occupation strategies, and the critical social and political consequences of the war on populations across Europe, Asia, Africa, America, and the Middle East.

HIST-UH 2116
Empires and Museums: A History of Knowledge Production and Museum-making
Crosslisted with Heritage Studies

This course will explore the beginning of colonial museums in Europe, in particular the early colonial museums established in Britain, France, Belgium and Netherlands in the 19th and 20th centuries. Set against the backdrop of empire building, the course will discuss how museums spaces, collections, display and labeling of objects was planned to fit the colonial ideology of racial supremacy and territorial expansion. On the one hand, we will try to establish the “otherness” of the colonial subjects on the other. The museums were also meant to display the “splendours” of the colonies such as crafts, flora, fauna and mineral knowledge of the acquired territories as well as disseminate this knowledge among museum visitors. Finally, the course will shift the focus to colonial museums of South Asia and analyze how museum-making has shaped the way in which we understand the history and heritage of these former colonies and how these museums are being restructured in the present day, post-colonial world.

HIST-UH 2118
Global Asian Before Modernity
Crosslisted with Global Thematic: Asia-Pacific World; Indian Ocean World
Pre-1800

Global Asia defines Asia as a space of perpetual globalization and explores Asian societies, cultures, and political economies as they have been shaped by dynamic historical processes which expand human connectivity and transform territorial configurations of power and authority. Pre-modern Global Asia embraced regions all around the old Silk Roads and Indian Ocean, from ancient times. In this course, we will study the evolution of mobility that Europeans sought to join in the fifteenth century and Asia’s spatial subsequent expansion in worlds of empire up to the onset of industrial capitalism. This course thus teaches students with a long-term view of History and a broadly transnational understanding of Asian History in the development of the modern world.

HIST-UH 2119
Global Asia in the Modern World
Crosslisted with Global Thematic; Asia-Pacific World; Indian Ocean World
Pre-1800

This course is about globalization as a very long-term historical process of spatially expansive mobility, communication, exchange, and territorial transformation, in which Asia is an open space of perpetual globalization, with no fixed boundaries, spanning Arctic and Tropics and lands from the Mediterranean to Pacific, all around the Indian Ocean, from Africa to Fiji. The standard view of Asia as being a static collection of fixed bounded territories, cut off from Europe, Middle East, Africa and America, propelled by Europe into modernity, is dangerously archaic. In this course, we explore the ways in which Asia’s long globalization launched and sustained the imperial project of global expansion and, of course, energized global capitalism in a world of nations. We see the rise of Global Asia today as a key to Asian history, with a long-term Asia-centric view of modern World History.

HIST-UH 2120
Thinking about the Ancient World
Crosslisted with The Ancient World; Global Thematic

Scholars across academic disciplines have begun to “think big” in new ways about the Ancient World. By recasting ideas and events that seem historically remote, the deep past becomes more relevant than ever to understanding our present. Did globalization begin in the ancient world? Was there an early Anthropocene? Can our current crisis of global sustainable development be traced back to the origins of agriculture? Are there ancient world order and the form of social inequality that gave rise to overcome today, and can our struggles succeed if we overlook what came first? Finally, what can we learn from studying the collapse of ancient civilizations, as we contemplate the possibility of our own? Incorporating readings and materials from across the disciplines, this class will explore foundational questions about continuities between the ancient and modern worlds.

HIST-UH 2290
Topics in Global History
Offered occasionally.

Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global replication of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

CCHE-UH 1090
Un/Making History
Crosslisted with Art and Art History; Film and New Media; New Core: Structures of Thought and Society; Theater

LITCW-UH 2310X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; Literature and Creative Writing

MUSIC-UH 1004
Music: Histories and Historiography
Crosslisted with Heritage Studies; Music

REGIONAL COURSES:
ASIA-PACIFIC WORLD

HIST-UH 1106
China in the World
Typically offered: spring.

China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which China,” in various guises, has always been a defining part. This course introduces and examines those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological innovation, gender dynamics, migration and diaspora formations, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnicities and toponyms like “China” and “Zhongguo.”

HIST-UH 1108
Global Asia Before Modernity
Crosslisted with Global Thematic; Asia-Pacific World; Indian Ocean World
Pre-1800

Global Asia defines Asia as a space of perpetual globalization and explores Asian societies, cultures, and political economies as they have been shaped by dynamic historical processes which expand human connectivity and transform territorial configurations of power and authority. Pre-modern Global Asia embraced regions all around the old Silk Roads and Indian Ocean, from ancient times. In this course, we will study the evolution of mobility that Europeans sought to join in the fifteenth century and Asia’s spatial subsequent expansion in worlds of empire up to the onset of industrial capitalism. This course thus teaches students with a long-term view of History and a broadly transnational understanding of Asian History in the development of the modern world.

HIST-UH 1220
Topics in Global History
Offered occasionally.

Course topics may include: slavery; world history of science and technology; global history of women and gender; labor migrations; global replication of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

CCHE-UH 1090
Un/Making History
Crosslisted with Art and Art History; Film and New Media; New Core: Structures of Thought and Society; Theater

LITCW-UH 2310X
Postcolonial Turn
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; Literature and Creative Writing

MUSIC-UH 1004
Music: Histories and Historiography
Crosslisted with Heritage Studies; Music

REGIONAL COURSES:
ASIA-PACIFIC WORLD

HIST-UH 1106
China in the World
Typically offered: spring.

China’s rise to global prominence may seem to be a recent event, but it is in fact the product of a longer history of globalization, of which China,” in various guises, has always been a defining part. This course introduces and examines those features of history in China that help explain China’s evolving place in the world, including: the geography of empire, military organization, population growth, cultural production, urbanization, technological innovation, gender dynamics, migration and diaspora formations, foreign relations, and, of course, economic development. Along the way, the course addresses key debates about China’s origins, cartographic contours, and cultural imaginaries, as well as the performative aspects of ethnicities and toponyms like “China” and “Zhongguo.”

HIST-UH 1108
Global Asia Before Modernity
Crosslisted with Global Thematic; Asia-Pacific World; Indian Ocean World
Pre-1800

Global Asia defines Asia as a space of perpetual globalization and explores Asian societies, cultures, and political economies as they have been shaped by dynamic historical processes which expand human connectivity and transform territorial configurations of power and authority. Pre-modern Global Asia embraced regions all around the old Silk Roads and Indian Ocean, from ancient times. In this course, we will study the evolution of mobility that Europeans sought to join in the fifteenth century and Asia’s spatial subsequent expansion in worlds of empire up to the onset of industrial capitalism. This course thus teaches students with a long-term view of History and a broadly transnational understanding of Asian History in the development of the modern world.
Silk Roads and Indian Ocean, from ancient times. In this course, we study the evolution of Asian worlds of mobility that Europeans sought to join in the fifteenth century and the spatial subsequent expansion in worlds of empire up to the onset of industrial capitalism. This course thus provides students with a broader understanding of the history of Asia as a social and political entity and a 20th-century global player. Typically offered: spring even years/HIST-UH 2119

Global Asia in the Modern World Coursessed with Global Thematic; Asia-Pacific World; Indian Ocean World Pre-IBPO This course is about globalization as a very long-term historical process of spatially expansive mobility, communication, exchange, and territorial transformation. Global Asia is an open space of perpetual globalization, with no fixed boundaries, spanning Arctic and Tropics and lands from the Mediterranean to Pacific, all around the Indian Ocean, from Africa to Fiji. The standard view of Asia as being a static collection of fixed bounded territories, cut off from Europe, Middle East, Africa, and America, and propelled by Europeans into modernity, is dangerously archaic. In this course, we explore the ways in which Asia’s long globalization launched and sustained the imperial production of the modern world economy and energized global capitalism in a world of nations. We see the rise of Global Asia today as a key to Asian history, with a long-term Asia-centric view of modern World History.

HIST-UH 3110 Economic Development and Environmental Change in China Frequently offered: fall even years/Asian and Comparative Studies Coursessed with Economics; Environmental Studies; Social Research and Public Policy Can China sustain its economic development and environmental protection? This question, perhaps the most important question facing China (indeed the world) over the next few decades, pits development against one another. How did this adversarial relationship come about? Is it necessarily adversarial? Is it rooted in long-term trends in Chinese history, or in the most recent decades of double-digit economic growth? Are there solutions? Or are there better ways of asking the question? This course will look closely at the benefits, the consequences, and the costs of economic growth to society, ecology, and environment in China. The focus in on present dilemmas, examined through a historical perspective.

HIST-UH 3112 Asian Borders FrequentFly offered: spring even years/Asian and Comparative Studies Coursessed with New Core: Structures of Thought and Society How do we study peoples, places, and societies that lie within “boundaries,” spaces that either connect or separate the largest and most important block of humanity on Earth? This course considers that question through two examples of borderland regions that lie within and between Southeast Asia and China. The first is a place that appears on no world map by which scholars now call “Zomia,” the densely populated upland regions of mainland Southeast Asia and Southwest China. We typically look at different ways studying this “nonplace,” test the heuristic limits of key analytical categories like nation, state, and citizenship, and explore alternative notions of political and cultural community. The second borderland region is the South China Sea, which others call the Champa Sea, or the Philippine Sea, or the North Natuna Sea. It is a place that few people inhabit, but which has been a crucial source of resources and mobility were the established boundaries for states and peoples claiming ownership or rights to parts of it. Some fear it may be the flashpoint of a third world war, and how we understand its history may make the difference.

HIST-UH 3318 US Foreign Policy since 1898 Offered occasionally Coursessed with Political Science This course will explore the central events, issues, and ideas driving US foreign policy throughout the 20th century. Starting with the Spanish-American War in 1898 and closing with the “war on terror,” it will analyze the country’s ascent to become both an industrial and political global power by the end of the 19th century as an economic and financial power during the first half of the 20th century, its global military presence during/after World War II, its cultural diplomacy efforts and “grassroots Americanization” of US popular culture and lifestyle, as well as its military and political conflicts abroad during and after the Cold War. The course will examine notions of national power, territorial acquisition, modern warfare, racial discrimination, and class and gender hierarchies. It will also discuss the consequences of and resistance to US foreign policy, receiving end, critically examining concepts such as “American exceptionalism,” “the American Century,” “imperialism,” “the free world,” “grand strategy,” and global leadership, among others. For students interested in international relations and foreign policy, as well US history, politics, and culture.

HIST-UH 3713 Russia’s Multiethnic Empire Offered occasionally What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia’s multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key theories (social Darwinism, imperialism, revolutionism, and the revolutions of 1905 and 1917, early Soviet nationalism, the “New Soviet Person,” and revolutionary culture.

URBAN-UH 1119J Urban Form of Shanghai Coursessed with Urbanization This course explores the relationship between art and politics in modern Latin America. It focuses on the role played by the arts in some of the region’s main political processes, such as state formation, revolutions, and modernization. The course traces the intellectual and social repercussions of theater plays, music, literature, and the visual arts in Latin American societies, including baroque and neoclassical poetical nationalism, modernism, race and ethnicity, avant-garde, memory, and truth.

HIST-UH 3315 Love in Africa Offered occasionally: fall odd years Offered with African Studies This course focuses on love in Africa, from the late 19th Century to the present. By doing so, it seeks to understand the construction and evolution of themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Students will study how Africans have imagined and lived their lives as gendered individuals and members of their societies, often in the face of oppressive colonial regimes and strenuous living conditions. The course will view love in its various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological and political discourses), as a set practices at the chore of conjugality and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to society, politics, and economy. We will read fiction and primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-UH 3316 African History through Film and Literature Offered occasionally Coursessed with Film and New Media; Literature and Cultural Studies This course introduces students to the major themes of African history through film, literature, and music. Beginning with recordings of oral traditions originating in Africa and moving up to novels addressing the roles of African colonial intermediaries to music protesting apartheid in South Africa, students will engage with a variety of sources of cultural and artistic nature. The course will focus on historical developments such as the Atlantic and internal slave trades, the process of European colonization, religious practice, decolonization, genocide, and the AIDS epidemic. We will also examine various themes, such as local and imposed notions of race and ethnicity, lived experiences of and Africans’ responses to colonialism on the continent, issues of gender and class, and political resistance. The broad goal of the course is to investigate to what extent long-term historical dynamics determine the present. Course requirements provide students with a language
This course will explore the central events, issues, and ideas driving US foreign policy throughout the 20th century, starting with the Spanish-American War in 1898 and the transformation of established urban centers as a function of new patterns of commodity circulation, labor migration, and cultural influence. Special attention will be given to changes in the built environment in response to shifting technologies and political contexts and to the spatial, racial, and gendered restrictions that characterized these new urban forms. Case studies will be drawn from a wide range of cities, including Rio de Janeiro, Moscow, Havana, Seville, and Lagos.

**HIST-UH 3323J**

**Trans-Atlantic Slave Trade: History and Memories Typically offered: January Crosslisted with African Studies; Social Research and Public Policy**

This course is an intensive 3-week J-term course that will give students the opportunity to engage with the economic, social, and political history of the slave trade on both sides of the Atlantic. We will explore the history of the trade through a variety of texts, both primary and secondary, and will look to some key sites of the slave trade in Ghana. The time in Ghana will allow us to develop the basis for a specific and local understanding of the slave trade thus grounding this massive historical event in the particulars of the history of Ghana and the “gold coast.” We will be primarily concerned with the wide-ranging web of ways that the trade is documented and remembered. As such, while the course is historical in its subject matter, it is decidedly interdisciplinary in its engagements. We will consider public histories, acts of memorial and remembering, films, novels, datasets, and economies.

**HIST-UH 3317J**

**African American Freedom Struggle Typically offered: fall even years Crosslisted with African Studies; Political Science**

This course explores the African American freedom struggle in the United States. It analyzes its historical origins, African American emancipation during the Civil War and Reconstruction, migration patterns and economic conditions in the agricultural and industrial sectors, “Jim Crow” laws and the “Separate, but equal” doctrine, as well as the imply-sid of US military engagements and the Cold War on race relations during the 20th century. The course examines the various challenges to legalized segregation in the aftermath of “assimilation” and black power. We follow the ways in which the struggle for racial equality in the US was perceived as part of a larger struggle against colonialism around the world. Furthermore, the course incorporates discussions about affirmative action, the “prison-industrial complex”, the notion of a “post-racial America” under the Obama administration into the broader context of national and international hierarchies. It will consider the ways in which the struggle for rights and social justice in the US. No prerequisites.

**HIST-UH 3320**

**Port Cities of the Atlantic World Typically offered: spring even years Crosslisted with New Core: Structures of Thought and Society; Urbanization**

This course explores the development of port cities on both sides of the Atlantic as vital nodes of economic and cultural exchange from the early modern period of European colonization to the contemporary era of globalization. Tracking the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities and the territorial expansion of urban centers as a function of new patterns of commodity circulation, labor migration, and cultural influence. Special attention will be given to changes in the built environment in response to shifting technologies and political contexts and to the spatial, racial, and gendered restrictions that characterized these new urban forms. Case studies will be drawn from a wide range of cities, including Rio de Janeiro, Liverpool, Havana, Seville, and Lagos.

**HIST-UH 3321J**

**Atlantic Moments in the Making of the American Republic Typically offered: January**

This course will explore the philosophies, ideas, and practical publics that were in the making of the American republic. We will begin with Machiavelli, Hobbes, Locke, Harrington, and Montesquieu and new notions of republicanism, liberalism, and empire. We will explore the radical currents of the English Revolution that sought to place democracy on the political agenda. And we will see how these ideas influenced the views of Jefferson, Madison, Hamilton, and Paine. Throughout, we will read selections from original texts.
students with a long-term view of History and a broadly transnational understanding of Asian History in the development of the modern world.

HIST-UH 2119
Global Asia in the Modern World
Crosslisted with Global, Theatric, Asia-Pacific World, Indian Ocean World
Pre-1800
This course is about globalization as a very long-term "historically expansive" mobility, communication, exchange, and territorial transformation, in which Asia is an open space of perpetual globalization, with no fixed boundaries, spanning Arctic and Tropics and lands from the Mediterranean to Pacific, all around the Indian Ocean, from Africa to Fiji. The standard view of Asia as being a static collection of fixed bounded territories, we will replace with a new vision of global India and Africa, and propelled by Europeans into modernity, is dangerously archaic. In this course, we explore the ways in which Asia's long globalization launched and sustained the imperial production of the modern world economy and energized global capitalism in a world of nations.

We see the rise of Global Asia today as a key to understanding the future of the continent. The standard view of globalization launched and sustained the imperial exploitation of the terrestrial and oceanic world, especially Africa and Asia, and propelled by Europeans into modernity, is dangerously archaic. In this course, we will explore the ways in which Asia's long globalization launched and sustained the imperial production of the modern world economy and energized global capitalism in a world of nations.

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HIST-UH 3310
Humanitarianism in Africa: A Critical History
Typically offered: spring even years
Crosslisted with African Studies
This course is a critical exploration of humanitarian intervention in Africa from the abolition of the slave trade to #Kony2012. Students will learn about the history of antislavery campaigns, missionary Christianity, development, postcolonial conflict interventions, and contemporary projects about human rights. This course will use recent scholarship to discuss diverse projects of humanitarian intervention, and the problems of humanitarianism.

HIST-UH 3316
African History through Film and Literature
Offered occasionally
Crosslisted with Film and New Media, Literature and Creative Writing
This course introduces students to the major themes of African history through film, literature, and music. Beginning with recordings of oral tradition originating in the early empire of Mali to the global celebration of the centennial of the Concorde, and in between, spectators use film and music to understand a world that is both so close to us and so distant. African music, film, and dance provide a window on a world that is both familiar and strange, and a way to understand history from the perspective of Africa's own people.

HIST-UH 3317
Love in Africa
Typically offered: fall odd years
Crosslisted with African Studies
This course focuses on love in Africa, from the late 19th Century to the present. By doing so, the course introduces students to a multiplicity of discourses on love in African societies. These discourses center on the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Students will use the analytical tools central to understanding how Africans have imagined and lived their lives as gendered individuals and members of their societies, often in the face of oppressive colonial regimes and historical living conditions. The course will view love in its various declensions: as an emotion and expression of intimacy (the notion of romantic love), as virtue (love in theological and political terms), as a set practices at the chore of conjugality and sexuality, and as an object of debate in the public sphere. Students will learn how to historicize affects and their relationships to social and political economy. We will pay special attention to primary sources, watch movies, and discuss recent academic works that will help us understand change and continuities in how individuals and communities across Africa have defined, debated, and experienced love.

HIST-UH 3318
Islam in the Indian Ocean World
Typically offered: spring even years
Crosslisted with Arab Crossroads Studies; Heritage Studies
Pre-1800
The objective of this course is to trace and understand the history of Islam as a religious tradition and Muslim societies in Africa as part of a larger world. This course surveys the history and historiography of Islam in Africa from its arrival in North Africa in the seventh century through the present day in postcolonial Africa while also paying attention to continuing points of contact and exchange between Muslims in Africa across the Sahara as well as the Atlantic and Indian Ocean worlds. Students will examine the history of Islam in Africa in light of issues such as conversion, interactions with other religious traditions, rebellion against colonialism, slavery and race, education, gender, European colonial rule, and postcolonial politics. Possible sources for the course include Arab geographical and travel accounts, juridical texts, debating social categories of Islam and gender, and gender, regional chronicles reflecting the interface between Islam and local African religious traditions, colonial reports revealing fears of Islam as a unifying force across empires, and audio recordings of religious sermons.

HIST-UH 3319X
Islam in the Indian Ocean World
Typically offered: spring even years
Crosslisted with Arab Crossroads Studies
Why do most of the world's Muslims live in the Indian Ocean region? How are the terms of the other religions, including Hinduism, Buddhism, and Christianity? This course addresses these questions by studying the ways in which Islam and the other religions interacted with the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the role of women, spies, and the production and knowledge of about Islam.

HIST-UH 3322J
Science and the Sea
Typically offered: January
Crosslisted with Arab Crossroads Studies; Heritage Studies
Pre-1800
This history course is a journey - both a physical one from the UAE to India, and an intellectual one exploring the historical relationship between human interaction with the Arabian Sea and the development of the sciences of astronomy, meteorology, geography, physics, marine biology, botany, pharmacology and medicine. The course features sailors, fishermen, divers, historians, archaeologists and other ordinary social groups as 'collective scientists' who contributed in important ways to both the production and the practice of these sciences. The course additionally explores the Arabian Sea as an 'information super-highway' for the cross-cultural movement and exchange of scientific knowledge, institutions, and practices - connecting connections between the interior and coastal landscapes of the UAE and Gujarat, in particular. It concludes by assessing the extent to which Europeans simultaneously became dependent upon, and worked to remake and redefine, both the region's science and the stories that we tell about its history. Students should expect to do some swimming and possibly a long period of sailing during the course. All students must know how to swim.

HIST-UH 3513
Spirituality and Materiality Across the Indian Ocean
Typically offered: fall
The Indian Ocean has provided an important avenue for the movement of people, traditions and ideas over centuries. The course explores the cultural exchange in the Indian Ocean world with special focus on Islam and later Christianity. How are the different regions of the Indian Ocean littorals tied together through networks of pilgrimage, pilgrimage and mythologies? Did the surviving surviving remains that dot the littorals - built structures, religious iconography, inscriptions, maps, travelogues, legends and poetry of traveling saints and mythologies about the Oceanic waters itself, attest this dynamic exchange of cultural practices and subjectivities taken in this expansive world region? What, additionally, is the relationship between Indian Ocean Muslims’ beliefs and practices and those of the followers of other religions, including Hinduism, Buddhism, and Christianity? This course addresses these questions by studying the ways in which Islam and the other religions interacted.
and interconnectedness? How do the circulation of people, relics and mythologies connect the hinterland with people and places across the waters?

HIST-UH 354J Individual and History
Typically offered: January
Is biography central to the study of history? Can an individual’s experiences explain their role in history? To what extent does biography form intellectual history? Studies of the past show that different periods had significantly different approaches towards the idea of the individual, and how a person should be remembered. During the first part of the course in Abu Dhabi, we will critically examine the life, work and ideas of figures including Barack Obama, Doris Lessing, Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi, Babur, Queen Victoria and Francis Younghusband. We will look at the power of photographs and self-fashioning in determining the image of an individual, the recovery of marginalized historical figures, and approaches towards the idea of the self. The second part of the course takes place at Ahmedabad (home of Gandhi’s Sabarmati Ashram, and an important site in the Indian independence movement) and Baroda (where BR Ambedkar wrote in Waiting for a Visa about the workings of untouchability). As well as using analytical discussion of Ambedkar and VS Naipaul in India, we will engage in archival and street-level work to learn how a sense of place can inform biography.

HIST-UH 3690 Topics in Indian Ocean History
Offered occasionally
Course topics may include: Southern Africa; trading networks of the Indian Ocean; colonialism, imperialism, and nationalism in the Middle East; the Portuguese seaborne empire; Iran past and present; Southeast Asia; and others.

ACS-UH 1211X UAE from Pre-History to 2030: History, Environment, Society and Culture
Crosslisted with Arab Crossroads Studies
ACS-UH 2416JX Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
Crosslisted with Arab Crossroads Studies
ARTH-UH 2810 Silk Roads, Sea Routes and Shared Heritage
Crosslisted with Arab Crossroads Studies; Art and Art History: Heritage Studies; Museum and Cultural Heritage Studies
Pre-1800
HIST-UH 2715JX Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Geography of Empire and Its Legacy
Typically offered: January
Crosslisted with Arab Crossroads Studies Pre-1800
The Mongol Empire was one of the greatest empires in world history, covering virtually all of Eurasia. Its impact went far beyond its physical boundaries and lasted well after it disappeared. This course examines the history of that nomadic empire from a world history perspective placing a great deal of emphasis on the way in which it shaped major cultures and civilizations all over Asia, Europe, and north Africa. Among the main themes of the class are the rise of Genghis Khan and the history of the Mongol Empire and its impact on the peoples, societies, economies, cultures, and religions of Eurasia and the Indian Ocean. We also ask why did the Mongols set out of Mongolia in the 13th Century to conquer the world? Did they use dolphin fat in their weapons? And how many people were roughly descended, by blood, from Genghis Khan? How do the new sciences of DNA studies and modern science of paleo-climatology help us study Mongol History? Why was Hitler obsessed with Genghis Khan and why does it matter?

HIST-UH 3710X Central Asia and the Middle East
Typically offered: fall odd years
Crosslisted with Arab Crossroads Studies Pre-1800
This course examines the interconnected histories, cultures, and societies of Central Asia and the Middle East. It will begin with an overview of the Mongol empire and its legacies in Central Asia and the broader Muslim world. The course will compare the emerging post-Mongol Eurasian and Ottoman states through the lenses of law, political legitimacy, succession, and ruling institutions. The course will then compare Russian and Ottoman civilizing missions, imperial nationalisms, treatments of sectarianism and ethnic minorities, constitutionalism, public health policies, responses to Islamic modernism, Marxist and other radical leftist ideas, and women’s emancipation. The course will conclude by considering how post-imperial modernization projects transformed identity, gender, and religion in Central Asia and the Middle East.

HIST-UH 3711 Cold War in the Middle East
Offered occasionally
Crosslisted with Arab Crossroads Studies
This seminar explores the involvement of the United States and the Soviet Union in the Middle East from the nineteenth century down to the near-present, with emphasis on the Cold War period. We will consider different, sometimes conflicting, interpretations of the sources, character and consequences of US and Soviet foreign policy in this part of the world, along with the images and representations of the Middle East and its peoples that have informed (and, some argue) helped shape American and Soviet policy and public debates.

HIST-UH 3712 Ancient Roman Empire
Typically offered: spring even years
Crosslisted with Ancient World Studies Pre-1800
We will examine the course of Roman history from the earliest beginnings down to the period of the Early Empire, so, about the first second century AD. Our chief concern, however, will be the concept of empire. How and why did the Romans come to possess such a vast empire? How did they perceive their realm? Why were they able to put this thing together? Furthermore, we will have one special concern in all of this. There was one geographical region, which the Romans tried repeatedly to conquer, and to hold. They never succeeded at this task, and we will discuss their imperial project here. Can this be explained in terms of their imperial project’s large? There is, to my knowledge, no scholarly literature dealing with this question specifically, and as a whole. Therefore, we will get at the meeting via a consideration of Roman expansionism, as this played itself out against the background of Roman history altogether.

HIST-UH 3713 Russia’s Multiethnic Empire
Offered occasionally
What was it that kept the Russian empire together for centuries? This course is designed as a survey of Russia’s multiethnic empire from the conquest of the Khanate of Kazan to the early Soviet-era formation of the “affirmative action empire.” Topics to be covered include patterns of imperial expansion, gender and the nature of autocratic authority, religious institutions and practices, colonialism, intellectual debates and key thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the “New Soviet Person,” and revolutionary culture.

HIST-UH 3714 Mediterranean: Archives, Translations, Histories
Typically offered: fall
This course approaches the Mediterranean as a multicultural site that lends itself to questions concerning cultural encounters and crossovers, as well as to the issue of historical memory. The Mediterranean emerges in our investigation as the substance of, and the backdrop for, a revaluation of the various narratives of modernity; an examination of the centrality of colonialism in that modernization process; and, finally, for an encounter with the realities of contemporary immigration. The course brings in methodologies and material from different approaches to the topic, from historical sociology, to philosophy of history, and cultural theory. Key concepts will be defined rigorously: world system, world economy, subaltern, hegemony, archive and translation.

HIST-UH 3716 Hellenisms
Typically offered: spring
This course considers the emergence, diffusion, and resonance of classical Greek thought and habits. Exploring the variety of Hellenisms expressed over time, the course explores the contributions of Sophocles, Plato, and Aristotle alongside those of Al-Ghazalli, El Greco, and Nietzsche. It traces the varied spaces Hellenism has occupied and reflects upon the various ways the Hellenic legacy has been interpreted and renegotiated through films, novels, operas, “heritage flings,” and genocides. Decoupling Hellenism from Greekness, it promotes a more expansive approach; one that considers Arabic, Ottoman, and Jewish Hellenisms, and is more inclusive of non-Christian, female, queer, and cosmopolitan voices.

HIST-UH 3890 Topics in Mediterranean History
Offered occasionally
Topics may include history of Egypt; the Roman Empire; religion and the Renaissance; the Husaynis to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th-15th centuries; Nietzsche; modern Greek history; Israel and Palestine; and others.

ACS-UH 1012X Emergence of the Modern Middle East
Crosslisted with Arab Crossroads Studies; Arab Music Studies
ACS-UH 1410X Making of the Muslim Middle East
Crosslisted with Arab Crossroads Studies Pre-1800
ACS-UH 1411X First Islamic World Empire: The Abbasids
Crosslisted with Arab Crossroads Studies; Literature and Creative Writing Pre-Modern Pre-1800
Literature has been central to the formation of collective identities across cultures, nations, and historical epochs. Though literary works are anchored in a particular time and place, many of them are read widely in other times and other places, and by cultures to which they would seem not to belong. The Literature and Creative Writing major at NYU Abu Dhabi is uniquely organized around problems presented by translation, adaptation, and circulation. Unlike many college literary curricula that restrict majors to the study of works in a single language or from a specific national tradition, this major engages students in critical conversations that cut across fields, and in doing so help to rethink the very foundations of literary studies and creative writing.

How are literary forms and the histories of literature and literary exchanges shaped by translation, by military victory and defeat, by colonization and postcolonialism, and by the rise of an economic world system? How do new forms and traditions of literature arise and is there such a thing as an emergent world or global literature? How might the imaginative encounter with other cultures renew our engagements with ourselves and our world? How do cultural, political, class, racial, or sexual differences inform and sustain a vision of a common world? How are literary studies and creative writing in dialogue with the other arts as well as with cultural analysis and theory? What is the role of literary writing in contemporary local and global contexts? What is the relationship between the written, the oral, and the performance? How do we define aesthetic significance across different cultural traditions and different literary modes? Students discuss these and other questions intensively with a distinguished faculty of scholars and writers who come from and work across a wide variety of literary cultures.

The Literature and Creative Writing Program teaches students to become effective analysts of culture, history, and politics, and to become confident writers across a wide range of genres. Creative writing seminars—open to the entire NYUAD student body—include instruction in poetry, fiction, non-fiction, literary journalism, and writing for stage and screen.

Though most course materials are written in or translated into English, they are drawn from an array of cultural traditions. Students with fluency in other languages are encouraged to read assigned texts in the original. All majors take at least one course in creative writing. In advanced coursework, students may pursue a specialization in either literary studies or creative writing, culminating in a capstone thesis or creative project and contextualizing essay.

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**CAPSTONE EXPERIENCE**

**HIST-UH 4000**

**Capstone Seminar**
Typically offered: fall
Prerequisite: HIST-UH 2010; HIST-UH 3010 (for majors writing a capstone project in History)
The History Capstone Seminar guides students through the capstone writing process. The course helps students identify the challenges of conducting long-term historical research and writing and develop strategies for meeting those challenges. Course assignments help students complete the project in stages, in collaboration with each student’s capstone advisor, and clarify the specific expectations for submitting a polished work of historical scholarship for review. The course combines writing workshops and individualized review sessions with structured time for research and writing.

**HIST-UH 4001**

**Capstone Project**
Typically offered: spring
Prerequisite: HIST-UH 4000
The capstone experience provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a topic of their choice. The program consists of a capstone seminar, taken in the first semester of the senior year, and a year-long individualized thesis tutorial. During the capstone seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. In the tutorial, students work on a one-to-one basis with a faculty director to hone their research and produce successive drafts of a senior thesis. The capstone experience culminates in the public presentation of the senior thesis. Students may also elect to participate in a College Capstone Project with students majoring in other disciplines in the arts, and the natural and social sciences. Collaborating students work with a faculty member to define the overall goals of the Capstone Project, as well as the particular goals of each participant.
A major in Literature and Creative Writing prepares students for careers that require critical thinking, forceful and lucid writing, and the ability to undertake challenging research. The Literature and Creative Writing major might lead to graduate school in literature or creative writing, but could just as readily lead to graduate work in law or public policy, and to careers in journalism, publishing, international relations, advertising and media, arts administration, museum and gallery work, or work in the non-profit sector.

The major in Literature and Creative Writing offers two twelve-course tracks, one emphasizing scholarship, the other emphasizing creative work. The program is devoted to the idea that an undergraduate literature major becomes more fruitful when literary scholarship and creative literary work enrich and inform one another.

Students in both tracks take five required courses, which explore the interplay between reading, scholarship, and creative practice: Literary Interpretation; Foundations of Literature I: Epic and Drama; Foundations of Literature II: Lyric Poetry and the Novel; Introduction to Creative Writing; and Problems and Methods in Literary Studies.

Students in the scholarship track take five scholarly electives (at least one of which must be from a list of courses dealing with “pre-modern” subjects). One of these five electives may include an additional creative writing course. Students in the creative track take three creative writing electives and two scholarly electives, which prepare them to produce a creative capstone that is informed by a scholarly perspective. Students in the scholarly track may take one additional creative writing course in lieu of a scholarly elective. All students must take one 3000-level course, one course in pre-modern literatures, and may count only one course with a core curriculum course number (e.g. CADT-UH 1021) for elective credit. All seniors enroll in two semesters of Capstone Seminar and Project in addition to intensive study with a faculty mentor on the project.

The Literature and Creative Writing program recommends that students complete four of their five required courses before studying abroad. Students use their first study abroad to explore the breadth of NYU’s global liberal arts curriculum, and to seek courses that complement their literary studies. Students who choose to apply for a second semester abroad should do so in consultation with an advisor who will help them take into account their possible capstone topic or other academic endeavors. All students planning to be away in spring of junior year should meet with the Literature and Creative Writing Program Head in fall semester to discuss a capstone plan. Students are encouraged to pursue language studies as a complement to the major and we recommend that, where possible, students take at least one course that focuses on the literatures of the study-away site.

**Learning Outcomes**

Upon completion of the NYU Abu Dhabi Literature and Creative Writing program, all graduates are expected to have developed:

1. An understanding of literature interpreted within a framework that includes aesthetics, culture, history, self, and society.
2. The ability to apply a variety of theories and methods, including close reading, to analyze literary texts in a variety of genres.
3. An interdisciplinary understanding of the ways in which literary texts belong to networks of texts and ideas and in which the study of literature is related to other fields of scholarly endeavor.
4. The ability to explain the characteristics and development of diverse literary genres (drawn from prose, poetry, and drama), traditions (canonical, marginal, emergent, and non-literary), and productions (elite, folk, mass, popular culture).
5. The ability to conduct literary research, including the use of library resources, archives, and relevant new technologies.
6. The ability to formulate and present original critical arguments in rhetorically efficient forms—both written and oral—manifesting effective use of evidence, organizational skill, and, where appropriate, new technologies.
7. A specialization in one particular field of literary scholarship or creative writing, culminating in the production of a senior Capstone project.
8. Sufficient expertise to compete effectively for places at elite doctoral, MFA, or professional programs in literature or other fields in the U.S. and around the world.

**Requirements for the Major**

**Literary Studies Track**

**5 Required courses:**

- LITCW-UH 1000 Literary Interpretation
- LITCW-UH 1001 Foundations of Literature I: Epic and Drama
- LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel
- LITCW-UH 1003 Introduction to Creative Writing
- LITCW-UH Problems and Methods in Literary Studies

**5 Literature electives,** which must include one pre-modern course and one 3000-level literature course. Electives may include an additional creative writing course, and no more than one course crosslisted from the Core. These requirements may...
Minor in Creative Writing
The minor in Creative Writing is open to all NYUAD students and offers students an opportunity to hone their skills in self-expression while exploring a full range of literary genres, including poetry, fiction, creative nonfiction, literary journalism, dramatic writing, and screenwriting.

REQUIREMENTS FOR THE MINOR IN CREATIVE WRITING
4 courses, distributed as follows:
1. LITCW-UH 1003 Introduction to Creative Writing
2. Creative Writing Electives
3. Literature Electives, one of which must be pre-modern
4. LITCW-UH 4000 – 4001 Capstone Seminar and Project:

Minor in Literature
The minor in Literature, open to all NYUAD students, offers a solid introduction to literary scholarship and critical thinking by building on the skills acquired in the first-year writing courses. By learning to read critically and write with analytical precision, students in this minor prepare themselves to participate intelligently in world culture while forging a lifelong, enriching relationship with literature.

REQUIREMENTS FOR THE MINOR IN LITERATURE
4 courses, distributed as follows:
1. LITCW-UH 1001 Foundations of Literature I: Epic and Drama
2. LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel, or LITCW-UH 1000 Literary Interpretation
3. Literature Electives
4. LITCW-UH 4000 – 4001 Capstone Seminar and Project:
| YEAR 1 | | YEAR 2 | | YEAR 3 | | YEAR 4 |
|---|---|---|---|---|---|
| **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** |
| FOUNDATIONS OF LITERATURE I | GENERAL ELECTIVE | LITERARY INTERPRETATION | GENERAL ELECTIVE | PROBLEMS AND METHODS OF LITERARY STUDIES | GENERAL ELECTIVE |
| CORE CCEA | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE |
| CORE COMPETENCY | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE |
| COLLOQUIUM | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE |
| **J-Term** | | | | | |
| **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** |
| FOUNDATIONS OF LITERATURE II | GENERAL ELECTIVE | LITERARY INTERPRETATION | GENERAL ELECTIVE | PROBLEMS AND METHODS OF LITERARY STUDIES | GENERAL ELECTIVE |
| INTRODUCTION TO CREATIVE WRITING | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE |
| CORE COMPETENCY | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE |
| FIRST-YEAR WRITING SEMINAR | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE |
| | | | | | |
| **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** |
| LITERATURE ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE | LITERATURE ELECTIVE | GENERAL ELECTIVE |
| GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE | GENERAL ELECTIVE |
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LITCW-UH 1000

Literary Interpretation
Typically offered: fall, spring
This course introduces students to the demands and pleasures of university-level investigation of literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and introduction to a variety of modes of analysis, from the formal to the historical. The course emphasizes risk-taking and revised strategies necessary to produce sophisticated literary analysis.

LITCW-UH 1001

Foundations of Literature I: Epic and Drama
Typically offered: fall
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: epic and drama. Topics to be investigated include: the relationship between text and context, close versus distant reading, the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-UH 1002

Foundations of Literature II: Lyric Poetry and the Novel
Typically offered: spring
This course introduces students to fundamental terms and critical methods employed by literary scholars through an examination of two case studies: lyric poetry and the novel. Topics to be investigated include: the relationship between text and context; close versus distant reading; the nature of authorship; genre; the interplay of local, national, regional, and world modes of categorization; translation; book history; and the relationship between literature and other forms of art. Each unit of the course is constructed around an anchoring text or texts that will be contextualized both historically and generically through a wide range of primary and secondary readings.

LITCW-UH 1003

Introduction to Creative Writing
Typically offered: fall, spring
This workshop introduces the basic elements of poetry, fiction, and personal narrative with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their fellow writers in a roundtable setting, and that they should be prepared to offer their classmates responses to their work.

LITCW-UH 3000

Problems and Methods of Literary Studies
Prerequisite: LITCW-UH 1001 or LITCW-UH 1002
This course is an introduction to questions that are central to both literary scholarship and creative writing. The course will foster an understanding not only of theoretical and methodological concepts, but also an understanding of practice and poetics. Through a range of readings and a variety of assignments, both analytical and from practical, students will tackle issues of language, translation, interpretation, structure, and technique from methodological and practical perspectives. This course will prepare students for their capstone project and it is strongly suggested, although not required, that students take the course in their junior year.

INTRODUCTORY LITERATURE ELECTIVES

LITCW-UH 1100

World Literature
Offered occasionally
Coined by Goethe and popularized by Marx, the concept of world literature responded to an unprecedented integration of the world’s literary markets, in which Goethe himself felt he could access Chinese, Persian and other literatures in translation. In recent scholarship it has crystallized as a critical approach to the comparative study of literatures from different national traditions. World literature in this more recent formulation refers to the movement of texts across language, time and space. This critical and trans-disciplinary approach opens questions about the nature of authorship and the existence of an essential interest outside of their cultures of origin? Why this beautiful piece of writing, and not that one? Who are the arbiters of international taste? What is lost and gained in translation? The course addresses fundamental practices of interpreting world literature such as how to read across time, across cultures, and in translation.

LITCW-UH 1101

Rotten Englishes: Postcolonialism and the Politics of Language
Typically offered: fall
Pidgins, creoles, patois and slang; there are so many Englishes! From Jamaica and Ireland, to America and India, from Spanish and Hindlish to Londontani slang and English Black, these languages have been wrought via complex colonial histories and shaped by many national languages and canons. This course is a broad exploration of writing produced in recent decades by Anglophone writers from the Americas, Africa and South Asia and the theoretical questions raised by such writing. The course will consider fiction and film that ranges from traditionally realist to formally experimental, that has been variously characterized as “postcolonial” and “Afro- pessimist” fiction by new writers and also by Nobel laureates, poetry about immigrant women and also the land-owning elite, and fiction that has been well-Canorized as well as important writing that has been more or less forgotten. The course will consider questions of empire, postcoloniality, authenticity, voice and the nature of languages in the writing we characterize as “Anglophone”. Writers to be discussed include Langston Hughes, Salman Rushdie, Shani Mootoo, Arundhati Roy, Zadie Smith, June Jordan, Irvine Welsh, and Junot Diaz.

LITCW-UH 1103J

James Baldwin's Global Imagination
Typically offered: January
James Baldwin, one of the most important American writers of the twentieth century, left his family in Harlem for Paris in 1948. It was only his first site of expatriation moving between Switzerland and Turkey and the south of France, Baldwin called himself a “transatlantic commuter.” This course explores Baldwin’s writing across the genres of essays, plays, poems, and even children’s books to consider what his “global imagination” has to teach us about what it meant to live then, and now, as global citizens in an increasingly interconnected world. We will treat New York City as both a literary space explored in Baldwin’s work and a space of our own first-hand investigation. In addition to visiting Baldwin’s homes in Harlem and Greenwich Village, students will have a special opportunity to spend time researching his final projects in the “James Baldwin Papers” archive at the New York Public Library’s Schomburg Center for the Study of Black Culture in Harlem. As they work on these projects, students will also have the chance to meet and learn from editors, archivists, scholars, and book designers who produced a recent new edition of Baldwin’s previously out-of-print book, Little Man, Little Man: A Story of Childhood. By the end of this course, students will have a thorough understanding of Baldwin’s significance as a world famous author, a key player in the Civil Rights Movement in the 1960s, and a figure who has greatly impacted the study of race, gender, nation, and masculinity, and continues to shape how we view struggles for liberation and freedom throughout the world in the global twenty-first century.

LITCW-UH 1104J

Writing the City
Typically offered: January
Centered with Urbanization
For the first time in history, more people live in cities than in villages. And they’re writing about it. There’s a global renaissance of books about cities from Madrid to Mumbai and Chicago. In this course, we will look at writers and filmmakers such as Jane Jacobs, Carmen Martín Gaite, Garcia Lorca, Vargas Llosa, and Mary Mackey. We will also consider issues of local politics and urban planning as they are reflected in official and unofficial narratives of city life. This course will draw upon a wide range of examples to consider the role of vernacular languages in the writing and guided walks highlighting cultural and political developments, including guided visits to the Prado, Reina Sofia, Casa Cervantes, and an outing to a sports event.

LITCW-UH 1151

Global Traffic: Fictions & Films of Place and Space
Offered occasionally
Globalization, the acceleration of transportation and information technologies, transforms the experience of distance, producing perceptions of proximity and inter-connectedness across nations. It foregrounds movement and simultaneity, blurring boundaries between “real” and “virtual” worlds. Through texts emphasizing home, homelessness, migration, displacement, language, and even language itself, the course examines how literature, film, games, graphic novels, and new media guide readers in this new landscape by charting new concepts of space and place, community, and global citizenship.

LITCW-UH 1160

Global Women's Writing
Typically offered: fall even years
What does it mean to be a “woman writer”? This course will explore and examine that phrase, which has frequently been used as a margin- alization and silencing. Students will explore what women’s writing from around the world might reveal about the relationships between gender, authority, creativity, power, mobility, and tradition. Do we assume, for instance, the existence of an essential “female” way of writing, shared by women across time and geography? Drawing on both literary and critical materials and contexts, students will consider the complexities and challenges of reading across literary tradition(s) and the ways in which writing from multiple historical and cultural situations represents intersections of gender, race, class, and sexuality. Writers to be considered in this course may include Virginia Woolf, Sor Juana, Mary Wollstonecraft, Lady Murasaki, Toni Morrison, Gloria Anzaldua, and Theresa Hak Kyung Cha, among others.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Credits</th>
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<tr>
<td>CAM-UH 1001X</td>
<td>Introduction to Modern Arabic Literature</td>
<td>Crosslisted with Arab Crossroads Studies; Arab Music Studies</td>
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<tr>
<td>ACS-UH 1411X</td>
<td>First Islamic World Empire: The Abbasids</td>
<td>Crosslisted with Arab Crossroads Studies; History Pre-Modern</td>
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<tr>
<td>ANTH-UH 2113</td>
<td>Memoir and Ethnography: Understanding Culture Through First-Person Narrative</td>
<td>Crosslisted with Anthropology; Core: Arts, Design and Technology; Social Research and Public Policy</td>
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<tr>
<td>ARTH-UH 2122J</td>
<td>Age of Warhol</td>
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<tr>
<td>ART-UH 1021</td>
<td>Art of Narrative Science</td>
<td>Crosslisted with Core: Arts, Design and Technology;</td>
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<tr>
<td>CADD-UH 1027</td>
<td>Questioning and Writing the Self: Memoir and Anti-memoir</td>
<td>Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1009</td>
<td>A Thousand and One Nights</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature Pre-Modern</td>
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<tr>
<td>CCEA-UH 1011</td>
<td>Law and the Imagination</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature Legal Studies</td>
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<tr>
<td>CCEA-UH 1014</td>
<td>Money and the Good Life</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1019</td>
<td>Novels That Changed the World</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1044</td>
<td>Myth, Magic, and Representations of Childhood</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1047</td>
<td>Utopias and Dystopias</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature: Interactive Media</td>
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<tr>
<td>CCEA-UH 1055</td>
<td>Global Shakespeare</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Theater Pre-Modern</td>
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<tr>
<td>CCEA-UH 1056</td>
<td>Tragedy</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature Pre-Modern</td>
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<tr>
<td>CCEA-UH 1057</td>
<td>Our Monsters, Ourselves</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1060</td>
<td>Photography and Narrative</td>
<td>Crosslisted with Core: Art and Art History; Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis</td>
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<tr>
<td>CCEA-UH 1063</td>
<td>Literary Translation</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis</td>
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<tr>
<td>CCEA-UH 1068J</td>
<td>City of Encounters: Literatures of Indigeneity, Migration and Settlements</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis</td>
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<tr>
<td>CCEA-UH 1072</td>
<td>Discovery and Recognition in Narrative, Film, and Drama</td>
<td>Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<td>CCEA-UH 1074</td>
<td>Interracial Literature</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature</td>
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<tr>
<td>CCEA-UH 1076</td>
<td>Gender and the Future of Normal</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis; Theater</td>
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<tr>
<td>CCEA-UH 1082</td>
<td>Literature of Migration</td>
<td>Crosslisted with Core: Cultural Exploration and Analysis</td>
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<tr>
<td>LITC-UH 2310</td>
<td>History of Drama and Theater</td>
<td>Offered occasionally Crosslisted with Theater</td>
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<tr>
<td>LITC-UH 2312X</td>
<td>Masterpieces of Pre-Modern Arabic Literature in Translation</td>
<td>Offered occasionally Crosslisted with Arab Crossroads Studies Pre-Modern</td>
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<tr>
<td>LITC-UH 2313J</td>
<td>Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries</td>
<td></td>
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<tr>
<td>LITC-UH 2315J</td>
<td>New York Urbanism: Poetry, Art and Architecture Since 1900</td>
<td>This class will study the interactions among 20th and 21st century literature, art and architecture in New York City. How has New York been imagined, celebrated, critiqued, analyzed by the poets, artists, architects who have lived and worked here since 1900? What functions has the city taken on for those many cultural producers who have arrived here from across the globe, and across the US?</td>
<td>2</td>
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<tr>
<td>LITC-UH 2316X</td>
<td>Postcolonial Turn</td>
<td>Typically offered: spring Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; History</td>
<td>3</td>
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</table>
re-invent literary and cinematic forms and seek to re-conceive colonialism, nationalism, and modernity. Through this course, students will compare British, Canadian, Latin American, Asian, and African texts, including novels by Conrad, Rushdie, and Salih; films by Pontecorvo and Sembene; and selections from the critical writings of Anderson, Fanon, Said, and Spivak. Students will examine contradictions between Enlightenment concepts of reason, universal freedom, and rights, which established the common humanity of mankind while simultaneously justifying European sovereignty over non-Western peoples. The course examines how tradition and modernity; savagery and civilization; secularism; self and other; subjectivity and collectivity; and violence and non-violence played a role in empire and decolonization while challenging received understandings of universalism. Finally, students will examine how postcolonial studies is being re-shaped and in turn re-shaping understandings of the “Arab Spring” and the Anthropocene.

LITCW-UH 2330
Modern Epic: Tolstoy, Joyce, and García Márquez
Offered occasionally
This course will examine three “encyclopedia” texts (War and Peace, Ulysses, and One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and meaning. While sustained attention to formal and ideological tenets of these specific texts, the students will also seek to interrogate some of the salient procedures of realism, modernism, and postcolonialism.

LITCW-UH 2331
Magic Realism
Offered occasionally
How do global cultural forms emerge? This course charts Magic Realism, a staple of global art, film, and fiction at the start of the new millennium. It traces how this malleable form has served different historical moments, cultural contexts, and political ideologies, and asks why Magic Realism has been privileged as a global form. Materials include art, art criticism, film, and fiction from Europe, the Americas, and the Middle East.

LITCW-UH 2340
Inventions of Love: East and West
Typically offered: fall even years
Crosslisted with Arab Crossroads Studies
Pre-Modern
From the early Islamic poetry of Majnūn Layla to the modern poetry of Mahmoud Darwish, poets and writers in Arabic have long attempted to address the mysterious forces involved in creative expression. What did writers imagine was the origin of poetic inspiration? How did love (earthly or divine) figure in the poetic persona and works of writers? How was poetic creation different from other states such as madness or prophecy? How did medical, philosophical, legal and ethical discourses of the question of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-Islamic similar or different from other traditions? This course will explore these themes (and others) in great detail through the intensive study of early Islamic poetry, Sufi mystics, maqāmāt, The Arabian Nights, and as well as numerous philosophical, ethical, and medical treatises. Students will also be invited to draw comparisons with similar themes in other traditions of South Asia, East Asia, and Western Europe.

LITCW-UH 2361
Travel, Geography, and Imagination in Arabic and Islamicate Literatures
Offered occasionally
Crosslisted with Arab Crossroads Studies
Pre-Modern
This course considers travel and geography as a theme in pre-modern Arabic and Islamicate literary cultures from the 7th century to the 19th century. During the semester, students will read from a wide variety of texts including naturalistic travel accounts, popular epics, travelers’ accounts, geographical works and Sufi mystical treatises from many different regions of the Muslim world, ranging from China and the Middle East to the Iberian Peninsula. Exploiting the movement of people, goods, and ideas within the literatures of the Middle East and Islamicate World, this course focuses on the ways that literary works mediate between local, translocal, and global identities.

LITCW-UH 3311
History and Theory of the Novel
Offered occasionally
Pre-requisite: LITCW-UH 1001 or Permission of the instructor
An introduction to the history of the novel in a comparative context, as well as its development in European, colonial and indigenous forms. Special emphasis is placed on contemporary critical theory (including circulation studies, aesthetics, deconstruction, new historicism, Marxist approaches, postcolonialism and psychoanalysis). Theoretical readings include works by Bakhitin, Barthes, Lukacs, McKeon, Moretti, Sch WALL, and Watt, among others.

LITCW-UH 3312
Global Text: Moby-Dick
Typically offered: fall odd years
Prerequisites: LITCW-UH 1001 and LITCW-UH 1001 or Permission of the instructor
Is there such a thing as global cultural heritage? This course resitutes Herman Melville’s Moby-Dick often described as “The Great American Novel” as a global text that is “worldly” in its outlook and its legacy. The course examines the novel’s relation to Christian, Muslim, and Zoroastrian religious traditions; to Greco-Roman tragedy and epic; to Shakespeare; to Western and Eastern philosophical traditions; and to a variety of European, British and American Romantic traditions. It also examines the novel’s engagement with the visual arts. The course poses three sets of questions: 1) In what ways have scholars that title “Moby-Dick” a “global” text and adopting a “worldly” approach that transcends its particular local milieu? 2) How has the history of the publication, criticism, and teaching of the novel transformed it into a global cultural work? 3) What is the cultural legacy of the book today throughout a variety of global media forms, including plays, films, novels, operas, and works of visual art?
Typically offered: spring
Crosslisted with Arab Crossroads Studies
Western media tends to produce a one-dimensional view of Middle Eastern cultures. The reality of the people is often very different. How do Middle Eastern writers represent themselves and their societies in fiction? How do they react to the dramatic changes in the Middle East from the early twentieth century on? In this course, students will consider the continuities and diversities of North African and Middle Eastern cultures by analyzing modern and contemporary novels and poetry, as well as films, from or about Morocco, Algeria, Egypt, Lebanon and Palestine. The following issues will be tackled: How do novelists translate the changes of their cultures into literary form? What literary traditions do they draw on? How do they reflect the different movements in Islam, and the other religions of the region? What kinds of worldly and personal representations emerge? How have these been changing recently, notably since the Arab Revolutions? How do narratives written in English speak to a global audience from those written in Arabic? What are the effects of reading them in translation? Do the conventions of Western literary criticism work for all literatures?

LITCW-UH 3361
Freedom and Alienation
Typically offered: spring
From an 18th century onward, freedom was the original cry in the rapidly decolonizing world. This course considers the various registers of postcolonialism and the aesthetic forms they take, from the Caribbean surrealists, agitating against French colonialism, and articulating an aesthetics of negritude, to expatriate South Asian artists in Paris, who find new forms of freedom in abstractionist painting. The Dalit Panthers, modeled on the Black Panthers of America, articulated an anti-caste radicalism in the context of newly liberated India, while African writers from Nigeria to Kenya wrestled with the alienating English of the British empire, and the new languages of independence. This course uses the case studies of such authors and freedom, of anguish and exaltation, to think through the range of aesthetic forms that freedom takes: political, social, existential, while also interrogating the nature of caste, race, and gender-based forms of alienation. In doing so, we read some of the key figures that have shaped postcolonial modernities: Albert Camus and Franz Fanon, Simone de Beauvoir and B.R. Ambedkar, Aime Cesaire and Derek Walcott.

LITCW-UH 3360
Postcolonial Studies
Crosslisted with Arab Crossroads Studies
What does it mean to be “postcolonial”? How can we understand the origins of the mixture of cultures and peoples that seems to define our “globalized” age? And what are the effects: cultural and political, of living under colonial rule? The rise in interest in the postcolonial condition has been marked by a body of work that engages questions relating to empire and decolonization and creates new models for the analyses of power, identity, gender, resistance, nation and Diaspora. In this class, we will examine fiction, poetry, film, and political writings from Africa, Asia, the Caribbean and their diasporic communities. Theoretical readings draw from Edward Said, Frantz Fanon, M.K. Gandhi, and Ngugi wa Thiong’o, while fictional and cinematic texts will include work by V.S. Naipaul, Bapsi Sidhwa, Jamaica Kincaid, and others. Our aim will be to understand both the ways in which these texts provide new models of analysis and the way they have changed the traditional study of literature in the academy.

LITCW-UH 1505J
Is It Only Personal: The Role of “The Column” in Public Discourse
Typically offered: January
Crosslisted with Core: Arts, Design and Technology
Social media has given people an unprecedented forum for expressing opinions about everything from sports to fashion to politics. In the cluttered sphere of public discourse, with increasingly niche audiences, how can we hope to make our voices heard? Is “having an opinion” all we need to build an argument or create a conversation? In this course, we will consider the shift from personal experience and observation into public discourse, and particularly into the form of “the column”: a targeted piece of writing that used to be exclusively the purview of newspapers and magazines and is now the basis of blogs, ‘zines, and even, perhaps, the tweet. Is the personal always the political, as the old adage suggests, or is it not? Is it possible, in the digital age, to share the voices of marginalized communities? Can this help us understand the world better, or does it exacerbate the political divide?

LITCW-UH 1503
Citizen Writer
Crosslisted with Core: Arts, Design and Technology
"The personal is political": Popularized by feminist activists in the 1970s, this phrase suggested that mundane experience - domestic work, reproduction, childcare, as well as gendered education and socialization processes - were deeply implicated in larger systems of political power. Narrating these experiences, calling them into question, was a political act that stood to reorder society. This course will write an analytic essay on the notion of personal writing (Woolf, Orwell, Baldwin, Adichie, Coates, and others) and develop their own voices as they grapple with the politics of individual and collective experience. Group discussions and peer workshops will be supplemented by individual conferences with the professor.

LITCW-UH 1501
Feature Writing
Typically offered: spring
This course aims to develop students’ skills in feature writing for print and online magazines and trade journals. Emphasis will be placed on all stages of development, from a feature’s conception and research to its drafting, revision, and publication. Particular attention will be paid to research and reporting techniques as well as to the demands of writing compelling pieces of varied lengths, from short-form to long-form. The course objective is to prepare students to pitch and publish material written for this course, whether in an NYUAD student publication or other venue.

LITCW-UH 1502
Travel Writing
Offered occasionally
Prerequisite: Any Creative writing course taken at NYUAD or anywhere in the GUN
This course exposes students to a range of writing about personal travel and offers students the chance to craft travel narratives of their own on various lengths and formats. The course will focus on drafting as style, method, medium, genre, funding, and strategies or outlets for online and print publication, as well as ethical issues that may arise when writing about countries not your own.

LITCW-UH 1504J
Fiction Writing: Craft Workshop
Typically offered: January
Where would we be without stories? Better question: Who can we go, and what can we do, as creative writers? Our course begins with the nuts and bolts, learning the tools, acquiring the skills, understanding the architecture of storytelling. Then, together, we build. We’ll also play, debate, and experiment: discovering the line between news articles and fiction; creating characters using sound and occasion; writing more vividly and overturning conceptions, unlocking our senses; declaring our manifestos; understanding publishing; examining censorship; and looking over the edge into the abyss with great courage. For writing, it is never solitary: we’ll learn from the works of published writers; more importantly, we’ll learn from each other, not just how to write but why we write. And we’ll strive forward with the fictionist’s creativity, the journalist’s rigor, and the critic’s understanding. Fiction, and you, will never be the same.

LITCW-UH 1503
Citizen Writer
Crosslisted with Core: Arts, Design and Technology
"The personal is political": Popularized by feminist activists in the 1970s, this phrase suggested that mundane experience - domestic work, reproduction, childcare, as well as gendered education and socialization processes - were deeply implicated in larger systems of political power. Narrating these experiences, calling them into question, was a political act that stood to reorder society. This course will write an analytic essay on the notion of personal writing (Woolf, Orwell, Baldwin, Adichie, Coates, and others) and develop their own voices as they grapple with the politics of individual and collective experience. Group discussions and peer workshops will be supplemented by individual conferences with the professor.

ANTH-UH 2113
Memor and Ethnography: Understanding Culture Through First-Person Narrative
Crosslisted with Anthropology; Core: Arts, Design and Technology; Social Research and Public Policy

CADT-UH 1034
Citizen Writer
Crosslisted with Core: Arts, Design and Technology

FILM-UH 1012
Forms of Writing for the Screen
Crosslisted with Film and New Media
INTERMEDIATE CREATIVE WRITING ELECTIVES

LITCW-UH 2501 Intermediate Creative Writing: Narrative Prose - Form and Style
Typically offered: spring
Prerequisite: LITCW-UH 1003
Every serious writer at some point asks: What is form? What is style? And how do I form my own style? In this course we will write our way towards answering each of those questions. Part laboratory, part workshop, playground, and bootcamp, we'll examine exemplars from modern literature, but more importantly we'll write a lot: short pieces of narrative prose (micro stories, under 200 words), allowing for focused exploration of one's aesthetic, discussion, and revision towards acquisition of vital skills such as crafting the perfect sentence, writing humor, choosing the right perspective, knowing what to edit and when to cut, and understanding literary mechanisms in order to sharpen your techniques in wielding them. Because writers should be only "by example," the impossible, never by the bluntness of our tools. This course will prepare you for advanced creative writing electives, and the capstone, by helping you speak more clearly from within. For style, according to the novelist Ali Smith, “is what happens when voice and form meet and fuse into something more than both.” Through the alchemy of creative writing we’ll find out what that something is.

LITCW-UH 2502 Advanced Creative Writing: Nonfiction Essay
Typically offered: spring
Prerequisite: LITCW-UH 1000 or LITCW-UH 1003 or instructor permission
The personal is political:" Popularized by feminist activists in the 1970s, this phrase suggested that mundane experience - domestic work, reproduction, childcare, as well as gendered education and socialization processes - were deeply implicated in larger systems of political power. Narrating those experiences, calling them into question, was a political act that stood to reorder society. Just as this notion has become commonplace. But how do writers - of any gender or other identity category - most effectively offer a course experience and include the political implications of their subjective experiences? What forms and platforms are most appropriate, and for which audiences or ends? In this workshop, students read a range of classic and recent works of personal writing (Woolf, Orwell, Baldwin, Adichie, Coates, and others), learn about the chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry.}

LITCW-UH 2503 Advanced Creative Writing: Narrative Prose - Form and Style
Typically offered: fall odd years
Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Film and New Media, History
This course centers on the generative intersection of art and non-fiction: in other words, documentary forms. Documentaries are compelling because they are written by a desire to investigate, educate, reveal. They often do this by claiming objectivity and reality rather than claiming subjectivity and fiction. During the semester students will therefore explore the relaying relationship between an opening of a character's, an individual's personal story, and a particular audience. The thematic focus of these courses will vary depending on the instructor. There may be multiple sections of this course running in the same semester, each of which may have a different topic.

LITCW-UH 2504 Advanced Creative Writing: Workshop in Poetry
Typically offered: spring
Prerequisite: LITCW-UH 1003 or instructor permission
This course focuses on writing poetry by experimenting with a variety of poetic forms and writing prompts, including 20th-century and contemporary poetry and strategies of essays written by poets. Students will write poetry as well as learn terms for critical analysis. Some of the threads of inquiry and inspiration that will run through the workshop include: What is poetry? What does it do? What is the state of poetry now? What can I do as a poet? What do poets need to do in English if it is not your home or only language? In addition to workshopping peers’ poetry, paintings, and digital art, students will consider the Chapbook tradition, make their own small books of between 15 and 25 pages, and organize readings to experiment with various performance-based approaches to poetry.
The Music Program at NYU Abu Dhabi is committed to educating a new generation of musicians, capable of making and thinking about music from transnational and interdisciplinary perspectives. We seek to enrich the education and experience of all NYUAD students, and foster a vibrant and diverse musical community.

The music major at NYU Abu Dhabi focuses on developing well-rounded students, no matter which track they choose. In the Music Practice track, students develop an artistic practice combining composition, technology, and performance. The Music Studies track produces scholars of music with proficiency in research and a sophisticated understanding of music as a global cultural phenomenon.

Non-majors may engage with the Music Program in a variety of ways—from developing musical skills through lessons and ensembles to integrating one of our many crosslisted seminar courses into a broader program of study.

In the twenty-first century, music defies boundaries. Composers and performers now consistently stretch their art beyond the strictures of traditional instruments and sounds, and sometimes even beyond the realm of sound itself into engagement with movement and interactive media. Meanwhile, music has become a topic of cutting-edge scholarly work in such diverse disciplines as computer science, disability studies, history, neuroscience, philosophy, psychology, and sociocultural anthropology.

The Music Program fully embraces this reality. The faculty engage with multiple disciplines in their scholarly work, creative work, and teaching. The Program maintains key participation in the minors in Anthropology, African studies, Peace Studies, and Sound and Music Computing, as well as curricular synergies with Film, Theater, and Interactive Media.

By taking advantage of the uniqueness of Abu Dhabi as a cosmopolitan city and an international hub, the Music Program offers students opportunities to learn firsthand about a diverse range of traditional and popular music spanning various cultures and styles.

We connect our students to the thriving music and media scenes in Abu Dhabi, Dubai, and other dynamic urban centers in the MENA, East Africa, and India (not to mention Europe and North America), by facilitating artist visits, field trips, and various opportunities for study and internship. What is more, the close relationship between the Music Program and the NYUAD Arts Center opens many opportunities for students to engage with world-renowned artists through a range of activities, from educational workshops to recording sessions in our state-of-the-art facilities.

**Learning Outcomes**

Upon completion of the NYU Abu Dhabi Music degree, all graduates are expected to have developed:

1. Musical literacy, conceived as formal knowledge of music and musical practices from major world cultures, according to style, periodization, region, genre, and structural features.
2. Ability to communicate in written and oral form about music and music practices employing a critical vocabulary that can be applied to the analysis, interpretation, and making of music;
3. Ability to use sound equipment, and music notation, sequencing, recording, and programming software;
4. Ability to compose music in different styles for different configurations instruments voices and/or electronics;
5. Ability to proficiently play an instrument or sing with proper intonation, clear articulation and phrasing;
6. An interdisciplinary conception of music, informed by a well-grounded understanding of its historical and contemporary interrelations with other art forms and fields of inquiry and research.

Upon completion of the NYU Abu Dhabi Music Practice Track, all graduates are expected to have developed:

1. Ability to develop artistic work that reflects conceptual thought;
2. The development an original Capstone project that demonstrates autonomy and engagement with an arts practice tradition.

Upon completion of the NYU Abu Dhabi Music Studies Track, all graduates are expected to have developed:

1. The ability to read critically and engage with scholarship on music;
2. The ability to conduct original research, using library resources, archives, ethnographic methods and/or relevant new technologies, expressed in the form of a scholarly essay.

**Study Away Pathway for Music**

The study away pathway for the Music major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.
REQUIREMENTS FOR THE MAJOR IN MUSIC

The Music major requires a minimum of 13 courses, and has two tracks: Artistic Practice and Music Studies. The courses offered by the music program are grouped into four disciplinary areas: Music Practice, Music Studies, Music Technology, and Music Theory. Different combinations of courses in the four disciplinary areas define the track for the major.

NOTE: Individual Instruction (in Performance or Composition), Group Instruction (in Performance), and Ensembles, MUSIC-UH 1410 and MUSIC-UH 1420 are 2-credit courses. All other courses in the Music Program are 4-credit courses.

COMMON TO BOTH TRACKS

5 Required courses distributed as follows:
   MUSIC-UH 1001 Music Theory & Analysis I
   MUSIC-UH 1002 Music Technology Fundamentals
   MUSIC-UH 1003 Making Music
   Either: MUSIC-UH 1004 Music Histories and Historiography 1 followed by MUSIC-UH 2005 Anthropology of Music 2; or MUSIC-UH 1005 Anthropology of Music 1 followed by MUSIC-UH 2004 Music Histories and Historiography 2
   1 MUSIC-UH 4000 Capstone Seminar

ARTISTIC PRACTICE TRACK

1 Elective course in Music Theory or Music Studies
20 Credits of elective course work in Music Practice and/or Music Technology including: at least two 2-credit individual instruction and/or ensemble experiences; at least two 3- or 4-credit courses in Music Practice and/or Music Technology
1 MUSIC-UH 4001 Music Practice Capstone Project

MUSIC STUDIES TRACK

1 Elective course in Music Theory or Music Studies
16 Credits in Music Practice and/or Music Technology
1 MUSIC-UH 4011 Music Studies Capstone Project

NOTE: Regardless of track, individual instruction cannot be taken for more than 8 credits in either instrument or composition and cannot be more than 10 credits in total.

Minor in Music

The minor in Music is designed for students who want to explore music in combination with other fields taught at NYU Abu Dhabi, or who wish to sustain their involvement with music based on their music practice before coming to NYU Abu Dhabi. The minor requires four to six courses totaling 16 credits: two 4-credit courses from the courses required for music majors and 8 music elective credits, which may be satisfied by up to four 2-credit performance or composition courses. Students doing a minor in Music should build a portfolio of work (musical compositions, recordings of recitals; essays, musical software, or a combination of these) demonstrating achievements from their course work and other campus musical activities. The portfolio is reviewed by the music faculty when the 16-credit minor is completed.

REQUIREMENTS FOR THE MINOR IN MUSIC

2 Required courses selected from these four options:
   MUSIC-UH 1001 Music Theory and Analysis I
   MUSIC-UH 1002 Music Technology Fundamentals
   MUSIC-UH 1003 Making Music
   Either: MUSIC-UH 1004 Music Histories and Historiography 1 or MUSIC-UH 1005 Anthropology of Music 1
2–4 Music Electives totaling at least 8 credits

Minors in Sound and Music Computing and Arabic Music Studies

Related multidisciplinary minors in these areas are described in the Multidisciplinary section of this Bulletin.

Individual Instruction in Music

Students planning to take more than a single 2-credit section of individual music instruction over the course of their academic career are required also to enroll in a 4-credit elective in the Music program for each additional 2–4 credits of individual music instruction.
MUSIC COURSES

REQUIRED COURSES

MMUSIC-UH 1001
Music Theory & Analysis I
Typically offered: fall
Crosslisted with Sound and Music Computing
This course provides an intensive introduction to music theory: the study of common elements and organizing principles in music, supported by analysis of specific musical examples. This includes constructs that are utilized every day by practicing musicians: intervals, keys, scales, modes, chord progressions, rhythms, meters, and forms, among others. Aural skills and fluency with musical notation are developed throughout the course. Modal practices are examined through diverse traditions including the Arab Maqam system, modal jazz/pop/rock, and choral music of the European Renaissance, leading to a detailed study of melody, harmony, and counterpoint in diatonic tonal music. The repertoire is drawn from both “classical” (Common Practice Period) music and more recent examples of tonality, including popular music. Regular projects in directed composition and analysis provide hands-on engagement with theoretical concepts, while frequent reading and listening assignments place techniques in historical context, introducing significant composers and performers. Weekly lab sections are devoted to skills in musicianship: listening, sight-singing, dictation, and basic keyboard skills.

MUSIC-UH 1002
Music Technology Fundamentals
Typically offered: fall
Crosslisted with Interactive Media; Sound and Music Computing
This course is designed for anyone interested in producing music on computer using virtual instruments, samples and microphones. Regardless of style, this course provides an overview of the wide range of tools available to the modern music production. This is an “all-in-one” course for (almost) everything related to music technology, the basics of digital audio, physics of sound, music recording, binaural audio, musical acoustics, signal flow, sound synthesis, music production, game audio, post-production and mixing. Students will also study the elements of production design, composition, song form, and how to arrange, edit, build and shape a song using different D.A.Ws. In this course students will also learn the fundamentals of digital audio, studio and location recording, mixing, MIDI sequencing using Logic Pro X, Pro Tools 12, Ableton Live, music production, and audio programming using Max. Students will be briefly introduced to a wide-range of applications (and careers) in music technology.

MUSIC-UH 1003
Making Music
Typically offered: spring
This course will introduce students to a foundational level of knowledge of music composition by producing work across a wide variety of different genres, styles, media, and aesthetic traditions. Departing from an approach that looks at different musical systems, the course will guide students through different ways of organizing musical discourse. The emphasis will be on the practical creation of music using different approaches including improvisation and electronics, besides the more traditional paper composition. Students will be actively encouraged to perform their work, and to present other performances, including planned and free improvisation, approaches to the interpretation of contemporary music, installation work, graphic scores and other non-standard notations, as appropriate.

MUSIC-UH 1004
Music: Histories and Historiography 1
Typically offered: spring
Crosslisted with Heritage Studies; History
This course introduces students to readings and lectures on current topics in the fields of music studies and musicology with a focus on historiography, which is the study of the way history has been written. Within this broad framework, the course will engage with the study of music and its history under a number of different guises, including the historical study of music, addressing both research methodologies as well as the historical narratives used to tell the different “stories” about music history. While the course is organized thematically - providing an examination of music at its intersection with issues related to gender and sexuality, social justice and conflict, race, popular music, as well as media and technology - it is structured historically, providing a forum for an examination of music and musical practices across a wide range of historical and cultural situations from ancient times to the present. Engaging with diverse readings, this course provides a broad critical framework for the exploration of the field of music studies as a discipline that integrates the central concerns of different approaches to musicalological and historical research.

OR

MUSIC-UH 1005
Anthropology of Music 1
Typically offered: fall
Crosslisted with Anthropology; Heritage Studies
This course introduces the study of music as culture, variously called the anthropology of music or ethnomusicology. The first part of the course will look broadly at the anthropological study of music and musico- logical study of humanity, delving into scholarly writings from the early twentieth century.
to the present. Students will examine how music has been conceptualized as a human endeavor, and how anthropological thinking on music has shaped scholarship and public conversations on culture, race, and ethnicity. The second part of the course will focus on the key anthropological method of ethnography, the recording and analysis of human practice, and its use in music studies. Students will read three full-length ethnographic books on musical topics to examine the utility of ethnographic research methods in music studies and explore the insights and dilemmas these methods present. Students will also try their own hands at ethnographic research and writing on music. Engaging with additional readings beyond that of MUSIC-UH 1005, this seminar provides students with a framework for the development of their own research within the field of music studies.

**MUSIC PRACTICE ELECTIVES**

**MUSIC-UH 1201**  
Beginning Group Music Instruction — Cello  
Offered occasionally  
2 credits  
Beginning Group Music Instruction — Cello is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1202**  
Beginning Group Music Instruction — Clarinet  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Clarinet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1203**  
Beginning Group Music Instruction — Flute  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Flute is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1204**  
Beginning Group Music Instruction — Oud  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Oud is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withaural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1205**  
Beginning Group Music Instruction — Piano  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Piano is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1206**  
Beginning Group Music Instruction — Saxophone  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Saxophone is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1207**  
Beginning Group Music Instruction — Trumpet  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Trumpet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along with musical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1218**  
Beginner Group Music Instruction — Arabic Percussion  
Offered occasionally  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Arabic Percussion is designed to introduce students to a new musical instrument in an ensemble setting. The course focuses on establishing basic technical competencies, along withaural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1209**  
Beginner Group Music Instruction — Immersive Audio  
Typically offered: fall  
2 credits  
Students in this course work creatively with concepts of sound, space, and narrative. The course illustrates how to record, produce, and diffuse immersive audio pieces using a variety of approaches, ranging from binaural stereo systems to more complex multichannel techniques.

**MUSIC-UH 1210**  
Beginning Group Music Instruction — Violin  
2 credits  
Beginning Group Music Instruction — Violin is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1211**  
Beginning Group Music Instruction — Guitar  
Typically offered: fall, spring  
2 credits  
Beginning Group Music Instruction — Guitar is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1220**  
Music Ensembles  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
A diverse array of ensembles are offered each semester. Participants develop skills in active musicianship: performance, listening, communication, and collaboration. Ensembles are offered at beginner, intermediate, and advanced performance levels. Ensemble formations include, for example, NYUAD Vocal Ensemble, A Capella group, or chamber music ensembles. Please contact the instructor or Head of the Music Program for details.

**MUSIC-UH 1251**  
Individual Music Instruction 1  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Individual Instruction in Music is designed for students willing to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

**MUSIC-UH 1252**  
Individual Music Instruction 2  
Typically offered: fall, spring  
Prerequisites: MUSIC-UH 1251 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music which may be taken as a corequisite), Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Immersive Audio

**MUSIC-UH 1253**  
Beginning Group Music Instruction — Oud  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Oud is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withaural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1254**  
Beginning Group Music Instruction — Piano  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Piano is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1255**  
Beginning Group Music Instruction — Saxophone  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Saxophone is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1256**  
Beginning Group Music Instruction — Trumpet  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Trumpet is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1257**  
Beginning Group Music Instruction — Violin  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Violin is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.

**MUSIC-UH 1258**  
Beginning Group Music Instruction — Guitar  
Typically offered: fall, spring  
Crosslisted with Arab Music Studies, 2 credits  
Beginning Group Music Instruction — Guitar is designed to introduce students to a new musical instrument. The course focuses on establishing basic technical competencies, along withmusical literacy skills, which will serve as the basis for developing performance skill and increasing musical mastery.
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 1271
John Cage and New Perspectives on Performance
Typically offered: fall
Crosslisted with Art and Art History; Theater
Have you ever wondered what makes a performance? This course will explore the work and thought of John Cage (1912-1992), arguably the most influential figure in expanding the parameters of music and performance during the 2nd half of the 20th century. Through a series of guided readings, film screenings, practical workshops and presentations of key works by Cage and his contemporaries, we will explore new ways of ‘performing’, which utilize sound, theater, art, and text, opening the performative space to chance procedures, undecidability and deconstruction.

MUSIC-UH 2201
Continuing Group Music Instruction
Typically offered: fall, spring
Prerequisite: One Beginning Group Music Instruction course or Instructor Permission
Crosslisted with Arab Music Studies
Dependent Upon Instrument 2 credits
This section of Group Instruction is designed for students who already have a basic level of competency with the instrument. The focus of this course is to build upon established musical skills, while working towards mastering more challenging musical repertoire.

MUSIC-UH 2210
The Art of Song
Offered occasionally
This course focuses on the art and practice of singing. Through a framework of practical approaches (individual instruction and ensemble practice labs), and weekly lectures, students will explore the practical and theoretical evolution of vocal repertoire and performance in relation to their own vocal development. This will lead to the application of a critically informed understanding of the development of vocal music to their own performances, reflecting stylistic changes, both temporal and global.

MUSIC-UH 2251
Individual Piano Instruction 3
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) courses in Music, of which one may be taken as a corequisite)
Crosslisted with Arab Music Studies
Dependent Upon Instrument 2 credits
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2252
Individual Music Instruction 4
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, of one of which may be taken as a corequisite)
Crosslisted with Arab Music Studies
Dependent Upon Instrument 2 credits
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2351
Individual Music Instruction 5
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music)
Crosslisted with Arab Music Studies
Dependent Upon Instrument 2 credits
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 2352
Individual Music Instruction 6
Typically offered: fall, spring
Prerequisites: MUSIC-UH 2351 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, of one of which may be taken as a corequisite)
Crosslisted with Arab Music Studies
Dependent Upon Instrument 2 credits
This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 4251
Individual Music Instruction 7
Offered occasionally
Prerequisites: MUSIC-UH 3252 and (Declared Music major/minor or four 4-credit seminar (i.e. non-practice) courses in Music, of one of which may be taken as a corequisite)
Individual Instruction in Music is designed for students willing to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

MUSIC-UH 4252
Individual Music Instruction 8
Offered occasionally
Prerequisites: MUSIC-UH 4251 and (Declared Music major/minor or four 4-credit seminar (i.e. non-practice) courses in Music, of one of which may be taken as a corequisite)
Individual Instruction in Music is designed for students willing to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

MUSIC-UH 4253
Individual Music Instruction 9
Typically offered: fall, spring
Prerequisites: MUSIC-UH 4252 and (Declared Music major/minor or five 4-credit seminar (i.e. non-practice) courses in Music, of one of which may be taken as a corequisite)
Individual Instruction in Music is designed for students willing to develop their skills in one or more musical instruments, vocal performance, or wanting to learn compositional techniques and strategies to help them create musical work under supervision.

MUSIC-UH 1000
Multidisciplinary Artistic Collaborations
Crosslisted with: Core: Arts, Design and Technology;
Film and New Media: Interactive Media
FILMM-UH 151J
Audiovisual Ethnography: Music and Heritage in Zanzibar
Crosslisted with African Studies; Anthropology; Film and New Media
THEAT-UH 1124
Soundpainting
Crosslisted with Theater

MUSIC STUDIES ELECTIVES

MUSIC-UH 161X
Arab Music Cultures
Typically offered fall
Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Arab Music Studies; Heritage Studies
Arab music culture, understood as an assemblage of ideas, practices, instruments, and traditions of sounding and listening, flourishes across the Arab world and in other places where Arabs have settled. This course provides a thorough overview of Arab music culture in the contemporary world, by investigating a number of its iterations within and beyond the Middle East and North Africa. Course materials, including sound recordings and films as well as written works, utilize music as a prism to view other aspects of society, such as religion, nationalism, and diaspora. By engaging critically with these materials, students cultivate ways of speaking and writing about music and culture in Arab and other contexts. The course thus prepares students for further work in ethnomusicology, the study of music as culture.

MUSIC-UH 1613J
Jazz
Offered occasionally
This course, the first of its kind in over 100 years, has been framed variously as an erotic display, a symbol of modernity, the sound of the Black avant-garde, the sound of cosmopolitism, “America’s classical music,” a part of the American cultural bargain, an anachronistic form of bourgeois entertainment, an extremely virtuosic art form, a revolting noise, and a radical performance of freedom. Jazz is, in other words, complicated, its densely textured sound world is entwined with a complex social history. This course will introduce students to jazz music through a fine-grained examination of key figures, recordings, performance techniques, and discourses. Students will do a large amount of listening, both in and out of class, as well as reading of primary and secondary sources. Facility with music is encouraged but not required.

MUSIC-UH 1615JX
Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology
Typically offered: January
Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies; Heritage Studies
This interdisciplinary course meets at the intersection of applied ethnomusicology and heritage studies. By establishing a Khaleeji percussive ensemble and music diwaniya it paves the way for an in-depth understanding of the cultural, music, and culture more broadly. It will lay the foundation for an ongoing Khaleeji percussion ensemble and music diwaniya it will be divided into two daily segments: a hands-on percussion workshop followed by a seminar. The seminar portion draws from the disciplines of performance studies, ethnomusicology, ethnography, documentary traditions(Film), music and technology (field and studio recording), and heritage studies. An applied portion of the class will be held in Kuwait where students will have the opportunity to conduct ethnographic interviews and perform with the Mayouf Mejally Folkloric Ensemble in their diwaniya. An integral part of this course will take place in the recording studio where students will perform and record with the Mayouf Mejally Folkloric Ensemble and Boom. Dianan for the purpose of creating an ethnomusicalogical document.

NOTE: This course has an International Trip to Kuwait.
Typically offered: spring

This course combines theory with intensive engagement with music from World War I and II, the Holocaust, and the Vietnam War, or engaging with heavy metal music to provide students with tools for engaging in analysis and writing. We will begin with an exploration of cross-disciplinary classification of musical genres as cultural phenomena that are complexly intertwined with ideological concerns, music and musical practices as cultural attitudes towards death. Exploring the many genres, legends, and histories that shaped the stories and plots of early operas, the seminar examines as operatic works from the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

COURSE OUTLINE

MUSIC-UH 1711

Rock 'n' Roll Histories & Revolutions: Afro-American Music & the Beatles

Offered occasionally

The explosion of rock 'n' roll into the popular music scene of the 1950's took the world by surprise. Although the music had been around for a while, it had not had much impact until the music of the Beatles' rose to the top of the charts. This course will examine the roots of rock 'n' roll, focusing in particular on the role that it played in the anti-war and peace movements of the 1960s. Whether hearing John Lennon's song "Give Peace a Chance" as a protest to the Vietnam War, or engaging with heavy metal music to provide students with tools for engaging in analysis and writing. We will begin with an exploration of cross-disciplinary classification of musical genres as cultural phenomena that are complexly intertwined with ideological concerns, music and musical practices as cultural attitudes towards death. Exploring the many genres, legends, and histories that shaped the stories and plots of early operas, the seminar examines as operatic works from the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

MUSIC-UH 1717

Musical Theater Since 1850: A Mirror of Society

Typically offered: spring

Crosslisted with Theater

The musical has become one of the most globally popular forms of entertainment, illuminating the ways in which society understands itself by showcasing changing issues of politics, economics, gender, sexuality and ethnicity. This course examines these themes through a framework of lectures, detailed analytical viewings and practical performance workshops. Topics will include: the economic and political satires of Offenbach and Gilbert and Sullivan, changing attitudes to race and culture in Showboat, 'South Pacific', 'Oh, What a Lovely War' and 'Miss Saigon', issues of cultural identity in 'Beyond Bollywood', gender and sexuality in 'Sweet Charity' and 'Rent', the grand historical spectacles of 'Aida' and 'Les Misérables', Disney comes to Broadway, satire in the 21st century through the lens of 'Urinetown' and 'Avenue Q' and the postmodernist fantasies of Sondheim. Lectures are supported by a practical workshop or an analytical viewing each week. Practical sessions allow students to workshop scenes and individual numbers from examples of this course, or present a topic of their own choosing for an in-depth exploration of music, text and interpretation for the actor/singer.

MUSIC-UH 1761

Opera: Mortal Encounters-Immortal Songs

Offered occasionally

Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis

How does the encounter with mortality both define human experience and serve as an impetus for aesthetic response? Can musical texts memorialize and immortalize the dying and the dead? From its inception, Western opera has registered changing cultural attitudes towards death. Exploring the myths, legends, and histories that shaped the stories and plots of early operas, the seminar examines as operatic works from the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

MUSIC-UH 2662

Music and Copyright

Typically offered: spring

Crosslisted with Legal Studies

This course examines the interplay of music, technology, and law in capitalist societies. Developments in intellectual property law - particularly in the area of intellectual property law known as copyright - have profoundly shaped how music is created, experienced, and conceptualized. At the same time, technology-driven changes in music production and consumption have profoundly shaped intellectual property law. This course critically examines this dialectical relationship between music and law and its ramifications for both, by drawing together perspectives from music studies, legal studies, and a range of other disciplines. In addition to the central concerns of musical authorship, creativity, and copyright, topics include music and new media, the stories and plots of early operas, the seminar examines as operatic works from the 17th century to the present with a special focus on the arias and songs of this genre’s dying protagonists.

MUSIC TECHNOLOGY ELECTIVES

MUSIC-UH 1410

Introduction to Musical Programming 1—An introduction to Max

Typically offered: spring

Crosslisted with Interactive Media; Sound and Music Computing

2 credits

The Introduction to Musical Programming sequence will introduce students to Max, a widely used and very popular graphical programming environment for electronic music and interactive media. The course is articulated in two sections of 2 credits each (Introduction to Musical Programming I and II), each taught over seven weeks. Although
Digital Audio—Pro Tools class covers the core and fundamentals concepts and skills students need to operate an Avid Pro Tools HD system in a professional studio environment. After completing the material in this class, students will have essential knowledge required for a future in professional music production and post-production. This class covers specific techniques for working with Pro Tools software from initial setup to mixdown. Students who complete this course will have the knowledge to take the Pro Tools User Certification Exam which will occur independently.

MUSIC-UH 2414 Immersive Audio Storytelling for Motion Picture
Typically offered: spring
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Interactive Media; Sound and Music Computing
Sound lends depth and expands space to the two-dimensional image on screen, while locating us in another environment. A crucial difference between visual and aural manipulation of the audience is that even sophisticated audiences rarely notice the soundtrack. Sounds can speak to us emotionally, and subconsciously put us in touch with a character. This course focuses on the importance of audio as a narrative medium in film. Students study how audio creation, manipulation, restoration, and mixing can go beyond the simple techniques of sound design to profoundly alter the cinematic experience.

MUSIC-UH 2417 Advanced Musical Programming
Typically offered: every year
Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, IM-UH 2310, IM-UH 2315 or IM-UH 2318
Crosslisted with Engineering; Interactive Media; Sound and Music Computing
This intensive course is designed to develop skills in sound synthesis techniques and procedural music production through two weekly, lab-based lessons. An emphasis will be placed on getting to know Pro Tools software. Pro Tools is the industry-standard audio production platform for music, film post-production and broadcast. Fundamentals of

MUSIC-UH 2418 Special Topics in Music Production
Offered occasionally
Prerequisite: MUSIC-UH 1002
Crosslisted with Film and New Media; Sound and Music Computing
This course will expose students to the fundamentals of audio engineering and music production technique within the studio environment. The course is focused on hands-on training and assignment work. The class will introduce students to Pro Tools software, digital audio and digital audio effects as well as fundamentals of audio theory and engineering, producing audio production technique in both the studio environment and location specific recording. Students will be exposed to a variety of topics including, multitrack recording, microphone techniques, live recording sessions, advanced mixing techniques, and advanced techniques on musical acoustics. Students will gain analytical and professional skills needed for a variety of music production-focused careers. This course will well expose students to a variety of production and sound engineering techniques that can be applied on different music styles ranging from pop, funk, and orchestral acquiring knowledge and expertise using Pro Tools in conjunction with Dante Network and Nuendo working on unique orchestral/ensemble recordings from the Blue Hall.

MUSIC-UH 2419 Advanced Topics in Music Theory
Typically offered: every year
Prerequisite: MUSIC-UH 1001
Crosslisted with Interactive Media; Sound and Music Computing
Innovative and rigorous courses in music theory, developed in accordance with the expertise and interests of the faculty.

MUSIC-UH 2801 Music Theory & Analysis II
Typically offered: spring
Prerequisite: MUSIC-UH 1001
Crosslisted with Sound and Music Computing
Further exploration of melody, harmony, and counterpoint in tonal and modal music through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small- and large-scale musical form, modulation, textural and thematic composition, and an array of modernist and post-modernist compositional practices.

MUSIC-UH 3680 Advanced Topics in Music Theory
Offered occasionally
Innovative and rigorous courses in music theory, developed in accordance with the expertise and interests of the faculty.

MUSIC-UH 3411 Mixing & Mastering Techniques
Typically offered: Fall
Prerequisite: MUSIC-UH 1002
Crosslisted with Film and New Media; Sound and Music Computing
Mixing is a creative musical and technological expression that builds on a collaboration between and among those who compose, perform, and those who know how to play the studio as a musical instrument. As mix engineers, we must create music based on a deep knowledge of the informing tools such as music, acoustics, recording, engineering, computer science, and digital signal processing. This course provides students with a deeper understanding of mixing and mastering tools and techniques that can be applied to a wide variety of styles. This course has an in-depth hands-on examination of several mixing techniques. It explores the many creative and technical considerations necessary to mix in today’s music production environment. Through weekly critical listening training, analysis of classic recordings, and comparative studies of different styles of mixing, students will learn to identify width and depth frequency range, dynamics and the different mix approaches used in various musical genres. Mixing isn’t just having the tools, it’s knowing how and when to use them in service of the art of music. Be ready to take a deeper look of what’s behind what you listen to everyday.

MUSIC-UH 3460 Advanced Topics in Music Technology
Offered occasionally
Prerequisite: Course must be taken by affiliate or visiting Faculty.
Crosslisted with Interactive Media; Film and New Media; Culture and Communication
In IM-UH 1010 Communications Lab
Crosslisted with Sound; Interactive Media; Media, Culture and Communication
New Interfaces of Musical Expression
Crosslisted with Interactive Media
MUSIC THEORY ELECTIVES

MUSIC-UH 3860 Advanced Topics in Music Theory
Offered occasionally
Innovative and rigorous courses in music theory, developed in accordance with the expertise and interests of the faculty.

MUSIC-UH 4340 Special Topics in Music Production
Offered occasionally
Prerequisite: MUSIC-UH 1002
Crosslisted with Film and New Media; Sound and Music Computing
This course will expose students to the fundamentals of audio engineering and music production technique within the studio environment. The course is focused on hands-on training and assignment work. The class will introduce students to Pro Tools software, digital audio and digital audio effects as well as fundamentals of audio theory and engineering, producing audio production technique in both the studio environment and location specific recording. Students will be exposed to a variety of topics including, multitrack recording, microphone techniques, live recording sessions, advanced mixing techniques, and advanced techniques on musical acoustics. Students will gain analytical and professional skills needed for a variety of music production-focused careers. This course will well expose students to a variety of production and sound engineering techniques that can be applied on different music styles ranging from pop, funk, and orchestral acquiring knowledge and expertise using Pro Tools in conjunction with Dante Network and Nuendo working on unique orchestral/ensemble recordings from the Blue Hall.

MUSIC-UH 2417 Advanced Musical Programming
Typically offered: every year
Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, IM-UH 2310, IM-UH 2315 or IM-UH 2318
Crosslisted with Engineering; Interactive Media; Sound and Music Computing
This intensive course is designed to develop skills in sound synthesis techniques and procedural music production through two weekly, lab-based lessons. An emphasis will be placed on getting to know Pro Tools software. Pro Tools is the industry-standard audio production platform for music, film post-production and broadcast. Fundamentals of

MUSIC-UH 2414 Immersive Audio Storytelling for Motion Picture
Typically offered: spring
Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor
Crosslisted with Interactive Media; Sound and Music Computing
Sound lends depth and expands space to the two-dimensional image on screen, while locating us in another environment. A crucial difference between visual and aural manipulation of the audience is that even sophisticated audiences rarely notice the soundtrack. Sounds can speak to us emotionally, and subconsciously put us in touch with a character. This course focuses on the importance of audio as a narrative medium in film. Students study how audio creation, manipulation, restoration, and mixing can go beyond the simple techniques of sound design to profoundly alter the cinematic experience.

MUSIC-UH 2417 Advanced Musical Programming
Typically offered: every year
Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, IM-UH 2310, IM-UH 2315 or IM-UH 2318
Crosslisted with Engineering; Interactive Media; Sound and Music Computing
This intensive course is designed to develop skills in sound synthesis techniques and procedural music production through two weekly, lab-based lessons. An emphasis will be placed on getting to know Pro Tools software. Pro Tools is the industry-standard audio production platform for music, film post-production and broadcast. Fundamentals of
CAPSTONE EXPERIENCE

(MUSIC STUDIES TRACK)

MUSIC-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be a declared Music major
The Music Program Capstone Seminar is the space where students deepen their proposed Capstone project proposals in either track for the major. This consists of weekly meetings with the Capstone advisor, complemented by a series of periodic lectures given by each full-time faculty member in the Music Program. The lecture topics relate to issues found pertinent to the development of a solid, well-grounded and rigorous project and accompanying paper. Towards the end of the semester, students are required to formally present the projects to be completed in the following semester.

MUSIC-UH 4010
Music Studies Capstone Project
Typically offered: spring
Prerequisite: MUSIC-UH 4000
The Music Studies Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Music Studies projects may include theoretical, historical, and ethnographic approaches to music scholarship. This course is where the capstone prospectus developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

CAPSTONE EXPERIENCE

(ARTISTIC PRACTICE TRACK)

MUSIC-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be a declared Music major
The Music Program Capstone Seminar is the space where students deepen their proposed Capstone project proposals in either track for the major. This consists of weekly meetings with the Capstone advisor, complemented by a series of periodic lectures given by each full-time faculty member in the Music Program. The lecture topics relate to issues found pertinent to the development of a solid, well-grounded and rigorous project and accompanying paper. Towards the end of the semester, students are required to formally present the projects to be completed in the following semester.

MUSIC-UH 4011
Music Studies Capstone Project
Typically offered: spring
Prerequisite: MUSIC-UH 4010
The Music Studies Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Music Studies projects may include theoretical, historical, and ethnographic approaches to music scholarship. This course is where the capstone prospectus developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

Philosophy—perhaps the oldest academic discipline—explores enduring fundamental questions about the world and our place in it: What is the ultimate nature of reality? What really exists, and what is mere appearance? What, if anything, can we genuinely know? How are our conscious minds related to our physical bodies? What is value, and which values should we adopt? What makes for a good or valuable life? Are we ever responsible for the actions we perform, or are we merely victims of our environment and our genetic inheritance? How should societies be organized? How should we understand the relationship between science and religion, or between reason and faith?

Such questions are not the inventions of philosophers, of course. Many of us ponder them as children. Yet later we come to ignore them—or simply accept answers to them unreflectively. Philosophers, though, strive to keep pondering, and to address these questions as thoroughly as possible through reasoned discussion and argument.

By engaging in this process, philosophers illuminate aspects of the world that people routinely take for granted: phenomena such as perception, causation, consciousness, meaning, and obligation structure our lives and our practices in ways we rarely notice or pause to consider. We are everywhere guided by unexamined assumptions about truth, knowledge, reality, goodness, beauty, freedom, and justice. Philosophy lays bare these assumptions and then analyzes and questions them. And so those who aspire to live reflective lives cannot help but be gripped by philosophical inquiry. For them, philosophy is essential.

The aim of the Philosophy Program at NYU Abu Dhabi is to introduce students to a broad range of philosophical problems, to acquaint students with influential philosophical responses to these problems, and above all to train students to grapple with these problems themselves in a way that meets the highest intellectual standards.

Many philosophical problems have been studied, in many different places, for thousands of years; others have arisen only with more recent developments in science or culture. Today philosophy has become a fully global discipline. The Philosophy Program at NYU Abu Dhabi strives to integrate the study of contemporary international philosophy with an understanding of philosophy’s rich multicultural history. The Philosophy major prepares students for advanced study in philosophy or related fields, as well as for any profession that requires rigorous and cogent thinking, reasoned argumentation, and clear and persuasive writing. Most importantly,
the study of philosophy prepares students for a more reflective and
examined life—one of deepened awareness and understanding.

The major in Philosophy consists of ten courses. All students should
begin with an Introductory Elective. Satisfactory completion of an
Introductory Elective is a prerequisite for all of the other courses
required for the major, except Logic courses. Students who are
considering a Philosophy major should also take Introduction to
Logic (PHIL-UH 1810) as early as possible—preferably before the
end of their sophomore year. Students who choose to double major
in Philosophy and another discipline, and who choose to complete
their Capstone project in that other discipline must still complete ten
Philosophy courses. Instead of the two-semester Capstone Project in
Philosophy, these students may elect any two additional Philosophy
courses (other than Introductory Electives).

Learning Outcomes
Upon completion of the NYU Abu Dhabi Philosophy degree, all
graduates are expected to have developed:
1. The ability to examine and analyze central questions in the
   range of philosophical areas, including practical philosophy,
   focusing on fundamental issues in ethics and politics;
   theoretical philosophy, focusing on fundamental questions in
   epistemology, metaphysics, philosophy of mind, philosophy of
   language, and philosophy of science; and the global history of
   philosophy from ancient to modern times
2. An understanding of the most important arguments and
   theories that have been offered in response to central
   philosophical problems, taken both from the history of
   philosophy and from “cutting edge” work by contemporary
   philosophers, as well as some familiarity with the virtues and
   problems associated with those respective arguments and
   theories
3. The ability recognize and articulate a philosophical puzzle
   or question that can be explicated, explored, and at least
   tentatively answered in an essay or paper
4. Analytic and reasoning skills, including the ability to formulate
   problems clearly, to arrive at philosophical positions through
   an informed and self-reliant process of reasoning, and to argue
   for these positions in an informed and self-reliant way
5. Proficiency with propositional and first-order symbolic logic
   and the corresponding ability to apply the tools of symbolic
   logic to appropriate philosophical questions and arguments
6. The ability to present philosophical arguments in rhetorically
   efficient forms—both written and oral—manifesting cogent
   reasoning, clarity of expression, and organizational skill
7. A specialization in one particular field of philosophical inquiry
   resulting in the production of a senior Capstone project
8. Sufficient expertise to compete effectively for places at elite
doctoral programs in Philosophy in the U.S. and around the
world.

The study away pathway for the Philosophy major can be
found on the NYUAD Student Portal at students.nyuad.nyu.edu/
pathways. Students with questions should contact the Office
of Global Education.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
10 courses, which must include the following:

- 1 Introductory Elective
- 1 PHIL-UH 1810 Introduction to Logic
- 1 History of Philosophy Elective
- 1 Theoretical Philosophy Elective
- 1 Practical Philosophy Elective
- 1 Advanced Seminar
- 2 Additional Philosophy courses (other than
  Introductory Electives)
- 2 PHIL-UH 4000-4001 Capstone Project

NOTE: Only one Introductory Elective may count toward the major
in Philosophy.

Minor in Philosophy
The minor in Philosophy provides students with a strong foundation
of philosophical knowledge and trains students to engage with
a wide array of philosophical problems. It is designed to be
combined with a major in another discipline so as to enhance the
investigation of the more philosophical aspects of that discipline,
to help students develop the analytical, logical, and persuasive skills
required by nearly all professional pursuits, and to enrich students’
tellectual lives.

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY
4 courses, which must include the following:

- 1 Introductory Elective
- 3 Other Philosophy Electives

NOTE: Introduction to Logic (PHIL-UH 1810) can be taken as one of
the three other Philosophy electives. Only one Introductory Elective
may count toward the minor in Philosophy.
PHILOSOPHY
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grid

YEAR 1
Fall Semester
INTRODUCTORY ELECTIVE
GENERAL ELECTIVE
CORE
COLLOQUIUM
J-Term

Spring Semester
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
ELECTIVE
FIRST-YEAR WRITING SEMINAR

YEAR 2
Fall Semester
INTRODUCTION TO LOGIC
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
CORE
J-Term

Spring Semester
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
CORE

YEAR 3
Fall Semester
PHILOSOPHY ELECTIVE
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
J-Term

Spring Semester
PHILOSOPHY ELECTIVE
ADVANCED SEMINAR
GENERAL ELECTIVE
GENERAL ELECTIVE
COLLOQUIUM

YEAR 4
Fall Semester
CAPSTONE PROJECT
PHILOSOPHY ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

Spring Semester
CAPSTONE PROJECT
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE
GENERAL ELECTIVE

PHILOSOPHY COURSES
INTRODUCTORY ELECTIVES

PHIL-UH 1101
Central Problems in Philosophy
Typically offered: fall, spring
An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the possibility of knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between our minds and our bodies, the nature of moral principles, and various logical paradoxes.

PHIL-UH 1110
The Meaning of Life
Offered occasionally
Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
Is there a point or significance to life as a whole? That is the question about the "meaning of life." Though this question is notoriously hard to make precise, in one form or another it has animated much literature and art, and also much philosophy. Some philosophers have provided disheartening answers: life is suffering, and then it ends; life is absurd and never gains any meaning. But other philosophers have provided more uplifting answers that support the quest for personal significance. Both kinds of answers deserve scrutiny. After reviewing various pessimistic and more optimistic approaches to the meaning of life, we will turn to the subject of death. We will all die eventually. We normally encounter the death of our family and friends before we must deal with our own. These themes too are the subject of philosophical reflection. We finish the semester with a discussion of the connection between individual significance and the future of humanity. This class will integrate references to art and literature as well as to science where appropriate, but its main focus is on contributions by recent thinkers in the analytical tradition of philosophy.

PHIL-UH 1112
Life and Death
Offered occasionally
We are all going to die. This course examines a number of puzzles that arise once we start to think about our mortality. Is death bad for us? How could it be, when we will no longer be around to be the subject of the harm? Is death any worse for us than our nonexistence was prior to our birth? Is it bad not to be born at all? If so, for whom is it bad? Are we, in some sense, immortal? Is immortality even desirable? What is the appropriate attitude toward death? Can suicide be moral or rational? Is there any sense in which we could survive our deaths? How should the knowledge that we are going to die affect the way we should live our lives?

PHIL-UH 1113
Freedom and Responsibility
Offered occasionally
Do we have free will? Can we think of ourselves as responsible agents while also regarding ourselves as part of the natural order? Some philosophers have argued that if our actions are causally determined, then freedom of the will is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is free will possible in a world where every event is causally determined? Are there different kinds of freedom? If so, are all kinds of freedom equally worth having? Must we act freely in order to be responsible for our actions? Do the social institutions of reward and punishment depend for their justification upon the existence of responsible, free agents? Students will discuss the nature of persons, action, freedom, and responsibility in an effort to answer these questions.

PHIL-UH 1115
Fear of Knowledge
Offered occasionally
It is often thought that knowledge is inherently valuable and that "truth" is an objective notion independent of social considerations. This course examines various reasons we might have for holding these views and various challenges that have been raised against them. Why should we care about knowledge as long as our beliefs prove useful and efficacious? Is truth and thus knowledge more accurately understood as a culturally relative notion, so that what's true for you might not be true for me?

PHIL-UH 1117
Law and Philosophy
Offered occasionally
Crosslisted with Legal Studies
This course aims to provide you with a set of analytical tools distinctive of philosophy that will help you to think systematically and critically about issues of legal relevance. We will begin by exploring foundational issues concerning the
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted With The Ancient World
This course is an examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, students will grapple with a range of pressing philosophic questions, including: Is happiness more than a subjective state of consciousness? Is death harmful? Do we have free will? Do we have obligations to others that override the pursuit of our own concerns. What moral theories and concepts work in the mind (or the soul) and the body? Since most of the philosophers that will be studied thought that philosophy must be systematic, we will also try to evaluate the strengths and weaknesses of this kind of approach to philosophical questions.

PHIL-UH 2211X
Classical Arabic Philosophy
Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Arab Crossroads Studies; The Ancient World
An introduction to Arabic philosophy as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics for this course include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence; and the attendant notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHIL-UH 2212
Classical Indian Philosophy
Typically offered: spring odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with The Ancient World
An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century. What has been written about you and your philosophy has been and continues to be a major world philosophy. The reach of its ideas has been vast, both historically and geographically, spanning the philosophies of Buddhism, Jainism, Islam, and Hinduism, as well as the philosophy of law, of medicine, of mathematics, and of politics and society. It is most strongly associated with wide-ranging discussions in the philosophy of mind, the study of language, epistemology, and metaphysics. The aim of the course is to present a balanced and impartial discussion of its richness, diversity, and depth of philosophy in this region.

PHIL-UH 2222
East Asia: Modern European Philosophy
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
This course is a survey of European philosophy in the seventeenth and eighteenth centuries, one of the most important and exciting times in the history of philosophy. We will be focusing on six-interesting philosophers who lived and worked in this period: René Descartes, Gottfried Wilhelm Leibniz, John Locke, George Berkeley, David Hume, and Immanuel Kant. Through their writings, we will trace and study philosophical arguments and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, and the relation between our minds and our bodies.

PHIL-UH 2223
Nineteenth- and Twentieth-Century European Philosophy
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
A survey of philosophy on the European continent in the nineteenth and twentieth centuries, beginning with German idealism and proceeding through Marxism, existentialism, phenomenology, critical theory, and structuralism. This course will introduce students to many of the major thinkers and debates concerning the possibility and extent of our knowledge of the external world, the nature of the self, the nature of substance and causation, the existence of God, and the relation between our minds and our bodies.

PHIL-UH 2610
Ethics
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
What are our most basic values? What are the ethical principles by which we should judge our actions, our thoughts, and our lives? What is involved in living a good human life? How can we reconcile the demands of morality with the personal obligations that spring from friendships and other relationships? Do the ends ever justify the means? This course will grapple with these and other questions in the elaboration of three of the most influential theories in Western ethical philosophy: Aristotle's ethics of virtue, Immanuel Kant's moral relativism, and John Stuart Mill's utilitarianism. Students will also encounter one of modern morality's earliest critics: Friedrich Nietzsche.
central question in political philosophy. Others include: What form of government best serves the people? Who are the people, anyway? What is a just society? Do political rights, like civil rights, belong to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds of it? What is the proper relation between freedom and equality? Is equality desirable? Can we live in a genuine community that is not a community of equals? Students will grapple with such questions and draw on writings from both classical and contemporary philosophers.

THEORETICAL PHILOSOPHY ELECTIVES

PHIL-UH 2410 Epistemology Offered occasionally
Prerequisite: one Introductory Elective in Philosophy.
Typically offered: fall even years
Offered occasionally
What is the difference between the possible and the actual? Are human actions free or causally determined? Is it ever rational to believe in the absence of evidence? What should we do when our epistemic peers disagree with us?

PHIL-UH 2411 Metaphysics
Typically offered: fall even years
Prerequisite: one Introductory Elective in Philosophy.
Metaphysics is the investigation of the nature of reality. In this course we will wrestle with some of the most fundamental questions such as: What kinds of things exist? Are there minds or material bodies? What, for that matter, is existence? Is change illusory? What is truth? To what extent is reality independently existing? What is the difference between the possible and the actual? Are human actions free or causally determined? What is a person?

PHIL-UH 2412 Philosophy of Language
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy.
“Socrates was poisoned.” With those vocal sounds or marks on a page, I can make a claim about someone who lived in the distant past. How is that possible? How do our words manage to pick out or reference particular portions of reality? Are there general propositions we can make about individuals who have never had any contact? How does language enable us to convey thoughts about every person from Abu Dhabi to the hopes of a friend, to the stars beyond our galaxy? For that matter, what are the thoughts, or the meanings, that our words carry or communicate? We will explore these and other questions about language through a reading of seminal works by twentieth-century thinkers.

PHIL-UH 2413 Philosophy of Mind
Typically offered: fall odd years
Prerequisite: one Introductory Elective in Philosophy.
The course will be an examination of the relationship between mind, body, and brain. How does this hunk of meat relate to the rich and variegated mental lives we experience every day? We consider various attempts to grapple with one of the oldest problems in philosophy—the mind/body problem. Topics to be covered include dualism, functionalism, behaviorism, identity theory, functionalism, the computational theory of mind, and the hard problem of consciousness.

PHIL-UH 2414 Philosophy of Science
Typically offered: spring odd years
Prerequisite: one Introductory Elective in Philosophy.
Science is often taken to be a distinctly rational form of empirical inquiry. This course examines various questions concerning the nature and practice of science that arise from this widespread attitude. For example, scientific theories are often thought to be subject to empirical scrutiny in ways that other theories are not. To what extent is this belief well-founded? Is it rational to believe that our best scientific theories are even approximately true? What justifies the claim that different types of evidence lend varying degrees of support to a particular theory, or that a single piece of evidence supports one theory more than another? Similarly, it is often claimed that scientific theories provide us with “real” explanations of physical phenomena, whereas other theories aren’t “genuinely explanatory.” To what extent is this true? What exactly is a scientific explanation, and how is it different (if at all) from a mere prediction or mathematical derivation? Can false theories provide good explanations? Some familiarity with science would be helpful but is not required.

PHIL-UH 2415 Philosophy of Mathematics
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy.
Philosophy of Mathematics
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy.
Philosophy of Mathematics
Typically offered: spring even years
Prerequisite: one Introductory Elective in Philosophy.
This course examines a variety of issues in the metaphysics and epistemology of mathematics. Mathematics poses interesting questions for philosophers. Mathematical statements appear to state truths about the world, and it is difficult to see what the grounds of that truth are. Does mathematics somehow depend on us and our practices? Is it grounded in logic? Does it instead depend on the arrangement of some pre-existing objects, “the numbers”? These numbers appear not to be located in space-time. If they are not, how do we come to know about them? What explains the tremendous success of mathematics in providing useful applications in other disciplines? What does it take for something to count as a mathematical ‘proof’? We consider some surprising mathematical results, including Gödel’s incompleteness theorems, multiple sizes of infinity, and the status of the continuum hypothesis, and examine their philosophical significance. This is a course in the philosophy of mathematics, including: What is knowledge, and how does it obtain? Does mathematics depend on empirical scrutiny? Can we ever know that the world actually is the way it appears to us, or must we concede to the skeptic that we do not really know anything? Does knowledge always have to be based on secure foundations? If you know something, will you always know that you know it? Will you always be able to prove that you know it? What sort of attitude is belief, and what sort of control do we have over what we believe? What is evidence, and what is the connection between knowledge and evidence? Do we have any reasons to believe other things rather than others? Is it ever rational to believe in the absence of evidence? What should we do when our epistemic peers disagree with us?

PHIL-UH 2416 Imperfection
Offered occasionally
Prerequisite: one Introductory Elective in Philosophy.
Imperfection covers most major theories of depiction, including resemblance, experience, recognition, pretense, and structural theories. We then expand the scope of inquiry to include topics such as systems of depiction, analog vs. digital representation, maps, film, comics, maps, mental imagery, and relations to the cognitive science of vision.

ADVANCED SEMINARS

PHIL-UH 3210 Topics in the History of Philosophy
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective.
This course covers most major theories of depiction, including resemblance, experience, recognition, pretense, and structural theories. We then expand the scope of inquiry to include topics such as systems of depiction, analog vs. digital representation, maps, film, comics, maps, mental imagery, and relations to the cognitive science of vision.

An advanced seminar that involves the careful study of some particular movement, philosopher, or issue in the history of philosophy. Examples: An introduction to Hegel, German idealism, theories of causation in Indian philosophy, vice in the global history of philosophy.

PHIL-UH 3410 Topics in Theoretical Philosophy
Offered occasionally
Prerequisites: Two History of Philosophy, Theoretical Philosophy, or Practical Philosophy electives.
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary theoretical philosophy. Examples: realism and antirealism, David Lewis, theories of truth, formal epistemology, philosophy of logic, consciousness.

PHIL-UH 3610 Topics in Practical Philosophy
Offered occasionally
Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective.
An advanced seminar that involves the careful study of some particular theory, philosopher, or set of issues in contemporary practical philosophy. Examples: consequentialism, empirical moral psychology, the philosophy of law, the ethics of gender, Rawls, metaethics.

OTHER PHILOSOPHY ELECTIVES

PHIL-UH 1910 Philosophy of Quantum Mechanics
Offered occasionally
Quantum mechanics (QM) continues to fascinate physicists and non-physicists alike in virtue of its strikingly unorthodox characterization of the world. Some of the counter-intuitive features we’ve learned to accept, whereas others continue to generate controversy. This course begins by introducing students to the basic structure of QM, its experimental basis, and some of the bizarre (if well-established) features of the quantum world. We then examine two conceptual problems in the theory’s foundational base: the measurement problem and the problem of local beables that threaten to render the entire theoretical edifice incoherent, and survey proposed ways to address those problems. Among the interpreted quantum mechanicals, we’ll investigate are spontaneous collapse theories, pilot wave theories, and many-worlds theories, each of which aims to solve existing issues but often at the expense of raising new ones. This is not a ‘popular science’ course: we’ll be reading physicists and philosophers who engage substantively with the foundational questions. However, there are no prerequisites, and many of the texts we use presuppose any familiarity with either QM or philosophy.
PHIL-UH 3910
Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE EXPERIENCE

PHIL-UH 4000
Capstone Project
Typically offered: fall, spring
Prerequisite: Must be a declared Philosophy major
The Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a philosophical topic of their choice. The program consists of a year-long individualized thesis tutorial. During the fall semester, students explore their chosen topic, develop a bibliography, read broadly in background works, and write regular substantive response papers. During the spring semester, students hone their research and produce successive drafts of a thesis, which should be a substantial work of written scholarship. The Capstone experience culminates in the public presentation of the completed thesis.

PHIL-UH 4001
Capstone Project
Typically offered: fall, spring
Prerequisite: PHIL-UH 4000
The Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a philosophical topic of their choice. The program consists of a year-long individualized thesis tutorial. During the fall semester, students explore their chosen topic, develop a bibliography, read broadly in background works, and write regular substantive response papers. During the spring semester, students hone their research and produce successive drafts of a thesis, which should be a substantial work of written scholarship. The Capstone experience culminates in the public presentation of the completed thesis.

Theater and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

The NYUAD Theater Program is an academic and artistic laboratory dedicated to theater research, scholarship and practice. Reflecting the global vision of NYUAD, a cosmopolitan liberal arts university, we provide a rigorous approach to artist training, a solid scholarly foundation in theater history, theory and criticism, and exposure to a variety of transnational cultural practices through the study of theater both here and abroad. For NYUAD theater majors, making and thinking—creating and articulating—culture are inseparable tasks. Our aim is to develop artist-citizens whose theatrical contributions will expand the limits of the field and make a difference in the world. We expect NYUAD theater majors to become fearless and visionary theater makers, eager to collaborate with other artists, scientists and scholars across disciplines, and who will invent new and hybrid cultural practices that will come to define what theater will be in the 21st century. Theater and performance are collaborative arts, and at NYU Abu Dhabi students experience this in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as hosts for visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project.

The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The expressive and interpretive skills developed in working with dramatic material make this an excellent component of a well-rounded liberal arts education. Furthermore, theater students learn teamwork, discipline, leadership skills, effective modes of creative expression, improvisation, adaptability, and collective problem solving, as well as interpretive and textual analysis. All of these are critical skills necessary for a sustained career in the arts, and are also readily transferable to many other professions. The Theater Program at NYU Abu Dhabi welcomes majors and non-majors to join us in creating a thriving performance program for the college community, with events ranging from full productions to informal readings, solo performances, student-directed plays, and site-specific events on campus and beyond.
Learning Outcomes
Upon completion of the NYU Abu Dhabi Theater degree, all graduates are expected to have developed:
1. An understanding of theater as a field of inquiry, research and innovation as interpreted within a framework that includes aesthetics, culture, history, theory, self, and society.
2. The ability to articulate in written and oral form concrete ideas about theater and Theater Practice while employing robust theoretical and critical underpinnings.
3. An interdisciplinary understanding of theater as a practice that interconnects a network of texts and ideas and in which the study of theater is related to other fields of scholarly endeavor.
4. Ability to use theatrical stagecraft including lighting, scenic and costume design and their corresponding technical software and digital programs.
5. Ability to create theater in a range of styles and collaborative approaches and in so doing the ability to apply a range of performance and process theories and methodologies including close reading of plays and performance texts.
6. The ability to conduct rigorous research including the use of library resources, performance archives, and digital technologies.

Upon completion of the NYU Abu Dhabi Theater Practice Track, all graduates are expected to have developed:
1. The ability to lead and collaborate on creative projects that reflect conceptual and theoretical thought;
2. The ability to explain the characteristics and development of diverse theater genres (classical, neoclassical, experimental, emergent) and world theater traditions (from Asia, Africa, the Arab World, the Americas);

Upon completion of the NYU Abu Dhabi Theater Studies Track, all graduates are expected to have developed:
1. The ability to communicate original critical and theoretical arguments (both written and oral) and in so doing demonstrate effective use of evidence, citation, archival support and use of digital technologies.

Study Away Pathway for Theater
The study away pathway for the Theater major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Requirements for the Major
11 courses, distributed as follows:

2 Required courses:
   THEAT-UH 1010 Making Theater
   THEAT-UH 1011 Thinking Theater

6 Electives (must include at least one from Art Practice & one from History, Theory, Criticism)
1 Elective: from another Arts Program
2 THEAT-UH 3090 Capstone Seminar and THEAT-UH 4001-4002 Capstone Project A & B

Minor in Theater
The minor in Theater is open to all NYUAD students and offers the opportunity to explore the history, theory, and practice of theater and performance. The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The minor in Theater is designed to be combined with a major in another discipline and to develop the student’s capacity for intellectual and creative risk-taking in the pursuit of knowledge. The expressive and interpretive skills developed in working with dramatic material make the minor in Theater an excellent component of a well-rounded liberal arts education.

Requirements for the Minor in Theater
4 courses, distributed as follows:

1 THEAT-UH 1010 Making Theater
1 THEAT-UH 1011 Thinking Theater
2 Electives from within the Theater major
THEATER
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1
Fall Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

COLLOQUIUM

J-Term

Spring Semester

MAKING THEATER

THEATER ELECTIVE

GENERAL ELECTIVE

FIRST-YEAR WRITING SEMINAR

YEAR 2
Fall Semester

THINKING THEATER

THEATER ELECTIVE

CORE

COLLOQUIUM

J-Term

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 3
Fall Semester

THEATER ELECTIVE

THEATER ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

J-Term

Spring Semester

CAPSTONE SEMINAR

THEATER ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

YEAR 4
Fall Semester

CAPSTONE PROJECT A

THEATER ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

Spring Semester

CAPSTONE PROJECT B

OTHER ARTS ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

THEATER COURSES

REQUIRED COURSES

THEAT-UH 1010
Making Theater
Typically offered: spring
Working as a performance company, students learn the fundamentals of collaborative theater making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other’s work in order to develop a clearer and more objective relationship to their own.

THEAT-UH 1111
Creating Original Work
Typically offered: spring
This class explores devising as a means of innovating both process and form. Students will research and experiment with historical approaches to the devised process, while also building their own short-form performance projects in order to gain insight into the nature of a process journey; develop a more intimate understanding of their own identities as creative problem-solvers; learn how to constructively engage critical conversations about work that is still in process; gain experience in the use of creative process as a form of research.

THEAT-UH 1112
Fundamentals of Playwriting
Typically offered: fall
Crosslisted with Literature and Creative Writing
This course introduces students to the art and craft of playwriting by drawing from Eastern, Western, Middle Eastern and African traditions. The course engages students in a rigorous study of form, content, structure and philosophy in order to arrive at a methodology that each writer can adapt and develop in order to write plays that are ambitious in terms of the ideas and forms they deal with. The main objectives are: to develop one’s voice as a playwright; to develop tools and techniques to realize that voice; to write a one act play.

THEAT-UH 1114J
“Under the Radar” at The Public Theater
Typically offered: January
This course focuses on attending Under the Radar (UTR), the leading international experimental theatre festival that takes place in NYC in January. Under the Radar Festival (UTR) in Greenwich Village in New York City, an intercultural and global city, has presented some 229 theatre companies from 42 countries since its first season in 2005. The “trippy, unsettling, and affectionate” (Green) experimental festival with its budget of approximately $500,000 is one of the most important festivals in the United States for contemporary artists. The three components of the festival programming Joe’s Pub, Incoming, and the works that fall under the title Under the Radar challenge conventional theatre and performance by aiming to present the most significant aesthetic and political work of the moment. Under the Radar is housed in New York’s most prominent downtown theatrical institution, the Public Theater, which has its own traditions and prestige. Under the Radar has a different axis of aesthetics that nevertheless shares the Public’s longstanding mission to support a diverse range of contemporary work.

THEAT-UH 1110
Fundamentals of Acting
Typically offered: fall
Crosslisted with Film and New Media
Students begin to build a performance vocabulary by using a range of techniques for translating the actor’s imagination into stage action. Students are introduced to the internal and external demands of turning creative impulse into behavior, and explore acting fundamentals such as exploring text by connecting it to physical action; responding fully to one’s acting partner; personalizing fictional material; and exploring the role of actor-as-creator via games, improvisations, and exercises; scene work; ensemble techniques; and solo performance.
THEAT-UH 1120
Body at Work: Movement for the Artist
Typically offered: spring
A voice and movement course for actors, musicians, and visual artists. Students will engage the body as an expressive tool in support of artistic craft and technique and build confidence in the ability to translate creative impulses through physical action. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. Class will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in the ability to express thought and emotion with openness and truth.

THEAT-UH 1121
Design for Performance
Typically offered: fall
In this course students learn to create visceral, theatrical experiences that tell clear stories through deep investigations of visual, frozen, and dynamic components aesthetic experience and the fundamental tenants of design and stage composition. Students will acquire tools to: identify, externalize, and develop aesthetic impulses; actualize the world of a text through simple, powerful choices; facilitate collaborations with a design team; synthesize script analysis and point of view with rich, textured design worlds; develop an empathetic imagination; and build work with generosity toward the audience’s experience.

THEAT-UH 1122
Voice, Speech, and Text
Typically offered: fall
Students learn the fundamentals of voice, vocal production, and text. The course is designed to help students discover their vocal potential, to reduce obstructive physical habits and tensions and to move towards free, full-range voices. This course is built to cultivate vocal physical development and sensual acuteness. Students will begin to understand, in themselves, the connection between thought/impulse/idea, voice, communication and audience.

THEAT-UH 1123
Unmasking the Actor
Typically offered: spring
Unmasking the Actor is a course based on the performance philosophy and practice of Jacques Lecoq, in which an investigation of the mechanics of the body is applied to dramatic creation on different acting traditions. Students analyze their body and movement with four different kinds of mask: Neutral mask, Larval mask, Commedia dell’Arte mask and the smallest mask in the world, the red nose of the clown. In this process, the disguise drives the students to discover emotions, movements and thoughts far from their habitual voice. The course develops an understanding of and control over the disguise, they reach self-awareness and learn how to enjoy their presence on stage. Combining the methodologies of Jacques Lecoq, Giacomo and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 1125
Unmasking the Actor
Typically offered: January
Focusing on an inherently physical and interdisciplinary art form, this course disrupts the traditional role of storytelling, collaboration, and theater making. Framing dramaturgy as the consideration of the potential of the body and movement, the course investigates a range of dramatic approaches for rehearsal, collaboration, architecture, space, and performance. In doing so, we will look at dramaturgies across art forms and geographies and land them in theater practice. Furthermore, this course engages students in a detailed approach of Theater Mitu’s training methodology in whole theater. This demanding physical training will lay the foundational discipline to garner successful models of artistic, explorative, and creative dramaturgies. Ultimately this course proposes new ways of thinking through the body and movement as a means towards innovation and a richer understanding of what it is to be an artist and a human.

THEAT-UH 1129
Installation
Typically offered: spring
Installation is a hybrid genre which escapes traditional modes of storytelling, collaboration, and theatrical making. Framing dramaturgy as the consideration of the potential of the body and movement, the course investigates a range of dramatic approaches for rehearsal, collaboration, architecture, space, and performance. In doing so, we will look at dramaturgies across art forms and geographies and land them in theater practice. Furthermore, this course engages students in a detailed approach of Theater Mitu’s training methodology in whole theater. This demanding physical training will lay the foundational discipline to garner successful models of artistic, explorative, and creative dramaturgies. Ultimately this course proposes new ways of thinking through the body and movement as a means towards innovation and a richer understanding of what it is to be an artist and a human.

THEAT-UH 2110
Character and Action
Typically offered: spring
Prequisites: THEAT-UH 1110, THEAT-UH 1120, or THEAT-UH 1122
Students develop advanced performance skills by using techniques associated with the methodologies of Jacques Lecoq. Drawing on the methodologies of Jacques Lecoq, Giacomo and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 2115
Directing
Typically offered: fall
Crosslisted with Film and New Media
What brings a play to life? What story do you most want to tell? Who is your audience, and why? What is the collaborative environment you seek? The course explores conceptual and practical approaches to directing a play. In addition to script discovery and analysis, emphasis is placed on the development of each student’s unique approach. Students will engage with a range of approaches to the director’s role and will view, analyze, and discuss directorial choices by a variety of directors and performance styles. Students will also work with a prompt and propose different approaches to text, including workshop and collaborative techniques.

THEAT-UH 2119
Character and Action
Typically offered: spring
Prequisites: THEAT-UH 1110, THEAT-UH 1120, or THEAT-UH 1122
Students develop advanced performance skills by using techniques associated with the methodologies of Jacques Lecoq. Drawing on the methodologies of Jacques Lecoq, Giacomo and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 2150
Design for Performance
Typically offered: spring
Prerequisites: THEAT-UH 1110, THEAT-UH 1120, or THEAT-UH 2115
Students learn the fundamentals of voice, vocal, and visual artists. Students will engage the body as an expressive tool in support of artistic craft and technique and build confidence in the ability to translate creative impulses through physical action. The course guides the student through awareness of and release from habitual tensions and into body alignment, breathing, resonators, sound and movement, group interaction, and the exploration of individual and group creativity. Class will focus on the kinetic application of movement in the art-making process, using core energy, dynamics, breath connection, strength, flexibility, range of motion, stamina, and relaxation techniques in order to strengthen our creative output. The goal is a free voice in the ability to express thought and emotion with openness and truth.

THEAT-UH 2151
Director’s Lab
Typically offered: spring
Crosslisted with Film and New Media
Prequisite: THEAT-UH 2115, THEAT-UH 3110 or IM-UH 2215
This course will provide students with an opportunity to create a fully realized production of a play from the concept to the final performance. Students will learn the processes of directing, including script analysis, stage design, costume design, and casting. They will also have the opportunity to work with the acting ensemble, the stage manager, and the technical team to bring their production to life. Additionally, the course will provide students with the opportunity to see a variety of productions at various stages of development and to discuss the director’s role in each production.

THEAT-UH 3100
Directing
Typically offered: spring
Prequisite: THEAT-UH 2115, THEAT-UH 3110 or instructor permission
This course continues the work begun in Directing in a Lab setting. Students will work with material from Susan-Lori Parks 365 Plays/Days, Samuel Beckett’s short plays or bring in material of their own choosing. Our weekly sessions will include sharing work in process, discussion of major issues both ethical and practical in the field of Directing, and the building of comradery as we explore the form.

THEAT-UH 3105
Character and Action
Typically offered: spring
Prequisites: THEAT-UH 1110, THEAT-UH 1120, or THEAT-UH 1122
Students develop advanced performance skills by using techniques associated with the methodologies of Jacques Lecoq. Drawing on the methodologies of Jacques Lecoq, Giacomo and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 3110
Director’s Lab
Typically offered: spring
Prequisite: THEAT-UH 2115, THEAT-UH 3110 or instructor permission
This course continues the work begun in Directing in a Lab setting. Students will work with material from Susan-Lori Parks 365 Plays/Days, Samuel Beckett’s short plays or bring in material of their own choosing. Our weekly sessions will include sharing work in process, discussion of major issues both ethical and practical in the field of Directing, and the building of comradery as we explore the form.
THEAT-UH 1514
African Women Playwrights
Typically offered: fall even years
Crosslisted with African Studies; Literature and Creative Writing
This 7-week (or 14-week) reading, writing intensive course examines how theatrical simulations of plays that directly engage real events across a broad spectrum of personal, social, political and historical circumstances by using witness accounts, film footage, photographs, documents, legal transcripts, interviews, and the reality and fiction of staged objects. Students will gain an understanding of the performativity of bodies, memory, nation, terror, and the archive.

THEAT-UH 1515
History of Community Based Performances
Typically offered: spring
As cultural practices and public arts, community based performances are forged by intense collaborations between artists and specific residents and localities. Together they combine performance with production and reception with broad ideas of the cultural, political and social engagements within which communities seek representation and agency. This course offers a global historical overview of case studies that integrate performance aesthetics and traditions with various ideas of community and citizenship. Case studies such as Bread and Puppet, Negro Ensemble and El Teatro Campesino in the US, The Arena Theater of Sao Paulo in Brazil, Theater for Development initiatives in Africa and Asia, as well as directors Augusto Boal, Luis Valdez, Utpal Dutta, Gloria Anzaldua, Ngugi wa Thiongo illustrate the study of community building, performance ethnography and performance of culture this course offers.

THEAT-UH 1516J
Experimental/Avantgarde Performance: Paris Now, New York 1960s-70s
Typically offered: January
What are the similarities and differences in experimental performances in Paris and New York? What are the theories underlying these performances? To answer these questions we will examine both historical and contemporary performances and theories. New York: happenings, postmodern dance, experimental theatre, Richard Foreman, Robert Wilson, The Performance Group, etc. Paris: roots of the avantgarde: Alfred Jarry, Antonin Artaud, dada, surrealism, theatre of the absurd. Contemporary Paris performances: Ariane Mnouchkine/Théâtre du Soleil, Jerome Bel, Ivó van Hove, Philippe Quesne/Vivarium Studio, etc. Students may attend performances, view media, go to the Théâtre du Centre, Centre Pompidou, and the Palais de Tokyo. Several French scholars and artists will visit the class. Schechner will point out other Parisian cultural venues: Maison des Arts Creteil, Louvre, Musée D’Orsay, etc.

THEAT-UH 1518
Spectacle and Surveillance
Typically offered: fall
Spectacle and surveillance have emerged as key concepts articulating the relationship between power and performance in contemporary societies. This course will interrogate these two phenomena from the perspective of theatre as one of the earliest technologies for watching and being watched. We will begin with examples of spectacle and surveillance prior to the advent of electronic media, such as courtly theatre in 17th century Europe and the role of eavesdropping in dramatic literature. We will then consider how the advancement of capitalism and technology further institutionalized spectacle and surveillance as modes of managing colonialism, race, gender, security, consumption, and automation. Critical literature will include works by Michel Foucault, Guy Debord, Karl Marx, Siegried Krakauer, Konstantin Stanislavski, Susan Glenn and Amy Louise Wexler, among others. The course will also examine artists that incorporate questions of surveillance and spectacle as material for their own work including the Situationists, Surveillance Camera Players, Julia Scher, Mel Chin, and Trevor Paglen, among many others.

THEAT-UH 1520
Dramaturgy
Typically offered: fall
This course will support students in acquiring the methodological tools in theater and performance necessary for the realization of their vision, and will offer strategies designed to speak, reflecting, writing and archiving these projects.

THEAT-UH 2030
Core: Cultural Exploration and Analysis; Literature and Creative Writing
Typically offered: fall
Prerequisite: THEAT-UH 1514
These two mandatory and sequential 2-credit courses provide seniors with a clearly articulated, year-long work process and support structure within which to bring their theater capstone projects to fruition. The course sequence includes regular meetings and group discussions of topics such as process, research, and collaboration in art practice and scholarship. The Capstone Project Supervisor who oversees the course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.

THEAT-UH 2310
History of Drama and Theater
Crosslisted with Literature and Creative Writing
Typically offered: fall
Prerequisite: THEAT-UH 1010 and THEAT-UH 1011
This class will support students in acquiring the methodological tools in theater and performance necessary for the realization of their vision, and will offer strategies designed to speak, reflecting, writing and archiving these projects.

THEAT-UH 2315
Developing Codes: Drama and Performance
Typically offered: fall
Prerequisite: THEAT-UH 1015
This course will support students in acquiring the methodological tools in theater and performance necessary for the realization of their vision, and will offer strategies designed to speak, reflecting, writing and archiving these projects.

THEAT-UH 3090
Capstone Seminar A
Typically offered: spring
Prerequisite: THEAT-UH 4001 and THEAT-UH 1010
In the spring semester of their third year, theater majors participate in this formal capstone seminar intended to guide rising seniors through the conceptualization of a capstone, a year-long independent artistic project of the senior’s own design, and to express that concept in the form of a polished written proposal. This seminar is an interdisciplinary arts forum where students are expected to reflect upon and articulate their projects as expressions of aesthetic theory and practice, and where they can draw upon their own scholarly and artistic experience to constructively support the work of their peers. This class will support students in acquiring the methodological tools in theater and performance necessary for the realization of their vision, and will offer strategies designed to speak, reflecting, writing and archiving these projects.

THEAT-UH 3090
Capstone Seminar B
Typically offered: spring
Prerequisite: THEAT-UH 4001
This course sequence works in tandem with capstone advisors and (as applicable) theater program production staff. Students are further supported in the development of their capstone writing, presentation, and digital archiving skills.
The minor in Anthropology helps students gain an understanding of cultural forms and their historical transformations. A minor in Anthropology requires students to explore the relationship of human universality and cultural specificity, to elucidate the complex cultural, social, and political developments that contribute to an understanding of what it means to be a social being, and to participate in cross-cultural understanding and global citizenship. Students who minor in Anthropology gain knowledge of anthropological theories and practice in ethnographic qualitative methodologies, and are prepared for careers in fields as diverse as business, diplomacy, education, journalism, and public service. In addition to the courses offered at NYU Abu Dhabi listed below, some 120 anthropology electives exist across the NYU global network.

### REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

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<th>Course</th>
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<tr>
<td>1 Introduction to Anthropology</td>
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<td>3 Electives</td>
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### ANTHROPOLOGY COURSES

**REQUIRED COURSES**

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<th>Course Code</th>
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| ANTH-UH 2110 | Introduction to Anthropology 
(Crosslisted with Social Research and Public Policy) Offered occasionally |

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<th>Course Code</th>
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| ANTH-UH 2111 | India: Topics in Anthropology & History 
(Crosslisted with Social Research and Public Policy) Offered occasionally |

### ANTHROPOLOGY ELECTIVES

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<th>Course Code</th>
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| ANTH-UH 2110J | Anthropology of Indigenous Australia: Art, Politics and Cultural Futures  
(Crosslisted with Museum and Cultural Heritage Studies) Offered occasionally |

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<th>Course Code</th>
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| ANTH-UH 2112J | Cities and Globalization: Buenos Aires and Beyond  
(Typically offered: January) 
(Crosslisted with Urbanization) |

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<th>Course Code</th>
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| ANTH-UH 2113 | Memoir and Ethnography: Understanding Culture Through First-Person Narrative  
(Typically offered: Spring) 
(Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing; Social Research and Public Policy) |
Memoir is the best-selling genre in contemporary literature. Indeed, our fascination with all things autobiographical attests to the importance of examining one’s own 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 examine the rhetorical and aesthetic rules that govern these genres, as well as the way they create social imaginations that go on to live political lives in the world.

**ANTH-UH 2114X**

**Listening to Islam**

Typically offered: spring

Crosslisted with Arab Crossroads Studies; Music; Theater

What kinds of knowledge pass through the ear? In this course we understand Islam from the vantage point of aesthetics (from the Greek aesthesiai, to perceive). In particular, we explore sound knowledge - the kind of knowledge that comes through listening when we listen to Islam? And how does the concept of samaa - spiritual listening - inform the sound worlds of Islam? Examining Sunni and Shi’ite rituals, as well as celebrations, festivals, commemorations and ceremonies, we will read about and experience Islamic forms of expression order to understand the power of aesthetic performance in its local expression and on the global stage.

**ANTH-UH 2115**

**Anthropology of Forced Migration**

Typically offered: fall

Crosslisted with Peace Studies; Social Research and Public Policy

This course explores the lived experiences of exiles, refugees, and forced migrants, through anthropological texts on displacement, encampment, resettlement, asylum, memory, and belonging. It looks at how forced migrant identities are formed and transformed, and at notions of home, and belonging. The class examines interactions between forced migrants, aid agencies, governments and the UNHCR. The course explores each stage of forced migration, the institutions refugees encounter, the factors behind human movement, and the anthropology of social crisis. It also examines processes of flight and displacement in ethnography. We will also study the experience of encampment and its effect on social organizations, memory and identity. The class examines critiques of humanitarian assistance, scrutinizing micro-level practices of aid along with concerns regarding the modern state, its obligations, constraints, and approach to citizenship and belonging. The class then addresses asylum, immigration and the anthropology of borders and border crossing. To conclude, the course considers political identity, integration and resettlement, examining how people make a new life in a different culture.

**ANTH-UH 2116**

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

Typically offered: fall

Crosslisted with Arab Crossroads Studies; History; Peace Studies; Social Research and Public Policy

Dispossession and forced migration have come to be a defining feature of the contemporary Middle East. Yet involuntary movement of peoples has indelibly marked the region throughout the last 150 years. This course examines the history of forced migration through an anthropological lens, engaging with concepts such as: space and place; ethnicity; identity; belonging; nationalism; cosmopolitanism, hybridity, and local conviviality; resilience, as well as the forced migrations of the Circassians from the border lands of Imperial Russia, the Armenians, and the Kurds from Anatolia, and Palestinians, Iraqis and Syrians from the Levant. The course addresses these disposessions as part of the clash of empires, carried further by the colonial, neo-colonial as well as the contemporary neo-conservative political encounters. It engages with the ways in which these peoples have developed a local cosmopolitanism and examines whether such local conviviality can survive the current displacement and eviction of peoples from Syria.

**ANTH-UH 2117J**

**Migration and Displacement Across the Red Sea**

Typically offered: January

Crosslisted with African Studies; Arab Crossroads Studies; Social Research and Public Policy

More people have been forcibly displaced today than at any other time since the Second World War. While the majority of this population stems from Syria, Afghanistan, and Somalia, conflicts in several African and Arabian Peninsula: the displacement of Yemeni refugees and African migrants across the Red Sea. A regional pactum will serve as a case study for exploring (1) the roots and development of this crisis, (2) the centuries long interconnections between communities straddling the Red Sea, and (3) the politics and ethics of humanitarian interventions.

**ANTH-UH 3190**

**Directed Study**

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

**ACS-UH 1010X**

**Anthropology and the Arab World**

Crosslisted with Arab Crossroads Studies; Arab Music Studies; Social Research and Public Policy

**ACS-UH 2417X**

**Heritage, History and Memory in the Modern “Middle East”**

Crosslisted with Arab Crossroads Studies; Heritage Studies; History; Museum and Cultural Heritage Studies

**ACS-UH 2613X**

**Youth in the Middle East**

Crosslisted with Arab Crossroads Studies

**AW-UH 1111**

**Archaeology of the Near East from the Origins of Agriculture to Alexander the Great**

Crosslisted with Arab Crossroads Studies; History; The Ancient World

Pre-1800

**CCEA-UH 1080X**

**Food, Culture, and Politics**

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis

**CCEA-UH 1081**

**Seformance Senses**

Crosslisted with Core: Cultural Exploration and Analysis; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

**CDAD-UH 1035J**

**Human Prehistory: A Unified Approach**

Crosslisted with Core: Data and Discovery

**HERST-UH 2302J**

**Documenting Tradition, Documenting Change: Music and Symbol in Kerala**

Crosslisted with Heritage Studies

**MUSIC-UH 1611X**

**Arab Music Cultures**

Crosslisted with African Studies; Arab Crossroads Studies; Arab Music Studies; Heritage Studies; Music

**MUSIC-UH 1615JX**

**Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology**

Crosslisted with Arab Crossroads Studies; Arab Music Studies; Heritage Studies; Music

**MUSIC-UH 1662**

**African Popular Music**

Crosslisted with African Studies; Heritage Studies; Music

**MUSIC-UH 1005**

**Anthropology of Music 1**

Typically offered: spring

**SRPP-UH 1813X**

**Family and Gender in the Arab World: Continuity and Change**

Crosslisted with Heritage Studies; Social Research and Public Policy

**SRPP-UH 2416X**

**Gulf Urban Societies**

Crosslisted with Arab Crossroads Studies; Social Research and Public Policy

**SRPP-UH 2623J**

**Cultures of Addiction: A Bio-Social View**

Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy
Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. NYUAD language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advanced study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens. For these many reasons, students are strongly encouraged to study a language other than English while at NYU Abu Dhabi.

Languages offered at NYU Abu Dhabi through regular coursework are Arabic, Chinese and French. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least one semester at NYU’s other portal campus in Shanghai, and are able to begin or continue learning Chinese at NYU New York or NYU Shanghai, while students of French are able to take advantage of the numerous French language offerings at NYU’s global network site in Paris.

Students who wish to advance their proficiency in languages other than Arabic, Chinese and French may take advantage of the immersive language instruction offered at NYU’s global network sites in Accra, Berlin, Buenos Aires, Madrid, Tel Aviv, and Prague. Non-credit language courses are also offered in Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.

Minor in Arabic
The goal of the minor in Arabic is to provide students with the proficiency to understand and use the Arabic language. The minor in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic.

Students who elect to pursue the minor are required to take the following three courses: Intermediate Arabic 1 & 2 (or equivalent) and Colloquial Arabic (or equivalent). The minor in Arabic is open only to students for whom Arabic is not the first language. However, exceptions can be considered for native speakers who have had no formal schooling in Arabic.

Requirements for the Minor in Arabic
3 courses, distributed as follows:
1. ARABL-UH 2110 Intermediate Arabic 1 (or equivalent)
2. ARABL-UH 2120 Intermediate Arabic 2 (or equivalent)
3. Colloquial Arabic (or equivalent), selected from:
   - ARABL-UH 2210J Colloquial Arabic: Emirati
   - ARABL-UH 2211 Colloquial Arabic: Levantine
   - ARABL-UH 2212 Colloquial Arabic: Egyptian

Minor in Chinese
The goal of the minor in Chinese is to provide NYUAD students with the opportunity to receive more systematic training, understand better the Chinese language, and enhance their proficiency level. The minor is useful for many careers and academic specializations that require practical fluency in Modern Standard Chinese.

Requirements for the Minor in Chinese
Students who wish to pursue a minor in Chinese are required to take 16 credits of Chinese language courses through the Advanced 2 level. Elementary Chinese 1 and Elementary Chinese 2 do not count toward fulfilling the requirements.

If Advanced II is reached prior to fulfilling the 16 credits, a higher-level language course (i.e. past Advanced II) must be taken to fulfill the remaining credits. Substitute courses needed to satisfy the 16 points can be courses or directed studies that are conducted in a Chinese language, either Mandarin or another recognized language such as Cantonese. Such courses are offered in both New York and Shanghai and include Cantonese language classes and subject matter classes such as literature taught in Mandarin.

No more than two transfer courses (8 credits) may be accepted toward the minor, subject to review by and approval of the Head of the Chinese Program.

Requirements for the Minor in Chinese
4 courses, distributed as follows:
1. CHINL-UH 2001 Intermediate Chinese 1
2. CHINL-UH 2002 Intermediate Chinese 2
3. CHINL-UH 3001 Advanced Chinese 1
4. CHINL-UH 3002 Advanced Chinese 2
Typically offered: fall This course is designed for learners with no prior knowledge of Arabic. Students who have studied Arabic before or who have prior knowledge of Arabic are not required to take a placement test. This is a full semester (or equivalent session) course during which students first learn the Arabic alphabet, then move on to work on the sentence and paragraph levels. It is an interactive course designed to build the student’s abilities in listening, speaking, reading, and writing. At the end of the semester students should be able to carry on a short conversation; ask and answer questions; introduce themselves and others; provide simple biographical information; interact in simple daily life situations; ask for assistance; express likes and dislikes; read short texts; and gain a basic understanding of Arab culture. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, brief presentations, short essay writing, and a final exam.

ARUBL-UH 1120

Intermediate Arabic 2

Typically offered: spring
Prerequisite: ARUBL-UH 1120

This course builds on the knowledge and skills students acquire in Intermediate Arabic 1. This course builds on the knowledge and skills that students acquire in Intermediate Arabic 2 (ARUBL-UH 1120) which is a prerequisite course for this class. Students joining the course from outside NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course during which students continue learning learning formal Arabic (MSA), expand their knowledge of the grammar, build on previously learnt vocabulary, and be exposed to a variety of cultural and daily life themes and situations. It is an interactive course designed to build the student’s abilities in listening, speaking, reading, and writing. At the end of the semester students should be able to read texts on familiar topics and understand the main ideas; speak about themselves and their environment; carry out basic daily life transactions; and initiate and sustain conversations on a variety of topics. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, brief presentations, short essay writing, and a final exam. Students joining the course from outside NYU Abu Dhabi are required to take a placement test.

ARUBL-UH 1130

Arabic Language and Heritage 1

Typically offered: fall

This course is the first in a series of courses meant for students who come from Arabic-speaking families and who grew up in an Arabic-speaking environment but have not had sufficient training in Arabic. These courses are designed to help those students master formal Arabic and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series is designed to achieve the following: to help the students’ acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language.

ARUBL-UH 2101

Intermediate Arabic 1

Typically offered: fall
Prerequisite: ARUBL-UH 1120

This course builds on the knowledge and skills that students acquire in Arabic in Elementary Arabic 2. This course builds on the knowledge and skills that students acquire in Elementary Arabic 2 (ARUBL-UH 1120) which is a prerequisite course for this class. Students joining the course from outside NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course during which students continue learning the modern standard form of the language, with limited exposure to phrases and expressions in colloquial. It is a student-centered course where the four language skills (reading, writing, listening and speaking) are integrated along with culture to simulate real life situations. By the end of this course, students should be able to narrate in all verb tenses, describe their daily life, personal relations, and report information. Types of tasks and assignments required include daily homework assignments, periodic quizzes, presentations, essays, and final exam.

ARUBL-UH 2120

Intermediate Arabic 2

Typically offered: spring
Prerequisite: ARUBL-UH 2101
Cross-listed with African Studies

This course builds on the knowledge and skills that students acquire in Intermediate Arabic 1 which is a prerequisite course for this class. Students joining the course from outside NYU Abu Dhabi are required to take a placement test. This is a full semester (or equivalent session) course during which students continue learning the modern standard form of the language, with limited exposure to phrases and expressions in colloquial. It is a student-centered course where the four language skills (reading, writing, listening and speaking) are integrated along with culture to simulate real life situations. At the end of the semester students should be able to and understand the main ideas of authentic texts written for the general public. They will be able to employ analytical reading and critical thinking skills to understand different types of text. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, short essay writing, and a final exam.

ARUBL-UH 2130

Arabic Language and Heritage 2

Typically offered: spring
Prerequisite: ARUBL-UH 1130

This course is the second in the Arabic Language and Heritage series designed for native learners of Arabic. This course is a prerequisite for Arabic Language and Heritage 1 (ARUBL-UH 1130) or an equivalent proficiency level as determined through a placement test. This is a full semester course (or equivalent session) during which students work on mastering formal Arabic language skills to empower them to become more engaged in their society, culture, and heritage. In ALH 2, students build on the productive skills of listening, speaking, reading, and writing skills to perfect their knowledge of Arabic vocabulary and syntax. By the end of this course, students should be able to produce longer argumentative pieces; will begin to access, assess and taste some of Arabic’s key modern literary and cultural products; and will continue to debate and explore various aspects of Arab culture. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARUBL-UH 2120J

Colloquial Arabic: Emirati Dialect

Typically offered: January
Prerequisite: ARUBL-UH 2101

Course has significant Emirati / UAE Content

Welcome to (ARUBL-UH 2120J) the beginning class in Colloquial Emirati Arabic and culture. Finishing the third semester of Modern Standard Arabic (MSA) at a university level or its equivalent is the prerequisite for the course. This course is designed to provide a solid foundation, at the intermediate level according to ACTFL guidelines, in the structure, pronunciation, vocabulary, culture of Emirati Arabic. As a conversation-based course, instruction will focus on the communicative skills of listening and speaking. However, the skills of reading and writing will be necessary as the text is written in Arabic with some transliteration and we will place considerable emphasis on active use of the language and its culture both in and out of class and in daily homework assignments. A core component of the class will be the memorization and recitation of dialogues exemplifying basic grammatical patterns, vocabulary, cultural concepts, expressions and imitation patterns of Emirati Arabic. Outside class activities will include field trips and many other forms of cultural exposures and interactions in the community. NOTE: This course is open only to NYU Abu Dhabi students.

ARUBL-UH 2211

Colloquial Arabic: Levantine Dialect 1

Typically offered: fall
Prerequisite: ARUBL-UH 2101

This course complements the student’s knowledge of Standard Arabic to include proficiency in Levantine Arabic, one of the major Arabic dialects, with an emphasis on the colloquial level. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral entries, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARUBL-UH 2221

Colloquial Arabic: Egyptian Dialect

Typically offered: spring
Prerequisite: ARUBL-UH 2101

This course complements the student’s knowledge of Standard Arabic to include proficiency in Egyptian Arabic, one of the major Arabic dialects, with an emphasis on the colloquial level. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly oral entries, presentation skills, oral film summary, oral interviews, a homestay, and an oral final exam.

ARUBL-UH 2231

Colloquial Arabic: Emirati Dialect

Typically offered: fall
Prerequisite: ARUBL-UH 2101

This is an introductory course in Emirati dialect and culture designed for students who have completed Intermediate Arabic 1. In contrast with the MSA sequence, which focuses on traditional
literacy, this course adheres to the communicative method and focuses on fluency in conversation, accuracy in pronunciation, and the stimulation of intercultural communication. Through extensive and intensive listening, at-home recording, and in-class role play and interaction, the course creates an immersive environment to help students develop the production skills necessary to function among Emirati speakers in a variety of settings. Students will have the opportunity to interact with guest lecturers from a variety of fields, to work with language partners, and to visit a number of cultural sites in the UAE.

ARABL-UH 3110 Advanced Arabic 1
Typically offered: fall
Prerequisite: ARABL-UH 2120
The course is designed to help students reach an advanced level of proficiency through analysis of authentic Arabic texts addressing a wide range of political, social, religious, and literary themes. A prerequisite for this course is Intermediate Arabic 2 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. The course emphasizes integrating the four language skills: listening, speaking, reading, and writing. At the end of the course students should be able to understand the main ideas and supporting details of authentic oral and written texts; draw conclusions about the author’s attitude; employ analytical reading and critical thinking; analyze various linguistic aspects in a text; and evaluate the production skills necessary to function among native learners of Arabic. A prerequisite for this course is Arabic Language and Heritage 2 or an equivalent proficiency level as determined through a placement test. This is a full-semester course (or equivalent session) during which students work on reinforcing formal Arabic language skills to prepare them for a full engagement in their society, culture, and heritage. This class is designed to help class in which students are self-driven and autonomously responsible for their own learning. They actively participate in selecting class material and engage in peer reviewing. Students will focus more on understanding and learning some of Arabic’s major rhetorical styles used in original Arabic literature both classical and contemporary. By the end of this class students should be able to produce publication-quality output and engage in more critical study of the main intellectual debates in Arab life today. Types of tasks and assignments required for this class include daily reading and listening assignments, weekly presentations and essay writing, writing book reviews, and a final project.

ARABL-UH 3211 Colloquial Arabic: Levantine Dialect 2
Typically offered: spring
Prerequisite: ARABL-UH 2221
This course complements the student’s knowledge gained in Levantine 1. A prerequisite for this course is thus Levantine Arabic to an equivalent level as determined through a placement test. This is a conversation-based course during which students focus on the communicative skills, and develop and practice language production skills necessary to function in an Arabic speaking environment. Class discussions are relevant to Shami culture, encouraging engagement and exploration of the themes through folkloric, song, films, etc. It is designed to help student’s abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect in conversations by using linguistic and cultural expressions to make requests, compare, express, narrate and describe preferences. Assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation skits, oral film summary. This course includes oral interviews, a homestay, guest speakers, and an oral final exam.

ARABL-UH 3450 Directed Study in Arabic Language
Typically offered: by Application
Topics relating to Arabic Language as arranged.

ARABL-UH 4019 Arabic Cultural Explorations
Typically offered: spring even years
Prerequisites: ARABL-UH 2210J and ARABL-UH 3210
This course wraps up the student’s sequenced language learning experience with an opportunity to explore the cultural and artistic diversity of the Arab world using the acquired language skills. Students cap their language achievement by using such cultural forms as literature, song, film, folklore, etc., in the original language. The course includes fourteen modules: twelve already set, and two final modules to be worked out over the semester by two student teams. The modules center on key texts in categories like language, place, family, and customs, which inform and shape modern Arab identities.

CHINESE LANGUAGE COURSES

CHINL-UH 1101
Elementary Chinese 1
Typically offered: fall
Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write simple sentences; to become acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 1102
Elementary Chinese 2
Typically offered: spring
Prerequisite: CHINL-UH 1101
A continuation of Elementary Chinese 1. The course is designed to consolidate overall listening and speaking proficiency, with the focus gradually moving toward semi-formal usage of Chinese language in topic-oriented discussions. The objectives are: to be able to obtain information from extended conversations; to both express and expand on, in Chinese, their daily expe- riences and opinions on common topics; to expand vocabulary and learn to decipher the meaning of complex words and phrases; to develop reading comprehension of extended narrative, expository, and simple argumentative passages; to solve non-complex textual problems with the aid of dictionaries; to write and present semi-developed narratives or reasoned and structured arguments; to learn to use a variety of Chinese characters in writing.

CHINL-UH 2001
Intermediate Chinese 1
Typically offered: fall
Prerequisite: CHINL-UH 1102
A continuation of Elementary Chinese 1. Designed to reinforce and further develop students’ knowledge of formal usage of Chinese language.

CHINL-UH 2002
Intermediate Chinese 2
Typically offered: fall
Prerequisite: CHINL-UH 2001
A continuation of Intermediate Chinese 1, focusing on semi-formal usage of Chinese language when discussing more academically-influenced cultural or social topics.

CHINL-UH 3001
Advanced Chinese 1
Typically offered: fall
Prerequisite: CHINL-UH 2002
This course is designed to further develop proficiency in speaking and writing through readings on and discussions of socio-cultural topics relevant to today’s China. The focus is the improvement of reading comprehension and writing skills. The objectives are: to further improve oral communicative competence by incorporating semi-formal or formal usages; to acquire vocabulary and patterns necessary for conducting semi-formal or formal discussions of socio-cultural topics; to increase reading speed of texts with more advanced syntax; to learn to make context-based guesses about the meaning of a new word, conduct sentence analysis and solve textual problems with the aid of dictionaries; to write and present semi-developed narratives or reasoned and structured arguments; to read and write simple paragraphs; to learn to appreciate stylistic usage of Chinese language.

CHINL-UH 3002
Advanced Chinese 2
Typically offered: spring
Prerequisite: CHINL-UH 3001
Continuation of Advanced Chinese 1. Designed to reinforce and further develop students’ knowledge of formal usage of Chinese language.

CHINL-UH 3190
Directed Study
Typically offered: by Application
Topics relating to Chinese Language as arranged.
FRENCH LANGUAGE COURSES

FRENΛ-UH 1101
Elementary French 1
Typically offered: fall
This course is designed for students who have no or very little experience in French. Students who have taken French language classes before will be required to take a placement test. The course introduces students to the French language and emphasizes verbal communication, beginning writing, and oral presentation. The strong communicative and cultural approach of the course is designed around a modular structure which spirals and expands on topics and grammar laid out in a visual and contextualized format. Students are encouraged to communicate in French using simple and basic conversation modeled after examples studied in class. This interactive approach will also give the students an opportunity to stimulate their listening/reading/speaking and writing skills. The textbook used in this course is accompanied by an electronic Student Activities Manual companion (eSAM) housed at its website, which comprises a plethora of activities and a media library along with a trackable diagnostic study tool, etc.

FRENΛ-UH 1102
Elementary French 2
Typically offered: spring
Prerequisite: FRENΛ-UH 1101
FRENΛ-UH 1002 is designed for students who wish to pursue the study of French at a higher level, and who have either successfully completed the first level course, or been placed at this level following a placement test. In this course, the students will deepen their knowledge of the French language and its diverse cultures. Communication, the core of the methodology, is emphasized all along this course through interactive activities arranged in a visual and contextualized format. This dynamic learning approach allows and encourages the students to communicate more effectively in a group setting. At the end of the course the students will be able to tackle more complex texts, develop an argument, write longer essays and more.

FRENΛ-UH 2001
Intermediate French 1
Typically offered: fall
Prerequisite: FRENΛ-UH 1102
FRENΛ-UH 2001 is designed for students who have already mastered the fundamentals of the French language (pronunciation, grammar, vocabulary), as well as the French and Francophone cultures. In this course, the students will have the opportunity to expand upon their knowledge of French by consolidating and enhancing their abilities to listen, speak, read and write. This strong communicative and cultural approach of the program includes a textbook, a Student Activities Manual (eSAM) housed at its website in an interactive format. In addition, the students will have the opportunities to give oral presentations, read and discuss excerpts of newspapers articles and literary pieces; write longer essays; watch and discuss short films, etc.

FRENΛ-UH 2002
Intermediate French 2
Typically offered: spring
Prerequisite: FRENΛ-UH 2001
Crosslisted with African Studies
FRENΛ-UH 2002 is the continuation of Intermediate French 1. The course is built upon the knowledge acquired in the Intermediate French 1 level and is designed for students who have covered the basic mechanics of the French language necessary to communicate effectively and confidently in any group setting. In this course, students will continue to discuss more complex texts and literary pieces; write essays; watch and discuss short films, give oral presentations, and more.

FRENΛ-UH 3000
Advanced French
Typically offered: spring
Prerequisite: FRENΛ-UH 2002
In this class, the students will have an opportunity to strengthen all four skills (reading, writing, listening, speaking), with an emphasis placed on the oral and written expression, in both the informal and formal context. Through guided discussions based on contemporary French/Francophone pieces of literature, as well as French/Francophone cultural materials, the students will strengthen their knowledge of grammar, expand their vocabulary, and improve their oral production. Activities in the class will include presentations (exposés oraux) and other online assignments. This course is ideally suited to the students who have successfully completed the intermediate sequence here in Abu Dhabi or at another global site, or to those who have been placed by the online NYU placement test at the advanced level.

Program Overview
The MFA in Art & Media is a full-time, studio-intensive interdisciplinary degree program that sits at the crossroads of practice and theory, tradition and change in the arts. The MFA program combines contemporary art and media practices with cultural heritage, art theory, media studies, and emergent technologies. Through critique and studio based instruction the MFA allows students to mix and blend concepts, skills, approaches and traditions from various topics across classes and seminars. Coursework and academic requirements are designed to foster the development of students who can think and create in novel and interdisciplinary ways. Students are asked to work across concepts and traditions to make a body of work that may not be in a single transition or body of knowledge. Courses emphasize artistic experimentation within a context of historical, cultural, and theoretical study.

The MFA in Art & Media prepares students for careers not only as artists or professionals in museums, the arts industries or education, but also for any career where creativity, imagination, analytical ability, conceptual clarity, cross cultural understanding and a respect for human achievement and difference are valued.

Program Structure
Students are required to complete 60-credits over two years of study and can choose to work in-depth in a particular area or across multiple arts disciplines, including: Sculpture, Photography, Printmaking, Fiber Art, Painting & Drawing, Digital Art, Design, Digital Media, and Transmedia (video, performance, digital). The program comprises eight required courses, including multiple instances of two distinct Critique classes; five studio electives and a required non-credit mid-program review at the end of the first year. Students have the option to complete two of their five elective courses during NYU’s J-term program during the second year, which includes an 8-credit MFA thesis project and exhibition. The MFA thesis will culminate with a 90-minute oral defense in the NYUAD art gallery before a faculty panel.

Research and Arts Practice
The goals of the program are manifold. It seeks to provide a flexible, supportive, and advanced studio-based learning environment that allows students to integrate art, media and design production, in combination with other disciplines, through creative processes that remix theory, methodology and practice. Its multidisciplinary coursework bridges disciplinary skills and diverse bodies of knowledge. The program is structured to ensure that students develop advanced research skills for visual and academic
investigations in the areas of art, media and design practice and theory. Students will learn the perceptual and analytical skills used by artists and designers to engage with and move more thoughtfully through cultural spaces, environments, institutions, and the societies from which they come.

The MFA fosters competency in research, material knowledge, analysis, decision making, brainstorming and teamwork. Students will learn to visualize problems and ideas in novel ways, connect seemingly unconnected phenomena and concepts, and provide valuable insights into and solutions to contemporary problems. Such work contributes to our aesthetic and social development and drives cultural, technological, and economic innovation.

Studio Spaces
NYU Abu Dhabi offers state-of-the-art production facilities in sculpture, design, printmaking, fiber art, photography, interactive media, painting and drawing, fiber arts, digital art, sound art, and film. Students enrolled in the program will be assigned large private studios which will serve as a core teaching and research spaces.

Learning Outcomes
Upon completion of the NYU Abu Dhabi MFA in Art & Media, all graduates are expected to have developed:

1. Artistic Inquiry, Production, and Experimentation: Students make artworks that demonstrate a facility with artistic inquiry. Their art works are brought to a high polish and are suitable for exhibition. Materials and modes of display are treated with expertise and fluency, and this is evidenced in final exhibitions as well as open studio events throughout their two-year program.

2. Art Discourse and Research: Students learn and use art historical and practice-based terminology to discuss their own work, the work of others, and to interpret and explain artworks. They can relate what they analyze to the wider discourse of visual arts in contemporary culture, regionally and globally. Students demonstrate capability in information gathering, documentation, investigation, analysis, interpretation, and evaluation of sources about artworks and practices. This is evidenced in written artist statements, informal talks about their works, and in their written reviews of other artworks.

3. Professional Development and Leadership: Students understand career models and issues in professional ethics, and understand their unique position, regionally, in contributing to the development of arts programming and communities. As students they are involved in regional cultural organizations and seek to create opportunities for the growing regional art community. Students are adept at initiating or originating and uniting others around a shared goal or practice and incorporating perspectives of others as well as their own in an initiative. This is evidenced in artist-as-curator events, formal and informal studio visits across Abu Dhabi and within the NYUAD community, as well as artists actively writing reviews and participating in the discourse of art regionally.

4. Visual Communication and Literacy: Students are accomplished at representing their ideas visually and symbolically. Students are adept at analyzing, interpreting, and explaining images, and can relate what they analyze to the wider discourse of visual arts in contemporary culture, regionally and globally. Students demonstrate proficiency in manners of engaged, rigorous, and careful evaluation, interpretation, and explication.

Information on Institutional Research Policies and Policies and Procedures on Projects, Theses, and Dissertations, including registration, proposal submission and approval, selection of principal supervisor, graduate committees, seminar requirements, external readers, final examinations/defenses, revisions, award of degree, intellectual property rights and copyrights; can be found online at https://nyuad.nyu.edu/en/research/services-and-support.html.

MFA Course Descriptions
The eight required courses provide MFA students with a foundation in all of the degree program learning outcomes. Students are also expected to complete five studio electives and can choose to work in-depth in a particular area or across multiple arts disciplines, including: Sculpture, Photography, Printmaking, Painting & Drawing, Digital Art, Fiber Art, Design and Transmedia (video, performance, digital).
REQUIREMENTS FOR THE MAJOR
14 courses, distributed as follows:

7 Required courses:
VISAR-GH 5001 Graduate Critique Seminar I
VISAR-GH 5002 Graduate Critique Seminar II
VISAR-GH 5003 Graduate Critique Seminar III
VISAR-GH 5051 Individual Studio Critique and Review I
VISAR-GH 5052 Individual Studio Critique and Review II
VISAR-GH 5053 Individual Studio Critique and Review III
VISAR-GH 5060 Writing for Artists

1 Special Topics in Art and Media (selected from the following):
VISAR-GH 5710 Textility and the Textile Imaginary
VISAR-GH 5720 Art Practice in the Anthropocene
VISAR-GH 5730 Archives, Methods, Screens
VISAR-GH 5740 Documentary Forms in Visual Art, Video, and Short Film
VISAR-GH 5750 Deleuze
VISAR-GH 5760 Social Public Works
VISAR-GH 6720 An Explorative Grammar for Sculpture

5 Studio Elective courses (partial listing):
VISAR-GH 5110 Photography - Alternative Processes
VISAR-GH 5120 Casting and the Multiple
VISAR-GH 5130 Advanced Sculpture - Installation and Hybrid Forms
VISAR-GH 6110 Text-Image/Image-Text

1 Review, Seminar and Final Project courses consisting of:
VISAR-GH 6000 MFA Mid-Program Review
VISAR-GH 6050 MFA Thesis Defense
VISAR-GH 6005 Thesis Project and Exhibition.

MASTER OF FINE ARTS
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

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<tr>
<th>Graduate Critique Seminar I (4 Credits)</th>
<th>Individual Studio Critique &amp; Review I (4 Credits)</th>
<th>Studio Elective (4 Credits)</th>
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J-Term

Spring Semester

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<th>Graduate Critique Seminar II (4 Credits)</th>
<th>Individual Studio Critique &amp; Review II (4 Credits)</th>
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<th>Student Elective (4 Credits)</th>
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0-Credit Mid-Program Review

YEAR 2

Fall Semester

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<th>Graduate Critique Seminar III (4 Credits)</th>
<th>Individual Studio Critique &amp; Review III (4 Credits)</th>
<th>Writing for Artists (4 Credits)</th>
<th>Studio Elective (4 Credits)</th>
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<th>Student Elective (4 Credits)</th>
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J-Term

Spring Semester

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<tr>
<th>MFA Thesis Project &amp; Exhibition (8 Credits)</th>
<th>Studio Elective</th>
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| Optional 1-Term Studio Elective (4 Credits) |

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2020-21 | ARTS AND HUMANITIES | MASTER OF FINE ARTS 219
MFA ART AND MEDIA COURSES

REQUIRED COURSES

VISAR-GH 5001 Graduate Critique Seminar I
This seminar is dedicated to the artistic creation, presentation, and critique of graduate student artwork. Students will be introduced to a diverse range of theoretical and philosophical positions and approaches. Students will be required to present the ethics of their work, articulating the ideas and processes within their practices through visual presentations, group critiques and ongoing peer-to-peer dialogue while developing a robust and engaged dialogue which will result in the creation of a thorough and personalized annotated bibliography. Also in this course students will be introduced to the broader, global art context into and from which they will be creating their works. Through the direct experience of visiting the most prominent art institutions in the Emirates, students will have the opportunity to understand and experience the critical, formal and contemporary nature of art that is unique to NYUAD and the UAE.

VISAR-GH 5002 Graduate Critique Seminar II
Prerequisite: VISAR-GH 5001
There is no one formula that spells success in the art world, and there are a multitude of ways that artists organize themselves and their studios. Through examining critical texts about studio practice and studio management, students in this course will learn about, engage, and make interventions into the critical discourses surrounding the following topics: studio practice and artworld, stewarding and the arts ecology, and the relationship between the two. Students will be expected to produce an artist’s statement. The second part of the semester is devoted to putting these skills into professional practice, as students write reviews of exhibitions, exhibitions, personal essays, curatorial proposals, creative pieces, and use writing as a tool to expand their studio practice.

VISAR-GH 5060 Writing for Artists
Prerequisite: VISAR-GH 5002 and VISAR-GH 5052
This course is designed to help third year MFA candidates to the focus on writing as a practice that accompanies the exhibition. Students will be required to design their exhibition scenarios and begin fabrication of the final works, and draft appropriate accompanying exhibition documents. Therefore, and similarly to GCS I and II, the heart of this course is dedicated to research-led practice, presentation, discussion and critique of graduate student artwork.

VISAR-GH 5051 Individual Studio Critique & Review I
This course is composed of one-on-one weekly studio critiques with the core MFA faculty. Students will meet regularly with their faculty advisor and this class will provide a platform for the MFA student to present their work and the aesthetic, technical, and expressive concepts underlying it. Critiques offer constructive assessment of the graduate students’ work-in-progress in relation to contemporary and historical practice, social and cultural issues, technical and formal concerns and related interdisciplinary interests.

VISAR-GH 5052 Individual Studio Critique & Review II
Prerequisite: VISAR-GH 5051
This course is composed of one-on-one weekly studio critiques with faculty and visiting artists. Students will present their work-in-progress in relation to contemporary and historical practice, social and cultural issues, technical and formal concerns and related interdisciplinary interests.

VISAR-GH 5053 Individual Studio Critique & Review III
Prerequisite: VISAR-GH 5052
This course is composed of one-on-one weekly studio critiques with visiting artists, scholars, curators, and critics. This class will focus on external networks in sourcing studio space, locating space, and beginning the process of securing studio space. The class will provide a platform for MFA students to present their work and the aesthetic, technical, and expressive concepts underlying it. Critiques offer constructive assessment of the graduate students’ work-in-progress in relation to contemporary and historical practice, social and cultural issues, technical and formal concerns and related interdisciplinary interests.

VISAR-GH 5710 Textility and the Textile Imaginary
This special topics seminar regards textility as a disposition toward making where repetition, patterning, the grid, piecing, and hybridity are fore-fronted and can be traced to a textile practice. Concerned more with textility as an action and outcome than with actual fiber as a medium, the course nonetheless investigates the properties specific to fiber. During the fall of 2021, the NYUAD Gallery will put on an exhibition on this very theme. The seminar is situated, a good part of the time, in the gallery - looking at contemporary and historical examples of the themes and proposals raised by the course. Guest speakers and artists will visit the gallery to give talks and these same artists will also visit our seminar to discuss their practices and thoughts on textility. The global art market has noted, recently, that textiles are “hot” - they are becoming popular, or at least more visible, as a medium. Exhibitions devoted to the fiber arts are now accepted as valid curatorial projects. This course centers on the generative intersection of textile and related interdisciplinary approaches. The seminar will be situated, a good part of the time, in the gallery - looking at contemporary and historical examples of the themes and proposals raised by the course. Guest speakers and artists will visit the gallery to give talks and these same artists will also visit our seminar to discuss their practices and thoughts on textility. The global art market has noted, recently, that textiles are “hot” - they are becoming popular, or at least more visible, as a medium. Exhibitions devoted to the fiber arts are now accepted as valid curatorial projects.

VISAR-GH 5720 Art Practice in the Anthropocene
We are living in an age where human life acts as an agent of geologic impact. First coined “the anthropocene” by Paul J. Crutzen (2000), the term has caught on swiftly, much like the rapid pace characterizing this epoch. From population booms to ecological collapse, from rising sea waters and temperatures to mass extinctions, the anthropocene’s many crises demand our attention - and our scholarship, creativity, and action. The course investigates the anthropocene from diverse perspectives and studies the art practices that exemplify them (see weekly subheadings). Ultimately, students will create research-based projects that contribute to artistic discourse about the unique challenges and potentials of our time.

VISAR-GH 5730 Archives, Methods, Screens
This course focuses on practice-led research as the primary practice as methodologies for thinking about art and media in relation to archives and screens. Its central argument is that making and studying are not separate activities that corrupt one another, but instead entwined and mutually constitutive activities that augment creativity and curiosity. Assignments encourage students to understand and practice making and studying in non-hierarchical and non-sequential ways. By emphasizing feminist, postcolonial, transnational, indigenous, and posthuman approaches, the course shifts attention from dominant modes, such as flat-on-the-screen, time-based commercial films as entertainment to immersive, interactive, locative, auto-generative, multi-modal, non-linear, and non-sequential modes for producing research through arts practice and producing arts practice through research.

VISAR-GH 5740 Documentary Forms: Visual Art, Video, Short Film, and Text
This course centers on the generative intersection of documentary forms, documentary art, and documentary theory. The course will focus on the production of documentary forms. Documentary film has a relatively long tradition and discourse. After early 20th century documentary film, came the 1990s “documentary wave” in visual art, followed by an outpouring of what has been called “documentary poetry” into the 2000s, with classes and critical work on documentary poetry currently abounding. The seminar is situated partly in working with an historical document & place, the interview, the observational mode - we will make work that explores the relationship between non-fiction, aesthetics, ethics, and point of view. Students are encouraged to apply concepts and ideas from the course into their studio practices. The seminar is situated partly in working with an historical document & place, the interview, the observational mode - we will make work that explores the relationship between non-fiction, aesthetics, ethics, and point of view. Students are encouraged to apply concepts and ideas from the course into their studio practices. The seminar is situated partly in working with an historical document & place, the interview, the observational mode - we will make work that explores the relationship between non-fiction, aesthetics, ethics, and point of view. Students are encouraged to apply concepts and ideas from the course into their studio practices.
philosophers and critical theorists such as Elizabeth Grosz, Fred Moten, and others. Artists in particular seem to be drawn to this work owing to its ethos of creativity (poetics), and D&G’s rhizomatic methodologies. Students in this course, through close reading, writing, and discussion, will attempt to synthesize as many of D&G’s ideas as we will read) ideas as possible into their own artistic research and studio practices, and at the same time create and suggest new interventions into these discourses.

VISAR-GH 5760 Social Public Works
Can public works invite us to collectively imagine and potentially create new forms of social relations? How can we understand the relationship between ethics and aesthetics in the context of what we call political art? This course seeks to explore the “social turn” in the arts as a dynamic discursive field of encounters and synergies, where poetic and imaginary forms of togetherness and emancipation can arise. We will critically analyze contemporary models of socially engaged art in their interrelation with the polities of public space drawing on an extensive program of exhibition visits, guest lectures, screenings and theoretical readings from a wide range of disciplines including art history, critical theory, philosophy, urban and curatorial studies. Students will engage with the work of major artists such as Otobong Nkanga, Michael Rakowitz, Harun Farocki, Hikaru Fujii, Raqs, Postcommodity, Media Collective, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 6720
An Explorative Grammar for Sculpture
In principle, any material can be used to create sculpture. The aim of the course is to elicit an ongoing exploration of materials. The sculptural approach to a given material relates to its common uses. This approach does not alter the material itself, but instead its perception, i.e. by incorporating it into an unforeseen situation. The decorated word, the unwritten text-Image / Image-text and behavior, the initiation of field perception, or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karim Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5100 Photography: Alternative Processes
Students learn the history, theory and practice of a variety of photographic techniques including a variety of silver and non-silver processes in photography, such as Cyanotypes, Van Dyke Brown Prints and traditional Silver Printing.

VISAR-GH 5120 Casting and the Multiple
This graduate studio course is intended to familiarize students with several casting techniques involving plaster, alginate, slip, wax, and metal. In parallel to this studio work, we will examine artists who use casting, the concept of the multiple, and/or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 5130 Advanced Sculpture—Installation and Hybrid Forms
This course begins with the premise that text and image are not necessarily in opposition or competition. In the discourse of fine art in the west, reconciling text and image has often been the terrain of the avant-garde or the conceptual. Elsewhere and in the pre-modern and “outlier” west, however, the decorated word, the unwritten text-image / Image-text and behavior, the initiation of field perception, or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 6110 Text-Image / Image-Text
This course begins with the premise that text and image are not necessarily in opposition or competition. In the discourse of fine art in the west, reconciling text and image has often been the terrain of the avant-garde or the conceptual. Elsewhere and in the pre-modern and “outlier” west, however, the decorated word, the unwritten text-image / Image-text and behavior, the initiation of field perception, or mass production in their work – artists such as Rachel Whiteread, Ai Wei Wei, Antony Gormley, Donald Judd, Eva Hesse, Seth Price, Karin Sander, Jane Alexander, Judith Shea, The Fluxus Group, and others, all toward developing strategies for producing bodies of work and work in multiple. The class will also work with a local foundry (Al Jaber, Mussafah) to see industrial production techniques and cast their own projects.

VISAR-GH 6005 Thesis Project and Exhibition
Prerequisites: Completed fourth and final semester of the MFA program
8 credits
During the spring semester of their second year, MFA students will mount a public presentation of artworks, demonstrating the achievements in the student’s area of specialization. The candidate, in consultation with their Graduate Faculty Advisor and Thesis Review Committee, is responsible for selecting the content and curating the exhibition. Students will produce an extensive (ca. 5,000-word) written exposition describing the specific artistic problems that generated the body of work. This statement will include a discussion of the methods, media, and format used, the relationship of the student’s work to the influences of other artists and styles, and other issues (such as social or psychological questions) of relevance to the work. While the final semester is devoted to solving the installation challenges of a student’s work, the entirety of the degree builds up to this moment when a student has made a sufficient body of work to show as a thesis project, or has conducted enough experiments that will lead to a final project. Every semester, particularly in studio-based instruction, presents students with a mini-exhibition scenario and this is located in their studio. The idea is that the scale is larger and the sense of “finality” is in place during the last year of the degree. So the preparation for the thesis is in fact always occurring in each semester through studio work and critique.

VISAR-GH 6050 MFA Thesis Defense
Prerequisites: Completed fourth and final semester of the MFA program
0 credits
The MFA Thesis experience will culminate with a final project. Every semester, particularly in studio-based instruction, presents students with a mini-exhibition scenario and this is located in their studio. The idea is that the scale is larger and the sense of “finality” is in place during the last year of the degree. So the preparation for the thesis is in fact always occurring in each semester through studio work and critique.

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At its core, the multidisciplinary field of Social Science is about people—their individual and collective behaviors and the societies they create. The disciplines in this field seek to deepen our understanding of how people behave in a wide variety of contexts and to assess the consequences of individual, group, and societal decisions. Collectively, the social sciences seek to explain and investigate the functioning of society, and address the vast array of pressing contemporary issues that affect individual and societal well-being. How does our broader environment affect how we develop as individuals and behave collectively in our communities? Why do our societies look the way they do, and why do they differ? What drives pervasive inequality within and across regions, and what policies and institutions affect this?

Three Social Science majors are available to students at NYU Abu Dhabi: Economics, Political Science, and Social Research and Public Policy. While each major has its own particular focus, there are important shared components in how these majors are designed. In each, students are exposed to the theories and controversies of the field, their historical roots, and the current debates. Students learn how ideas have been developed, altered, and refuted over time. In addition, each discipline emphasizes the development of critical analytical skills; students learn to use empirical methods to test their ideas and theories with data. The development and completion of a capstone project enables students to work closely with NYUAD faculty.

Finally, the Social Sciences at NYU Abu Dhabi are intentionally cross-disciplinary. Given the complexity of human behavior, of our societies, and of the issues we face, there is a shared pedagogical commitment that the ideal education should foster the development of knowledge across disciplines. The Foundations of Social Science courses are the principle vehicle for interdisciplinary knowledge formation. In addition, the Political Science major includes many courses that are crosslisted with economics, psychology, and philosophy. Social Research and Public Policy is an interdisciplinary Social Science major, which draws on anthropology, sociology, and demography as well as economics and political science.

The description of each major includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. Students have many scheduling options, including study away semesters that are not shown on the diagrams, and should plan each semester with their faculty mentor.

NYU Abu Dhabi and NYU’s Robert F. Wagner Graduate School of Public Service offer a dual-degree program to enable students to earn both a Bachelor of Arts in various NYUAD undergraduate majors and a Master of Public Administration (MPA) in five years. For further details on admission to the program, see pp. 250–251.
Foundations of Social Science (FSS) has four components that focus on (1) intellectual traditions in the social sciences, (2) global development in historical perspective, (3) quantitative reasoning and numeracy and (4) gateway courses into the majors.

Students come to NYU Abu Dhabi with a great diversity of backgrounds in terms of their grasp of societal development and globalization, with a vision that is often narrowed by regional foci of high school curricula. FSS is designed to broaden and amplify students' understandings of the world and global processes. Required and elective courses in each of the majors will be able to build on this foundation, thereby fostering intellectual growth.

Beyond their role in the programs, Foundations of Social Sciences courses are open to all students and will deliver high value to any student curious about the development of societies and social thought; the substance and skills students learn in these courses will be applicable across the liberal arts spectrum. They are designed to foster informed world citizenship.

**SOCIAL SCIENCE FOUNDATIONS COURSES**

**REQUIRED COURSES**

SOCSC-UH 1010Q
Statistics for the Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH-UH 1000A
Crosslisted with Economics; Political Science; Social Research and Public Policy

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011
Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Political Science; Social Research and Public Policy

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 1010
History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society; Social Research and Public Policy

**SOCIAL, POLITICAL AND ECONOMIC THOUGHT**

Every social science major is required to take one course of the SPET portfolio

SOCSC-UH 1310
Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Political Science; Social Research and Public Policy

This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

SOCSC-UH 1311
Introduction to Political Theory
Typically offered: spring
Crosslisted with Economics; Political Science; Social Research and Public Policy

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

**GATEWAY COURSES**

1 course required per Social Science major

SOCSC-UH 1111
Markets
Typically offered: fall, spring
Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy

This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.
Typically offered: fall, spring
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course provides an introduction to the methods used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interaction and what to do once the data is in. The course is practice-oriented: the course will use a lot of examples and students will create their own survey design. Students will spend more than a quarter of the course learning Stata. At the end of this course students will be able to design and implement their own, high quality survey. Moreover, students will question much of the data that is collected by others because they know all the things that can go wrong in the process.

SOCSC-UH 2211
Survey Research
Typically offered: fall, spring
Prerequisite: SOCSC-UH 1010Q
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course will teach students how to design and implement survey research. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

SOCSC-UH 2212
Introduction to the Study of Society
Typically offered: fall, spring
Crosslisted with Social Research and Public Policy
How is social order possible? How does it emerge, how is it maintained, and how does it transform? This course will approach these questions with a variety of simple games with varied and useful applications: zero-sum games; the Prisoner’s Dilemma; coordination games; the Battle of the Sexes; regret and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

SOCSC-UH 2211
Research Design & Causality in Social Science
Typically offered: spring
Prerequisite: SOCSC-UH 1010Q
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course will introduce students to causal research in social science. You will learn how to identify an interesting research question. You will be introduced to different approaches that causal scientists take to answer these questions. And because many of the questions we are interested in are causal (What leads to Y? What is the impact of X?), you will learn about different strategies to get to causality. We will also discuss other key issues related to good research like transparency and ethics. This class is hands on. During the course you will create your own research design. Furthermore, we will make use of examples to critically evaluate existing research. This class is highly recommended to students who plan to write a capstone or a research paper.

SOCSC-UH 2213
Textual Analysis for the Social Sciences
Typically offered: fall, spring
Prerequisites: (ECON-UH 2020 or POLS-UH 2210) and familiarity with Rare strongly recommended
Crosslisted with Economics; Political Science; Social Research and Public Policy
The computational analysis of large amounts of written material is becoming increasingly popular in the social sciences. Recent research has used textual analysis to examine, for example, attitudes, culture, and propaganda. This approach, however, raises many questions. What are textual data actually showing us? How representative are textual datasets? Does textual analysis provide insight into social mechanisms and causal processes? This course will address these, and related, questions by providing a foundational introduction to textual analysis for the social sciences. Students will read a combination of early, theory-oriented articles and recent, cutting-edge research. In addition, students will learn how to conduct textual analysis for the social sciences through a series of labs and an original final project.

SOCSC-UH 3210
Advanced Game Theory
Typically offered: fall, spring
Prerequisite: MATH-UH 1021 (or equivalent)
Crosslisted with Program Head
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course will teach students how to design and implement cooperative game theory: Nash equilibrium for static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; repeated sequential equilibrium (with refinements) for dynamic games with incomplete information. Applications to the social sciences include strategic choice of electoral platforms, collusion, lobbying, bargaining, and signaling. An introduction to cooperative game theory, including common solution concepts such as the core and the stable set, as well as hybrid topics such as coalition formation, work formation, or mechanism design. Applications include: political party formation; dynamic agenda-setting; the construction and implementation of voting rules; and the study of social networks.

SOCSC-UH 3220
Econometrics
Typically offered: fall, spring
Prerequisites: ECON-UH 2020 and, either MATH-UH 1021 (or equivalent) or SOCSC-UH 1201
Crosslisted with Economics; Political Science; Social Research and Public Policy
This course focuses on the application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. The course acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroscedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is also provided.
Economics is the study of human decision-making, considered in relation to the economic tasks of life. It looks at how individuals within larger social groups, including communities, organizations, markets, and economies, make decisions about how much to work and play, spend and save. Economic analysis also considers how the economic decisions made by one group of people affect the decisions made by others and how the aggregated effects of these decisions impact production, distribution, trade, and the consumption of goods and services across local regions, countries, and the world.

The Economics curriculum at NYU Abu Dhabi is designed to introduce students to these fundamental dynamics of human life and, in doing so, is grounded in three basic pedagogical principles:

Undergraduate students must be exposed to the “big ideas” and pressing social issues of our world and given the economic frameworks for thinking about them. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives. Effective economic reasoning increasingly involves a multidisciplinary approach combining the best economic thinking with the best thinking in psychology, history, statistics and politics.

Building on these principles, the Economics major is designed to foster rigorous analytical abilities, critical writing and communication skills, and the capacity to interpret and use statistical data—all in the service of developing sound economic reasoning and problem-solving skills. These transferable strengths are of value in a broad array of academic and professional paths, from economics, business, or law, to public service or graduate studies.

Electives are categorized into tracks and culminate in a track-specific Capstone Seminar.

Students are required to take two courses to develop their mathematical skills. Students are offered two choices in order to complete this requirement: they can take either a sequence of courses that is offered by the Mathematics group (MATH-UH 1013 and 1021), or one that is offered as part of the social science courses (SOCSC-UH 1101 and 1201).

Students who place directly into Calculus at the Math placement test are strongly encouraged to follow the MATH-UH 1013 and 1021 sequence.

Students who intend to pursue graduate studies in Economics (such as a PhD) are advised to follow the MATH-UH sequence as it opens the door to higher level mathematics courses offered on campus. It should be noted that students who choose the social science courses will typically not have access to higher level mathematics courses in the MATH-UH catalog since these would require, at a minimum, to have completed MATH-UH 1021.

Students who intend to pursue graduate studies in Economics are strongly advised to take some courses from the Theory track. In particular, students are advised to take Advanced Microeconomics (ECON-UH 3910) and Advanced Macroeconomics (ECON-UH 3940), two courses that are paramount for graduate studies in economics.

The study away pathway for the Economics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Learning Outcomes
Upon completion of the NYU Abu Dhabi BA in Economics degree, all graduates are expected to have developed:

1. Critical Thinking: Students can analyze the essentials of a problem logically and independently. They understand basic micro and macro-economic concepts and can relate them to real life situations. They can choose and execute modeling strategies with guidance.
2. Written and Oral Communication: Students can write coherent and accurate reports on current economic events and on their own empirical work. They have the ability to deliver oral presentations that explain economic concepts and they know how to defend their economic analysis effectively and accurately. They demonstrate computer literacy in the preparation of reports and presentations.
3. Project Management: Students can work towards solutions with persistence and relatively little guidance. They know how to manage their time and resources effectively and collaborate with team members smoothly.
4. Proficiency in Microeconomic analysis. Sufficiently prepared to understand the main contribution of current research in microeconomics and its relation to the real world.
5. Proficiency in Macroeconomic analysis. This extends the critical thinking capacity and requires the understanding of models and data on economic development, growth, and fluctuations. Students are sufficiently prepared to understand
the main contribution of current research in macroeconomics and its relation to policy analysis in the real world.

6. Proficiency in Empirical analysis. This extends the critical thinking capacity and requires knowledge of current statistical software and data management tools. Students understand economic history and economic theories sufficiently to be able to formulate testable hypotheses. They can collect and use economic data from a wide variety of sources to test the validity of hypothesized relationships empirically with relatively little guidance.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR
18 courses, distributed as follows:

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<thead>
<tr>
<th>Course Category</th>
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<tr>
<td>4 Foundations of Social Science courses:</td>
<td>SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences</td>
<td>SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)</td>
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<td>one Social, Political, and Economic Thought (SPET) course</td>
<td>SOCSC-UH 1111 Markets</td>
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<td>ECON-UH 2030 Data Analysis: Economics</td>
<td>ECON-UH 3010 Economics of Imperfect Markets</td>
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<td>ECON-UH 3030 Economic Growth</td>
<td>ECON-UH 4000 Economic Policy</td>
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<td>MATH-UH 1013Q Calculus with Applications to Economics</td>
<td>MATH-UH 1021 Multivariable Calculus with Applications to Economics</td>
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<td>SOCSC-UH 3220 Econometrics</td>
<td>SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences</td>
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<td>3 Economics electives:</td>
<td>SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)</td>
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<td>ECON-UH 1111 Markets</td>
<td>SOCSC-UH 1111 Markets</td>
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<td>2 ECON-UH 4020 and ECON-UH 4099 Capstone Seminar and Project.</td>
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Minor in Economics
The minor in Economics is open to all NYUAD students. Students who elect to pursue the minor are required to take five courses:
3 Foundations of Social Science courses: Statistics for the Social and Behavioral Sciences, Global Economic, Political, and Social Development in Historical Perspective (GEPS), and Markets, and two additional courses in Economics, designated by ECON-UH, ECON-UA, ECON-UB, or ECON-SHU, as electives.

REQUIREMENTS FOR MINOR IN ECONOMICS
5 courses, distributed as follows:

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<td>3 Foundations of Social Science courses</td>
<td>SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences</td>
<td>SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)</td>
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<td>SOCSC-UH 1111 Markets</td>
<td>SOCSC-UH 1111 Markets</td>
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<td>2 Economics Electives.</td>
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While students testing out of Calculus with Applications need not replace those credits to complete the major, students placing out of Markets must take an additional economics elective to complete either the major or the minor.
## ECONOMICS

### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Fall Semester</th>
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<td>“SPET”</td>
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<td>STATISTICS FOR SOCIAL SCIENCES</td>
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### REQUIRED SOCIAL SCIENCE COURSES

**SOCSC-UH 1010Q**

*Statistics for the Social and Behavioral Sciences*

Typically offered: fall, spring

Prerequisite: MATH-UH 1000A and MATH-UH 1000B

Crosslisted with Political Science; Social Research and Public Policy

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

**SOCSC-UH 1011**

*Global Economic, Political and Social Development since 1500 (GEPS)*

Typically offered: fall, spring

Crosslisted with Political Science; Social Research and Public Policy

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

**SOCSC-UH 1111**

*Markets*

Typically offered: fall, spring

Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship; Social Research and Public Policy

This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and their application to solving the problems that face the global economy.

**SOCSC-UH 1310**

*Foundations of Modern Social Thought (SPET) course, selected from:*

**SOCSC-UH 1311**

*Introduction to Political Theory*

Typically offered: fall, spring

Crosslisted with Political Science; Social Research and Public Policy

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’ – the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.
**REQUIRED ECONOMICS COURSES**

**ECON-UH 2000**

Economics of Imperfect Markets

Typically offered: fall, spring

Prerequisites: ECON-UH 2010 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1101

This course studies causes, consequences, and remedies for market failures. Causes of market failure include insufficient competition (e.g., monopoly or oligopoly), consumption externalities, the presence of public goods, or the presence of information asymmetries (e.g., adverse selection or moral hazard).

**ECON-UH 2030**

Economic Growth

Typically offered: fall, spring

Prerequisites: ECON-UH 2010, ECON-UH 2030 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

This course introduces the students to the modern analysis of economic growth by addressing questions such as: What explains the considerable growth in incomes per capita that advanced economies have experienced since the late eighteenth century? Why are some countries so much richer than others? Will poor countries close the gap with rich countries? What is the driving force of growth in the long run? Are the benefits of growth equally shared between different social classes? How does government policy affect growth? How do the underlying characteristics of an economy - such as its institutions, skill distribution, and demographic trends - affect its growth rate?

**ECON-UH 3000**

Economic Policy

Typically offered: fall, spring

Prerequisites: ECON-UH 2030, ECON-UH 3030 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

Crosslisted with Political Science; Social Research and Public Policy

This course provides an introduction to topics of collective action, distribution of political power and its consequences, and the role of political institutions, while focusing on the economic policy process and the analysis of economic policies. It introduces the notion associated with basic algebra. The course provides an introduction to political science, public policy, and the use of economic analysis in the study of political policy and the analysis of political behavior.

**ECON-UH 3010**

Economics of Imperfect Markets

Typically offered: fall, spring

Prerequisites: ECON-UH 2010 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

This course studies causes, consequences, and remedies for market failures. Causes of market failure include insufficient competition (e.g., monopoly or oligopoly), consumption externalities, the presence of public goods, or the presence of information asymmetries (e.g., adverse selection or moral hazard).

**ECON-UH 3030**

Economic Growth

Typically offered: fall, spring

Prerequisites: ECON-UH 2010, ECON-UH 2030 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

This course introduces the students to the modern analysis of economic growth by addressing questions such as: What explains the considerable growth in incomes per capita that advanced economies have experienced since the late eighteenth century? Why are some countries so much richer than others? Will poor countries close the gap with rich countries? What is the driving force of growth in the long run? Are the benefits of growth equally shared between different social classes? How does government policy affect growth? How do the underlying characteristics of an economy - such as its institutions, skill distribution, and demographic trends - affect its growth rate?

**ECON-UH 4000**

Economic Policy

Typically offered: fall, spring

Prerequisites: ECON-UH 2030, ECON-UH 3030 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

Crosslisted with Political Science; Social Research and Public Policy

This course provides an introduction to topics of collective action, distribution of political power and its consequences, and the role of political institutions, while focusing on the economic policy process and the analysis of economic policies. It introduces the notion associated with basic algebra. The course provides an introduction to political science, public policy, and the use of economic analysis in the study of political policy and the analysis of political behavior.

**ECON-UH 4010**

Economics of Imperfect Markets

Typically offered: fall, spring

Prerequisites: ECON-UH 2010 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

This course studies causes, consequences, and remedies for market failures. Causes of market failure include insufficient competition (e.g., monopoly or oligopoly), consumption externalities, the presence of public goods, or the presence of information asymmetries (e.g., adverse selection or moral hazard).

**ECON-UH 4030**

Economic Growth

Typically offered: fall, spring

Prerequisites: ECON-UH 2010, ECON-UH 2030 and, either MATH-UH 1021 (or equivalent) or SOCS-UH 1201

This course introduces the students to the modern analysis of economic growth by addressing questions such as: What explains the considerable growth in incomes per capita that advanced economies have experienced since the late eighteenth century? Why are some countries so much richer than others? Will poor countries close the gap with rich countries? What is the driving force of growth in the long run? Are the benefits of growth equally shared between different social classes? How does government policy affect growth? How do the underlying characteristics of an economy - such as its institutions, skill distribution, and demographic trends - affect its growth rate?

**REQUIRED MATHEMATICS COURSES**

Students may choose either (MATH-UH 1013Q and MATH-UH 1021) or (SOCSC-UH 1101 and SOCSC-UH 1201)

**MATH-UH 1013Q**

Calculus with Applications to Economics

Prerequisite: MATH-UH 100B or MATH-UH 1002 or Math Placement Test

Crosslisted with Mathematics

and

MATH-UH 1021

Multivariable Calculus with Applications to Economics

Prerequisite: MATH-UH 1013 or equivalent

Crosslisted with Mathematics

OR

SOCSC-UH 1101

Mathematics for Social Sciences I

Typically offered: fall, spring

Prerequisite: MATH-UH 1002A and MATH-UH 1000B or Math Placement Test

Crosslisted with Economics, Social Research and Public Policy, Political Science

This course provides an introduction to topics in mathematics immediately relevant for social scientists beginning their studies in Economics, Political Science, or Social Research and Public Policy. Beginning with a review of sets and functions, the course covers key topics in univariate and integral calculus, optimization, and introduces the notation associated with basic algebra. The course provides an introduction to the logical structures of the concepts underlying the fundamental ideas of the social sciences and, focuses on employing mathematics to formulate and communicate theories within the social sciences and SOCSC-UH 1201

Mathematics for Social Sciences II

Typically offered: fall, spring

Prerequisite: SOCSC-UH 1101, or MATH-UH 1013Q (or equivalent)

Crosslisted with Economics, Social Research and Public Policy, Political Science

This course provides a further reaching study of mathematics immediately relevant for social science majors. Beginning with a review of univariate calculus and optimization, the discussion moves to the basics of linear algebra, multivariate calculus and tools related to the constrained optimization of functions. The last set of topics includes introductions to comparative statics and discrete-time dynamic optimization.

**ECON-UH 2310EQ**

Behavioral Economics

Typically offered: spring

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

This course introduces students to the field of behavioral economics, which seeks to combine standard economic thinking with more psychologically-plausible assumptions about human behavior. This is accomplished by making nonstandard assumptions about human preferences, expectations, and understandings, and emphasizing the limitations of our decision-making faculties. Predictions about individual behavior are more accurate and the policies governments are more effective when the more-realistic models are effectively used. The topics covered include, but are not restricted to, choice under uncertainty, overconfidence and competitiveness, stereotypes and discrimination, moral and social norms, and procrastination and intertemporal choice. Each topic is approached by examining evidence that is not easily explained by the canonical economic model and then asking how and why it can be better explained by making specific deviations from the standard rationality assumptions. Specific policy interventions that can be used to help people make better decisions will also be discussed.

**ECON-UH 2320E**

Experimental Economics

Offered occasionally

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111 (or equivalent) or SOCSC-UH 1111

Crosslisted with Political Science

As a methodological field within the discipline, experimental economics develops laboratory techniques (similar in spirit to those found in the ‘hard sciences’) in the pursuit of two broad ends: to empirically evaluate existing assumptions and theories of economic behavior and to ‘build a bridge’ between these assumptions, theories and policies. In this course, students will learn how to marry theory with the economists’ laboratory, how to interpret the results of experiments, how to advance economic thinking using those results and how this tool applies equally to individual, group, and aggregate economic behavior.

**ECON-UH 2321J**

Economic Rationality and Behavior

Typically offered: January

This class provides the insights and tools to understanding human behavior, the limits of human rationality and how public policies can be designed to improve policies. By taking into account rationality and its limitations, the course will be based on readings from the empirical literature.
showing empirical regularities in human behavior. Data analysis on various examples such as criminal activity, the determinants of car accidents, the role of television on the development of cognitive skills of kids or the role of public policies (education, development and health) will be used to draw first principles of decision-making behavior. From these principles, it develops a theory of human interactions and develops welfare criteria to assess the efficiency and inefficiencies of these interactions and economic equilibria. It then studies various topics: the regulation of firms, the art market, bubbles, city development, discrimination. Note: This course is better suited for students having never studied economics before, but students with prior knowledge are also welcome.

ECON-232E

Neuropsychoeconomics

Offered occasionally

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

The course presents an introduction to new models and techniques and recent results from the fields of Psychoeconomics and Neuroeconomics. We will discuss alternative models of decision making arising in psychology, as e.g. prospect theory or dual-process theories, and the process data on which they are based, as e.g. response times. Special emphasis will be placed on neuroscientific techniques as fMRI and the EEG. The discussion of the techniques will be focused on examples where they have been applied to specific microeconomic settings, ranging from intertemporal decision making to prosocial behavior. Other exemplary topics covered in the course include self-control depletion and the effects of time pressure and cognitive load.

ECON-3300

Topics in Behavioral and Experimental Economics

Offered occasionally

Prerequisite: ECON-2320 or ECON-2310O

In this course students work through academic research papers in the area of XX that are typically offered: spring

Prerequisite: ECON-2320 or ECON-2310O

This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of companies to international trade versus international trade barriers; and growth and income inequality. The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank. The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.

ECON-241I

Technology and Economic Development: Markets and Networks

Typically offered: spring

Prerequisites: SOCSC-UH 1110, CS-UH 1001, or ENGR-UH 1000

This course will cover topics on the interface between economics and computer science, with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications Technologies for Development (ICTD) techniques in the context of development.

ECON-4210

Advanced Econometrics

Typically offered: fall

Prerequisite: SOCSC-UH 3220

The course presents advanced econometric methods for cross-sectional, time series and panel data. It introduces estimation methods such as Maximum Likelihood and Generalized Method of Moments for univariate and multivariate linear and nonlinear micro-econometric models, including discrete choice, censored regression and sample selection models. Attention is next turned to time series models, such as stationary ARMA and autoregressive distributed lag models with dynamic causal effects, and issues that arise when nonstationarity is present, such as structural breaks, trends, unit roots and cointegration. The course proceeds to introduce static and dynamic panel data models along with appropriate methodology such as fixed and random effects. It finally considers methods for high-dimensional ("big") data, such as regularization, principal component and factor analysis, and offers an introduction to non-parametric estimation. The students will apply the methods to real data using appropriate econometric packages such as STATA and R.

ENGR-UH 4422

Data Analysis for Urban Systems

Prerequisite: ENGR-UH 2101

Crosslisted with Engineering 2 credits

SOCSC-UH 3211

Survey Research

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of companies to international trade versus international trade barriers; and growth and income inequality. The course provides an overview of foreign aid in the economic development process and the policies of international institutions like the IMF and World Bank. The course also includes: the study of randomized experiments in evaluating aid projects and development interventions; rural land markets; credit markets in imperfect and fragmented capital markets; the household migration decision; and nutrition and fertility decisions.

ECON-241I

Technology and Economic Development: Markets and Networks

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ECON-UH 2451X
Economic History of the Middle East
Offered occasionally
Prerequisites: SOCSC-UH 1111
Crosslisted with Arab Crossroads Studies; History Pre-1800
The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region's experience?

ECON-UH 3400
Topics in Development and Economic History
Offered occasionally
Prerequisites: SOCSC-UH 3220
In this course students work through academic research papers in the area of XX that are closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3410
Development and Public Policy
Offered occasionally
Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111
This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods...), the potential conflicts or hindered economic development across the world, and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region's experience?

ECON-UH 3460
Poverty
Offered occasionally
Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSC-UH 3220)
Crosslisted with Political Science; Social Research and Public Policy
International organizations today define poverty as having to live with less than USD 1.90 a day at the prices observed in advanced countries. With such a definition, there are today less than 1 billion poor people in the world, or 13 percent of the global population. With the same definition, there were more than 90 percent two centuries ago. This seems indeed a huge progress. Yet, there are serious questions behind that definition and those figures. Why USD 1.90 a day? Where does this figure come from? How satisfactory is a definition of poverty that implies that there is practically no poor person in the United States or Europe today? Should poverty be measured with a pure monetary metric? How should the subjective and social aspect of poverty be taken into account? Alternative definitions often paint a much less optimistic landscape, with poverty diminishing much more slowly and in some cases not at all. More fundamentally, how is it the case that, even with the 1.90 USD a day definition, there still are countries today where about half the population is below that level? What are the obstacles these countries face in trying to access a higher standard of living?

HIST-UH 3110
Economic Development and Environmental Change in China
Crosslisted with Environmental Studies; History; Social Research and Public Policy

PEACE-UH 101
Foundations of Peace: Economic and Political Perspectives
Crosslisted with Peace Studies; Political Science

POLSC-UH 2312
Market Economy of Development
Crosslisted with Political Science

ECONOMIC THEORY TRACK

ECON-UH 2920
Individual Rationality & Collective Action
Offered occasionally
Prerequisite: ECON-UH 2010
How do individuals make decisions? What does it mean to be rational? How do rational individuals behave collectively? Can collective action be efficient? How stable are preferences? This course explores the extent, and limitations, of rationality in individual and collective decision making - both from a positive and normative perspective.

ECON-UH 2921
Advanced Microeconomics
Typically offered: fall
Prerequisite: ECON-UH 2010 and MATH-UH 1021 (or equivalent), or consent by Program Head
Building on foundations laid down in courses in Microeconomics at the intermediate level, this course provides a thorough treatment of some more advanced questions. The course starts with a careful study of the functioning of markets, culminating with the first and second theorem of welfare economics. The next topics cover an introduction to strategic behavior and game theory, and subsequently a study of market failures under adverse selection and moral hazard. This course involves a more formal analysis than that used in Intermediate Microeconomics. The course is math-intensive and requires proof-oriented. Students should be familiar and comfortable with multivariable calculus and basic linear algebra.

ECON-UH 3911
De Gustibus Non est Disputandum
Offered occasionally
Socially called “non-economic” aspects like social interactions, trust, solidarity, fairness, emotions or cultural and social norms become increasingly acknowledged in various important economic and social policy areas like crime, ethnic conflicts, gender, the welfare state and economic development. The purpose of this course is to introduce the basic tools of microeconomic analysis and other fields (sociobiology, evolutionary anthropology, network theory, population dynamics) to such issues, emphasizing the role of endogenous preferences, culture, social norms and social interactions and their implications for markets, communities and institutions.

ECON-UH 3912
Economics of Networks: Theory and Applications
Typically offered: fall
Prerequisite: ECON-UH 2010 and MATH-UH 1021 or equivalent
Crosslisted with Political Science; Social Research and Public Policy
Our opportunities and our choices are shaped by our connections. The awareness that connections matter is part of us in them, and these investments give rise to networks of friendship, the World Wide Web, supply chains, research alliances, transport lines, and networks which we see around us. These observations have inspired an exciting new research which examines the origins and the implications of networks. The lectures in this course will provide a rigorous introduction to this research.

ECON-UH 3913
Market Design
Typically offered: spring
Prerequisite: ECON-UH 2010
Traditional economics studies how markets price and allocate scarce resources, and how prices adjust to equalize supply and demand. While markets may work well, there are many cases where the market mechanism fails and intervention is required. This course is designed to re-designed. Worse, there are also cases where prices and, hence money transfers, cannot be used to properly allocate resources. For institutions where money transfers are not possible, economists have been at the forefront of the design of auction mechanisms -e.g. to sell radio spectrum, electricity etc. For cases where money transfers are not possible, economists have designed market-like
mechanisms to allocate resources - e.g. assigning students to schools, assigning organ transplants such as kidneys etc. The course will illustrate how microeconomic theory is used to solve important practical resource allocation problems, in instances where there were no good solutions prior to the microeconomists’ help.

ECON-UH 3920J

Collective Welfare and Distributive Justice
Typically offered: spring
Prerequisite: ECON-UH 2010
This course explores the contribution of macroeconomic analysis to the normative issues surrounding the design of collective decision processes (voting rules, bargaining protocols), and the fair distribution and exploitation of scarce resources through prices or other market mechanisms. Attention is on the rigorous modeling of individual and collective welfare, and the logical difficulties of combining economic efficiency with the requirements of end-state and procedural justice. Applications include the Gini and other inequality indices, the Borda and Condorcet voting rules, the design of tax schedules, fair division of an inheritance, overcoming the tragedy of the commons, and more.

ECON-UH 3940

Advanced Macroeconomics
Typically offered: spring
Prerequisite: ECON-UH 2010, ECON-UH 2030 and MATH-UH 1021 (or equivalent), or consent by Program Head.
This course provides a formal study of aggregate, dynamic, stochastic, and economic analysis, with attention paid first to the determination of the level of income and the policies. Throughout the course modern computational methods will be introduced and applied to solve economic models.

HIST-UH 3317J

A History of Economic Thought from Adam Smith to the Euro-crisis
Crosslisted with History

POLSC-UH 2525J

Power Relations Theory
Prerequisite: SOCSC-UH 1111 Crosslisted with Political Science

SOCSC-UH 3210

Advanced Game Theory
Typically offered: spring
Prerequisite: MATH-UH 1021 (or equivalent) or consent by Program Head
Crosslisted with Mathematics; Political Science; Social Research and Public Policy

SRPP-UH 2417

Global Stratification
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

ENTREPRENEURSHIP AND FINANCE TRACK

ECON-UH 1501J

Managerial Economics
Offered occasionally
Crosslisted with Business and Organizational Studies
New York City is one of the top world business centers. The City bustles with business since its foundations in the 1600s, and the dynamics of business are felt in every one of its streets at any time of the day. The dynamics also reflect the success or failure of business units. Success in business depends on market positioning and the management of internal resources. Through the lens of economics, students will learn to think systematically and strategically about critical management issues concerning consumer demand, costs, pricing, market competition, and organizational incentives. Lectures will be interspersed with games and case discussions to allow a more direct immersion in business situations.

ECON-UH 1550J

Euro-American Financial System in Crisis
Typically offered: January
Modern European and American finance has evolved into a highly liberalized, interconnected, and globalized system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks - the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have thrown the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank. Other key players, is not far away in Frankfurt. This course provides a broad ranging exploration of these issues for students with only general knowledge of finance and economics.

ECON-UH 2502J

Household Finance
Typically offered: January
Prerequisites: MATH-UH 1013Q and SOCSC-UH 1111
Household Finance is the field of study of how individuals make their financial decisions: how they choose a mortgage to buy a house, how they decide to invest their savings, how much insurance coverage they want to undertake, whether households have the financial capabilities to make sound decisions and how they do when confronted with financial markets and individuals. This course reviews the academic literature on households’ financial decisions, focusing on the determinants of investors’ financial choices. It will show how psychological attitudes towards risk, regret and ambiguity affect their choices and how these can be measured. The course emphasizes the role of informal institutions - such as trust and social capital - in shaping the adoption of financial instruments and the functioning of retail financial markets.

ECON-UH 2510

Foundations of Financial Markets
Typically offered: fall, spring
Prerequisites: BUSOR-UH 1501, SOCSC-UH 1010Q and SOCSC-UH 1111 Crosslisted with Business and Organizational Studies
This course offers a rigorous examination of the basic concepts and tools of modern finance. Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial market concepts and interactions by managers in different kinds of financial institutions to enhance return and manage risk.

ECON-UH 2511

Financial Systems
Offered occasionally
Prerequisite: SOCSC-UH 1111
Recent global financial turbulence has demonstrated both how important the financial system is to the world economy and how complex it is. Financial systems are centered on key institutions, instruments and markets. But they also involve governments, public policy and regulation. They span the globe from the US, the EU, Japan, Russia, China and the Emerging Markets. In critical ways, country-level financial architectures are integrating to form a more seamless, high-performance whole. This is good for efficiency, innovation and growth, yet it also amplifies problems during times of crisis.

ECON-UH 2512

FinTech Innovation: Finance, Technology, Regulation
Typically offered: spring
Crosslisted with Legal Studies
FinTech innovation is the hottest topic in Financial Services and touches all aspects of industry transformation. Digitizing a financial institution or competing with established players requires an interdisciplinary approach. For FinTech entrepreneurs and investors to be capable of creating or evaluating innovative business models that can generate revenues they need to know the essentials and implications in key areas: Finance (quantitative methods and behavioral finance), Technology (artificial intelligence, blockchain, API) and Regulation (SIFID, PSD2, GDPR). In this course we will cover these key three areas and study their implications for FinTech founders and investors, established financial institutions and regulators.

ECON-UH 2513J

Social Entrepreneurship for Economic Development (SEED): India
Typically offered: January
Crosslisted with Leadership and Social Entrepreneurship
Social Entrepreneurship for Economic Development (SEED): India. The development of homegrown, community-owned businesses is a critical element for the economic success of any society, and yet it is not a major area of focus for development institutions and nonprofits in their work with vulnerable populations around the world. Social Entrepreneurship for Economic Development (SEED), India is a unique educational experience that combines microeconomics theory and experiential learning in an effort to harness the talents of low-income populations to generate sustainable businesses. The objectives are to (1) develop entrepreneurs able to incubate several community-owned businesses and educational initiatives in rural India, and, with this foundation, (2) develop an entrepreneurship module for the volunteer staff of one of India’s leading education-oriented nonprofits, Educate Girls. SEED will also build on the experiences of NYU’s Stern International Volunteers (SIV) course, which has helped incubate several community-owned businesses and educational initiatives in rural Ghana.

ECON-UH 2514

Economics of Sovereign Wealth Funds
Typically offered: spring
Prerequisite: SOCSC-UH 1010Q, SOCSC-UH 1111 and SOCSC-UH 1111
Sovereign wealth funds (SWFs) are key actors in the global financial landscape of the twenty-first century. These funds manage assets worth more than 7 trillion of US dollars and have grown more rapidly than any other class of large global investors-and thus appear set to strongly influence international investing for the foreseeable future. Yet, in spite of their size and relevance, SWFs are still quite poorly understood. What explains their momentous rise? What is the economic rationale for their establishment? How do they differ
Typically offered: spring
This course analyzes the drivers of asset prices and how they impact the investment decision process in diversified global multi-asset portfolio. This course covers the role of money and finance in global economic activity. Topics include: the roles of the International Monetary Fund and the World Trade Organization in the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relationships; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization. Examining both macro and micro aspects of the economic and financial consequences.

This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics covered include: public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods, institutions, competition and coordination, education, social security and health care); fiscal federalism (including European Union); and the Euro Crisis will be offered. This course is offered occasionally. Once these foundations are in place, the course will cover the following topics: Predictability of stock returns, The cross-section of stock returns, Asset pricing theory (utility, discount factors, expected returns, CAPM, ICAPM, APT), Empirical asset pricing methods (time-series predictive regressions, cross-sectional Fama-MacBeth as well as Fama and French regressions). We also study the performance of Mutual funds and Hedge funds. The final session of the course will be devoted to answering questions related to this course that are frequently asked in the job interviews in investment banks.

The purpose of this course is to understand the key facts and basic mechanisms concerning financial crises and related topics. The course will first begin by studying empirical evidence about financial crises as well as the basic crisis mechanisms (bank runs, sovereign default decision, currency collapse). The empirical facts will provide a perspective on how to protect portfolios accordingly. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

Prerequisite: ECON-UH 2010 and ECON-UH 2030
This course is offered occasionally. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics covered include: public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods, institutions, competition and coordination, education, social security and health care); fiscal federalism (including European Union); and the mechanism of political influence (e.g., elections and lobbying).

Prerequisite: ECON-UH 2030
This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics covered include: public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods, institutions, competition and coordination, education, social security and health care); fiscal federalism (including European Union); and the mechanism of political influence (e.g., elections and lobbying).

Typically offered: spring
Prerequisite: ECON-UH 2510
This course covers the role of money and finance in global economic activity. Topics include: the roles of the International Monetary Fund and the World Trade Organization in the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relationships; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization. Examining both macro and micro aspects of the economic and financial consequences.

The empirical facts will provide a perspective on how to protect portfolios accordingly. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

Prerequisite: SOCSC-UH 1111
Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic relationships; purchasing power parity and interest rate parity; the international effects of macro policy and government exchange rate policies; the role of oil exports in the world economy; and the role of international economic organizations such as the International Monetary Fund and the World Trade Organization. Examining both macro and micro aspects of the economic and financial consequences.

This course is about the economic activities of government, largely revenue raising and spending, in a global context. The course considers market failures; the evaluation of public expenditures; and the incidence, efficiency, and effects of various taxes. The primary purpose is to use economic tools (mainly microeconomics) to study the impact of government policy on the distribution of resources. Topics covered include: public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods, institutions, competition and coordination, education, social security and health care); fiscal federalism (including European Union); and the mechanism of political influence (e.g., elections and lobbying).
This class will study the various ways that workers
That is, we will explore how men and women make
The role of women in the economy changed
decides what to study, where to work, and when to
Important questions about family planning, female participation in the labor force, and public policy. These questions are at the center of this course. That is, we will explore how men and women make decisions about work and family that have a long-lasting impact on their lives. Using insights from economic theory and empirical data—predominantly from Europe, the USA, and the UAE—the course covers topics such as the different incentives for men and women to study and participate in the labor market, as well as explore the reasons behind gender differences in earnings and employment. Students will learn about trends in fertility and marriage rates, and discuss recent government policies aimed at combating discrimination, encouraging women to participate in the labor force, and achieving a better work-life balance.

ECON-UH 2711 Health Economics Offered occasionally
Prerequisites: SOCS-UH 1010Q, SOCS-UH 1111
This course will focus on the application of economic principles to examine issues in health economics. The first part of the course will focus on theoretical models of supply and demand for health and health care, and the transformation of health care into health. We will then apply these models to understand how health insurance markets work, the importance of externalities in health and health care, the interaction between markets for health and labor, and the role of government intervention in health care provision. We will also discuss key characteristics of current health care programs in the United States and elsewhere. Overall, this course will be a combination of discussion of important issues in health care, learning models that are helpful in explaining various aspects of health care and understanding what is known empirically. By the end of the course, students should be able to use economic reasoning to think critically about health-related policy issues.

ECON-UH 3710 Economics of Education Offered occasionally
Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCS-UH 3220)
Crosslisted with Education
This course will study the Economics of Education. This is an important area of investigation both because of its inherent interest to all of us involved in education and for its policy relevance. The course will use the tools of microeconomics, macroeconomics and econometrics that you have accumulated over your undergraduate studies. Students will refresh these tools as part of the lectures. The course is organized around traditional economic themes of demand, supply, equilibrium and government policy.

ECON-UH 2101 Economics of Gender Typically offered: fall
Prerequisite: SOCS-UH 1010Q
Crosslisted with Social Research and Public Policy
The role of women in the economy changed drastically in the 20th century. Many women around the world enjoy unprecedented freedom to decide what to study, where to work, and when to have a family, nowadays. These changes coupled with the evidence of a persistent gap in the earnings of men and women around the world raise important questions about family planning, female participation in the labor force, and public policy. These questions are at the center of this course. That is, we will explore how men and women make decisions about work and family that have a long-lasting impact on their lives. Using insights from economic theory and empirical data—predominantly from Europe, the USA, and the UAE—the course covers topics such as the different incentives for men and women to study and participate in the labor market, as well as explore the reasons behind gender differences in earnings and employment. Students will learn about trends in fertility and marriage rates, and discuss recent government policies aimed at combating discrimination, encouraging women to participate in the labor force, and achieving a better work-life balance.

ECON-UH 2010 Monetary Economics and Policy Offered occasionally
Prerequisite: ECON-UH 2030
Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?

LABOR AND HEALTH ECONOMICS TRACK

ECON-UH 1701 Economics of Gender Typically offered: fall
Prerequisite: SOCS-UH 1010Q
Crosslisted with Social Research and Public Policy
This course will study the Economics of Education. This is an important area of investigation both because of its inherent interest to all of us involved in education and for its policy relevance. The course will use the tools of microeconomics, macroeconomics and econometrics that you have accumulated over your undergraduate studies. Students will refresh these tools as part of the lectures. The course is organized around traditional economic themes of demand, supply, equilibrium and government policy.

ECON-UH 4020 Capstone Seminar Typically offered: fall
Prerequisites: Any ECON-UH 32XX course and SOCS-UH 3220
The two-semester seminar is designed to provide a capstone experience. Students work closely with faculty and fellow students to learn how to apply economic reasoning to human problems. Students will write several short policy papers and present them to classmates for review; they will also produce longer senior theses.

ECON-UH 2010 Monetary Economics and Policy Offered occasionally
Prerequisite: ECON-UH 2030
Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?
GLOBAL STUDIES TRACK: ECONOMICS

In addition to providing its students with a rigorous theoretical foundation and methodological training in the study of human decision-making, considered in relation to the economic tasks of life, the NYUAD Economics program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Economics is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential education and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

1. GPA of no less than 3.5 in required major courses;
2. Cumulative unofficial GPA of no less than 3.5;
3. Completion of the following prerequisites before starting the US component of the program: Markets, Statistics for the Social Sciences, Calculus with Applications, Multivariable Calculus, Intermediate Microeconomics, Intermediate Macroeconomics, and Data Analysis; Completion of Economics of Incomplete Markets is highly recommended;
4. For students specializing in Finance, the additional courses Introduction to Accounting and Foundation of Financial Markets must also be completed before departure;
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements;
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship;
7. Official declaration of the major at the time of application for the program;
8. Approval of the Program Head for Economics, the Dean of Social Sciences, and the Office of Global Education.

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC.
- Spring semester junior year at NYU Abu Dhabi.
- Summer internship in a field related to Economics, Finance, Business or Organizational Studies in the United States. NOTE: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
The Political Science major at NYU Abu Dhabi attracts students who are interested in the many important political questions—conceptual, empirical, policy-oriented—that societies everywhere face today. How do different political systems affect policy-making? What are the intrinsic and instrumental virtues of democracy?

How could its functioning improve? Why do dictatorships survive in many countries, but evolve into democracies in others? Why do countries go to war? What are the connections between internal conflicts (such as civil war) and political or economic development? What are the main characteristics and causes of economic underdevelopment? Why are prosperity and stagnation distributed so unequally, both across countries and within them?

The student with a passion for questions such as these finds the Political Science major most rewarding. The philosophy underlying the courses has several distinctive features. First, the major has a strong analytical focus, with two required courses that introduce students to statistics and models of political behavior and institutions. These courses provide an introduction to the kinds of tools used by social scientists to conduct a deep analysis of these questions and to test the analysis using quantitative data. Second, the major offers many substantive courses, wherein these analytical tools are applied to important policy questions of considerable current interest. Third, the courses in the major include discussions of classic texts that illuminate both the intellectual history and the broader dimensions of these policy questions. Finally, the major offers several courses jointly with programs in Economics, Psychology, and Philosophy, providing students with exciting interdisciplinary opportunities.

Majors in Political Science take four required Foundations of Social Science courses (Introduction to Political Thinking; Statistics for the Social and Behavioral Sciences; Global Economic, Political, and Social Development since 1500; Social, Political, and Economic Thought), two introductory electives, two methods electives, one breadth elective, and two electives from any of the following areas: Political Theory and Institutions; Comparative Politics; and International Politics. During their senior year, every student majoring in Political Science takes a two-course sequence of seminars, culminating in the production of a Capstone in Political Science. During the first semester, students in Capstone Seminar 1 develop a research question, construct a research design that allows them to test potential answers to that question, and collect relevant data. During the second semester, in Capstone Seminar 2, students implement their proposed research designs, analyze the results, and write their senior theses.

The study away pathway for the Political Science major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Learning Outcomes
Upon completion of the NYU Abu Dhabi Political Science degree, all graduates are expected to be able to demonstrate:

1. Capacity to engage the professional literature and acquire familiarity with analytical concepts and principles that are essential for political thinking and understanding of political phenomena
2. Ability to compare and analyze political systems, the structure of political institutions, and the role of political actors in shaping political life
3. Ability to use the central concepts and methods to analyze international relations and patterns of conflict and cooperation in international affairs as well as ability to describe strategic interactions of states, international organizations, and non-state actors across a variety of substantive domains, including war, terrorism, trade, finance, environment, and human rights
4. Distinguish systematic normative inquiry from other kinds of inquiry within the discipline of political science and ability to apply abstract theory to concrete problems by using the ideas of political theorists to address contemporary social issues such as affirmative action and capital punishment
5. Information technology skills to collect data, present, and document empirical regularities in a wide range of social phenomena, with a particular emphasis on politics
6. Ability to analyze data and employ qualitative and quantitative methods including research design to conduct rigorous investigation and analysis of a wide range of social phenomena, with a particular emphasis on politics
To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR
13 courses, distributed as follows:

- **4 Required courses:**
  - SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
  - SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)
  - SOCSC-UH 1112 Introduction to Political Thinking
  - one Social, Political, and Economic Thought (SPET) course

- **2 Introductory electives**
- **2 Methods electives**
- **2 Area electives**
- **1 Breadth elective**
- **2 POLSC-UH 4000 – 4001 Capstone Seminar and Project**

Minor in Political Science
The Political Science minor is open to all NYUAD students. The minor requires Introduction to Political Thinking and any three Political Science elective courses—except those identified as “Methods Electives”.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE
4 courses, distributed as follows:

1. SOCSC-UH 1112 Introduction to Political Thinking
2. Political Science non-Methods Electives from within the Political Science major

POLITICAL SCIENCE
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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POLITICAL SCIENCE COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q
Statistics for the Social and Behavioral Sciences
Typically offered: fall, spring
Prerequisite: MATH-UH 1000
Crosslisted with Economics; Social Research and Public Policy

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011
Global Economic, Political and Social Development since 1500 (GEPS)
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 2010
History and Globalization
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy

SOCSC-UH 1112
Introduction to Political Thinking
Typically offered: fall, spring
Crosslisted with Social Research and Public Policy

This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

One Social, Political and Economic Thought (SPET) course, selected from:

SOCSC-UH 1310
Foundations of Modern Social Thought
Typically offered: fall, spring
Crosslisted with Economics; Social Research and Public Policy

This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR

SOCSC-UH 1231
Introduction to Political Theory
Typically offered: fall
Crosslisted with Economics; Social Research and Public Policy

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘The End of History’ – the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Voltaire, Rousseau, Marx and contemporary Chinese critics of Western liberal democracy.

INTRODUCTORY ELECTIVES

POLSC-UH 1111
Introduction to Comparative Politics
Typically offered: fall, spring
Recommended Prerequisite: SOCSC-UH 1010Q and SOCSC-UH 1112
Crosslisted with African Studies

This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in the functioning of international organizations. For example, the course investigates the factors that lead some countries to democratize, and others to institute authoritarian governments, as well as the consequences of those institutional choices for policy outcomes. The course also looks at the variations in institutional arrangements within both democratic and non-democratic governments.

POLSC-UH 1112
Introduction to International Politics
Typically offered: fall, spring
Recommended Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

The goal of this course is to introduce the basic analytical concepts and techniques that are essential for understanding international politics. The course is especially concerned with primarily exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues.

METHODS ELECTIVES (2017 ONWARD)

POLSC-UH 2211
Data Analysis
Typically offered: fall, spring
Prerequisite: SOCSC-UH 1010Q or MATH-UH 2010
Crosslisted with Economics; Social Research and Public Policy

This course is designed as an alternative for students in the social sciences who are not taking Introduction to Econometrics. The goal of this course is to introduce the basic statistical concepts and techniques that are essential for understanding international politics. The course is especially concerned with primarily exploring major issues in international politics, such as the causes of war, the emergence of cooperative trade relations between states, the origins and functioning of international organizations such as the United Nations, and the political determinants of financial crises. The focus of the course is neither historical nor descriptive; rather, it requires students to exercise skills in logic and to think of imaginative ways to apply subtle techniques to gain a clearer grasp of the above political issues.

POLSC-UH 3312J
Social Media and Political Participation
Typically offered: January
Prerequisite: SOCSC-UH 1010Q and SOCSC-UH 1112
Crosslisted with Social Research and Public Policy

In this course we examine the effect of social media on political participation. Social media is defined as any platform or platform-based two-way communication, often referred to as Web 2.0. The most well-known examples of social media are Facebook and Twitter, but includes a host of other platforms including Instagram, Reddit, Snapchat, Weibo, YouTube, WhatsApp, etc. Political participation is defined as any activity taken by ordinary citizens (i.e., not “elite” political actors such as politicians) in the political realm. In this course, we explore theories of political behavior and then examine the relationship between social media and politics. Students work towards a final project involving both qualitative and quantitative analysis of social media usage by a member of the United States congress and will be taught how to use the programming tools necessary to analyze social media data themselves as part of preparing for this final project.
POLSC-UH 2312
Political Economy of Development
Typically offered: spring
Crosslisted in: Microeconomics.

It is now widely acknowledged that politics plays a central role in influencing economic development. This makes the political economy of development a central area of research. While a student with an introductory background to political economy will have familiarity with theories based on voting, this course stresses the six factors that explain why some countries are rich and democratic while others are poor, corrupt, and unstable. After discussing the real meaning of development, the course surveys classical and contemporary theories of economic growth and development ranging from neoclassical to structural to recent endogenous growth theories. Specific topics reviewed in the second part of the course include population growth, migration, the security of property rights, the creation of market and non-market institutions, lobbying and rent-seeking, corruption, social conflict, and the political economy of redistribution. Examples from historical experience as well as modern developing countries would be used throughout the course.

POLSC-UH 2313J
Introduction to Machiavelli
Typically offered: January even years

Often described as the founder of the modern science of politics, Niccolò Machiavelli (1469-1527) was also a Florentine diplomat and civil servant who drew upon his deep understanding of Roman history to interpret the colorful, tumultuous, duplicitous and often violent politics of Renaissance Italy. This class will involve a careful reading and analysis of The Prince, in its historical context, with a focus on its principal theme, namely how and why political leaders gain and lose power or what leaders need to do to create the political loyalty they need to sustain their countries would be used throughout the course.

POLSC-UH 2315
Justice: Political Theory & Practice
Offered occasionally

This course invites students to engage with several classic treatises of political thinking about a universal concern: justice. In John Rawls’ words, justice “is the first virtue of social institutions, as truth is of systems of thought.” A theory however elegant and economical must be rejected or revised if it is untrue; likewise laws and institutions no matter how efficient or well-arranged must be revised or replaced if they are unjust.” To what extent are our contemporary social, political, and economic institutions just? How would we know? In this course, we explore three fundamental questions inspired by the ideal of a just society and what place the values of liberty and equality occupy in such a society: 1. Which liberties must a just society protect? Liberty of expression? Liberty of religion? Sexual liberty? Economic liberty? Political liberty? 2. What kinds of equality should a just society ensure? Equality of opportunity? Equality of outcome? Equality for different political and religious groups? 3. Can a society ensure both liberty and equality? Or are these warring political values?

POLSC-UH 2317
Identity and Culture in Politics
Offered occasionally

Crosslisted with New Core: Structures of Thought and Society

What role does identity play in politics? Does cultural belonging matter? How do we ascribe identity to others? In this course students examine the formation and role of identity in politics - and how identity and culture affect outcomes such as public goods provision, ingroup/ outgroup violence, ethnic separatism, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself an outcome to be explained. Students will examine identity and its relation to distributive politics, representation, political mobilization, conflict, and coordination. Similarly, culture is not treated as static, but is dynamic. Students will seek to understand cases in which culture changes over time as well as their effect on behavior, and assess different approaches to the study of culture.

POLSC-UH 2318
Indian Political Thought: ideas of India
Offered occasionally

As India’s economic, military, and cultural power expands, it becomes increasingly important for observers to understand the ideas that have shaped and continue to shape its political trajectory. This is especially so because India’s experiment with constitutional democracy constitutes the most significant attempt to date to establish this form of government in the midst of an ethnically, religiously, and highly divided society. In this seminar we will examine these ideas in depth. We will study the theories fashioned by the leading Indian intellectuals and statesmen, including Swami Vivekananda, Aurobindo Ghosh, Gopal Gorakhe, Lala Lajpat Rai, Bal Gangadhar Tilak, Mohandas Gandhi, Rabindranath Tagore, Vinayak Savarkar, M. N. Roy, B. R. Ambedkar, Jawaharlal Nehru, Mahatma Tharayyan, and Ram Manohar Lohia. We will also examine the debates of the Constituent Assembly, which explicated the principles and institutions underpinning the Indian Constitution and is still the major influence on our thinking today. The course will explore these ideas by analyzing the major political, social, economic, and cultural themes of Indian political thought since the turn of the twentieth century.

POLSC-UH 2320J
Diversity and Society
Typically offered: January
Crosslisted with Legal Studies

Immigration in Europe, demographic change in the United States, accumulation of inequalities among groups, and the spatial organization and boundaries of communities-these are transformative processes that we often take for granted. We will contextualize these processes by considering the ideas and concepts that shape them in political and legal theory. Readings will include influential works in political philosophy, political science, and history. We will also examine how and why the ideal of modern individualism is determined by thick solidarities and loyalties to fellow nationals; to comprehend why and how we draw boundaries around idealized communities of peers; why we are so prompt to exclude those who are perceived as “strangers”, and why political membership is so often conflated with biological kinship.

POLSC-UH 2323J
Civil Liberties: Legal and Moral Perspectives
Typically offered: January
Crosslisted with Legal Studies

This course will examine major constitutional controversies within the context of wider debates in political and legal theory. Readings will include Supreme Court cases and changes in policy, as well as classic works in political and legal theory. Topics will include a mix of federalism, separation of powers, privacy, free speech, and the social contract. We will also focus on how political and legal theory helps us to consider these topics in tandem.

POLSC-UH 2324J
The Politics of Belonging: Membership, Communities, Nations, and Boundaries
Typically offered: Autumn
Crosslisted with Social Research and Public Policy

The aim of this course is to explore the nature, scope, means and limits of belonging in modern political societies. We will examine the political and legal manifestations of forms of community (nationalism, communitarianism), and “identity politics” – the construction of social identities (through political participation, memory, language and religion) in order to understand why and how the ideal of modern individualism is determined by thick solidarities and loyalties to fellow nationals; to comprehend why and how we draw boundaries around idealized communities of peers; why we are so prompt to exclude those who are perceived as “strangers”. Liberal democracies are supposed to be “inclusive”, self-governing political communities building on political - not ethnic - identities. However, Political membership is not only governed by contract or consent, shared beliefs and practices, but is also governed by law, rules, and policies of “us” versus “them”. How then are we ought to manage pluralism and diversity?
POLSC-UH 2325
Politics and Finance
Typically offered: fall
Crosslisted with Economics
This course examines how legislation and regulation influence the structure of financial markets, and how players in these markets intervene in the political process to create or modify regulatory and legislative outcomes. Particular emphasis will be placed on the United States, although international comparisons will also be present. The approach will be similar to that used in microeconomics, except that transactions will be made through institutions affected world economic development? Students will address these topics by analyzing historical evidence with modern tools from economics and political science.

POLSC-UH 2326
Politics and Society
Typically offered: spring
Crosslisted with American Studies
This course explores political and economic questions to be addressed during the semester including (1) How has the role of government changed throughout history? (2) In what ways did democracy shape those changes? (3) Why does political behavior operate and produce different social and political outcomes? Students will study the political and social systems of the United States and the effects of those institutions on policy outcomes. The course will introduce students to the analytical tools of microeconomics, as well as the tools of political economy, to think analytically and comparatively about these political questions, and to teach students to think analytically and comparatively about these patterns.

POLSC-UH 2327
Comparative Politics Electives
POLSC-UH 2327
Political Parties
Typically offered: fall
Political parties have been core features of regimes across the world for the last two-hundred years. As such, understanding the role of parties is essential for the study of both political institutions and political behavior. In this course, we examine political parties by linking the dynamics of authoritarianism and democracy in the Arab region, political Islamism movements, the weight of its professional and entrepreneurial middle classes, and the role of political and legal actors in employment in challenging the regime. Students will also examine the organization of the state, including the military and the intelligence services, the role of parliaments and elections, and the distribution of wealth.

POLSC-UH 2328
Comparative Politics of Southeast Asia
Typically offered: fall
Prerequisites: POLSC-UH 1112 or SOCSC-UH 1011, or POLSC-UH 111
This course is an introduction to Southeast Asian comparative politics. Although the past decades, Southeast Asia has been a particularly dynamic region of the world. The course explores the history of colonialism, the diversity of political regimes, and the role of economic development, social complexities, and international relationships with great powers, in and across Southeast Asian nations. Examining the diversities within and across countries in this region allows students to understand how politics operates and produces different social and economic outcomes. The first part of the course reviews the politics of individual Southeast Asian nations, including Burma/Myanmar, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam - and to a lesser extent, Singapore and Cambodia. The second part turns to a series of thematic discussions on issues related to ASEAN nations’ constructive engagement, conflict management, and international relations to non-ASEAN states/actors.

POLSC-UH 2410
Comparative Politics of the Middle East
Typically offered: fall
Recommended Prerequisite: POLSC-UH 111
Unlike other world regions, the Middle East and North Africa (MENA) is characterized by the presence of several political regimes - and to teach students to think analytically and comparatively about these patterns. Power and Politics in MENA
This course has as a central focus the political institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of other wealthy democracies, as a means of illustrating several of the unique features of US political institutions. Topics covered in the course include separation of powers, constitutionalism, and single-member district electoral rules.

POLSC-UH 2411
African Politics
Typically offered: fall
Crosslisted with African Studies
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political outcomes of the post-independence strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes and consequences of poor governance, and evaluates the recent patterns of political change on the continent. The course concludes with a discussion of present-day challenges: electoral malfeasance, public health crises, the "new" populism, and China in Africa.

POLSC-UH 2415
Democracy and Development in Eastern Europe and Russia
Offered occasionally
Recommended Prerequisite: POLSC-UH 111
How did the borders of South Asian countries come to be formed? What explains the variations in the types of regimes - democratic and authoritarian - across South Asia? To what extent do these countries vary in the structure of their states as well as regimes? How does ethnic diversity affect the politics of South Asian countries? What is the pattern of economic growth across these countries, and their human development record and why? What explains the high levels of violence in some South Asian countries and patterns of violence across these countries? To what extent is some of the questions that this course addresses, with a particular focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bangladesh. Rodgers, and other sources of facts about the history and politics of the region, the primary purpose of the course is to identify overarching patterns that characterize the politics of these regions - and to teach students to think analytically and comparatively about these patterns.

POLSC-UH 2416
Comparative Politics of Asia
Typically offered: fall
Recommended Prerequisites: SOCSC-UH 1112 or SOCSC-UH 1011
As an overview of the issues of comparative politics, this course will focus on both the modern political history of MENA states since independence up to the contemporary period, but with an emphasis on the application of social-scientific theories that explain these historical processes. The topics of this course include the dynamics of authoritarianism and democracy in the Arab region, political Islamism movements, the weight of its professional and entrepreneurial middle classes, and the role of political and legal actors in employment in challenging the regime. Students will also examine the organization of the state, including the military and the intelligence services, the role of parliaments and elections, and the distribution of wealth.

POLSC-UH 2417
Comparative Politics of Southeast Asia
Typically offered: fall
Prerequisites: SOCSC-UH 1112 or SOCSC-UH 1011, or POLSC-UH 111
This course is an introduction to Southeast Asian comparative politics. Although the past decades, Southeast Asia has been a particularly dynamic region of the world. The course explores the history of colonialism, the diversity of political regimes, and the role of economic development, social complexities, and international relationships with great powers, in and across Southeast Asian nations. Examining the diversities within and across countries in this region allows students to understand how politics operates and produces different social and economic outcomes. The first part of the course reviews the politics of individual Southeast Asian nations, including Burma/Myanmar, Indonesia, Malaysia, the Philippines, Thailand, and Vietnam - and to a lesser extent, Singapore and Cambodia. The second part turns to a series of thematic discussions on issues related to ASEAN nations’ constructive engagement, conflict management, and international relations to non-ASEAN states/actors.

POLSC-UH 2418
Comparative Politics of the Middle East
Typically offered: fall
Recommended Prerequisite: POLSC-UH 111
Unlike other world regions, the Middle East and North Africa (MENA) is characterized by the presence of several political regimes - and to teach students to think analytically and comparatively about these patterns. Power and Politics in MENA
This course has as a central focus the political institutions of the United States and the effects of those institutions on policy outcomes. The course also places these institutions in the context of other wealthy democracies, as a means of illustrating several of the unique features of US political institutions. Topics covered in the course include separation of powers, constitutionalism, and single-member district electoral rules.

POLSC-UH 2419
African Politics
Typically offered: fall
Crosslisted with African Studies
The goal of this course is to introduce participants to the study of African politics from multiple methodological approaches and in a number of African contexts. The course begins with the historical roots of contemporary African politics, exploring how pre-colonial institutions and colonialism shaped African politics at independence. Next the course will survey the political outcomes of the post-independence strategies of leaders post-independence and the factors shaping those strategies. The course includes an examination of the causes and consequences of poor governance, and evaluates the recent patterns of political change on the continent. The course concludes with a discussion of present-day challenges: electoral malfeasance, public health crises, the “new” populism, and China in Africa.
in order to explain contemporary variation in the levels of democracy and development across the region. The course begins with an examination of the state of those cases, the map of its welfare actors. A learning of its fundamental political ideologies, powers and significant institutions. Its demography and religiousensions and the crucial role of the Trauma (the Holocaust) as the cornerstone of national strategy. Israel and the neighborhood. Exploring the potentials frictions between Israel and the region.

POLSC-UH 2421X
Political Economy of the Middle East
Typically offered: spring
Prerequisite: SOCSOC-UH 1112
This course explores the conditions that lead to political instability and resource distribution in the Middle East. It discusses the economic factors that cause political instability and the role of oil in economic development and state formation in the Gulf; and the ramifications of widespread youth unemployment in the region. Students will be introduced to a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

POLSC-UH 2422X
North African Politics
Typically offered: spring
Prerequisite: SOCSOC-UH 1112 or POLSC-UH 1111
This course offers an in-depth analysis of contemporary political and social issues in North Africa. It will focus on the political economy of the region, the role of oil in economic development and state formation in the Gulf; and the ramifications of widespread youth unemployment in the region. Students will be introduced to a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

POLSC-UH 2422J
Who Are You Israel? A look into the Old-New Middle East
Typically offered: January
Crosslisted with Arab Crossroads Studies
There are not many individuals in the world, who do not know Israel. Who did not hear something, good or bad, about it? Many have strong opinions about this small country. During the term the students will be introduced to content from two perspectives in an attempt to foster an understanding of this turbulent country. One - the chronological framework, of the Jewish people in general and the Israeli society in particular. Two - examine the content, stressing existential issues and ideological positions that guide this society or tear it from within. The course will have three segments: 1. The Jewish people from ancient history up until contemporary significance. A comprehensive exploration of history, diasporas, prominent people, influential communities. Changes, trends and dynamics. 2. The inner Israeli story. The keys for its importance and influence. The map of its welfare actors. A learning of its fundamental political ideologies, powers and significant institutions. Its demography and religiousensions and the crucial role of the Trauma (the Holocaust) as the cornerstone of national strategy. Israel and the neighborhood. Exploring the potentials frictions between Israel and the region.

POLSC-UH 2412J
Making Sense of US Politics Today
Typically offered: fall
Prerequisite: SOCSOC-UH 1112
U.S. politics in many ways remains in uncharted territory as the presidency of Donald J. Trump progresses toward the end of its first term. In this course, we will undertake an in-depth examination of elections, politics and governance in the current tumultuous American political landscape. We'll begin with an analysis of the Middle East. As a result, students will be able to write a research paper examining data on a current political-economic topic from the region and its relevance to politics in one or more Middle Eastern countries.

POLSC-UH 2411
International Organizations
Typically offered: spring
Crosslisted with Peace Studies
This course explores international cooperation, including the reasons why countries choose to cooperate, the factors that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the role of strategic national action as tools for assessing relations between nations, coupled with statistical and historical analysis of classes of events.

POLSC-UH 2511
International Organizations
Typically offered: spring
Crosslisted with Peace Studies
This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, factors that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the role of strategic national action as tools for assessing relations between nations, coupled with statistical and historical analysis of classes of events.
organ's programs, funds, and agencies, is a critical actor in international politics. It performs a large variety of daunting tasks ranging from keeping the peace on war-torn regions and reducing the spread of contagious diseases and facilitating negotiations to limit climate change's impact. While it's status as the preeminent international organization is undisputed, its member states limit the UN's authority and both governments and NGOs frequently critique its structure and effectiveness. This course approaches political science by exploring why the UN was established in 1945, how it has evolved, what challenges it faces today and whether avenues exist for meaningful organizational reform. The course will provide students with a deeper understanding of both the theory and the practice of the UN's activities and will encourage students to use different theoretical approaches and available empirical evidence to think creatively about how the UN can more effectively address global challenges.

POLSC-UH 2517Q
Modeling Politics and International Relations
Typically offered: January
This course provides a gentle introduction to modeling political behavior, using game theory to investigate political problems. Topics will include the policy position of political parties (the median voter problem), allocating cabinet positions within governments (divide the dollar problem), use of the Presidential veto (and other agenda setting problems) and how political institutions affect the types of policies government implement (selectorate theory). International relations problems will also be considered: models of bargaining and war, arms expenditures, the democratic peace and the notion of foreign aid. For instance, recently US President Trump has told NATO members that they need to spend more on defense. Using a model of collective action we will see what can explain much more than that NATO allies and how changes in threats over time have affected the imbalance in spending. The course assumes no prior mathematical modeling, although students should not be afraid of math. Students should expect to use basic algebra to solve problems (if you can solve two equations for two unknowns then you have all the required math skills).

POLSC-UH 2519
Nuclear Politics
Offered occasionally
Crosslisted with Peace Studies
This course focuses on the politics of nuclear weapons. Why do states seek nuclear weapons? What are the implications of nuclear proliferation to states in international crises? What explains the variation of states' reactions to another state's pursuit of nuclear technology? When do non-proliferation deals emerge, and what explains their content? To answer these questions, we will review the relevant academic literature on the spread of nuclear weapons, and study the histories of various nuclear powers to see some of the literatures' limitations. Given the way the nuclear debate of game theory, there are no prerequisites for this course.

POLSC-UH 2522J
Global Crisis in the European Context
Typically offered: January
This course focuses on Europe around the world in recent years have been attributed to the globalization of trade, finance, and human flows. In this course we will address the central characteristics of the most recent wave of globalization, engaging with the analyses of leading scholars of this recent wave across multiple disciplines. We will also evaluate the potential causal linkages in the economic phenomena described in the above literature and recent political crises in several countries, most notably Greece, Poland, Hungary, France, the UK, and Turkey.

POLSC-UH 2524J
Space Diplomacy
Typically offered: January
Can you imagine a day without satellites? You will be astonished about the number of things you cannot do anymore if this happens. Students will explore the importance of space activities for life on Earth and for sustainable development. The course will provide in-depth knowledge of the major space programs developed in international cooperation, showing how space is a tool for diplomacy. It will give an overview of the status of the development of the space sector in the world, and of the various kinds of organizations that operate in the space sector. Students will learn key elements for defining and developing new space programs in cooperation at international level, and will develop skills in management and leadership in other areas of science and technology. Students will learn how to negotiate on space activities in an international environment, through the importance of the global strategy for preserving outer space for future generations will be underlined. The course is by nature interdisciplinary, and addresses a subject very inspirational and at the same time very concrete in terms of real-life applications.

POLSC-UH 2525J
Power Relations Theory
Typically offered: January
Prerequisite: SOCS-UH 1111
Crosslisted with Economics
This course maps what models, tools and insights can understand the international context by integrating economic analysis with the major theories of International Relations. The course is organized in two parts. The first part deals with the global challenges to international relations related to conflict. We will analyze the incentives to enter conflict of various kinds by State and non-state actors and the necessary arguments. The second part focuses on the contribution of IR theories to the understanding of the European integration process, the functioning of European Institutions, the desirability and functioning of different types of international organizations, and finally, problems related to globalization processes. The students will be assigned a case study where they will need to know in what way the theories studied in the course can be helpful to inform policy decisions and in particular the potential consequences.

POLSC-UH 2527
Politics of International Law
Offered occasionally
Recommended Prerequisite: POLSC-UH 1112
Crosslisted with Legal Studies
This course draws on readings from the disciplines of political science and international law to examine how strategic international and domestic politics influence international law, and vice versa. Core topics include treaties and custom; state responsibility; bargaining and cooperation in the enforcement of international law; commitment and compliance; and the implementation of the law of international organizations. Special coverage is given to the use of force, international criminal law, human rights law, and landmark cases from the International Court of Justice, the International Criminal Court, United Nations tribunals, European Court of Justice, and World Trade Organization. An original research project, homework, and exams are required.

POLSC-UH 2528
International Diplomacy in Theory and Practice
Typically offered: January
Crosslisted with Legal Studies
This course will examine the role of diplomacy in statecraft, and how governments use various methods of negotiation to pursue outcomes that advance their national interests. Students will first be introduced to theories of negotiation and the international legal bases for diplomatic relations. The course will then transition into a closer examination of the different types of diplomacy that states undertake, such as bilateral, multilateral, coercive, developmental, and crisis diplomacy, and the strategies states to use to pursue each type of diplomacy. Taking yet a closer look at diplomacy in practice, participants will explore what diplomacy entails from a practitioner’s point of view, as seen from an embassies to foreign ministry. Study course foreign, real-life cases of diplomacy in action will allow students to better understand the strategies that states pursue to secure their national security objectives, both successfully and unsuccessfully.

POLSC-UH 2529J
Fulfilling the Promise of the Sustainable Development Goals by 2030
Typically offered: January
Crosslisted with Environmental Studies
In 2015, Heads of State gathered at the United Nations General Assembly to adopt the 2030 Agenda for Sustainable Development. At this Summit in New York to agree seventeen goals, to be delivered over fifteen years, with the aim of furthering peace, prosperity and the sustainability of the planet. The 2015 Agenda, however, between now and 2030, the global community can fulfill this promise. The course will explore the impact of the climate crisis and the influence of governance, state fragility, conflict, and migration on the implementation (selectorate theory). International institutions affect the types of policies government can implement. This course assumes no prior mathematical modeling, although students should not be afraid of math. Students should expect to use basic algebra to solve problems (if you can solve two equations for two unknowns then you have all the required math skills).

POLSC-UH 2530
International Political Economy
Offered occasionally
Prerequisite: POLSC-UH 1112
This course serves as an introduction to the core economic theories of international political-economic system and introduces students to some of the main analytical frameworks that provide a basis for understanding the international political-economic system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and possibilities facing actors in today's international political economy.

POLSC-UH 351U
Nation-Building
Offered occasionally
Crosslisted with Peace Studies
Nation-Building explores the range of strategies which strong states use in order to build the capacity of weak ones. This issue is a matter, not of morality, but of national security. Thanks to globalization, the poisons which brew inside weak or failed states can now infect neighbors, or countries halfway across the globe; the terrorist attacks of 9/11 reinforced this lesson with terrible force. But is it really possible for outsiders to help build solid and effective states in fragile states? Is “democracy promotion” a contradiction in terms? Experience in places like Afghanistan or Haiti is hardly encouraging. The class asks what can be done, and by whom, and...
in what kind of setting. The class will visit UN
officials in New York and government officials in
Washington, as well as experts in both places.

POLSC-UH 3152
Civil Wars and International Intervention
Typically offered: fall
Prerequisites: (POLSC-UH 1111 or POLSC-UH 1112)
and SOCS-UH 1112
Crosslisted with Peace Studies
Civil war continues to be one of the most vexing
problems in comparative and international
politics. Why do civil wars break out? Aside from
the obvious physical destruction caused by civil
conflict what are the effects of civil conflict on
society? How can the international community
help end civil conflicts? This course will address
these questions. It is broken into five substantive
blocks, starting with an introduction to the
concepts and patterns of war-related conflict
around the globe, the factors that bring about
civil wars, the dynamics of civil conflicts, followed
by its consequences, and then moving on to
what, if anything, countries and the international
community can do to ameliorate this problem. The
inter-disciplinary course draws on political science,
behavioral economics, social psychology, history
and anthropology, along with some research in
natural sciences.

POLSC-UH 316J
Surviving the 21st Century: Power and Statecraft
in the Digital Age
Offered occasionally
Crosslisted with Legal Studies: Peace Studies
Technology is rapidly transforming how states
and individuals interact and power functions. In
the midst of so many changes what can we learn
from the history and practice of diplomacy about
how to thrive in a century like no other. The class
will study new forms of power: how to build brand
and influence; the geopolitical challenges ahead;
and how we can maximize the opportunities of
technology to manage the threats it creates. We
will learn from inspirational leaders in their fields,
and work together to design the solutions to the
challenges of the Digital Age. It is the first course
to be co-designed by J-Term students, and will
be dominated by simulations, interactive class
exercises and problem solving.

EDUC-UH 100J
International Peacebuilding and the Role of
Education
Crosslisted with Education: Peace Studies; Social
Research and Public Policy

BREADTH ELECTIVES

POLSC-UH 2310
Political Psychology
Typically offered: fall
This course addresses key theoretical and empirical
topics in political psychology, drawing on both
the experimental tradition of social psychology and
the survey-based tradition of political science.
Considering war and social conflict as the
psychological psychology of collective public behavior, including issues of
social identity, intergroup relations, and group
interaction, as well as individual political attitude
formation and decision-making. Social and
psychological antecedents and consequences of
political orientation and ideological opinions are also addressed.

POLSC-UH 2420J
Who are You Israel? A look into the Old-New
Middle East neighbor
Typically offered: January
Crosslisted with Arab Crossroads Studies
There are not many individuals in the world, who do
not know Israel. Who did not hear something, good
or bad, about it? Many have strong opinions about
this small country. During the term the students will
be introduced to content from two perspectives
in an attempt to have a better understanding of
this turbulent country. One—the chronological
framework, of the Jewish people in general and
the Israeli society in particular. Two—examine the
content, stressing existential issues and ideological
positions that guide this society or tear it from
within. The course will have three segments: 1.
The Jewish people from ancient history up until
contemporary significance. A comprehensive
exploration of history, diasporas, prominent people,
influential communities. Changes, trends and
dynamics. 2. The inner Israeli story. The keys for its
impressive successes; the map of its weaknesses.
A learning of its fundamental political ideologies, powers and significant institutions. Its demography
and religious tensions and the crucial role of the
Trauma (the Holocaust) as the corner stone of
national strategy. 3. Israel and the neighborhood.
Exploring the potentials frictions between Israel
and the region.

POLSC-UH 2910
Business, Politics, and Society
Typically offered: spring
Crosslisted with Economics
Business, Politics, & Society (BPS) is a case-
based MBA-style course that introduces students
to the political economy of firms. Substantively,
the course focuses on the political and social
underpinnings of the market system, analyzes
corporate political strategy and corporate social
responsibility, and presents tools for assessing and
mitigating risks, especially as they relate to
politics, law/regulation, ethics, and other actors in
society. The goal of the course is to help
students to learn to structure and solve complex
problems in dynamic global markets. Case studies
from a variety of countries and industries will be
supplemented with academic readings.

POLSC-UH 2911
Environmental Politics
Typically offered: spring
Crosslisted with Environmental Studies; Social
Research and Public Policy
Many contemporary environmental challenges are global in scope: issues, such as climate
change, air pollution, biodiversity loss, clean water
access, ozone layer depletion, overfishing and
deforestation, transcend borders. Addressing
these environmental threats requires international cooperation. This can be difficult since there
is no global authority to enforce agreements
between countries or to ensure that all countries
contribute to international efforts. This course will
analyze the nature of environmental problems and
differences between countries in their domestic
demand for environmental protection. The course
will then consider cross-national characteristics of
environmental problems and their implications
for global action, as well as the effect of international
political and economic conditions on environmental
coopetion. The goal of the course is to explore
how ideas, interests, interactions, and institutions
shape global environmental politics.

POLSC-UH 2912
Politics of Natural Resources
Typically offered: fall
Crosslisted with Environmental Studies; Social
Research and Public Policy
Do abundant natural resources undermine
democracy? Do they have a positive or negative
effect on economic development? Is there a
relationship between natural resources and
interstate or intrastate conflict? This course will
explore the politics of natural resources. It will
analyze the effect of natural resources on a variety
of economic and political issues, including growth,
inequality, corruption, political stability, violence,
human rights, and democracy. The course will also
investigate how political institutions and economic
conditions modify the effect of natural resources.
Several contemporary issues, such as sustainable
resource use and alternative energy, will be
considered in detail. Recent empirical research on
the politics of natural resources, as well as case
studies from different regions of the world, will
provide foundation for discussion.

ACS-UH 2610J
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies; Environmental Studies
CSTS-UH 1069G
Designing and evaluating policy depends on social science theory and research. The program in Social Research and Public Policy offers rigorous training with courses in economics, political science, sociology, and anthropology, as well as courses in quantitative and qualitative research methods, which enable students to critically evaluate research findings and produce original research. Social Research and Public Policy is attractive to students who are concerned with the major social problems of our times such as international migration, unequal economic development, poverty, racism and sexism, inequality, ethnic conflict, as well as health inequality and population dynamics.

The program aims to inspire students’ critical theoretical imagination and helps them to make better sense of the world around themselves. SRPP majors will be regarded as excellent candidates for law school, and for graduate programs in the social sciences, in public policy, business school, public health, education, urban planning, and social work. Graduates work with NGO’s, in public service, urban planning, and community action.

Its breadth and its emphasis on critical thinking and hands-on empirical research, especially research linked to policy questions, distinguish the major in Social Research and Public Policy. Social Research and Public Policy majors will produce a piece of original research to meet the capstone requirement. Students may collect their own data, conduct simulations, or reanalyze available data to make a contribution to the research in the field of their choice. Students will work with a faculty mentor to develop and implement their research design. Students who wish to do fieldwork abroad should develop the project in the spring of junior year and obtain approval from the faculty mentor to collect data during the summer before senior year. NYUAD’s Institutional Review Board must approve all projects that involve human subjects before data collection begins. Seniors will attend a bi-weekly colloquium, which is moderated by a faculty member and serves as a forum for peer review and feedback on progress with the project.

Learning Outcomes
Arab Crossroads Studies; Social Research and Public Policy
SRPP-UH 1619
Leadership and Diplomacy
Crosslistad with Leadership and Social Entrepreneurship; Social Research and Public Policy

Learning Outcomes
Upon completion of the NYU Abu Dhabi Social Research and Public Policy degree, all graduates are expected to be able to demonstrate:

1. Knowledge and application of analytical frameworks to understand the policy process in different societies, including the role of the state and other major stakeholders and organizations, as well as the role of social and political movements
2. A thorough understanding of analytical frameworks to understand social structure in societies around the globe, including an understanding of the causes and consequences of social and economic inequality, poverty, and social development.

3. Critical thinking, writing, and analysis related to the social science literature; ability to comprehensively and critically analyze the literature in fields of inquiry important for public policy in writing and for oral presentations, with an emphasis on analytical clarity.

4. Ability to apply the central concepts and methodologies employed in fields relevant to SRPP majors, including fields such as research on inequality and poverty, health, conflict, development, culture, and social interaction.

5. Critical assessment of the normative arguments and empirical evidence that play a role in specific policy debates; ability to assess the quality of existing empirical evidence as well as the need for additional empirical work relation to the policy question.

The study away pathway for the Social Research and Public Policy major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

To declare a major, students must meet with the Program Head to discuss their plan of study.

**REQUIREMENTS FOR THE MAJOR**

14 courses, distributed as follows:

- **4** Foundations of Social Sciences
  - SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
  - SOCSC-UH 1113 Introduction to the Study of Society
  - SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)
  - one Social, Political, and Economic Thought (SPET) course
- **2** Methods electives
- **2** Social Structure and Global Processes Electives
- **2** Institutions and Public Policy Electives
- **2** Society and Culture Electives
- **2** SRPP-UH 4000—4001 Capstone

**Minor in Social Research and Public Policy**

The minor in Social Research and Public Policy is open to all NYUAD students. Please note that only courses offered in/crosslisted with the program are eligible to count for electives in the minor. Exceptions for courses offered elsewhere in the NYU global network must be approved by the Program Head.

**REQUIREMENTS FOR THE MINOR IN SOCIAL RESEARCH AND PUBLIC POLICY**

5 courses, distributed as follows:

1. SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
2. PSOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)
3. SOCSC-UH 1113 Introduction to the Study of Society (can be replaced with SOCSC-UH 1111 Markets or SOCSC-UH 1112 Introduction to Political Thinking)
4. Social Research and Public Policy (SRPP-UH) Institutions and Public Policy elective
5. Social Research and Public Policy (SRPP-UH) elective, from any category
### SOCIAL RESEARCH AND PUBLIC POLICY

#### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grid.

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### SOCIAL RESEARCH AND PUBLIC POLICY COURSES

#### REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q  
*Statistics for the Social and Behavioral Sciences*  
Typically offered: fall, spring  
Prerequisite: MATH-UH 1000A  
Crosslisted with Economics; Political Science  
This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011  
*Global Economic, Political and Social Development since 1500 (GEPS)*  
Typically offered: fall, spring  
Crosslisted with Economics; Political Science  
Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR  
HIST-UH 2010  
*History and Globalization*  
Crosslisted with Economics; History; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society

SOCSC-UH 1113  
*Introduction to the Study of Society*  
Typically offered: fall, spring  
This course will approach these questions with an examination of various ways in which people form social relations, and how those relationships condition the way they act. The first part of the course is about how social roles and social status are constituted by social relations in everyday life. Second, we will study how groups and the boundaries between groups are constructed and maintained, and how group membership structures individuals’ life chances and wellbeing. Third, we turn our focus to mechanisms - robust processes by which individual level actions cumulate into the macro-level structures in which we are embedded. Finally, we examine some of the resulting characteristics of contemporary societies, as well as how and why social change occurs.

### One Social Political and Economic Thought (SPET) course selected from:

SOCSC-UH 1310  
*Foundations of Modern Social Thought*  
Typically offered: fall, spring  
Crosslisted with Economics; Political Science  
This course addresses major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR  
SOCSC-UH 1311  
*Introduction to Political Theory*  
Typically offered: fall  
Crosslisted with Economics; Political Science  
In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed ‘the End of History’ - the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

### METHODS ELECTIVES

SRPP-UH 2214  
*Interview Methods*  
Typically offered: fall  
Recommended Prerequisite: SOCSC-UH 1010Q  
This course serves as an introduction to qualitative research methods with a focus on interviewing. Students will discuss a range of interview-based research methods. In qualitative research, researchers often have a significant impact on the lives of study participants and are in turn changed by the experience of fieldwork. This carries with it some weighty responsibilities and introduces unique issues of ethics and data interpretation. Students will deal systematically with these issues and with the procedures of research design, transcribing interviews, coding and analyzing data,
Typically offered: fall
Required Prerequisite: SOCSC-UH 1010Q
Strongly recommended for 3rd year SRPP majors. This course will give students hands-on experience developing a full research proposal with an emphasis on analytical design. The research proposal may serve as the basis for capstone projects. Students will identify key questions, common arguments, and quantitative and qualitative sources of evidence for which they will develop proficiency in a range of analytic tools, including new computational analysis approaches.

SRPP-UH 2310
Practicum in Social Research
Typically offered: spring even years
Prerequisite: SOCSC-UH 1010Q
Strongly recommended for 3rd year SRPP majors. This course will give students hands-on experience developing a full research proposal with an emphasis on analytical design. The research proposal may serve as the basis for capstone projects. Students will identify key questions, common arguments, and quantitative and qualitative sources of evidence for which they will develop proficiency in a range of analytic tools, including new computational analysis approaches.

SRPP-UH 3214
Social Networks
Typically offered: January, spring
Prerequisite: SOCSC-UH 1010Q
Strongly recommended for 3rd year SRPP majors. This course will give students hands-on experience developing a full research proposal with an emphasis on analytical design. The research proposal may serve as the basis for capstone projects. Students will identify key questions, common arguments, and quantitative and qualitative sources of evidence for which they will develop proficiency in a range of analytic tools, including new computational analysis approaches.

SRPP-UH 5101J
Research Design, Fieldwork, and Data Analysis for Development Economics
Crosslisted with African Studies; Economics; Political Science

SRPP-UH 5102J
Social Networks: Theory and Applications
Prerequisite: ECON-UH 2010 and MATH-UH 1021
Crosslisted with Economics; Political Science

SRPP-UH 5211
Introduction to Game Theory
Prerequisite: MATH-UH 1013 or equivalent
Crosslisted with Economics; Political Science

SRPP-UH 5212
Research Design & Causality in Social Science
Prerequisite: SOCSC-UH 1010Q or MATH-UH 2010Q
Crosslisted with Economics; Political Science

SRPP-UH 5321J
Social Media and Political Participation
Crosslisted with Media, Culture and Communication; Political Science

SRPP-UH 5324J
Textual Analysis for the Social Sciences
Prerequisites: ECON-UH 2020 or POLSC-UH 2210; and familiarity with R
Prerequisite: Rarely recommended Crosslisted with Economics; Political Science

SRPP-UH 5325J
Econometrics
Prerequisites: ECON-UH 2020 and MATH-UH 1021
Crosslisted with Economics; Political Science
Typically offered: January


Social change; the effects of law; uses of law to overcome social disadvantage. Topics included in social change; the effects of law; uses of law to overcome social disadvantage. Topics included in

SRPP-UH 1616J

Children, Youth and Sustainable Development of the World's Cities

Typically offered: January

Goal 11 of the United Nations 2030 Global Sustainable Development Goals is new on the global development agenda and focuses on cities and human settlements. Children and young people make up the majority of the world's population and will shape the future of sustainable societies. This course will consider innovations from around the world in making cities sustainable for children and youth, who represent the future of sustainable societies. In addition, urban innovations for sustainability will be reviewed. Fieldwork abroad will provide opportunities for the observation of programs as well as meetings with NGO staff, youth and other urban leaders, and will supplement the reading assignments. Crosslisted with Political Science

SRPP-UH 1617

Sociology of Entrepreneurship

Typically offered: fall

Crosslisted with Business and Organizational Studies: Leadership

Sociology of Entrepreneurship is the principal source of economic development, technological innovation, and creation of wealth and jobs in market economies. This course is oriented toward understanding entrepreneurship, with a special emphasis on the recent work by sociologists and sociologically-oriented organizational theorists that investigates central questions of entrepreneurship. Throughout the semester, we will understand various ways in which the social sciences have provided theoretical insights into entrepreneurial behavior in its broader social, institutional, and cross-national contexts. Furthermore, we will also understand entrepreneurship from a more practical view by utilizing case studies. Additionally, we will explore the relationship between entrepreneurship and identity, and certain assumptions of data / information during the last few classes.

SRPP-UH 1618J

Political Abdications

Typically offered: January

Crosslisted with Political Science

Why do groups renounce their capacity to act? Why for instance did the United States Congress relinquish its constitutional right to declare war to the benefit of President Bush in October 2002? How can we explain that unions, parties, and civic associations fail to engage in collective action when faced with policies directly threatening their interests and survival? Whether they are explicit or not, abstentions punctuate and structure the realm of politics. They condition power relationships, patterns of inequalities and regime change. This course will focus on the significance of abdications in politics, review possible explanations, investigate paradigmatic cases (e.g., August 1789 in France, March 1933 in Germany, November 1976 in Spain, 1989 Eastern Europe), and draw the implications of this analysis for our understanding of group behavior and decision-making.

SRPP-UH 1811

Discipline

Offered occasionally

Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society

What could a European Medieval bestseller have to do with contemporary American 12-Step programs? What might students of a Benedictine monk and a player on the University of Alabama football team have in common? What is the connection between playing a Bach fugue and ice-skating? The critical relationship between these and other unlikely activities can be examined through the notion of discipline. This course will begin with an introduction to the general concept of ‘discipline’, and will continue according to a set of subtopics of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtopics will be examined using historical and ethnographic evidence, studies of discipline, and by you performing your own ethnographic observation. By exploring the origins, techniques, and results of discipline in practice, we may better understand the ways in which discipline operates. The purpose of the seminar will be to identify and examine the set of practices that seem to lead to orderly, disciplined, behavior.

SRPP-UH 2213J

Sports & Society

Typically offered: January

Crosslisted with Political Science

Why do sports occupy a central place in nearly every society, ancient and modern? How might sports reflect, reveal, or shape major social, economic, and political values? Why are sports so frequently politicized by governments or partisan factions? Can data generated from sports events test social or political theories? This course examines a growing body of research on such questions to see why and how scholars have come to view sports as a venue where social, economic, and political debates and values are played out. In its first part, the course uses a variety of case studies to explore how sports (from local contests to international games) can offer a lens on the study of society and politics. The second part explores how data to test politically and psychologically informed theories of identity, trust, and prejudice, among others. In addition to reading relevant evidence and reading on social and cultural contexts, students will have the opportunity to meet UAE hosts and organizers of the recent Special Olympics games and Asian Cup football tournament in order to learn more about these events’ potential social and diplomatic impacts as well as learning about traditional regional sports such as endurance horse racing.

SRPP-UH 2610

Introduction to Public Policy

Typically offered: fall, spring

Public policy affects our lives in profound ways even when we are not aware of them. What we eat, how we recycle, or when we disclose personal information on the internet are all examples of choices largely determined by public policies. This course is an introduction to public policy, why it is important, and how it involves simultaneous ethical, political, and policy-solving processes. The course begins with a discussion of the role of public policy in society and the ways in which public policy can shape the behavior of individuals and institutions at the national and international levels interactively contribute to public policy. The course is divided into two parts. The first part puts public policy to use in testing social and political theories through case studies. The second part provides critical perspectives on public policy-making in theory and practice.

SRPP-UH 2611

Social Policy

Offered occasionally

Prerequisite: SOCSC-UH 1210Q

Crosslisted with Political Science

The aim of this course is to study human conditions, social structure, and social processes that are sites of social, political, cultural, and moral contestations in contemporary societies. They are perceived as ‘social problems’ and divide public opinion about the appropriate ways to protect society from their deleterious effects. Lectures first focus on sociological perspectives on social problems and examine the role of social structure and social processes in their production and reproduction. Subsequent lectures focus on exploring selected social problems such as: suicide, prejudice, terrorism, euthanasia, aging, genocide, incest, sex, and religious fundamentalism. The selected social problems are examined in a global perspective, focusing on contemporary industrialized societies.

SRPP-UH 2612X

State Formation: The Case of the United Arab Emirates

Typically offered: spring

Crosslisted with Arab Crossroads Studies

Commonly (and wrongly) people take for granted the existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the processes of state-formation are still current, and the United Arab Emirates, which is just almost fifty years old, serves as a rich and richly varied example for the comparative understanding of the formation, evolution, and imagination, and economic development.

SRPP-UH 2613

Urban Poverty and Social Policy

Offered occasionally

Crosslisted with Urbanization

This course explores theoretical and empirical connections between economic development, urbanization, urban poverty and distress and state/non-state responses to urban poverty and distress. The course begins with an exploration of theoretical and empirical perspectives on urbanization and welfare state policies, then moves on to examine illustrative cases from global north and south cities that challenge and complicate reigning theories and policies. Students will be asked to compare and contrast historical and contemporary patterns of urban poverty across global north and south regions, with a focus on the limits and possibilities of state policies (state- and non-state-sponsored) for addressing urban distress.

SRPP-UH 2614X

Women and Work in the Gulf

Typically offered: spring

Crosslisted with Arab Crossroads Studies

The course critically examines how women feature in contemporary debates about employment, development, and nationalism in the context of the Gulf Cooperative Council countries. The course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. Students will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and feminist Islamic critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as participants in “global competitive” economies, mothers of “future generations of citizens”, and symbols of “tradition and culture”. The third part of the course addresses public policy and legal frameworks shaping women’s work, examining how different categories of “women” are produced through public policy programs such as workforce nationalization, education policy, social policy, and the interplay of national and international laws
governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers.

SRPP-UH 2616 Immigration, Ethnicity and Public Policy Offered occasionally
This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities in successive generations. Topics covered in this course include: a) immigrant health and its bearing on successful economic adaptation; b) immigrant transnational organizations and their impact on the development of sending countries and regions; c) the adaptation processes of the second generation; d) public ideologies of immigration and their impact on governmental policy.

SRPP-UH 2617J Global Burden of Non-communicable Diseases Typically offered: January
Non-communicable diseases (NCD’s) including heart disease, diabetes, and cancer were thought to impact the health of more developed, affluent countries while the major health issue for low and middle-income countries was acute infectious disease. In the last decade, NCD’s have begun to critically impact the health of most populations across the globe. This course seeks to identify a number of complex issues related to the emergence of NCD’s globally and compare the disease experience in low and middle-income countries to high-income countries. The course will identify the social determinants of NCD’s and explore the recent impact of the “epidemiologic” transition in low-income countries with emphasis on West Africa.

SRPP-UH 2618 Welfare States in Comparative Perspective Typically offered: spring
How do different societies 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 hierarchies as social policies have been shaped by, reinforced, and redressed gender inequalities.

SRPP-UH 2619 Leadership and Diplomacy
Typically offered: fall even years
Crosslisted with Leadership and Social Entrepreneurship: Political Science
What role can diplomacy play in solving contemporary problems such as violent conflicts, territorial disputes, and climate change? The course takes this question and examines the theoretical and practical dimensions of modern diplomacy, focusing on the importance of diplomatic leadership. The course will cover the characteristics of diplomatic leaders, from the 16th century, while concentrating on contemporary diplomatic themes and challenges including: the changing nature of diplomacy in the 21st century; the impact of domestic politics on state diplomacy; the strengths and limits of international organizations; the emergence of influential non-state international actors; changing diplomatic practices; the use of experts; the role of summits, conferences, and public diplomacy; and, finally, the need for diplomatic leadership to help mediate relations between an ever-growing number of groups and states in a more complex world.

SRPP-UH 2620 Education and Society
Typically offered: fall
Crosslisted with Education; New Core: Structures of Thought and Society
The course will analyze 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 space; 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.

SRPP-UH 2621 Bound by Borders: Sociology of Law and Migration
Offered occasionally
This course takes a sociological view of law as it applies to international migration, as well as of its origins and effects. Specifically, it asks why migration laws differ among countries, why they take particular patterns (e.g. selection by race, skills, gender), how laws change over time, how they institutionalize inequality, factors that shape the success of policy proposals. The approach is to compare migration related phenomena like refuge and statelessness across countries over time.
SRPP-UH 2626J Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education
Typically offered: January
Crosslisted with African Studies; Education
How do we apply research evidence? Knowledge translation (KT) builds on skills introduced in the introductory level at which the drafting of public policy press releases; and how to best frame policy challenges to explain proposed solutions and defend policy decisions. In addition, students will be asked to compile full dossiers on specific public policy issues to allow for policy makers to knowledgeably make effective decisions. Students will learn wider theoretical frameworks and debates as well as crisis management. The course will cover a wide range of global policy challenges revolving around issues such as immigration, the climate crisis, food quality and safety using current case studies. Finally, students will explore the politics of policy-making and learn how to maneuver in a competitive policy environment. Select speakers will share challenges and opportunities that they have encountered in the field based on the case studies that will be explored during the course.

SRPP-UH 3610 Public Policy Analysis: Case studies for Effective Formulation and Implementation
Typically offered: January
Prerequisite: SRPP-UH 2610
This course is an intermediate public policy class. Students will learn how to assess and prioritize KT strategies and (3) how to create knowledge products. Using data generated from Professor Njelani's research on inclusive education in Zambia, students will develop culturally and contextually appropriate KT products (e.g., policy briefs, scientific abstracts and posters, website content, infographics, visual art, digital storytelling, etc.) based on the needs of multiple stakeholders (e.g., education and disability policymakers, researchers, educators, disabled persons' organizations, and persons with disabilities) to disseminate knowledge and improve research uptake.

SRPP-UH 2627 Organizations and Society
Typically offered: fall
Crosslisted with Business and Organizational Studies
Where do organizations come from? What do they have in common? How does an organization make a decision? Why do organizations change or fail to change? What are the differences in organizations from 1980s and from 2010s? This course tries to understand the organizational dynamics in modern society by learning the different type of organizations from a distinctively modern form of social organization to contemporary organizations, project teams (and groups) and organizational systems. It is primarily an organization theory class but it will provide participants different analytic lens to read organizational cases (i.e., firms, non-profits, governments, or temporary orgs). Readings and lectures will present different theoretical paradigms developed from the classics till the recent ones about how sociologists or organization theorists analyze organizations, often with contrasting assumptions and conclusions. Participants will be examining key topics of macro organizational theories in order to understand contemporary organizations with different emphases and implications.

SRPP-UH 1080J Environmental Justice and Urban Inequality
Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Urbanization

SRPP-UH 1121J Urban Planning and the Role of Education
Crosslisted with Education; Peace Studies; Political Science

SRPP-UH 2911 Environmental Politics
Crosslisted with Environmental Studies; Political Science

SRPP-UH 2912 Politics of Natural Resources
Crosslisted with Environmental Studies; Political Science

SOCSC-UH 1111 Markets
Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship

SOCSC-UH 1112 Introduction to Political Thinking
Crosslisted with Political Science

URBAN-UH 1122J Contested Cities: Difference, Inequality, and the Metropolis
Crosslisted with Urbanization

SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES

SRPP-UH 1411J Race and Ethnicity in Comparative Perspective
Typically offered: spring even years
This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in Western Europe. Race and ethnicity of both nature of classifying human groups that arise under certain historical circumstances, with race in particular emerging in the contexts of imperialism and slavery. Students will consider how migration, state policies, and economic organization shape the classification and characterization of racial and ethnic groups. With Italy as an important site to be explored, students will also learn and apply social scientific methods like ethnography and content analysis in order to gauge stratification, prejudice and discrimination in diverse areas of social life.

SRPP-UH 1412J Wealth and Inequality in the Global City
Typically offered: January
Crosslisted with African Studies; Economics; Urbanization
Rising income and wealth inequalities in many countries around the world, combined with the very high levels of concentration of wealth in the world economy, have become a topic of growing concern for social scientists and media commentators. For example, some estimates suggest that the richest 100 people in the world control half of all of the world's wealth, while billions of people around the globe are forced to survive on less than $2
The class will be organized around themes and crosslisted with Arab Crossroads Studies grown counter movements, focusing on youth overviews theories of disease distribution, with conditions, work environments, and income often been invoked as the major obstacles to segregation, race/ethnicity, discrimination, housing economics, natural resources, women's rights, and 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 how gender is affected by public policies.

SRPP-UH 1413X Social Change and Development in the Arab World
Offered occasionally Crosslisted with Arab Crossroads Studies
The “Arab World” is often lumped into one homogeneous category, which conceals the diversity found within this broad region. Keeping this in mind, this course will examine the unfolding of the “development project” in the postcolonial world and how it is present day in various Arab nation states. Beginning with an excerpt from the Arab Human Development Report, students will take a critical look at how development is defined and measured. Culture and religion have often been invoked as the major obstacles to development in the Arab World. This course will engage with this discourse as through exploring faces of modernity. What are the new tools and institutions of this new colonialism? How has this affected development and social struggle? The class will be organized around themes and corresponding case studies. Students will engage the idea of “development” in areas of education, economics, natural resources, women's rights, and gender. Students will also examine home grown counter movements, focusing on youth efforts of organizing.

SRPP-UH 1414 Social Dimensions of Health
Offered occasionally
This is an introductory-level course on social variables (e.g., social class, social networks/support, poverty, neighborhood environments, residential segregation, race/ethnicity, discrimination, housing conditions, work environments, and income inequality) that affect health and overviews theories of disease distribution, with an emphasis on social theories including social production of disease and ecosocial theory.

SRPP-UH 1611 Introduction to Global Health
Offered occasionally Crosslisted with Environmental Studies

SRPP-UH 2410Q Gender and Society
Typically offered: spring
Recommended Prerequisite: SOCSC-UH 1210Q Crosslisted with: Data and Discovery; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society
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 how gender is affected by public policies.

SRPP-UH 2411 Health and Inequality
Typically offered: fall
Recommended Prerequisite: SOCSC-UH 1210Q
The course offers an overview of the causes and consequences of social inequality. Topics in this course include: the concepts, theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; industrial support for stratification, including family, schooling, and work; political power and role of elites; and comparative patterns of inequality, including capitalist, socialist, and post-socialist societies.

SRPP-UH 2412X Islamist Social Movements in the Middle East
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Political Science
This course critically examines theories and case studies of religious social movements with a special focus on Islamist social movements in the Middle East. The course will begin by introducing students to histories of social movements, highlighting how the different repertoires movements adopt based on the political and cultural contexts in which they are embedded. It will then move on to exploring the role of Islam in local and global social movements. The course will turn to empirical cases of Islamist movements, analyzing their characteristics in relation to topics such as nationalism, colonialism, hybridity, gender equality, civil society, and the role of women. Students will compare Islamist movements from a wide variety of countries in the region, including Egypt, Turkey, Iran, Lebanon, Pakistan, Saudi Arabia as well as transnational and jihadi movements. The class will end with a discussion of the popular upheavals in the region commonly referred to under the rubric of the Arab Spring.

SRPP-UH 2413J Connecting Neighborhoods and Health: An Introduction to Spatial Epidemiology
Typically offered: January
This course will focus on Spatial Epidemiology, i.e. the distribution and spatial determinants of health and well-being in human populations across the globe. The course will provide students with a historical, theoretical and methodological overview of the development of epidemiology from a cross-national perspective. This is an introductory-level course; as such, the course intentionally is broad, covering a range of issues and topics (e.g. neighborhood characteristics assessment methods, methods to examine neighborhood boundaries, identification of spatial clusters (“hot spots”) of disease, quantitative methods to evaluate associations between neighborhood factors and health, and connecting neighborhoods to health disparities). The course will consist of readings, group discussion, and individual inquiry, to examine the role of neighborhood factors in health in different geographic contexts. Over the course all students will propose an original research project designed to answer a specific research question connecting neighborhoods and health. This proposal will be your final project for the course and you will present that research to the class.

SRPP-UH 2417 Global Stratification
Offered occasionally
Crosslisted with Economics; Legal Studies; Political Science
The acute prevalence of stratification and inequality in contemporary industrial societies presents a particularly pertinent topic for social science researchers. On the one hand, there is the expectation that the vestiges of a post-Enlightenment heritage will offer these developed societies the framework to construct a truly egalitarian social and economic order. At the same time, we are trained theoretically to confront the inevitability of stratification, especially in societies motivated by capitalism. In turn, this brings us to an academic dilemma that rests at the very cornerstone of evolved meritocracies: if stratification is inevitable, then is inequality acceptable as well as it is “fairly” achieved? This “fair” justification for inequality is pervasive and most easily accepted: and in turn, problematic. Because so much of current inequality in society can be justified, most social processes do not seem extreme or blatantly unequal until it is too late. But whether or not we recognize these individual micro-processes, inequality and stratification in the developed world is both extreme and rising.

SRPP-UH 2612X State Formation: The Case of the United Arab Emirates
Typically offered: spring
Crosslisted with Arab Crossroads Studies; International Security
State formation is no longer viewed as an isolated process. The existence of such political and cultural units as France and Germany, or Japan and India. But in the Middle East, states and national cultures are at the same time ancient and recently created. Here the complex processes of state formation are still current, and the United Arab Emirates, which is just almost fifty years old, serves as a rich and richly varied case study for a comparative understanding of state-building, cultural imagination, and economic development.

SRPP-UH 2613X Women and Work in the Gulf
Typically offered: spring
Crosslisted with Arab Crossroads Studies
This course critically examines how women feature in contemporary debates about employment, development, and nationalism in the context of the Gulf Cooperative Council countries. The course provides a philosophical foundation for debates about women, work, and difference based on feminist theories. Students will explore postcolonial perspectives on feminism and difference, feminist Marxist critiques of capitalism, and other development projects.
and feminist Islamist critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as participants in "competitive" economies, mothers of "future generations of citizens", and symbols of "tradition and culture". The third part of the course will focus on public policy and legal frameworks shaping women's work, exploring how different categories of "women" are produced through public policy programs such as workforce nationalization policy, the social policy, and the interplay of national and international laws governing domestic work, human trafficking, and domestic abuse. The course will host a number of academics, activists, and policymakers.

SRPP-UH 2616 Immigration, Ethnicity and Public Policy
Offered occasionally
This course exposes students to recent theories of immigration and their bearing on governmental policies toward immigrant admission and settlement. A central focus of the course is the social processes by which immigration gives rise to ethnic minorities in successive generations. Topics covered in this course include: a) immigrant entrepreneurship and successful economic adaptation; b) immigrant transnational organizations and their impact on the development of sending countries and regions; c) the adaptation process of the second generation; d) public policies toward immigrant admission and settlement. 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.

SRPP-UH 2620 Education and Society
Typically offered: fall
Crosslisted with Education; New Core: Structures of Thought and Society
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.

SRPP-UH 2640 Social Science Analysis of Global News
Typically offered: fall
How does one 'read the news'? It might be trickier than it sounds. The construction of what becomes 'news', its dissemination and interpretation are complex and inherently contentious social processes. Finding your way in the realm of mass communication, propagandistic conflicts, and public debate requires both theoretical lenses and good practical skills which this course intends to supply.

SRPP-UH 2618 Welfare States in Comparative Perspective
Typically offered: spring
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.

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Typically offered: January

This course will delve into the definitions, histories and emergent narratives of "diversity", "otherness", "difference", "tolerance" and identity formation (national, local, personal). Recently new laws and regulations in Europe have emerged, as well new "diversified" pledges in the US - it is argued that key to our global futures is "diversification", but what does this mean? What/Who "counts" as "diverse", "different"? NYU Abu Dhabi is one of the most "diverse campuses" in the world. What might we learn, or how might this be important in higher education? How might competing notions of "diversity" and "tolerance" exist simultaneously and how might "diversity" be imagined in different national contexts? During the course, we will read and explore a variety of materials from different intellectual traditions including, but not limited to the work of scholars, cultural anthropologists, political scientists, historians, artists, sociologists, and economists who have given consideration to both the conceptual questions posed, as well as the practical questions raised. Finally, we will consider the connections to the commitment to the Charter for Tolerance in the UAE.

Typically offered: Fall

An overview of developments in social theory since the 1950s. Theories considered include structural functionalism, hermeneutical approaches, racial categories but challenges them: Due to a population bottleneck coming out of Africa, a Caucasian is probably more genetically similar to Indians than to his or her mother. This course explores this new field of sociogenomics - what the genome tells us about our collective past, present and future. We examine the ways in which our thinking about gender, class, religion, ethnicity, and other context specific intersectional identities. SRPP-UH 3410

Typically offered: Summer

Typically offered: Spring

Typically offered: Autumn

Typically offered: Fall

Typically offered: Spring
interactionist and phenomenological perspectives, rational choice, network theory, the new institutionalism, and theories of globalization.

ACS-UH 1010X
Anthropology and the Arab World
Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies

ACS-UH 2418X
Politics and Cultures of Nationalism in the Modern Middle East
Crosslisted with Arab Crossroads Studies; Heritage Studies; History

ANTH-UH 1010
Introduction to Anthropology
Crosslisted with Anthropology

ANTH-UH 2111
India: Topics in Anthropology & History
Crosslisted with Anthropology

ANTH-UH 2113
Memoir and Ethnography: Understanding Culture Through First-Person Narrative
Crosslisted with Anthropology; Core: Arts, Design and Technology; Literature and Creative Writing

ANTH-UH 2118X
Islam in the Americas
Crosslisted with Anthropology; Arab Crossroads Studies; History

CADT-UH 1052J
Documenting Identity
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADT-UH 1044JX
Sensory Ethnographic Methods in Kerala:
Documenting Tradition, Documenting Change
Crosslisted with Arab Crossroads Studies; Core: Arts, Design and Technology; Heritage Studies

CDAD-UH 1036EJQ
Community-Driven Development (CDD)
Crosslisted with Core: Data and Discovery

HIST-UH 3323J
Trans-Atlantic Slave Trade: History and Memories
Crosslisted with African Studies; History Atlantic World

LAW-UH 2125X
Islamic Law and Secular Politics
Crosslisted with Arab Crossroads Studies; Legal Studies; New Core: Structures of Thought and Society; Political Science

MCC-UH 1004
Media Landscapes: The Wire
Crosslisted with Film and New Media; Media, Culture and Communication

PSYCH-UH 2211
Social Psychology
Prerequisite: PSYCH-UH 1001
Crosslisted with Psychology

PSYCH-UH 2215
Psychology of Sex and Gender
Prerequisite: PSYCH-UH 1001
Crosslisted with Psychology

PSYN-UH 1002
Gender & Representation: Field Study Workshop
Crosslisted with Peace Studies; Physics

CAPSTONE EXPERIENCE

SRPP-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be a declared SRPP Major.
During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-UH 4001
Capstone Project
Typically offered: spring
Prerequisite: SRPP-UH 4000
During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

The Master of Science in Economics at NYU Abu Dhabi provides program graduates with the theoretical and quantitative foundations for a successful professional career in national and international policymaking institutions, or for continuing PhD studies at the world’s best doctoral programs in economics. The master’s program aims to satisfy the demanding requirements of modern economic theory and practice.

Students will learn to:
- Collect, analyze, and present economic data using the latest statistical and econometric methods.
- Assess current social and economic challenges (e.g., the sustainability of a social security system or the impact of a change in the tax code) through the lens of state-of-the-art empirical, theoretical, and computational models.

The master’s program builds naturally on NYU Abu Dhabi’s strong undergraduate major in economics, leveraging the significant existing teaching and research strength of the faculty. A strong quantitative perspective will prepare graduates for the depth of understanding necessary for leadership as well as the tools required to expand the frontiers of knowledge.

Housed within Social Science and drawing on an international faculty and student body, the program will benefit from the intercultural insights, the broadest international challenges and the nuanced role of economics within the full array of social science methodologies.

Program Structure
The Master of Science in Economics is a rigorous program that prepares students for careers in both academia and policy making. First semester topics include:
- microeconomics
- macroeconomics
- statistics
- analysis

In addition, students are encouraged to learn computer programming - a skill in ever increasing demand.

In the second semester, students will choose either an empirical or a theoretical course in econometrics, and pick three electives out of a selection of theoretical and applied courses.
Learning Outcomes
Upon completion of the Master of Science in Economics at NYU Abu Dhabi students will have achieved the following program learning outcomes:

1. Critical Thinking: Students can identify and analyze the essentials of a problem logically and independently, taking both economic and ethical aspects into account. They understand advanced micro and macro-economic concepts and can relate them to real-life situations. They can choose and execute modeling strategies and provide guidance to a team of analysts.

2. Written and Oral Communication: Students can write coherent and accurate analyses of current economic challenges. They have the ability to deliver oral presentations that explain economic concepts, put current questions into a broader context and they know how to defend their economic analysis effectively and accurately. They demonstrate computer literacy in the preparation of reports and presentations and can provide informed guidance towards the choice of appropriate tools and software.

3. Project Management: Students can work towards solutions with persistence and provide guidance to team members. They manage their own and their team’s time and resources effectively.

4. Continuous Learning: Students regularly assess their knowledge in relevant subject areas and know how to acquire, understand, and apply new insights and material.

5. Computational Capacity: Students have a solid understanding of computer programming and numerical methods necessary to solve relevant economic and statistical problems. They can advise team members on the appropriate choice of computer languages/software packages and algorithms.

6. Proficiency in Economic Analysis: Students can read and understand published academic and policy research in the major areas of economics. They can relate current economic policy questions to the appropriate theory and have the capacity to collect and analyze relevant data to provide informed theoretical and empirical analyses.

Research
Students in the Master of Science in Economics program have the opportunity to work with top faculty who are leading significant research in multidisciplinary centers and labs. NYU Abu Dhabi’s economics program recently ranked fifth in Asia in research output.

REQUIREMENTS FOR THE MAJOR
10 courses, distributed as follows:

5 Required Economics courses:
- ECON-GH 5100 Microeconomics 1
- ECON-GH 5200 Mathematical Statistics and Probability
- ECON-GH 5600 Macroeconomics 1
- ECON-GH 5900 Mathematics 1
- ECON-GH 5210 Econometrics or ECON-GH 5220 Empirical Economics

4 Elective courses:
- ECON-GH 5120 Microeconomics 2
- ECON-GH 5310 Behavioral Economics
- ECON-GH 5410 International Economic Development
- ECON-GH 5620 Macroeconomics 2
- ECON-GH 5920 Mathematics 2
- ECON-GH 5950 Introduction to Computer Programming
- ECON-GH 5960 Numerical Methods

1 ECON-GH 6000 Seminar and Final Project.

1 Optional course:
- ECON-GH 5000 Math Camp
### MSc ECONOMIC COURSES

#### REQUIRED MSC ECONOMICS COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>ECON-GH 5100</strong></td>
<td><strong>Microeconomics 1</strong>&lt;br&gt;Corequisite: ECON-GH 5900&lt;br&gt;This course provides an introduction to microeconomic theory designed to meet the needs of students in an economics PhD program. The course provides a rigorous overview of the main topics of microeconomic analysis including consumer theory, producer theory, game theory, general equilibrium, and information economics.</td>
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<tr>
<td><strong>ECON-GH 5200</strong></td>
<td><strong>Mathematical Statistics and Probability</strong>&lt;br&gt;Corequisite: ECON-GH 5900&lt;br&gt;The course provides an introductory treatment of probability theory. The course takes an abstract, formal point of view and centers on the explanation of the underlying concepts behind statistical inference. At the end of the course the students understand the mechanisms underlying statistical inference. They are able to properly interpret the outcomes of a test. Moreover, the students possess the tools necessary in order to design and execute tests on their own scientific hypotheses. Additionally the level of the course is set such that the students acquire the relevant skills in order to be able to cope with scientific literature in the econometrics community.</td>
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<tr>
<td><strong>ECON-GH 5600</strong></td>
<td><strong>Macroeconomics 1</strong>&lt;br&gt;Corequisite: ECON-GH 5900&lt;br&gt;This course serves as a graduate level introduction to some fundamental questions in macroeconomics. We first theoretically and empirically study determinants of economic growth before proceeding to some major determinants of goods and labor supply and demand. We discuss fiscal and monetary policy issues as well as economic growth applying the methods and techniques used for the analysis of dynamic optimization problems using functional equations: dynamic programming.</td>
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<tr>
<td><strong>ECON-GH 5900</strong></td>
<td><strong>Mathematics 1</strong>&lt;br&gt;This course counts towards the Master of Science in Economics. This course follows the optional Math Camp that the students can take prior to the beginning of the Master’s program. It trains the student to think rigorously and systematically at a level of high abstraction. The course is not meant primarily to serve other courses; it is designed to introduce advanced but standard mathematics that are both instructive in its own sake, and relevant for economic analysis. This Mathematics 1 course introduces the fundamental elements of Set Theory, Linear Algebra, Topology, Convex Analysis and Differential Calculus that are needed to understand in depth, and practice at a high level of sophistication, a main pillar of economic analysis: Optimization.</td>
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#### ELECTIVE COURSES

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<th>COURSE</th>
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<tr>
<td><strong>ECON-GH 5210</strong></td>
<td><strong>Econometrics</strong>&lt;br&gt;Prerequisites: ECON-GH 5200 and ECON-GH 5900&lt;br&gt;The goal of this course is to develop in detail the theoretical underpinnings of the linear regression model which forms the cornerstone of theoretical and applied econometric research. The course will also introduce advanced econometric methods for cross-sectional, panel and time series data, such as Maximum Likelihood and Generalized Method of Moments, as they apply to several linear and nonlinear econometric models.</td>
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<tr>
<td><strong>ECON-GH 5220</strong></td>
<td><strong>Empirical Economics</strong>&lt;br&gt;Prerequisites: ECON-GH 5200 and ECON-GH 5900&lt;br&gt;The goal of this course is to develop in detail the theoretical underpinnings of the linear regression model which forms the cornerstone of theoretical and applied econometric research. The course will also introduce advanced econometric methods for cross-sectional, panel and time series data, such as Maximum Likelihood and Generalized Method of Moments, as they apply to several linear and nonlinear econometric models.</td>
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#### OPTIONAL COURSE

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<tbody>
<tr>
<td><strong>ECON-GH 5000</strong></td>
<td><strong>Math Camp</strong>&lt;br&gt;This 4 credit course (70 contact hours) prepares for the Master of Science in Economics. Prerequisites are knowledge of Calculus and Multivariable Calculus. Beginning with a review of univariate differential calculus and optimization, the discussion moves to the basics of linear algebra, multivariable differential calculus and tools related to the constrained optimization of functions, the core concepts of this course. Additional topics will be covered including duality, fixed-point theorems, implicit function theorem and envelope theorems. While this course is not a study of pure mathematics, several results will be presented with rigorous proofs. For each of the topics covered, economics applications will be introduced and solved in class.</td>
</tr>
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</table>
The aim of the course is to identify behavioral comparisons matter. In the third part, students occurring phenomena and learn about alternative constructive manner. That means students will choice, kidney exchange). outcomes. The second part of the course concerns market design, focusing on the two most-widely studied types of applications: auction design and the design of “matching” markets (e.g., school choice, kidney exchange).

**ECON-GH 5210 Behavioral Economics**

The aim of the course is to identify behavioral patterns that cannot be easily explained with standard economic models. This is done in a constructive manner. That means students will test the predictions of standard economic theories based on observational data from laboratory experiments, field experiments, and naturally occurring phenomena and learn about alternative theories that fare better in describing the behavioral patterns that they identify. Equipped with this knowledge, students will learn how to use behavioral theories to design public policy interventions and perfect business processes. The course is divided into four main themes: individual decision making, fairness and social norms, strategic interactions, and applications. In the first part, students study the rationality of preferences, decision under uncertainty, and economic growth. Attention then turns to the role of markets, with a focus on finance. Then we turn to interventions designed to improve education, address demographic change, reduce the burden of disease, and confront corruption.

**ECON-GH 5620 Macroeconomics 2**

Prerequisites: ECON-GH 5600 Macroeconomics 2 presents an overview of macroeconomics at the Master's level. The main theories are introduced in an intuitive way as possible, to pinpoint as rigorously as possible which ones withstand empirical scrutiny and why. This is not a technical course, but conceptual. The goal is to help think about labor, goods and financial markets in a unified manner, and that motivate key empirical questions. Special attention is being paid to data and what empirical research has taught us. The proposed structure leaves plenty of room for group discussions, particularly as regards more recent developments on both empirical and theoretical fronts. The course covers basic concepts of labor market equilibrium and labor market institutions, capital investment and technical progress: business cycles and volatility. Financial market frictions, the demand for goods, demand management and the Phillips curve debate will be addressed as well as the relevance of heterogeneity in macroeconomics. After extensive coverage of the general economy the course moves to an internationally open economy: terms of trade, currency adjustment and capital flows.

**ECON-GH 5920 Mathematics 2**

Prerequisites: ECON-GH 5900 The Mathematics 2 course continues Mathematics I by deepening abstract mathematical concepts and thinking in Analysis (drawing from Set Theory, Linear Algebra, Topology, Differential and Integral Calculus, Measure Theory, and Differential Topology) in lecture format with extensive room for proofs in class as well as in recitations. This course trains the student to think rigorously and systematically at a level of high abstraction. It is designed to introduce advanced but standard mathematics that are both instructive in their own sake, and relevant for economic analysis. The Mathematics 2 course covers the mathematics of a main pillar of economic analysis: Equilibrium.

**ECON-GH 5950 Introduction to Computer Programming**

We find that the exposure of many economists to programming languages tends to be limited to mastering statistical packages, such as Stata and EViews, just well enough in order to perform simple tasks like running a basic regression. These skills, however, do not scale up in a straightforward manner to handle complex projects. This course is designed to help address this challenge. It is aimed at Masters students who expect to do research in a field that requires modest to heavy use of computations. In other words, any field that either involves real-world data; or that does not generally lead to models with simple closed-form solutions. Students will be introduced to effective programming practices that will substantially reduce their time spent programming, make their programs more dependable, and their results reproducible without extra effort. The course draws extensively on some simple techniques that are the backbone of modern software development, which most economists are simply not aware of. It shows the usefulness of these techniques for a wide variety of economic and econometric applications by means of hands-on examples.

**ECON-GH 5960 Numerical Methods**

Prerequisites: ECON-GH 5600 and ECON-GH 5950 Numerical Methods covers basic methods of numerical analysis, differential equations, the solution of linear and nonlinear equation systems, etc. Special attention will be given to numerical methods for dynamic optimization, which are essential for dynamic analysis in all fields of economics. The course will cover in detail the solution of dynamic stochastic equilibrium models, including heterogeneous agent models, as they are used in modern macroeconomics, both in academic work and in central banks. The coursework will be done in Matlab, the language most widely used in economic applications. Introductions will be given to Python, a scripting language used in all fields of computing, and to Julia, a new high-performance computing language. The focus of the course is on the practical implementation of these methods. At the end of the course, participants are supposed to be able to replicate the results of recent papers in quantitative economics. The grade of the course will be based on the final computational project.
NYU Wagner and NYU Abu Dhabi offer students the opportunity to simultaneously pursue the degrees of Bachelors of Arts and Master of Public Administration. Students admitted to the BA-MPA program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This dual degree is designed for students with a strong commitment to public leadership and will allow such students both to enhance and focus their opportunities for learning, while helping them to build a meaningful career in public service.

NYUAD undergraduates in one of three majors may submit an NYUAD pre-application for the BA-MPA track once they have earned 48 credits; the majors are Economics, Political Science, and Social Research and Public Policy. At Wagner, students choose between the Public and Nonprofit Policy and Management Program and the Health Policy and Management Program and then further specialize within each program. Students may complete a maximum 28 of the 60 credits for the MPA while they are still undergraduates; initial courses should include the five Wagner school core courses along with two specialization requirements. The 28 credits may be a combination of Wagner graduate courses or their undergraduate equivalents (see equivalency table); students must earn a B or better in all Wagner or equivalent courses for these to be applied to the MPA. BA-MPA students must complete all requirements of their major as well as school-wide requirements prior to matriculating at Wagner.

In their senior year, students in the BA-MPA track must formally submit an MPA application to Wagner by the December admissions deadline. Those students matriculating at Wagner with less than two years of full-time, relevant work experience must complete the Professional Experience Requirement while matriculated at Wagner. BA-MPA students who formally apply and are admitted to the MPA may choose to defer admission for up to two years in order to gain critical professional experience in the field.

**Advising**
Adrienne Smith, Undergraduate Studies Administrator, NYU Wagner
Hannah Brueckner, Program Head of Social Research and Public Policy, NYU Abu Dhabi

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**COURSE EQUIVALENCIES TABLE FOR BA-MPA**

<table>
<thead>
<tr>
<th>Wagner Graduate Course</th>
<th>Undergraduate Equivalents</th>
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<tbody>
<tr>
<td>CORE-GP 1011 Statistical Methods</td>
<td>Or satisfied by one</td>
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<td>SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences</td>
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<td></td>
<td>ECON-UA 18 Statistics</td>
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<tr>
<td></td>
<td>POL-UA 800 Quantitative Methods in Political Science</td>
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<td>SOC-UA 302 Statistics for Social Research</td>
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<tr>
<td>CORE-GP 1018 Microeconomics</td>
<td>Or satisfied by either</td>
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<tr>
<td></td>
<td>ECON-UA 1112 Principles of Macroeconomics and</td>
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<td>SOCSC-UH 1111 Markets</td>
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<td></td>
<td>ECON-UA 1 Introduction to Macroeconomics and</td>
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<tr>
<td></td>
<td>ECON-UA 2 Introduction to Microeconomics</td>
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<tr>
<td>CORE-GP 1020 Managing Public Service Organizations</td>
<td>Or satisfied by</td>
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<tr>
<td></td>
<td>UPADM-GP 103 Introduction to Managing Public Service Organizations</td>
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<tr>
<td>CORE-GP 1021 Financial Management</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>CORE-GP 1022 Introduction to Public Policy</td>
<td>Or satisfied by</td>
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<tr>
<td></td>
<td>POLSC-UH 2412 Power and Politics in America</td>
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<td>SRPP-UH 2610 Introduction to Public Policy</td>
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<td></td>
<td>POL-UA 300 Power and Politics in America</td>
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<td></td>
<td>UPADM-GP 101 Politics of Public Policy</td>
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<tr>
<td>PADM-GP 2140 Public Economics and Finance</td>
<td>No undergraduate course equivalent</td>
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<tr>
<td>PADM-GP 2902 Multiple Regression and Introduction to Econometrics</td>
<td>Or satisfied by</td>
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<td>SOCSC-UH 3220 Econometrics</td>
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Science at NYU Abu Dhabi is designed to produce outstanding, creative intellects by offering an education that emphasizes the integration of the life, physical, mathematical, and computer sciences with other academic disciplines to produce future leaders with global awareness, cultural sensitivity, and ethical integrity. The Division of Science at NYU Abu Dhabi offers majors in biology, chemistry, computer science, mathematics, physics, and psychology, with areas of specialization in some majors.

Science majors culminate their undergraduate experience with a Capstone Project, in which individuals or multidisciplinary teams of students use their skills to identify and solve a problem in science. Research teams also have the opportunity to participate in the cutting-edge research projects led by scientists of international distinction.

The increasingly interdisciplinary nature of modern scientific research requires that biologists, chemists, computer scientists, mathematicians, physicists, and psychologists have a fundamental understanding of one another’s areas. It is important for students engaged in these fields to experience and comprehend multiple scientific disciplines and their interrelationships.

Foundations of Science is an innovative program that responds to the nature of modern science. Instead of the traditional series of discipline-specific introductory courses, Foundations of Science integrates basic concepts from biology, chemistry, and physics in a demanding three-semester, six-course sequence. The program fosters discussion among students and creates a collaborative learning dynamic. Problem-solving and group work in laboratory sessions is stressed, while close contact among students and faculty is a major feature of the program. The interdisciplinary approach and experimental work foster a more comprehensive understanding of science.

The description of each major, below, includes a sample four-year schedule to indicate a possible pathway through the major in combination with other required and elective courses. The science majors require that some courses are taken in a particular sequence, as indicated in the sample schedules, but students still have multiple scheduling options, including study away semesters, and they will work with their faculty mentor to plan personalized curricula each semester.
Majors in biology, chemistry, and physics are required to take *Foundations of Science*. Students intending to major in biology, chemistry, and physics normally start *Foundations of Science* in either the first or second semester of the first year. Students who begin the *Foundations of Science* series in their second year with the intention to major in the sciences have several options for completing their degree. They may take additional courses over the summer at sites within NYU’s global network; they may take more than four courses per semester; or they may need an additional fifth year of study at NYU Abu Dhabi. These options must be considered carefully by the student and the faculty mentors.

**Foundations of Science Grading**

While each level of *Foundations of Science* is an integrated course, separate grades are provided for various components as a means to allow students to document their completion of the specific disciplinary and laboratory content that makes up these courses. Consistent with this integrated approach, students must earn an average grade of C for the components of each level of *Foundations of Science* to continue into the next level or to use the course to satisfy the prerequisites for other courses outside of *Foundations of Science*. Additionally, students majoring in biology, chemistry, or physics, must have grades of at least C in all *Foundations of Science* components in their specific, respective major fields. Finally, although continuation into other courses is based on the average performance in each level of *Foundations of Science*, students earn academic credits only for those graded components they pass or, for students subject to the transcript policy (see Academic Policies), only for those components with grades of at least C-. The number of earned credits for *Foundations of Science* components is particularly important for all engineering majors who must earn at least 16 credits in science.

**Minor in Natural Sciences**

Science in the 21st century is no longer easily compartmentalized: the physical sciences of chemistry and physics and the life sciences of biology and ecology have merged. *Foundations of Science* at NYU Abu Dhabi provides a fundamental yet rigorous overview of science, focusing on the interrelationships among physics, chemistry, and biology. The minor in the Natural Sciences introduces students to energy, forces, and matter, the essentials of atomic structure and basic chemical reactions, and the applications of these concepts to cell biology and biodiversity.

**REQUIREMENTS FOR THE MINOR IN NATURAL SCIENCES**

6 courses, distributed as follows:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Foundations of Science 1: Energy and Matter (SCIEN-UH 1101EQ, 1102EQ, 1103)</td>
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<tr>
<td>1</td>
<td>Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201EQ, 1202EQ, 1203)</td>
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<td>1</td>
<td>Foundations of Science 3: Systems in Flux (SCIEN-UH 1301, 1302, 1303, 1304)</td>
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<tr>
<td>1</td>
<td>Foundations of Science 4: Form and Function (SCIEN-UH 1401, 1402, 1403, 1404)</td>
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<tr>
<td>1</td>
<td>Calculus with Applications: Science and Engineering (MATH-UH 1012)</td>
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<tr>
<td>1</td>
<td>Multivariable Calculus with Applications: Science and Engineering (MATH-UH 1020)</td>
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SCIENCE COURSES

FOUNDATIONS OF SCIENCE

SCIENCE COURSES

SCIENCE-HU 110EIQ, 110EQG, 1103
Foundations of Science 1: Energy & Matter
Offered fall, spring
Prerequisites: MATH-UH 1011, MATH-UH 1012 or MATH-UH 1013
Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)
Foundations of Science 1: Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality $E=mc^2$. Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the guiding principles of the scientific method and an introduction to experimental design, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-HU 120EIQ, 120EQG, 1203
Foundations of Science 2: Forces & Interactions
Offered fall, spring
Prerequisites: Foundations of Science 1 Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)
Foundations of Science 2: Forces and Interactions introduces students to fundamental forces, including gravity and electrical forces. Concurrently, atomic theory, the theory of molecular bonding, and atomic and molecular structures and shapes, in which forces and energy play a role, are investigated. Students apply these concepts to understanding molecules related to the life sciences. Laboratory exercises focus on acquisition of data and analysis with a continued emphasis on technical presentation. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-HU 1303I, 1302, 1303, 1304
Foundations of Science 3: Systems in Flux
Offered fall, spring
Prerequisites: Foundations of Science 2, MATH-UH 1020 or MATH-UH 1022
Components: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
Foundations of Science 3: Systems in Flux focuses on changes in systems in the physical and living worlds. Capacitors, current, and basic circuits are explored with an eye toward understanding their applications to chemical reactions and the behavior of living cells. The rates and directions of chemical reactions are explored as chemical kinetics and chemical equilibrium are investigated with a special focus on acid-base chemistry. These fundamental physical and chemical principles are used to describe basic cellular monomers and polymers including DNA, RNA, and protein, and the sequence of events that leads to information flow and its regulation in the cell nucleus. They are also applied to macroscopic systems found in the biosphere. Laboratory exercises focus on fundamental protocols and tools needed to sharpen basic laboratory skills. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-HU 1401, 1402, 1403, 1404
Foundations of Science 4: Form and Function
Offered fall, spring
Prerequisites: Foundations of Science 3, MATH-UH 1020 or MATH-UH 1022
Components: Physics (1 credit), Chemistry (1.5 credits), Biology (1.5 credits), Laboratory (1 credit)
Foundations of Science 4: Form and Function explores a question applicable to all branches of science: How does the form or shape of a physical entity set its function? This leads to another question: If a specific function is desired, can a form or shape be engineered or modified to execute or improve the execution of that function? The course examines the form/function concept in magnetic and electrical fields, the behavior and design of small molecules, and the activity of proteins as the workhorse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms at macroscopic and microscopic levels. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIENCE-HU 1501, 1502, 1503
Foundations of Science 5: Propagating Change
Offered fall, spring
Prerequisites: Foundations of Science 4 Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
Foundations of Science 5: Propagating Change focuses on disturbances in physical and living systems that bring about change. In physics, disturbances generate waves that are associated with the transmission of light and sound. These same waves generate responses in living organisms as sensory systems detect them, including nerves in some species. Electromagnetic waves, interactions among light, matter, and living systems are examined. Change during the growth of cells is explored at the molecular level as well. Laboratory exercises fuse physics, chemistry, and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

SCIENCE-HU 1601, 1602, 1603
Foundations of Science 6: Oscillations and Uncertainties
Offered fall, spring
Prerequisites: Foundations of Science 5 Components: Biology (1.5 credits), Physics (1.5 credits), Laboratory (1 credit)
Foundations of Science 6: Oscillations and Uncertainties examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be need to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.
Biology is concerned with the workings of life in all its varied forms. In recent years, the life sciences have been revolutionized by the development of molecular, cellular, genomic, and bioinformatic techniques that are being applied to study fundamental processes in organisms. As a result, there has been a transformation in the understanding of life, from the genetic networks that guide how embryos develop to uncovering natural genetic variation and how life adapts to diverse environments at unprecedented resolution. These and other discoveries in biology are shaping society by improving human health, enhancing rational management of our environment, developing forensic science, and augmenting the production of renewable energy with the concomitant sequestering of pollutants. In addition, the rapid growth of the life sciences has fueled new ethical and legal issues that impinge on biological discoveries and their applications.

Recent developments in the biological sciences have led to a focus on systems biology, which aims to integrate the vast amount of molecular data that can now be captured, providing new insights into how and why biological systems are adaptable and robust. These developments have brought to light the interdisciplinary nature of modern biology, requiring an integrated exposure to fundamental concepts in biology, chemistry, computer science, engineering, mathematics, and physics.

The major in Biology offers students the opportunity to learn introductory science in an integrated format in the Foundations of Science sequence and to use contemporary tools and approaches to solve problems in areas of the current life sciences. Intermediate and advanced courses provide a broad and intensive background in modern biology for those interested in careers in research, health-related fields, biotechnology, and education, among others. The advanced courses emphasize the fundamental concepts and principles mastered in the Foundations of Science sequence, continuing the emphasis on using interdisciplinary approaches to understand the natural world.

The learning outcomes of the biology program are:

- Describe and explain the specialized factual and theoretical concepts involved in modern biology including the flow and regulation of genetic information and signaling in biological systems.
- Recognize that living systems are subject to the same laws and rules of chemistry and physics as the inanimate world and understand the fundamental relationships between structure and function in biological systems.
- Understand how organisms adapt to their surroundings in the short-term level via physiology and in the long-term via evolution.
- Analyze the primary scientific literature, evaluate the evidence presented and critically assess the conclusions.
- Identify problems and questions in the life sciences, evaluate their importance, craft hypotheses and select and design the appropriate rigorous experiments to test these ideas, as well as providing constructive feedback to peers on their experimental designs.
- Conduct experiments reliably, reproducibly and independently.
- Analyze and interpret qualitative and quantitative data.
- Communicate science effectively to other scientists in writing and orally.

The major in Biology is taught by faculty who carry out research in state-of-the-art laboratories in various areas in the life sciences. The Program in Biology at NYU Abu Dhabi has strong interactive ties with the Department of Biology, the Center for Genomics and Systems Biology, and other laboratories located at NYU New York and within the NYU global network.

Organic Chemistry 2 is not required for the major in Biology. However, it is highly recommended for students who intend to apply to medical or dental school and for students interested in graduate school in the life sciences. In addition, majors in Biology are encouraged to complete Introduction to Probability and Statistics (MATH-UH 1003Q formerly MATH-AD 107).

The study away pathway for the Biology major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one biology elective be taken while studying away.

The Research Seminar in Biology will take place in the spring semester of junior year also effective from 2020–21.
REQUIREMENTS FOR THE MAJOR
17.25 courses, distributed as follows:

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<tr>
<th>Courses</th>
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<td>Required courses:</td>
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<td>BIOL-UH 2010 Human Physiology</td>
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<td>CHEM-UH 2010 Organic Chemistry I</td>
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<td>MATH-UH 1012Q Calculus with Applications to Science and Engineering</td>
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<td>Biology Electives</td>
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<td>BIOL-UH 3090 Research Seminar in Biology</td>
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<td>BIOL-UH 4001-4002 Capstone Project in Biology</td>
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SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCES (FOR BIOLOGY MAJORS ONLY)
The Biology major offers a specialization in Brain and Cognitive Science (BCS), which emphasizes the function of the nervous system and places a special emphasis on the biological and psychological processes through which organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in Biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one Biology Laboratory Elective. The BCS specialization also requires completion of Introduction to Psychology and Cognition or Mind and Brain offered by the NYUAD Program in Psychology.

Biology majors who seek to complete the BCS specialization are strongly encouraged to complete Organic Chemistry 2 and Introduction to Probability and Statistics, depending on their career goals or plans for graduate and professional school.

REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCE
18.25 courses, distributed as follows:

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<th>Courses</th>
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<td>BIOL-UH 3117 Molecular Neurobiology</td>
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<td>CHEM-UH 2010 Organic Chemistry I</td>
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<td>CHEM-UH 2050 Organic Chemistry I Lab</td>
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<td>MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering</td>
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<tr>
<td>PSYCH-UH 1001 Introduction to Psychology</td>
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<tr>
<td>PSYCH-UH 2410 Cognition or PSYCH-UH 2412 Mind and Brain</td>
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<tr>
<td>Biology Laboratory Elective</td>
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<td>BIOL-UH 3090 Research Seminar in Biology</td>
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<tr>
<td>BIOL-UH 4001-4002 Capstone Project in Biology</td>
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SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS
The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.
Biology majors who elect to complete the Biophysics specialization must complete all courses required for the Biology major, three required Biophysics courses, and one elective selected from the list below. BIOL-UH 3130 Biophysics can count towards the major electives. Additionally, 1 Biophysics elective can be used towards the major electives if it is cross-listed with the Biology major. Any other Biophysics courses would be in addition to the Biology major requirements.

**REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION**

- BIOL-UH 3130 Biophysics (can be used towards Biology major electives)
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH 3130 Computational Biology and Biophysics

**ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION**

Students select 4 credits from the following:
- CHEM-UH 3011 Physical Chemistry: Thermodynamics and Kinetics
- CHEM-UH 3016 Analytical Chemistry
- CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function
- CHEM-UH 3260 Special Topics in Chemistry (NMR only)
- PHYS-UH 3014 Statistical Mechanics and Thermodynamics

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

<table>
<thead>
<tr>
<th>YEAR 1</th>
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<td>CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING</td>
<td>GENERAL ELECTIVE</td>
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<th>YEAR 4</th>
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<td>CAPSTONE PROJECT IN BIOLOGY</td>
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<td>BIOLOGY ELECTIVE</td>
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BIOLOGY COURSES

REQUIRED COURSES

BIOL-UH 2010 Human Physiology
Typically offered: fall, spring
Prerequisites: Foundations of Science 1-6
This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of organ physiology, including the nervous system with an emphasis on humans. After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans. It explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes. The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.

BIOL-UH 3090 Research Seminar in Biology
Typically offered: fall, spring
Prerequisites: Foundations of Science 1-6. Biology must be declared as primary major.
2 credits
The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYU Abu Dhabi biologists and others in related fields. Through exposure to faculty research, students identify areas of interest for their own capstone projects, develop and write an in-depth research proposal over the course of the seminar. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Biology 1. All majors in Biology are required to complete the Research Seminar in Biology during the fall semester of their junior year. Students who have chosen Biology as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

CHEM-UH 2010 Organic Chemistry 1
Prerequisite: Foundations of Science 1-4
Corequisite: CHEM-UH 2050
Crosslisted with Biology: Chemistry
5 credits
MATH-UH 1012 Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test
Crosslisted with Biology: Chemistry; Computer Science; Engineering; Mathematics; Physics
Multivariable Calculus with Application to Science and Engineering
Prerequisite: MATH-UH 1012 or equivalent
Crosslisted with Biology; Chemistry; Engineering; Mathematics; Physics

BIOLOGY ELECTIVES

BIOL-UH 2113 Evolution
Offered occasionally
Prerequisite: Foundations of Science 1-6
This course provides a concept-driven overview of the most fundamental concept in biology: evolution. The course explores the principles of evolutionary biology through lectures, discussion, and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, and phylogenetic systematics. The course focuses on developing students’ understanding of these concepts while reviewing the evidence supporting evolutionary theory.

BIOL-UH 2114 Genetics
Typically offered: spring
Prerequisite: Foundations of Science 1-6
Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism’s fitness? The course covers the concepts, principles and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics, and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance and the use of genetic methods to analyze protein function, gene regulation, and disease.

BIOL-UH 2120 Ecology
Offered occasionally
Prerequisite: Foundations of Science 1-6
Crisscrossed with Biology; Environmental Studies
How is life organized? The study of ecology answers this question by investigating how the environment and interactions between organisms drive the distribution, structure, and functioning of life at increasingly complex levels (individuals, populations, communities, ecosystems). This course will use a combination of literature, government data sets, and field excursions to develop an understanding of how ecologists investigate the patterns of community development through ecological survey approaches, and how manipulative experiments are designed to deduce processes structuring organisms in dynamic field conditions. Emphasis will be placed on quantitative analyses, interpretation, and reporting using both empirical and modeled data.

BIOL-UH 3101 Behavioral and Integrative Neuroscience
Typically offered: spring
Prerequisite: BIOL-UH 2114
Crosslisted with Biology
Required for Brain and Cognitive Science
The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. Students will also consider higher mental processes such as those involved in language and memory.

BIOL-UH 3114 Molecular Biology
Offered occasionally
Prerequisite: Foundations of Science 1-6
What is the nature of biological information? How is it read and decoded? How is it reliably passed from one generation to another? How are errors during DNA replication and protein synthesis corrected? How is cell fate determined? These and other questions will be answered in the course. In particular, the molecular biology course will help students understand concepts and techniques required to answer fundamental questions in molecular biology. Students will also learn how to design experiments, test hypotheses and interpret results. Further, they will get the opportunity to review research papers and critically analyze experimental data.

BIOL-UH 3115 Genome Biology
Offered occasionally
Prerequisite: Foundations of Science 1-6
What is personalized medicine? What’s the microbiome, and why should anyone care? How can human migration patterns in ancient times or the domestication of plants be understood? How can we understand the human genome influences knowledge about heritable diseases? Fueled largely by the Human Genome Project, modern biological science has entered a new, revolutionary era in the 21st century. Genomics and bioinformatics; the collection and analysis of vast amounts of sequence and functional data are transforming how long-standing mysteries and new kinds of questions are solved. New scientific discoveries from genome sciences are impacting society, and every-day lives, on all levels: public policy, medicine, health, and the environment. This course introduces students to fundamental concepts and current topics in genome science.

BIOL-UH 3116 Immunology
Offered occasionally
Prerequisite: Foundations of Science 1-6
This course offers a comprehensive view of modern immunology at the evolutionary, cellular and molecular levels and enables the students to understand the mechanisms in the vertebrate immune system. The course presents the major groups of pathogens and their transmission. The fundamental principles of cellular and molecular immunology will be discussed with emphasis upon the interrelationships between innate and adaptive host defense. The nature of immunological specificity and its underlying molecular biology will be presented. This will be followed by a discussion on the emergence and evolution of the vertebrate immune system. The course concludes with presentation and discussion of new and emerging concepts and methodologies in tumor immunology and treatment of infectious diseases.

BIOL-UH 3117 Molecular Neurobiology
Typically offered: fall
Prerequisite: BIOL-UH 2113
Crosslisted with Biology
Required for Brain and Cognitive Science
Can we understand how the brain works at the level of individual neurotransmitters and even molecules? This seminar course provides students with broad exposure to current questions and experimental approaches in molecular and cellular neuroscience. Classes are organized into three modules: the control of neuronal cell form and its developmental determinants; neuronal cell function; and the mechanisms underlying neuronal signaling and synaptic plasticity.

BIOL-UH 3118 Conservation Biology
Offered occasionally
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology; Environmental Studies
The loss of biodiversity is one of the most rapid forms of environmental changes imposed by humans on our planet. Conservation biology is the study of the factors that are responsible for the loss, maintenance and restoration of biodiversity. It is a highly inter-disciplinary field, which requires in-depth understanding of ecology and evolutionary biology. In its application, conservation biology must also take into account
the sociological, economical and ethical impact of biodiversity protection. This course will first explore the processes responsible for the establishment and maintenance of biodiversity as well as the multiple benefits of biodiversity for the function of ecosystems and for human use. The impact of habitat loss, overexploitation and invasive species on biodiversity will be discussed. This will be followed by an exploration of strategies used by conservation biology to combat these threats. These topics will be further investigated by the in-depth study of some of the most pressing threats, including overfishing, the impact of climate changes and the loss of tropical rainforests.

**BIO-UH 3130 Biophysics**
- Offered occasionally
- Prerequisite: Foundations of Science 1-6
- Crosslisted with Biology, Chemistry

Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments. This section is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates, and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression.

**BIO-UH 3140 Special Topics in Biology**
- Offered occasionally
- Prerequisite: Foundations of Science 1-6
- Special Topics in Biology offers high-level courses or seminars on a wide variety of topics in the life sciences. Topics vary from semester to semester.

**CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function**
- Prerequisite: CHEM-UH 2010
- Crosslisted with Biology; Chemistry

**CHEM-UH 3021 Biochemistry: Metabolism**
- Prerequisite: CHEM-UH 2010
- Crosslisted with Biology; Chemistry

**CHEM-UH 3022 Experimental Biochemistry**
- Corequisites: CHEM-UH 3020
- Crosslisted with Biology; Chemistry; Physics

**BIO-UH 3130 Quantitative Synthetic Biology**
- Prerequisite: Foundations of Science 3-4
- Crosslisted with Biology; Engineering

**BIOLOGY LABORATORY ELECTIVES**

**BIO-UH 3210 Experimental Neurobiology**
- Offered occasionally
- Prerequisite: BIO-UH 2010

This course explores the role of individual molecules and the morphological and physiological properties of single neurons in the nervous system. Both molecular and cellular neurobiology have revolutionized research on cognitive processes and psychiatric disorders. Cell neurobiology has led to understanding the processes of neural coding at both the single cell and the circuit level. This course engages students in a guided research project as well as scientific writing and data reporting.

**BIO-UH 3210 Synthetic Biology**
- Typically offered: spring
- Prerequisites: Foundations of Science 1-6
- Typical course combines lectures, class discussions, and lab experiments to explore applications of cellular neurobiology in research. In addition to cellular physiology, this course examines brain activity dynamics and investigates neural interface systems.

**BIO-UH 3210 Experimental Developmental Biology**
- Offered occasionally
- Prerequisite: BIO-UH 2010

Embryonic development has fascinated biologists for centuries and is the focus of heated political debate. This course introduces students to basic principles of developmental biology and is based in laboratory work of direct observation and experimentation with a common model organism. The course is project based to learn about developmental biology and to gain proficiency in the experimental approaches used in the field.

**BIO-UH 3220 Experimental Systems Biology**
- Typically offered: fall
- Prerequisites: Foundations of Science 1-6 or (Foundations of Science 1-4 and instructor permission)

A typical cell expresses thousands of gene products and synthesizes nearly as many metabolites. How do these components interact with each other and what are the rules governing such interactions? Systems biology attempts first to define what the cell’s parts list is, then through establishing how these elements interact, define the emergent properties of such interactions. This course will combine lectures, class discussions, and lab experiments to explore key elements of systems biology while exploring the genetic basis of disorders with complex inheritance pattern. Students will carry out high-throughput transcriptome sequencing of human brain RNA samples to measure the expression of gene products implicated in complex neurological disorders. Clustering, gene-set enrichment, and network reconstruction will be carried out to explore the relationship between gene expression and gene function. Last, students will be introduced to at least two two-hybrid technology and reconstruction of networks based on existing Y2H datasets will be carried out and studied.

**BIOLOGY: BIOPHYSICS SPECIALIZATION**

**REQUIRED COURSES**

**BIO-UH 3130 Biophysics**
- Offered occasionally
- Prerequisite: Foundations of Science 1-6
- Required for Biophysics

Biophysics uses the laws of physics and their associated mathematical principles to gain an understanding of living systems, primarily by examining forces and interactions among molecules found in cells. This course begins with a thorough review of cells, with a special emphasis on eukaryotes and their different compartments. This section is followed by an investigation of the structures and functions of biological macromolecules, including proteins, nucleic acids, carbohydrates, and lipids. Students gain a deep understanding of information flow in cells via detailed biophysical analysis of replication and gene expression.

**CHEM-UH 3130 Computational Biology & Biophysics**
- Typically offered: fall
- Prerequisite: Foundations of Science 1-6

**ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE**

**BIO-UH 3101 Behavioral and Integrative Neuroscience**
- Typically offered: spring
- Prerequisite: BIO-UH 3100
- Crosslisted with Biology

**PSYCH-UH 1001 Introduction to Psychology**
- Crosslisted with Biology; Psychology

**PSYCH-UH 2410 Cognition**
- Prerequisite: PSYCH-UH 1001
- Crosslisted with Biology; Psychology

**PSYCH-UH 2410 Cognitive Neuroscience**
- Prerequisite: PSYCH-UH 1001 or BIO-UH 3101
- Recommended Prerequisite: PSYCH-UH 1003
- Crosslisted with Biology; Psychology
Typically offered: To students in the Senior year only and by Application. By exception for third year students
Prerequisite: students must receive permission from the faculty in the Program in Biology; special permission must be given for this course to count toward the major in Biology.

This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course.

The Capstone Project in Biology requires students to engage in long-term, mentored research that culminates in the composition of an original paper. Students are expected to engage in a laboratory-based or field-based research project. However, under circumstances based on career trajectory, students may complete a theoretical treatise to explore a new and interesting idea in the life sciences that requires merging extant theories and data to develop novel and testable predictions about specific biological phenomena. The project is developed during fall of the third year as part of the Research Seminar in Biology. During the capstone research experience, students are fully immersed in the daily life of the laboratory. This approach allows students to experience the teamwork required to succeed in research and to foster a relationship with biology faculty who will act as their mentors. Upon completion of their project, students present and discuss the results of their work in a senior thesis following the formatting standards of a leading biology journal.

Continuation of BIOL-UH 4001

Typically offered: fall, spring
Prerequisite: BIOL-UH 390

The Chemistry major builds on the Foundations of Science program and offers students the opportunity to pursue their interests in the traditional sub-disciplines of chemistry: organic chemistry, inorganic chemistry, physical chemistry, and analytical chemistry. The major offers elective courses that explore the interdisciplinary areas of biochemistry, computational chemistry, chemical biology, and materials science. A degree in Chemistry prepares students for graduate work and rewarding careers in all sectors of scientific life, from basic research to commercial product development. It also enables the pursuit of exciting careers in education, law, medicine, business, and government.

Learning Outcomes
On successful completion of this program, students will be able to:

1. Demonstrate factual and theoretical knowledge of our present understanding of the physical world and the atoms and molecules that comprise it, including an understanding of the fundamental concepts underpinning organic, inorganic, physical, analytical, and biochemistry;

2. Understand the important role of chemistry as the central science and the integration of chemistry with the physical sciences, the life sciences, mathematics, and engineering;
3. Conduct laboratory experiments effectively and safely by understanding and applying the concepts of safe laboratory practices, including responsible disposal techniques, use of material safety data sheets (MSDS), recognizing and minimizing potential hazards, and handling emergencies effectively;  
4. Solve problems through defining a problem clearly, forming testable hypotheses, designing and executing experiments, analyzing data, and drawing appropriate conclusions;  
5. Search and use the peer-reviewed scientific literature effectively and evaluate papers and other media critically;  
6. Demonstrate effective communication in oral and written form and be able to present information in a clear and organized manner, write concise reports, and use technology, such as presentation, word processing, and structure-drawing software;  
7. Work effectively in a multidisciplinary team to solve scientific problems; and  
8. Practice ethics and conduct themselves responsibly with an awareness of the role of chemistry in contemporary social and global issues.  

The study away pathway for the Chemistry major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one chemistry elective be taken while studying away. Students majoring in chemistry will achieve a factual and theoretical understanding of the physical world and the atoms and molecules that comprise it; they will understand the important role of chemistry as the central science and the integration of chemistry with other disciplines; they will conduct laboratory experiments effectively and safely; they will solve problems through a rigorous scientific approach; they will be able to search and use the peer-reviewed scientific literature effectively; they will demonstrate effective communication in oral and written form; they will learn how to work effectively in a multidisciplinary team; and they will practice ethics and conduct themselves responsibly with an awareness of the role of chemistry in society.
### REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH 3130 Computational Biology and Biophysics (in place of the 1 elective for the Chemistry major)

### ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

Students select 4 credits from the following outside their major:

- BIOL-UH 2010 Human Physiology
- BIOL-UH 2114 Genetics
- BIOL-UH 3115 Genome Biology
- BIOL-UH 3116 Immunology
- BIOL-UH 3218 Synthetic Biology
- BIOL-UH 3220 Experimental Systems Biology
- PHYS-UH 3014 Statistical Mechanics and Thermodynamics

### CHEMISTRY

**SAMPLE SCHEDULE**
Alternate sample schedules are available at nyuad.nyu.edu/grids

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CHEMISTRY COURSES

REQUIRED COURSES

CHEM-UH 3030 Organic Chemistry 2 Lab
Typically offered: fall
Prerequisite: CHEM-UH 2010
Corequisite: CHEM-UH 3011
Lab component for Organic Chemistry 2
2 credits

CHEM-UH 3011 Physical Chemistry: Thermodynamics and Kinetics
Typically offered: fall
Prerequisite: Foundations of Science 1-6
Corequisite: CHEM-UH 3012
This course covers the fundamental concepts in physical chemistry: thermodynamics and chemical kinetics, which examine the relationship between energy and matter, and the reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, carbonyl compounds, and carboxylic acids. The course incorporates modern analytical methods that are the cornerstone of contemporary organic chemistry.
2 credits

CHEM-UH 3021 Physical Chemistry Laboratory: Thermodynamics and Kinetics
Typically offered: fall
Prerequisite: CHEM-UH 3011
This laboratory course is coupled to the lectures in CHEM-UH 3011 and provides students with the skills required for performing experiments in physical sciences. The course introduces the principles and practices of experimental and computational methods in thermodynamics and chemical kinetics, including their mechanism of action and their reactions from both a synthetic and mechanistic viewpoint. The topics include conjugated systems, aromatic compounds, including phenols and aryl halides, as well as a thorough discussion of delocalized chemical bonding; aldehydes and ketones; amines; carboxylic acids and their derivatives; and biologically important molecules. The course continues the emphasis on modern analytical methods that are the cornerstone of contemporary organic chemistry. The laboratory further develops the organic chemistry techniques for the separation, purification, identification, and synthesis of organic compounds, incorporating modern analytical methods that are the cornerstone of contemporary organic chemistry.
2 credits

Scientific and analytical equipment, acquire, process and analyze data, and interpret the results. After the completion of this course, students are able to characterize materials by using common analytical methods.

CHEM-UH 3003 Physical Chemistry: Quantum Mechanics and Spectroscopy
Typically offered: spring
Prerequisite: Foundations of Science 1-6
Corequisite: CHEM-UH 3014
This course is primarily devoted to quantum mechanics, a theory that currently plays a central role in structural chemistry, theoretical chemistry, and spectroscopy. In contrast to classical mechanics, which is based on the interaction of energy and matter on large bodies, quantum mechanics focuses on the interactions of energy and matter at the atomic and subatomic level. Hence, this course provides detailed insights into modern approaches that explain the structure and spectra of atoms and molecules. After completion of this course, students are able to understand the origins and meanings of key chemical concepts, including wave functions, atomic and molecular orbitals, energy levels, hybridization, atomic and molecular spectra, and electron spin. Students are also able to interpret various spectra—electronic, rotational, infrared, and nuclear magnetic resonance—and to correlate these to the structures of atoms and molecules.
2 credits

CHEM-UH 3014 Physical Chemistry Laboratory: Quantum Mechanics and Spectroscopy
Typically offered: spring
Corequisite: CHEM-UH 3013
This laboratory course is coupled to the lectures in CHEM-UH 3013 and focuses on the principles and use of computational and experimental methods for predicting structure and energy, spectroscopic characterization, and structure determination. The students become familiar with modern instrumental methods such as absorption (ultraviolet-visible) spectroscopy, fluorescence spectroscopy, infrared spectroscopy, nuclear magnetic resonance, and structural analysis by single crystal X-ray diffraction. The students learn how to use and interface analytical equipment, acquire, process and analyze data, and interpret the results. After the completion of this course, students are able to characterize molecules and their mechanisms of action and their regulation, moving toward a deep understanding of information flow in cells via detailed biochemical studies of replication, transcription, and translation.
2 credits

CHEM-UH 3015 Inorganic Chemistry
Typically offered: spring
Prerequisites: Foundations of Science 1-6
Inorganic chemistry is the study of all elements in the periodic table, as well as the compounds they form and the reactions that lead to the formation of new compounds. This course includes the study of structure from atomic level to molecular level. Students will understand how atoms connect to form molecules and how molecules are assembled together to form the structure of materials. This course also studies the properties of elements and of the different compounds they form.
catalyze and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulations and signal transduction mechanisms that control their flux in living systems. Review of scientific literature broadens students’ understanding of metabolism in the human body with special focus on human diseases.

**CHEM-UH 3090 Research Seminar in Chemistry**
Typically offered: fall
Prerequisites: Foundations of Science 1-6. Chemistry must be declared as primary major
2 credits
The research seminar provides students with an overview of the diverse, multidisciplinary research areas that have captured the interest and fascination of chemists and others in related fields at NYU Abu Dhabi. Through exposure to faculty research, students identify potential areas of interest for their own capstone research, and over the course of the semester develop and put into writing an in-depth research proposal that will form the core of their capstone project. The final capstone project proposal is due at the end of the semester so that students can begin the Capstone Project in Chemistry in the fall semester of their senior year. Students who have chosen chemistry as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective that are not research courses.

**MATH-UH 1012Q Calculus with Applications to Science and Engineering**
Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test
Crosslisted with Biology; Computer Science; Engineering; Mathematics; Physics

**MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering**
Prerequisite: MATH-UH 1012Q or equivalent
Crosslisted with Biology; Engineering; Mathematics; Physics

**CHEMISTRY ELECTIVES**

**CHEM-UH 2201 Advanced Materials**
Typically offered: fall
Prerequisites: Foundations of Science 3-4. Chemistry must be declared as primary major
2 credits
This course will provide an introduction to advanced materials science and engineering, and will emphasize the breadth of this interdisciplinary, rapidly growing field. The synthesis, organization, and processing of materials can enable functional performance. The course material will overview the preparation of both organic and inorganic materials, and will later expand on the available methods for their characterization. Special emphasis will be given to the optimization of the design and synthesis of materials’ performance and the relationship between the structure and properties of materials. The target-oriented design of materials will also be described through the underlying processes, structure, properties, and performance, with particular focus on applications in energy conversion and storage and biotechnology. About half of the course will be dedicated to soft materials (polymers, liquid crystals, biomaterials), and the remaining half will focus on hard materials (semiconductors, metals, alloys, and optical materials). Both the science-driven approach (used in materials science, polymer science) and the design-driven approach (used in engineering) will be presented and illustrated with examples from industrial design, aerospace engineering, civil engineering, architecture, manufacturing, eco-design, and sustainability.

**CHEM-UH 3022 Experimental Biochemistry**
Typically offered: fall
Prerequisites: CHEM-UH 3010 and Corequisites CHEM-UH 3020
Crosslisted with Biology; Chemistry, Physics
Students majoring in life sciences and bioinformatics hands-on experience with a variety of biotechnology techniques to better prepare them for a graduate degree or industry. Students will be trained to master biochemical techniques for the manipulation of macromolecules and build a firm understanding of how research is conducted in postgraduate institutions. Inquiry based learning will drive students to learn to use biochemical tools for the characterization of proteins’ structures and functions. Discussions on fundamental biochemical principles and experimental techniques will assist the students to design and conduct a research project. Students in groups of two will propose a project, run experiments, present data to their peers, and write a final report. First, a protein will be expressed in E. coli, purified using column chromatography on a Fast Protein Liquid Chromatography (FPLC) system. The amount of protein will be quantitated then run on an gel to determine its purity and molecular weight. Analysis will include kinetic and enzyme mechanistic characterization, structural characterization using circular dichroism, spectroscopy, and thermodynamic stability using Differential Scanning Fluorimetry (DSF) and Differential Scanning Calorimetry (DSC).

**CHEM-UH 3260 Special Topics in Chemistry**
Offered occasionally
Prerequisites: Foundations of Science 1-6 and permission of the instructor
This course provides in-depth treatment of an area of current interest in chemistry. Lectures offer an overview based on the area related to the topic. Students read and discuss review articles and current literature on the topic. Course requirements may vary and will focus on interdisciplinary topics.

**CHEM-UH 4210 Biophysical Chemistry**
Offered occasionally
Prerequisites: CHEM-UH 3010, CHEM-UH 3015 and CHEM-UH 3020
Applications of physical and chemical principles to topics of biochemical and biological interest with an emphasis on the basic principles underlying bio-physical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics in this course include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as clear methods of resonance and vibrational spectroscopy. Applications of these methods to important biophysical, biochemical, and biological problems of current interest such as protein folding, imaging, and protein-DNA interactions are discussed.

**CHEM-UH 4211 Biocatalysis and Bioengineering**
Offered occasionally
Prerequisites: CHEM-UH 3010 and CHEM-UH 3020
Covering a broad range of topics at the interface between organic chemistry and biology, this course focuses on current advances in bioorganic chemistry and biotechnology.

**CHEM-UH 4212 Advanced Organic Chemistry**
Offered occasionally
Prerequisites: CHEM-UH 3010 and Foundations of Science 1-4
This course builds upon the concepts and skills learned in Organic Chemistry 1 and 2, applying them to the study of advanced concepts in structure, reactions and their mechanisms, and the multi-step synthesis of complex molecules. The course applies principles of stereochemistry, thermodynamics, mass spectrometry, and molecular orbital theory to functional group transformations, pericyclic and photochemical reactions, and carbon-carbon bond formations. The reactions are placed into context by a comprehensive discussion of the multi-step synthesis of important complex organic molecules, such as drug molecules and natural products, with an emphasis on retrosynthetic analysis.

**CHEMISTRY: BIOPHYSICS SPECIALIZATION REQUIRED COURSES**

**CHEM-UH 3130 Computer Biology & Biophysics**
Typically offered: fall
Required for Biophysics
The aim of this course is to walk students through the main ideas in computational techniques used in bioinformatics and molecular biology. Emphasis will be given to the algorithms and ideas pertaining to modeling structure, dynamics, and interactions of proteins and nucleic acids using computer simulations. Current approaches in structure prediction, biomolecular dynamics, and Monte Carlo simulations will be covered. To assist students in developing a practical understanding of the methods, hands-on exercise and projects will be provided. Special topics including computer-aided drug design and the use of machine learning approaches in studying biology and biophysics will be discussed.

**BIOL-UH 3130 Biophysics**
Prerequisite: Foundations of Science 1-6 Required for Biophysics
Crosslisted with Biology, Chemistry, Physics

**PHYS-UH 3219**
Biological Physics: From single molecules to the cell
Required for Biophysics
Typically offered: spring

**DIRECTED STUDY**

**CHEM-UH 3250 Directed Study in Chemistry**
Typically offered: To students in the Senior year only and by Application. By exception for third year students.
Prerequisite: Permission from the faculty in the Program in Chemistry; special permission must be given for this course to count toward the major in Chemistry
This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Chemistry. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring NYUAD Program in Chemistry.
faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Chemistry are available from the Registrar and must also be returned in the previous semester.

CAPSTONE EXPERIENCE

CHEM-UH 4001
Capstone Project in Chemistry 1
Typically offered: fall, spring
Prerequisite: CHEM-UH 3090
The senior capstone experience in chemistry is designed to engage students in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The research project focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The capstone project provides an opportunity for students to use their knowledge and skills to identify and solve a problem or answer a question in the field of chemistry. The students design and execute a project under the guidance of a faculty mentor.

CHEM-UH 4002
Capstone Project in Chemistry 2
Typically offered: fall, spring
Prerequisite: CHEM-UH 4001
This is a continuation of Capstone Project in Chemistry 1. During this semester, the project culminates in a presentation and a written document of significant length that describes the work in detail.

Computer Science is a practical art that has led to revolutionary innovations in entertainment, the humanities, health, business, the news media, communications, education, scientific research, and the arts. It is also a science rooted in mathematics and engineering. Although it is a relatively young field, computer science has produced many of the advances in modern life that we now take for granted. It has given medical researchers tools to understand and cure diseases, enabled physicists to reshape our understanding of the universe, allowed neuroscientists to uncover the secrets of our brains, and helped biologists decipher the human genome. Computer Science has rewritten the rules of the entertainment industry and has transformed the way humans communicate with each other.

The goal of the Computer Science major is to train students both in the fundamental principles of computer science and in related aspects of technology, to broaden the knowledge base of computer science majors, and to demonstrate the relevance of computer technology to other disciplines. Computer Science majors must complete a minor or a second major in one of the following areas: Applied Mathematics, Economics, Engineering, Interactive Media, Natural Sciences, or Sound and Music Computing. The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

The study away pathway for the Computer Science major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that at least one elective Computer Science course be taken in Abu Dhabi.
REQUIREMENTS FOR THE MAJOR

17.5 courses, distributed as follows:

9 Required courses:
- CS-UH 1001 Introduction to Computer Science
- CS-UH 1002 Discrete Mathematics
- CS-UH 1050 Data Structures
- CS-UH 1052 Algorithms
- CS-UH 2010 Computer Systems Organization
- CS-UH 2012 Software Engineering
- CS-UH 3010 Operating Systems
- CS-UH 3012 Computer Networks
- MATH-UH 1012Q Calculus with Applications to Science and Engineering

2 Computer Science Electives from within the Computer Science major

0.5 CS-UH 3090 Research Seminar in Computer Science (half course)

2 CS-UH 4001 - 4002 Capstone Project in Computer Science

4 Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Economics, Engineering, Interactive Media (the elective courses within this minor must be selected from the Computational Media cluster), Natural Sciences, or Sound and Music Computing. Note that completing a second major in Biology, Chemistry, Economics, Engineering, Mathematics, or Physics precludes the need to complete one of the listed minors.

PROGRAM LEARNING OUTCOMES

The Computer Science major has the following program learning outcomes:

- PLO-1: Be able to analyze a problem, and identify, define, and verify the appropriate computational tools required to solve it.
- PLO-2: Be able to apply up-to-date computational tools necessary in a variety of computing practices.
- PLO-3: Be able to implement algorithms as programs using modern computer languages.
- PLO-4: Be able to apply their mathematical knowledge to solve computational problems.
- PLO-5: Be able to communicate computer science knowledge both orally and in writing.
- PLO-6: Be able to collaborate in teams.

MINOR IN COMPUTER SCIENCE

The minor in Computer Science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The minor requires completion of five courses: Introduction to Computer Science, Discrete Mathematics, Data Structures, Algorithms, and one Computer Science elective.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE

5 courses, distributed as follows:

1 CS-UH 1001 Introduction to Computer Science
1 CS-UH 1002 Discrete Mathematics
1 CS-UH 1050 Data Structures
1 CS-UH 1052 Algorithms
1 Elective from within the Computer Science major
## COMPUTER SCIENCE

### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

### YEAR 1

<table>
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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>INTRODUCTION TO COMPUTER SCIENCE</td>
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<td>DISCRETE MATHEMATICS</td>
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<td>CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING</td>
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<td>FIRST-YEAR WRITING SEMINAR</td>
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<td>ALGORITHMS</td>
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### YEAR 2

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<td>COMPUTER SYSTEMS ORGANIZATION</td>
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<td>SOFTWARE ENGINEERING</td>
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<td>MINOR 1</td>
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<td>CORE</td>
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<th>Spring Semester</th>
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<td>COMPUTER NETWORKS</td>
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### YEAR 3

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<th>Fall Semester (New York)</th>
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### YEAR 4

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<td>CAPSTONE PROJECT IN COMPUTER SCIENCE-1</td>
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<td>MINOR 4</td>
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### COMPUTER SCIENCE COURSES

#### REQUIRED COURSES

**CS-UH 1001**

**Introduction to Computer Science**

Typically offered: fall, spring

Crosslisted with Interactive Media; Sound and Music Computing

Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation, data structures, decision structures, iterative structures, file input/output, and recursion. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, and polymorphism. A final project allows students to combine these concepts to produce a large program of their design.

**CS-UH 1002**

**Discrete Mathematics**

Typically offered: fall, spring

Crosslisted with Sound and Music Computing

Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics on the other hand deals with real numbers. Topics in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, statistics, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

**CS-UH 1050**

**Data Structures**

Typically offered: fall, spring

Prerequisites: CS-UH 1001 and Pre or Co Corequisite CS-UH 1002

Crosslisted with Engineering; Sound and Music Computing

Organizing and managing large quantities of data using computer programs is increasingly essential to all scientific and engineering disciplines. This course teaches students the principles of data organization in a computer, and how to work efficiently with large quantities of data. Students learn how to design data structures for representing information in computer memory, emphasizing abstract data types and their implementation, and designing algorithms using these representations. Topics include recursion, asymptotic analysis of algorithms, lists, stacks, queues, trees, hashing, priority queues, dictionaries, graph data structures etc. This course is taught using the C++ programming language. In addition to the two theory lectures, one lab session (2:30h) will be held weekly. It will be dedicated to the practice of C++ and implementation of data structure concepts covered in the theory lectures. This will effectively help students in the design and implementation of computerized solutions to real problems using appropriate data structures.

**CS-UH 1052**

**Algorithms**

Typically offered: fall, spring

Prerequisite: CS-UH 1002 and Pre or Co Corequisite CS-UH 1002

Crosslisted with Engineering; Sound and Music Computing

Algorithms lie at the very heart of computer science. An algorithm is an effective procedure, expressed as a finite list of precisely defined instructions, for solving problems that arise in applications in any domain of knowledge. All computer programs are translations of algorithms into some programming language. Often the most difficult parts of designing an algorithm are to make sure that when it is programmed in a computer, it runs as fast as possible and does what it was designed to do. This course covers the fundamentals of algorithms, focusing on designing efficient algorithms, proving their correctness, and analyzing their computational complexity. The algorithms studied are taken from a variety of applications such as sorting, robotics, artificial intelligence, searching, pattern recognition, machine learning, music, bioinformatics, arithmetic, algebra, and geometry.

**CS-UH 2010**

**Computer Systems Organization**

Typically offered: fall, spring

Prerequisite: CS-UH 1050

Crosslisted with Engineering

The course focuses on understanding lower-level issues in computer design and programming. The course starts with the C++ programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics in this course include the C++ programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.
CS-UH 2012 Software Engineering
Typically offered: fall, spring
Prerequisite: CS-UH 1050
Crosslisted with Engineering
This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile development, and enterprise application development tools. All topics are integrated and applied through intensive homework and a small group project. The aim of the course is to prepare students for dynamics in a real workplace.

CS-UH 3010 Operating Systems
Typically offered: fall, spring
Prerequisites: CS-UH 1052 and CS-UH 2010
The operating system is a computer's chief manager overseeing interactions between users, applications, shared software and hardware resources. This course covers the fundamentals of operating system design and implementation. Lectures present the central ideas and concepts such as synchronization, deadlock, process management, storage and memory management, file systems, security, protection, and networking. Assigned readings and programming assignments illustrate the manifestation of these concepts in real operating systems.

CS-UH 3012 Computer Networks
Typically offered: fall, spring
Prerequisites: and CS-UH 2010
Have you ever wondered how the internet or Facebook is able to support a billion simultaneous users? This course teaches students the design and implementation of such Internet-scale networks and networked systems. Students learn about the principles and techniques used to construct large-scale networks and systems. Topics in this course include routing protocols, network congestion control, wireless networking, network security, and peer-to-peer systems. Upon completing this course, students are able to initiate and critique research ideas, implement their own working systems, and evaluate such systems. To make the issues more concrete, the class includes several multi-week projects requiring significant design and implementation. The goal is for students not only what computer networks are and how they work today, but also why they are designed the way they are and how they are likely to evolve in the future. Examples are drawn primarily from the internet.

CS-UH 3090 Research Seminar in Computer Science
Typically offered: spring
Prerequisite: MATH-UH 1024, CS-UH 1052, and CS-UH 2010
Prerequisite/Corequisite: CS-UH 2012
The research seminar provides students with an overview of diverse multidisciplinary research areas that capture the interest and fascination of NYUAD computer scientists and others in related fields. Through exposure to NYUAD faculty research, students identify areas of common interest to both faculty and students, for their own capstone research, and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar series so that students can begin the Capstone Project in Computer Science. All Computer Science majors are required to take the research seminar during the spring semester of their third year, and be in NYU Abu Dhabi. Students who have chosen Computer Science as their secondary major do not need to complete the research seminar; students must instead take two computer science elective courses which are not research courses.

MATH-UH 1012Q Calculus with Applications to Science and Engineering
Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Proficiency Assessment
Crosslisted with Biology; Chemistry; Engineering; Mathematics; Physics

COMPUTER SCIENCE ELECTIVES

CS-UH 2213 Artificial Intelligence
Typically offered: spring
Prerequisite: CS-UH 1052
There are many cognitive tasks that people do easily and almost unconsciously but that are extremely difficult to program on a computer. Artificial Intelligence is the challenge of developing computer systems that can carry out these tasks. Topics covered in this course include heuristic search problem solving; automated reasoning; reasoning with uncertainty; machine learning; Perceptrons; Bayesian networks; Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and spatial planning.

CS-UH 2214 Database Systems
Typically offered: spring
Prerequisite: CS-UH 1052
This course introduces students to the foundations of database systems, focusing on basics such as data models, especially the relational data model, query languages, query optimization and processing, indices and other specialized data structures, as well as transactions and concurrency control. We build components of a database system and through research understand the design complexities of transactional and big data analytical systems.

CS-UH 2215 Computer Graphics
Typically offered: fall, spring
Prerequisite: CS-UH 1052
Crosslisted with Design; Interactive Media
This course provides an overview of the fundamental concepts in computer graphics along with hands-on experience in interactive 3D graphics programming. The course covers mathematics related to computer graphics, fundamentals of geometric modeling, the modern graphics pipeline, shading and lighting models, mapping techniques, and ray tracing. Relevant additional topics in mathematics, algorithms and data structures are also covered. The course is program intensive. Currently the programming is done using Javascript and WebGL.

CS-UH 2216 Natural Language Processing
Typically offered: fall, spring
Prerequisite: CS-UH 1052
The field of natural language processing (NLP), also known as computational linguistics, is interested in the modeling and processing of human (i.e., natural) languages. This course covers foundational NLP concepts, such as finite state methods, n-gram modeling, hidden Markov models, part-of-speech tagging, context free grammars, syntactic parsing and semantic representations. The course surveys a range of NLP applications such as information retrieval, summarization and machine translation. Concepts taught in class are reinforced in practice by hands-on assignments.

CS-UH 2217 Computational Geometry
Typically offered: spring
Prerequisite: CS-UH 1052
The field of computational geometry concerns the design and analysis of algorithms that solve geometric problems. Geometric problems are ubiquitous in computer science, playing a significant role in areas such as data science, visualization, computer graphics, computer vision, image processing, pattern recognition, machine learning, robotics, music information retrieval, geographic information systems (GIS), statistical computing, VLSI, bioinformatics, computer assisted design, and computer security. This course covers the fundamentals of geometric algorithms, focusing on strategies for the design of efficient algorithms, proving their correctness, and analyzing their computational complexity. The geometric algorithms studied are taken from a variety of applications in the areas listed above.

CS-UH 2218 Algorithmic Foundations of Data Science
Typically offered: spring
Prerequisites: CS-UH 1052, (MATH-UH 1022 or MATH-UH 1023), and (MATH-UH 1003Q, MATH-UH 2010Q or ENGR-UH 2010Q)
Modern computational problems frequently involve processing massive amounts of data which are often not even available in advance but arrive at a high rate. Apart from the volume and speed, the data are often very high dimensional and noisy. The goal of this course is to teach foundational algorithmic techniques that can be used to build scalable and robust solutions for practical problems of this nature. Topics include machine learning, near-neighbor search, clustering, regression and dimensionality reduction, streaming and sketching, graph analysis, and fundamentals of machine learning. The course will be taught using the Python programming language and assumes familiarity with the language.

CS-UH 2219E Computational Social Science
Typically offered: spring
Prerequisite: CS-UH 1052
This course introduces students to various techniques and concepts that are essential for data scientists. It also provides an in-depth survey of the latest research methodology and topics in the field. The course will cover applications from different fields, such as sociology, psychology, network analysis, and artificial intelligence. In this context, the course will cover the use of computational techniques to model and predict various phenomena using real data. Students will be required to complete a course project, and to write up the results in a short article.

CS-UH 3210 Computer Security
Typically offered: spring
Pre or corequisites: CS-UH 3010 and CS-UH 3012
Technology increasingly permeates every aspect of our lives (including communication, finance, health, utilities, etc.), and the security of the computer systems that enable these services has become a critical issue. This course is an introduction to
fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/attack analysis, access control, distributed systems security, privacy-preserving mechanisms, and the theory behind common attack and defense techniques. The students will get an overview of the cryptographic foundations for securing computer systems, and will conduct hands-on activities for securing different types of systems and respective networks.

**CS-UH 3260**

**Special Topics in Computer Science**

Typically offered: To students in the Senior year

Offered occasionally

Prerequisites: CS-UH 1052 and instructor permission

Special Topics in Computer Science offers high-level courses on a wide variety of topics, including computer vision; computational geometry; cryptography; game programming; machine learning; wireless networks; information retrieval; and user interfaces.

**ENGR-UH 4560**

**Selected Topics in Information and Computational Systems**

Prerequisite: Junior standing

Crosslisted with Engineering

**DIRECTED STUDY**

**CS-UH 3250**

**Directed Study in Computer Science**

Typically offered: To students in the Senior year only and by Application. By exception for third year students

Prerequisite: CS-UH 1052; students must receive permission from the faculty in the Program of Computer Science; special permission must be given for this course to count toward the major in Computer Science

This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Computer Science. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5, and registration requires permission of the sponsoring NYUAD faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Computer Science are available from the Registrar and must also be returned in the previous semester.

**CAPSTONE EXPERIENCE**

**CS-UH 4001**

**Capstone Project in Computer Science 1**

Typically offered: fall, spring

Prerequisite: CS-UH 3090

The capstone experience in Computer Science requires students to engage in a long-term, mentored learning experience that culminates in a piece of original work. The specific project is developed during the Research Seminar in Computer Science. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those in a scholarly computer science journal. Students also participate in a capstone research symposium during which they present their work orally.

**CS-UH 4002**

**Capstone Project in Computer Science 2**

Typically offered: fall, spring

Prerequisite: CS-UH 4001

Continuation of CS-UH 4001

**Global Studies Track: Computer Science**

In addition to providing its students with a rigorous theoretical foundation and methodological training in Computer Science and related aspects of technology, the NYUAD Computer Science program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Computer Science is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential educational and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

- GPA of no less than 3.5 in required major courses
- Cumulative unofficial GPA of no less than 3.5
- Completion of the following prerequisites before starting the US component of the program: *Introduction to Computer Science, Calculus with Applications, Discrete Mathematics, Data Structures, and Algorithms*
- Official declaration of the major at the time of the application
- Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements
- Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship
- Approval of the Program Head for Computer Science, the Dean of Science, and the Office of Global Education

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC
- Spring semester junior year at NYU Abu Dhabi
- Summer internship in a field related to Computer Science and/or similar aspects of technology in the United States. **Note:** Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.
Mathematics is the branch of human inquiry involving the study of data, numbers, relations, shapes, space, symmetries, and how these concepts relate to each other. Despite its often abstract nature, mathematics takes inspiration from the real world and provides the logical and analytical tools for tackling many of the important problems of our time. By its very nature, mathematics provides the means to break many problems into manageable pieces that can be analyzed and solved. In fact, mathematical approaches have been central to solving problems and modeling phenomena in a wide array of disciplines. Probability and statistical analysis are fundamental for mapping and analyzing the human genome. Advanced mathematical theories provide the keys to analyzing the risk of rare events, a basic problem of the financial markets. In physics, geometry finds applications to particle physics, to string theory, and to cosmology. In neuroscience, exciting new research into the structure and functioning of the brain relies heavily on the insights provided by mathematical modeling. These are but a few of the contemporary problems relying on mathematical analysis. Mathematical thinking is grounded in rigor and abstraction, but draws its vitality from questions arising in the natural world as well as applications to industry and technology.

Mathematics majors acquire solid foundations in differential and integral calculus, as well as basic concepts of algebra and modern geometry. Students are introduced to classical subjects such as complex and real analysis, abstract algebra, number theory, and topology. Students interested in applications of mathematics to social and physical sciences may pursue courses in numerical methods, theoretical mechanics, probability, dynamical systems, and differential equations.

Mathematics majors at NYU Abu Dhabi attain a breadth of knowledge within the field, pursue their own interests in math electives, explore the role of mathematics as an applied discipline, and undertake a capstone project. The major offers a rigorous and broad foundation in mathematics through eight required courses: Calculus with Applications; Foundations of Mathematics; Linear Algebra; Multivariable Calculus with Applications to Science and Engineering; Ordinary Differential Equations; Analysis 1; Probability and Statistics; and Abstract Algebra 1. Mathematics students who place out of Calculus are required to complete one additional mathematics elective of their choosing. Mathematics majors who choose to take Multivariable Calculus with Applications to Economics (for example because they plan to major in both Mathematics and Economics) must take Analysis 2.

Students select two electives. These are divided into two overlapping categories, denoted with an A and P. Courses in category A have an applied flavor, courses in category P tend to be more theoretical. To attain greater depth in analysis or algebra, students choose at least one elective from category A and one from category P. Mathematics majors must also complete a minor or major in one of the following areas that use mathematics or mathematical modeling: Computer Science, Economics, or the Natural Sciences. An alternative minor may be approved as substitute on a case-by-case basis when the courses used to complete that alternative minor are judged sufficiently germane to mathematics by the program. Requiring Mathematics majors to complete a minor provides them with a basic knowledge of how math is applied to a specific discipline and is intended to foster the requisite capstone projects.

The study away pathway for the Mathematics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one mathematics elective be taken while studying away.

**REQUIREMENTS FOR THE MAJOR**

16.5 courses, distributed as follows:

- **8 Required courses:**
  - MATH-UH 1010 Foundations of Mathematics
  - MATH-UH 1012Q Calculus with Applications to Science and Engineering
  - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
  - MATH-UH 1022Q Linear Algebra
  - MATH-UH 2010Q Ordinary Differential Equations
  - MATH-UH 2011Q Probability and Statistics
  - MATH-UH 2012Q Abstract Algebra 1
  - MATH-UH 2013Q Analysis I

- **2 Mathematics Electives**

- **0.5 MATH-UH 3090 Research Seminar in Mathematics** (half course)

- **2** MATH-UH 4001—4002 Capstone Project in Mathematics

- **4** Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, Economics, or Engineering. Note that completing a **major in Computer Science, Biology, Chemistry, Physics or Economics** removes the need to complete one of the four listed minors.
PROGRAM LEARNING OUTCOMES

Upon completing their major, mathematics students will be able to:

• PLO-1: Apply the fundamental theorems of Analysis, Algebra and Geometry.
• PLO-2: Identify and apply appropriate mathematical and statistical techniques, both theoretical and numerical, to concrete problems.
• PLO-3: Present and communicate effectively mathematical knowledge and mathematical research.
• PLO-4: Learn new mathematics independently.

MINOR IN APPLIED MATHEMATICS

Mathematics is often associated with science, particularly physics and chemistry, but it is indeed the language and tool of the contemporary life sciences, including ecology and environmental studies, as well as the world of business and the economy. The minor in Applied Mathematics at NYU Abu Dhabi is designed to prepare students in science and the social sciences with the critical quantitative tools and reasoning skills needed to solve problems in those disciplines.

REQUIREMENTS FOR THE MINOR IN APPLIED MATHEMATICS

4 courses, distributed as follows:

1. MATH-UH 1012Q Calculus with Applications to Science and Engineering
2. Multivariable Calculus with Applications to Science and Engineering
3. Courses drawn from the following:
   - MATH-UH 1022 Linear Algebra
   - MATH-UH 2010 Ordinary Differential Equations
   - MATH-UH 2011Q Probability and Statistics

MATHEMATICS

SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

- CALCULUS
- CORE
- COLLOQUIUM
- FIRST-YEAR WRITING SEMINAR
- J-Term

Spring Semester

- LINEAR ALGEBRA
- MULTIVARIABLE CALCULUS
- FOUNDATIONS OF MATHEMATICS
- CORE

YEAR 2

Fall Semester

- ANALYSIS 1
- PROBABILITY AND STATISTICS
- MINOR 1
- ABSTRACT ALGEBRA 1
- J-Term

Spring Semester

- ORDINARY DIFFERENTIAL EQUATIONS
- MATH ELECTIVE
- MINOR 2
- COLLOQUIUM

YEAR 3

Fall Semester (Abroad)

- MATH ELECTIVE (ABROAD)
- GENERAL ELECTIVE (ABROAD)
- GENERAL ELECTIVE (ABROAD)
- GENERAL ELECTIVE (ABROAD)
- J-Term

Spring Semester

- MINOR 3
- RESEARCH SEMINAR
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE

YEAR 4

Fall Semester

- CAPSTONE PROJECT IN MATHEMATICS
- MINOR 4
- GENERAL ELECTIVE
- GENERAL ELECTIVE

Spring Semester

- CAPSTONE PROJECT IN MATHEMATICS
- GENERAL ELECTIVE
- GENERAL ELECTIVE
- CORE
MATH-UH 1000A
Mathematics for Statistics and Calculus Part I
Typically offered: fall, spring
Prerequisites: Math Placement Test
2 credits
This course will provide the basic mathematical toolkit needed for students who do not wish to pursue calculus but still need to be exposed to the mathematical concepts and techniques that are required to study elementary statistics and mathematical models in the social sciences. Emphasis will be placed on the understanding of important concepts and on developing analytical skills rather than just on computational skills, the use of algorithms, and the manipulation of formulae.

MATH-UH 1000B
Mathematics for Statistics and Calculus Part II
Typically offered: fall, spring
Prerequisites: MATH-UH 1000A
2 credits
A fundamental understanding of mathematical functions is critical before engaging in the rigor of calculus. This course examines single variable functions, including their algebraic and geometric properties. By necessity, the course begins with an exploration of the following question: What is a function, and how can it be represented geometrically as a graph? The course delves into standard function manipulations and examines a range of mathematical functions, including polynomial, trigonometric, and exponential functions. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulae and their application. In addition, there is an introduction to the polar coordinate system and vectors in two and three dimensions. Basic sequences are also studied. By the end of the course, students will have a solid preparation for calculus, from the algebraic, geometric and analytic point of view.

MATH-UH 1013Q
Calculus with Applications to Economics
Typically offered: fall, spring
Prerequisite: MATH-UH 1000Q or Math Placement Test
2 credits
This course presents the foundations of calculus by examining functions and their derivatives and integrals with a special emphasis placed on the utilitarian nature of the subject material. Since the derivative measures the instantaneous rate of change of a function and the definite integral measures the total accumulation of a function over an interval, these two ideas form the basis for nearly all mathematical formulas in science, engineering, economics, and other fields. This course also provides instruction in how to model situations in order to solve problems. Applications include graphing, and maximizing and minimizing functions. In addition to two weekly lectures, students attend weekly recitations focused on applications. Placement into Calculus with Applications is decided by discussion with mentors and the results of a mathematics placement examination. This course focuses on the needs of students in economics.

MATH-UH 1021
Multivariable Calculus with Applications to Economics
Typically offered: fall, spring
Prerequisite: MATH-UH 1013Q or equivalent
Crosslisted with Economics
This course explores functions of several variables and has applications to science and engineering as well as economics. This special course for those majoring in economics includes: vectors in the plane and space; partial derivatives; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals.

MATH-UH 1023
Fundamentals of Linear Algebra
Typically offered: fall
Prerequisite: MATH-UH 1012Q or equivalent
Crosslisted with Engineering
2 credits
In many applications of engineering and mathematics, a response of systems is a linear function of the input. These linear systems, which arise in elasticity, in circuits, and in numerical simulations, for example, involve linear equations in many unknowns. The associated matrix algebra is a rich field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrices, determinants, Gaussian elimination, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-UH 1010Q
Probability and Statistics
Typically offered: fall, spring
Prerequisite: MATH-UH 1020 or equivalent
Crosslisted with Biology; Chemistry; Computer Science; Computer Engineering; Economics
This course explores fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1010Q
Multivariable Calculus with Application to Science and Engineering
Typically offered: fall, spring
Prerequisite: MATH-UH 1012Q or relevant result in Math Placement Test
Crosslisted with Physics
This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers as well as economics. This special course for those majoring in economics includes: vectors in the plane and space; partial derivatives; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals; and divergence, gradient, and curl. In addition, the theorems of Gauss and Stokes are rigorously introduced.

MATH-UH 1022
Linear Algebra
Typically offered: fall, spring
Prerequisite: MATH-UH 1012 or relevant result in Math Placement Test
Crosslisted with Physics
In many applications of mathematics, a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in circuits of electric engineering, and in economics for example, involve linear equations in many unknowns. The associated matrix algebra is a rich and beautiful field of mathematics. It is also central to the analysis of linear ordinary and partial differential equations. The material in this course places emphasis on theorems and proofs, and includes systems of linear equations, Gaussian elimination, matrices, determinants, Gaussian elimination, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-UH 1020Q
Ordinary Differential Equations
Typically offered: fall, spring
Prerequisite: MATH-UH 1020 or MATH-UH 1021 Corequisite: MATH-UH 1022
Crosslisted with Physics
Ordinary differential equations are in virtually all fields of applied mathematics. Newton’s equations of motion, the rate equations of chemical reactions, the currents flowing in electric circuits, all can be expressed as ordinary differential equations. The solutions of these equations usually evolve a combination of analytic and numerical methods. The course studies first- and second-order equations, solutions using infinite series, Laplace transforms, linear systems, numerical methods.

MATH-UH 2010Q
Linear Algebra
Typically offered: fall, spring
Prerequisite: MATH-UH 1020 or MATH-UH 1021 Crosslisted with Physics
Most real world phenomena include
Typically offered: spring
Prerequisites: MATH-UH 1010 and MATH-UH 1022
Algebra is a part of every field of mathematics, and has applications in the discrete systems of computer science. Fractions, together with their familiar laws of addition, multiplication, and division, provide an example of algebra. The complex numbers form another. This course includes: mathematical definition of automorphisms and permutation groups. Rings, ideals and quotient rings, Euclidean rings, and polynomial rings are also considered.

MATH-UH 2013
Analysis 1
Typically offered: fall, spring
Prerequisite: MATH-UH 1032 or equivalent, Pre- or Co-requisite: MATH-UH 1010
Real Analysis builds a more rigorous foundation for calculus and prepares the way for more advanced courses. The emphasis is on the careful formulation of the concepts of calculus, and the formulation and proof of key theorems. The goal is to understand the need for and the nature of a mathematical proof. The course studies the real number system, the convergence of sequences and series, functions of one real variable, continuity, connectedness, compactness, and metric spaces. From 2018-2019, this course will be offered in both fall and spring.

MATH-UH 3090
Research Seminar in Mathematics
Typically offered: spring
Prerequisites: MATH-UH 2010, MATH-UH 2011Q, and MATH-UH 2013; Mathematics must be declared as primary major
2 credits
The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians. Through exposure to NYUAD faculty research, students identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Mathematics 1. Students who have chosen Mathematics as their secondary major do not need to complete the research seminar course; students must instead take two courses in their elective which are not research courses.

MATH-UH 2140
Mathematical Modeling
Typically offered: fall even years
Prerequisites: (MATH-UH 1020 or MATH-UH 1021) and MATH-UH 1022
Often, the most difficult task of the applied mathematician is the formulation of an analyzable model in the face of a perplexing phenomenon or data set. This course gives students an introduction to all aspects of this process. The basic tools of modeling, including dimensional analysis, asymptotic approximations, qualitative analysis of differential equations, elementary probability, are presented. They are then used, sometimes in combination with very simple numerical simulations, to give a mathematical formulation of and to analyze several self-contained examples, taken mostly from the natural sciences. Students will be asked to develop or analyze a model of their own choice, in a field of their interest.

MATH-UH 3410
Introduction to Cryptography
Offered occasionally
Prerequisite: MATH-UH 1010 and MATH-UH 2012
From ancient times with the art of ciphers and codes, to the present, keeping information safe from prying eyes and yet maintaining the ability to exchange it with others far away, has been, and will increasingly be of paramount importance for society. Modern cryptography, which is characterized with the advent of public-key cryptography, involves a great variety of mathematical ideas, which is related to number theory. Behind every cryptographic protocol there is a computationally hard math problem upon which the security of the cryptographic protocol relies. The course covers the mathematical underpinnings of such cryptographic methods including RSA, Diffie-Helman key-exchange as well as Lattice and Elliptic Curve-based cryptography. The course also analyzes some probabilistic and information-theoretic aspects of cryptography (the requisite material of the latter will be developed in class).

MATH-UH 3411
Dynamical Systems
Typically offered: every other year
Prerequisites: MATH-UH 1022 and MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g. the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, changes of properties of solutions, ...) turns out to be very difficult. The goal of this course is to study some simple aspects of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular, the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 3412
Numerical Methods
Typically offered: every other year
Prerequisites: MATH-UH 1020 or equivalent, and MATH-UH 1022
Crosslisted with Physics
The course explores how mathematical problems can be analyzed and solved using numerical methods. As such, the subject has very broad applications in applied mathematics, physics, engineering, finance, and life sciences. Topics covered in this course include numerical algorithms for solving linear equations and nonlinear systems of equations, least squares problems, eigenvalue problems, interpolation, numerical quadrature, optimization, and differential equations. Theory and practical examples are combined to study these topics.

MATH-UH 3414
Pamber and Partial Equations
Typically offered: every other year
Prerequisite: MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as partial differential equations, including the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.

MATH-UH 3612
Differential Geometry
Typically offered: every other year
Prerequisite: (MATH-UH 1020 or MATH-UH 1021) and (MATH-UH 1024 or MATH-UH 2010)
This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariate calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections, and curvatures. Computational tools will include tensor algebra and differential forms. Using these, deriv- alized methods and integration on manifolds will generalize the corresponding notions from multi- variable calculus. Further topics also include the Euler characteristic, The Gauss-Bonnet theorem, symplectic, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

PHYS-UH 3100
Mechanics
Prerequisites: Foundations of Science 1-4, and MATH-UH 1022 or MATH-UH 2010
Crosslisted with Physics
SOCSC-UH 3210
Advanced Game Theory
Prerequisite: MATH-UH 1021 or equivalent or consent by Program Head
Crosslisted with Economics; Political Science; Social Research and Public Policy

CATEGORY P (PURE MATHEMATICS)

MATH-UH 3210
Abstract Algebra 2
Typically offered: spring
Prerequisite: MATH-UH 2012
This course is a continuation of the study of algebraic structures started in Abstract Algebra 1. The notion of rings and fields are thoroughly studied, as well as polynomials over rings such as the ring of integers. This course develops ideas to prepare the students to study Galois theory, one of the most important theories in algebra. The topics include Euclidean domains, principal ideal domains, unique factorization domains, imaginary and real quadratic number fields, extension fields and roots of polynomials, constructions with straight edge and compass, and elements of Galois theory.

MATH-UH 3212
Analysis 2
Typically offered: spring
Prerequisite: MATH-UH 2013
The second part of the analysis series is devoted to the calculus of functions of several variables. The transition from a single variable to many variables in- volves important new concepts, which are essential to understanding applications to the natural world. The course entails a rigorous study of functions of several variables, limits and continuity, differentiable functions, the implicit function theorem, Riemann integral, Stokes formula and an introduction to Liebeseuge integration.
MATH-UH 3213
Advanced Probability
Typically offered: spring
Prerequisite: MATH-UH 2010 Q and MATH-UH 2013
The course provides an introduction to rigorous probability theory using measure theory. The necessary notions of measure theory are introduced as needed, and the proofs of essential introductory results of measure theory and probability theory are presented in detail. The main topics of the course include the definition and construction of probability spaces and random variables, limit theorems, conditional expectations, martingales, Markov chains and stochastic processes.

MATH-UH 3411
Dynamical Systems
Typically offered: every other year
Prerequisites: MATH-UH 1022 and MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as differential equations or partial differential equations, e.g. the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, changes of properties of solutions, ...) turns out to be very difficult. The goal of this course is to study some simple aspects of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular, the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 3414
Partial Differential Equations
Typically offered: every other year
Prerequisite: MATH-UH 2010
Crosslisted with Physics
Many laws of physics are formulated as partial differential equations, including the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. This course discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace’s equation. The course also discusses nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics are discussed.

MATH-UH 3610
Complex Analysis
Typically offered: spring
Prerequisites: MATH-UH 1020 or equivalent, and MATH-UH 1022
Crosslisted with Physics
Complex analysis, also known as the theory of functions of a complex variable, is the branch of mathematical analysis devoted to complex valued functions of complex variable. It is further used in other branches of mathematics, including algebraic geometry and number theory, and also has a diverse set of applications in science and engineering; fluid dynamics, elasticity, nuclear and electrical engineering, to name just a few examples. The geometrical content of analysis in the complex plane is especially appealing. Topics covered include: complex numbers and complex functions; differentiation and the Cauchy-Riemann equations, Cauchy’s theorem, and the Cauchy integral formula; singularities, residues, Taylor and Laurent series; fractional linear transformations and conformal mappings.

MATH-UH 3612
Differential Geometry
Typically offered: every other year
Prerequisites: (MATH-UH 1020 or MATH-UH 1021) and MATH-UH 1022
This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariable calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections, and curvatures. Computational tools will include tensor algebra and differential forms. Using these, derivatives on manifolds and integration on manifolds will generalize the corresponding notions from multivariable calculus. Further topics also include: the Euler characteristic. The Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

MATH-UH 4650
Directed Study in Math
Typically offered: To students in the Senior year only and by Application. By exception for third year students
Prerequisite: MATH-UH 1012 and MATH-UH 1020; students must receive permission from the faculty in the Math Program; special permission must be given for this course to count toward the major in Math
This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Math. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring NYUAD faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Math are available from the Registrar and must also be returned in the previous semester.

DIRECTED STUDY
MATH-UH 4650
Directed Study in Math
Typically offered: To students in the Senior year only and by Application. By exception for third year students
Prerequisite: MATH-UH 1012 and MATH-UH 1020; students must receive permission from the faculty in the Math Program; special permission must be given for this course to count toward the major in Math
This course is intended for students who are highly motivated and seek the opportunity to explore in more depth a specific topic with a faculty sponsor from the NYUAD Program in Math. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must write a detailed proposal and syllabus, and approach a faculty member in his or her field of interest to obtain sponsorship, at least four months prior to the start of the course. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0, and registration requires permission of the sponsoring NYUAD faculty member and the Program Head, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Math are available from the Registrar and must also be returned in the previous semester.
Physics is a broad discipline, ranging from fundamental scientific questions to sophisticated technological applications. At its most basic, it is the study of matter and energy and their manifold interactions. Physicists study topics as wide-ranging as the underlying nature of space and time; the origins, large-scale structure, and future evolution of the universe; the behavior of stars and galaxies; the fundamental constituents of matter; the many different patterns in which matter is organized, including superconductivity, liquid crystals, or the various forms of magnetism in solids; the workings of biological matter, whether in molecules such as DNA, or cellular structures, or the transport of matter and energy in and across cells. Basic physics research has led to myriad technological advances. A small list of these advances includes: radio and television; computers; lasers; X-rays; magnetic resonance imaging and CAT scans; and the World Wide Web.

Physics is a hands-on discipline, and students gain expertise not only in the classroom but also in the laboratory. Those trained in physics are found in many occupations, such as various fields of engineering, computer technology, health, environmental and earth sciences, communications, and science writing. They participate in activities ranging from the writing of realistic computer games to the modeling of financial activities, as well as the more traditional activities of physicists. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Outstanding and highly motivated students are offered special opportunities for independent study, summer laboratory research, internships, and other enhancements.

In addition to Foundations of Science 1–6 and six required courses in physics, the major requires four mathematics courses and one physics elective. Although not required, Complex Analysis and Partial Differential Equations are especially relevant to physics, and students are encouraged to complete one or both. At least one additional physics elective is strongly recommended.

Learning Outcomes
On successful completion of this program, students will be able to:
1. Demonstrate advanced theoretical knowledge of the fundamental physical concepts believed to govern the behavior of everything in the universe, as well as the basic mathematical tools needed to understand and communicate physics, plus how they relate to basic biology and chemistry.
2. Demonstrate knowledge of one or more contemporary advanced research topics in Physics.

3. Assess problems in physics and mathematics making use of scaling relations, symmetries, dimensional analysis, and estimation, and eventually get to an analytical or numerical solution using mathematical tools or computer calculations.
4. Operate research grade experimental equipment. They will be able to get data out of the equipment, and analyze their significance using error theory and statistical tools. They will learn how to work in a collaborative environment.
5. Scientific communication. Graduates who major in this program will be able to communicate their (or others’) findings in oral (public presentation) and written (peer reviewed journals) form.
6. Critically analyze and fruitfully discuss a scientific topic in physics.

The study away pathway for the Physics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program recommends that not more than one physics elective be taken while studying away.

REQUIREMENTS FOR THE MAJOR
19.5 courses, distributed as follows:

6.5 SCIEN-UH 1101EQ–1603 Foundations of Science 1–6
5.5 Required courses:
PHYS-UH 2010 Electromagnetism and Special Relativity (half course)
PHYS-UH 3010 Mechanics
PHYS-UH 3011 Electricity and Magnetism
PHYS-UH 3012 Quantum Mechanics 1
PHYS-UH 3013 Advanced Physics Laboratory
PHYS-UH 3014 Statistical Mechanics and Thermodynamics
4 Mathematics courses:
MATH-UH 1012Q Calculus with Applications to Science and Engineering
MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering MATH-UH 1022 Linear Algebra
MATH-UH 2010 Ordinary Differential Equations
1 Physics Elective
0.5 PHYS-UH 3090 Research Seminar in Physics (half course)
2 PHYS-UH 4001 – 4002 Capstone Project in Physics
SPECIALIZATION IN ASTROPHYSICS
FOR PHYSICS MAJORS ONLY

19.5 courses, distributed as follows:

The Physics major offers a specialization in Astrophysics. Astrophysics employs the principles of physics and chemistry to explain the nature of the astronomical objects. The objects studied cover the entire spectrum of celestial bodies, including the Sun and its planets, extrasolar planets, stars, galaxies, the interstellar and intergalactic medium and the cosmos as a whole.

Emissions from these objects are examined across all parts of the electromagnetic spectrum, and the properties examined include luminosity, density, temperature, and chemical composition. Because astrophysics is a very broad subject, astrophysicists apply concepts and methods from many disciplines of physics, including mechanics, electromagnetism, statistical mechanics, thermodynamics, quantum mechanics, relativity, nuclear and particle physics, and atomic and molecular physics.

Physics majors who elect to complete the Astrophysics specialization must complete all courses required for the Physics majors and four astrophysics electives selected from the list below. One of these courses can be used to satisfy the elective requirement for the Physics major. The other three would be in addition to the minimum elective requirements for the major. At least one of the astrophysics electives must be a lab requirement. Additionally, note that PHYS-UH 3220 and 3221 are half courses and both would be needed to satisfy one of the requirements for the specialization (or the major).

- PHYS-UH 3211 General Relativity
- PHYS-UH 3213 Computational Physics
- PHYS-UH 3214 Astrophysics
- PHYS-UH 3217 Multi-wavelength Astronomy
- PHYS-UH 3220 Imaging and Spectroscopy Lab (2 credits - Lab class)
- PHYS-UH 3221 Radio Imaging and Time Series Lab (2 credits - Lab class)
- PHYS-UH 4216 Nuclear Astrophysics

At least 4 credits must be obtained from classes marked as Lab.

SPECIALIZATION IN BIOPHYSICS
FOR NATURAL SCIENCE MAJORS

The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.

Physics majors who elect to complete the Biophysics specialization must complete all courses required for the Physics major, three required Biophysics courses, and one elective selected from the list below. PHYS-UH 3219 can count towards the elective for the Physics major, and the other three courses would be in addition to the Physics major requirements.

REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell (in place of the 1 elective for the Physics major)
- CHEM-UH 3130 Computational Biology and Biophysics

ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

Students select 4 credits from the following outside their major:

- CHEM-UH 3260 Special Topics in Chemistry (NMR only)
- BIOL-UH 2010 Human Physiology
- BIOL-UH 2114 Genetics
- BIOL-UH 3115 Genome Biology
- BIOL-UH 3116 Immunology
- BIOL-UH 3218 Synthetic Biology
- BIOL-UH 3220 Experimental Systems Biology
- CHEM-UH 3020 Biochemistry: Macromolecular Structure and Function
- CHEM-UH 3011 Physical Chemistry: Thermodynamics and Kinetics
- CHEM-UH 3016 Analytical Chemistry
## PHYSICS COURSES

### REQUIRED COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
<th>SEMESTER</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>PHYS-UH 3002</td>
<td>Quantum Mechanics 1</td>
<td>Typically offered: fall; Prerequisites: Foundations of Science 1-6 and MATH-UH 1022 or equivalent. This course provides a rigorous mathematical introduction to quantum mechanics. Quantum mechanics is both a fundamental departure from the classical understanding of the universe and one of the foundational theories on which modern physics is based. Topics include the Schrödinger and Heisenberg description of quantum systems, application to basic atomic structure and simple boundary condition problems, quantum statistics, perturbation theory, and scattering.</td>
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<tr>
<td>PHYS-UH 3013</td>
<td>Advanced Physics Laboratory</td>
<td>Typically offered: fall; Prerequisite: Foundations of Science 1-6 In this course the students assemble and perform key experiments of modern physics. Physics is an experimental science, and this course gives a unique opportunity to experience hands-on some of the phenomena that students have covered in lectures. Activites cover quantum mechanics, particle physics, optics, and atomic and nuclear physics.</td>
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<tr>
<td>PHYS-UH 3014</td>
<td>Statistical Mechanics and Thermodynamics</td>
<td>Typically offered: spring; Prerequisites: Foundations of Science 1-4. This course is about the behavior of macroscopic systems composed of many particles. Phenomena like the behavior of polyatomic gases, magnetism, thermal radiation, phase changes and many others can be understood through statistical mechanics. Topics include the relation of entropy to probability and energy to temperature, the laws of thermodynamics, Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics, equations of state for simple gases, and chemical and magnetic systems, and elementary theory of phase transitions.</td>
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<tr>
<td>PHYS-UH 3011</td>
<td>Electricity and Magnetism</td>
<td>Typically offered: fall; Prerequisites: Foundations of Science 1-4 This course covers electromagnetism at the intermediate level. Electromagnetism is one of the fundamental forces underlying almost any kind of device that we use on a daily basis. Understanding electromagnetism is an indispensable element of a physicist’s knowledge. The course introduces Maxwell’s equations and their applications to physical problems. Topics in the course include electrostatics, magnetostatics, currents, and the propagation of electromagnetic waves.</td>
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</tbody>
</table>

### PHYSICS PROGRAM SCHEDULE

**YEAR 1**

**Fall Semester**

- **CALCULUS WITH APPLICATIONS TO SCIENCE ENGINEERING**
- **COLLOQUIUM**
- **RESEARCH SEM, IN PHYSICS**
- **FIRST-YEAR WRITING SEMINAR**
- **GENERAL ELECTIVE**

**Spring Semester**

- **FOUNDATIONS OF SCIENCE 1**
- **FOUNDATIONS OF SCIENCE 2**
- **MULTIVARIABLE CALCULUS**
- **COLLOQUIUM**

**YEAR 2**

**Fall Semester**

- **FOUNDATIONS OF SCIENCE 3**
- **FOUNDATIONS OF SCIENCE 4**
- **ELECTROMAG. & SPECIAL REL.**
- **LINEAR ALGEBRA**
- **J-Term**

**Spring Semester**

- **FOUNDATIONS OF SCIENCE 5**
- **FOUNDATIONS OF SCIENCE 6**
- **ODE**
- **Core**
- **J-Term**

**YEAR 3**

**Fall Semester (Abroad)**

- **GENERAL ELECTIVE (ABROAD)**
- **GENERAL ELECTIVE (ABROAD)**
- **QUANTUM MECHANICS (ABROAD)**
- **Core (Abroad)**
- **J-Term**

**Spring Semester**

- **STAT MECH**
- **MECHANICS**
- **Core**
- **Advanced Physics Laboratory**

**YEAR 4**

**Fall Semester**

- **CAPSTONE PROJECT IN PHYSICS**
- **EM**
- **PHYSICS ELECTIVE**
- **GENERAL ELECTIVE**

**Spring Semester**

- **CAPSTONE PROJECT IN PHYSICS**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
- **GENERAL ELECTIVE**
begin the Capstone Project in the fall semester of their senior year. All science majors are expected to take this course in their junior year.

MATH-UH 1010Q Calculus with Applications to Science and Engineering Prequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test Crosslisted with Biology; Chemistry; Computer Science; Engineering; Mathematics

MATH-UH 1020 Multivariable Calculus with Application to Science and Engineering Prequisite: MATH-UH 1012 or equivalent Crosslisted with Biology; Chemistry; Engineering; Mathematics

MATH-UH 1022 Linear Algebra Prequisite: MATH-UH 1012 or relevant result in Math Placement Test Crosslisted with Mathematics

MATH-UH 2010 Ordinary Differential Equations Prequisite: MATH-UH 1020 or MATH-UH 1021 Corequisite: MATH-UH 1022 Crosslisted with Mathematics

PHYSICS

PHYS-UH 3211 General Relativity Offered occasionally Prequisite: MATH-UH 2010 Crosslisted with Mathematics General Relativity is currently the leading description for gravity. This topic is important for determining the evolution and fate of the universe, to the motion of small objects in the Solar System and the Earth, and is perhaps the best tested theory in all of physics. This course will involve learning the basic mathematical framework of general relativity (including differential geometry and field equations), as well as applications to various topics in astronomy and astrophysics.

PHYS-UH 3213 Computational Physics Offered occasionally Prequisite: Foundations of Science 1-4 and MATH-UH 2010 This course focuses on fields of current research interest where numerical techniques provide unique physical insight. In fact, modern physics needs computers to solve problems and simulate systems. Topics are chosen from various branches of physics and engineering. The course will involve a combination of theoretical, numerical and experimental methods in statistical mechanics, dynamical systems, fluid dynamics, radiative transfer, and chaos.

PHYS-UH 3214 Astrophysics Offered occasionally Prequisite: Foundations of Science 1-6 This course is about the application of fundamental physics to understand observations of the universe, and the use of astronomical phenomena to study physics. The course draws on all areas of physics. This not only includes mechanics, electricity and magnetism, quantum and statistical mechanics, but also nuclear physics, particle physics, optics, plasma physics, hydrodynamics, and both special and general relativity. This class focuses on a subset of important physical systems and concepts that have wide applicability to studying the universe as well as other areas of physics. Topics may include depending on student interests: generation and propagation of light, two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.

PHYS-UH 3217 Multi-wavelength Astronomy Offered occasionally Prequisite: Foundations of Science 1-4 Astronomy is about the observation and study of what exists beyond the Earth’s atmosphere. Until the 20th century, that meant only the use of optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students who want to pursue a career in astronomy or astrophysics or simply want to know more about objects and processes taking places outside our planet. The course covers all the different wavelengths of astronomy: radio, microwave, infrared, optical, X-ray, and gamma-ray, and their respective detection technologies and analysis methods. Emission mechanisms, sources, and primary science questions relevant to each observing band will also be addressed.

PHYS-UH 3218 Forensic Science Offered occasionally Prequisite: Foundations of Science 1-4 This course consists of laboratory work and lecture. The goal in the lab is to determine what happened in a staged crime scene and identify the murderer. For that, clues left at the staged crime scene and background analyzed using a combination of advanced scientific techniques (biological, chemical, and physical) typically used in forensics. In the lecture part of the course, the modern science and technology behind the techniques of forensic analysis are explored in depth. These tools of forensics are rooted in the fields of physics, physical chemistry, chemical physics, analytical chemistry, chemistry, biochemistry, and biology. Examples include light microscopes, scanning electron microscopy and materials analysis, x-ray spectroscopies, various spectroscopies used for molecular identification such as infrared and Raman spectroscopies, mass spectroscopy and chromatography, electroforesis, forensic serology, DNA sequencing, and next generation technologies.

PHYS-UH 3219 Biological Physics: From single molecules to the cell Typically offered: spring Prequisite: Foundations of Science 6 or instructor approval Required for Biophysics In this course students explore how biophysical approaches expanded our understanding of cellular processes beyond what is accessible using traditional techniques. Emphasis will be put on biologically relevant questions that state-of-the-art single molecule biophysical techniques were able to address. Topics include: biopolymer mechanics, protein-nucleic acid interactions, protein structure and dynamics, membrane dynamics, cytokinetic dynamics, motor proteins, cell shape and motility, cell communication and cell-cell interaction, tissue mechanics. Understanding these processes will be framed within the realm of equilibrium and non-equilibrium statistical mechanics. Examples of single molecule experiments that allowed testing and refinement of concepts of statistical physics will be discussed.

PHYS-UH 3220 Imaging and Spectroscopy Lab Typically offered: fall Prequisite: Foundations of Science 5-6 Crosslisted with Engineering This course focuses on modern instrumentation for the UV, optical and infrared imaging and spectroscopy. We will cover the principles of operation of CCD and CMOS detectors, diffraction gratings, spectrographs, including their design and applications. Students will gain hands-on experience in data acquisition, processing, calibration and analysis. A comprehensive understanding of advanced imaging and spectroscopic technologies would allow students to contribute to research projects in a great variety of scientific or engineering fields. For the Physics students with specialization in Astronomy, this course will cover topics specific to modern space-based and ground-based telescopes. The lab exercises will include examples of imaging and spectroscopy applications in astronomy with emphasis on low signal to noise data. However, the course material is broader in scope and the data acquisition, reduction and analysis skills the students will gain are transferrable skills for imaging and spectroscopy in general.

PHYS-UH 3231 Radio Imaging and Time Series Lab Typically offered: fall 2 credits This is a hands on course on the practical application of the wave and optics concepts of classical and quantum mechanics, and the time series analysis of pulsars and bright point sources. The first component focuses on practical single dish antenna and receiver knowledge with application to the time series analysis of pulsars and bright point sources. The second focuses on arrays of antennas used together as an interferometer, with imaging of compact and extended sources. In both components, the students will gain hands-on experience in observation design, data acquisition, processing, calibration and analysis.

PHYS-UH 3250 Directed Study in Physics Typically offered: by Application Prequisite: Permission from the faculty in the Program in Physics; special permission must be given for this course to count toward the major in Physics This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Physics. Students with the necessary background in course work and who, in the opinion of a faculty member, possess intellectual independence and ability may register for this course. The student must approach a faculty member in her or his field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0. Registration is contingent upon the permission of the sponsoring NYUAD faculty member, which must be obtained before the Directed Study course takes place. Forms for Directed Study in Physics are available from the Registrar and must also be returned in the previous semester.

PHYS-UH 3260 Special Topics in Physics Offered occasionally This course covers advanced topics in physics and astrophysics. Possible subjects are: cosmology, stellar atmospheres, planetary systems, compact objects, galaxy formation, radio-astronomy, experimental particle physics. The topic may vary each semester, reflecting the research areas of faculty and based on the students’ interest.
This course is an introduction to understand the constituents of matter and their interactions. It introduces the experimental underpinnings and the theoretical developments of elementary particle physics. Topics include the discovery of elementary particles, symmetries found in nature, and relativistic formulation of quantum mechanics, leading up to the 'Standard Model'. Recent discoveries and theories beyond the Standard Model may also be discussed.

This course is about the application of fundamental physics to understand observations of the universe, and the usage of astronomical phenomena to study physics. The course draws on all areas of physics. This not only includes mechanics, electricity and magnetism, quantum and statistical mechanics, but also nuclear physics, particle physics, optics, plasma physics, hydrodynamics, and both special and general relativity. This class focuses on a subset of important physical systems and concepts that have wide applicability to studying the universe as well as other areas of physics. Topics may include depending on student interests such as: generation and propagation of light, two-body and multi-body dynamics, stellar structure and evolution, stellar atmospheres, winds, shocks, accretion, and the consequences of strong gravity.

This course is an introduction to understand the stellar evolution through nuclear reactions that enable nucleons to synthesize into different atoms. Topics discussed include nuclear models, especially the shell model, and nuclear reactions where notions of reaction cross section and rates are addressed. Experimental concepts on nuclear reactions and detection techniques will also be tackled. In the second part of the course, the different nuclear burning stages a star can experience are introduced and at the end the astroparticle aspect is surveyed.

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**DIRECTED STUDY**

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</thead>
<tbody>
<tr>
<td>PHYS-UH 3250</td>
<td>Directed Study in Physics</td>
<td>Typically offered: by Application</td>
<td>Prerequisite: Permission from the faculty in the Program in Physics; special permission must be given for this course to count toward the major in Physics. This course is intended for students who are highly motivated and seek the opportunity to work in field or laboratory research with a faculty sponsor from the NYUAD Program in Physics. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for this course. The student must approach a faculty member in her or his field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0. Registration requires permission of the sponsoring NYUAD faculty member, which must be obtained the semester before the Directed Study course takes place. Forms for Directed Study in Physics are available from the Registrar and must also be returned in the previous semester.</td>
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**CAPSTONE EXPERIENCE**

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<tbody>
<tr>
<td>PHYS-UH 4001</td>
<td>Capstone Project in Physics 1</td>
<td>Typically offered: fall, spring</td>
<td>Prerequisite: PHYS-UH 3090. The senior capstone experience in Physics requires students to engage in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The specific project is developed during their junior year as part of the Research Seminar in Physics.</td>
</tr>
<tr>
<td>PHYS-UH 4002</td>
<td>Capstone Project in Physics 2</td>
<td>Typically offered: fall, spring</td>
<td>Prerequisite: PHYS-UH 4001. This course is a continuation of Capstone Project in Physics 1 (PHYS-UH 4001). During the Capstone Project in Physics 2, the proposed work comes to fruition in the form of a research paper along the lines of those in leading journals in the field. Students also participate in a capstone research symposium during which they present their work orally.</td>
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**Psychology**

Psychology is the study of mind and behavior. The major in Psychology introduces students to the main concepts, theoretical perspectives, empirical findings, and historical trends in the field. Students gain the ability to think scientifically, creatively, and critically about human behavior and mental processes; to acquire the basic skills for conducting research in these areas; and to develop a general understanding of psychology as both a natural science and a social science. Students grapple with overarching themes and persistent questions in psychology, such as the interaction of heredity and environment, variability and continuity of behavior and mental processes within and across species, free will versus determinism, the relation between mind and body, and applicability of general theories and measures to specific societal and cultural contexts. Topics of inquiry include cognition, sensation and perception, language and memory, child development and education, personality and individual differences, social interaction and group dynamics, intergroup relations, and the connection between the individual and society.

Students complete the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings. The NYUAD Psychology Program provides a solid preparation for graduate programs in basic and applied psychology, other psychology-related fields, and graduate programs in business, education, health, and law.

The Psychology major consists of: four required courses that provide the foundation for more advanced courses in psychology; four elective courses that cover broader subareas of psychology; two advanced electives that go deeper into specific areas of research and inquiry and that emphasize the scientific research and writing process; and the research seminar followed by a two-course capstone research experience. To ensure that students receive a broad training in psychology, students must complete two basic electives from the Social and Developmental Psychology series and two basic electives from the Cognition and Perception series.

**Learning Outcomes**

On successful completion of this program, students will be able to:
1. Demonstrate specialized knowledge of the psychology scientific, theoretical literature.
2. Demonstrate a comprehensive understanding of the critical problems and questions in psychology, including how to identify them, evaluate their importance, and prepare ways to study them.
3. Apply technical, creative, and analytic skills to collect, analyze, and interpret various types of data. These skills will include a mastery of widely used computer-based data collection programs and statistical software packages.

4. Demonstrate advanced communication skills, including how to present their work according to the field's academic standards. These skills will include a mastery of how to write papers in the style of the American Psychological Association (APA).

5. Recognize the ethical complexity of issues in psychology, including the necessity for academic integrity.

6. Self-evaluate and evaluate others through the peer-review process of critical idea exchange.

**PSYCHOLOGY STUDY ABROAD PROGRAM**

The study away pathway for the Psychology major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Effective from 2019-2020 onward, Psychology courses taken abroad may only be counted as basic electives. There will be no equivalencies for advanced electives, which will be required to be taken in Abu Dhabi, unless an exception is granted by the program. The program strongly recommends that students do not take more than one Psychology course while studying abroad.

Finally, effective from 2019–2020 onward, the Research Seminar in Psychology for capstone students will take place in the spring semester of the third year.

**REQUIREMENTS FOR THE MAJOR**

12.5 courses, distributed as follows:

4 Required courses:
- PSYCH-UH 1001 Introduction to Psychology
- PSYCH-UH 1002EQ Research Methods in Psychology
- PSYCH-UH 1003 Biopsychology
- PSYCH-UH 1004Q Statistics for Psychology

2 Electives from the Social and Developmental Psychology series
2 Electives from the Cognition and Perception series
2 Advanced electives; at least one must have a lab component
0.5 PSYCH-UH 3090 Research Seminar in Psychology (half course)
2 PSYCH-UH 4001—4002 Capstone Project in Psychology

**REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY**

4 courses, distributed as follows:

1 Introduction to Psychology
3 Courses in Psychology

Note that PSYC-UH 1000, PSYC-UH 1001J and PSYCH-UH 1004Q do not count toward the minor.

**REQUIREMENTS FOR DOUBLE MAJORS PURSUING CAPSTONE PROJECTS IN OTHER PROGRAMS**

In lieu of the two semester capstone sequence, two extra courses distributed as follows:

1 Advanced Elective in Psychology
1 Basic Elective or Advanced Elective in Psychology
# Psychology Sample Schedule

Alternative sample schedules are available at nyuad.nyu.edu/grids

## Year 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Core Courses</th>
<th>Elective Courses</th>
<th>Other Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>PSYCH-UH 1000</td>
<td>GENERAL ELECTIVE</td>
<td>J-Term</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>FIRST-YEAR WRITING SEMINAR</td>
<td>GENERAL ELECTIVE</td>
<td>COLLOQUIUM</td>
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## Year 2

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<tr>
<td>Fall Semester</td>
<td>PSYCH-UH 3090</td>
<td>GENERAL ELECTIVE</td>
<td>J-Term</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>PSYCH-UH 1004Q</td>
<td>GENERAL ELECTIVE</td>
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## Year 3

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</thead>
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<td>Fall Semester</td>
<td>PSYCH-UH 1002EQ</td>
<td>GENERAL ELECTIVE</td>
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<td>Spring Semester</td>
<td>RESEARCH SEMINAR</td>
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## Year 4

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<tr>
<td>Spring Semester</td>
<td>CAPSTONE PROJECT IN PSYCHOLOGY</td>
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</table>

## Courses for Non-Majors

### PSYCH-UH 1000 Introduction to Linguistics

**Offered Occasionally**

This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. Language affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, a feat that is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human. This course is open to all students but will NOT count towards the Psychology major.

### PSYCH-UH 1003 Biopsychology

**Typically offered: fall, spring**

Biopsychology is the study of the biological basis of behavior. In this course, students discover connections among psychology and biology, pharmacology, and endocrinology. Lectures cover the structure, function, and development of the human nervous system and how this system can give rise to basic sensory, motor, cognitive, and regulatory processes that characterize human behavior. This course uses examples of the effects of brain damage and nervous system disorders to provide insight into how pathological thoughts and behaviors are rooted in physiological causes. Additionally, students develop a basic understanding of the methods used in biopsychology and evaluate the contributions as well as limitations of these approaches.

### PSYCH-UH 1004Q Statistics for Psychology

**Typically offered: fall, spring**

Prerequisite: MATH-UH 100A or Sophomore standing or higher

Statistics form a critical component of research, and this course is designed to introduce students to the foundations of statistical principles in psychological science. This course covers basic-level statistics concepts such as central tendency and variability; the theory and logic underlying hypothesis testing and statistical decision-making; and the basic principles behind linear models commonly used in psychology, including correlations, t-tests, analysis of variance, and basic regression. The course also introduces students to basic statistical computer programs.

### PSYCH-UH 3090 Research Seminar in Psychology

**Typically offered: spring**

Prerequisite: PSYCH-UH 1001, PSYCH-UH 1002EQ, Junior standing, and Psychology must be declared as primary major, 2 credits

The Research Seminar in Psychology provides students with an overview of the diverse research areas of the NYUAD Psychology faculty. Students will identify a faculty mentor to guide them through their capstone research project and help them develop and write an in-depth research proposal. The final capstone proposal is due at the end of the semester so that students can begin the Capstone Project in the fall semester of their senior year. Students who have chosen Psychology as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.
Typically offered: spring
Prerequisite: PSYCH-UH 1001
Crosstlisted with Social Research and Public Policy
This course covers a range of topics in social psychology. Social psychology illustrates how our thoughts, feelings, and behaviors are influenced by social situations and the real or imagined presence of others (including parents, peers, authorities, and groups). This course covers several important subfields in social psychology, and uses this knowledge to understand current social problems. Concepts discussed are attitudes, values, roles, norms, communication and conformity; areas emphasized are group processes, influence, social motivation, prejudice and authoritarianism.

Typically offered: fall
Prerequisite: PSYCH-UH 1000 or PSYCH-UH 1001
Recommended Prerequisite: PSYCH-UH 1002EQ
This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this class survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.

Typically offered: spring
Prerequisite: PSYCH-UH 1001
This course examines how psychodynamic, phenomenological, narrative, and cognitive psychology have informed therapy and counselling. Students will study how these alternative explanations for the mind and human behavior have contributed to the creation of different kinds of therapies that the next generation of patients will also have the opportunity to familiarize themselves with. Fundamental communication and interpersonal skills that counselors/therapists have to be able to apply and to learn about ethical issues that need to be taken into account when working with vulnerable individuals. Finally, the course will include a critical examination of egalitarian and feminist perspectives to which the different approaches to counselling are informed by empirical research and have been evaluated in terms of their effectiveness.

Typically offered: fall
Prerequisite: PSYCH-UH 1001 and PSYCH-UH 1002EQ
Abnormal psychology is the study of mental disorders from a psychological perspective. The central rationale for this course is to provide students with a better understanding of how different mental health disorders may be caused, how they manifest themselves, and how they may be treated. Abnormal psychology constitutes a very controversial and contested field of study and clinical practice, as the manifestation of mental health issues and when they may or may not be diagnosed as abnormal inevitably come up against socially and culturally acceptable standards as to what constitutes normal, and how persistent deviation from the norm should be labelled and treated. Hence, an important purpose of the course is to introduce students to different perspectives on what it means to have a mental health disorder and how such disorders should be treated by mental health services, families and the wider community. Finally, this course also aims to introduce students to elements of clinical practice in the diagnosis and treatment of mental health disorders.

Typically offered: fall
Prerequisite: PSYCH-UH 1001 and PSYCH-UH 1002EQ
Abnormal psychology is a very controversial and contested field of study and clinical practice, as the manifestation of mental health issues and when they may or may not be diagnosed as abnormal invariably come up against socially and culturally acceptable standards as to what constitutes normal, and how persistent deviation from the norm should be labelled and treated. Hence an important purpose of the course is to introduce students to different perspectives on what it means to have a mental health disorder and how such disorders should be treated by mental health services, families and the wider community. Finally, this course also aims to introduce students to elements of clinical practice in the diagnosis and treatment of mental health disorders.

Typically offered: spring
Prerequisite: PSYCH-UH 1001
This course is an introduction to the psychology of language (or psycholinguistics), which is the study of how humans acquire, comprehend and produce language, and how language relates to perception and other mental faculties like reasoning and memory. The course covers how language is put to use in real-time during comprehension and production, how it is acquired by children, how it may break down in specific patterns when the brain is compromised, and how it informs social attitudes toward speakers of other languages/dialects. Lectures in this class survey the major findings in these areas, discuss their implications for theories of language in the mind, and focus on the research techniques used by psycholinguists.
ADVANCED PSYCHOLOGY ELECTIVES

PSYCH-UH 3510
Prejudice and Stereotyping
Offered occasionally
Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ
This course covers historical and contemporary scientific approaches to understanding prejudice, specifically prejudice that exists between social groups across different cultures. Readings cover topics including the origins of prejudice, the justification of prejudice, the different forms of prejudicial expression, the identification of prejudice in individuals and institutions, the consequences of being a victim of prejudice, and the value of different prejudice reduction strategies.

LAB IN COGNITIVE CONTROL

PSYCH-UH 361EQ
Lab in Cognitive Control
Offered occasionally
Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ or Foundations of Science 1-4
Recommended Prerequisites: PSYCH-UH 2410 or PSYCH-UH 2412
Lab component
This course examines the mind and brain of cognitive control - the ability to flexibly adapt our behaviors to achieve our goals. Students are introduced to key psychological and neuroscientific concepts in theories of cognitive control. Discussions focus on original research, and involve interactive demonstrations and/or data collection to reproduce seminal research findings. Additionally, the course covers the brain systems involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students present and critique research from primary sources, and write a research proposal aimed at answering novel questions about cognitive control.

PSYCH-UH 361EQ
Prejudice and Stereotyping
Offered occasionally
Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ
Recommended Prerequisite: PSYCH-UH 2210
Lab component
This course provides a detailed overview of multiple regression (MR) analyses as a data-analytic method. Theory and practice of the General Linear Model will be reviewed in order to show how MR can be used to carry out analyses of quantitative and categorical data. Practical problems in estimating and testing regression models will be emphasized. Students will gain experience in carrying out MR analyses using computer software.

PSYCH-UH 3616EQ
Data Analysis for the Psychological Sciences
Offered occasionally
Prerequisites: PSYCH-UH 1001, PSYCH-UH 1002EQ and PSYCH-UH 1004Q
Lab component
This course provides students with an in-depth understanding of the psychological processes and the research that led to those theories. Topics are organized into modules on sensation, perception, attention and memory; and other aspects of high-level cognition and behavior. Lectures are complemented by practical lab demonstrations of cutting-edge cognitive neuroscience techniques and discussions of journal articles.
CAPSTONE EXPERIENCE

PSYCH-UH 4001
Capstone Project in Psychology 1
Typically offered: fall, spring
Prerequisite: PSYCH-UH 3090 and Senior Standing
The capstone experience in psychology requires students to engage in a long-term, mentored learning experience that culminates in original research and/or scientific theory. The specific project is developed during the Research Seminar in Psychology. The proposed work comes to fruition in the form of a research paper along the lines of a scientific journal. Students also participate in a capstone research symposium during which they present their work orally.

PSYCH-UH 4002
Capstone Project in Psychology 2
Typically offered: fall, spring
Prerequisite: PSYCH-UH 4001 and Senior Standing
Continuation of Capstone Project in Psychology 1
Engineering challenges of the 21st century are varied, complex, and cross-disciplinary. Ranging from the nano-scale to mega-projects, they are characterized by sustainability concerns, environmental and energy constraints, global sourcing, and humanitarian goals. In the face of global competition, dwindling natural resources, and the complexity of societal needs, the leaders of technological enterprises will be those who can innovate, are inventive and entrepreneurial, and understand how technology is integrated within society.

Engineering at NYU Abu Dhabi is designed to create technological leaders with a global perspective, a broad education, and the capacity to think creatively. The uniqueness of the program lies in the integration of innovation, invention, and design into all phases of study. Throughout, the students enjoy a learning environment conducive to creativity, which is at the heart of tomorrow’s technological innovations and enterprises.

NYU Abu Dhabi offers six engineering degree programs: Bioengineering, Civil Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering, and General Engineering. Graduates receive a Bachelor of Science degree. The engineering programs provide a sound preparation for careers in research, academia, industry, or government. A distinguished and diverse faculty engages in state-of-the-art research, innovation, invention, and entrepreneurship. Their research is concentrated in six thematic areas: Cyber Security; Robotics; Urban Systems; Energy and Environmental Sustainability; Biomedical and Health Systems; and Resilient Systems. Faculty at NYU Abu Dhabi actively collaborate with faculty in other divisions at NYU Abu Dhabi as well as faculty in the departments at NYU Tandon School of Engineering.

The Engineering Program draws upon courses across an array of disciplines. The liberal arts core provides the intellectual breadth, a “license to learn,” preparing students to thrive in a multicultural globalized world and equipped to learn and adapt quickly in areas that evolve with ever-increasing swiftness. Students gain a firm grounding across various science and engineering fields that underscore the technical component of an engineering education, but they also draw upon courses across the curriculum to develop an understanding of cultural, political, economic, environmental, and public safety considerations that are integral to engineering solutions. In their engineering courses, students are involved in the design process and the progression of technological inventions from concept through product development and market feasibility.

Engineering majors take the two-course sequence Foundations of Science (FoS 1 and 2) in addition to a Physics or a Biology course. This is followed by Engineering Common Courses, a series of six half courses and one full course (equivalent to four full courses; half courses are two-credit courses, whereas full courses are four-credit courses) in addition to a 1-cr Ethics course. Engineering Common Courses explore fundamental engineering topics of importance to all engineering disciplines, including mechanics, conservation laws, computer programming, digital logic, electrical circuits, numerical methods, design and innovation; they expose students to transdisciplinary technological fields that combine several traditional areas of engineering, complementing the in-depth knowledge acquired in an area of specialization. In the Ethics course, students examine the foundations of ethics, the broad scope and complexity of ethical claims, as well as ethical issues specific to engineering and technology.

Students take the equivalent of ten upper-level engineering courses in disciplinary programs: Bioengineering, Civil Engineering, Computer Engineering, Electrical Engineering, and Mechanical Engineering. Students in the General Engineering program take the equivalent of nine upper-level engineering courses. Engineering courses may be cross listed in more than one engineering discipline, and while some courses are required for individual programs, others may serve as allowable electives (as specified in the course descriptions in subsequent pages).

Many of the elective courses are connected to one or more of NYUAD’s engineering research areas: Cyber Security; Robotics; Urban Systems; Energy and Environmental Sustainability; Biomedical and Health Systems; and Resilient Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the six research areas. Students in General Engineering are encouraged to specialize in one of these areas.

Highly motivated students may participate in special opportunities for directed study, summer laboratory research, internships, and other co-curricular opportunities. Upper-level students may become involved in research projects in faculty laboratories and participate in internship and incubator activities, gaining hands-on experience working side by side with faculty or in companies. Research opportunities are also possible in the first two months after graduation through the Post-graduate Professional Training Program. Interested students should discuss these options with their faculty mentor.

Students interested in Engineering (other than Bioengineering) are strongly encouraged to declare their specific Engineering major at the end of their third semester of study after taking the engineering common courses that cover the fundamentals of various engineering disciplines. They will be assigned a faculty mentor from the relevant major program. Students meet with that professor to design a program of study, determine course selections, and discuss career goals.
CO-CURRICULAR PROGRAM
All Engineering students are strongly encouraged to participate in co-curricular programs, such as Engineering for Social Impact (EfSI), which are distributed over the four-year curriculum, including field trips, seminars, and workshops. These co-curricular activities typically entail a commitment of a few hours per week during the regular semesters.

Learning Outcomes
Upon successful completion of an Engineering major graduates will be able to demonstrate
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

STUDY AWAY FOR ENGINEERING MAJORS
The study away pathway for the Engineering majors can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Courses at NYU Tandon School of Engineering often earn different numbers of credits from courses at NYU Abu Dhabi. This is generally not an issue in meeting major graduation requirements as long as students complete the required total number of credits in their major required and elective courses. In addition, accreditation boards require engineering majors to complete a minimum 30 credits in science and mathematics courses, all with grades of C or higher.

Students should discuss study away plans with their faculty mentors well in advance in order to develop a program of study that allows them to pursue their interests while progressing towards timely completion of degree requirements. A study away semester in New York may be combined with summer research opportunities at the New York campus.

CAPSTONE DESIGN PROJECT
The goal of the Capstone Design Project is to provide students with a major design experience that leverages the knowledge and skills acquired through their undergraduate studies. Its structure includes a process of design with measurable metrics, and incorporation of appropriate engineering standards and multiple realistic constraints. Emphasis is placed on clearly framing the design problem and following the design process to result in an optimized solution.

Students are encouraged to build prototypes of their designs and seek validation of their solutions through simulations and experiments, as appropriate. The Capstone Project aims to be collaborative and trans-disciplinary across several engineering streams. The emphasis is on students applying the design process to solve real-world problems in a 21st century, global context. The projects address engineering and technology topics that overlap with the sciences, social sciences, or liberal arts. The Capstone provides an opportunity to integrate technical, aesthetic, business, and ethical concerns with engineering design. Students practice critical skills in communication, team-building, and project management. There is a mid-semester review of the projects. Students complete their design, as well as build and test their prototypes, if applicable, in the spring semester. The senior year culminates in a comprehensive project report and design review by a committee of faculty and other professionals.

SUMMER INTERNSHIPS
Prerequisite: Permission of faculty mentor.
NYUAD Engineering students have the opportunity to engage in meaningful real-world work experience in the United Arab Emirates, United States, or elsewhere. Internships are an important mechanism to acquire specific skills and knowledge, build professional networks and gain confidence, as well as to explore career options prior to graduation. Depending on the student’s career objectives, an internship may involve working in a large corporation, small company, high-tech start-up, non-governmental organization, or alongside a faculty research mentor on cutting-edge research projects at one of NYU’s campuses. Through NYUAD’s internship program, students can also test their educational skills and classroom knowledge on various service learning projects. They do not earn academic credit.
Engineering Research Areas

At NYU Abu Dhabi research crosses the boundaries of traditional engineering disciplines and encompasses broad interdisciplinary areas that embody key challenges of our time. The faculty are involved in new and emerging technological fields, such as bioengineering, nanotechnology, microfabrication, smart materials, and cyber security. Their research is built around the six thematic research areas discussed below.

Cyber Security concerns the security and privacy considerations stemming from the ubiquitous use of technology. Systems that use electronic and computational hardware and software permeate every sphere of human life and are at the core of every modern engineered system. Furthermore, these systems consist of interconnected devices that allow objects to be sensed and/or controlled remotely, creating opportunities for more direct integration of the physical world into computer-based systems, and resulting in improved efficiency, accuracy and economic benefit in addition to reduced human intervention. At the same time, there is now a wider attack surface for malicious entities to create harm in a wide variety of ways, such as stealing/manipulation of sensitive information and/or assets, creating disruption in critical infrastructures, etc. This crucial research program involves multi-disciplinary research in security and privacy in broad range of areas, such as cryptology, digital forensics, trusted hardware design, smart grid security, economics of information security in critical infrastructure, transportation security, system and network security, mission critical system security, and cyber infrastructure connections and security.

Robotics is a multidisciplinary research area that addresses the theory of mechanics, sensing, planning, and control of intelligent robots in the physical world. The program examines consolidated methodologies and technologies of robotics systems including robot design, sensing and perception, manipulation and interfaces, mobile and distributed robotics, and human-robot interaction. From a largely dominated industrial focus, robotics has been rapidly expanding into the challenges of the human world (human-centered and life-like robotics). Therefore, the new generation of robots is expected to safely and dependably co-habitat with humans in homes, workspaces, and communities, providing support services, entertainment, education, healthcare, manufacturing, and assistance. Furthermore, the program considers also a much wider range of applications than physical robots, reaching across diverse research areas and scientific disciplines, such as: biomechanics, haptics, neuroscience, virtual simulation, animation, surgery, and sensor networks. It is indeed at the intersection of disciplines that the most striking advances are expected to happen.

Urban Systems concerns the technological challenges and innovations for the smooth functioning and sustaining of urban centers. Earth is increasingly becoming an urban planet; for the first time in history, more than half of the world’s population now lives in cities. The challenges associated with a sustainable, engaging, and harmonious urban environment require a multidisciplinary approach that integrates various technologies and disciplines. The program examines urban infrastructure power systems, transportation systems, telecommunications networks, supply chains, and other engineered systems that have an impact on urban living.

Energy and Environmental Sustainability explores how the needs of a growing world population for improved living standards (including needs for energy, housing, mobility, and water) are met in a sustainable manner. Areas covered by this program include life-cycle assessment of infrastructure systems, chemistry, biology, materials science, modeling and analysis, system control theory, and sensing technology. Examples of research include design of energy-efficient buildings, low-carbon transportation systems, clean water technologies, desalination technologies, and chemical micro-sensors.

Biomedical and Health Systems concerns the science of health and wellness to unlock the mysteries of disease and genetic maladies and the engineering technology that is the bridge to deliver healthcare to people. The engineering aspects of this vast field of study include the interfacing of engineered systems with biological and anatomical systems, the measurement of physiological parameters, bio-sensing and detection of disease, disease agents, and impending failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, biocompatible and biore absorbable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.

Resilient Systems is a research area that focuses on the ability of interconnected infrastructure, for instance structural and geotechnical, to respond, absorb, adapt to, as well as recover an extreme event with minimal damage and functionality.
disruptions. The challenges associated with a resilient system require a multidisciplinary approach that integrates various innovative technologies. This crucial research program examines high-performance and energy efficient construction materials, multi-functional materials and structural systems, innovative reinforcing systems, smart materials and structures, structural health monitoring, advanced numerical modelling and data visualization, modern structural and energy retrofitting techniques, field sensing, material-structure-soil interactions, and other engineering disciplines that have an impact on resilient systems.

FIRST SEMESTER (FRESHMAN FALL) COURSES FOR ENGINEERING STUDENTS
Engineering students should take ENGR-UH 1000 Computer Programming for Engineers and a Colloquium or First-Year Writing Seminar in their first semester. In addition, they should take MATH-UH 1012 Calculus with Applications or MATH-UH 1020 Multivariable Calculus: Science and Engineering (if they placed into Multivariable Calculus) along with a general elective.

REQUIREMENTS FOR THE GENERAL ENGINEERING MAJOR
22.75 courses (91 credits), distributed as follows:

3 Science courses: Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); PHYS-UH 2115 Electricity and Magnetism for Engineers or ENGR-UH 3130 Quantitative Synthetic Biology

5 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1022 Linear Algebra; ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); and six credits from the following list:
   - Civil Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2027 Introduction to Data Analysis for Engineers (2-cr)
   - Computer Engineering: MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr) and CS-UH 1002 Discrete Mathematics
   - Mechanical Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr)

4.25 Engineering Common Courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)

1.5 Required courses: ENGR-UH 3110 Instrumentation, Sensors, Actuators; ENGR-UH 3120 Engineering Materials (2-cr)

7.5 Engineering electives (30 credits)

1.5 ENGR-UH 4011 (2-cr) and 4020: Capstone Design Projects I & II

REQUIREMENTS FOR THE DISCIPLINARY ENGINEERING MAJORS
23.75 courses (95 credits), distributed as follows:

3 Science courses: Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); and Civil Engineering: ENGR-UH 3130 Quantitative Synthetic Biology
   - Computer Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers or ENGR-UH 3130 Quantitative Synthetic Biology
   - Electrical Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers
   - Mechanical Engineering: PHYS-UH 2115 Electricity and Magnetism for Engineers

5 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1022 Linear Algebra; ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); and six credits from the following list:
   - Civil Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2027 Introduction to Data Analysis for Engineers (2-cr)
   - Computer Engineering: MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr) and CS-UH 1002 Discrete Mathematics
   - Mechanical Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr)

4.25 Engineering common courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)

10 Discipline-specific required and elective courses (40 credits)

1.5 ENGR-UH 4011 (2-cr) and 4020: Capstone Design Projects I & II
REQUIREMENTS FOR BIOENGINEERING MAJOR

24.25 courses (97 credits), distributed as follows:

4.5 Science courses: Foundations of Science 1: Energy and Matter (SCIEN-UH 1101-1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201-1203); Foundations of Science 3: Systems in Flux (SCIEN-UH 1301-1304); Foundations of Science 4: Form and Function (SCIEN-UH 1401-1404)

4 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (2-cr); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr); ENGR-UH 2010Q Probability and Statistics for Engineers (2-cr); ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr)

4.25 Engineering common courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr); ENGR-UH 1021J Design and Innovation (2-cr); ENGR-UH 2011 Engineering Statics (2-cr); ENGR-UH 2012 Conservation Laws in Engineering (2-cr); ENGR-UH 2013 Digital Logic (2-cr); ENGR-UH 2017 Numerical Methods (2-cr); ENGR-UH 2019 Circuits Fundamentals (2-cr)

5 Bioengineering required courses: Foundations of Science 5 (SCIEN-UH 1501-1503); Foundations of Science 6 (SCIEN-UH 1601-1603); ENGR-UH 1801 Bioengineering Principles (2-cr); ENGR-UH 2810 Biomechanics; ENGR-UH 2811 Biotransport; ENGR-UH 2812 Bioimaging; ENGR-UH 4810 Biomaterials; CHEM-UH 3101 Physical Chemistry for Life Sciences)

5 Bioengineering elective courses: All tracks must take at least three engineering courses (12-cr); Pre-med track are highly encouraged to take CHEM-UH 2010 Organic Chemistry 1 (5-cr) and CHEM-UH 3010 Organic Chemistry 2 (5-cr), exceeding the required credits by two.

1.5 ENGR-UH 4011 (2-cr) and 4020: Capstone Design Projects I & II

The minors in Engineering, open to all NYUAD non-engineering students, offer exposure to one particular field within Engineering, which can be one of the four degree programs in Engineering or one of the five thematic research areas in Engineering. To earn a minor in one particular engineering field, the students complete 16 credits in engineering courses relevant to that field in addition to any math and/or science prerequisites that the engineering courses may have. The course of study for the minor must be approved by the student’s mentor and the Dean of Engineering.

REQUIREMENTS FOR THE MINOR IN DISCIPLINARY/GENERAL ENGINEERING

4 ENGR-UH Courses, totaling 16 credits, which count toward the Engineering major/specialization, as approved by the Engineering Dean and student’s mentor.
### GENERAL ENGINEERING

**SAMPLE SCHEDULE**

Alternative sample schedules are available at nyuad.nyu.edu/grids

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### BIOENGINEERING

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1- cr Engineering Ethics course must be completed as well

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CIVIL ENGINEERING
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COMPUTER ENGINEERING
SAMPLE SCHEDULE
Alternative sample schedules are available at nyuad.nyu.edu/grids

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### MECHANICAL ENGINEERING

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This engineering course is an intensive introduction to innovation philosophies and practices around the broad realms of the iterative design process (discover, ideate, make, exhibit). The majority of the course revolves around hands-on team-based challenges that expose students to multiple engineering domains (electronic, software, mechanical, etc.) as well design domains (design thinking, visual design, rapid prototyping, product-design, industrial-design). The course culminates in a final innovation and prototyping challenge, the outputs of which are presented in a public exhibition. The course touches on cultural, ethical, and economic factors that must inform the innovation process to maximize its positive social impact.

**ENGR-UH 2011 Engineering Statics**

Typically offered: fall

Prerequisite: Foundations of Science 1-2

This course introduces students to the field of mechanics through study of rigid bodies in static equilibrium. Fundamentals and understanding of static equilibrium is essential for future study of topics as diverse as dynamics, solid mechanics, structures, robotics, and fluid mechanics. The methods, theories, and application of equilibrium in the solution of engineering problems are presented for two-dimensional systems. Topics covered include collinear forces, coincident forces, general equilibrium, moments and torques, analysis of trusses, frames and machines, Coulomb friction, centroid, center of mass, and moments of inertia.

**ENGR-UH 2012 Conservation Laws in Engineering**

Typically offered: fall

Prerequisite: Foundations of Science 1-2

Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework as to how the relationships between various physical properties of isolated systems. This course aims to introduce the students to these laws, namely, the conservation of mass, conservation of linear momentum, conservation of angular momentum, conservation of energy, and conservation of charge. These laws of conservation will be derived in integral forms and applied to selected case studies involving electrical, chemical, thermal, and fluid mechanical systems. In addition to the development of a unified framework for analysis of engineering problems, this course will also help the students develop a deeper understanding of the concepts of control volume and mass, work and heat, fluid pressure and hydrostatics, properties of pure substances, and the fundamental laws of thermodynamics.

**ENGR-UH 2013 Digital Logic**

Typically offered: fall

Prerequisites: ENGR-UH 1000 and MATH-UH 1024 or equivalent

This module provides a rigorous introduction to topics in digital logic design mostly focusing on combinational circuits but also touching upon basic concepts in sequential circuits. Introductory topics include: classification of digital systems, number systems and binary arithmetic, error detection and correction, and switching algebra. Combinational design analysis and synthesis topics include: logic function optimization, arithmetic units such as adders and subtractors, and control units such as decoders and multiplexers. A brief overview of sequential circuits by introducing basic memory elements such as flip-flops, and state diagrams concludes the module.

**ENGR-UH 2014 Circuits Fundamentals**

Typically offered: fall

Prerequisites: ENGR-UH 1000 and MATH-UH 1024 or equivalent

This module provides an introduction to electrical circuits. The topics covered include DC circuits, pRACTICE LEC. 3-4 FORCE AND COMMAND AVERAGES CIRCUIT ELEMENTS, Kirchhoff’s laws, electric power calculations, analysis of DC circuits, nodal and loop analysis techniques, voltage and current division, Thevenin’s and Norton’s theorems, and superposition and forced responses of RL, RC and RLC circuits.

**ENGR-UH 2110 Design and Innovation**

Typically offered: January

Prerequisite: ENGR-UH 1000

Crosslisted with Design, Interactive Media

2 credits

This course is meant to introduce students to the fundamental principles of biology from an engineering perspective. These principles are necessary to understand the basic mechanisms of living organisms. As the laws of nature governing these mechanisms are expressed as differential equations, the main goal of this course is to introduce and model biological processes using tools from dynamical systems theory, with particular focus on the role of feedback. Throughout this course, students will learn how biological functions can be analyzed and designed using mathematical models, and how to use these tools from controls and dynamical systems theory to predict and engineer the dynamics of biological systems.

**SCIEN-UH 101-103 Foundations of Science 1: Energy and Matter**

Typically offered: fall, spring

**SCIEN-UH 120-1203 Foundations of Science 2: Forces and Interactions**

Typically offered: fall, spring

**SCIEN-UH 130-1304 Foundations of Science 3: Systems in Flux**

Typically offered: fall, spring

Bioengineering (required); Computer, Electrical, Mechanical, and General (may be taken in conjunction with Foundations of Science 4 in lieu of PHYS-UH 215).

**SCIEN-UH 140-1404 Foundations of Science 4: Form and Function**

Typically offered: fall, spring

Bioengineering (required); Computer, Electrical, Mechanical, and General (may be taken in conjunction with Foundations of Science 4 in lieu of PHYS-UH 215).

**SCIEN-UH 1501, 1502, 1503 Foundations of Science 5: Propagating Change**

Offered fall, spring

(required for Bioengineering only)

**SCIEN-UH 1601, 1602, 1603 Foundations of Science 6: Oscillations and Waves**

Offered fall, spring

(required for Bioengineering only)

**PHYS-UH 215 Electricity and Magnetism for Engineers**

Typically offered: spring

Electrical (required); Mechanical (required); Computer (one of two options); General Engineering (one of two options)

This course covers electromagnetism at the introductory and intermediate level. Electromagnetism is one of the fundamental forces underlying almost any kind of device that we use on a daily basis. Understanding electromagnetism is an indispensable element of an engineer’s knowledge. The course starts from the first principles of electric charge and Coulomb force and then continues with the derivation of Maxwell’s equations and their applications to physical problems. The last part is dedicated to EM waves and their properties.
### REQUIRED MATH COURSES

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### PROJECT COURSES

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### DESIGN COURSES

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Advanced Circuits
Typically offered: spring
Prerequisite: ENGR-UH 2000
2 credits

Object-Oriented Programming
Typically offered: spring
Prerequisite: ENGR-UH 1000
2 credits

Fundamentals of Complex Variables
Typically offered: spring
Prerequisite: MATH-UH 1020 or equivalent
Lecture and recitation included
2 credits

Engineering Materials
Typically offered: fall
Prerequisite: ENGR-UH 2211
2 credits

Instrumentation, Sensors, Actuators
Typically offered: fall
Prerequisite: ENGR-UH 2019
Crosslisted with Heritage Studies
Civil (elective); Electrical (required); General Engineering (required); Mechanical (required)
The course focuses on theory of measurement systems, selected electrical circuits and components for measurement, including passive and active filtering for signal conditioning, dynamic measurement, dynamic system response characteristics, analog signal processing, analog to digital conversion, data acquisition, sensors, actuators and actuator characteristics. The laboratory involves topics related to design of measurement systems pertaining to all disciplines of engineering such as data acquisition, operational amplifiers, sensors for temperature measurement of force, vibration, temperature etc. In addition, actuators will also be introduced, including electric motors and pneumatics. Design of virtual instrumentation systems using LabVIEW is also included.

Analysis of Chemical and Biological Processes
Typically offered: fall
Civil (elective); General Engineering (elective); Mechanical (elective)
Many problems can arise in the design of a new product or in the analysis of an existing process. This course introduces basic concepts and methods to solve problems in chemical and biological processes. We will focus on using the principle of mass conservation to determine the amount of products when given amounts of raw materials and vice versa. We will also apply the principle of energy conservation to analyze processes involving reactive and/ or reactive systems. This course will prepare students for their subsequent courses in the chemical and biological engineering major such as transport phenomenon, kinetics, and process separations.

Fundamentals of Complex Variables
Typically offered: spring
Prerequisite: ENGR-UH 2210
2 credits

Structural Components Analysis
Typically offered: spring
Prerequisite: ENGR-UH 2211
2 credits

Applied Machine Learning
Typically offered: fall
Prerequisites: ENGR-UH 100Q, MATH-UH 1022 and ENGR-UH 2010Q
Civil (elective), Computer (elective); Electrical (elective), Mechanical (elective)
Machine Learning is the basis for the most exciting careers in data analysis today. This course introduces students to the concepts of machine learning and deep learning. This course covers a broad introduction to machine learning techniques, which include both supervised learning and unsupervised learning techniques such as classification, support vector machines, decision trees, ensemble learning and random forests, dimensionality reduction, and neural networks and deep learning. In addition to learning about the most effective machine learning techniques, you will gain the practical implementation of applying these techniques to real engineering problems.

Finite Element Modeling and Analysis
Typically offered: fall
Prerequisites: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024
Civil (elective); Mechanical (elective)
Students study the basic theory and equations involved in the finite element analysis (FEA) for simulating behavior of materials and structures. Topics include use of shape functions, numerical integration, assembly of finite elements into a complete analysis or solution of statically determinate or indeterminate systems of equations. The course emphasizes both theory and application of modeling for simulation. Students also learn to recognize modeling errors and inconsistencies that could lead to either inaccurate or invalid results.

Very Large Scale Integration Circuit Design
Offered occasionally
Prerequisites: ENGR-UH 2310 and ENGR-UH 2311
Computer (elective); also qualifies as hardware elective
Electrical (elective)
The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and Bipolar transistors; digital and static and dynamic behavior and power dissipation; interconnected; cross talk, variation and transistor sizing; logic gates and combinatorial logic networks; sequential machines and sequential system design; subsystem design: adders, multipliers, static memory (SRAM), dynamic memory (DRAM). Topics include floor planning, clock distribution, power distribution and signal integrity; Input/Output buffers, packaging and testing; IC design methodology and CAD tools; implementations: full custom, application-specific integrated circuits (ASIC), field programmable gate arrays (FPGA). The course provides foundations of VLSI design and custom VLSI design methodology and state-of-the-art CAD tools.

Design of Geotechnical Systems
Typically offered: fall
Prerequisites: ENGR-UH 2211 and ENGR-UH 2212
Civil (required), Mechanical (elective)
This course covers soil mechanics and founda-
tion engineering, including origin of soils; phase relationships; consolidation processes; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters affecting design are discussed.
This course examines structural steel design. This course provides an introduction to the design of reinforced concrete members. The course is based on the building code requirements for structural concrete (American Concrete Institute (ACI) 318). Topics include: material properties of reinforced concrete, load and resistance factors, flexural design of beams and one-way slabs, shear and diagonal tension in beams, serviceability and reinforcer detailing, and design of reinforced concrete columns. The course includes lab sessions/recitations in which students work in groups to simulate and solve specific design problems using the concepts learned in class with the assistance of a design software.

This course introduces the basic concepts of geographic information system (GIS), techniques. This course covers state-of-the-art GIS methods and tools including: spatial and terrain analysis, geostatistical analysis, time series analysis, and development of GIS models. The course provides experiential insight to geographic information system concepts, and requires students to use existing tools to create and build prototypes of real-life applications.

This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as the course algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as the course algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.

This course covers the principles of computer organization and basic architecture concepts. It discusses the basic structure of a digital computer and study in details formal descriptions, machine instruction sets design, formats and data representation, addressing structures, mechanism of procedure calls, memory management, arithmetic and logical operations, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and design of modern computer systems. The labs emphasize experiential learning of computer organization and architecture concepts, and require students to use learned knowledge to create and build prototypes and evaluate their performance.

This course presents an overview of embedded systems, covering a selection of topics including microcontroller architecture, assembler programming, interrupts, peripheral interfacing, embedded system design, higher-level languages on embedded systems, as well as a brief introduction to real-time operating systems. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects.

This course presents an overview of fundamental data structures, which are commonplace in programming, as well as associated basic algorithms, complexity analysis, linked lists, stacks, queues, trees, hashing, sorting, and basic graphs algorithms are covered. Core topics such as the course algorithm, minimum spanning tree algorithms, and branch and bound techniques are also covered. Practical lab exercises complement the lectures. The students further specialize and consolidate their knowledge through lab projects to demonstrate the operation and applications of various data structures.
Introductory topics in this course include: sinusoids, phase and time shift, and complex exponentials. Operations on sinusoidal signals include addition of signals with the same frequency via the phasor addition rule, conversion between time-shift and phase, and addition of signals with different frequencies via the convolution of the frequency spectrum concept. Topics on discrete time systems include: FIR and IIR filtering, impulse response, causality, linearity, time invariance, and convolution. Time and frequency domain representations of systems and conversions between these representations are also studied. Z-transform domain, the concept of poles and zeros, stability and the relation of transient and frequency domains are also covered. Topics on continuous time systems include continuous-time convolution, the Laplace transform, Fourier analysis for continuous-time signals, and the Sampling theorem. 

ENGR-UH 3610 Analog and Digital Communication Theory
Typically offered: fall
Prerequisite: ENGR-UH 3610
Crosslisted with Sound and Music Computing (electrical) (required)
The course introduces the principles of the various analog communication fundamnetals. Topics covered include: modulation techniques such as AM, FM, and PM; and digital data transmission, encoding, decoding, modulation techniques such as ASK, FSK, PSK, and QAM, and effects of noise and bandwidth. The labs emphasize experiential learning of basic analog and digital communication theory concepts and applications, including experiments demonstrating analog and digital modulation techniques.

ENGR-UH 3650 Multimedia Systems and Communications
Offered occasionally
Prerequisite: ENGR-UH 1000
Crosslisted with Sound and Music Computing (electrical) (required)
The course introduces the basic concepts of multimedia, including image and video compression standards, multimedia networking standards and protocols (such as RTP, RTSP, and RTMP), multimedia synchronization, internet multimedia, quality of service and Quality of Experience, and Multimedia streaming watermarking. The labs cover practices of multimedia systems design, and require students to use existing platforms to create and build multimedia contents and applications.

ENGR-UH 3710 Thermodynamics
Typically offered: fall
Prerequisite: ENGR-UH 2012 (2 credits)
Mechanical (required)
This course introduces students to the basic concepts of thermodynamics with applications to engineering problems. The following topics are covered in this course: properties of pure substances; concepts of work and heat; closed systems; the fundamental laws of thermodynamics; Carnot and Clausius statements of the 2nd law; entropy and entropy production; heat engines, refrigerators, heat pumps; efficiencies, coefficients of performance.

ENGR-UH 3720 Computer-Aided Design
Typically offered: spring
Prerequisites: ENGR-UH 3202 and ENGR-UH 3710 (2 credits)
Mechanical (required)
This course provides an introduction to computer-aided design (CAD) using solid modeling. Students learn to create solid object models using extrusions, revolve, and sweep tools, and to modify parts using cutting, fillets, chamfers, and other techniques. Assemblies of multiple parts are used to demonstrate the need for geometric tolerances, and students spend a large portion of class in hands-on use of software tools. The labs emphasize experiential learning of CAD concepts and applications using software tools.

ENGR-UH 3730 Modeling and Analysis of Dynamical Systems
Typically offered: spring
Prerequisites: ENGR-UH 2102, ENGR-UH 2019, ENGR-UH 2210 and MATH-UH 1024
Mechanical (required)
This course presents techniques for developing and analyzing mathematical models of mechanical, electrical, electromagnetic, fluid and thermal systems. Transient, steady-state, and frequency responses of single or multi-degree of freedom systems are studied. Laplace transform and numerical methods. Linearization and state-space representation of Dynamical Systems are also presented. Linear free- and forced vibrations in one, two, or three-dimensions, as well as stability and application of these equations in analysis and isolation are introduced.

ENGR-UH 3750 Vibrations
Offered occasionally
Prerequisites: ENGR-UH 2210 and MATH-UH 1024 (2 credits)
Mechanical (elective)
This course introduces students to vibrations of rigid bodies supported by an elastic compliant (i.e. simple spring-mass systems). The course progresses to modeling and analyzing the response of multiple-degree of freedom systems using analytical methods. Practical applications of this material include vibration isolation, suspension systems, and active vibration control. The lab component includes vibration testing and modal analysis of structures subjected to impulse or harmonic excitations, and the construction of such devices as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.
capacitive, piezoelectric, electrostatic sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip device. The course includes study of the concepts of MEMS design processes, assembly, and packaging. Several types of assignments are included during this course, including analytical problems, simulation and design assignments, and seminars given by the students. Also, a project that involves design, simulation, and analysis of MEMS devices is a vital component of this course.

ENGR-UH 4142 Bio-sensors and Bio-chips
Typically offered: spring
Prerequisite: ENGR-UH 3110
Computer (elective; also qualifies as hardware elective); Electrical (elective); Mechanical (elective)
This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of biosensors in systems and bioelectronics. The course provides students with knowledge of the technologies and equipment used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, and piezoelectric transduction. Upon successful completion of this course, students are expected to be able to explain biosensing and transducing techniques; design and construct biosensors instrumentation.

ENGR-UH 4160 Selected Topics in Biomedical and Health Systems
Typically offered: every year
Prerequisite: Junior standing
This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. The course may be repeated. This course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4230 Applied Optimization
Typically offered: spring
Prerequisite: ENGR-UH 2010 and MATH-UH 1023
Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)
This course provides an introduction to systems optimization focusing on understanding system tradeoffs. The course introduces modeling methodology (linear, integer, stochastic, dynamic, and nonlinear programming), with applications in production planning, scheduling and manpower planning, time-phased planning, inventory and logistics management, supply chain network design, facility sizing and capacity expansion, capital budgeting models, assignment and matching, and transportation models. In this class, students learn powerful modeling and solution techniques for decision-making problems that are used today in a variety of successful companies to help them reduce their operation costs and therefore saving millions of dollars. The course covers some of the optimization methods such as simplex method; duality analysis; branch-and-bound, and KKT Conditions for solving nonlinear convex programming problems.

ENGR-UH 4320
Software Security
Offered occasionally
Prerequisites: ENGR-UH 2130
Computer (elective); also qualifies as hardware elective; Electrical (elective)
This course covers topics related to security and trustworthiness of electronic hardware. Lectures and in-class discussions on recent research papers cover the following topics: Trustworthiness of integrated circuits; counterfeit chips, hardware Trojans, reverse engineering and IP piracy. Design-for-Trust: metering, logic encryption, split manufacturing, IC camouflaging. Encryption hardware: AES, DES, etc. Testability vs Security; misuse of test infrastructure to attack encryption hardware and countermeasures. Encrypted architectures; homomorphic encryption, privacy-preserving computation. Signal processing in the encrypted domain. Malware detection through hardware structures, side channel attacks, cyber-security for the smart grid. Lectures are complemented by hands-on lab exercises.

ENGR-UH 4330 Robotics
Typically offered: spring
Prerequisite: ENGR-UH 1023
Computer (elective); Electrical (elective); Mechanical (elective)
This course provides an overview of robotics, covering a selection of topics including controls, localization, motion planning, sensing, kinematics, and human-robot interaction, and related social-ethical issues. Practical lab and simulation exercises complement the lectures. The students further specialize and consolidate their knowledge through semester-long hands-on projects that involve the design, implementation, and testing of robotic systems and applications.

ENGR-UH 4350 Engineering Game Theory
Typically offered: every year
Prerequisite: ENGR-UH 2510
Computer (elective); Electrical (elective)
This course is an introduction to the fundamentals of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence problems; market equilibrium, and pricing; auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network games and effects over networks.

ENGR-UH 4421 Water Resources Engineering
Offered occasionally
Prerequisite: ENGR-UH 2212
Civil (elective)
This course provides a detailed overview of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow; pipe networks; reservoir balances; hydrologic techniques; surface water and groundwater supplies; water demand; and development of water resources for multiple purposes.

ENGR-UH 4422 Data Analysis for Urban Systems
Offered occasionally
Prerequisite: ENGR-UH 2010
Civil (elective)
This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts: 1) review of statistical inference, 2) linear regression models, and 3) models with limited dependent variables. The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and appropriate correction methods when these conditions are violated. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on Logit and Probit models for discrete data, and Tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-UH 4423 Production and Logistics Management
Typically offered: spring
Prerequisite: MATH-UH 2010Q
Civil (elective); Computer (elective)
This course provides an introduction to operations research methods and techniques developed for a variety of problems arising in production and logistics systems. The course focuses on planning models for production, inventory, and distribution strategies. Topics include production planning, inventory management with decisionistic demand, inventory management with stochastic demand, operations scheduling, facility location problems, and routing problems.

ENGR-UH 4430 Monitoring for Smart Cities
Offered occasionally
Civil (elective)
This course covers approaches for instrumentation and monitoring for condition assessment of civil infrastructure and the urban environment in cities. These include sensors for monitoring strains, fracture, corrosion, and movements, environmental conditions including air and water quality and techniques for monitoring. The course includes lectures on hardware, signal conditioning, error analysis, data processing and archival methodologies.

ENGR-UH 4431 Foundation Engineering Design
Typically offered: every year
Prerequisite: ENGR-UH 3412
Civil (elective; also qualifies as design elective)
This course introduces the development of foundation engineering, including site exploration, soil sampling, interpretation of boring logs, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of damaged foundations, and design of deep foundations are covered.

ENGR-UH 4433 Structure and Properties of Civil Engineering Materials
Typically offered: spring
Prerequisite: ENGR-UH 3120
Civil (required)
In this course, students are introduced to the structure and properties of civil engineering materials such as asphalt, cements, concretes, geotechnical materials (e.g. soil and rocks), steel, polymers, and wood. The properties range from elastic, plastic and fracture properties to porosity and thermal and environmental properties. Laboratory tests include evaluation of behavior of these materials under a wide range of conditions.

ENGR-UH 4434 Water Desalination Engineering
Typically offered: spring
Prerequisite: ENGR-UH 2212, ENGR-UH 3411, and ENGR-UH 4143
Civil Design (elective)
This course is an important process in the management of water resources and it has a large societal, economic and environmental impact. This course will give engineering students a solid grounding in desalination and related separation processes. It presents thermal desalination
ENGR-UH 4435
Advanced Structural Systems
Typically offered: spring
Prerequisite: ENGR-UH 3410
Civil (elective; also qualifies as design elective)

The course offers a treatment of advanced topics in the analysis and design of structural systems. Topics include:
(a) Advanced reinforced concrete (RC) slender columns, continuous structures, torsion, two-way slabs, shear walls, introduction to prestressed concrete, introduction to design for earthquake resistance. (b) Fundamentals of plastic analysis and design of RC and steel structures. (c) Strengthening and seismic retrofitting of RC and other structures with advanced materials and techniques. The course includes a number of small design projects in which students work in groups to simulate and solve design problems.

ENGR-UH 4460
Selected Topics in Urban Systems
Offered occasionally
Prerequisite: Junior standing
Civil (elective)

This course explores advanced topics of special interest in smart cities and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program’s mainstay courses. It may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4530
Computer Graphics and Vision
Offered occasionally
Prerequisites: ENGR-UH 2510 and ENGR-UH 3610
Crosslisted with Interactive Media Computing (elective)

The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, graphics pipeline, geometric transformations, lighting and light transfer, illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-UH 4550
Human Computer Interaction and Tangible Interfaces
Offered occasionally
Prerequisite: ENGR-UH 1000
Computer (elective)

The course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms, and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-UH 4551
Advanced Algorithms
Offered occasionally
Prerequisite: ENGR-UH 3510
Computer (elective); Electrical (elective)

This course covers techniques in advanced course design and analysis of algorithms. Topics include: amortized analysis of algorithms; advanced data structures; binomial heaps; Fibonacci heaps; data structures for disjoint sets; analysis of union by rank with path compression; graph and algorithms: elementary graph algorithms, maximum flow, matching algorithms. Randomized algorithms theories and applications and approaches to finding (approximate) solutions to NP complete problems. Selected additional topics may vary.

ENGR-UH 4560
Selected Topics in Information and Computational Systems
Typically offered: every year
Prerequisite: Senior standing
Crosslisted with Computer Science
Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)

This course explores advanced topics of special interest in information and computational systems and is designed to aid students in gaining extra knowledge in an area not covered in the program’s mainstay courses. It may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4710
Thermal Systems
Typically offered: spring
Prerequisite: ENGR-UH 3751
2 credits
Mechanical (required)

This course focuses on the analysis and design of energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems, and their components; refrigeration and heat pump systems; combustion; boiling heat transfer characteristics; design of heat exchangers and condensers. Students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, and safety points of view. Note: Students following the 2018-2019 or earlier bulletin must take the 4-credit version of this course titled Thermal Energy Systems.

ENGR-UH 4711
Compressible Flow
Typically offered: spring
Prerequisites: ENGR-UH 2017, ENGR-UH 212, and ENGR-UH 3710 (ENGR-UH 3710 may be taken as pre-req or co-req).
Mechanical (elective)

This course provides an introduction to conservation equations for inviscid flows, one dimensional, isentropic flow, normal shock waves, and one dimensional flow with heat addition, oblique shock waves, Prandtl-Meyer expansion waves, flow in nozzles and diffusers, inviscid flow in a converging-diverging nozzle, flow in diffusers, subsonic and supersonic airfoils, compressibility effects on lift and drag, critical and drag divergence Mach number, and wave drag. It will also cover analysis of unsteady one-dimensional and steady supersonic two-dimensional flows; including the method of characteristics; small-disturbance theory with applications to supersonic thin-airfoil theory.

ENGR-UH 4712
Mechanics of Composite Materials
Typically offered: spring
2 credits
Prerequisites: ENGR-UH 3210
Civil (elective); Mechanical (elective)

This course introduces students to the field of composite materials with emphasis on laminated fiber-reinforced polymer (FRP) composites. Unlike metals, laminated composites are heterogeneous, anisotropic and relatively brittle, all of which makes it more challenging to design with composites. Nonetheless, composites are increasingly used in the design of load bearing components due to their superior structural properties. These topics include lamina and laminate stress analysis; manufacturing of FRP composite laminates; failure criteria; testing of FRP composites; and the impact of composite materials on the economy and the environment.

ENGR-UH 4710
Micro-power Generation
Typically offered: spring
Prerequisite: ENGR-UH 2011, ENGR-UH 212, and ENGR-UH 2019, or equivalent courses
Civil (elective); Electrical (elective); Mechanical (elective)

This course introduces vibration and flow energy harvesting methods commonly used for powering remote instrumentation. Emphasis is placed on building the fundamentals necessary to model and analyze the response of energy harvesters. Theories of linear vibrations for discrete and continuous systems are covered. Constitutive models of active materials and other electromechanical transduction mechanisms are covered. Basic theories of fluid-structure interactions are also highlighted.
ENGR-UH 4810
Biomaterials
Typically offered: fall
2 credits
Prerequisite: Foundations of Science 3 & 4
Mechanical (elective)
Introduction to the field of biomaterials used in applications for the challenging field of tissue engineering and regenerative medicine. Confined to discussions on synthetic or naturally derived biopolymers, the course will touch on bulk properties, degradation mechanisms, cell-material interactions and biocompatibility, material and immune response, techniques for biomaterials assessments, methods of processability and special considerations for in situ regeneration.

CAPSTONE DESIGN PROJECT

ENGR-UH 4011
Senior Design Capstone Project I
Typically offered: fall
Prerequisite: Must be declared Engineering major and have senior standing Co requisite: Two credits of disciplinary elective course in senior Fall 2 credits
The students focus on refining the problem definition and project specifications of their chosen project, reviewing literature, developing the preliminary design, generating solution concepts and selection criteria, and reviewing and evaluating the chosen design. Students must consider social, economic, lifecycle, environmental, ethical, and other constraints, and must document the design process and the evolution of their design. Engineering and other appropriate codes and standards, and applicable regulations must be incorporated. This project culminates with a final report and presentation that proposes the actual design selected for further development and/or prototyping and testing in the subsequent semester.

ENGR-UH 4020
Senior Design Capstone Project II
Typically offered: spring
Prerequisite: ENGR-UH 4011
The students finalize the proposed design solution, and test and verify the solution. Design modifications based on the test data are incorporated. If applicable, prototypes are built and tested. A final report for the project is prepared and the students make a presentation of their project to peers, faculty, and other professionals.

ENGINEERING GRADUATE-LEVEL COURSES

ENGR-GH 6210 Nonlinear Dynamics
This course presents some of the most widely utilized tools to analyze the behavior of nonlinear dynamical systems. The first part of the course introduces the different types of equilibrium solutions of ordinary differential equations, and shows how to assess their stability, how to establish the phase-space representation of the dynamics, and to construct bifurcation diagrams and basins of attractions. The second part introduces several perturbation techniques to analytically construct approximate solutions of nonlinear ordinary differential equations. The third and final part introduces several techniques to analyze the existence and stability of periodic, quasiperiodic, and chaotic motions.

ENGR-GH 6350 Game Theory
This course is an introduction to the fundamentals of cooperative, non-cooperative, and non-cooperative game theory. Motivations are drawn from engineered/networked systems (wireless communications, traffic networks, resource allocation, power grid, multi-agent systems, cyber-physical systems), and social models (including social and economic networks). The course emphasizes theoretical foundations, mathematical and algorithmic tools, modeling, and equilibrium notions, and learning algorithms in different environments.

ENGR-GH 6422 Data Analysis for Urban Systems
This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts: 1) review of statistical inference, 2) linear regression models, and 3) models with limited dependent variables. The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and on appropriate correction methods when these conditions are violated. Systems of Linear Models are discussed with emphasis on identification. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on Logit and Probit models for categorical and ordinal data, and stochastic duration models for censored data. The course also covers models for count dependent variables, and models with discrete-continuous dependent variables. Sampling strategies are introduced.

ENGR-GH 6460 Select Topics: Advanced Risk Management
Prerequisite: Must be graduate level
Risk mitigation planning is the process of developing options and actions to enhance opportunities and reduce threats to projects. This course is intended to cover Project Management Institute (PMI) Best Practices related to Risk Identification, Risk Analysis and Risk Mitigation for multi-year, complex projects such as Engineering-Procurement-Construction projects and others from a variety of industries including Pharma, Manufacturing, Oil & Gas, and Infrastructure. Additionally, we will discuss Harvard Business School (HBS) Case Studies related to the topic.

ENGR-GH 7050 Advanced Topics: 3D Computer Vision
3D object processing is an emerging field in computer vision with many applications across areas as diverse as engineering, science and medicine. The advancement in 3D acquisition technology has led to dramatic increase in the size of 3D datasets that necessitate automated 3D model processing, understanding, and analysis. This course will introduce students to the techniques of data-driven 3D object processing, including 3D shape matching, retrieval, registration, recognition, segmentation, classification and clustering.

ENGR-GH 7410 Independent Study: Aeroacoustics
In this independent study the relationship between fluid characteristics of high speed jets and the noise generated by a jet engine will examined. Existing empirical models of aeroacoustics will be surveyed. Using results of computational fluid dynamics (CFD) simulations of high speed jets, as well as available noise data, new models will be formulated that are based on the physics of fluid flow including the generated turbulent frequency spectra.

ENGR-GH 7900 Graduate Seminar Series
Weekly seminar series addressing a variety of engineering topics, delivered by experts from academia and industry.

ENGR-GH 7910 Graduate Engineering Special Topics
Prerequisite: Must be graduate level
Special topics courses for graduate level engineering students.
Although it is not always obvious from the compartmentalized approach often taken in higher education, the most important issues facing humankind require consideration from multiple perspectives. A multidisciplinary approach is a central feature of the NYUAD core curriculum and is present in NYUAD’s major and minor programs as well. NYUAD’s natural science majors draw on the multi-disciplinary Foundations of Science sequence. The social science major programs have a comparable Foundations of Social Science series. Nearly all of the majors within the arts and humanities accept courses from other arts or humanities majors as cross-listed elective options. Even the different programs within engineering draw on a common core of science, engineering, and mathematical courses. NYUAD’s multidisciplinary major and minors take this integration of disciplines even further, supporting work across the disciplines and requiring students to think about particularly complex issues from multiple angles.
Arab Crossroads Studies (ACS) takes advantage of Abu Dhabi’s geographical location in the Arabian Peninsula, at the crossroads of the three continents of the Eastern hemisphere: Africa, Asia, and Europe. It uses this location to think through the broader interactions of the Arab world with the surrounding regions, and as an invitation to investigate the historical and contemporary religious, cultural, and ethnic diversity of the Arabic-speaking world. In doing so, it provides a portal for the global NYU community to study and engage with the social, cultural and intellectual diversity of the Arab world and its neighbors.

The historical, sociopolitical, and cultural interactions among these regions have opened engaging domains of study in both the humanities and social sciences. One example of these interactions can be seen in the Gulf, where the flow of people, ideas, and commodities has resulted in a cosmopolitan and culturally hybrid setting for many centuries. The historical archives testify to this richness, which can also be gleaned from the artistic, architectural and musical developments, the variety of spoken languages, and the diversity of people who now live in the Gulf region. Similar sites of intense interaction can be found in the Levant, Central Asia, West and East Africa, as well as South Asia, and ACS courses consider regions such as these particularly productive for studying the Arab world’s diversity. Yet ACS courses move beyond geographic descriptions to consider thematic approaches to the Arab world’s diversity that consider more specific religious, historical, political, anthropological, literary and artistic topics.

Arab Crossroads Studies majors are required to take a minimum of 14 courses: four required courses (Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Problems and Methods in Arab Crossroads Studies); a minimum of four elective courses; and a two-semester capstone project. Additionally, Arab Crossroads Studies majors are required to take a minimum of four semesters of college Arabic or their equivalent, or demonstrate proficiency at this level.

Language: To fulfill the requirements of the Arab Crossroads Studies major, students must demonstrate intermediate ability in Arabic. This means either (1) studying Arabic through at least the intermediate level (four semesters) at NYU Abu Dhabi or within the broader NYU global network, (2) demonstrating the completion of comparable course work elsewhere, or (3) demonstrating a corresponding level of proficiency through examination at NYU Abu Dhabi.

Electives: Students take a minimum of four elective courses, selected from any or all of the following areas: history and religion; society and politics; and arts and literature. The electives provide both breadth and depth to the study of the region; familiarize students with a variety of disciplinary concerns; and enable students to develop a specialization in one of three distributional areas in preparation for the capstone project. At least one of the electives must be grounded in the period before 1800.

History and Religion, includes a broad and solid grounding in the pre-modern and modern social, cultural, religious and economic landscapes of the region. These courses focus on primary source documents to introduce students to the rich and varied history of the region as well as to the doctrinal and social aspects of the religious traditions that have shaped it.

Society and Politics, includes a detailed and nuanced examination of the contemporary landscape of the region. These courses draw on anthropology, ethnography, political science, and sociology to elucidate the complex cultural, social, and political developments taking place today.

Arts and Literature, includes a careful study of the literary, artistic and philosophical landscapes of the region. These courses explore the literatures, arts, and physical environments of the region within their broader historical and social contexts.

Learning Outcomes
Upon completion of the major in Arab Crossroads Studies at NYU Abu Dhabi, students are expected to be able to:

• Identify the cultural, social, economic, political, philosophical, and religious forces that have shaped and continue to shape the intersection of the Arab and Islamic worlds;

• Demonstrate a familiarity with historical and contemporary cultural and philosophical approaches to the study of the Arab world and neighboring regions while being attentive to the multiple transnational connections, circuits, and crossroads that have shaped them;

• Understand the ways in which the field of Arab Crossroads Studies draws upon and contributes to other scholarly disciplines;

• Develop arguments in which they reassess and, where necessary, revise conventional scholarly and popular understandings of the region, while continually questioning and justifying their own methodological assumptions and practices;
• Conduct advanced research, including fieldwork, master
the use of primary and secondary sources, library resources,
and relevant new technologies as appropriate;
• Create strong scholarly arguments drawing on appropriate
sources, literature, and evidence;
• Display competence in Modern Standard Arabic in reading,
writing, and oral comprehension;
• Demonstrate expertise in a particular approach to Arab
Crossroads Studies resulting in the production of a senior
capstone project;
• Compete effectively for places at elite doctoral programs in
the United States and around the world in Middle Eastern
Studies, Islamic Studies, Anthropology, History, Arabic
Literature, and Comparative Literature, and with additional
coursework in the social sciences, in Sociology or Political
Science;
• Bring a solid background in knowledge of the Arab world and
Arabic to job opportunities in policy-making, journalism,
diplomacy, consulting, and finance.

The study away pathway for the Arab Crossroads Studies major
can be found on the NYUAD Student Portal at students.nyuad.nyu.
edu/pathways. Students with questions should contact the Office of
Global Education.

Only one elective can be taken during J-term and it is strongly
recommended that not more than two non-language courses be
taken while studying away.

Minor in Arab Crossroads Studies
The goal of the Minor in Arab Crossroads Studies is to provide
students with a strong foundation in the historical, social, and
cultural realities of the region. Besides being personally and
intellectually enriching, the Minor in Arab Crossroads Studies is
a useful preparation for the many professions that benefit from
a deeper knowledge of the Arab world and surrounding regions,
including education, development, journalism, law, public service,
diplomacy, politics, and business. Requirements for the Minor
in Arab Crossroads Studies include four courses: Emergence of
the Modern Middle East; Anthropology and the Arab World;
Introduction to Modern Arabic Literature and Society; and one
non-language elective which must be approved in advance by the
student’s mentor.

**Requirements for the Major in Arab Crossroads Studies**
14 courses, distributed as follows:

4 Required courses:
  ACS-UH 1010X Anthropology and the Arab World
  ACS-UH 1011X Introduction to Modern Arabic Literature
  ACS-UH 1012X Emergence of the Modern Middle East
  ACS-UH 3010 Problems and Methods in Arab Crossroads
  Studies

4 Electives: At least one must be grounded in a pre-1800 period

4 Arabic Language: Through Intermediate level

2 ACS-UH 4000 and 4001 Capstone Seminar and Project

**Requirements for the Minor in Arab Crossroads Studies**
4 courses, distributed as follows:

3 Required courses:
  ACS-UH 1010X Anthropology and the Arab World
  ACS-UH 1011X Introduction to Modern Arabic Literature
  ACS-UH 1012X Emergence of the Modern Middle East

1 Non-language elective
## ARAB CROSSROADS

### SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu grids

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## ARAB CROSSROADS COURSES

### REQUIRED COURSES

**ACS-UH 1010X**

**Anthropology and the Arab World**
- Typically offered: spring
- Crosslisted with Anthropology; Arab Music Studies; Social Research and Public Policy

How have anthropologists encountered, written about, and produced the "Arab world" over the past century? Beginning with early Western travelers’ imaginaries of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; generational and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks; pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and dispossessession; refugees and human rights; and the Arab uprisings.

**ACS-UH 1011X**

**Introduction to Modern Arabic Literature**
- Typically offered: fall
- Crosslisted with Arab Music Studies; Literature and Creative Writing

This course provides an overview of Arabic literature since the nineteenth century. The transformation of poetic form and the emergence of modern genres, such as drama, the novel, and the short story, will be examined in relation to classical Arabic and European genres. We will also discuss the relationship between aesthetic developments and their historical, political, and intellectual contexts.

**ACS-UH 1012X**

**Emergence of the Modern Middle East**
- Typically offered: fall
- Crosslisted with Arab Music Studies; History

At the crossroads between Asia, Africa and Europe, the region that Europeans and North Americans labeled "The Middle East" presents a dynamic and heterogeneous landscape of peninsulas and isthmuses, republics and monarchies, oil producing cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. The class consists largely of presentations by guest experts as well as a selection of readings designed to provide a deep insight into the past and future of the nation. Students are required to keep a journal and submit a research paper on a relevant topic of their choice.

**ACS-UH 3010X**

**Problems and Methods in Arab Crossroads Studies**
- Typically offered: spring

This seminar introduces students to the main theoretical and epistemological trends in the study of the Arab crossroads region, and offers practical examples of the methodologies used by scholars in the humanities and the qualitative social sciences. We begin with the strengths and weaknesses of area studies, and the politics of producing knowledge on a region of global economic and political importance, then turn to specific areas of research that have attracted attention in the fields of history, anthropology, literature, and politics, before exploring the various methodological approaches used by practitioners of these fields.

### ARTS AND LITERATURE ELECTIVES

**ACS-UH 1210X**

**Emirati Literature and Culture**
- Offered occasionally

In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

**ACS-UH 1211X**

**UAE from Pre-History to 2030: History, Environment, Society and Culture**
- Typically offered: spring every years
- Crosslisted with History

A selection of themes and topics providing a broad perspective of Emirati history and culture are covered in this introduction to the United Arab Emirates. The class consists largely of presentations by guest experts as well as a selection of readings designed to provide a deep insight into the past and future of the nation. The novels are our guides in order to understand the multiple layers of a city, and to build knowledge about the relationship between literature and social life. We read works by Naguib Mahfouz, Sunaila Ibrahim, Huda Barakat, Hanan Al Sheikh, Sunaila Ibrahim, Huda Barakat, Hanan Al Sheikh, Sunaila Ibrahim, Huda Barakat, Hanan Al Sheikh, Sunaila Ibrahim, Huda Barakat, Hanan Al Sheikh,
Tawfic Yussuf Awad, Sinan Antoun, and Ghassan Kanafani. We read the novels as both individual and collective experiences, and we discuss how the new literary genre reflected and participated in the process of social change.

ACS-UH 2211X
Orientalism Debates
Typically offered: January
Crosslisted with Heritage Studies

In 1978 Edward Said published Orientalism, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read Orientalism, study Said’s complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of Orientalism on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

ACS-UH 2212X
Introduction to Islamic Texts
Typically offered: fall
Crosslisted with Literature and Creative Writing
Pre-Modern
Pre-1800

This class is divided roughly into two broad sections: in the first half of the semester samples of the Qur’an are read, translated and analyzed for orthographic and phonetic features, as well as structure and meaning and basic aspects of variegated styles within the developing scripture. Early Surahs are read, as well as, later, samples of narrative and, in the last section, of legalistic (i.e. Medinan) materials. In the second half of the semester we read examples of Hadith and Qur’anic exegesis, highlighting throughout the styles and protocols of this literature. The Hadith come mostly out of Bukhari and the Sirah of the Prophet; and the exegesis includes readings from Badawi, Qurtubi, Razi and Gushayri (the last being an example of mystical hermeneutics).

ACS-UH 3910
Directed Study
Typically offered: by Application and Junior level or higher

Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of the research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student’s writing.

ARCH-UH 110X
Introduction to Visual Culture
Crosslisted with Art and Art History

ARCH-UH 111JX
Politics of Modern Middle Eastern Art
Crosslisted with Art and Art History

ARCH-UH 1115JX
Islamic Architecture: Formation to Revival
Crosslisted with Art and Art History; Design

ARCH-UH 1810X
Art and Architecture of the Islamic World
Crosslisted with Art and Art History

ARCH-UH 2117
Contemporary Photography from the Middle East, South Asia, and the Far East
Crosslisted with Art and Art History

ARCH-UH 218X
Contemporary Art and Politics in the Arab World
Crosslisted with Art and Art History

ARCH-UH 2810
Silk Roads, Sea Routes and Shared Heritage
Crosslisted with Art and Art History; Heritage Studies; History; Museum and Cultural Heritage Studies
Pre-1800

CCEA-UH 1072
Discovery and Recognition in Narrative, Film, and Drama
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

FILMM-UH 1013X
Understanding MENASA Film and New Media
Crosslisted with Film and New Media; Media, Culture and Communication

LITCW-UH 2312X
Masterpieces of Pre-Modern Arabic Literature in Translation
Crosslisted with Literature and Creative Writing
Pre-Modern

LITCW-UH 2340
Inventions of Love: East and West
Crosslisted with Literature and Creative Writing
Pre-Modern

LITCW-UH 2361
Travel, Geography, and Imagination in Arabic Islamicate Literatures
Crosslisted with Literature and Creative Writing
Pre-Modern

LITCW-UH 3350X
Literatures of the Middle East and the Maghreb (North Africa)
Crosslisted with Literature and Creative Writing

MUSIC-UH 1610X
Arab Music Cultures
Crosslisted with African Studies; Anthropology; Arab Music Studies; Heritage Studies; Music

MUSIC-UH 1615JX
Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology
Crosslisted with Anthropology; Arab Music Studies; Heritage Studies; Music

THEAT-UH 1510X
Theater in the Arab World
Crosslisted with Theater

HISTORY AND RELIGION ELECTIVES

ACS-UH 1410X
Making of the Muslim Middle East
Typically offered: fall
Crosslisted with History
Pre-1800

Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed the faith in the disciplines of law, theology, and mysticism, even as their religious communities fractured into a variety of Sunni and Shi’a groups. This course will explore the social, cultural and political contingencies that went into the formation of a distinctive Islamic state and society, and what consequences Abbasid rule would have for later generations.

ACS-UH 1420X
Race and Ethnicity in the Histories of the Middle East and Africa
Typically offered: spring
Crosslisted with History

How have the inhabitants of the Middle East and Africa conceptualized of social difference? Beginning in Late Antiquity and then with the spread of Islam into the Middle East and North Africa, this course will explore the social, cultural and political contingencies that gave rise to ethnic and racial identities within and beyond the Muslim world. How did these identities and categories change over time and in which ways they have impacted by the Indian Ocean, Atlantic, and Saharan slave trades, local social and political factors, European colonialism and then de-colonization in the twentieth century? What are the terms and meanings attached to skin color or social difference in the Arabic, Hebrew, Persian, Berber, Swahili, Songhai, Amharic, or Turkish speaking worlds? How are these constructed and controlled? Who gave these categories meaning and why? What are the obstacles to discussing and identifying race particular to the histories of these regions, their peoples, and their histories? How do these questions, the course will draw extensively on primary sources, historical research, as well as theoretical writings on race and ethnicity.

ACS-UH 2410X
Paradise Lost: Muslims, Christians and Jews in Al-Andalus
Typically offered: spring even years
Crosslisted with History
Pre-1800

From the beginning of the 8th to the beginning of the 17th century, Islam played a crucial role in the history of the Iberian Peninsula. Today this period is often portrayed as one of inter-religious harmony, while Al-Andalus is simultaneously mourned in contemporary Islamist discourse as a lost paradise. In this course we investigate the rich and complex history of Al-Andalus, focusing on the changing relationship of Muslims, Christian, and Jewish communities.

ACS-UH 2411X
Heritage, History and Memory in the Modern “Middle East”
Typically offered: spring
Crosslisted with Anthropology; Heritage Studies; History; Museum and Cultural Heritage Studies

404 2020-21 | MULTIDISCIPLINARY PROGRAMS | ARAB CROSSROADS STUDIES

405 2020-21 | MULTIDISCIPLINARY PROGRAMS | ARAB CROSSROADS STUDIES
Typically offered: January

ACS-UH 2412JX

Interwoven Pasts of Spain and Morocco
Typically offered: January

At the western end of the Mediterranean, the religious, political, and economic histories of North Africa and Iberia have always been intertwined. This was especially the case during the eight centuries from 711-1492 when various parts of the Iberian Peninsula were ruled over by Muslims. In this course we look both at how what is today Morocco and Spain were connected in this period in both history and imagination, and at how the Spanish colonial presence in Morocco in the 20th century played an important role in the Spanish civil war.

ACS-UH 2414X

Jews in the Muslim World in the Middle Ages
Offered occasionally

Crosslisted with History
Pre-1800

This course examines the history and culture of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. The syllabus moves from the early encounter between Jews and Muslims from the time of the Prophet Muhammad, discussing the Qur'an and other foundational texts, to the legal and actual status of the Jews. We will examine how the famous Cairo Geniza documents illuminate Jewish (and Islamic) life, and how changes in the economy affected developments in Jewish law. The course will also examine the organization and functions of the Jewish community and will address the large question of how much autonomy the Jews actually had. We will also read literary sources showing how deeply influenced the Jews were by Arabic culture. Where relevant, comparisons will be drawn with the situation of the Christian minority in the Islamic world and with that of Jews living in Medieval Latin Europe.

ACS-UH 2416JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman
Typically offered: January

Crosslisted with History; Indian Ocean World

This course challenges preconceptions of Arabian landscapes as mainly desert by exploring three distinct areas: the oasis, desert, maritime coast, and mountain chain. How have these zones been constituted naturally and historically, and how they are changing in the present era? Topics include the impacts of human settlement, especially on water resources, inter-regional and global trade, colonization, and urbanization. Finally, we will look at how governments and global institutions have done to address some problems emerging in these zones. Learning will take place through informal lectures, guided tours of key sites, activities such as walking, boating, and swimming to get an embodied sense for these zones, recording through sketching or photography, interviewing various people knowledgeable about the issues at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

ACS-UH 2417

Ottoman Crossroads
Offered occasionally

Crosslisted with History
Pre-1800

Connecting three continents for four centuries, the Ottoman Empire brought locations as far flung as Yemen, Tunisia and Bosnia into the same cultural, legal and economic space. This course explores the Empire's legacy in what has come to be known as the Middle East and beyond. After examining theories in the field of historiography starting in the 19th century through to World War I, we will discuss the Empire's legacy in the twentieth and twenty-first centuries, re-considering our ideas about nation-states, constructions like the Middle East and the Arab World, and the boundaries between East and West.

ACS-UH 2418X

Politics and Cultures of Nationalism in the Modern Middle East
Offered occasionally

Crosslisted with Heritage Studies; History; Social Research and Public Policy

As one of the most influential political ideas that has shaped the modern world nationalism has had a long-lasting impact on the history of the modern and contemporary Middle East. Covering the Arab World, Turkey and Iran this course examines nationalist cultures and political experiences across the region in the nineteenth and twentieth centuries, from the Ottoman and Qajar empires to the world of nation states that emerged after the First World War. The development of nationalism is analyzed from a variety of perspectives: as a state practice and idea of imperial reform and nation building; as a powerful social imaginary that mobilized increasing numbers of people in time and space; and as an ideological and narrative construction of nations as 'natural' entities anchored in mythical pasts. This course places particular emphasis on various 'entrepreneurs' of nationalism: imperial, colonial and national governments, bureaucrats, intellectuals, educators, political activists, urban crowds, workers and peasants.

ACS-UH 2419X

Sufism
Typically offered: spring odd years
Pre-1800

Mysticism is an integral aspect of every religious tradition. In recent years, however, Sufism or Islamic mysticism has often been described as somehow separate from Islam itself. In this course we will investigate the historical origins of Sufism and the nature of the long-standing tensions about the issue at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

ANTH-UH 2114X

Listening to Islam
Crosslisted with Anthropology; Music; Theater

In this course we will investigate the historical origins of Sufism and the nature of the long-standing tensions about the issue at hand, not to mention people affected by their changing surroundings. Daily diary writing is required, along with group discussions with instructors during the day, and a short final reflective paper.

AW-UH 1113X

Algeria and the East: Central Asia and the Mediterranean from the Achaemenid Period to the Ottoman Empire
Crosslisted with Art and Art History; History; The Ancient World
Pre-1800

CSTS-UH 1052X

History and the Environment: The Middle East
Crosslisted with Environmental Studies; History; Core: Structures of Thought and Society

HERST-UH 1100

World Heritage Sites & Universal Collections
Crosslisted with Art and Art History; Core: Cultural Exploration and Analysis; Heritage Studies

HERST-UH 2300JX

Sharing Heritage of the Arabian Trade Routes
Crosslisted with Art and Art History; Heritage Studies; Museum and Cultural Heritage Studies

HIST-UH 2715JX

Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Mongol Empire and its Legacy
Crosslisted with History
Pre-1800

HIST-UH 3510X

Muslim Societies in African History
Crosslisted with African Studies; History

HIST-UH 3511X

Islam in the Indian Ocean World
Crosslisted with History
Pre-1800

HIST-UH 3512J

Science and the Sea
Crosslisted with Heritage Studies; History
Pre-1800

HIST-UH 3710X

Central Asia and the Middle East
Crosslisted with History
Pre-1800

HIST-UH 3711

Cold War in the Middle East
Crosslisted with History

LAW-UH 2122X

Introduction to Islamic Law
Crosslisted with Legal Studies

PHIL-UH 2211X

Classical Arabic Philosophy
Crosslisted with one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy; The Ancient World

SOCIETY AND POLITICAL ELECTIVES

ACS-UH 1610X

Feminism and Islamism in the Middle East and North Africa
Typically offered: fall
Crosslisted with Political Science

What does it mean to identify as a “feminist” or an “Islamist” in the MENA region today, and to what extent are these terms philosophically and politically compatible? Is feminism itself - and movements for gender equality and LGBTQ rights in the region more broadly - a legacy of colonialism and Western influence/ intervention? Or do such movements have local, organic roots expressed through Islamic texts and history, and even Islamist forms of political activism? How can we appraise the track record of so-called Islamist movements (e.g.: Egypt’s Muslim Brotherhood, Turkey’s AK Parti, Tunisia’s Ennahda Party, and Morocco’s Freedom and Justice Party) if we consider their impact on movements promoting women’s rights in the region more broadly - a legacy of colonialism and Western influence/ intervention? Or do such movements have local, organic roots expressed through Islamic texts and history, and even Islamist forms of political activism? How can we appraise the track record of so-called Islamist movements (e.g.: Egypt’s Muslim Brotherhood, Turkey’s AK Parti, Tunisia’s Ennahda Party, and Morocco’s Freedom and Justice Party) and gender inclusivity in comparison to states, secularly oriented political movements, and jihadist...
Typically offered: spring
Crosslisted with Anthropology

Typically offered: by Application

Typically offered: fall
Crosslisted with Environmental Studies; Political Science

Typically offered: spring

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Typically offered: spring
CAPSTONE EXPERIENCE

ACS-UH 4000
Arab Crossroads Studies Senior Capstone Seminar
Typically offered: fall
Prerequisite: Declared Arab Crossroads Studies Major and Senior standing
The capstone seminar is designed as a workshop offering graduating seniors a communal environment in which to conceptualize, share and refine a year-long research project, self-designed in consultation with a faculty advisor. In this semester, particular attention will be paid to the organization and practice of research as well as evidence, method and scholarly habit and process. The fall semester culminates in the presentation of significant writing (at least 20 pages/6000 words) toward the final scholarly product, the written and publicly presented capstone. Each student should also be working with their faculty advisor throughout the semester, submitting drafts to their advisor and working with her/him on the research process.

ACS-UH 4001
Arab Crossroads Studies Senior Capstone Project
Typically offered: spring
Prerequisite: ACS-UH 4000
The spring semester of the ACS Senior Capstone is composed of the student working in close consultation with a faculty member on their capstone project. It is expected that the student will meet weekly with their advisor.

From the electric telegraph to personal computers, from the participatory web to intelligent networks, our tools for communication and media production are constantly changing the ways we connect with one another. Interactive Media’s mission is to make sense of these developments by demystifying their inner-workings and leveraging them as a means for creative expression, communication, and participation. While Interactive Media courses attempt to keep pace with the latest in transformative technologies, the program’s questions remain the same: Can these technologies improve society and enrich the lives of everyone? Can their application address issues of equity, beauty, diversity, or the environment? Can they facilitate delightful experiences, engaging conversations, and meaningful relationships?

The Interactive Media program at NYU Abu Dhabi approaches these questions through an ethos of creativity, community, accessibility, playful exploration, and critical investigation. In practice, the program rests at the convergence of art, design, communications, computer science, and engineering. The specific goals of the Interactive Media program are twofold. It aims to empower students with the knowledge and ability to explore expressive possibilities brought about by existing and emerging forms of technology. It also strives to cultivate an intellectual framework to investigate, understand, and navigate a world infused with media and communication technologies. The technologies are posited not as an end in themselves but as a means to address fundamental questions pertaining to the human condition, complex relationships between ourselves and our mediated environment, and what it means to be an active participant in a world increasingly informed by computation and automation.

Course work routinely involves electronics, programming, practical research, and design. Students create interactive projects and prototypes of their own choosing that involve the creative use of hardware, software, and digital media. Iteration, implementation, and analysis are key factors throughout this active learning process. The intent is not to master any one technical domain, but rather to foster the confidence and literacy to critically engage in a diverse technical landscape. Emphasis is directed towards questioning the socio-cultural roots and effects of the tools as well as their aesthetic, political, and ethical implications.

The strength of the Interactive Media program ultimately lies in its ability to facilitate a supportive environment where students are encouraged to imagine new possibilities for expression. Through an ever-evolving project-based curriculum, communal work spaces,
and an emphasis on bringing creative ideas to life, the program embodies a culture of collaboration and inclusivity applicable to people of all backgrounds and interests. As a result, a student graduating as an Interactive Media major might land at a major entertainment studio creating immersive virtual games or they might pursue a career in the health care sector designing innovative print-at-home prostheses. Regardless, graduates of this major will be empowered to more fully engage in a world where technical change is anticipated, collaboration between humans and technology is expected, and a fluency in interactive media is fundamental.

Program Learning Outcomes for Interactive Media

- Students will cultivate a substantive understanding of the past, present, and future landscape of Interactive Media.
- Students will be challenged to answer fundamental questions relating to the field of Interactive Media.
- Students will develop conceptual skills through the use of computational and interactive media tools to create project-based work and project-oriented research.
- Students will develop their critical thinking skills by analyzing and critiquing work in cultural, social, historical, ethical, and aesthetic contexts.
- Students will cultivate technical skills with contemporary media technologies to execute their coursework.
- Students will gain the ability to explore, innovate, and realize creative ideas in multiple fields of inquiry and interest.
- Students will develop professional practices of delivering and sharing their work.
- Students will gain experience in collaboration through active participation in group and team-based work.

Study Away Pathway for Interactive Media

The study away pathway for the Interactive Media major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Requirements for the Major in Interactive Media

The Interactive Media major consists of 12 courses. Students are required to take four foundation courses, a minimum of six elective courses, a Capstone Seminar, and a Capstone Project.

The required courses are Introduction to Interactive Media (IM-UH 1010), Communications Lab (IM-UH 1011), Communication & Technology (IM-UH 1012), and Understanding Interactive Media—Critical Questions and Theories (IM-UH 1013). The program’s elective courses are organized into three clusters—Computational Media, Media & Design Thinking, and Physical Computing. The Computational Media course cluster focuses on logic and creative expression through programming and screen-based interaction design. The Media & Design Thinking course cluster emphasizes critical communication skills through a combination of theoretical discourse, mixed media, multimedia, and problem-based learning. The Physical Computing course cluster entails human-centric design patterns expressed through electronics and physical interaction design.

Students must take at least one elective within each of the three clusters, at least two electives at the 2000 level, and at least one elective at the 3000 level. The Interactive Media curriculum culminates in an Undergraduate Capstone during the senior year.

Minor in Interactive Media

The minor in Interactive Media is open to all NYUAD students. It is designed to allow students to engage with the ideas offered by their coursework, both in the core curriculum and their majors, and imagine how those ideas might be communicated or augmented with emerging media technologies. The minor requires students to take two required courses, Introduction to Interactive Media (IM-UH 1010) and Communications Lab (IM-UH 1011), and any two Interactive Media electives.

Requirements for the Minor in Interactive Media

4 courses, distributed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>1 IM-UH 1010</td>
<td>Introduction to Interactive Media</td>
</tr>
<tr>
<td>1 IM-UH 1011</td>
<td>Communications Lab</td>
</tr>
<tr>
<td>2</td>
<td>Interactive Media Electives; these may be taken from any of the three elective clusters*</td>
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</table>

* For Computer Science majors fulfilling their minor requirement with IM, the electives must be selected from within IM’s Computational Media cluster.
INTERACTIVE MEDIA

SAMPLE SCHEDULE

Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

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<thead>
<tr>
<th>Course</th>
<th>Year 1</th>
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Spring Semester

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YEAR 2

Fall Semester

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<tr>
<td>UNDERSTANDING INTERACTIVE MEDIA—CRITICAL QUESTIONS AND THEORIES</td>
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Spring Semester

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YEAR 3

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YEAR 4

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INTERACTIVE MEDIA COURSES

REQUIRED COURSES

IM-UH 1010
Introduction to Interactive Media
Typically offered: fall, spring
Crosslisted with Art and Art History; Film and New Media
With the advent of digital computation, humans have found a variety of new tools for self-expression and communication. Thinking about how we interface with these tools beyond the mouse and keyboard, we can approach software and electronics as artists and designers, exploring new interactions with machines and each other. This introductory course will provide students hands-on experience with screen and physical interaction design through programming and electronics using microcontrollers, electronics, and software development. Weekly exercises encourage students to experiment freely, creating their own novel interfaces and controls for working with machines. The course culminates with final projects exhibited at the program’s end-of-semester showcase.

IM-UH 1011
Communications Lab
Typically offered: fall, spring
Crosslisted with Design; Music
Communications Lab is a production-based course that surveys various technologies including web development, 2D design, digital imaging, audio, video, and animation. The forms and uses of these communications technologies are explored in a laboratory context of experimentation, collaboration, and discussion. Much of class time will be spent introducing and surveying equipment and software essential to media production and contemporary storytelling. Each technology is examined as a tool that can be employed and utilized in a variety of situations and experiences. The World Wide Web will serve as the primary environment for content delivery and user-interaction. Principles of interpersonal communications and media theory are also introduced with an emphasis on storytelling fundamentals, user-centered design, and interactivity.

IM-UH 1012
Communication and Technology
Typically offered: fall
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design
From early alphabets to modern virtual reality experiences, this course will explore the development, reaction, and impact of some of humankind’s most transformative innovations—its forms of communication. How have these inventions, such as writing, printing, the telegraph, television, radio, the internet and beyond, influenced human behavior throughout the course of history. How have humans shaped their development and direction? And what role are they playing in shaping our lives both today and tomorrow? Toward the end of the course, students will speculate on the future of communication technologies in a connected world by proposing their own transformative innovation. Readings and discussion will cover communication theory, technical processes, creative applications, and critical investigation. Writing assignments will be paired with practical assignments where students will be challenged to bring their analysis and ideas to life. The web will also be utilized as a test bed for experimenting with various forms of communication both old and new.

IM-UH 1013
Understanding Interactive Media - Critical Questions & Theories
Typically offered: spring
This seminar course is an introduction to the theories, questions, and conditions that encompass interactive media. Students will engage in readings that critically examine both the impact that interactive media and technology have on culture and societies as well as the ways in which social contexts shape the development and application of these technologies. The contexts become apparent by examining interactive media and interactivity through the lenses of relevant perspectives including politics, ethics, race, gender, and cyber security. This seminar will leverage theory to analyze interactive media works and build a vocabulary for making sense of our increasingly mediated world. The course thus serves to lay a conceptual foundation for students to inform and direct their own creative practice. Readings, discussions, research, and writing constitute the body of this course.

COMPUTATIONAL MEDIA ELECTIVES

IM-UH 2310
Mashups - Creating with Web APIs
Typically offered: fall
Crosslisted with Engineering
As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are accessible to us via public web APIs - Application Programming Interfaces. Common to many web sites, including YouTube, Twitter, Google Maps, Wikipedia and more, these web APIs offer a way to programmatically request and re-purpose endless troves of information. How might we use
these available resources to create unique, creative, and compelling web experiences of our own?

Taking a hands-on approach, much of class time will be spent experimenting with coding, primarily JavaScript, for client-side (front-end) web development.

IM-UH 2311
**Experiential Video Art**
Offered occasionally
Crosslisted with Design and New Media
Video heralded a mediated form of expression, quickly embraced by artists, journalists, and provocateurs. This course explores alternative methods of working with video signals in the context of performance and installation. Students develop their own work while examining technical, aesthetic, and theoretical concepts embedded in existing video art from the late 1960s to contemporary practices. Topics include thinking about scale, projection mapping, using a camera as a sensor, real-time video manipulation, and alternative screens like LEDs. Previous video experience is recommended, though not required.

IM-UH 2313
**New Interfaces of Musical Expression**
Offered occasionally
Crosslisted with Music
This course approaches questions such as “What is performance?” “What makes a musical interface intuitive and emotionally immediate?” and “How do we create meaningful correlations between performance gestures and their musical consequences?” In the semester, students will look at many examples of current work by creators of musical interfaces, and discuss a wide range of issues facing the field today. We will be exploring the technical framework for prototyping performance controllers and controllers made available. Students focus on musical composition and improvisation techniques as they prepare their prototypes for live performance.

IM-UH 2315
**Software Art: Image**
Typically offered: spring
Recommended Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, MUSIC-UH 2417 or CS-UH 1001
Crosslisted with Art and Art History
2 credits
An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of visual art. The class will focus on the appearance and role of computers as a new tool for artists to integrate in their artistic practice and natural languages. While elaborating and discussing concepts and paradigms specific to computing platforms, such as system art, generative art, image processing and motion art. Drawing on those areas, students will explore their own artistic practice through the exclusive use of their computers. The course will also serve as a technical introduction to the OpenFrameworks programming environment, exploring the development of visual art. As such, Software Art: Image is an art history and critical studies course with a studio component. Software Art: Image is a complement to Software Art: Text. A 7-week course approaching software and computation from the perspective of poetry and fiction. The two courses can be taken in series or independently.

IM-UH 2316
**Software Art: Text**
Typically offered: spring
Recommended Prerequisite: IM-UH 1010, IM-UH 2310, or CS-UH 1001
Crosslisted with Literature and Creative Writing
2 credits
An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of prose and poetry. This class will focus on the relationship between digital technologies and traditional practices of writing and reading. This class will explore the role of digital text in the creation of new artistic works that convey meaning as well as express aspects of human identity. Students will explore the potential of digital text as an art form and develop a technical introduction to the OpenFrameworks programming environment to create works of generative art, image processing and computational creativity.

IM-UH 2321
**Software Art: ASCII to Algorithm**
Crosslisted with Art and Art History
2 credits
An introduction to the fundamental concepts of computer programming and the role of the artist in this field. The course will examine basic programming concepts and their applications in the context of contemporary software art. The course is divided into two parts: Part I will cover basic programming concepts and techniques, including variables, data types, control structures, and functions. Part II will focus on more advanced programming concepts, such as object-oriented programming, design patterns, and data structures. Students will work in teams to create a software art project, which will be presented at the end of the course.

IM-UH 2318
**Decoding Nature**
Typically offered: fall
Recommended Prerequisites: IM-UH 1010, IM-UH 2310, or CS-UH 1001
How can we use the unpredictable evolutionary and emergent properties of nature in software? How can we incorporate the mathematical principles of nature, such as fractals, into computer algorithms? How can we create software that reflects the beauty of nature? These are the questions that will be addressed in this course. The course will explore the use of computer simulations in the context of software art, focusing on the use of programming languages such as Python and JavaScript. Students will learn how to use these tools to create software that reflects the beauty of nature. The course will be divided into two parts: Part I will cover the basics of computer programming, including variables, data types, control structures, and functions. Part II will focus on more advanced programming concepts, such as object-oriented programming, design patterns, and data structures. Students will work in teams to create a software art project, which will be presented at the end of the course.

IM-UH 2320
**Games and Play**
Typically offered: fall
Games and play are deeply embedded in human culture. Play suggests a range of human experiences not easily contained by a common form. Games use their playability form to speak to the cultural spaces in which they reside. There is freedom in play. There is structure in games. How do they work together? This course explores how games structure play to serve their purpose, and how play inspires games to push expectations of popular culture. Informed by game studies and theories of play, students will study analog and digital games to consider the technological, spatial, artistic and social structures that shape a play experience. Utilizing web-based technologies and the Unity game engine, students will assume the role of both game designer and developer, experimenting with building game experiences that convey meaning as well as expressive aspects of humanity beyond contest and conflict. Some programing experience is preferred but not required.

IM-UH 3130
**Politics of Code**
Typically offered: fall
Prerequisite: IM-UH 1010, CS-UH 1001 or ENGR-UH 1000
We are in a new era of digital politics, where our relationships between ourselves, our environment, and other people are inherently political, computer technologies and technology companies consistently claim to remain “neutral.” This course will examine the extent to which software applications share commonalities with political systems, and how these systems are being used to influence our daily lives. The course will examine the role of code in shaping society, and how code can be used to influence political outcomes. Students will explore the ways in which software applications can be used to manipulate and control public opinion, and how these applications can be used to target specific groups of people. The course will also examine the role of political systems in shaping code, and how political systems can be used to influence the development of software applications. Students will explore the ways in which political systems can be used to influence the development of software applications, and how these applications can be used to influence political outcomes.
Artificial intelligence and machine learning

Prerequisites:
- ENGR-UH 2510
- ENGR-UH 1000

Artificial intelligence and machine learning algorithms affect many aspects of our lives, whether we realize it or not: banking transactions, entertainment recommendations, healthcare treatments and diagnoses, computer programming, customer service agents, financial trading... the list goes on and on. The power of these algorithms lies in their ability to leverage computers to “study” and “learn”. Instead of delivering content and social interactions and activities, they will create images, sounds, text, intuitive interactions, chatbots, and more.

This course will look at intersections between computers and the humanities, a form of inquiry known as “digital humanities.” The course is structured around a broad examination of concepts important in today’s society (computational thinking, digital identity, text as data, dataset, pattern, algorithm, network, location). Students will discuss these concepts critically, explore real-life examples and put them into practice in hands-on activities. Examples of such hands-on work might include, but are not limited to, creating accessible web design, analyzing text digitally, building and visualizing a dataset, curating an online exhibition, thinking about art as data, building a Twitter bot, teaching a computer to recognize handwriting, visualizing social networks or making digital maps. The course assumes no prior technical skills, but a willingness to explore new technologies and find solutions with a real-world impact.

IM-UH 1512j Resourcefulness: Ethiopia

Typically offered: January
Crosslisted with African Studies

Innovation in the context of a developing society is not the process of speculation, but the product of resourcefulness and necessity. Communities in the developing world often lack what many take for granted, yet they are surviving and thriving in their own ways - by building schools, supporting entrepreneurship, caring for the environment, turning waste to energy and many other activities. This course will examine how communities impact these innovations through a combination of case studies, solution design and on-the-ground project work in Addis Ababa and rural Ethiopia. Students will gain understanding and experience applying ethnographic methods towards the design of innovations in a cultural and economic context through on-location fieldwork. For example, helping local honey entrepreneurs reach larger markets, helping local teachers improve STEAM curriculum, connecting students to the broader NYU Abu Dhabi community of scholars, improving waste management and others.
Future Punk
Typically offered: spring
The picture: let’s patch it together from scraps. Future studies and strategic foresights are methods of guiding businesses and politics. Punk means to take the master’s tools apart, repurpose them to serve our own goals, to outsmart our adversaries, and to prevail. The compound of the words future and punk, just like in cyberpunk or stammpunk, indicates that in the case of future punk, future itself would be setting the stage for the narrative, provide the condition against which the human beings in the world of the story would have to struggle: So in the good old punk tradition, we, too, want to take futurism and use it for our own creations. This class introduces speculative fiction and the more scientific forms of speculation as a means for studying to envision, draft, and draw and paint their own images and imaginations of alternative worlds. Students will apply the futurist methods to creative projects and in addition discuss and critique the field.

Bioart Practices
Typically offered: spring
This course will take a tour of the materials and techniques utilized by artists in the emerging field of biological art - that is art which uses life itself as a medium. Therefore art and science class will introduce concepts in genetic engineering, personal genetics, epigenetics, microscopic imaging, tissue culture/bioprinting, biopolitics, and bioethics as sites for artistic exploration. Organized in thematic modules students will learn basic lab techniques while studying the work of artists in this interdisciplinary field. The four core areas are: Input/output (imaging and printing with biology, tissue culture), synthetic futures (genetic engineering and speculative design), identity after the genome (genetics, personal genomics, microbiome, epigenetics, portraiture), and final projects.

Making Education
Typically offered: spring
Recommended Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 1012 or IM-UH 1013
Crosslisted with Art and Art History; Design
Making Education is a regional seminar course that will focus on education theory, instructional design, creative collaboration, and production of site-specific “maker” learning materials. Rooted in the Interactive Media culture of openness, accessibility and making, students will be challenged to thoughtfully navigate the education system in Kathmandu, Nepal and meaningfully effect learning opportunities in collaboration with our local partner organization. Iterative design cycles and project-based work will be paired with semiformal research, theoretical analysis, ethnographic interviews, reflective writing, and project documentation. Students will experience a unique opportunity to apply the processes and principles of the Interactive Media Program onto a real-world use case. Ideally, a combination of making, teaching, and scientific research will result in insights that are both personally significant, locally relevant, and globally transferable.

Multidisciplinary Artistic Collaborations
Crosslisted with Core: Arts, Design and Technology; Film and New Media; Music
CADD-UH 1000
CADD-UH 1001
Manus et Machina
Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Heritage Studies
CADD-UH 1020
Wayfinding: Graphic Design in the Built Environment
Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design
CCEA-UH 1002J
Narrative, Media, and Technology
Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Media, Culture and Communication
CCEA-UH 1047
Utopias and Dystopias
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing
CDAD-UH 1024Q
Routing Like a Computer
Crosslisted with Core: Data and Discovery
ENGR-UH 1021J
Design and Innovation
Prerequisite: ENGR-UH 1000
Crosslisted with Design; Engineering 2 credits
FILMM-UH 251J
Episodic Storytelling
Crosslisted with Film and New Media (Media Practice)
FILMM-UH 3110
Archives, Methods, Screens
Prerequisite: FILMM-UH 101, FILMM-UH 101X, ARTH-UH 110X, ARTH-UH 218X, IM-UH 1012, IM-UH 1013, MUSIC-UH 1004, MUSIC-UH 1005
Crosslisted with Art and Art History; Film and New Media; Media, Culture and Communication

MCC-UH 1005
Media: Objects, History, Theory
Crosslisted with Film and New Media; Media, Culture and Communication
TREAT-UH 2511
Art, Performance, and Social Practice
Crosslisted with Art and Art History; Theater
VISAR-UH 1013
Foundations of 4D
Crosslisted with Art and Art History

Performing Robots
Typically offered: fall
Prerequisite: IM-UH 1010
Intelligent robots living amongst ordinary people used to be a storyline relegated to the world of science-fiction. However, the 21st century has witnessed a rapid adoption of automated machinery in many aspects of daily life. In this course, students will explore the significance of today’s robots to the evolution of art by learning about and building experimental robots for theatrical performance. Robots will be defined broadly, incorporating a wide range of machines both autonomous and user-controlled. Students will be exposed to critical analysis regarding the historical and contemporary use of machines in art and theatrical performance. In parallel, students will also learn about programming, robotics and mechanical construction techniques. Over the course of the semester, students will iterate through multiple projects exploring how robots can convey meaning and emotion. The course will culminate with a final public performance by the robots. Experience with physical computing through Introduction to Interactive Media or a course equivalent is highly encouraged.

Network Everything
Typically offered: spring
Prerequisite: IM-UH 1010, IM-UH 2115, IM-UH 2117, CS-UH 1001 or ENGR-UH 1000
This course explores the possibilities and challenges of build collaborative and creative campus-wide networked projects and systems will also be explored.

Sensors, Body, & Motion
Typically offered: fall
Prerequisite: IM-UH 1010 or IM-UH 101 or IM-UH 2210 or IM-UH 3310 or CS-UH 1001 or ENGR-UH 1000
Crosslisted with Theater
Use computing vision, machine learning, gesture recognition, wearable technology, projection mapping, a variety of sensors, and openFrameworks (C++), students will create interactive art and performances that leverage the full potential of the human body. Directly injecting “people-sensing”
into an artwork via these readily accessible open source technologies, generates a unique feedback loop, or dialogue-like relationship, where a person and a computer are continuously reacting to each other’s senses. This course will examine this feedback loop, specifically how a person is directly integrated into the artistic expression of the work. Ultimately, students will create interactive installations and performances where the human body is the central component of the artwork.

VISAR-UH 2117
Sound Art
Crosslisted with Art and Art History

CAPSTONE EXPERIENCE

IM-UH 4000
Capstone Seminar
Typically offered: fall
Prerequisite: Must be declared Interactive Media major and senior standing
The Capstone Seminar course is the first part of a year-long Undergraduate Capstone in Interactive Media. The beginning of the Seminar focuses on reflection and conceptualization, emphasizing the need for a strong thematic approach and foundational inquiry underlying the Capstone Project. Design and ideation exercises will help students frame their disciplinary work in terms that are personally relevant as well as accessible to a wider audience. Through additional research, prototyping and iteration, students will work towards creating a production plan for an interactive work to be designed and developed during the Capstone Project course. A collaborative spirit will be infused across the Seminar through constructive input and critical feedback of Capstone peer’s project development along with student-led discussions of texts and works that have helped inform their creative direction. By the end of the course, students will produce a statement of creative intent that will include the research question and relevant conceptual contexts with which they want to engage along with a roadmap outlining the practical steps towards the realization of the Capstone project.

IM-UH 4001
Capstone Project
Typically offered: spring
Prerequisite: IM-UH 4000
The Capstone Project builds upon the conceptual and iterative design process of the Capstone Seminar and serves as a semester-long production course for Interactive Media majors. Students will leverage the skills they have learned in terms of software, hardware, interaction design, media study, and design thinking to create and innovate on their proposed project. This process will involve rigorous planning, testing, and documenting that follows a trajectory from low-tech prototypes to a finished work that is polished and robust. Students will be expected to share their project with the Interactive Media community as well as offer support to their Capstone peers through involvement in practical user testing and exhibition of each other’s work. Upon completion, students will have demonstrated an ability to build, deliver, and reflect upon an interactive media product or experience that meaningfully addresses a chosen topic of inquiry and pushes the boundaries of the form. Emphasis also lies on professional production practices and presentation through the sharing and re-examining of the work, be it commercial, social, or artistic in nature.

Law constitutes one of the fundamental ways in which society is ordered, and the rule of law remains essential to individual and communal flourishing. The undergraduate major in Legal Studies at NYU Abu Dhabi poses the broad philosophical, cultural, social, economic, political, religious, and ethical questions that prove indispensable both to a deep understanding of law and to liberal arts education. What is justice? What is Law? How is it organized? Who and what constitutes the arbiter of justice? What are the effects of historical, cultural, religious, and national settings on law and justice? Is the developing global society on the path to a just and moral order, and what role can the law play? What are the legal issues raised by global concerns such as those about the environment, technology, and cyber security? The Legal Studies curriculum design responds, in part, to the increasing globalization of law through a consideration of issues such as the environment, the rule of law, international business, law and media, human rights, technology and security, and law and ethics. At the same time, recognizing that law maintains a local focus, the curriculum treats the broad questions raised by globalization through the study of particular examples drawn from common law, continental law and other legal systems.

The major in Legal Studies is intended as an approach to the study of law rooted in the liberal arts tradition. Legal education expands, deepens, and sharpens the mind, and it hones skills such as critical thinking, textual interpretation, understanding of the many facets of arguments, respect for the opposing views, dispute resolution, reconciliation, and clear oral and written expression. The integration of Legal Studies with liberal arts education enhances the opportunity for cross-disciplinary study. The Program in Legal Studies is situated within both the Social Sciences and the Arts and Humanities, and it thus aims to serve as a bridge between these divisions. The design of the Legal Studies curriculum facilitates double majors and allows ample leeway for taking courses in other academic disciplines. The curriculum aspires to foster in students the readiness and ability to act in a truly human manner (in modo humano) which entails qualities such as serving as an advocate for individual rights and as an artisan of the common good.

Earning the B.A. in Legal Studies does not result in automatic licensing as a lawyer, and completion of the program of study will not necessarily allow credit against future legal studies or entry into the profession. Although the B.A. in Legal Studies is not a professional degree, the versatility of the degree paves the way to manifold career options. The study of law counts as a time-honored and proven path to opportunities as government officials, entrepreneurs, advocates, diplomats, corporate executives, NGO
representatives, and not-for-profit directors, to mention but a few examples. For those students who intend to enroll in J.D., LL.M. and other graduate programs, the Legal Studies major affords a firm foundation as the major introduces an understanding of law which, no doubt, will prove advantageous to further study. Students who opt to complete the Legal Studies London Track will be exposed to the great ideas of the common law as a preparation for service in legal and law-related professions.

**Learning Outcomes**

On successful completion of this program, students will be able to:

1. Identify the general principles and nuances of the philosophical, cultural, historical, social, economic, political, religious, and ethical questions that prove indispensable both to a deep understanding of law and to liberal arts education.
2. Recognize how the general principles of law pertain to a large variety of legal questions raised by the subject area of the curriculum from comparative and interdisciplinary perspectives.
3. Discuss the nature of legal systems and institutions, of legal ethics and professional responsibility, of international business law, of the rule of law, and of fundamental human rights.
4. Critically analyze problems, cases, or arguments and formulate a range of solutions that employ various legal concepts or principles.
5. Communicate, in writing, with an attractive style that is guided by the rules of precise language, economy of verbiage, convincing arguments, and pertinent examples.
6. Demonstrate respect for the proper authority of just legal institutions as an essential component of the common good and the rule of law.
7. Take responsibility for projects involving individual autonomy and team work; and interact successfully in a professional setting and business workplace.

The study away pathway for the Legal Studies major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

**REQUIREMENTS FOR THE MAJOR IN LEGAL STUDIES**

- **6 Required Courses:**
  - LAW-UH 1010 What is Law? Comparative Global Jurisprudence
  - LAW-UH 1011 Legal Writing and Research
  - LAW-UH 1012 Legal System and Method
  - LAW-UH 1014 Commercial Law (Equivalency to Required Course Business Law)
  - LAW-UH 2011J Constitutional and Administrative Law (Equivalency to Required Course Legal Institutions)
  - LAW-UH 1110 Contracts
  - LAW-UH 2500 Criminal Law
  - LAW-UH 2501 Torts
  - LAW-UH 3500 Property - Land Law
  - LAW-UH 3501 Equity and Trusts
  - LAW-UH 3503 European Union Law

For more information about the London Track, please see the NYUAD Student Portal https://students.nyuad.nyu.edu/academics/global-education/study-away/study-abroad-paths/legal-studies-program.

**Minor in Legal Studies**

The minor in Legal Studies is open to all students who wish to gain a basic understanding of fundamental legal concepts, institutions, and method. As virtually all fields of academic inquiry entail some legal consideration, the minor serves as a complementary field of study to disciplines in the Social Sciences, Arts and Humanities, Sciences, and Engineering. The minor requires four Legal Studies courses, at least two of which must be drawn from the Required Courses listed above.

**REQUIREMENTS FOR THE MINOR IN LEGAL STUDIES**

- **4 courses, distributed as follows:**
  - 2 of the Required Courses for the Major
  - 2 Additional Required or Legal Studies Electives

**Legal Studies London Track**

The Legal Studies London Track is an option for Legal Studies majors who wish to study the great ideas of the common law. These ideas constitute the foundations of legal knowledge required for service as a solicitor or barrister in the UK. The law courses are taught at NYUAD and at NYU London by faculty from NYUAD and from Birkbeck College of Law, University of London. The following are the eight recommended courses (in alphabetical order) that comprise the London Track.

- LAW-UH 1014 Commercial Law (Equivalency to Required Course Business Law)
- LAW-UH 2011J Constitutional and Administrative Law (Equivalency to Required Course Legal Institutions)
- LAW-UH 1110 Contracts
- LAW-UH 2500 Criminal Law
- LAW-UH 2501 Torts
- LAW-UH 3500 Property - Land Law
- LAW-UH 3501 Equity and Trusts
- LAW-UH 3503 European Union Law

For more information about the London Track, please see the NYUAD Student Portal https://students.nyuad.nyu.edu/academics/global-education/study-away/study-abroad-paths/legal-studies-program.
## Legal Studies Courses

### Required Courses

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<tr>
<th>LAW-UH 1010</th>
<th>What is Law? Comparative Global Jurisprudence</th>
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<td>Typically offered: spring</td>
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This course poses the fundamental questions: “What is law?”; “What is a legal system?” and “What is the rule of law?”

Appreciating that law reflects different cultural and historical facts, the course employs a comparative methodology in order to explore the fundamental questions from the perspective of various legal traditions. This comparative methodology considers jurisprudence from African, Chinese, Hindu, Marxist, Islamic, Southeast Asian, and Western legal traditions. In relation to these diverse legal traditions, the course examines the topics of natural law, legal positivism, interpretivism, legal realism, justice, human rights, critical legal studies, feminist jurisprudence, critical race theory, and post-modernist jurisprudence.

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<tr>
<th>LAW-UH 1011</th>
<th>Legal Writing and Research</th>
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<td>Typically offered: fall, spring</td>
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This course introduces sources of law, legal research, legal reasoning, and interpretative methodologies. The course discusses the sources and techniques for basic legal research. It develops and hones students’ ability to write about complex legal issues in a variety of settings and for a variety of audiences. The course focuses on the interpretation of texts, developing clear and persuasive arguments, and the use of available library resources including technologically available legal materials. It also treats the drafting of legal briefs, memoranda, and other legal documents. A central feature of the course is to lay the groundwork for working with various law-related texts as a foundation for legal studies and for the eventual senior capstone thesis.

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<tr>
<th>LAW-UH 1012</th>
<th>Legal System and Method</th>
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<td>Typically offered: fall</td>
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The history of Western law is that of the two Romes, of the Papacy and law - papatus and imperiatus. It is a narrative of codification and the books of scriptural texts and the casuistry that they generate. The first moment of legal study is that of inaugural texts and collections, of sovereignty, its representation and its textual delegation. The course will introduce the hierarchy of sources of law, the process of enacting law, the concepts of norm and rule, and then the plural regime of legal interpretation of sources, the hermeneutics of practice. Beginning with the concept of the code, the course will proceed to the topics of statutory interpretation, systems of precedent, and forensic rhetoric in distinct substantive legal disciplines.

As the English legal sage Sir Edward Coke put it, inevitably in Latin, nemo nascitur Artifex - no one is born a lawyer. To this end, the methods course will also entail and be supported by a vigorous legal writing and research program.

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<th>LAW-UH 1013</th>
<th>Business Law</th>
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The law has become a central subject in the world of business, setting the rules and regulations under which economies operate. This course explores the legal environment in which businesses operate and studies the interaction between business and the legal system. The course will first introduce students to the legal and constitutional environment of business and business dispute resolution. Students will then be introduced to intellectual property and internet law, business crime and regulatory compliance, business contracts on a comparative law basis, business negotiable instruments such as checks and banking, letter of credits, documentary credits, debtor-creditor relationships and more specifically creditor’s rights, bankruptcy, reorganization, employment relations, agency, labor and immigration. This course will then examine the business organizations such as sole proprietorships, partnerships, limited liability companies and different topics that dictate how to form, buy, manage, run, close or sell a business.

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<th>LAW-UH 1014</th>
<th>Commercial Law</th>
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Crosslisted with Economics London Track

This course is designed to provide you with the basic building blocks, the knowledge and skills, to deal confidently with company law. It is an area of law that many students expect to be dry, technical and difficult. It is certainly challenging and as a largely statute-based area of law, potentially dry. But the reality of company law is very different. The course does not slavishly follow the structure of the Companies Act 2006 - the largest piece of legislation ever produced by Parliament. That would be an impossible project and an ineffective way of studying company law. Focusing upon underlying fundamentals, contemporary debates and transferable skills this module enables you to explore the basic principles and concepts central to company law in their social setting. The course treats the role of company law in the regulation of business organizations, introduction to legal forms of business organization; incorporation; separation of ownership and control, corporate governance, directors’ duties, and remedies.
Typically offered: fall

Common law has for the best part of half a century of jurisdictions, such as Australia, China, the United Kingdom, and the United States, in commercial, environmental, and intellectual Property law will be tracked and framed.

Typically offered: fall

This course examines the ethical issues raised by the function of law and lawyers in protecting individual rights and advancing the common good. The increasing globalization and transnational practice of law warrants a comparative perspective with regard to specific issues in legal ethics. Legal materials are drawn from a variety of jurisdictions, such as Australia, China, the European Union, Finland, France, Germany, Japan, New Zealand, the United Arab Emirates, the United Kingdom, and the United States, in order to elucidate the relevant issues in legal ethics. Among the issues addressed are the legal profession and professional identity, trust, truth telling, confidentiality, conflict, client autonomy, access to legal services, cause lawyering, ethical breaches, and malpractice. These ethical issues in law are considered from a range of philosophical, cultural, social, economic, political, and religious perspectives.

Typically offered: spring

This course is demanding and interactive, but prior knowledge of the subject matter or the United States is not a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct research assignments, and how to value differences in opinion and frameworks for decision-making.

Typically offered: fall

London Track

The course in Contracts will provide an international and comparative introduction to the law of volitional obligations. The course will familiarize students with the basic concepts of promise, consideration, offer and acceptance, vitiating factors, terms and conditions, interpretation, performance, breach, and remedies. Comparing the international regulation of sale of goods and the Roman principles underpinning European contract law, the course will then develop the key features of the common law of contract and trace its roots and future in European law.

Typically offered: spring

How are we to understand Law as it is situated in social life? How did Law and Religion become separate institutions in Western societies? Throughout this course we will encounter a number of legal-theoretical positions drawn from classical philosophy and contemporary theorists dating from the pre-Christian era to our present day. The aim will be to read with Law in a setting beyond its definitiveness, and instead to problematize it. For this, we draw on numerous perspectives including the idea of Justice, the separation between civil and criminal law, and the idea of Law as the institution of the state (see Part Two of the course). We will focus on the role of law as a system of rules that structure and regulate a person or the thing. The study of law thus links its roots and future in European law.

Typically offered: fall

This course addresses not only the norms that govern the relationship between government and religion in the United States. Using the opinions of the United States Supreme Court, the highest court in the nation and final authority on interpretations of the Constitution, students will begin a close examination of the meaning, interpretation, application, and wisdom of 16 words from the American Constitution: “Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof.” These words prohibit government entanglement with religion while simultaneously bestowing the government with the responsibility to protect religious freedom; the course will examine the tension within these dual guarantees and efforts made to abide by them. The course is demanding and interactive, but prior knowledge of the subject matter or the United States is not a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct research assignments, and how to value differences in opinion and frameworks for decision-making.
climate change has elicited rulemaking process at the international, regional, national and local levels. The class will be invited to study the negotiation process, implementation status of the United Nations Framework Convention on Climate Change (UNFCCC), the Kyoto Protocol, and the Paris Agreement. The class will then proceed to evaluate the various legal tools that are available at national and international levels to address climate change, including cap-and-trade, carbon taxation, command-and-control regulation, litigation, securities disclosures, and voluntary actions.

LAW-UH 2115X
Comparative Legal Systems: United States and United Arab Emirates
Typically offered: fall
Crosslisted with Arab Crossroads Studies
The growing trend of globalization in nearly every field of human endeavor demands legal experts to acquire an awareness of legal traditions and systems that operate beyond their borders. This course will invite students to explore various legal systems from a comparative perspective. Primarily this course will focus on essential characteristics of the three major legal systems: Civil, Common, and Islamic. Students will also examine diverse legal systems, inspired by various political, social, and religious doctrines. This course will pay special attention to legal traditions explicitly functioning in late United States of America and the United Arab Emirates. This class will offer historical and cultural backgrounds related to the development of legal structures and substantive rules in both territories. Students will study existing judicial systems and essential rules dealing with legal education and practice in the United States and the United Arab Emirates. The class will benefit from guests’ lectures and field trips in order to gain a deeper understanding of the procedural and substantive aspects of law.

LAW-UH 2116
International Business Law
Typically offered: spring
Companies of states, and across all sectors, are doing business in various forms beyond their domestic borders. This course is designed to provide the students with theories and comprehensive information on the legal and ethical implications and ramifications of doing business internationally, along with the related cultural, political and economic issues. The course will also introduce students to the different legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property transfer arrangements, transfer of foreign investment, anderald investment is crucial. The aim of this course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally.

LAW-UH 2118
Law in Literature
Typically offered: spring
Crosslisted with Core: Cultural Exploration and Analysis
Literature and law have been characterized as two of the most central narrative endeavors of culture, with legal narratives, moreover, wielding state power. This course will look both at the multiformal ways that law has been used and also how jurisprudence itself can be illuminated by understanding it not just as presenting a surface level of evidence, but as a narrative that reflects deeper levels of established social and cultural norms. Students will thus examine, on the one hand, the extent to which literary texts can help lawyers understand a larger human dimension that can revitalize their grasp of the ethical nuances of law. On the other, students will test Dworkin’s claim that we can improve our understanding of the nature of law by comparing legal interpretation with modes of thinking and practice changed historically? This introductory level course on renewable energy regulations and emerging policies. The course will cover a wide variety of local and regional laws, and contemporary Islamic states.

LAW-UH 2121
Renewable Energy Law and Policy
Typically offered: spring
Crosslisted with Environmental Studies; Social Research and Public Policy
This introductory level course on renewable energy examines the historical and legal origins of renewable energy policies and other emerging policies. The course introduces the renewable sources and basic terms and concepts, regulatory trends and other emerging issues. The primary focus of the course will be on understanding the renewable energy policies and laws of the developing countries. We will spend considerable time with Africa, Small Island States, United Arab Emirates, and examples from other countries. The centerpiece of this course is to focus on a specific renewable energy project (in a developing country) completed with international cooperation and assistance. The course will also focus on global issues, the divide between industrialized countries and developing countries, the nexus between global climate change and renewable energy, sustainable energy sources, and challenges that global policymakers will face in the future. The course will look at the wide variety of local and regional laws, regulatory techniques, and policy objects.

LAW-UH 2122X
Introduction to Islamic Law
Typically offered: fall
Crosslisted with Arab Crossroads Studies
What is Islamic law? What kinds of sources do we use to access Islamic law, and how has Islamic legal thinking and practice changed historically? This course introduces students to topics in Islamic law while addressing questions of continuity and change in the Islamic legal tradition from medieval to modern times. The first part of the course will introduce the students to the world’s basic terms and concepts, regulatory trends and emerging policies. The course will cover various theories and approaches within these legal traditions, with emphasis on the legal and ethical nuances of law. The course will then proceed to the development of the competitive advantage of the enterprise in a given market. While the course will focus on global institutions and policymaking, the class will provide the students with theories and comprehensive information on the legal and ethical implications and ramifications of doing business internationally, along with the related cultural, political and economic issues. The course will also introduce students to the different legal regimes that shape the trade and investment in Europe, Asia, Middle East, and in North America in areas such as trade of goods, trade in services, intellectual property transfer arrangements, foreign investment, and corporate social responsibility. The students will also be introduced to the various methods of resolving international business disputes.

LAW-UH 2123
Public International Law
Typically offered: fall
This course introduces the principles and rules that govern the relations between States, and their interactions with other international actors on the global stage. It is designed to give students an understanding of the rules governing international relations, their historic development and application in the modern world. The course will focus on doctrinal aspects of international law and their critical application, including how politics and power inform the negotiation and enforcement of international agreements. The course will cover a range of topics including: sources of international law, subjects of international law, the use of force in international law, the operation of the United Nations system, settlement of disputes in international law (including the role of the International Court of Justice), international human rights, and international environmental law. It offers a rigorous foundation for further study in this field.
This course analyzes the legal foundations, global political economy, and the history of the conception, protection, and violation of human rights law. It presents analytical frameworks, concepts, facts, legal theories, and empirical methods used in the study of the politics of human rights law. It examines how democracy and democratization, international law and institutions, the activities of powerful democracies, and global civil society each influence human rights law around the world. It incorporates perspectives from the disciplines of law, political science, economics, history and sociology.

LAW-UH 2125X
Islamic Law and Secular Politics
Typically offered: fall
Crosslisted with Arab Crossroads Studies; Core: Structures of Thought and Society; Political Science; Social Research and Public Policy
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 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, comparative studies of the everyday reality of Islamic law, in addition to texts in politics, history, and comparative legal theory. We will interrogate dimensions of power, power-sharing, and the 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 Muhammad ‘Abduh’s stance on sex reassignment, and several cases of religious conversion; the course concludes with a study of how Muslims navigate the landscape of legal pluralism in contemporary Europe.

LAW-UH 2126.X
International Commercial Arbitration: From Ancient Arabia to Contemporary Singapore
Typically offered: fall
Crosslisted with Arab Crossroads Studies; Business and Organizational Studies
Arbitration is one of the oldest and most effective methods of dispute resolution. It has grown in importance significantly over the past few decades, particularly on the international level. This course will cover foundational aspects of international commercial arbitration (the arbitration agreement, the arbitral tribunal, the arbitral procedure, the seat of arbitration, the law applicable to the merits of the dispute, and the arbitral award and its enforcement). Students will then turn their attention to the specificities of arbitration in the Middle East, from its Islamic origins to its current manifestations. To implement cases, students will visit several arbitral institutions, law firms and companies based in the United Arab Emirates.

LAW-UH 2128
Theory of Property Law
Typically offered: spring
This course aims to provide, from a critical perspective, a historical introduction to the various ways of theorizing Property and Property Rights in the West, some analytics about the key concepts of the field (once called Laws of Things), and a survey of contemporary debates about Property. The method of the course is genealogical. After a brief presentation of pre-modern ways of theorizing Property, the course is first devoted to the rise and triumph of Property as a subjective, absolute and exclusive right. Then, it examines various attempts to overcome this conception, mainly social, analytical and realist critiques, to conclude with a view on the current debate in Property Theory.

LAW-UH 2129
Mooting
Typically offered: fall, spring
Crosslisted with Political Science
How do people, states, and organizations articulate their rights in diplomacy and dispute settlement? What roles do courts, tribunals and states play in the resolution of disputes arising from public, commercial, and civil interactions? How do courts and tribunals shape these practices, and how have they created doctrine on jurisdiction, admissibility, interpretation, responsibility, liability, defenses, and evidence? How do lawyers develop legal theories, engage in legal advocacy, and consolidate and assess critically cases, statutes and scholarly publications in the field. It exemplifies the significance of contemporary research and debates about the subject. The course will cover the following topics: (1) Things or Processes including Estates Acquiring and Quantifying Constructive Trusts; (2) Mortgages; (4) Freehold Covenants; (5) Easements; (6) Prescription; (7) Leases; and (8) Lease/License. This course proffers a broad and coherent understanding of key aspects of land law, and an appreciation of the growing significance of contemporary research and debates about the subject. It fosters the ability to read, review, consolidate and assess critically cases, statutes and scholarly publications in the field. It exemplifies a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in law and some opportunities for the application of that knowledge to legal problems and debate.

LAW-UH 2130
Global Sustainable Cities
Typically offered: fall
Crosslisted with Peace Studies; Political Science; Social Research and Public Policy
Over half of the world’s population now lives in cities, this share has been forecast to increase to close to 70% by 2050. With growing urbanization, cities and their residents have become major consumers of natural resources. However, if urban growth is managed properly, cities also have the potential to be efficient and sustainable users of natural resources, especially in this era of advanced technology that allows for remote monitoring and control of resource use. Recognizing the challenges that cities face and their potential, one of the United Nations Sustainable Development Goals is to “make cities inclusive, safe, resilient and sustainable” by 2030. This seminar will analyze innovative sustainability policies implemented in leading cities around the world and examine the opportunities and potential drawbacks - allowing global cities to play an increasingly significant role in environmental regulation. The seminar will feature in-depth case studies of seven mega-cities (Abu Dhabi, Beijing, Berlin, London, New Delhi, New York, and Shanghai) in an attempt to find common features to cities’ initiatives.

LAW-UH 2500
Criminal Law
Typically offered: spring
London Track
How does law concern itself with crime? Indeed, how is crime defined in law and is its conceptualization temporally determined? This course will seek to examine the notion of criminality with reference to the subject of ‘criminal’ and the juridical apparatus that seeks to punish it. Here, we will look at juridical concepts of criminal responsibility as well as key criminal legal theories to consolidate and assess critically the contemporary criminological turn to the management of crime through preventative measures, and surveillance technologies.

LAW-UH 2501
Torts
Typically offered: spring
London Track
This course examines the effectiveness of the tort system in compensating individuals suffering personal injury, injury to reputation, psychological damages, economic loss or incursions on private property as a result of accidents, disease or intentional acts. Focusing on the tort of negligence in particular, the course explores the social, economic and political contexts in which the rules and principles of tort are applied. The course is divided into three parts. The first part will explore the historical development of tort, the nature of tort liability, and the relation between torts and other branches of the law of obligations and tort’s relation with other legal systems. It provides an in-depth exploration of two organizing themes (fault and damage) within tort law drawing upon a range of examples from tort law and from the tort of negligence. Part two contains the core of the course and examines the theoretical underpinnings of the tort of negligence, with special emphasis on an examination of the duty of care concept. The final part of the course explores some intentional torts, with an emphasis on torts aimed at the protection of reputation, confidential information and the quiet enjoyment of land.

LAW-UH 3500
Property - Land Law
Typically offered: fall
London Track
This course will give you the opportunity to develop a broad and coherent understanding of the key aspects of land law, and a critical awareness of the significance of contemporary research and debates about the subject. The course is divided into three parts. The first part will explore the historical development of tort, the nature of tort liability, and the relation between torts and other branches of the law of obligations and tort’s relation with other legal systems. It provides an in-depth exploration of two organizing themes (fault and damage) within tort law drawing upon a range of examples from tort law and from the tort of negligence. Part two contains the core of the course and examines the theoretical underpinnings of the tort of negligence, with special emphasis on an examination of the duty of care concept. The final part of the course explores some intentional torts, with an emphasis on torts aimed at the protection of reputation, confidential information and the quiet enjoyment of land.
which equity is important. Traditional analysis of equity, in terms of its historical development and its maxims, is also a feature of this course. The course involves an examination of equity’s central concept, the trust. Its functions range from the preservation of family wealth to its use as a medium for collective investment trusts and supranational and pension funds. We also consider the private purpose trust and the use of the trust in charitable provision. The course moves on to engage with issues around breach of trust, including the duties of trustees, the remedies obtainable and new frontiers in the law, such as restitution.

LAW-UH 3503
European Union Law
Typically offered: fall
Crosslisted with Political Science; Social Research and Public Policy
London Track
The purpose of this course is to equip you with a thorough understanding of the key features of the European Union (EU) and its legal order. Given the significant impact of EU law and policies on the Member States and beyond, understanding this area of law is vital for any legal practitioner. The study of EU law is also extremely rewarding from a more academic perspective, as it teaches us important lessons about the interaction between different legal orders, the limits of State sovereignty and the role of international institutions. In recent years, the EU has become a source of continual political conflict: both over the content of its measures and the legitimacy of its institutions. We will consider these questions throughout the course and in particular in the context of two major crises that the EU is currently facing: the refugee crisis and Brexit. The first part of the course will focus primarily on the institutional and procedural law of the EU, while the second part of the course will be concerned with the rules governing two key substantive policy areas, the internal market and the Area of Freedom, Security and Justice (AFSJ).

LAW-UH 3990
Directed Study
Typically offered: by Application
As arranged with instructor

CCEA-UH 1011
Law and the Imagination
Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

CSTS-UH 1013J
Relationship of Government and Religion
Prerequisite: Must have passed placement test
Crosslisted with Core: Structures of Thought and Society
This minor in African studies provides students with the opportunity to engage with the study of Africa from a range of disciplines, acquire in-depth knowledge of African societies and cultures, and become conversant with the major social concerns, intellectual debates, and artistic expressions relevant to the continent. The minor is expected to appeal in particular to students who wish to pursue careers on the continent in public service, non-profit work, or business, and to those who wish to undertake graduate study related to Africa.

**Minor in African Studies**

Minors in African studies must complete the required “Africa in the World” plus three Africa-focused electives. To ensure the appropriate breadth within the minor’s choice of electives, each minor must take at least one elective in Arts and Humanities and one in Social Sciences. In addition to electives at NYU Abu Dhabi, minors may satisfy the elective requirements by taking another course in the NYU global network that contains significant material on Africa and in which their final project (if required) includes Africa as a major area/subject of focus.

The mastery of African languages (including Arabic, French, and Portuguese) directly contributes to the minor’s learning objectives. Minors may meet one elective requirement through a language course. In the case of relevant languages offered at NYU Abu Dhabi (i.e. Arabic and French), only courses that correspond to at least the Intermediate 2 level may count towards the minor. For African languages only offered at other sites of the GNU, any 4 credits of language study may count.

**Learning objectives**

Students who successfully complete the minor in African Studies will:

- become familiar with the major theoretical and methodological approaches in the study of the African continent and its peoples.
- develop a critical understanding of the diverse intellectual traditions that have taken Africa as an object of knowledge and scholarly research.
- learn to select, contrast, and combine relevant disciplinary outlooks that will allow them to address complex issues in contemporary African.
- understand how thinking about Africa has shaped various disciplines in Social Sciences and the Humanities.
- acquire substantive knowledge about the histories, societies, and cultures of the African continent.
- be able to demonstrate the relevance of Africans as key actors in the world’s past, present and future.

**Requirements for the Minor in African Studies**

4 courses, distributed as follows:

1. HIST-UH 1105 Africa in the World
2. Africa-focused elective from Arts & Humanities
3. Africa-focused elective from Social Sciences
4. Additional Africa-focused elective from either area
AFRICAN STUDIES COURSES

REQUIRED COURSES

HIST-UH 1105
Africa in the World
Crosslisted with History; History Atlantic World; History Indian Ocean World

ARTS AND HUMANITIES ELECTIVES

AFRST-UH 1110J
Interdisciplinary Introduction to African Urban Studies
Typically offered: January
Crosslisted with Social Research and Public Policy; Urbanization
This course will draw from several disciplines to set out various ways of understanding the African city as both space and archive, with Accra serving as the primary case study. Students will be introduced to key aspects of urban spatial theory and to ways of doing streetside ethnography and nearby history. The course will be structured around a short novel and a play, with references to other African cities such as Lagos, Nairobi, and Johannesburg, among others. Ultimately the objective of the course is to equip students with the interpretative and research skills to be able to understand and discuss any cities of their choice in dialogue with the best research in the field and in a lively and sophisticated manner.

ANTH-UH 2117J
Migration and Displacement Across the Red Sea
Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

ARABL-UH 2120
Intermediate Arabic 2
Prerequisite: ARABL-UH 2110
Crosslisted with Arabic Language

MUSIC-UH 1611X
Arab Music Cultures
Crosslisted with Anthropology; Arab Crossroads Studies; Arab Music Studies; Heritage Studies; Music

MUSIC-UH 1662
African Popular Music
Crosslisted with Anthropology; Heritage Studies; Music

THEAT-UH 1514
African Women Playwrights
Crosslisted with Literature and Creative Writing; Theater

HIST-UH 3319
African American Freedom Struggle
Crosslisted with History; Political Science

HIST-UH 3322JX
African Empires: West Africa and Ethiopia
Crosslisted with History Atlantic World; History Indian Ocean World

HIST-UH 3510X
Muslim Societies in African History
Crosslisted with Arab Crossroads Studies; History

HIST-UH 3315
Love in Africa
Crosslisted with History

HIST-UH 3319
African American Freedom Struggle
Crosslisted with History; Political Science

HIST-UH 3322JX
African Empires: West Africa and Ethiopia
Crosslisted with History Atlantic World; History Indian Ocean World

HIST-UH 3510X
Muslim Societies in African History
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MUSIC-UH 1611X
Arab Music Cultures
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MUSIC-UH 1662
African Popular Music
Crosslisted with Anthropology; Heritage Studies; Music

THEAT-UH 1514
African Women Playwrights
Crosslisted with Literature and Creative Writing; Theater

SOCIAL SCIENCE ELECTIVES

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics
Crosslisted with Economics; Political Science; Social Research and Public Policy

HIST-UH 3323J
Trans-Atlantic Slave Trade: History and Memories
Crosslisted with History Atlantic World; Social Research and Public Policy

IM-UH 1514J
Resourcefulness: Ethiopia
Crosslisted with Interactive Media

POLSC-UH 1111
Introduction to Comparative Politics
Recommended Prerequisite: SOCSC-UH 1010Q and SOCSC-UH 1112
Crosslisted with Political Science

POLSC-UH 2325J
Revolution-The Politics of Energy
Crosslisted with Political Science

POLSC-UH 2414
African Politics
Crosslisted with Political Science

POLSC-UH 2416
Health and Governance
Crosslisted with Political Science

POLSC-UH 2422X
North African Politics
Prerequisite: POLSC-UH 1111
Crosslisted with Political Science

SRPP-UH 1412J
Wealth and Inequality in the Global City
Crosslisted with Economics; Social Research and Public Policy; Urbanization

SRPP-UH 2626J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education
Crosslisted with Education; Social Research and Public Policy
The Ancient World Studies multidisciplinary minor focuses on the shared and overlapping periods in the development of cultures and societies around the Mediterranean basin, in the Near East, and across Central Asia to the Pacific Ocean.

Abu Dhabi's location at the center of this geographical expanse makes it an ideal site for exploring the intellectual and material riches of the ancient world. This minor encompasses a number of disciplines, including archaeology, art history, history, literature, and philosophy.

Learning outcomes:
• an understanding of several ancient societies and cultures and the ways in which they are examined and analyzed;
• an understanding of the potential for cross-disciplinary approaches to the study of the ancient world;
• ability to read, analyze, and write about ancient material culture and texts persuasively, and locate them in their historical and cultural contexts;
• familiarity with the methodologies and critical approaches and research tools deployed in the study of the ancient world;
• ability to engage in detail with the methods needed to analyze the range of fragmentary evidence, both written and material, required in an interdisciplinary study of the ancient world;
• ability to assess differences among, and relations between ancient cultures.

Minor in Ancient World Studies

The minor in the Ancient World requires that students complete four approved courses. These courses must be distributed across at least two disciplines or geographic regions and may include up to two semesters of intermediate or higher level ancient language study. Students are strongly encouraged to include among these four courses one on archaeology or material culture.

REQUIREMENTS FOR THE MINOR IN ANCIENT WORLD STUDIES

4 courses, distributed as follows:

- 4 Ancient World Studies or crosslisted courses covering at least two disciplines or geographic regions and up to two semesters of intermediate or higher level ancient language study

ANSWERS AND PROFESSOR'S HANDBOOK

Ancient World Studies Courses

AW-UH 1110
Ancient Empires
Offered occasionally
Crosslisted with History
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics in this course include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

AW-UH 1113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Art and Art History; History Pre-1800
Taking the arrival of Alexander the Great in Central Asia as its pivot point, this course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

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Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Art and Art History; History Pre-1800
Taking the arrival of Alexander the Great in Central Asia as its pivot point, this course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

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AW-UH 2210
Ancient Mediterranean Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy

PHIL-UH 2211X
Classical Arabic Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Arab Crossroads Studies; Philosophy

PHIL-UH 2212
Classical Indian Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy

CSTS-UH 1008
Birth of Science
Crosslisted with Core: Science, Society and History; Core: Structures of Thought and Society

HIST-UH 3712
Ancient Roman Empire
Crosslisted with History Pre-1800

PHIL-UH 2210
Ancient Mediterranean Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Philosophy

PHIL-UH 2211X
Classical Arabic Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
Crosslisted with Arab Crossroads Studies; Philosophy

PHIL-UH 2212
Classical Indian Philosophy
Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)
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AW-UH 1110
Ancient Empires
Offered occasionally
Crosslisted with History
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics in this course include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

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AW-UH 3190
Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Ancient Greek, Latin and Classical Chinese are offered.

AW-UH 1110
Ancient Empires
Offered occasionally
Crosslisted with History
This global history course presents the emergence of large territorial states in the ancient world. Starting from the earliest Eurasian civilizations in Egypt, Mesopotamia, the Indus Valley, and China, it aims to provide a thematic and comparative introduction to the major empires of the ancient world, including Qin and Han China, the Assyrian and Persian Empires, and the Roman Empire, as well as their successors. Topics in this course include kingship, warfare, economy, law, ethnic identity, core-periphery relations, and imperial ideologies.

AW-UH 1113X
Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period
Typically offered: spring
Crosslisted with Arab Crossroads Studies; Art and Art History; History Pre-1800
Taking the arrival of Alexander the Great in Central Asia as its pivot point, this course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

AW-UH 3190
Directed Study
Typically offered: by Application
Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Ancient Greek, Latin and Classical Chinese are offered.
Arab Music Studies is an interdisciplinary field concerned with the production and dissemination of knowledge about Arab music as a repertoire (or set of repertoires), system of musical practice, and cultural phenomenon. The minor in Arab Music Studies offers students an opportunity to explore Arab history, society, and culture from a musical direction. It is expected to appeal to students interested in pursuing careers in the arts (especially in the MENA region) and/or graduate work in anthropology, ethnomusicology, or Middle Eastern studies. The minor emphasizes hands-on training in Arab music performance, but prior experience in music performance is not required or even expected for students who undertake it.

Minor in Arab Music Studies

The Arab Music Studies minor consists of one required course in Music, “Arab Music Cultures,” which is offered every year; one course in Arab Crossroads; and at least eight credits (generally four courses) in the area of Arab music performance (oud, Arab percussion, etc.). For the Arab Crossroads course, students may choose between “Anthropology and the Arab World”, “Emergence of the Modern Middle East”, and “Intro to Modern Arabic Literature”. Arabic language courses do not count toward the minor.

Requirements for the Minor in Arab Music Studies

1. MUSIC-UH 1611X Arab Music Cultures
2. Arab Crossroads Elective
3. 8 credits (generally 4 courses) in Arab music performance, selected from the Arab Music Electives

Arab Music Studies Courses

Required Courses

- MUSIC-UH 1611X Arab Music Cultures
  Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Heritage Studies; Music

Arab Crossroads Electives

- ACS-UH 1010X Anthropology and the Arab World
  Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

- ACS-UH 1011X Introduction to Modern Arabic Literature
  Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

- ACS-UH 1012X Emergence of the Modern Middle East
  Crosslisted with Arab Crossroads Studies; History

Arab Music Electives

- MUSIC-UH 1204 Beginning Group Music Instruction - Oud
  Crosslisted with Music
  2 credits

- MUSIC-UH 1208 Beginner Group Music Instruction - Arabic Percussion
  Crosslisted with Music
  2 credits

- MUSIC-UH 1220 Music Ensembles
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 1251 Individual Music Instruction 1
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 1252 Individual Music Instruction 2
  Prerequisites: MUSIC-UH 1251 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music)
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 1615JX Engaging Khaleeji Musical Heritage: An Introduction to Applied Ethnomusicology
  Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; Music

- MUSIC-UH 1617 Popular Music in the Arab World
  Crosslisted with Arab Crossroads Studies Arts and Literature; Music Studies Elective

- MUSIC-UH 2201 Continuing Group Music Instruction
  Prerequisite: One Beginning Group Music Instruction course or Instructor Permission
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 2251 Individual Music Instruction 3
  Prerequisites: MUSIC-UH 1252 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music)
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 2252 Individual Music Instruction 4
  Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 3251 Individual Music Instruction 5
  Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music)
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits

- MUSIC-UH 3252 Individual Music Instruction 6
  Prerequisites: MUSIC-UH 3251 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)
  Crosslisted with Music
  Dependent Upon Instrument
  2 credits
The creative and intellectual work undertaken by designers has the capacity to inform and transform human understanding and awareness. These practices can drive cultural and technological innovation, provide critical vision, and establish vital forms of human exchange. The multidisciplinary minor in Design introduces students to core principles and areas of design across a wide spectrum of design fields and areas of research. Course offerings immerse students in graphic design, interaction and web design, experimental design, rapid prototyping and digital fabrication. Classes also introduce students to historical and theoretical components and examine current and emergent applications in the fields of design and technology.

The curriculum emphasizes both design thinking and technical training by introducing students to visual communication and digital fabrication skills, along with enhanced creative thinking and critical problem solving strategies. Students learn to think like designers by honing skills in observation, research, brainstorming, visualization, critical thinking, iteration, prototyping, and project realization. Coursework is designed to provide a toolkit for translating observation into insights and insights into products and systems that can improve lives.

Minor in Design
The multidisciplinary minor in Design requires four courses (16 credits). In order to develop a comprehensive understanding of the field of design, students must take at least one course in each of the following areas: Design Thinking; Visual Communication; Design Electives.

REQUIREMENTS FOR THE MINOR IN DESIGN
4 courses (16 credits) distributed as follows:
1. Design Thinking course (4 credits)
1. Visual Communication course (4 credits)
1. Design Elective (4 credits)
1. Additional Elective (4 credits) from any of the categories above

DESIGN COURSES

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<th>DESIGN THINKING ELECTIVES</th>
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<tr>
<td>CADT-UH 1001</td>
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<tr>
<td>Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Heritage Studies; Interactive Media</td>
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<tr>
<td>CADT-UH 1005</td>
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<td>Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology</td>
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<td>CADT-UH 1016</td>
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<td>Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology</td>
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<td>CADT-UH 1025</td>
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<td>Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology</td>
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<th>VISUAL COMMUNICATION ELECTIVES</th>
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<tr>
<td>VISAR-UH 1110</td>
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<td>Crosslisted with Art and Art History</td>
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<td>VISAR-UH 1111</td>
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<td>VISAR-UH 1114</td>
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<td>Crosslisted with Art and Art History</td>
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DESIGN ELECTIVES

| ARTH-UH 1115.JX | Islamic Architecture: Formation to Revival |
| Crosslisted with Arab Crossroads Studies; Art and Art History |
| CADT-UH 1006.J | Nomads |
| Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology |
| CADT-UH 1007 | Wood |
| Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology |
| CADT-UH 1020 | Wayfinding: Graphic Design in the Built Environment |
| Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media |
| CADT-UH 1045.J | Plastic Fantastic |
| Crosslisted with Core: Arts, Design and Technology |
| CDAD-UH 1001Q | Data |
| Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World |
| CSTS-UH 1064.J | Well-Being and the Design of the Built Environment |
| Crosslisted with Environmental Studies; Core: Structures of Thought and Society |
| CS-UH 2215 | Computer Graphics |
| Prerequisite: CS-UH 1052 |
| Crosslisted with Computer Science; Interactive Media |
| ENGR-UH 1021.J | Design and Innovation |
| Prerequisite: ENGR-UH 1000 |
| Crosslisted with Engineering; Interactive Media |
| ENGR-UH 3720 | Computer-Aided Design |
| Prerequisite: Must be Junior or Senior standing |
| Crosslisted with Engineering; Interactive Media |
| IM-UH 1011 | Communications Lab |
| Crosslisted with Interactive Media; Media, Culture and Communication; Music |
| IM-UH 1012 | Communication and Technology |
| Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media; Media, Culture and Communication |
| IM-UH 1512.J | Super-human |
| Crosslisted with Interactive Media |
Environmental Studies

The multidisciplinary minor in Environmental Studies affords an outstanding opportunity for making connections among fundamental scientific and engineering concepts, economic and societal forces, and literary and artistic endeavors. This inherently interdisciplinary subject intimately connects to our existence and is especially relevant in Abu Dhabi, which has made a significant commitment to environmental sustainability. The minor is designed to integrate the fundamental sciences, including biology, chemistry, computer science, and physics, in part using mathematics, with economics and the arts to provide an understanding of the Earth system and the current and future challenges imposed on it as the human population grows.

The curriculum emphasizes both quantitative reasoning and descriptive analysis in courses that emphasize science, economics, social concerns, the humanities and arts to identify, explore, and solve fundamental problems of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory for field trips and consider relevant local phenomena and issues.

Minor in Environmental Studies
The multidisciplinary minor in Environmental Studies requires four courses. In order to develop an interdisciplinary understanding of environmental concerns, students must take at least one course in each of the following areas: Environmental Sciences; Environmental Policy; and Environment, Culture, and Society. The minor in Environmental Studies is designed for students with broad disciplinary backgrounds.

Requirements for the Minor in Environmental Studies
4 courses, distributed as follows:

1. Environmental Sciences course
1. Environmental Policy course
1. Environmental Culture and Society course
1. Additional elective (from any of the categories above)
ENVIRONMENTAL STUDIES COURSES

ENVIRONMENTAL SCIENCES

ENVR-UH 1110
The Biosphere
Offered occasionally
This course introduces students to the fundamental dynamics of Earth’s atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimate record, the coupled atmosphere ocean iodian system, and climate modeling. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi’s Masdar City, which is attempting to become the world’s first carbon neutral, zero-waste city.

ENVR-UH 1111
Global Climate Change
Offered occasionally
In this seminar students are introduced to the data and models that are the basis for our current understanding of Earth’s climate, and how it is changing. Major topics will include the atmosphere, world ocean, ice sheets, carbon cycle, paleoclimate, global warming, sea-level change, global climate models, and energy and future energy. Physical laboratory, fluids demonstrations and introductory-level computer simulations will reinforce theoretical concepts covered in class. The course focuses on quantitative analysis and understanding but also weaves in elements relating to human impacts, economics, and policy-making.

BIO-LUH 2120
Ecology
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology

BIO-LUH 3118
Conservation Biology
Prerequisite: Foundations of Science 1-6
Crosslisted with Biology

CDAD-UH 1016EQ
Where the City Meets the Sea: Studies in Coastal Urban Environments
Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

CSTS-UH 1002J
State and Fate of Earth
Crosslisted with Core: Data and Discovery; Core: Science, Society and History; Core: Structures of Thought and Society

ENVIRONMENTAL POLICY

ENVR-UH 1310
Energy and the Environment
Offered occasionally
Economic analysis of major policy issues in energy and the environment, both domestic and international, is key for understanding the global impact of energy use. This course emphasizes market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

ENVR-UH 1311
Environment and Society
Offered occasionally
This course is a systematic survey of central concepts and issues relating to environment and society including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis; and other environmental indicators; environmental justice; and regulatory regimes.

ENVR-UH 1312
Global Debate on Green Growth
Offered occasionally
In March 2012, the Organization for Economic Co-operation and Development (OECD) published its influential Environmental Outlook Report to 2050, confirming that the world is faced with an explosive new cocktail of geopolitical challenges: population explosion, environmental degradation, the failure to stop climate change, and the increased competition over limited natural resources. In response, governments are increasingly turning to renewables and high tech to diversify their energy mix and to reduce reliance on fossil fuels in order to stimulate stagnant economies and create new jobs. Ironically, the transition to a low fossil fuel economy through the use of RES and high-tech applications has led to the creation of new global race over limited resources, such as rare earths, and this competition has already given rise to a series of fresh global political and economic realities, tensions, and disputes. This course will examine how major industrial powers are approaching the asymmetric threat of climate change; the nature of contemporary resource competition; the way policy decisions are influenced by political rhetoric and public opinion; and the overall economic and political impact of climate change on international relations.

ACS-UH 2610JX
Oil and Energy in the Middle East
Crosslisted with Arab Crossroads Studies; Political Science

CDAD-UH 1022JQ
Sustainable Development
Crosslisted with Core: Data and Discovery

CDAD-UH 1026EJ
Water, Energy, Food Nexus
Crosslisted with Core: Data and Discovery; Core: Science, Society and History

CSTS-UH 1064J
Green Mobility and Cities
Crosslisted with Core: Structures of Thought and Society; Economics; Urbanization

CSTS-UH 1056J
Protecting the World’s Health: Triumphs and Challenges
Crosslisted with Core: Science, Society and History; Core: Structures of Thought and Society; Social Research and Public Policy

CSTS-UH 1064J
Well-Being and the Design of the Built Environment
Crosslisted with Design; Core: Structures of Thought and Society

POLSC-UH 2529J
Fulfilling the Promise of the Sustainable Development Goals by 2030
Crosslisted with Political Science

POLSC-UH 2912
Politics of Natural Resources
Crosslisted with Political Science; Social Research and Public Policy

ENVIRONMENT, CULTURE AND SOCIETY

CCOL-UH 1021
The Desert
Crosslisted with Core: Colloquia

CSTS-UH 1052X
History and the Environment: The Middle East
Crosslisted with Arab Crossroads Studies; History; Core: Structures of Thought and Society

HIST-UH 2111
Global Environmental History
Crosslisted with History

HIST-UH 3110
Economic Development and Environmental Change in China
Crosslisted with Economics; History; Social Research and Public Policy

SRPP-UH 1611
Introduction to Global Health
Crosslisted with Social Research and Public Policy

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2020-21 | MULTIDISCIPLINARY PROGRAMS | ENVIRONMENTAL STUDIES | 449
In recent decades, heritage has become an attractive term for scholars in various disciplines, ranging from archaeologists, sociologists and conservation scientists, to policy makers, communities, and the commercial sector. The minor in Heritage Studies introduces students to the theory and practices of the disciplines associated with heritage from local and global perspectives. It combines courses from various divisions at NYUAD reflecting the multidisciplinary nature of heritage studies. The program offers courses that are related to heritage production, consumption and use, identity politics, cultural contestation and legislation on one side, and scientific methods of investigation and data interpretation for the recovery and conservation of cultural heritage on the other.

The learning outcomes are structured around two overlapping themes:

Heritage & Society courses focus on the uses of heritage as a political, economic and social agent. The theme includes broader and more holistic concepts of heritage such as cultural landscapes, which combine the physical, cognitive and cultural reality of a site. The conservation and analysis of heritage sites, (art)objects and their narratives is central in heritage management, interpretation and presentation. Courses taken in the Heritage & Science area center on the scientific methodologies applied in heritage studies and management.

Minor in Heritage Studies

Minors in Heritage Studies must complete four courses (16 credits), with at least one course in each of the following three areas: Foundational; Heritage Theory; Heritage Management & Research Methods.

REQUIREMENTS FOR THE MINOR IN HERITAGE STUDIES

4 courses, distributed as follows:

1. Foundational course (4 credits)
2. Heritage Theory elective (4 credits)
3. Heritage Management & Research Methods elective (4 credits)
4. Elective from any of the categories above (4 credits)

HERITAGE STUDIES COURSES

FOUNDATIONAL COURSE

HERST-UH 1100
World Heritage Sites & Universal Collections
Typically offered: fall
Crosslisted with Arab Crossroads Studies; Art and Art History; Core: Cultural Exploration and Analysis
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 does not 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?

HERST-UH 2300JX
Sharing Heritage of the Arabian Trade Routes
Offered occasionally
Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Cultural Heritage Studies
In the 17th century the Ya’rubi dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered “shared cultural heritage”. Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if “universal values” are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management.

HERITAGE THEORY ELECTIVES

HERST-UH 1300J
Places of Human Suffering as Global Heritage Sites
Offered occasionally
Crosslisted with Museum and Cultural Heritage Studies
Memorials to human suffering attract millions of visitors every year. These heritage sites serve a specific purpose as markers of individual and collective memories of a traumatic past. Because of the sensitivity of the subject and the complexity of the transnational stakeholder groups, these sites are often highly contested. In this course the creation of this type of heritage will be analyzed through the comparison of different heritage sites associated with human suffering and now inscribed as UNESCO World Heritage Sites. Robben Island in South Africa and Auschwitz-Birkenau in Poland are still within the realm of living memories while Slave Castles in Ghana and slave dungeons on Zanzibar are not. What impact does distance in time and place have on this type of heritage? How does the practice of both remembering and forgetting affect the interpretation of these painful heritage sites?

HERST-UH 1301J
Cultural Heritage in Conflict Zones and the Responsibility to Protect
Typically offered: January
Crosslisted with Arab Crossroads Studies; Peace Studies
Palmyra was one of the great cities of antiquity. For almost two thousand years, its physical remains stood as powerful beacons of earlier times. Then suddenly, with the outbreak of the Syrian Civil War, much of the ancient city was purposely damaged or destroyed. So too were the Great Mosque of Aleppo and the medieval mausoleums and Sidi Yahia mosque in Timbuktu, Mali. This seminar will explore the reasons cultural heritage has been the target of attacks in recent times and what might be done to protect them. We will consider existing international conventions and statutes and a proposed new international norm. Other topics will include the role of the UN, state sovereignty, humanitarian intervention, Responsibility to Protect (R2P), and counterinsurgency. Visits to the Metropolitan Museum and a group lunch will be included.
Typically offered: January
Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Cultural Heritage Studies

This course will study the history and theory of examining museums. It is a major museum center and most well-known for its former palaces, civic buildings, and churches displaying masterpieces of the Italian Renaissance. But alongside these well-known monuments are great private house museums and museums of fashion, 20th-century art, science, anthropology, and archaeology. We will study this range of museum types, addressing their histories and issues of audience, display, collections care, educational mission, and interactive technology.

Typically offered: spring
Crosslisted with Arab Crossroads Studies; Core: Art, Technology and Invention; Core: Cultural Heritage and through field work and practical application of this relatively young discipline.

Typically offered: January
Crosslisted with Anthropology
When societies invoke their past through art, religion, and politics, they often make profound statements about the present. Thus, the study of heritage can paradoxically track social change. Such research invites ethnographic experiments in multimedia data collection (e.g. videography, soundscapes, recipes), polyvocal collaborations (e.g. with interlocutors and between disciplines), and multimodal data presentation (e.g. image, text, interactive media, performance). Students conduct fieldwork in Kerala, India, where history and culture have long synthesized global influences. Our study will engage: 1) the Kochi-Muziris Biennale, where contemporary artworks are integrated with historic architectural; 2) sites of material heritage such as the palace and temples of Chettamangalam, a key locus of spice and silk trade networks; and 3) religious rites such as spectacular Theyyam ceremonies. Before and after fieldwork, we explore the politics of heritage and religion, the ethics of ethnographic representation, and practical technicalities of filming. Whether as prospective artists, social scientists, policy designers, or coders, students will devise novel forms to document expressive culture.

Typically offered: January
Crosslisted with Arab Crossroads Studies; Core: Cultural Heritage Studies

This course introduces students to maritime heritage through an exploration of underwater archaeology, with an emphasis on archaeology through an exploration of underwater archaeology, with a major focus on underwater archaeology. Students conduct fieldwork in Kerala, India, where history and culture have long synthesized global influences. Our study will engage: 1) the Kochi-Muziris Biennale, where contemporary artworks are integrated with historic architectural; 2) sites of material heritage such as the palace and temples of Chettamangalam, a key locus of spice and silk trade networks; and 3) religious rites such as spectacular Theyyam ceremonies. Before and after fieldwork, we explore the politics of heritage and religion, the ethics of ethnographic representation, and practical technicalities of filming. Whether as prospective artists, social scientists, policy designers, or coders, students will devise novel forms to document expressive culture.
The Peace Studies Program examines the factors that foster or undermine peace at all levels: communities, nations, individuals. The program is motivated by the conviction that understanding the complex dynamics of peace and conflict can facilitate the work of making the world a more just and safer place.

Designed as multidisciplinary, the Peace Studies Program seeks to draw on the insights and methods potentially from all fields of knowledge in order to examine the sources of conflicts and the strategies of prevention and resolution, from local grass-roots engagement to global activism and international diplomacy. The Program encourages meshing the study of ‘material’ and ‘virtual’ factors, the socioeconomic and psychological dynamics, legal procedures and physical planning - in principle, all that may affect peace and conflict. This might be called the operational side of conflict prevention.

Yet the human dream of peace translates into the big questions developed in the humanities: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? How could artistic creativity and philosophical reflection foster peacebuilding? Broadly, these questions could be addressed by relevant courses rooted in the humanities and arts.
The ideas and issues addressed by the Peace Studies minor include:

- the challenges and strategies involved in conflict resolution
- the costs of conflict and the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- transitional justice and law
- international law and governance
- emergency responses to humanitarian crises
- migration and refugee problems
- post-conflict state-building
- post-conflict economic development
- disarmament, diplomacy, social movements
- the ethics of war and peace
- the history of wars and peacebuilding
- preserving cultural heritage in conflicted contexts
- arts and music as cultural diplomacy in post-conflict zones
- soft power, hard power, and smart power strategies

Minor in Peace Studies

The Program draws on courses in all four NYUAD academic divisions: Arts and Humanities, Social Science, Engineering, and Science. It also encompasses pro-professional courses in Leadership and Social Entrepreneurship. Students interested in the anthropological understanding of cultures, international relations, comparative politics, economic development, cybersecurity and engineering for social impact, social justice and public service, the arts and humanities may find special relevance in the Peace Studies Program.

REQUIREMENTS FOR THE MINOR IN PEACE STUDIES

courses, distributed as follows:

1. PEACE-UH 1010 Foundations of Peace: Psychological Perspectives
2. PEACE-UH 1011 Foundations of Peace: Economic and Political Perspectives
3. PEACE-UH 1012J Peace Studies Electives

past violence. This course analyzes the problems facing societies with past human rights violations, the numerous options they have at their disposal to engage these abuses and the political, economic, legal and ethical ramifications of each choice. The course is organized into two sections. The first section introduces theoretical approaches to study of transitional justice. The second section analyzes the most frequently used mechanisms, focusing on their potency in advancing democratization and reconciliation. Case studies include the prosecutions of Nuremberg and Tokyo; the international tribunals of the former Yugoslavia and Rwanda; the hybrid tribunals of Timor Leste, Cambodia, and Sierra Leone.

PEACE-UH 1111 International Organizations and Global Governance

Offered occasionally

Crosslisted with Political Science

The creation of international organizations (IOs) is a crucial moment in historical efforts at structuring and civilizing international affairs. Organizations such as the League of Nations and the UN have been at the heart of attempts to create a peaceful international order. In today’s international system, international organizations perform a huge variety of challenging tasks: they provide safeguards against the military use of nuclear technology, destroy chemical weapons, convict war criminals, assist developing countries with loans, and deliver food to populations in need. This course will examine international organizations’ origin, logic and impact within both global and local contexts. It will provide students with a better understanding of both the theory and the practice of international cooperation and global governance. Specifically, we will study how states cooperate in IOs, how member states and international bureaucracies interact, and how IOs contribute to peaceful conflict management and human development in today’s international system.

PEACE-UH 1112J Truth, Reconciliation and Justice in Post-Conflict Situations

Typically offered: January

The focus will primarily be on the experience of the Truth and Reconciliation Commission in South Africa, why and how it came into being, how it was structured, how it functioned and its impact on the nation and national development. Sub-themes will include an analysis of four kinds of truth, the problem of denialism, and the difference and relation between restorative and punitive justice. The course will offer comparative reflections on how similar issues have been dealt with in Northern Ireland, Colombia and Sri Lanka.
PEACE-UH 1113
Peacebuilding
Offered occasionally
Crosslisted with Core: Structures of Thought and Society; Political Science
This course will help students build an analytical understanding of the potentials and pitfalls of international intervention in conflict-affected societies. Postwar peace building 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 peace building and what are promising alternatives to it? The course will examine the current debates on peace building and will invite practitioners from international organizations to discuss their approach to promoting peace in some of the world’s most challenging regions.

PEACE-UH 1114
Causes and Prevention of Violence
Offered occasionally
This course will study violence as a problem in public health and preventive medicine - indeed, the most important problem, since it could potentially, in this age of nuclear weapons, cause the self-extinction of the human species. To do so, students will review writings that illuminate and illustrate the causes and prevention of violence, including wars and civil wars, inter-ethnic violence, revolutions, genocide, terrorism and structural violence. Students will study how the moral emotions, shame and guilt, can motivate as well as inhibit both group and individual violence. Students will also examine cognitive causes of violence, including the backlash, in the form of “political religions” - Nationalism, Imperialism, Totalitarianism, and most recently, Apocalyptic Fundamentalism - against the modern scientific world-view and its challenge to the credibility of the traditional sources of moral and political authority. Readings in this course will include the Bible and works by Thucydides, Shakespeare, Buchner, Nietzsche, Dostoevsky, Joseph Conrad, Einstein, Freud, Kafka, Adorno, Frantz Fanon and Hannah Arendt.

PEACE-UH 1115J
Arts for Transformation: The Case of Cambodia
Typically offered: January
The power of arts and culture in safeguarding heritage, curating history, stimulating contemporary expressions in a post-conflict country. What methods are viable, what tools proved useful, what approaches failed? This course will provide a platform to explore and debate this specific approach to reconstruction, revitalization, reconciliation and peacebuilding. The case of Cambodia with its troubled past provides the backdrop for exploring issues of changing dominant narratives, governance of culture, social welfare, cultural economy, and many others. Through contextualization you will discover the social, cultural, economic and political interdependencies that frame the Cambodian arts ecosystem.

PEACE-UH 1117J
Nation-Building in the Shadow of Empire
Typically offered: January
Crosslisted with Political Science
Nation-building is closely tied to post-colonial state formation across the world. Constructing post-colonial identities must define membership in the national community that distinguish from the former colonial masters and neighboring communities. This process, continuing in many societies, is often contentious and fraught with violence. The course uses the prism of contemporary Ukraine which struggles to define itself vis-à-vis its former imperial neighbor Russia. In examining the Ukrainian case, we will ask what a nation is in the contemporary world, how political identities are created and how they take root, and what role the institutions and culture play in the persistence of durable national identities. We will travel to Ukraine, and students will have a chance to directly interact with the political entrepreneurs of nation-building.

ACS-UH 2611X
War and Media in the Middle East
Crosslisted with Arab Crossroads Studies; Film and New Media

ANTH-UH 2115
Anthropology of Forced Migration
Crosslisted with Anthropology; Social Research and Public Policy

ANTH-UH 2116
Displacement and Dispossession in the Modern Middle East
Crosslisted with Anthropology; Arab Crossroads Studies; History; Core: Structures of Thought and Society; Social Research and Public Policy

CDAD-UH 1037
Cyberwarfare
Crosslisted with Computer Science

CSTS-UH 1038
Peace
Crosslisted with Core: Structures of Thought and Society

EDUC-UH 1001J
International Peacebuilding and the Role of Education
Crosslisted with Education; Political Science; Social Research and Public Policy

FILMM-UH 1117J
War and Cinema
Crosslisted with Film and New Media

FILMM-UH 1120J
Media and Memory
Crosslisted with Film and New Media; Media, Culture and Communication; Museum and Cultural Heritage Studies

HERST-UH 1301J
Cultural Heritage in Conflict Zones and the Responsibility to Protect
Crosslisted with Arab Crossroads Studies; Heritage Studies

HIST-UH 2115
World War II in Global Perspective
Crosslisted with History

LAW-UH 2113J
International Law
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

LAW-UH 2124
Human Rights Law
Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

MUSIC-UH 1710
Music: Conflict, Protest, and Peace
Crosslisted with Music

POLSC-UH 2510
International Conflict
Prerequisite: POLSC-UH 1112
Crosslisted with Political Science

POLSC-UH 2511
International Organizations
Crosslisted with Political Science; Social Research and Public Policy

PSYCN-UH 1002
Gender & Representation: Field Study Workshop
Crosslisted with Physics; Social Research and Public Policy

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2020-21 | MULTIDISCIPLINARY PROGRAMS | PEACE STUDIES 459
Sound and Music Computing (SMC) is an emerging field combining music, computer science and engineering. Addressing topics that range from procedural audio or music for video games to automatic genre detection for music recommendation systems such as iTunes or Spotify, SMC has established itself as an important multidisciplinary field that opens up key areas of enquiry, interesting opportunities for graduate study, as well as new professional opportunities for those interested in combining music and computing.

**Minor in Sound and Music Computing**
The minor in Sound and Music Computing at NYU Abu Dhabi is a cross-divisional collaboration between the Music, Computer Science, and Engineering Programs that is open to all students. In this minor, students become familiarized with the state of the art in this field by learning current approaches to digital signal processing, music information retrieval, and procedural generation of music and audio.

**REQUIREMENTS FOR THE MINOR IN SOUND AND MUSIC COMPUTING**
The minor requires a minimum of five courses:

1. CS-UH 1001 Introduction to Computer Science or ENGR-UH 1000 Computer Programming for Engineers
2. MUSIC-UH 1002 Music Technology Fundamentals
3. Electives from the following list (including at least one CS-UH or ENGR-UH numbered course and one MUSIC-UH numbered course): CS-UH 1002 Discrete Mathematics; CS-UH 1050 Data Structures; CS-UH 1052 Algorithms; any elective in Computer Science; ENGR-AD 3510 Data Structures and Algorithms; ENGR-UH 3610 Signals and Systems; ENGR-UH 3620 Analog and Digital Communication Theory; ENGR-UH 3650 Multimedia Systems and Communications; MUSIC-UH 1001 Music Theory and Analysis I; MUSIC-UH 1410 Introduction to Musical Programming I and MUSIC-UH 1420 Introduction to Musical Programming II; MUSIC-UH 2215 Designing Sound for Scene and Screen; MUSIC-UH 2416 Recording and Production Techniques; MUSIC-UH 2413 Fundamentals of Digital Audio — Introduction to Pro Tools; MUSIC-UH 2417 Advanced Musical Programming; MUSIC-UH 2801 Music Theory and Analysis II

**NOTE 1:** Students may double count no more than two courses for this minor.

**NOTE 2:** When registering for the electives, students have to make sure that they observe the specific prerequisite and corequisite requirements for those courses (e.g. Data Structures and Algorithms courses from Computer Science require Intro to CS and Discrete Mathematics as a prerequisite, while Engineering course Data Structures and Algorithms requires Computer Programming for Engineers).
SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

CS-UH 1001
Introduction to Computer Science
Crosslisted with Computer Science; Interactive Media

OR

ENGR-UH 1000
Computer Programming for Engineers
Prerequisite: Restricted to Freshmen and Sophomores only
Crosslisted with Engineering

MUSIC-UH 1002
Music Technology Fundamentals
Crosslisted with Interactive Media; Music

SOUND AND MUSIC COMPUTING ELECTIVES

CS-UH 1002
Discrete Mathematics
Crosslisted with Computer Science

CS-UH 1050
Data Structures
Prerequisites: CS-UH 1001 and CS-UH 1002; (CS-UH 1002 may be taken as a Corequisite)
Crosslisted with Computer Science

CS-UH 1052
Algorithms
Prerequisite: CS-UH 1002; Pre or Corequisite: CS-UH 1050
Crosslisted with Computer Science

ENGR-UH 3510
Data Structures and Algorithms
Prerequisite: ENGR-UH 2510; Corequisite: ENGR-UH 2025
Crosslisted with Engineering

ENGR-UH 3610
Signals and Systems
Prerequisite: MATH-UH 1012 or equivalent;
Corequisite: ENGR-UH 2610
Crosslisted with Engineering

ENGR-UH 3620
Analog and Digital Communication Theory
Prerequisite: ENGR-UH 3610
Crosslisted with Media, Culture and Communication

ENGR-UH 3650
Multimedia Systems and Communications
Prerequisite: ENGR-UH 1000
Crosslisted with Engineering

MUSIC-UH 1001
Music Theory & Analysis I
Crosslisted with Music

MUSIC-UH 1410
Introduction to Musical Programming 1 - An Introduction to Max
Crosslisted with Interactive Media; Music

MUSIC-UH 1420
Intro to Musical Programming 2 - Generative Music and Max for Live
Prerequisite: MUSIC-UH 1410
Crosslisted with Interactive Media; Music

MUSIC-UH 2215
Designing Sound for Scene and Screen
Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010
Crosslisted with Film and New Media; Music; Theater

MUSIC-UH 2416
Recording and Production Techniques
Prerequisite: MUSIC-UH 1002, or equivalent knowledge and permission of instructor
Crosslisted with Interactive Media; Music

MUSIC-UH 2417
Advanced Musical Programming
Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, or IM-UH 2310
Crosslisted with Engineering; Interactive Media; Music

MUSIC-UH 2801
Music Theory & Analysis II
Prerequisite: MUSIC-UH 1001
Crosslisted with Music

The Urbanization minor takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized. The United Nations projections suggest that more than 70 percent of the human population will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary minor in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the minor provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The minor is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

Minor in Urbanization
Students who elect to take this multidisciplinary minor take four approved courses for the Urbanization minor, listed below. Students should develop their program in close consultation with their mentor.

REQUIREMENTS FOR THE MINOR IN URBANIZATION

4 Electives selected from the courses listed
This course provides an introduction to key themes in urban studies, focusing on a selected set of issues that are particularly relevant for New York City but important for cities throughout the world. Students will read classic and important contemporary works, including selections from great books in urban scholarship whose significance transcends any one discipline. This course will include readings from authors such as Weber, Jacobs, Ballon, Mumford, Simmel, Sennett, Wirth, Jackson, and Sassen, as well as several case studies of emerging issues, particularly questions regarding climate change mitigation and adaptation, sustainable development, and urban inequality. This course culminates with an intensive study of how New York City can respond to the challenges posed by climate change.

URBAN-UH 118J Nature of Urban Design: a New York Perspective on Resilience
Offered occasionally
This course is an introduction to the role of urban design in global sustainability. The first step is to understand how cities affect climate and how climate affects cities by examining New York as a model. New York is a coastal city faced with the simultaneous requirement to grow its population by a million people yet to improve the quality of its civic life when climate events threaten both its urban fabric and critical infrastructure. How New York uses urban design not just to survive but to thrive is the subject of this course. This course will introduce the people, products and processes of urban design. The city itself will frequently serve as classroom, with students exploring and recording examples of urban design through the neighborhoods they transform.

URBAN-UH 1119J Urban Form of Shanghai
Offered occasionally
Shanghai has evolved markedly through key stages in the history of urban form, vestiges of which are found within the city today: an old walled “Chinese city”; tree-lined boulevards and commercial avenues of 19th and 20th century foreign settlements; and suburban development in Pudong. This class examines each key stage, combining readings with in situ urban inquiry. Readings in this course cover Chinese reflections on the city in general and Shanghai in particular, as well as urban studies classics like Lewis Mumford’s The Culture of Cities. Road contemporary art complex, as well as urban waterway towns that illustrate aspects of Shanghai’s history before urbanization.

URBAN-UH 1121J Public Space and the Life of Cities
Offered occasionally in January term
Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and plazas-these are often the signature spaces that constitute a city’s distinctive identity. They are also the settings of everyday life, mixing bowls where a city’s diverse communities interact. This course explores the nature of public space in cities around the world, with attention to their physical character and design, their history, their pictorial and literary representation, and the political and social practices that activate public space. This course will explore three overarching questions. What do we mean by “public” and “public space”? What are the common characteristics of public spaces and how do people use them? And why are public spaces important to city life? In addition to historical and contemporary squares and streetscapes of Europe and the Middle East, the course will draw upon case studies in Sydney as well as the hometowns of the students.

URBAN-UH 1122J Contested Cities: Difference, Inequality, and the Metropolis
Offered occasionally
This course explores the ways that class, race, ethnicity, and religious difference have shaped modern western cities. In addition to historical and contemporary urban theories, site visits, walking tours, guest speakers, presentations and debates, students will be able to understand the complexity of city planning and development in rapidly developing cities and key challenges in comparison to other regional and global examples.
Pre-professional electives provide academically rigorous introductions to various careers. NYUAD’s pre-professional courses tap into local institutions, organizations and businesses. They provide students with community engagement and experiential learning opportunities. They also draw upon the expertise of NYU’s renowned professional schools. Many courses are taught by faculty from the following NYU schools, including:

- Courant Institute of Mathematical Sciences
- Leonard N. Stern School of Business
- NYU School of Law
- Robert F. Wagner Graduate School of Public Service
- Silver School of Social Work
- Steinhardt School of Culture, Education, and Human Development
- Tandon School of Engineering
- Tisch School of the Arts

As most healthcare professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a healthcare graduate degree should include all of the specified pre-professional courses as part of their undergraduate coursework.

Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are crosslisted with NYUAD majors and minors. Some are not. However, as most professions do not require that students follow a particular undergraduate major, students are encouraged to explore pre-professional courses regardless of any cross listing.
Business and Organizational Studies
The courses in this pre-professional area are designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

In addition to courses offered by NYU Abu Dhabi, students who elect to study away in New York, Florence, London, Prague, Shanghai, and Washington, DC have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, prerequisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

Education
Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional courses in Education engage students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings how do societies engage in the education and schooling of diverse groups of people?

Education pre-professional courses are appropriate for students considering careers and/or further study in education, including teaching, education leadership, policymaking, non-profit work, domestic and international NGO work, government positions in education, the Peace Corps and other international development work, or graduate school in areas such as law, business, policy, or the social sciences.

Leadership and Social Entrepreneurship
The courses in this pre-professional area are designed to help students explore the dynamics of social innovation, organizational change, and transformative leadership—with a particular focus on the not-for-profit and government sectors. Different courses expose students to the influential role that individuals can play within these sectors as entrepreneurs, analysts, policymakers, and social architects. Each perspective adds unique insights into the challenges and rewards of mobilizing people, resources, and popular sentiment to address and overcome pressing social issues.

Students interested in Leadership and Social Entrepreneurship are encouraged to consider courses available during the January term, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the United Arab Emirates and elsewhere in the Middle East.

Media, Culture, and Communication
Media, Culture, and Communication is for students looking to develop their creative media skills and build a successful career in today’s ever more dynamic media, communications and cultural industries around the world. Studying media culture and communication provides insight into the development of our contemporary, globally-connected media landscapes. It teaches you how to develop media content and communicate effectively to diverse audiences. Media, Culture and Communications courses not only provide you with the technical skills a professional requires to produce significant media content. They also foster critical thinking about the philosophical, political, psychological and technological impact media production has on our contemporary societies.
Courses will explore the diverse patterns of media and offer a comprehensive understanding of media power, media use, and the increasing significance of digital media in contemporary culture and society.

**Museum and Curatorial Studies**

Pre-professional courses in Museum and Curatorial Studies offer students a broad introduction to the practice, history, and theoretical reflection of cultural heritage formation and preservation. Museums and cultural heritage organizations—like UNESCO, and the national heritage authorities—are fields of professional activity that are central to the program. Accordingly, there are courses on museums and heritage sites as laboratories of cultural heritage creation to preserve the rich legacy of human kind.

The notion of an internationally and cross-culturally “shared heritage” of material culture (tangible) and cultural practices (intangible) is the central theme of this program. The Museum and Curatorial Studies Program recognizes the increasingly important role that heritage and its presentation plays in people's identity. Museum and heritage practices have moved from their conservationist focus of preserving rare and aesthetically pleasing remains, deemed valuable, into a globalized and multidisciplinary field at the heart of many cultural, social, political and economic processes. The courses examine the role of multiple stakeholders, from community interest groups to heritage institutions, in driving cultural narratives and determining how heritage is presented. The academic disciplines studying this cultural heritage, such as anthropology, archaeology, history, art history, history of science, modern media studies and also conservation sciences inform the wide palette of heuristic perspectives from which students investigate processes and traditions of cultural memory, cultural heritage formation and preservation. This is accomplished through readings, classroom discussions, short research papers, fieldwork assignments and visits to professional institutions and heritage communities.

The museums that are being built close to NYUAD’s campus on Saadiyat Island—the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—and regional organizations of cultural policy and heritage management, such as UNESCO and the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and collaborative research projects. Courses and internships opportunities are available at NYU New York and at NYU’s global sites.

**Premedical and Health Studies**

NYU Abu Dhabi, like most American colleges and universities, does not offer a pre-medical, pre-dental, or pre-health major. Nevertheless, NYU Abu Dhabi successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities: these include clinical careers in medicine, dentistry, and physical therapy, as well as non-clinical careers in health education and research. For more information about health-related career options, please contact the pre-professional advisor at the Career Development Center.

It is important for students to understand that pre-professional training does not require students to major in science or math. Students may elect to major in any discipline, as long as they complete the pre-medical coursework at the same time. Students are advised to choose a disciplinary major that they will enjoy and in which they will excel. Students with interests or talents outside of the sciences will best be able to demonstrate their versatility and increase their chances of doing well by pursuing a major of interest alongside the pre-health curriculum.

In order to apply to health-related professional schools, students do typically need to have completed courses in introductory biology, chemistry, and physics. At NYU Abu Dhabi, these are satisfied in the *Foundations of Science* sequence, which is a rigorous three-semester, integrated course sequence that covers the fundamentals of basic science. In addition to introductory science courses, health professional schools, including medical schools, often require two semesters of math, one of which must be calculus; two semesters of upper-level chemistry classes, typically organic chemistry I and biochemistry; and two semesters of English, including writing. NYU Abu Dhabi offers courses that fulfill all of these requirements. In recent years, medical schools have placed an increasing emphasis on the importance of the social sciences, so students are highly encouraged to also take a course in psychology, sociology, or other social sciences. It is best to verify what course requirements are expected of you directly with the institution or application service you are applying to.

Complementing their coursework, students gain practical experience by volunteering, shadowing, or interning in a clinical setting. This builds a commitment to service and humanistic endeavors. The ability to conduct thoughtful and critical research is highly valued by medical schools. NYUAD students develop...
their research skills with an NYUAD faculty member. Beyond this, applicants are also expected to be leaders through their involvement in on-campus activities and programs. Above all, the best professional schools want students with a broad education who can think clearly, read critically, and write well. To get more details on Core competencies required for students interested in the health professions, please contact the pre-professional advisor in the Career Development Center.

Students’ faculty mentors and pre-professional advisors will help them to explore their options, advise them about programs and appropriate course selection, and help them to present the best possible application to professional schools.

BUSINESS AND ORGANIZATIONAL STUDIES COURSES

BUSOR-UH 1001

Principles of Marketing
Typically offered: January
Crosslisted with Economics; Leadership and Social Entrepreneurship

This course studies the fundamentals of marketing from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

BUSOR-UH 1002

An Introduction to Organizational Research Design
Offered occasionally

This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. Starting with a short discussion of organizational architecture and behavior, the course then introduces research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course engages students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor’s work with the Abu Dhabi Accountability Authority, which oversees nearly 400 Abu Dhabi government, private, and nonprofit agencies, and the Khalifa Fund (Abu Dhabi’s primary venture capital fund for stimulating entrepreneurship). Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYU Abu Dhabi contribute to the betterment of Abu Dhabi organizations and society as a whole.

BUSOR-UH 1003

Management & Organizations
Typically offered: spring
Crosslisted with Economics

Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that you understand these issues, the more effective you will be in your future careers.

BUSOR-UH 1004

Strategic Management
Typically offered: fall
Crosslisted with Economics

This course provides an introduction to strategic management. The course has two broad goals. A first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions (“the strategy”) and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decisions of companies in many different industries and countries and learn from tools utilized by business researchers.

BUSOR-UH 1005J

Language of Business
Typically offered: January
Crosslisted with Leadership and Social Entrepreneurship

Imagine the awesome power and influence you’d have if you knew the precise words, visuals and video that had the greatest impact on the greatest number of people. You could change the way they think, the way they interact, even how they behave. That is the purpose of this course: using case-studies to teach students how to identify and apply the most effective business language and communication techniques in real-world settings. Comparatively little focus has been directed towards the development of business language and the role of messaging in the corporate world. Because this is a J-Term class, the emphasis will be less on scholarly texts and more on the fundamentals of public communication in the real world, with a focus on what works, what doesn’t, and why.

BUSOR-UH 1007

Introduction to Entrepreneurship
Typically offered: fall
Crosslisted with Economics; Leadership and Social Entrepreneurship

Introduction to Entrepreneurship is an introductory course intended to provide students with a foundation in terms of the role played by entrepreneurs and entrepreneurship in the 21st century global economy. The students will get an understanding of what entrepreneurship is, they will develop entrepreneurial skills and eventually write a real-life business plan, which they can further develop after the course. During this course we will focus on the creation of new businesses, the ways that they come into being, and what determines their success. This course is a mix of theory and practice and also integrates a number of other disciplines such as finance, strategic management, marketing human resource management, economics and psychology.
BUSOR-UH 1501
Introduction to Accounting
Typically offered: fall, spring
This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis, and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course, students learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

BUSOR-UH 2001
Ethics, Technology, and Corporate Social Responsibility
Typically offered: fall
This course examines the ethical issues that arise in the context of the rapid development of technology, medical science, and the increasing power of corporations and businesses. In recent years, technological and scientific progress has allowed us to achieve many things, including the cure of fatal diseases and the creation of intelligent machines that can surpass human capabilities. Yet, for all these benefits, the development of science and technology has spawned a host of problems such as: conflict between individual rights and social welfare; clash between personal autonomy and expertise; automation and unemployment; and the replication of human bias and errors by algorithms. Along with the advancement of technology, the social role of businesses and corporations have also become enormously important. How should corporations, for example, balance the pursuit of profit with respect for employees’ rights and liberties? Should the state refuse to enforce unconscionable contracts, even when enforcing those contracts would make both parties better off? What is the social role of corporations in the context of increasing inequality?

BUSOR-UH 2002
Business and Technology
Typically offered: fall
Organizations drive and react to technological change. This course introduces students to computer-based technologies that are transforming the modern world of work. The primary focus of this course will be on developing competence in computer programming, especially with respect to data construction, management, visualization and analysis, with the goal of understanding the fundamentals of business analytics. The second half of the course applies these skills in current business analytics, especially in artificial intelligence and robotics.

ECON-UH 1501
Managerial Economics Crosslisted with Economics
ECON-UH 2510
Foundations of Financial Markets Prerequisites: BUSOR-UH 1501, SOCS-CU 1010Q and SOCSCUH 1111 Crosslisted with Economics
ECON-UH 3513
Advanced Instruments Prerequisite: ECON-UH 2020 or SOCSCUH 3220 Crosslisted with Economics
LAW-UH 2126.JX
International Commercial Arbitration, with an Eastern Perspective Crosslisted with Arab Crossroads Studies; Legal Studies
SOCS-UH 1111
Markets Crosslisted with Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy
SRPP-UH 1617
Sociology of Entrepreneurship Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

EDUCATION COURSES
EDUC-UH 1001.J
International Peacebuilding and the Role of Education Typically offered: every other January Crosslisted with Peace Studies; Political Science; Social Research and Public Policy
This J-Term course explores how state and nonstate actors pursue peace and security and the role that education plays in this process. We review various tools of international peacebuilding including peace agreements, peacekeeping forces, institution building, and humanitarian aid, and examine how education fits into these strategies. We also examine the ways education may be used to disrupt peacebuilding. We will look at specific education initiatives such as peace education, Education for All, and citizenship education, but we will focus heavily on refugee education, specifically conducting a 2-day site visit to Jordan to meet with organizations currently supporting Syrian refugee education. We will also study briefly Afghanistan, Guatemala, and the United States. Guest speakers (from e.g., UN, INEE, GCPEA) will speak about their day-to-day operations and their institutional roles, and students will be asked to prepare questions to interview the guests. Assignments and discussions in class are intended to prepare students both for professional positions designing and implementing education strategies in post-conflict countries as well as for further research in the field.

CCEA-UH 1079.J
Art, Education and Barbarism in Berlin Crosslisted with Art and Art History; Core: Cultural Exploration and Analysis
ECON-UH 3710
Economics of Education Prerequisites: ECON-UH 210 and (ECON-UH 2020 or SOCS-UH 3220) Crosslisted with Economics
SRPP-UH 2620
Education and Society Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy
SRPP-UH 2624.JX
Disability in a Global Context: Advancing Inclusion in the UAE Crosslisted with Arab Crossroads Studies; Social Research and Public Policy
SRPP-UH 2626.J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education Crosslisted with African Studies; Social Research and Public Policy

LEADERSHIP AND SOCIAL ENTREPRENEURSHIP COURSES
LEAD-UH 2110
United States in Conflict: Cases from Politics, Economics, Media, Culture, and Law Typically offered: summer Crosslisted with Legal Studies
This course provides students with an understanding of the interconnection between politics, economics, entrepreneurship, media, law, and culture in the United States and with critical tools to interact with and explain the US to others. Students are challenged to think deeply about these fields and their continual impact on entrepreneurship and soft power worldwide. Interaction with and instruction by influential persons in these fields will provide students with an unprecedented opportunity to learn these skills from the people who shape and wield these tools masterfully. By hearing, seeing, and questioning key people in these fields, students will develop their own perspectives on the meaning of entrepreneurship and its role in US society. Students will hone their analytical, communication, and writing skills through writing assignments, group work, and rigorous class discussion. Lecturers span a range of executives, entrepreneurs, media titans, and government officials.

LEAD-UH 2111
Europe in Crisis: Brexit and the Future of the EU Offered occasionally 2 credits
On 29 March 2019, the United Kingdom will “leave the EU”, “abandon the EU”, “chart a new course outside the EU”, or “renegotiate its relationship with the EU.” This course seeks to provide students with an unparalleled examination of the political, economic, media, social and cultural factors of what is the most impactful decision in the last quarter-century of European history. Interaction with and instruction by influential people across cultures and countries will provide students with an unprecedented opportunity to learn from leaders who shape and wield considerable influence in a myriad of fields.

LEAD-UH 3001
Business Acceleration and Disciplined Entrepreneurship Offered occasionally
This course provides a framework for teams to move from idea or product or service to forming a viable company. Students will walk through initial customer discovery, market size, customer value, marketing to customers, and many other areas. The process will allow students to understand their idea, the competitive landscape, the scale and economics of their potential business and have a sense of customer needs as it relates to their product or service.

BUSOR-UH 100J
Principles of Marketing Crosslisted with Business and Organizational Studies; Economics
BUSOR-UH 100S.J
Language of Business Crosslisted with Business and Organizational Studies
BUSOR-UH 1007
Introduction to Entrepreneurship Crosslisted with Business and Organizational Studies; Economics
ECON-UH 2513J
Social Entrepreneurship for Economic Development (SEED): India
Crosslisted with Economics

LAW-UH 2120J
Leadership and Diplomacy
Crosslisted with Business and Organizational Studies; Economics; Social Research and Public Policy

SOCSC-UH 111I
Markets
Crosslisted with Business and Organizational Studies; Economics; Social Research and Public Policy

SRPP-UH 1617
21st-Century International Human Rights
Crosslisted with Legal Studies; Social Research and Public Policy

SRPP-UH 1617
Sociology of Entrepreneurship
Crosslisted with Business and Organizational Studies; Social Research and Public Policy

SRPP-UH 2619
Leadership and Diplomacy
Crosslisted with Political Science; Social Research and Public Policy

MEDIA, CULTURE, AND COMMUNICATION COURSES

MCC-UH 100J
Food in the Global Kitchen
Offered occasionally
Abu Dhabi contains many worlds, from five-star hotel restaurants to South Asian migrant workers eating on the job. This course uses food to explore the daily life of a global city in the Middle East. The course combines intensive reading and writing assignments with reporting and field trips. With Abu Dhabi as their beat, students explore the role of markets; traditional Bedouin cuisine and the rituals of eating it; the hidden lives of food producers and growers; the cuisine of exile; the business of food; edible geography; and other topics drawing on anthropology, economics, culture, politics, and urban studies. Students participate in on-experiences like visits to local markets and restaurants. Each student is expected to find, report, and write a feature article about a food-related location in Abu Dhabi. Readings range from medieval Arabic culinary manuals and classics of cultural anthropology to contemporary food reporting and literature, with an emphasis on the Middle East.

MCC-UH 1003J
Communicating in the Anthropocene
Typically offered: January
This course analyzes coverage of the nature of disasters in the mass media. We will look at disasters through human history and how technology and science determined the way the world came to know about them. While earthquakes and floods are “natural,” disasters are human-induced. The media should make this distinction, and functions of crisis communication. We will look at how nature has been depicted in the media. How can the media address silent, slow-moving emergencies like the global climate crisis? How can the attention span of the media and the lifespan of stories be extended in covering nature? What role can communication play in inducing rapid, inter-generational human behavior change to address threats to the biosphere during the anthropocene? There will be a field visit to Nepal to observe the aftermath of the 2015 earthquake as well as to meet researchers investigating the impact of the climate crisis on the Himalayas and countries downstream. NOTE: This course is open only to NYU Abu Dhabi students and includes a required trip to Nepal.

MCC-UH 1004
Media Landscapes: The Wire
Typically offered: spring
Crosslisted with Film and New Media; Social Research and Public Policy
This course will investigate the landscapes brought into view by a specific media artifact, in this case the critically acclaimed HBO show, The Wire. This is a TV series about a “black site” ostensibly in Baltimore but in fact stretched across the American heartland, namely the African American urban underclass. The series could be called a case study in making the urban underclass simultaneously spectacular and theoretically invisible. It has been seen as an example of the critical and creative turn taken by a segment of the cultural industry, as a maturation of the audience and a demassification of viewer tastes in the era of addressable mass culture. The show’s creator David Simon has also described it as moving away from postmodern iron y and narrative fragmentation and as based on the mythic traditions of ancient Greece.

MCC-UH 1005
Media: Objects, History, Theory
Typically offered: spring
Crosslisted with Film and New Media; Interactive Media
Media are everywhere—from optic fibers underground, and devices like smartphones and touchpads, to apps such as Snapchat and Yik-Yak. As telecommunications keep changing, so too do media theories, although much of the old media doesn’t go away. We have newspapers, radio, and television, but have we theorized them adequately in their new incarnations?

This course links the global history of media technology with the history of ideas, and in doing so relate theory to media objects in ways that will empower students and clarify how we understand our media environment. Drawing on materials from film and television to political history, the course examines the emergent and spread both of media and of “media theory,” in close connection with and occasional divergence from each other. Surveying select case studies from across the globe, students will seek to establish historical and theoretical frameworks for understanding media’s global impact.

MCC-UH 1006J
Reporting Morocco
Typically offered: January
Crosslisted with Arab Crossroads Studies
What are the ethics of reporting revolution and its aftermath? What critical frameworks shape our understanding of roles played by media and social media in the unfolding of such events? This workshop in foreign reporting takes as a central case study the state of the media in Morocco and the broader region following the Arab Spring. During the two first weeks of the course, students will learn techniques of feature writing and journalism ethics. Assignments include all sorts of long form readings on the Middle East and more specifically on Morocco, from foreign correspondents and Moroccan acclaimed writers and thinker s (Lalai Lalami, Hisham Aidi, Rania Aouzeid, and others) as well as daily news reading on Morocco. A couple of foreign correspondents will stop by with their own life experience and will talk about their experience covering the region.

MCC-UH 1008J
Narrating Migration
Typically offered: January
Crosslisted with Core: Cultural Exploration and Anthropology
Migration is a timeless story. Stories about migrants and the politics of migration have been told across media forms, platforms and genres. Depending on the registers used and the location from where narrated, migration is increasingly perceived as a national or global crisis, a humanitarian emergency, or as economic opportunity. Questions of mediation profoundly shape the circulation and the contours of the narrative. The course will 1) review some key themes about global migration in diverse contexts, 2) examine the role of media and mediation in constructing the migrant experience, 3) engage and critique digital archives of migration. The course will culminate in a media project where students produce their own digital media narratives of migration. NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Morocco.

MCC-UH 1009J
Reporting Sydney
Typically offered: January
How does a writer from abroad, a stranger in a strange land, get to know an unfamiliar city or country? How does a journalist posted overseas or even to the country right next door get to know a local landscape and the people? Is it possible to write fairly about an unfamiliar culture? Is it possible, or even necessary, to leave our own cultural assumptions behind? Is it possible to avoid the pitfalls of “parachute” journalism and take the time to know a culture from within? What does it mean to be an outsider? A tourist? A journalist? What are the special challenges of reporting in an unfamiliar country? What are the special rewards? And how does travel in a new world change the traveler? In this course you will engage with these, and related, questions through a variety of lenses, reading some of the best travel writing of the past and present and writing several pieces of your own. This is a course in reading and writing nonfiction—and a course in thinking about culture, in all its many meanings. Our culture, the culture we live in—and perhaps our particular subculture—informs our experience of other cultures and the world. You will experiment with various forms of feature writing and essay writing, engaging with Sydney and yourselves.

MCC-UH 1011J
Memory and Visual Culture
Typically offered: January
Crosslisted with Heritage Studies
The last several decades have witnessed a “memory boom” throughout much of the world, most visibly through the building of numerous memorials and memory museums, as well as high-profile debates about memory. This course explores the intersections of visual culture, commemoration, nationalism, and social movements with the politics of memory in the global context. We will study the visual cultures of memorialization and artistic engagements with the memory of traumatic events, with a particular focus on the politics of memory in Argentina regarding state terrorism from 1976-1983. The course will put memory projects in Argentina into comparative dialogue with examples of memorialization in other contexts such as 9/11 in the United States, the Holocaust in Germany, and state terrorism in Chile, Peru, and throughout Latin America. Through explorations of how art, photography, digital media, and design have shaped cultural memory in these contexts, we will interrogate the aesthetics of memory, the role of pedagogy in memorial museums, the spatialization of memory, the digitalization of memory, the role of human rights, and the deployment of memory into political action.
Typically offered: January

Accurate accounts of the past are made possible in large part due to the existence of primary documents deposited in public and private archives. In this class we will explore the vast array of materials housed in a range of public repositories and how they help illuminate the history of the UAE. Students will review primary material to consider how archives are used by documentary filmmakers, historians and other scholars and their role in shaping history and the identity of the UAE. We will visit a variety of sites, including the UAE National Archives and Qasr Al Hosn in Abu Dhabi, and the Peace Memorial Museum, National Film Library and Archive and the National Archive in Zanzibar. Students will also be introduced to the growing number of online databases and consider the future of history given the challenge of preserving information in the Digital Age. Each student will embark on a preliminary archival research project that delves into an under-explored aspect of UAE history. The class will culminate in a class presentation on a research project on a UAE figure.

NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Zanzibar.

CSTS-UH 1012J

Mining the Archive in the UAE

Typically offered: January

Crosslisted with New Core: Structures of Thought and Society

Archives and Qasr Al Hosn in Abu Dhabi, and the Accurate accounts of the past are made possible

Crosslisted with New Core: Structures of Thought and

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Crosslisted with New Core: Structures of Thought and}

CCTS-UH 1007

Visitors will also be introduced to the growing number of online databases and consider the future of history given the challenge of preserving information in the Digital Age. Each student will embark on a preliminary archival research project that delves into an under-explored aspect of UAE history. The class will culminate in a class presentation on a research project on a UAE figure.

NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Zanzibar.

CCTS-UH 1072J

Surveillance, Sousveillance and the Politics of Memory and Space

Crosslisted with Core: Cultural Exploration and Analysis; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Public Policy

Crosslisted with New Core: Structures of Thought and Public Policy

MUSEUM AND CURATORIAL STUDIES COURSES

MUSU-UH 1001J

Introduction to Museum Studies

Offered occasionally

Crosslisted with Art and Art History

Introduction to the social, cultural, and political history of museums. This course focuses on the formation of the modern museum. Museums of art, natural history, science, technology, and anthropology are examined from a variety of disciplinary approaches that explore the institution and its practices with respect to governance, colonialism, nationalism, class, gender, ethnicity, and community. Visits to the museums and cultural institutions in the region are an important part of this course.

MUSU-UH 110J

Past and Future of Egyptological Collections: The Shaping of Identity

Typically offered: January

Crosslisted with Heritage Studies

Museum collections are often perceived as static entities hidden away in storerooms or trapped behind showcases. By focusing on the dynamic histories of museum collections, new research reveals their pivotal role in shaping a wide range of social relations. Over time and across space the interactions between these artefacts and the people and institutions who made, traded, collected and exhibited them have generated complex networks of material and social agency. This class will draw on a broad range of source materials to explore the cross-cultural interactions which have created Egyptological museum collections in several locations, including Turin, Italy. These case studies contribute significantly to the development of new theoretical frameworks to examine broader questions of materiality, agency and identity in the past and present. NOTE: This course is open only to NYU Abu Dhabi students. This course includes a required international trip to Italy.

ACS-UH 241X

Heritage, History and Memory in the Modern "Middle East"

Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; History

ANTH-UH 2101J

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

Crosslisted with Anthropology

ARTH-UH 2121

Museums in a Global Context

Crosslisted with Art and Art History; Heritage Studies

ARTH-UH 2123

Museums, Art and Society

Crosslisted with Art and Art History

ARTH-UH 2810

Silk Roads, Sea Routes and Shared Heritage

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

CCTS-UH 1073

Law, Media and Changing International World Order

Crosslisted with Film and New Media; Legal Studies; New Core: Structures of Thought and Society

FILMM-UH 1102J

Media and Memory

Crosslisted with Film and New Media, Film and New Media; Media, Culture and Communication; Peace Studies

FILMM-UH 2115

Introduction to Film and New Media Curating

Crosslisted with Film and New Media

HERST-UH 1300J

Places of Human Suffering as Global Heritage Sites

Crosslisted with Heritage Studies

HERST-UH 1500

Shipwrecks and Seascapes

Crosslisted with Heritage Studies

HERST-UH 2300JX

Sharing Heritage of the Arabian Trade Routes

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

HERST-UH 2301U

Museum History, Theory, and Practice: Case Study, Florence

Crosslisted with Art and Art History; Heritage Studies

THEAT-UH 1519

Installation

Crosslisted with Theater
PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

ESSENTIAL:

SCIEN-UH 110EQ-1603
Foundations of Science 1–6
Crosslisted with Biology, Chemistry, Engineering, Physics
Note: This covers the pre-med requirements of one year of general biology, one year of general chemistry, one year of general physics, and one year of lab work in each of those areas.

CHEM-UH 2010 and CHEM-UH 3010
Organic Chemistry 1 and 2
Crosslisted with Biology, Chemistry

MATH-UH 1012
Calculus with Applications
Crosslisted with Biology, Chemistry, Computer Science, Engineering, Physics

RECOMMENDED:

BIOL-UH 2010
Human Physiology
Crosslisted with Biology

CHEM-UH 3020
Biochemistry: Macromolecular Structure and Function
Crosslisted with Biology, Chemistry

CHEM-UH 3021
Biochemistry: Metabolism
Crosslisted with Biology, Chemistry

PSYCH-UH 1001
Introduction to Psychology
Crosslisted with Biology, Psychology

MATH-UH 1003Q
Introduction to Probability and Statistics
Or an alternative statistics class such as SOCSC-UH 1010Q
Crosslisted with Mathematics

SRPP-UH 2617J
Global Burden of Non-communicable Diseases
Crosslisted with Social Research and Public Policy
The mission of the NYUAD Physical Education Program is to provide students guidance on becoming physically active and healthy for lifetime through a mandatory minimum of two PE classes prior to graduation. The Physical Education program is designed to assist students to gain the skills and knowledge they need to enjoy physical activity; to guide them to understand and develop confidence in their physical abilities; to embrace the understanding that one doesn’t have to be athletic to be physically active; to highlight the importance and benefits of becoming physically active for a lifetime. The NYUAD Physical Education Program provides a wide variety of classes covering all levels of interest and ability.

PE programming takes place at the university’s world-class athletic facilities as well as off campus. Students are required to complete two unique 7-week Physical Education classes. Students can also earn PE credit by participating in intercollegiate sports. Students interested in joining an intercollegiate team should contact nyuad.athletics@nyu.edu to request information before team rosters are set for the competitive season. All Physical Education classes are non-credit and graded on a pass/fail basis. Starting in the fall 2020 semester Physical Education classes and pass/fail grades will appear on the official student transcripts.

PHYSICAL EDUCATION COURSES

PHYED-UH 1001 Beginner Fitness for Life
Typically offered: fall, spring
This introductory course orient students to the various exercise equipment and fitness classes in the Saadiyat Fitness Center and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, TRX, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines.

PHYED-UH 1002 Beginner Swimming
Typically offered: fall, spring
The beginner swimming course is designed for students who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke.

PHYED-UH 1003 Intermediate Swimming
Typically offered: fall, spring
Intermediate swimming is a course designed for students who are comfortable treading, floating and swimming in deep water, can swim front crawl with rotary breathing and can swim basic backstroke and breaststroke. Students learn drills for skill improvement. Emphasis is on body form, stroke efficiency, and conditioning in all the strokes.

PHYED-UH 1004 Women Only Belly Dancing
Offered occasionally
This is a women’s only course that introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement explorations, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-UH 1005 Jiu Jitsu
Typically offered: fall
Jiu Jitsu is a strategic grappling sport where one manipulates an opponent’s force against her/himself rather than confronting it with one’s own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-UH 1012 Women Only YogaLates
Offered occasionally
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students

PHYED-UH 1008 Scuba—Open Water
Offered occasionally
This is a PADI Certified Open Water Scuba Diving Course. Individuals who successfully complete this class are awarded an internationally recognized certificate in scuba diving. Prerequisites: (1) the ability to swim continuously for 200 meter or 300 meters with mask/fin snorkel; (2) the ability to swim/float in water too deep to stand in for 10 minutes; (3) confidence in open water, and (4) the completion of a medical questionnaire with physician’s consent (5) Students must have previously completed one PE course. PE credit will be awarded upon obtaining a PADI Open Water Dive qualification prior to the end of the class. Given the progressive nature of instruction, students must attend all sessions in the order offered. If a session is missed, the affected student is solely responsible for scheduling and paying for the makeup session. All makeup sessions must be completed prior to the next regularly scheduled session.

PHYED-UH 1010 Women Only Dance
Offered occasionally
This is a women’s only course that introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement explorations, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-UH 1011 Jiu Jitsu
Typically offered: fall
Jiu Jitsu is a strategic grappling sport where one manipulates an opponent’s force against her/himself rather than confronting it with one’s own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-UH 1012 Women Only YogaLates
Offered occasionally
Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students
Typically offered: fall, spring

The beginner swimming course is designed for students who are non-swimmers and those who have little to no skills in the water. This course is designed to help the non-swimmer learn basic water safety skills including instruction of proper body position in the water, floating, treading water, holding breath underwater, and introductory to swim strokes, freestyle and backstroke. This is a women's only course.

PHYED-UH 1007

Squash
Typically offered: spring

This course aims to impart the knowledge and competencies essential to having an informed understanding and appreciation of squash. Students are introduced to the basic skills necessary to play the game. No previous experience necessary.

PHYED-UH 1018

Performance Boxing
Typically offered: fall, spring

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence.

PHYED-UH 1019

 Beginner Resistance Training
Typically offered: fall, spring

This course aims to teach students the essential components of a weightlifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-UH 1021

Women Only Performance Boxing
Offered occasionally

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence. This is a women's only course.

PHYED-UH 1022

Yoga
Typically offered: fall, spring

Yoga will commence with an introduction to yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body's capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1023

Badminton
Typically offered: fall, spring

This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies. No previous experience necessary.

PHYED-UH 1024

Running 101
Typically offered: fall, spring

Through this course, students will become educated in proper running form and efficient running. Students will learn how to prepare for a race, run for pleasure, and discuss the ways to maintain running as a lifelong habit. Although you do not need anything except running shoes to attend, students will be guided and informed about the latest running technologies that can be used to enhance progress.

PHYED-UH 1026

Speed and Agility
Offered occasionally

Speed and agility training can help you develop explosive power and athleticism for any sport or fitness goal. Training to develop speed and agility also provides a great way to mix up your regular workouts with some fun, metabolically challenging exercises. It also creates unique, proprioceptive challenges that reinforce muscle firing sequences and motor patterns that transfer directly into movements commonly found in sport and life. The course is best suited for students with experience in sports or group fitness classes.

PHYED-UH 1027

Beginner Rock Climbing
Typically offered: fall

This course provides personalized instruction at a basic level, allowing beginner climbers to develop a solid foundation upon which to build more advanced climbing knowledge and skills.

PHYED-UH 1028

Indoor Cycling
Typically offered: fall, spring

The purpose of the course is to provide students with proper techniques of cycling and a variety of training methods to maintain or improve cardiovascular and neuromuscular health through instructor guided activities. Principles, techniques, and safety practices of cycling will be taught throughout the course.

PHYED-UH 1030

Women Only Yoga
Offered occasionally

This course will commence with an introduction to the Yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body's capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1031

Introduction to Sports Medicine
Typically offered: spring

This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organization, regulations and ethics that govern this profession.

PHYED-UH 1036

Intermediate Tennis
Offered occasionally

This class will focus on the different types of spin, serves, and strokes of tennis as well as strategies involved in both doubles and singles. This class will help you take the necessary steps to advance your tennis game.

NOTE: Students are required to have some experience with tennis basics.

PHYED-UH 1037

Open Water Sports
Typically offered: spring

This course is taught at the beach, both on the sand and in the water. Topics include basic water safety skills, swimming, and the foundations of stand up paddleboarding (SUP) and kayaking. Students will participate in both dry-land and water based exercises/games as a full body workout. NOTE: Students must know how to swim. All students must be able to pass the advanced swim test prior to the start of the class. Confidence in and around water is a must.

PHYED-UH 1039

Intermediate Golf
Offered occasionally

A practical course designed for students with basic golf knowledge and skills. The course will include course orientation, course management, the proper use of the rules, club selection, speed of play, skill building, and different golf formats.

PHYED-UH 1040

Women Only Fitness
Typically offered: fall, spring

This introductory course orients students to the various exercise equipment and fitness classes offered at NYUAD and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines. This is a women's only course.
This introductory class will explore the philosophy, structure, and history of modern dance. This course is designed for those who have little to no previous experience.

**PHYED-UH 1045**

**Beginner Pop Choreography**

**Typically offered: fall, spring**

Students will learn choreography from 2-3 well-known pop music videos. Each class will begin with a thorough warm-up combining elements of jazz, ballet, and contemporary dance.

**PHYED-UH 1055**

**Beginner Ballet**

**Typically offered: fall, spring**

This class is designed for students who have previously taken ballet classes. Students will learn basic ballet technique, proper body alignment, and French terminology and musicality. Students will be introduced to elementary barre and center work.

**PHYED-UH 1056**

**Beginner Partner Dance**

**Typically offered: fall, spring**

This co-ed introductory course will give students an overview of the history, anatomy, and the fundamentals of classical ballet. Class will focus on basic ballet technique, proper body alignment, French terminology and musicality. Students will be introduced to elementary barre and center work.

**PHYED-UH 1057**

**Women Only Partner Dance**

**Typically offered: fall, spring**

This class is open to female students only. This class is open to female students only.

**PHYED-UH 1065**

**Women Only Jiu Jitsu**

**Typically offered: fall**

Jiu Jitsu is a strategic grappling sport where one manipulates an opponent's current sport, prevent injury and enhance their overall physical wellbeing. This is a women's only course.

**PHYED-UH 1066**

**Women Only Beginner Rock Climbing**

**Typically offered: fall**

This course provides personalized instruction at a basic and absolute beginner level to develop a solid foundation upon which to build more advanced climbing knowledge and skills. This class is open only to female students. Please note that unlike other women's only classes this course does not take place in a private setting.

**PHYED-UH 1067**

**Latin Rhythms**

**Typically offered: fall**

Latin Rhythms is a beginner-friendly high-energy dance class. Students will learn choreography from the 1930's-1940's silver screen you probably picture when you think of a mix of styles including Jamaican dancehall, samba, and axé dance. Students will learn movement, technique, and choreography from various Afro-Latin cultures.

**PHYED-UH 1068**

**SNAP (Special Needs Adaptive Programs)**

**Typically offered: spring**

SNAP (Special Needs Adaptive Programs) provides inclusive adaptive recreational sports coaching to children with special needs in the Abu Dhabi & UAE community. This program pairs NYUAD student volunteers with young participants of determination as ‘buddies', mentoring the children under the direction of NYUAD physical education instructors. Formerly a popular co-curricular service-learning program, the SNAP program has been developed into a PE credited course as part of NYUAD’s legacy efforts from the Special Olympics World Games 2019. All interested students should email PE Curriculum Manager Matt MacDonald (mam1830@nyu.edu) to learn more about this exciting opportunity.
PHYED-UH 1069
Futsal
Offered occasionally
Futsal is an exciting, fast-paced small sided (5 v 5) soccer game that is played on a hard surfaced, basketball sized court. The sport is a great skill developer as it demands quick reflexes, fast thinking and pin-point passing. The sport presents many opportunities to score goals often which maximizes active participation and minimizes inactivity and boredom. This course is well suited for beginner and intermediate level players looking to improve fitness, develop skills, and participate in friendly game play competition.

PHYED-UH 1070
Holistic Happiness
Typically offered: fall
This course fosters awareness and develops skills to enhance the mind, body and soul through a mix of disciplines that include yoga, pilates, mindfulness, meditation, physical fitness, mind therapy, nutrition and introduction to well-being on campus. The class will also introduce students to using facilities for active lives on campus such as the rock-climbing wall, the performance courts and outdoor cycling.

PHYED-UH 1073
Healthy Habits
Typically offered: fall
The quality of our lives often depends on the quality of our habits. Few things can have a more powerful impact on your life than improving your daily habits. Yet, when it comes to building habits most of us don’t know where to start. Prevailing wisdom tells us to set specific, actionable goals. But yet when it comes to healthy habits like sleep, exercise, meditation, journaling, and eating well, most of us fall short. This is because we try to change the wrong thing and we try to change our habits in the wrong way. In this course you will learn about behavior change, how to break bad habits, and make good habits stick. Finally, you will learn how to follow through on what you set out to do, whether you’re feeling motivated or not.

PHYED-UH 1074
Beginner Tap Dance
Typically offered: fall, spring
This is an introductory level tap dance class suited to absolute beginners. You will learn tap dance terminology, technique, and steps from the basics while developing confidence, mental concentration, physical coordination and musicality. Each class will include a warm-up focusing on technique, instruction in basic steps, and progress into simple choreography.

PHYED-UH 1075
First Aid & CPR
Typically offered: fall, spring
This course will prepare you to recognize and care for a variety of first aid, breathing, and cardiac emergencies involving adults, children and infants in a variety of emergency contexts. You will engage in a combination of readings, lectures, and hands-on skill practice to gain a solid understanding of and confidence in responding to various medical emergencies. Upon successful completion of this class you will receive a certificate for Adult and Pediatric First Aid/CPR/AED that meets most workplace requirements for such training.

PHYED-UH 1076
Beginner Zumba Fitness
Typically offered: fall, spring
Beginner Zumba Fitness is a fusion of Latin and international inspired music and dance movements creating a dynamic, exhilarating and exciting effective fitness program. The routines feature four traditional dances which include Salsa, Merengue, Cumbia and Reggaeton. The word Zumba itself comes from a Colombian word meaning to move fast and have fun. Therefore, a strong emphasis will be placed on having fun with easy to follow dance steps. This course uses a mixture of fast and slow rhythms and is perfect for reducing stress, clearing your mind, and exploring your creative side. No prior dance experience necessary.

PHYED-UH 1077
Beginner Group Fitness
Typically offered: fall, spring
This course will introduce students to group fitness classes: TRX, Kettlebells, Tabata/HIIT and Strength and Core. You will learn the fundamentals for each class and the variations that each class offers. The aim of this course is to build your confidence in each workout style so that after this PE course is finished you have the necessary skill set to incorporate your favorite class into your routine. Prior 11 Coaching through our wellness department would be beneficial for establishing a baseline of standard movement patterns.

PHYED-UH 1078
Beginner Waltz
Typically offered: fall, spring
Learn how to dance across the dance floor like Fred and Ginger in this Waltz class for absolute beginners. No previous dance experience is required. While learning basic Waltz steps, following and leading skills, and progress into learning a choreographed Waltz in a few different Waltz styles including the formal Viennese Waltz, European Waltz, American Waltz, and some informal social Waltzes. You do not need a partner to take this class! To help you understand the roles of leading and following, we rotate partners every few minutes in class.

PHYED-UH 1079
Barre Fit
Typically offered: fall, spring
Barre Fit is a cardio and strength-training class that combines elements of ballet, light resistance, and cardiovascular fitness at the barre. It offers exercise that can be modified for many different levels of fitness and doesn’t require any previous fitness or dance experience. Working to a 135 BPM energizing music playlist for a full 60 minutes followed by 15 minutes of stretching and cool down. Barre Fit helps to increase your cardio endurance while also focusing on strengthening, lengthening, and stretching the body from top to bottom.

PHYED-UH 1080
Cricket
Typically offered: fall
Learn the basic fundamentals of cricket in a relaxed outdoor atmosphere. Instruction will be given on basic rules, strategy, skill improvement drills, and game play. This course offers an opportunity for a great workout in a co-ed team setting. Please note this course is designed specifically for beginners.

PHYED-UH 1082
Nutrition 101
Offered periodically
Learn the basic fundamentals of Nutrition.

PHYED-UH 1083
Beginner Women Only Running
Typically offered: fall
Learn the basic fundamentals of running while getting fit at the same time. Open to all female students with minimal running experience. Instruction will be given on basic rules, strategy, skill improvement drills, and game play. This course offers an opportunity for a great workout in a women’s only team setting. Please note that unlike other women’s only classes this course does not take place in a private setting.

PHYED-UH 1084
HUA
Typically offered: fall
HUA connects students to movement using a variety of instructional fitness sessions that will enhance students health and wellbeing when actively participating in fitness activities. HUA encourages students to investigate and apply movement concepts and select strategies to achieve personal fitness outcomes. HUA is built upon teamwork and helps students develop personal and social skills that establish and maintain respectful relationships. HUA promotes personal and community safety and inclusivity when training in group environments. By the end of this course students will be able to demonstrate control and accuracy when performing specific movement sequences and skills in fitness sessions. Students will be able to confidentially apply exercise sequences and movement concepts to compose individual fitness sessions. Students will be able to understand the impact of fitness on personal wellbeing and the value of relationships in the fitness community.

PHYED-UH 2002
Intercollegiate Badminton II
Typically offered: fall
Participate as a team member in the Women’s Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2004
Intercollegiate Basketball
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Basketball team for at least one (1) season.

PHYED-UH 2005
Intercollegiate Cricket
Offered occasionally
Participate as a team member in the Men’s Intercollegiate Cricket team for at least one (1) season.

PHYED-UH 2008
Intercollegiate Soccer
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Soccer team for at least one (1) season.

PHYED-UH 2009
Intercollegiate Table Tennis
Typically offered: fall
Participate as a team member in the Men’s Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 2012
Intercollegiate Volleyball
Offered occasionally
Participate as a team member in the Women’s Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2013
Intercollegiate Swimming
Offered occasionally
Participate as a team member in the Men and Women’s Intercollegiate Swim team.

PHYED-UH 3002
Intercollegiate Badminton
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Badminton team for at least one (1) additional season.
PHYED-UH 3004
**Intercollegiate Basketball II**
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 3005
**Intercollegiate Cricket II**
Offered occasionally
Participate as a returning team member in the Men’s Intercollegiate Cricket team for at least one (1) additional season.

PHYED-UH 3008
**Intercollegiate Soccer II**
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 3010
**Intercollegiate Table Tennis II**
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 3012
**Intercollegiate Volleyball II**
Offered occasionally
Participate as a returning team member in the Women’s Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 3013
**Intercollegiate Swimming II**
Offered occasionally
Participate as a returning team member in the Men and Women’s Intercollegiate Table Tennis team for at least one (1) additional season.
The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters.¹

Students take one course full-time for approximately three weeks. The courses are designed as immersive experiences: they intensify the student’s focus; reach beyond the classroom to incorporate experiential learning; and are often site-specific, connecting students to the place where they study. Taking a single course during the January Term gives students more time for concentrated reflection on a dedicated topic than is the case during the semester when students must split their time between several courses. The intensity of the shared experience also forges an unusually strong bond between the students and their professor. Although the January Term is short, it has great impact because of its immersive character and integration of theoretical and experiential learning.

January Term (J-Term) courses are taught by renowned visiting scholars, writers, artists, journalists, and policy analysts from institutions around the world as well as distinguished professors from NYU Abu Dhabi and NYU New York, including NYU Law School, Stern School of Business, and NYU’s other professional schools.

The January Term includes options to study outside of Abu Dhabi and participate in community-based learning experiences. Some J-Term courses that are based in Abu Dhabi include international travel to places such as India, Nepal, Oman, Sri Lanka and Greece. Other J-Term courses are offered at NYU’s global sites around the world.

Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues.

Students are required to complete three J-Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study-away calendar conflict, students must complete their two remaining January Terms during their second and third year of enrollment. Seniors are eligible to take a fourth J-Term course only if they can demonstrate an academic need related to their progress towards graduation.

Students may take a maximum of two Core courses during January Term, and they must be in different Core categories.

Among their three January Term courses, students are permitted only one course at an NYU global site and only one Abu Dhabi-based course that includes a regional seminar. Students entering Fall 2015 or earlier are subject to different Term location limitations.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

NYU New York and NYU Shanghai students are welcome to apply for NYUAD January Term courses. Applications for participation in January Term courses are due October 1. Interested students must meet all application conditions and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyua@nyu.edu.

¹Due to the COVID-19 Pandemic J-Term 2021 is suspended. J-Term offerings will resume January 2022
JANUARY 2020 COURSES
January 2022 offerings will be available at www.nyuad.nyu.edu in late summer 2021.

COURSES IN ABU DHABI

ARABLI-UH 2210J
Colloquial Arabic: Emirati Dialect

CADT-UH 1047J
Hacking in Global Perspective: Creativity, Copyright, and Control

CCEA-UH 1088J
Selves and Non-Selves in Arts and Literatures

CDAD-UH 1004EJ
Microbes

CDAD-UH 1005EJQ
Forensic Science: Guilty or Not Guilty?

CDAD-UH 1009JQ
Illuminating and the Discovery of Islamic Architecture

CDAD-UH 1020J
Challenges in Global Health

CDAD-UH 1026EJ
Community Driven Development, Data & Discovery

CSTS-UH 1023J
Suffering and Politics

CSTS-UH 1033J
Culture and Context in Psychology

CSTS-UH 1057J
Religion, Nation and the Boundaries of Toleration

CSTS-UH 1082J
Nation-Building in the Shadow of Empire

ECON-UH 1502J
Research Design, Fieldwork, and Data Analysis for Development Economics

ENG-UH 1210J
Law in Entrepreneurship

MATH-UH 1009JQ
Integral Calculus

MCC-UH 1003J
Communicating in the Anthropocene

MCC-UH 1006J
Reporting Morocco

MUSST-UH 1101J
The Shaping of Identity

POLSC-UH 2320J
Diversity and Society

POLSC-UH 2325J
Revolution–The Politics of Energy

POLSC-UH 1036EJQ
Community Driven Development, Data & Discovery

SRPP-UH 1618J
Political Abdications

COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

ARTH-UH 2172JX
Orientalism and the Discovery of Islamic Architecture

CADT-UH 1014EJQ
Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change

CADT-UH 1045J
Plastic Fantastic

CDAD-UH 1022J
Challenges in Global Health

CCEA-UH 1087J
Confessional Culture from Augustine to Oprah

CSTS-UH 1083J
Year of Tolerance

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics

HIST-UH 3323J
The Trans-Atlantic Slave Trade: History and Memories

HIST-UH 2116JX
Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Mongol Empire and its Legacy

HIST-UH 3317J
A History of Economic Thought from Adam Smith to the Euro-crisis

MCC-UH 1012J
Mining the Archive in the UAE

MUSST-UH 1101J
Past and Future of Egyptological Collections: The Shaping of Identity

PEACE-UH 1115J
Arts for Transformation: The Case of Cambodia

POLSC-UH 1154J
Resourcefulness: Ethiopia

POLSC-UH 2520J
Making Education

POLSC-UH 3516J
Surviving the 21st Century: Power and Statecraft in the Digital Age

SOCSC-UH 3221EJ
Experimental Methods in the Social Sciences: Taking the Lab to the Field in India

SRPP-UH 2632J
Knowledge Translation: Bridging Science, Policy, and Practice in Inclusive Education

THEAT-UH 1125J
Dramaturgy of Disruption

WRIT-UH 1002J
Global Discoveries and Dialogues: The Quill and the Chisel

WRIT-UH 1003J
Global Discoveries and Dialogues: Histories of and in Greece

STUDY AWAY J-TERM COURSES

ACCRA

ECON-UH 1410J
Research Design, Fieldwork, and Data Analysis for Development Economics

HIST-UH 3323J
The Trans-Atlantic Slave Trade: History and Memories

BERLIN

CCEA-UH 1022J
Fascism, Anti-fascism, and Culture

CCEA-UH 1079J
Art, Enlightenment and Barbarism in Berlin

BUENOS AIRES

CADT-UH 1014EJQ
Heuristics

FILMM-UH 1120J
Media and Memory

MCC-UH 1011J
Memory and Visual Culture
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<td>HERST-UH 2301J</td>
<td>Museum History, Theory, and Practice: Case Study, Florence</td>
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<td>HIST-UH 3321J</td>
<td>Atlantic Moments in the Making of the American Republic</td>
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<td>New York</td>
<td>BUSOR-UH 1001J</td>
<td>Principles of Marketing</td>
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<td>CSTS-UH 1013J</td>
<td>Relationship of Government and Religion</td>
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<td>LITCW-UH 2314J</td>
<td>New York Urbanism: Poetry, Art and Architecture Since 1900</td>
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<td>POLSC-UH 3312J</td>
<td>Social Media and Political Participation</td>
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<td>THEAT-UH 1114J</td>
<td>“Under the Radar” at the Public Theater</td>
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<td>Prague</td>
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<td>Children and Childhood: Medical, Historical, and Cultural Perspectives</td>
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<td>Sydney</td>
<td>POLSC-UH 2324J</td>
<td>The Politics of Belonging: Membership, Communities, Nations, and Boundaries</td>
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<td>POLSC-UH 2517JQ</td>
<td>Modeling Politics and International Relations</td>
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<td>Washington, DC</td>
<td>POLSC-UH 2420J</td>
<td>Who Are You Israel? A look into the Old-New Middle East Neighbor</td>
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<td>POLSC-UH 2913J</td>
<td>Electing the President: An Upclose Look at How American Elections Really Work</td>
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NYU Abu Dhabi offers a summer school program in Abu Dhabi. The primary purpose of the summer program is to allow students who fall behind in meeting graduation requirements the opportunity to catch up without having to resort to course overloads during the fall and spring semesters. Students who change majors or are otherwise delayed in completing preliminary major requirements may also find that a summer course provides a chance to complete prerequisite courses in time to pursue study away opportunities with their peers who started their majors earlier.

Courses vary from year to year, but the overall intent of the program is to provide courses that are likely to be of interest to students in a variety of academic majors. Previous summer sessions have included courses in the Core Curriculum, introductory math and statistics courses, and a small sampling of introductory courses for various majors.

In addition to courses in Abu Dhabi, NYUAD students have access to the wide array of summer courses in New York and elsewhere in the NYU global network.

Summer courses in Abu Dhabi are typically four weeks in length and begin in late May, shortly after the end of the spring semester. However, for summer 2021 in response to schedule changes necessitated by the COVID-19 pandemic, NYU Abu Dhabi has extended its summer school to 7-weeks and approved students may take up to two courses.

More typically, students are limited to a single four-credit course or two 2-credit courses during the 4-week term. Courses elsewhere in the NYU global network vary from three to twelve weeks in length, begin on different dates, vary in credits, and may allow simultaneous enrollment in more than one course.

Summer school tuition, room and board, and other related expenses are not covered by student’s regular financial aid packages. However, NYU Abu Dhabi is able to offer supplemental summer aid to select NYUAD students who apply through a summer course application process each spring. Funding is often available to students interested in courses in Abu Dhabi. Funding is generally not available for courses offered elsewhere in the NYU global network; there is no guarantee that even the most meritorious application can be supported.
Global education is an essential component of NYU Abu Dhabi’s educational mission and curriculum. It is realized through a careful sequence of interrelated academic and intercultural experiences that provide students with intellectually rigorous, research-focused learning environments to complement and extend their coursework. They include semester-long study away programs, January Term programs, and course-related regional seminars in the United Arab Emirates and the broader Middle East that are typically combined with January Term or semester courses.

The NYUAD Office of Global Education coordinates the study away programs, January Term and course-related regional seminars. The office supports students before, during, and after their experiences abroad to maximize intercultural learning, promote safety and health, and help students contribute as responsible global citizens in the communities they join—wherever they are in the world.

**STUDY AWAY PROGRAMS**

**Semester-Long Study Away in the NYU Global Network:** Students may spend up to two semesters over their four years at NYU Abu Dhabi studying abroad at academic sites mostly within the NYU global network, which includes degree-granting campuses in New York, Abu Dhabi, and Shanghai, and 11 global academic centers on six continents: Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, DC. The global academic centers connect students from NYU Abu Dhabi, NYU Shanghai, and NYU New York who study together and experience the diversity of NYU’s global network. Each of the centers offers courses in the local language, history, and culture, academic lectures by distinguished faculty and leaders of the local communities, and co-curricular activities to explore the region, meet local students and figures, and use new language skills. For a description of the NYU global academic centers, see pp. 544–549.

**Global Pathways for Study Away:**
NYUAD deans and faculty have identified site preferences within the NYU global network for NYUAD majors with an eye toward developing students as well rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. These paths represent general directions for study away in the major and are available on the NYUAD Student Portal. Students work with their faculty mentors to determine what is appropriate for their individual academic program.

**Alternative Study Away Programs:** The majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological offerings of NYU’s global network. However, if a student’s academic program would significantly benefit from instruction not available at the NYU global network sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive, local research project, or use their native language skills at the highest level of critical thinking.

**GENERAL STUDY AWAY POLICIES**

**Preparation:** Careful academic and logistical preparation is required for students who intend to study away. Students must attend group and individual study away advising sessions and consult with their faculty mentors early in their academic careers to be certain study away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue.

**Academic Credit:** Academic credit from study away programs within the NYU global network is treated like credit awarded for coursework at NYU Abu Dhabi. All courses from study away programs are recorded on the student’s transcript. Grades from NYU global network sites, January Term courses or other credit-bearing programs taught by NYU Abu Dhabi or NYU faculty are recorded on the transcript and factored into a student’s NYUAD grade point average.
Credit for courses taken at non-NYU or non-NYUAD programs is subject to the NYU policy for transfer credit.

Graduation Requirements: All successfully completed courses taken at NYU global academic centers automatically count toward the 140 minimum credit hours required for graduation. However, students must consult with their faculty mentors in advance of study away and refer to online study away equivalency charts (available on the Student Portal) to determine whether courses taken abroad can be used to fulfill specific NYUAD graduation requirements, such as the Core or the major. Courses taken at non-NYU programs require prior approval from the Vice Provost for Academic Affairs and the divisional dean to count toward the total credit hours’ requirement.

Full-time Student Status: Students must maintain full-time status and carry the equivalent of a four-course workload for that status while participating in any semester study away programs. Students may earn credit for no more than four courses on any semester study away program unless they receive prior authorization for an overload from the Vice Provost for Academic Affairs at NYU Abu Dhabi.

Costs: In general fees for approved semester long study away programs are similar to those for a semester at NYU Abu Dhabi. Financial support is applied to cover these costs the same way it is when a student is studying in Abu Dhabi. NYU Abu Dhabi financial aid supports the cost of study away for up to two semesters, one January Term, as well as for regional academic seminars that are a required component of courses in which the student is officially enrolled.

Application Process: Although study away is encouraged at NYU Abu Dhabi, the opportunity to participate in any study away program is a privilege and the application process is competitive.

APPLICATION SCHEDULE

For January Term: Applications are due September 15. Course placements are available in Albert October 1.

For Study Away during the Academic Year: NYU Abu Dhabi has one annual preliminary application deadline of December 1 for study away programs in the coming academic year. This early deadline helps upper-class students and their faculty mentors do long-range planning for study away to ensure these important experiences fit well with the selection of a major, normal progress toward graduation, and preparation for the Capstone Project during the student’s senior year. First-year students can apply by June 1 of their first year for study away in the spring semester of their sophomore year. Final applications are typically due by February 15 for fall semester study and by September 15 for spring semester study.

Semester Study Away: Students may typically apply to study away as early as the second semester of their sophomore year and as late as the first semester of their senior year (if approved by their major academic program). Study away before or after this time frame requires approval from the Office of Global Education upon recommendation from the student’s mentor or the determination of an academic program.

The application process for participation in study away programs includes the preliminary and the final application stages with required deadlines as listed above. Interested students must meet all NYUAD and NYU global networks application deadlines. Programs outside NYU’s global network require students to complete the program’s own application process in addition to the NYUAD forms and may have different (often earlier) deadlines.

Selection Process: Selection for any study away program is based on a student’s academic record, the strength of the application materials, and academic preparation for and suitability of the chosen program to the individual student’s academic goals. The competitiveness of the application process varies based on the number of applicants, and the allotment of limited spaces on some programs.

The goal of a first semester of study away is to advance students as well-rounded scholars and global citizens within the liberal arts and sciences tradition. For most students, the second semester of sophomore year presents an ideal time to place the “big questions” of their globally-focused core courses into a new local context, explore new subject areas before finalizing their choice of majors by the end of sophomore year, develop a higher level of competency in a foreign language, and develop greater intercultural understanding toward social responsibility through sustained engagement of difference and the ability to navigate that difference toward greater common ground and common good.

A second semester of study away needs to be carefully designed and planned to support a student’s development as a scholar in his or her field(s) of specialization. Students must present a compelling academic rationale for their program choice and course selection, demonstrating that the chosen program and courses provide essential academic content for his or her field(s) of specialization that would otherwise not be available at NYU Abu Dhabi, provide the opportunity to conduct research towards developing the capstone project (e.g. data collection, piloting a research area, comparative work, access to archives and collections, specialized arts practice training,) connect the student with local faculty and/or field experts in the host site who can provide essential guidance on capstone project work or other essential research/arts practice, and allow the student to put his or her theoretical and research training into guided practice in a way that benefits specifically from the cultural context of the host country.

The Office of Global Education—with its Faculty Advisory Committee—is charged with reviewing applications and selecting students. Applications for second semester away are also reviewed by the faculty and the dean in the student’s chosen major(s). If the number of qualified applicants exceeds the number of spaces available for a given study away program, priority is based on class standing and will be given to students for whom this would be their first NYUAD study away experience. Some qualified applicants may be asked to delay their study away plans to another semester or to select an alternate program.
NYU New York and NYU Shanghai students interested in studying at NYU Abu Dhabi are welcome to apply for full-time course of study during the fall or the spring semester in Abu Dhabi. Applications for study away at NYU Abu Dhabi are due to the NYU Global Programs office in New York according to the established deadlines—typically by February 15 for fall semester study, and by September 15 for spring semester study. Applications for participation in NYUAD January Term courses are due by October 1. Students from NYU New York and NYU Shanghai are also eligible to apply for available summer courses and/or summer undergraduate research opportunities in Abu Dhabi. Interested students must meet all application criteria and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyuad@nyu.edu.

NYUAD’s Academic Enrichment Program (AEP) is an academic program designed to enhance the academic preparation of selected Emirati students to better assure their success as fully matriculated students in a liberal arts and research university. The program focuses on the developing quantitative, linguistic, and argumentation skills through five thematically-integrated courses that scaffold learning and provide solid preparation for student engagement in the liberal arts curriculum. The Academic Enrichment Program mentors students as they negotiate the transition to the university. AEP also works with students to enhance individual academic and cultural experiences while also giving them a sense of personal accomplishment and growth.

The program focuses on developing reading, writing, discussion, and research skills through five thematically-integrated courses: Identities and Metamorphoses, Identity, Global Discoveries and Dialogues: The Quill and the Chisel or Histories of—and in—Greece, and Journeys and Emancipations. Each course is designed to encourage students to critically consider and articulate essential questions that underpin content areas through critical and close readings, seminar discussions, student-led discussions, and academic presentations with a substantial emphasis on writing and argumentation (journals, blogs, personal essays, critical responses, argumentative essays, and research).

### AEP COURSES

**HISTN-UH 1001**

**Identity**

Typically offered: fall

2 credits

The latter half of the twentieth century witnessed the emergence of mass political movements grounded in claims about the injustices perpetrated upon specific social groups (women, racial/ethnic minorities, indigenous groups, the LGBT community etc.). These movements are supported by—and contribute to—a growing literature concerned with the character of the identities being defended. As the concept of ‘identity’ has become indispensable to contemporary political discourse, this course broadly explores the origins and evolution of various categories to which the concept of ‘identity’ has been affixed (gender, race, ethnicity, nationality, class, and sexuality). It describes the emergence and evolution of various categories of identity, tracing a long arc from the Neolithic Revolution to the present. By exploring how identities have been negotiated in a variety of contexts, this course aims to highlight that identities are fluid, socially-constructed, relational, and contextual.

**HISTN-UH 1002**

**Journeys and Emancipations**

Typically offered: spring

Journey narratives have been a staple of literature since antiquity. Whether in epics or myths, letters or journals, the journey has served as a metaphor for both the passage of time as well as different levels of consciousness. It has symbolized the search for meaning and expressed cultural values. This course invites students to reassess the critical importance of the journey—both literal and metaphorical—to the human experience through an examination of the journeys of literary characters, capital, and ideas. Moreover, through an examination of the stories of migrants, travelers, combatants, and prisoners, it will nurture an appreciation for how texts can represent multiple journeys within narratives of imprisonment, emancipation, and self-discovery.

**WRIT-UH 1000**

**AEP/ESP Methods of the Written Voice**

Typically offered: fall, spring

0 credits

This course is designed to provide students with the means for growth and development in reading, writing, discussion, and presentation skills. The course develops skills in critical reading, effective annotation and note-taking, library resource navigation, outlining, thesis development and argumentation, as well as revision. Students will read diverse writing styles to show the range of possibilities available to them as academic writers.

**WRIT-UH 1001**

**Advanced Reading and Writing: Identities and Metamorphoses**

Typically offered: fall

2 credits

This course explores memory and the construction of identity, both personal and collective, within the human experience in relation to that of others and the world around us. Students will consider not only the personal and historical movements that inform these works, but also how texts are produced, disseminated and received. Writing assignments will correspond to reading assignments and engage students in the practice of responding to written, oral and visual texts. The course is designed to engage students in the understanding of thinking through writing, creating and crafting an essay, using evidence, and moving to the stages of revision to achieve clarity and fluency throughout the writing process.

**WRIT-UH 1002J**

**Global Discoveries and Dialogues: The Quill and the Chisel**

Typically offered: January

Global Discoveries and Dialogues examines the case for the “universal museum” through the twin lenses of global history and global heritage management. It explores different approaches to memorialization, and considers how to strike an appropriate balance between the desire to showcase “golden ages” and the responsibility to restore silenced voices. The course will begin and end with discussions of different approaches to memorialization and historical contexts. Between these discussions, students will divide into two sections, each of which will consider these questions in specific contexts. Students will visit museums and cultural landmarks, attempting to address the central questions in seminar discussions, within their journals, in blog posts, in oral presentations, and in two formal papers.

**WRIT-UH 1003J**

**Global Discoveries and Dialogues: Histories of and in Greece**

Typically offered: January

Histories of—and in—Greece considers the place of suppressed Byzantine, Ottoman, Jewish, and refugee histories within “Greek history” through an exploration of a diverse group of landmarks in Athens and Meteora. In doing so, it challenges students to establish criteria for determining
whether these sites and their attached histories have a larger significance, “outstanding universal value,” and “importance to the collective interests of humanity.”

WRIT-UH 1010 AEP/ESP Writing Tutorial: Research Methods and Writing Process
Typically offered: spring
0 credits
Students will learn about the organization and practice of research in the humanities, with specific meetings devoted to discussions of interactive reading and note-taking, the elements of a useful focus statement, as well as the transformation of a focus statement into a one-page outline. Throughout the term, the tutorial will function as a workshop, offering students a space within which they can conceptualize, share, and refine a self-designed research project, and design and rehearse a conference presentation.

WRITING CENTER

NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist students with writing across the curriculum and to implement the Writing Program’s pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer’s project at any stage of the process—from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones. Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center webpage under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student’s own writing process. Students from any field or discipline are welcomed to visit The Writing Center at https://nyuad.nywconline.com.

NYUAD LIBRARY

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also hosts digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library’s extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video. Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing), bio-sciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center forPrototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences). The Library of Arabic Literature translation project and the Humanities Fellowship Program both aim to build research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and
scientific history; its cultural and artistic heritage; and its interaction with other cultures. All faculty and students at NYU Abu Dhabi are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers.

**Scholarly and Public Programs:**
The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU’s main campus in New York and Abu Dhabi, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute’s website at nyuad.nyu.edu/institute.
ACADEMIC ENRICHMENT PROGRAM

NYUAD’s Academic Enrichment Program (AEP) is an academic program designed with an emphasis on academic preparation of selected Emirati students to better assure their success as fully matriculated students in a liberal arts and research university. The program focuses on developing quantitative, linguistic, and argumentation skills through five thematically-integrated courses that scaffold learning and provide solid preparation for student engagement in the liberal arts curriculum. The Academic Enrichment Program mentors students as they negotiate the transition to the university. AEP also works with students to enhance individual academic and cultural experiences while also giving them a sense of personal accomplishment and growth.

The program focuses on developing reading, writing, discussion, and research skills through five thematically integrated courses: Identities and Metamorphoses, Identity, Global Discoveries and Dialogues: The Quill and the Chisel or Histories of – and in – Greece, and Journeys and Emancipations. Each course is designed to encourage students to critically consider and articulate essential questions that underpin content areas through critical and close readings, seminar discussions, student-led discussions, and academic presentations with a substantial emphasis on writing and argumentation (journals, blogs, personal essays, critical responses, argumentative essays, and research).

ACADEMIC ENRICHMENT PROGRAM COURSES

HISTN-UH 1001
Identity
Typically offered: fall
2 credits
The latter half of the twentieth century witnessed the emergence of mass political movements grounded in claims about the injustices perpetrated upon specific social groups (women, racial, ethnic minorities, indigenous groups, the LGBT community etc.). These movements are supported by – and contribute to – a growing literature concerned with the character of the identities being defended. As the concept of ‘identity’ has become indispensable to contemporary political discourse, this course broadly explores the origins and evolution of various categories to which the concept of ‘identity’ has been affixed (gender, race, ethnicity, nationality, class, and sexuality). It describes the emergence and evolution of various categories of identity, tracing a long arc from the Neolithic Revolution to the present. By exploring how identities have been negotiated in a variety of contexts, this course aims to highlight that identities are fluid, socially-constructed, relational, and contextual.

HISTN-UH 1002
Journeys and Emancipations
Typically offered: spring
2 credits
Journey narratives have been a staple of literature since antiquity. Whether in epics or myths, letters or journals, the journey has served as a metaphor for both the passage of time as well as different levels of consciousness. It has symbolized the search for meaning and expressed cultural values. This course invites students to reassess the critical importance of the journey—both literal and metaphorical—to the human experience through an examination of the journeys of literary characters, capital, and ideas. Moreover, through an examination of the stories of migrants, travelers, combatants, and prisoners, it will nurture an appreciation for how texts can represent multiple journeys within narratives of imprisonment, emancipation, and self-discovery.

WRIT-UH 1000
AEP/ESP Methods of the Written Voice
Typically offered: fall, spring
0 credits
The course is designed to provide students with the means for growth and development in reading, writing, discussion, and presentation skills. The course develops skills in critical reading, effective annotating and note-taking, library resource navigation, outlining, thesis development and argumentation, as well as revision. Students will read diverse writing styles to show the range of possibilities available to them as academic writers. Individualized small group writing tutorial sessions will be focused on addressing language skills and strategies based on course readings and papers. Students will also have one-on-one sessions to understand specific writing skills, to develop strategies for revision of assignments or papers, or to construct a methodology for understanding their own individual writing process.

WRIT-UH 1001
Advanced Reading and Writing: Identities and Metamorphoses
Typically offered: fall
2 credits
This course explores memory and the construction of identity, both personal and collective, within the human experience in relation to that of others and the world around us. Students will consider not only the personal and historical experiences that inform these works, but also how texts are produced, disseminated, received. Writing assignments will correspond to reading assignments and engage students in the practice of responding to written, oral and visual texts. The course is designed to engage students in the understanding of thinking through writing, creating and crafting an essay, using evidence, and moving to the stages of revision to achieve clarity and fluency throughout the writing process.

WRIT-UH 1002J
Global Discoveries and Dialogues: The Quill and Chisel
Typically offered: January
“Global Discoveries and Dialogues” examines the case for the “universal museum” through the twin lenses of global history and global heritage management. It explores different approaches to memorialization, and considers how to strike an appropriate balance between the desire to showcase “golden ages” and the responsibility to restore silenced voices. The course will begin an engaged, dialectical dialogue of different approaches to memorialization and historical contexts. Between these discussions, students will divide into two sections, each of which will consider these questions in specific contexts. Students will visit museums and cultural landmarks, attempting to address the central questions in seminar discussions, within their journals, in blog posts, in oral presentations, and in two formal papers.

WRIT-UH 1003J
Global Discoveries and Dialogues: Histories of and in Greece
Typically offered: January
Histories of - and in - Greece considers the place of suppressed Byzantine, Ottoman, Jewish, and refugee histories within “Greek history” through
The Capstone Project in the senior year is a research-intensive experience. An NYUAD education equips and empowers students to enter new intellectual, experimental, or creative terrain. The capacity to think through unfamiliar problems is a distinctive outcome of a liberal arts education and an asset valued by employers.

All faculty members at NYU Abu Dhabi are research scholars, actively engaged in projects of their own and setting new directions in their fields of research and creative activity. The faculty enriches their classrooms with this cutting-edge vibrancy and draws students into their research activities. In addition, students have the opportunity to participate in advanced research projects at the NYUAD Institute and work with leading scientists, scholars, and artists who are moving the frontiers of knowledge. The low ratio of students to faculty and researchers gives the undergraduates at NYU Abu Dhabi extraordinary access to advanced research.

The NYUAD Office of Undergraduate Research offers competitive grants to support students who have secured non-credit summer research opportunities that provide independent or directed research and include structured development in the skills required to perform those activities. Students also have the opportunity to apply for competitive Conference Grants to participate in conferences and at other venues where they can showcase their research and creative activities. The support is offered to students across all divisions.

REGIONAL ACADEMIC SEMINARS

An important part of NYUAD’s educational mission is the discovery of the historic, culturally varied region where it is located. Regional academic seminars are a feature of the NYUAD curriculum and enable students to connect their academic studies with on-the-ground exploration of the UAE and the region. NYUAD’s global crossroads connects Africa, the Mediterranean, the Arab world, Central Asia, and the Indian Ocean, and creates exceptional opportunities for students to combine experiential study with research and intercultural exploration. The regional academic seminars allow students to deepen their knowledge through first-hand experiences of the societies and issues they are studying at NYU Abu Dhabi.

The seminars are generally scheduled during the fall and spring breaks and in January Term, although some courses incorporate day and overnight fieldwork travel during weekends.

In academic year 2019–20, regional seminars were organized 22 countries including Bahrain, Cambodia, Eritrea, Ethiopia, Germany, Greece, India, Italy, Jordan, Kuwait, Morocco, Nepal, Oman, Philippines, Singapore, Spain, Thailand, Uganda, Ukraine, Uzbekistan, Zambia and Zanzibar along with the northern emirates of the United Arab Emirates. Day and weekend fieldwork travel in the United Arab Emirates included visits to the Desert Conservation Reserve, Hydroponic Farms, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

DIRECTED STUDY

Directed Study is intended for advanced students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. This program allows students to pursue areas of interest that are not served by existing courses and to work closely with a faculty member. Directed Study requires regularly scheduled weekly sessions with the supervising professor and normally involves research.

The approval process for a Directed Study must be completed prior to the applicable course registration period. A student or group of up to three students interested in pursuing a Directed Study should secure preliminary approval through the Office of the Registrar before working directly with a faculty member to develop a detailed syllabus for review by the Office of Academic Administration and the appropriate divisional dean.

Individual divisions and programs may place restrictions on participation in Directed Study experiences as appropriate. Students may take no more than one Directed Study per academic term and at most two such courses in total. NYU Abu Dhabi does not ordinarily cover the costs of books or other course materials for Directed Studies.

Directed Study experiences are usually led by faculty of NYU Abu Dhabi. However, when appropriate, members of the NYUAD Institute, and faculty at NYU’s campuses around the world may serve as directed study instructors. If the professor is not in Abu Dhabi, the weekly meetings take place by regularly scheduled videoconference or teleconference sessions. Directed Studies are not generally allowed to substitute for regular NYUAD course offerings.
Individual academic programs may set minimum academic requirements for participation in a directed study. Directed Study experiences may not generally be used to satisfy requirements for New York- or Shanghai-based minors.

**SUMMER OPPORTUNITIES PROGRAM**

Through a competitive application process that begins early in the spring semester, students can gain access to grants for various summer opportunities: research, internships, and courses. Research must be done under the direct supervision of a faculty member, while internships must have a professional supervisor. These opportunities can be pursued anywhere in the world. Summer courses—designed to make up for missing credits or catch-up on course work—are primarily offered in New York, Abu Dhabi, and Shanghai.

**WRITING CENTER**

NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist students with writing across the curriculum and to implement the Writing Program's pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer’s project at any stage of the process—from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language Learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones.

Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center website under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student's own writing process. Students from any field or discipline are welcomed to visit The Writing Center at https://nyuad.mywconline.com.

**NYUAD LIBRARY**

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world’s finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential books is complemented by rapid access to NYU’s holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world’s scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library's extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video. Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library’s window to the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

**NYU ABU DHABI INSTITUTE**

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

**Research:** A key element of NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); biosciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences). The Library of Arabic Literature translates and the Humanities Fellowship Program both aim to build
research capacity in areas of the Humanities that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures. All faculty and students at NYU Abu Dhabi are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers.

Scholarly and Public Programs: The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU’s main campus in New York and Abu Dhabi, bringing the plenitude of NYU’s renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute’s website at nyuad.nyu.edu/institute.
NYU Abu Dhabi provides students with a unique network of faculty mentors and other advising resources through a variety of academic and administrative offices, supporting student learning, academic performance, and extracurricular exploration.

All first-year students are assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. Faculty mentors also help identify resources and opportunities available within NYU Abu Dhabi and the NYU global network that enhance students’ undergraduate experiences, and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and finding an appropriate balance between academic and extra-curricular activities.

The pre-major faculty mentor is not assigned based on a student’s area of academic interest. However, upon declaring a major, students are reassigned to a major mentor in their chosen course of study. Major mentors assist students in planning for study away, preparing for the senior capstone experience, and selecting courses that further their post-graduate plans.

Staff advisors in the Office of Global Education provide additional support for students’ study away planning. They meet individually with each first-year student to discuss study away broadly. During the sophomore year, they meet again with each student prior to that student’s first study away experience to discuss study away plans for any semester in their junior year. These meetings augment NYUAD’s online study away resources and help to assure appropriate planning and course sequencing prior to studying away. They also assist students in making decisions that enhance the value of their study away experiences.

General advising and learning support is also provided through the Office of the Dean of Students, the Office of the Registrar, and the Office of Academic Administration. In addition to participation in the non-credit first-year dialogue program that is designed to aid the transition to university life, all first-year students are encouraged to meet with Dean of Students Office staff to discuss their personal concerns. This office can assist students to refine study skills and improve time management, and offer other significant support that contributes to academic success. The Registrar provides support throughout a student’s career with matters relating to course enrollment and interpretation of academic policies. The Vice Provost for Academic Administration provides support to faculty mentors and works with individual students on a case-by-case basis as need arises.

**MOSES CENTER FOR STUDENTS ACCESSIBILITY**

NYUAD is committed to providing equal educational opportunity and participation for students with disabilities (Physical, Cognitive and learning). We work with NYU students to determine appropriate and reasonable accommodations that support equal access to a world-class education. Confidentiality is of the utmost importance. Disability-related information is never disclosed without student permission.

The Moses Center offers the following services: academic accommodation, housing accommodation, exam accommodation, and assistive technology support. To know more about the services, or to apply online, please follow the link below, or send an email to Aisha Al Naqbi (aha5@nyu.edu).

**ATHLETICS, INTRAMURAL SPORTS, AND RECREATION**

In addition to required Physical Education courses (see pp. 481–490), the Department of Athletics, Intramural Sports & Recreation catalyzes development of healthy lifestyle habits and cultivates a sense of teamwork and camaraderie through a variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intercollegiate sports, intramurals, club sports and recreational opportunities. Regardless of skill or ability, all students are encouraged to explore their athletic interests and participate in the NYUAD sports community.

The Department of Athletics, Intramural Sports & Recreation fosters engagement with other athletic programs across the UAE through the Abu Dhabi Inter-University Sports League (ADISL). Popular intercollegiate sports include football/soccer, basketball, cricket, volleyball, table tennis, and badminton. Club sports teams including tennis, Jiu Jitsu, squash, and swimming are student driven and compete locally in community events and leagues.

Students also compete in a variety of individual athletic events around Abu Dhabi, the United Arab Emirates, and the surrounding region including road races, triathlons, and dragon-boat competitions. Recreational activities facilitated by the department include water sports, indoor rock climbing and other athletic leisure activities, such as cycling.

**CAREER DEVELOPMENT CENTER**

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps along meaningful career paths. A holistic approach to career development challenges students to think beyond a single internship to who they want to be and what they want to accomplish in their professional lives, both during their time at NYU Abu Dhabi and after graduation. From self-assessment, through graduate school and career research, to the application process and finding competitive scholarships, the CDC helps students every step of the way. Whether in one-on-one advising appointments, in workshops or events, the CDC pushes students to define and realize their own success.

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**WESTERN CENTER FOR STUDENTS ACCESSIBILITY**

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**WELLNESS**

The Wellness Department provides all community members with a nurturing, challenging, and supportive environment to catalyze their physical, emotional, personal, and social development. The department offers students access to the Fitness Center, Women’s Only Gym, Group Fitness Classes, one-to-one consultations, dietetic support, health promotions programming, and wellness workshops that foster greater education and awareness of holistic wellbeing.

Students can develop new skills and find a life-long passion for an active lifestyle through fitness programming and engagement with our diverse team of wellness professionals. Students may also engage with the Health Promotion Office (HPO) to cultivate skills and strategies to reach academic and personal success. The HPO, in collaboration with the peer support group, REACH, offer a wide range of programs to address health-related concerns so students are empowered to make health-enhancing choices towards individual and collective wellbeing.

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The CDC catalyzes student's professional development through employer events, online resources, one-to-one advising, skills-based workshops, and more. Annual events bring representatives from various companies and graduate schools globally to connect NYUAD students to the world of work and graduate education. In partnership with NYU New York and NYU Shanghai, all NYU students have access to Handshake—an online hub for accessing part and full-time jobs, internships, and other opportunities, both locally and globally. Handshake provides NYUAD students access to subscription-based career resources, such as Going Global, My Big Interview, and Vault Career Insider. By graduation, NYUAD students have had the opportunity to develop strong professional skills and confidence in preparation for their life beyond Saadiyat.

### COMMUNITY OUTREACH

The Office of Community Outreach (OCO) develops mutually beneficial partnerships to foster a deep commitment to civic engagement and service. We design volunteer opportunities to help students engage with the UAE through meaningful community involvement, embrace the rich diversity of the emirates, and cultivate ethical and inclusive leadership to strengthen their local, regional and global communities. OCO catalyzes students’ development and helps them cultivate a sense of belonging and connection to the UAE through participating in local festivals and volunteering for some of the capital’s most prominent cultural and educational events such as Abu Dhabi Art, Abu Dhabi Science Festival, or Abu Dhabi Festival.

Students interested in engaging with the Abu Dhabi community on a deeper level, while gaining valuable work experience can volunteer for sustained Service-Based Learning Programs that require a semester-long commitment. They can help teach athletics skills to young children with autism with the Special Needs Athletic Program (SNAP), mentor young people to explore leadership through the Girls’ Education Network (GEN) or Boys’ Education Network (BEN), or tutor migrant workers to improve conversational English skills with Strength in Vocational Education (STRIVE). The OCO maintains a robust and sought-after internship program.

The Social Impact Leaders speaker seminars helps connect students to inspiring social change thought leaders, through intimate conversations with guest lecturers such as the legendary Dr. Jane Goodall, Nancy Lublin, Celine Cousteau, or Robert Swan. NYU Abu Dhabi has joined prominent global educational campaigns such as Breast Cancer Awareness and Autism Awareness Month. Students that are driven by social purpose are advised, supported and empowered through the office.

Students can also engage with the vibrant heritage of the United Arab Emirates through OCO-organized cultural programming that connects them to the wider community.

### OFFICE OF FIRST YEAR EXPERIENCE

The Office of First Year Experience supports first year transition into the intellectual, social, and cultural community of NYU Abu Dhabi. First year programming helps students cultivate a sense of belonging and enables them to develop the skills and strategies to learn from their own process of adjustment so they can make the most out of their NYUAD journey.

Key programs include:

- **Marhaba**—The Arabic word for “welcome” is a mandatory orientation program for all first year students. The program comprises of sessions led by faculty, administration, and student leaders to help first year students to find out about essential campus resources; learn how to navigate their first semester at university; and feel more connected to one another as well as the broader NYUAD community. Marhaba programming will help first year students reflect on the experience of being new to campus and prepare themselves for their adjustment to NYUAD.

- **First Year Dialogue**—First Year Dialogue is a semester-long program that supports first-year students’ transition to university by connecting them to a group of peers in their first semester at NYUAD. The program consists of bi-weekly small group discussions and off-campus outings led by an NYUAD upperclass student and a staff/faculty member. Through FYD, first-year students build strong intercultural relationships, explore cultural expectations and visit different parts of Abu Dhabi together, and learn more about campus resources.

### SPIRITUAL LIFE AND INTERCULTURAL EDUCATION

The Office of Spiritual Life and Intercultural Engagement (SLICE) catalyzes a sense of belonging and catalyzes students’ personal development through meaningful engagement with matters of identity, diversity, and inclusion.

SLICE endeavors to create the conditions under which greater self-awareness and an understanding of others is cultivated, and where both our common humanity and our uniqueness are regarded with
genuine respect. To support students in developing greater self-awareness, SLICE offers Intercultural Competence Core Training (ICCT), a four-part series designed to deepen student competence across four capacities: intellectual curiosity, flexibility, intercultural empathy, and authenticity.

SLICE facilitates the Sustained Dialogue Project in an effort to engage students, staff, and faculty in conversation about issues affecting our campus community. Additionally, SLICE partners with student leaders and SIGs to develop unique programs and initiatives for cultural and identity exploration and development that account for the unique needs of the NYU Abu Dhabi community.

SLICE also recognizes and supports the spiritual development of students and seeks to create an environment where students can explore their faith traditions or seek to explore other spiritual paths. The SLICE team works with spiritual life counterparts across NYU’s network, provides guidance in contemplative inquiry, and offers opportunities for dialogue and exchange of ideas. Additionally, SLICE assists students with referrals to local places of worship, religious, and social gatherings; and organizes a variety of programs to support student intellectual and spiritual life; and internship experience for students interested in exploring intercultural competence and cross-cultural communication more thoroughly.

HEALTH CENTER
Located on the ground floor of the Campus Center, the Health Center provides convenient access to medical care and counseling support to help ensure students stay healthy and are able to fully benefit from their time at NYU Abu Dhabi.

Medical services at the Health Center are administered by a highly-qualified staff of physicians and nurses with expertise in college and adolescent health, and include identifying and treating common medical conditions, providing preventive health education, pre-travel visits and immunization updates, pre-participation sports physicals, and making referrals to medical specialists when necessary. A dietician is available to deliver individualized nutrition & clinical dietetic support to students.

The Health Center also offers confidential counseling services that focus on students’ personal wellbeing. The Counseling Team is made up of licensed Clinical Psychologists. Student-counselor relationships are objective, accepting, and confidential, and provide students with the opportunity to clarify issues and reflect on experiences, discover their true wishes and feelings, and deal effectively with problems. Students can contact the Health Center at 02 628 8100 during regular working hours. The Health Center is open Sunday to Thursday from 9 am to 6 pm for appointments or walk-in visits during the academic year.

After hours and on weekends, students can access medical and mental health advice by contacting the Nurse Advice Line 02 628 8100 for medical concerns or Wellness Exchange 02 628 5555, available 24/7 for mental health concerns. Non-urgent concerns or appointment requests can be sent to nyuad.healthcenter@nyu.edu.

The Office of Residential Education catalyzes leadership development for students through the Resident Assistant (RA) program. RA’s live on each floor of the student residences and act as a trained peer leader. RA’s create a sense of community through regular social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors. Programing led by RA’s is supplemented by events hosted by Faculty Fellows in Residence (FFIRs) who offer students an atmosphere where they can feel a sense of home, support, and connection to faculty at NYUAD.

As a collective, Residential Education hosts programs to connect and keep students engaged, such as College Cup, Midnight Breakfast, Highline Festival, movie nights, museum visits, and beach trips. Other Residential Education-administered services include overseeing room selection, housing procedures, and general operational matters.

PUBLIC SAFETY
The Department of Public Safety consists of a team of highly trained and experienced security professionals dedicated to providing a safe environment for the community. Public Safety supports the University’s students, faculty, staff, and visitors in a diligent and professional manner in order to preempt risks to public safety and respond to incidents which may jeopardize the health and safety of community members and/or integrity of university facilities.

Abu Dhabi is considered one of the safest cities in the world. Nevertheless, it is recommended that special precautions are taken when out in town. There are many customs and traditions that must be respected when out in public, which includes dressing modestly; especially during the holy month of Ramadan. While violent crimes and crimes against property are rare, they occur in some instances. The Public Safety emergency number is +971 (0)2-628-7777 (or 8-7777 from a campus phone). In the event of an emergency, Public Safety personnel will assist all members of the community with contacting the local authorities for support (The number for
Public Safety maintains a close, professional relationship with local authorities to ensure an immediate and supportive response to meet the community's needs.

For a nonemergency, you are encouraged to call +971 (0)2-628-5594 (or 8-5594 from a campus phone). The Public Safety Command Center which coordinates the activities of all security officers and supervisors will receive all incoming calls from the above listed numbers. Once the dispatcher receives a call, if a response is required, an officer will be dispatched to all routine incidents, emergencies, and calls for service.

Life Threatening Medical Emergencies:
Call 999, then notify DPS at +971 2 628 7777 (87777)

All students are strongly encouraged to download the Safe NYU campus mobile safety app. Safe NYU is available in more than 190 countries, offering local emergency contacts, transportation options, and safety tips. To learn more and download the app, visit nyu.edu/safenyu

TRANSPORTATION

The NYUAD Transportation Department is dedicated to providing safe and reliable transportation for students, faculty, staff, and guests of the University. A shuttle bus service provides transportation from the Saadiyat Island campus to designated destinations throughout the city of Abu Dhabi and Yas Island. In order to utilize the transportation service, a valid NYUAD ID card must be presented when boarding any of the transportation vehicles.

Faculty and staff may request driver transportation via the transport request form on the intranet. The NYUAD Transportation Team help desk number is +971 2 628 4747 (7 am–11 pm) or email address nyuad.transport@nyu.edu. The Transportation Department mission is to provide support, vision, and direction for operating the University transportation fleet using environmentally sound practices.
The Undergraduate Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Website: nyuad.nyu.edu. Academic Policies relating to NYU Abu Dhabi Graduate Programs can be found in the Graduate Manual, published online https://students.nyuad.nyu.edu/files/resources/nyuad-graduate-academic-policies-procedures-manual.pdf.

ACADEMIC STANDING

This policy defines good academic standing and outlines the steps that will be taken to ensure students are informed of their academic standing, are helped if they have a temporary lapse, and are assisted in finding alternatives to NYU Abu Dhabi, if necessary.

I. Good Standing: NYU Abu Dhabi expects students to make satisfactory progress toward their undergraduate degree every term and cumulatively. Good academic standing is typically achieved by successfully completing 16 credit hours during each fall and spring semester, and four credit hours during each of three January terms. A student who falls more than four credit hours behind this target, or who has a cumulative grade point average (GPA) of less than 2.00, ceases to be in good academic standing. Additionally, a student who fails to successfully complete at least 12 credits during a regular semester, or who earns a term GPA of less than 2.00 ceases to be in good standing.

II. Academic Support: The university has developed a series of steps designed to help students achieve their academic goals and to communicate with students and their faculty mentors when a student is experiencing difficulty maintaining good academic standing. Typically, coordinating the communication and academic response is handled through the Office of Academic Affairs and the Office of the Dean of Students. Academic support can include such supports as tutoring, mentoring, and English Language support. The Office of the Dean of Students can also provide Wellness services and other organizational support.

NYU Abu Dhabi recognizes that there are situations in which appropriate academic support may include a reduced course load. When a reduced course load has been formally approved in advance, student progress toward the degree is measured against the approved reduced course load rather than against the typical 16 credit hour load. Students or faculty mentors who believe that a student would benefit from a reduced course load must apply for formal approval through the Registrar’s Office prior to the end of the add/drop period for that term. Approval is at the discretion of the Vice Provost for Institutional Research, Assessment, and Academic Affairs.

III. Definitions

Committee on Academic Standing: The Committee on Academic Standing is chaired by the Vice Provost for Institutional Research, Assessment, and Academic Affairs and includes the four Divisional Deans or their designees, a member of the standing faculty, and other members as determined by the NYUAD Provost. The Committee meets at the completion of each regular semester.

Probation: A student who is not in good standing is considered to be on probation. Students who are on academic probation are expected to refocus their energies on academic success. Unless specifically permitted by the Committee on Academic Standing, students on probation are not eligible for semester study away, course overloads, summer internship or research funding, or extra-curricular travel (including for team sports). Campus employment and membership in student interest groups, while not prohibited, should be strictly limited and not allowed to adversely impact academic progress. Students on probation, remain on probation until such time as they return to good academic standing. If a student fails to successfully complete all of his or her course work while on probation or if after two semesters on probation (consecutive or not) a student has not returned to good standing, s/he will be referred to the Committee on Academic Standing for review.

Suspension: Suspension separates a student from NYU Abu Dhabi for a period of at least one semester. It is intended as a time for students to reflect upon the reasons for their academic underperformance and to put in place such measures as will help them to succeed upon their return. Suspended students may opt to pursue university studies at another institution, (at their own expense), during their time away from NYU Abu Dhabi. A maximum of 8 credits from such study may be transferred to NYU Abu Dhabi following the policies and protocols for transferring credit.

Dismissal: Dismissal represents the permanent separation of a student from NYU Abu Dhabi.

IV. Academic Review: If a student ceases to be in good academic standing, s/he will automatically be placed on academic probation. In severe cases, the Vice Provost may refer such cases to the Committee on Academic Standing to consider enforcing additional measures such as a reduced course load or mandatory meetings with a mentor.

The Committee on Academic Standing will review all cases in which a student has been on probation for two or more semesters (consecutive or not) and still has not achieved good academic standing. The Committee will ordinarily recommend that such students be suspended from the university for a period of one semester. Additionally, the Vice Provost for Institutional Research, Assessment, and Academic Affairs may bring other students before the Committee for suspension consideration if their performance is particularly problematic—even if they have not had two semesters on probation. The actual decision to suspend rests with the NYUAD Provost.

Students who return from suspension will remain on academic probation. Upon return to NYU Abu Dhabi, these students are expected to successfully complete all of their courses. Failure to do so will result in referral to the Committee for Academic Standing. The Committee on Academic Standing may recommend allowing such students additional time on probation if, upon their return, they are accumulating credits at the normal rate and have a term GPA above 2.0. However, for students who continue to underperform upon return, the Committee will ordinarily recommend dismissal from NYU Abu Dhabi. The actual decision to dismiss rests with the Vice Chancellor who has sole authority to dismiss students from the University.

V. Non-Academic Review: The Vice Provost for Institutional Research Assessment, and Academic Affairs will inform the student of any suspension or dismissal recommendation of the Committee on Academic Standing and enquire as to whether there are non-academic issues so compelling as to suggest an alternate sanction. Students asserting such a claim must document the non-academic issues. In
The decision to suspend and Vice Chancellor of NYUAD will be final and binding.

VIII. Reporting: Academic Standing status will not be recorded on official transcripts or other public documents, or released outside the institution without the student’s knowledge. Academic standing will, however, be part of the student’s internal NYUAD academic record and accessible for mentoring purposes.

ACCESS TO EDUCATIONAL RECORDS

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student’s consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student’s name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students’ education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student’s prior consent of so-called “directory information” (see definition below), and of other personally identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education’s Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student’s education records to such parties.

Disclosure of Personally Identifiable Information: Among other exceptions authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student’s educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending NYU Abu Dhabi or NYU New York. Other exceptions are listed in the NYUAD and NYU Guidelines for Compliance with FERPA.

Additional Information for Students about Records Access: Students may obtain additional information about access to their records from the NYUAD and NYU Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyuad.nyu.edu/academics/academic.policies.html.

NYU Abu Dhabi and NYU New York have designated the following student information as “directory information.” Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full- or part-time status, degree(s) conferred (including dates), honors and awards (including dean’s list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. Email address and NetID are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out. Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to “physical mailing address” but not email address.

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student’s permanent transcript:

- The deadline for adding or dropping a 14-week class is the end of the second week of the semester.
- The deadline for adding or dropping a 7-week course is the end of the first week of the 7-week term.

Any student who adds a course after the first day of instruction is fully responsible for all
work previously assigned in that course. During the second week of add/drop courses may be added only with the permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

**ADVANCED STANDING**

NYU Abu Dhabi does not award transfer credit for high school coursework or for external assessments, such as AP or IB exams. Advanced level courses, including AP, IB, and A Levels, may allow students to substitute an advanced course for an introductory course at NYU Abu Dhabi.

Advanced standing is at the discretion of the Academic Dean of the appropriate divisional area in consultation with the faculty in the discipline. The completion of a placement test may be required. There is no presumption that advanced standing is available in all disciplines. While advanced standing can be used to exempt a student from specified entry-level courses, it does not reduce the total number of courses required in any program.

**ATTENDANCE**

Attendance is expected in all classes. Although the administration of NYU Abu Dhabi does not supervise attendance of classes, it supports the standards established by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may receive a grade deduction, including the possibility of an F, and/or may be considered to have withdrawn unofficially (see the policy on Withdrawal).

**AUDITING**

Students will be permitted to audit a course with the permission of the course’s primary instructor. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student’s transcript.

**COMMENCEMENT MARCHING ELIGIBILITY**

Students may participate in the NYUAD Commencement Ceremony if:

i. They have met all requirements for graduation and have not previously marched in anticipation of the degree being conferred; or

ii. They are registered for all courses necessary to graduate in the spring term immediately preceding Commencement or the summer term immediately following Commencement—regardless of whether or not all such courses are successfully completed by Commencement.

iii. Students with expected graduation terms through the following Fall are eligible to participate in Ma’a Salama.

**COURSE LOAD**

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during each of three January terms. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYU Abu Dhabi believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD’s unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree programs must consult with their faculty mentors and the NYUAD Dean of Students to determine eligibility.

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD’s scheduling system and the availability of 7-week courses.

Students who wish to take fewer than 16 credit hours per semester must also obtain the permission of their mentor and the Vice Provost for Assessment, Institutional Research, and Academic Affairs in order to ensure a course of study that allows the student to make normal progress toward a degree. No student may take fewer than 12 credits per regular semester.

See Overloading Policy.

**DOUBLE COUNTING**

A course may count toward more than one requirement. For example, the same course may count toward both a major and toward a multi-disciplinary minor or toward two different majors. However, there are limitations to double counting.

i. For double majors, students may count all courses that are explicitly required for either majors, or a total of three courses, whichever is greater.

ii. All minors must include a minimum of at least two courses that are not counted toward any other set of major or minor requirements.

iii. No individual course may count for more than one Core category.

iv. No individual course may be counted toward the Art, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; or Structures of Thought and Society Core requirements and simultaneously toward a major or minor.

v. Courses may satisfy Islamic Studies, Quantitative Reasoning, and Experimental Inquiry and still be utilized to meet other requirements.

This limited double-counting policy is intended to create flexibility for students and to allow them to highlight the disciplinary and subject matter clusters they have chosen to study.

Students should choose minors with a sense of academic purpose, not as an accidental result of NYUAD’s extensive crosslisting of courses, which reflects our commitment to work across disciplines.

**DOUBLE MAJORS AND MINORS**

Students may complete a second major if both majors can be accommodated during their four years at NYU Abu Dhabi, or they may complete a minor, which is offered in disciplinary and multidisciplinary areas. Minors generally require four courses. So that students may take full advantage of the breadth of the curriculum and not focus too narrowly on just one or two areas, students are encouraged to explore the option of completing a minor rather than a full second major. Students with double majors are required to complete only one Capstone Project in what is recognized as their primary major. In lieu of a second capstone students must complete two additional courses in their non-primary major. A student’s degree, Bachelor of Arts or Bachelor of Science, is determined by the student’s primary major.
EXCEPTIONS

All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

FINAL SEMESTER ASSESSMENTS

Scheduling Final Assessments: Scheduled class periods should generally be used for course instruction and not for final, comprehensive summative course assessment. Comprehensive in-class final assessments such as final exams should be scheduled during the official final examination period at the date and time assigned by the Registrar. The sole exception to this is for courses with multiple graded components such as Foundations of Science. In these cases, final exams in the lab or studio portion of the course may be held during final regular lab or studio period.

Comprehensive out-of-class final assessments may be scheduled for submission during the last week of the semester or during finals week at the discretion of the instructor and as indicated in the syllabus. However, instructors should remain cognizant of other student responsibilities during this busy period and may not schedule due dates any later than the official end of the final exam period.

Summative assessments that are not comprehensive and are intended to assess only the final portion of the course, may be scheduled during the last week of classes. Instructors, though, are encouraged to use the official final exam period for this type of assessment as well, unless the course also includes a comprehensive final assessment during the official exam period.

No assignment of any kind may be due on scheduled exam reading days nor later than 8:00 pm on the final day of the exam period.

Weighting of Final Assessments: Other than Capstone Projects, no single in-class or final exam period assignment may constitute more than 40% of the overall grade for a course. Take-home assignments without time constraints may be weighted more heavily if appropriate for a particular course, but should be considered an exception to general institutional practice.

Proctoring of Assessments: Faculty members and/or assigned course instructors are expected to be physically present during the administration of the final examination in order to answer any questions and ensure high standards of academic integrity. When they are unable to do so, the division dean must be informed and see that appropriate proctors (instructional staff) are provided for each examination. Any unusual circumstances or instances of possible academic integrity violations should be brought to the attention of the Vice Provost for Assessment, Institutional Research, and Academic Affairs within 24 hours.

Missing a Final Exam: If a student anticipates being unable to attend a final exam, s/he should reach out to the instructor as far in advance as possible. Instructors have broad latitude to determine what qualifies as sufficient advanced notice and may, in exceptional cases, allow for notice even after an exam has begun.

Consistent with NYU policies concerning absence for religious reasons, faculty are required to accommodate students who provide advanced notice of their inability to be present for a scheduled exam due to religious reasons. Although faculty are not obligated to make accommodations for any reason other than religious observance, faculty are encouraged to accommodate students who miss an exam for a legitimate reason—as determined by the faculty member.

When an accommodation is made, there is no requirement that the accommodation be an alternative exam, but could instead include an assessment of a different format and/or a reweighting of other assignments.

Instructor permission is required before a student can leave the room during a final exam. Failure to secure such permission may result in the exam being disallowed.

Final Examination Conflicts: The Office of the Registrar will endeavor to ensure that students do not have conflicting final examinations and will set the final exam schedule in such a way that limits the number of students having more than two exams in any one day. In the exceptional case where a student does have an exam conflict involved faculty are encouraged to work cooperatively to accommodate the student, with assistance from the Office of Academic Affairs when required.

When students are scheduled for more than two exams on one day, they are welcome to seek accommodation at the discretion of the faculty involved. Faculty members are permitted to reschedule a student's final under these circumstances, but are not required to do so.

GRADE CHANGES

To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the information presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. If, after consultation with the instructor, the student still feels that there is evidence of malfeasance or discrimination, he or she can formally appeal by contacting the Vice Provost for Assessment, Institutional Research, and Academic Affairs.

GRADING

The grade point average (GPA) is computed by determining the total number of quality points earned (quality points multiplied by credit hours) and dividing by total graded credit hours. Quality points are earned in letter-graded NYU courses taken after a student’s first year of enrollment (see Transcripts Policy). Total graded credit hours include the credit hours associated with all such courses as well as the credit hours associated with any Pass/Fail course that is failed (see the policy on Pass/Fail). When a course is repeated, both grades remain on the transcript (see Repeating Courses Policy).

NYU Abu Dhabi has Latin honors at the time of graduation. Latin honors are determined by cumulative official GPA. Summa cum laude is limited to the top five percent of the graduating class in each division, magna cum laude to the next 10 percent.
of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES

An incomplete grade of “I” will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of “Incomplete” is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an Incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Affairs. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for Academic Affairs before a grade of “I” is recorded. Adjustments to the approved deadline are allowed only in exceptional circumstances upon written agreement from the instructor. Incompletes that have not been resolved according to the terms of the Incomplete Request Form will be assigned the default grade at the end of the first regular semester following the semester in which the course was taken. Students requesting a Leave of Absence during a given semester will generally be considered for an Incomplete only if the Leave of Absence is approved within the last three weeks from the end of the term.

THE NYUAD COMMUNITY’S COMMITMENT TO INTEGRITY

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

As part of the NYU global network, NYUAD students are also subject to NYU’s all-school policy on Academic Integrity for Students at NYU. Alleged integrity violations are resolved using NYUAD’s Academic Integrity Procedure.

LEAVE OF ABSENCE

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html). As it applies to NYU Abu Dhabi, NYU policy references to the Dean of the School and the Provost refer to the NYUAD Dean of Students and NYUAD Provost. Questions about references to specific offices within this policy should be referred to the NYUAD Dean of Students.

The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.

Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student’s academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Leave of Absence: Students returning from a leave of absence are expected to successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before being eligible to enroll in an NYUAD study away program.

MINIMUM GRADES

All successfully completed courses may be counted toward the 140-credit-hour graduation requirement. However, only those courses in which grades of C or higher are earned may be counted toward major, core, concentration, minor, or prerequisite requirements.

OVERLOADING

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD’s scheduling system and the availability of 7-week courses.

Generally, course loads of 19 or 20 credit hours are approved only for students with a compelling academic need or when their previous academic work is so strong that an overload constitutes little academic risk. In particular, students will not generally be approved for more than 18 credits unless they have cumulative internal grade point averages as specified below:

- First-year Students: 3.7
- Second-year Students: 3.6
- Third- and Fourth-Year students: 3.5

Each of their students in Albert. Midterm assessments are due not later than the beginning of the fourth week for 7-week courses and at the end of the eighth week for 14-week courses. These assessments are not part of a student’s formal academic record and do not appear on transcripts. Because these assessments are intended to be holistic, faculty members may factor in student attendance, participation, and general level of engagement rather than rely solely on formally graded material. Faculty are also encouraged to bring particularly concerning performances to the attention of the Vice Provost for Assessment, Institutional Research, and Academic Affairs at any time.
In all cases academic risk will be weighed against the need for academic credit in granting approval.

No student is permitted to take more than 20 credit hours in a semester.

PASS/FAIL

A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYU Abu Dhabi allows students to take one course per semester (up to a total of three courses overall) Pass/Fail. This option is designed to encourage students to continue to explore areas of interest and to optimize their focus on learning unfamiliar methods and materials while minimizing concerns about formal outcomes. The Pass/Fail option is therefore especially appropriate in the second year before students invest in a major. Students studying at other NYU global network sites, may be further restricted by site policies related to Pass/Fail grading.

A student may not take courses Pass/Fail in the Core Curriculum. Courses taken Pass/Fail within a student's major or concentration will not be counted for credit toward the completion of a major, concentration, or minor.然而，Pass/Fail courses may allow students to place out of a basic course requirement in favor of a more advanced course within the major, concentration, or minor. Students considering the Pass/Fail option in their area of study or in pre-professional courses should consult with their mentor about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the Pass/Fail option to satisfy the requirements of their new majors.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated into the GPA. Classes that are failed are registered as an F for purposes of GPA calculation.

For applicable courses, a student may opt to change to or from Pass/Fail grading during the add/drop period associated with that particular course.

RELIGIOUS HOLIDAYS

NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES

A student may repeat a course in which they received a Pass, Fail or letter grade once. Both grades will be recorded on internal transcripts and included in grade point average calculations. However, students will only earn credit hours once for a repeated course. Students may not repeat courses in a designated sequence after taking more advanced courses.

When one or both of the attempts to complete a course occur during a student’s first year, the NYU Abu Dhabi Transcript Policy influences how the repeated courses impact the student’s official transcript and official grade point average. In particular, when both occurrences are during the first year, neither letter grade will appear on the official transcript nor impact the official grade point average. When only the first occurrence is during the first year, the letter grade associated with the second occurrence, and only that letter grade, will appear on the official transcript and be factored into the official grade point average.

NOTE: Students should be aware that graduate and professional schools may consider repeated courses differently. Students entering NYU Abu Dhabi in fall 2015 or earlier are subject to an earlier version of this policy. Please see Registrar for details.

TRANSFER CREDIT

On an exceptional basis, NYU Abu Dhabi will consider awarding credit for courses taken at other universities. Transfer credit, however, is awarded on a limited basis and only for courses taken after matriculation at NYU Abu Dhabi. Transfer credit applications are evaluated based on academic merit, appropriateness to the NYU Abu Dhabi curriculum, and the degree to which the courses are distinct from other coursework that the student has completed or will complete at NYU Abu Dhabi. To assure that courses may be counted toward graduation requirements, students are also required to complete a Transfer Pre-approval Form prior to enrolling in another institution.

While a student may be awarded transfer credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

NYU Abu Dhabi official transcripts do not report grades for courses taken during a student's first year of study. However, these grades do become a part of the student's academic record to be used for internal purposes such as mentoring students and fulfillment of prerequisites. Official transcripts indicate successful completion of those courses taken in the first year for which a grade of C- or better is received. Courses from which a student has withdrawn or in which the student received a grade of lower than a C- do not appear on the official transcript nor do they contribute toward satisfying graduation requirements. In addition, students may request from the Registrar independent documentation of these grades for external use.

Students' first-year grades will not be included in cumulative grade point average calculations.

This policy contributes to the development of a learning community at NYU Abu Dhabi that distinctively emphasizes independent responsibility for intellectual exploration and growth and that is appropriate for a global student body.

TRANSCRIPTS

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WITHDRAWAL FROM A COURSE

After consulting with the faculty mentor and within the following deadlines, a student may discontinue a course and receive a grade of W:

• For 14-week courses the deadline for withdrawing is the end of the 9th week of the term;
• For 7-week courses the deadline for withdrawing is midway through the 5th week of the term;
• For January Term and Summer Term courses, the deadline for withdrawing is the end of the second week of the term.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Assessment, Institutional Research, and Academic Affairs. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of student are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompany grade of W.
The founding of New York University in 1831 by a group of eminent private citizens was an historic event in American education. In the early 19th century, a major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of NYU intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry.

Since its inception, NYU has had a campus on Washington Square in the heart of Greenwich Village, a major thoroughfare for cultural activities in New York City. As NYU grew and developed, its academic and student life was shaped by an integral connection to its location, becoming a university “in and of the city”. Today New York University is recognized both nationally and internationally as a leader in scholarship. Of the more than 5,000 colleges and universities in America, only 62 institutions are members of the distinguished Association of American Universities New York University is one of the 62.

From a student body of 158 during NYU’s very first semester, enrollment has grown to more than 19,000 undergraduate and 18,000 graduate students who come to the university from every state in the United States and from over 130 foreign countries. The faculty totals over 3,100 full-time members teaching more than 2,500 courses and the university awards more than 25 different degrees in programs across the humanities, arts, sciences, social sciences, and professions. The University comprises 19 schools and colleges at five major centers in New York and international centers in twelve cities.

Graduate education can be pursued at the College of Dentistry, Rory Meyers College of Nursing, Gallatin School of Individualized Study, the Graduate School of Arts and Science, Institute for the Study of the Ancient World, Institute of Fine Arts, Tandon School of Engineering, School of Professional Studies, School of Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, Robert F. Wagner Graduate School of Public Service, and, since 2015, in the College of Global Public Health.

In 2007 NYU entered into a partnership with the Emirate of Abu Dhabi to create NYU Abu Dhabi. Like the founding of NYU in the 19th century, the creation of NYU Abu Dhabi expands the scope of higher education—now to meet the challenges of a globally-integrated, 21st-century world. And in 2013, NYU Shanghai opened its doors, becoming NYU’s third degree-granting campus.
NYU's Global Network

Just as NYU’s founders chose in 1831 to move education out of the ivory tower to be “in and of the city,” NYU has become “in and of the world” in a way that defines and exemplifies something that has not existed before: a global network university. No other university has NYU’s global presence. The global network university is a new paradigm in higher education. It is designed to draw the most talented and creative faculty, students, and staff from around the world to NYU in its global extension, with campuses around the world. It enables students and faculty to circulate through the network, and it shapes students to be citizens of global civil society. Research and learning at each location in the network is designed to be connected to and enhanced by the whole.

The fundamental organizational element of the NYU global network is the degree-granting, portal campuses, which grants degrees and where entire programs of study may be completed (if desired) without leaving them. The portal campuses are deeply related to each other, each using and building upon one another’s assets; and, each also is connected to the rest of the system. NYU has portal campuses in New York, Abu Dhabi, and Shanghai.

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra’s program emphasizes global public health and economic development; NYU Berlin focuses on art and the humanities; NYU Prague focuses on music as well as global media and transitional government.

The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

NYU faculty and students can move seamlessly through the network. Without leaving the University’s intellectual community and resources (such as, for example, its extensive social network, its library, its administrative support systems, its IT network, linked databases, and even certain of its course offerings), faculty and students are “in and of the world.” Their research and study literally touches (and can occur in) the most dynamic idea capitals of the world.

For more information about the NYU global network, see nyu.edu/global.

NYU Global Academic Centers

Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU’s global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside West Africa’s top students. NYU’s academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO’s, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity of West African culture. Whether learning Twi, the city’s local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today’s reunified and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America’s most vibrant cities. Courses are taught in Spanish and English by some of Argentina’s most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, history, literature and cinema are
Students who spend a semester at NYU London live and learn in the heart of Bloomsbury, a neighborhood that is home to the British Museum, the Royal Academy of Dramatic Art, and the West End (London’s famous theatre district). Each semester, NYU London staff plans day trips to places such as the historic cities of Bath, Cambridge, and Oxford. In addition to exploring London’s myriad cultural sites, students often participate in short-term or semester-long community service projects.

NYU London (United Kingdom): Students at NYU London take advantage of a wide range of academic programs complemented by the rich cultural experience of living in one of Europe’s most storied cities. Specialized programs are available in Africana studies, art and architecture, business, mathematics, British literature and writing, pre-health, and psychology. Courses in math, chemistry, and physics accommodate students whose schedules might not otherwise allow for a semester of global study. Additionally, NYU is the only institution in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. NYU London encourages students to enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

NYU Los Angeles, CA (USA): NYU Los Angeles, created in 2019, offers a distinctive study away program designed for advanced undergraduates (e.g., juniors and seniors) who plan to pursue diverse careers in the entertainment and media industries. Participants selected for the Los Angeles program take a full schedule of courses offered by multiple NYU schools while also completing internships with organizations such as film and television studios, networks, streaming services, production companies, talent agencies, music labels, industry unions, marketing companies, and non-profit arts organizations. NYU Los Angeles teaches fewer courses than most study away sites, but the offerings are tailored to be useful for a wide range of students exploring careers in entertainment and media, whether as artists, designers, producers, analysts, or other industry roles. The faculty members at NYU Los Angeles combine a wealth of academic expertise with extensive practical experience, and they have their fingers on the pulse of these fast-moving fields. Students live in apartments a short walk from the academic center, with easy access to museums, theaters, restaurants, shops, and other amenities. Around the city, students can enjoy spectacular beaches, hiking trails, parks, mountains, and a range of world-famous sights and landmarks.

NYU Madrid (Spain): At NYU Madrid, students advance their command of Spanish while engaging with European traditions and culture. Established in 1958 as NYU’s first global academic center, NYU Madrid offers students with little or no Spanish language skills a Fast-Track Spanish for Beginners program that includes a set of four courses designed to bring them to proficiency in one semester. During the spring semester, students with advanced Spanish language skills may enroll in up to two courses at the Universid Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they’re on a class trip to the Museo del Prado to learn firsthand about Goya’s masterpieces or at an out-of-the way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. NYU’s Washington Square campus in the heart of Greenwich Village is complemented by an outstanding engineering campus in Brooklyn. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

NYU Paris (France): The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students’ academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre.
Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d’Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city, such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

NYU Prague (Czech Republic): With the most courses of any of NYU’s global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague’s successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague’s rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more. NYU Prague is the only study abroad site to have a student webzine—The Prague Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague’s BBC correspondent.

NYU Shanghai (China): Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU’s global network, joining NYU Abu Dhabi and NYU’s main campus in New York City. NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Regardless of your tastes and preferences, Shanghai is an endlessly exciting place, rich in discoveries and new opportunities. With a population estimated to be between 16 and 24 million, it is growing and changing before your eyes. Witness the development of a city that is quickly becoming a major player on the world stage.

NYU Sydney (Australia): NYU Sydney is located in Australia’s largest and most cosmopolitan city, providing students the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The academic center is located in a recently renovated historic building in a central area of Sydney. The facility houses classrooms, a computer lab, library, and administrative offices. A common area doubles as a study lounge and space for social gatherings.

Students enrolled in courses at NYU Sydney are able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses introduce Australia’s rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, English, environmental studies, history and society, journalism, and communications, among many other courses of study. Leading professors are drawn from Sydney and the local region. Faculty-led field trips, which take students beyond the areas visited by casual tourists, are an essential part of the program.

NYU Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

NYU Tel Aviv (Israel): At NYU Tel Aviv, students experience life in one of the world’s most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.

NYU Washington, DC (USA): No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington’s distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.
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NYUAD’s leadership and faculty are researchers, scholars, and artists of extraordinary distinction within and beyond their disciplines, and at the same time exceptional teachers, dedicated to supporting and challenging their students and to transforming them into intellectual colleagues. In addition to a growing cohort of full-time faculty, the University also draws talent from across NYU’s global network and hosts visiting faculty from outstanding universities around the world.

Today NYU Abu Dhabi has a faculty of over 250 experts who are drawn to the University by the quality and passion of our students, by a very favorable research environment, and, importantly, by the institution’s resolve to contribute significantly to the region and to shape a better world through education and research.

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The campus of NYU Abu Dhabi is located on Saadiyat Island, a natural island that lies a short distance from the main island of Abu Dhabi and is now under development. The Cultural District of Saadiyat Island will feature three major museums: the Zayed National Museum, the Louvre Abu Dhabi, and the Guggenheim Abu Dhabi. Other districts will take advantage of the island’s spectacular beaches and mangrove lagoons. NYU Abu Dhabi is located in the Al Marina District, which will eventually have a prominent marina and downtown feel.

Occupying a total area of approximately 15.4 hectares (38 acres) of land, the university occupies two sites: the main site with the university buildings, and the north site, where the outdoor athletic facilities are located. The campus design allows the natural environment to be experienced year-round. It is dense, walkable, and responsive to the climate, with shaded walkways and landscaped courtyards, plazas, and gardens for social interaction. The design also fosters the integration of living and learning, with residences, classrooms, and faculty offices organized in mixed-use buildings, not separated in distinct areas.

The campus, designed by Rafael Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. The plazas each have a major center of campus life: the Experimental Research Building on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. A dining halls stands at the east end of the main street.

On the south side of the campus are academic buildings, with ground-floor classrooms and faculty and administrative offices on the first floor. In the middle of the buildings are outdoor courtyards with trees and informal seating for a break between classes. The sloping walls that surround the courtyards form dramatic glass cones. Stunning sculptural objects, the glass cones bring light into the academic buildings, offer views of the upper residential level, and reveal the campus’s unique split-level circulation system.

Two stories above ground level, the “High Line” provides access to the residences and informal, green spaces. Having students, faculty, and staff living on campus facilitates interaction, a key to the educational experience at NYU Abu Dhabi. Faculty and senior staff reside in apartments with views over the campus, to downtown Abu Dhabi, and across Saadiyat Island to the Arabian Gulf. The student residences are organized around courtyards with gardens and areas to relax outdoors. In the middle of the courtyards, the glass cones emerge and afford views from the High Line down to the ground level, visually connecting the living and learning spaces. The beautifully landscaped High Line weaves through intimate residential courtyards and across rooftops where dramatic vistas of the campus and the city unfold. The High Line is more than a pathway; a social space where neighbors chat and stroll, children play, students jog and hang out, it reinforces the spirit of community and friendliness that characterizes NYU Abu Dhabi.

Measures to generate 75 percent of household hot water and 10 percent of power from renewable energy sources help the University achieve its sustainability goals.

The layout of the campus promotes interaction between the disciplines. The facilities include a wide variety of instructional spaces, including experimental laboratories, new media labs, film production facilities, music practice rooms, and classrooms with sophisticated technological infrastructure. The flexible labs in the Experimental Research Building support a range of advanced research projects. The Arts Center has four theaters and a variety of teaching and production spaces, including art studios for painting, drawing, sculpture, and animation, media labs, editing suites, and film shooting stages. The Campus Center combines the Library, Student Center, Health and Wellness Center, and a performance gymnasium with a 50-meter pool, running track, ball courts, climbing wall, squash and racquetball courts, and fitness center. The indoor athletic facilities are complemented by outdoor fields, track and tennis courts.

An open campus, NYU Abu Dhabi welcomes members of the public—to lectures and conferences at the NYUAD Institute Conference Center; exhibitions at the Art Gallery; athletic activities at the Sports Center; and performances at the Arts Center. The campus also has a Bookstore and variety of cafés and dining facilities.

Shading systems achieved through urban design, the close proximity of structures, architectural features such as the colonnades, and the integration of landscape materials facilitate the University’s goal of year-round use of outdoor spaces.
NYU AD IN NEW YORK CITY:
19 WASHINGTON SQUARE NORTH

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYU Abu Dhabi at Washington Square. It is an information center for visitors interested in NYU Abu Dhabi; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYU Abu Dhabi.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYU Abu Dhabi and foster collaborations with colleagues at NYU in New York. Global Network Seminars, supported by excellent videoconference equipment, enable classes in New York and Abu Dhabi as well as other NYU sites to interact. For a complete list of programs and exhibitions please visit http://nyuad.nyu.edu/en/news-events.html.

For NYUAD students studying in New York, 19 WSN is a hub serving as a connection site for NYU Abu Dhabi, NYU Shanghai, and NYU New York students to meet, collaborate, and learn from one another. Various social activities and some classes take place at 19WSN.

NYU Abu Dhabi in New York
19 Washington Square North
New York, NY 10011
Tel: +1 212 992 7200

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:
Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:
Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 100 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi
United Arab Emirates

TELEPHONE

From Outside the UAE
+971 2 628 4000
Dial the international exit code for the country from which you are dialing from
Dial the UAE country code: 971
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:
02 628 4000
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</table>
Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi ......................... 02 628 4000
New York ......................... 212 992 7200

CAMPUS SAFETY AND TRANSPORTATION

Director, Public Safety Operations
Robert Titus ..................... rst1@nyu.edu
Mobile 050 813 2086

Associate Director, Public Safety
Lorraine Adkins .................. la65@nyu.edu
Mobile 050 429 7490

Assistant Director, Public Safety
Norca Vincent ..................... nmv1@nyu.edu
Mobile 050 813 2158

Security Manager
Clare James ...................... cj39@nyu.edu
Mobile 055 226 6189

Security Manager
Muhammed Shameer .......... ms6624@nyu.edu
Mobile 056 687 7938

HEALTH AND WELLNESS

NYUAD Health and Wellness Center .. 02 628 8100
nyuad.healthcenter@nyu.edu

NYUAD After Hours ............... 056 685 8111

NYUAD After Hours Counselor ... 056 685 8444

NYUAD Wellness Exchange ....... 02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

ABU DHABI HOSPITALS

Al Noor Hospital .................. 02 626 5265
Cleveland Clinic .................. 800 8 2223
Gulf Diagnostics Center ......... 02 665 8090
New Medical Centre ............. 02 633 2255
Sheikh Khalifa Hospital ......... 02 610 2000

ACADEMIC AFFAIRS

Vice Provost, Institutional Research, Assessment, and Academic Affairs
Charles Grim ................. charles.grim@nyu.edu

University Registrar and Director of Student Information Systems
Paul Revere .......... paul.revere@nyu.edu

OFFICE OF THE DEAN OF STUDENTS

Associate Vice Chancellor of Student Affairs and Dean of Students
Kyle Farley .................. kyle.farley@nyu.edu

Associate Dean of Students
Michael Martinez ............ michael.martinez@nyu.edu

OFFICE OF GLOBAL EDUCATION

Associate Vice Chancellor for Global Education and Outreach
Carol Brandt .................. carol.brandt@nyu.edu

Assistant Vice Provost for Global Education Administration
Katya Grim .................. katya.grim@nyu.edu

IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance ............ 999
NYU Wellness Exchange ........ 02 628 5555 (24 hrs)
Security Helpdesk .......... 02 628 4402 (24 hrs)