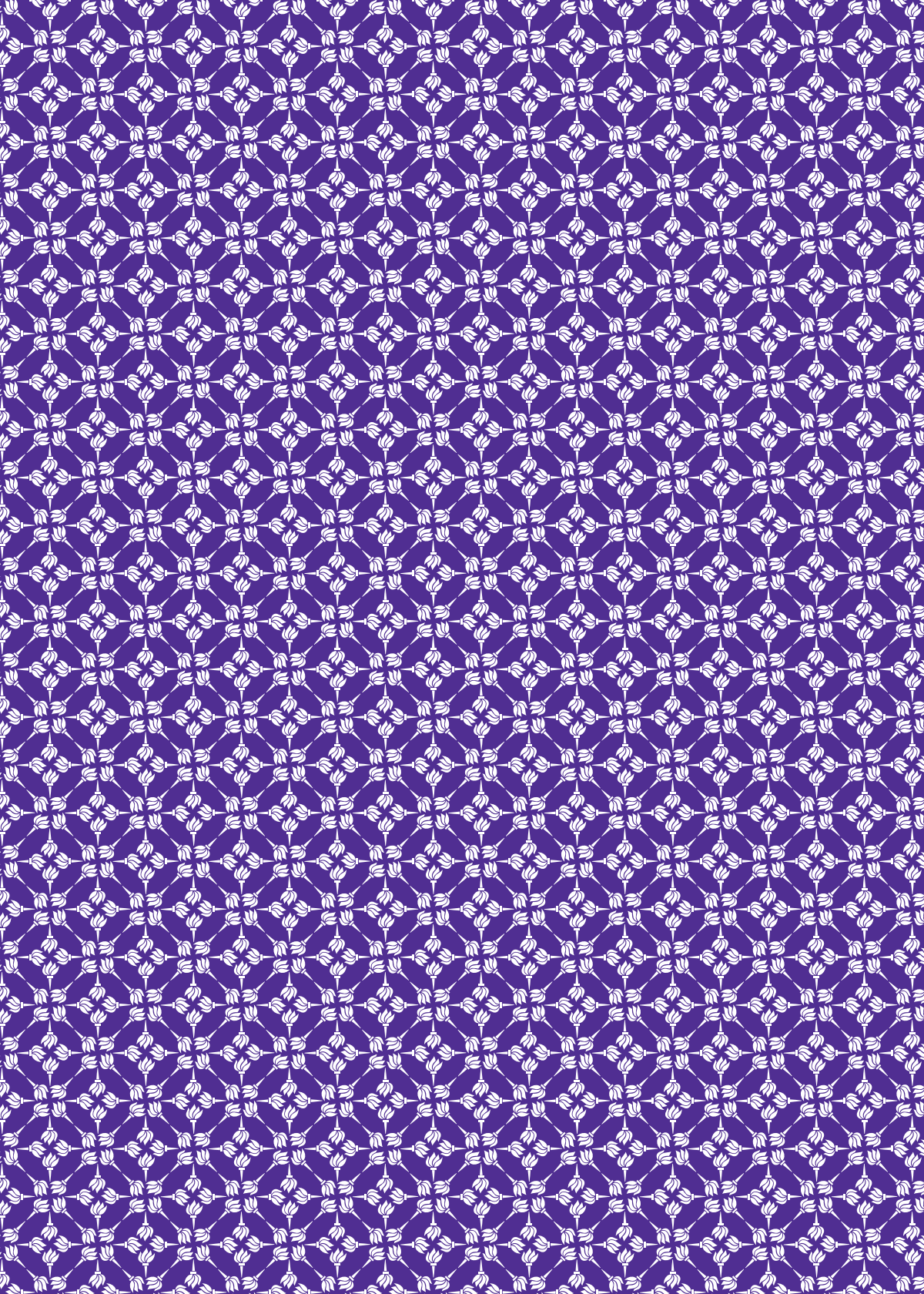


جامعة نيويورك أبوظبي



NYU | ABU DHABI

**NYU**  
**ABU DHABI**  
**BULLETIN**  
**2021-22**





**NEW YORK UNIVERSITY  
ABU DHABI**

**BULLETIN 2021-22**

NYU Abu Dhabi Saadiyat Campus  
PO Box 129188  
Abu Dhabi  
United Arab Emirates

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](http://nyuad.nyu.edu).

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# Welcome from the Vice Chancellor

Welcome to NYU Abu Dhabi!

I am very pleased to welcome you to NYUAD during a time when the pandemic's ever-present challenges have brought out the best in our community. It is thrilling to greet all of you who are new to our wonderful institution, and to see all of our faculty, students, and staff coming back to campus.

Our return to campus in force would not have been possible without the hard work of so many, and the commitment to community values maintained by all. I am profoundly moved by what you have done and will continue to do to get us past the worst of the pandemic constraints and maintain our academic progress.

Although we are gradually and cautiously resuming in-person teaching, research, and other campus activities, we know that COVID-19 continues to impact communities around the globe, and we cannot let down our guard. There are reasons to be optimistic, including an extremely high rate of vaccination within our community and excellent adherence to health guidelines and precautions, but we need to accept the reality that the coronavirus is not likely to disappear any time soon, or ever. The difference this year is that we now have the means to keep it under control and the tools to manage living with its presence.

The ongoing challenges mean that we will need to continue to be prepared to adjust what we do when public health requires it, from modified learning modes and settings to staggered campus arrivals and online learning for some of our students who face travel restrictions and other obstacles. Through all that, your resilience, patience and endurance have brought you this far, and these attributes will serve you well during your academic journey at NYUAD and beyond.

This fall we will celebrate the first decade of this great institution. In that time, NYUAD has built a remarkable, diverse, and bold community of scholars who are ready to meet the needs and opportunities of our time, and we have reached many impressive milestones. Our alumni have joined leading graduate schools, founded companies and social enterprises, become artists and writers, and secured great employment opportunities in the UAE, their home countries, or cities they visited while studying away through NYU's global network.

You have now joined them on that impressive path, as new or continuing undergraduates, new students joining our first master's programs, PhD students advancing their research, or new faculty. I warmly invite you to embrace the community spirit of NYUAD, make the most of this educational opportunity, give your very best always, and engage

with each other with mutual respect,  
understanding, and care.

Class of 2025, returning students, visiting  
students from New York and Shanghai,  
and new master's students and PhD fellows:  
welcome to an education that will be a  
journey of discovery—discovery of not only  
what engages you and what is meaningful  
to you or what you find out you are good  
at, but more importantly, of what you have  
in you to develop and contribute to society  
and make the world better.

If you were looking for a university that will  
challenge you, inspire you and equip and  
prepare you to make a positive impact, you  
made a great choice. You've also come  
to the right place—the vibrant crossroads  
of the world that is Abu Dhabi. There are  
wonderful people from many cultures and  
language groups all around you here;  
please get to know them.

Once again, welcome to NYU Abu Dhabi.  
I look forward to seeing you on campus,  
in person.

A handwritten signature in black ink, appearing to read 'Mariët Westermann', with a long, sweeping underline.

Mariët Westermann

# NYUAD Mission Statement

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.



# Educating Global Leaders

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.

# Basic Information

# Programs at a Glance

NYU Abu Dhabi offers a core curriculum, 25 majors (with a new major in Business, Organizations and Society awaiting governmental approval), 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 also offers master's degree programs in Economics and Art & Media. The one-year program in Economics awards a Master of Science degree and the two-year Art program awards a Master of Fine Arts degree.

## UNDERGRADUATE PROGRAM

### CORE CURRICULUM

#### Colloquia

#### Core Competencies

Arts, Design, & Technology  
Cultural Exploration and Analysis  
Data and Discovery  
Structures of Thought and Society

#### Writing

### MAJORS

#### Arts and Humanities

Art and Art History  
Arts Practice Track  
Art History Track  
Film and New Media  
Media Practice Track  
Media Studies Track  
History  
Literature and Creative Writing  
Literary Studies Track  
Creative Writing Track  
Music  
Artistic Practice Track  
Music Studies Track  
Philosophy  
Theater

#### Social Science

Business, Organizations & Society (pending)  
Economics  
Global Studies Track  
Political Science  
Social Research and Public Policy

#### Science and Mathematics

Biology  
Specialization:  
Biophysics  
Brain and Cognitive Science  
Chemistry  
Specialization:  
Biophysics  
Computer Science  
Global Studies Track  
Mathematics  
Physics  
Specialization:  
Astronomy  
Biophysics  
Psychology

#### Engineering

General Engineering  
Bioengineering  
Civil Engineering  
Computer Engineering  
Electrical Engineering  
Mechanical Engineering

### Multidisciplinary Programs

Arab Crossroads Studies  
Interactive Media  
Legal Studies

### MINORS

#### Multidisciplinary

African Studies  
Ancient World Studies  
Arab Crossroads Studies  
Arabic Music Studies  
Design  
Environmental Studies  
Heritage Studies  
Interactive Media  
Legal Studies  
Peace Studies  
Sound and Music Computing  
Urbanization

#### Disciplinary

Anthropology  
Applied Mathematics  
Arabic  
Art History  
Art Practice  
Chinese  
Computer Science  
Creative Writing  
Economics  
Engineering  
Film and New Media  
History  
Literature  
Music  
Natural Sciences  
Philosophy  
Political Science  
Psychology  
Social Research and Public Policy  
Theater

### PRE-PROFESSIONAL COURSES

Education  
Leadership and Social Entrepreneurship  
Media, Culture, and Communication  
Museum and Curatorial Studies  
Premedical and Health Studies

### LANGUAGES

Arabic  
Chinese  
French  
Spanish

### GRADUATE PROGRAM

Master of Fine Arts in Art and Media  
Master of Science in Economics

# Academic Calendar 2021-22

## FALL SEMESTER I

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August 29 (Sunday)	Classes begin
September 2 (Thursday)	Add/drop deadline for 7-week courses
September 9 (Thursday)	Add/drop deadline for 14-week courses
October 11 (Monday)	Withdrawal and change of grading basis deadline for 7-week courses
October 14 (Thursday)	Last day of classes for 7-week courses
October 17-19 (Sunday-Tuesday)	No classes or midterms: Final exams for 7-week courses
October 20 (Wednesday)	No classes or midterms
October 21 (Thursday)	No classes: Prophet Muhammad's Birthday

## FALL SEMESTER II

---

October 24 (Sunday)	Classes resume
October 28 (Thu)	Add/drop deadline for 7-week courses
November 28 (Sunday)	Legislative day: Classes meet on a Wednesday schedule
November 29 (Monday)	Legislative day: Classes meet on a Thursday schedule
November 30-December 2 (Tuesday-Thursday)	No Classes: Commemoration Day/National Day Holiday
December 6 (Monday)	Withdrawal and change of grading basis deadline for 7-week and 14-week courses
December 14 (Tuesday)	Last day of classes
December 16-21 (Thursday-Tuesday)	Final exams
December 22 (Wednesday)	Departure day/Winter break begins

## WINTER BREAK

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December 22-January 3 (Wednesday-Monday)	No Classes
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## JANUARY TERM IN ABU DHABI

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January 4 (Tuesday)	Classes begin
January 15 (Saturday)	Legislative Day: All Classes meet
January 20 (Thursday)	Last day of classes

# Academic Calendar 2021-22

## SPRING SEMESTER I

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January 24 (Monday)	Classes begin
January 30 (Sunday)	Add/drop deadline for 7-week courses
February 6 (Sunday)	Add/drop deadline for 14-week courses
February 19 (Saturday)	Legislative Day: Classes meet on a Sunday schedule
February 23 (Wednesday)	Withdrawal and change of grading basis deadline for 7-week courses
March 10 (Thursday)	Last day of classes for 7-week courses
March 12-14 (Saturday-Monday)	No Classes: Final exams for 7-week courses

## SPRING BREAK

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March 15-22 (Tuesday-Tuesday)	No classes
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## SPRING SEMESTER II

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March 23 (Wednesday)	7-week classes begin
March 29 (Tuesday)	Add/drop deadline for 7-week courses
April 6 (Wednesday)	Withdrawal and change of grading basis deadline for 14-week courses
April 25 (Monday)	Withdrawal and change of grading basis deadline for 7-week courses
May 17 (Tuesday)	Last day of classes
May 19-24 (Thursday-Tuesday)	Final Exams
May 30 (Monday)	Commencement

## SUMMER TERM

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May 29 (Sunday)	Classes begin
June 1 (Wednesday)	Add/drop deadline for Summer courses
June 12 (Sunday)	Withdrawal and change of grading basis Summer courses
June 23 (Thursday)	Last day of classes
June 25 (Saturday)	Four-week courses Final exams



## LANGUAGE OF INSTRUCTION

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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.

## ACCREDITATION

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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, is officially licensed by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education, and has been awarded the status of "High Confidence Institution". All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry's Commission for Academic Accreditation, <https://caa.ae/Pages/Institutes/Details.aspx?GUID=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>. The BioEngineering program will undergo an ABET accreditation review following the first graduating class. Once the ABET accreditation is granted, it is retrospectively applied from the first graduating class.

## DEGREES AND GRADUATION REQUIREMENTS

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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,

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\* As this Bulletin went to press, final accreditation approval for the major in Business, Organizations and Society was pending. Please refer to the NYUAD website ([www.nyuad.nyu.edu](http://www.nyuad.nyu.edu)) for a final decision and/or any alterations to the program requirements.

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.

A credit hour is a unit of measure that gives value to the level of instruction, academic rigor, and time requirements for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a quantity of student learning. At NYU Abu Dhabi a credit hour generally reflects a minimum of .625 hours of seminar or lecture per week for 14 weeks (or the equivalent) generally with additional recitation and/or laboratory or studio hours. Augmenting this is the expectation for substantial work outside of the classroom typically reflecting at least 1.25 hours of independent work per week for each credit hour.

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.

**Major:** An academic major is a coherent group of courses including of a set of required courses, a varying number of elective courses related to the discipline, and culminating with a senior capstone project. The individual courses within each major contribute to the development of program learning outcomes specific to each academic major. The number of courses and credits vary depending on the nature of the academic major - from a minimum of courses totaling 44 credits to a maximum of courses totaling 93 credits. Requirements and program learning outcomes associated with each major are detailed under the sections dedicated to each major.

Students must complete the requirements for a major, which vary. 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. 517–522.

**Minors:** Academic Minors document a small but coordinated of courses related to a specific topic. While minors do not typically have well-defined program learning outcomes,

they allow students to readily document having studied a designated area of inquiry at a level more deeply than would be suggested by a single independent course.

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 226 for the M.F.A., and pages 310 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

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### NYU Abu Dhabi Office of Admissions in Abu Dhabi

Tel: +971 2 628 5511

Email: [nyuad.admissions@nyu.edu](mailto:nyuad.admissions@nyu.edu)

### NYU Abu Dhabi Office of Admissions in New York

Tel: +1 212 992 7230

Email: [nyuad.admissions@nyu.edu](mailto:nyuad.admissions@nyu.edu)  
[nyuad.nyu.edu/admissions](https://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 5
- Financial Support Application due: February 15

**The Admissions Process:** Applications to NYU Abu Dhabi are processed through New York University's Office of Undergraduate Admissions in New York City and evaluated by NYUAD admissions staff. Students must apply using the Common Application. For up-to-date information on admissions policies and procedures, please see the Admissions website at: [nyuad.admissions@nyu.edu](mailto:nyuad.admissions@nyu.edu)

**Application Requirements:** For an application to be considered complete, the Office of Undergraduate Admissions must receive the following:

- The Common Application
- Official high school and/or college records for courses for which academic credit has been earned;
- Official score reports of any standardized tests, forwarded to NYU from the testing agency; and
- Teacher and counselor evaluations.

**Testing Requirements:** For complete information regarding testing requirements for NYU Abu Dhabi, please see our website at: [nyuad.nyu.edu/admissions-testing](http://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 2021–22 admissions cycle.

## COST OF ATTENDANCE

### Cost of Attendance AY 2021–2022<sup>1</sup>

Tuition	\$53,770
Registration and Service Fees	\$2,730
Books and Supplies	\$1,730
Health Insurance <sup>3</sup>	\$1,680
Room and board (meals) <sup>4</sup>	\$11,800
Estimated personal expenses	\$2,364
Estimated travel	\$3,584

**Total cost of attendance (estimated)** **\$77,658**

**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 scholarships and need-based grants, to those who qualify. Every admitted student is also automatically considered for limited merit-based scholarships.

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 scholarships to all admitted UAE National students in the form of the Sheikh Mohamed bin Zayed NYUAD Scholarship for Exceptional Emirati Students. A CSS Profile application is required for Emirati nationals who would like to be considered for the need-based personal support stipend.

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, room and board, health insurance, personal expenses, books, and many student life activities. Financial support may also include home travel, which would 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.

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

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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

## GRADUATE ADMISSIONS

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### NYU Abu Dhabi Office of Graduate Admissions in Abu Dhabi

Tel: +971 2 628 4031

Email: [nyuad.graduateadmissions@nyu.edu](mailto: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, 2022

**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](http://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**

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### **MFA Art & Media estimated Cost of Attendance AY 2021-2023**

Year 1 Tuition	\$64,164
Year 1 Registration and Service Fees	\$3,260
Year 2 Tuition	\$56,143
Year 1 Fees	\$2,966
Books and Supplies	\$2,000
Health Insurance <sup>2,3</sup>	\$2,370 (per year)
Campus Housing <sup>4</sup>	\$8,824 (per year)
Estimated personal expenses, excluding travel	\$8,800 (per year)

**Total cost of attendance (total of Years 1 and 2)                      \$168,521**

### **MSc in Economics estimated Cost of Attendance AY 2021-2022<sup>1</sup>**

Tuition	\$80,205
Registration and Service Fees	\$3,996
Books and Supplies	\$1,200
Health Insurance <sup>2,3</sup>	\$2,370
Campus Housing <sup>4</sup>	\$8,824
Estimated personal expenses, including travel	\$11,000

**Total cost of attendance                      \$107,595**

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  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.

# CORE CURRICULUM



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 in 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

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**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 fundamental to 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.

**Prerequisite for Colloquia courses:** *Must be an NYUAD student and have not completed the CCOL Core requirement.*

CCOL-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 the planet's 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.

CCOL-UH 1001

### **Dignity and Indignity**

*Typically offered: fall*

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

CCOL-UH 1002

### **Indigeneity**

*Typically offered: fall*

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

CCOL-UH 1003X

### **Faith in Science, Reason in Revelation**

*Typically offered: fall*

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

CCOL-UH 1005

### **Wellness, Illness, and Everything in Between**

*Typically offered: fall*

Please Check One That Best Describes Your Current Status:  Healthy  Ill  Healing. Can this survey be answered accurately? This course focuses on 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 globalization and diverse cultural contexts have influenced the prevalence and treatment of these conditions. Students will acquire an informed perspective on the scientific, medical, and cultural issues surrounding wellness and illness and the medical practices that aim to heal the sick and “above all, do no harm.”

CCOL-UH 1006

### **Conserving Our Global Heritage through Science**

*Typically offered: fall, spring*

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

CCOL-UH 1007

### **What Do Leaders Do?**

*Typically offered: fall*

Are social outcomes primarily shaped by prominent individuals or deterministic structural forces? Some claim leadership is a mere label used to justify social change stemming from structural forces of nature and culture. Others assert history can be found in the biographies of a few prominent men and women. In this course 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 conceptual 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*

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

CCOL-UH 1010

**Future of Medicine**

*Typically offered: spring*

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 our individual information. These developments are already impacting global health, but they raise global challenges such as equality. How will these new technologies blend into healthcare systems? What regulations are needed to ensure that personalized medicine reaches all layers of society? How do we prevent discrimination based on our genes? Through an inquiry-based approach we will examine the science, economics, and politics behind medicine and evaluate the ethical issues that arise in this fast-developing field.

CCOL-UH 1012

**Water: Rights and Resources**

*Typically offered: spring*

From space, there is no view of Earth without blue—water is everywhere. From the ground however, there are many places—and many times—where there isn't enough to go around. Water is critical to our bodies, to the growth of our food, and to flushing away the wastes of human, economic, and industrial development. However, as the number of human feet on the planet increases and their economic footprints grow, the sliver of Earth's water that is available to us is spread thinner, and the distinction between water as a human need and right, and water as a scarce and precious resource, is blurred. To understand how to manage water in a way that respects both its scarcity (managing for efficiency) and the needs of those

who use it (managing for equity), it is important to understand the myriad modes and scales through which water shapes the world we live in.

CCOL-UH 1013

**Colonialism and Postcolonialism**

*Typically offered: spring*

Until very recently much of the world has lived under colonial rule. Major colonial powers shaped social, religious, and institutional life in countries that they controlled. This course explores the legacies of colonial rule. In it, students encounter the markedly different perspectives of the colonizers and the colonized and ask whether these can be reconciled both historically and in the context of more contemporary postcolonial discourse. Asking how colonial practices have shaped the causes of global inequality and have influenced the dynamics of recent conflicts, the class also engages with the notion of justice in postcolonial contexts and asks whether former colonizers might have contemporary obligations toward their former subjects. This is a multidisciplinary course drawing on sources from the social sciences, history, and literature.

CCOL-UH 1015Q

**Labor**

*Typically offered: fall*

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

How can 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, mathematics, social psychology, and anthropology. The main questions to be addressed are: When is cooperation desirable? When should an individual, an organization, or a country expect others to cooperate? Why do some people fail to cooperate even when it would be to their benefit? Which factors undermine cooperation? How can we engineer cooperation to achieve better outcomes?

CCOL-UH 1019

### **Extinction**

*Typically offered: fall*

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

CCOL-UH 1020

### **Water**

*Typically offered: spring*

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

CCOL-UH 1021

### **The Desert**

*Typically offered: spring*

The desert has been imagined as a barrier, a dry ocean, a bridge, and a hyphen between various ecological and cultural spaces across the globe. Drifting, parched tides of sand and vast, empty landscapes have made it seem uninhabitable and a metaphor for exile, difficult journeys, spiritual

reflection, and death. This course explores the ways in which the desert has been depicted and experienced in various historical, cultural, and geographic contexts—from the Sahara to the Mojave, from the origins of Abrahamic religions to Burning Man, from desert oasis to urban food desert. This course will also consider the future of deserts and global challenges posed by climate change, desertification, and resources (water, oil, solar). Students will encounter the desert through diverse sources that include film, literature, soundscapes, musical performances, environmental and social history, artistic production, fieldtrips, and travel writings. So, even while the desert is an environmental reality that makes inhabitation difficult, it is still a space of demographic, cultural, and economic activity and exchange.

CCOL-UH 1024Q

### **Life in the Universe**

*Typically offered: spring*

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

CCOL-UH 1025

### **Human Body**

*Typically offered: fall*

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

body plan and the causes for these deviations (the abnormal body). These topics will be explored using scientific and non-scientific literature, art, and movies.

CCOL-UH 1026

### **Migration**

*Typically offered: spring*

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

CCOL-UH 1027

### **Privacy in a Digital Society**

*Typically offered: fall*

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

CCOL-UH 1028

### **Global Governance**

*Typically offered: fall*

How has the creation of structures and norms of global governance reshaped historical efforts at pacifying international relations, fostering economic development, and providing global public goods? Today, an expansive network of inter-governmental institutions exists, but global attempts to engage with poor, conflict-affected countries often struggle to meet local needs. This course examines global governance's origins, logic, and varying impact in local contexts. Students will explore and debate different perspectives on global governance and develop a better understanding of how power, institutions, and cultural norms shape interactions between global and local actors. Case studies include successes and failures of international attempts at 1) post-conflict peacebuilding in Namibia, Somalia, and Afghanistan; 2) facilitating transitional justice in Liberia and Yugoslavia; and 3) addressing refugee crises in Mozambique and Syria. The course will help students to grapple with the complex political and ethical dilemmas of global governance and devise more effective and context-sensitive strategies for resolving some of the most pressing challenges of our time.

CCOL-UH 1029

### **Humanity and the Cosmos: Is There Room for Philosophy and Religion in a Scientific World?**

*Typically offered: spring*

Scientific development has gradually appropriated the explanatory domains once thought to be exclusive to philosophy and religion. Is there any role left, then, for philosophy and religion in a modern scientific world? How might reflection on this question allow us better to understand humanity's place in the universe? This course will investigate these questions through the lens of physical cosmology, a discipline whose emergence has upended our perceived centrality in the universe. What lessons might cosmology have for philosophy, religion, and our general understanding of ourselves as human beings? We will consider the intellectual history of cosmology and its 20th-century transition into a modern scientific discipline, in addition to the contemporary frontiers of cosmological knowledge. Are there reasons to think the origins of the universe were "fine-tuned" for human existence, and does this create conceptual space for theological and philosophical considerations within modern science? Why is there something rather than nothing? Should we even think that cosmology (and science generally) is the appropriate tool for addressing existential questions about the nature of humanity?

CCOL-UH 1030

**War**

*Typically offered: spring*

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

CCOL-UH 1031

**Nature and Human Nature**

*Typically offered: fall*

The notion of “following nature” as a guide to human conduct is ages-old. So is the opposing contention that humanity should rise (but how?) above what nature has given us in order to grasp some higher destiny (but what?). What lies behind these opposing conceptions of the relationship between humanity and our natural environment? If we are shown to be nothing but animals of a particular sort, then what does that spell for our self-image, societal ideals, and ultimate end? And does our place in the natural order confer upon us some special duties with regard to the rest of nature? Finally, what notion of “natural” is operative behind these discussions, anyway? Is the notion of “human nature” even coherent, or particularly helpful? Students will examine psychology, society, morality, and religion, and approach these topics from the point of view of philosophy, literature, and science. Classical texts and cutting-edge research will deepen an understanding of the problem faced by us all—that of what it means to act naturally, and whether we should.

CCOL-UH 1032

**Communication: from bacteria to humans**

*Typically offered: fall*

No organism on Earth lives in isolation! This simple fact underscores the importance of interactions between species. But how do organisms interact? What languages do they use? This course explores how interspecies crosstalk sustains life on Earth and how challenges such as global warming influence such communication. Topics to discuss

include the role of chemical communication between bacteria in causing infectious diseases and whether the overuse of antibiotics is sustainable; how communication between ocean algae coupled with global warming lead to recurrent “red tides”; the breakdown of coral-algae symbiosis and implications for coastal fisheries; disruption of the language bees use to maintain colonies and the rise of colony collapse disorder that threatens pollination globally; the potential use of plant language to combat bug infestation in lieu of pesticides; how our gut microbiota influence physical appearance and susceptibility to disease and whether our innate bacteria affect our social interactions; how human communication has influenced civilization and whether modern technological advances, such as social media, have positive or negative effects on us as a species.

CCOL-UH 1034

**Gender**

*Typically offered: spring*

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

CCOL-UH 1035

**Inequality**

*Typically offered: spring*

Inequality is a fundamental issue with which every human society, past and present, has had to deal. This course explores why inequality occurs and why it matters, questions which have taken on critical importance in this time of deepening global inequalities. The course will approach these questions by considering inequality in comparative and historical perspective so that students will gain a deeper perspective on today’s debates. While the course will focus on the wide-ranging consequences of inequality, particular emphasis will be placed on the relationship between inequality and government. How does governmental action influence inequality, and why? Does the presence of inequality influence what type of government is possible? To answer these questions the course will draw on sources from a range of academic disciplines including political science, history,

economics, philosophy, and literature. However, no prior expertise in any of these areas will be required. By the end of the course students will be in a better position to formulate their own normative opinions about inequality while also understanding how it functions in practice.

CCOL-UH 1036X

### **Postcolonial Memory: Representing Cultures of Displacement**

*Typically offered: fall*

“We are here because you were there” has become a common slogan for postcolonial diasporas in the metropolitan “centers” of the West. With the growing numbers of immigrants and refugees from the Middle East/North Africa in cities such as London, Paris, Berlin, Barcelona, New York, Los Angeles, Montreal, Mexico City, Buenos Aires, and São Paulo, the construction of “us” versus “them” can no longer correspond to one geography, simplistically imagined as “over there.” This seminar will study questions of displacement as represented, mediated, and narrated in a wide variety of texts. It will focus especially on memoirs, whether in written or audiovisual form, which confront exclusionary and essentialist discourses with a rich cultural production that foregrounds a complex understanding of such issues as “home,” “homeland,” “exile,” “hybridity,” and “minorities.”

CCOL-UH 1038

### **Prejudice**

*Typically offered: fall, spring*

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

CCOL-UH 1039

### **Animal Perspectives**

*Typically offered: spring*

Humans, across culture and time, have turned to animals to address fundamental questions in biology. Select species coined model organisms have been widely used to study development,

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

CCOL-UH 1040

### **Disability**

*Typically offered: spring*

This course considers disability as a cultural concept—not simply a medical condition or personal misfortune—that describes how human variation matters in the world. How has disability been understood over time and across cultures? How have disabled bodies been represented and classified? How does disability intersect with other identity formations such as race, class, and gender? Ultimately, we will ask: what new forms of representation might bodily difference produce, and what might the concept of disability teach us about all bodies? Alongside texts that may describe disability as defective or tragic, we will trace other literary possibilities for bodies and minds that resist normative structures, from narratives that theorize ideas of access, cure, and care to fictions that reclaim disability as enlivening identity.

CCOL-UH 1041

### **Atom and Energy**

*Typically offered: spring*

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

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

CCOL-UH 1043X

### **Religion, Revolution, Media**

*Typically offered: spring*

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

CCOL-UH 1044

### **Contagion**

*Typically offered: spring*

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

CCOL-UH 1045

### **Axes of Evil**

*Typically offered: spring*

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

CCOL-UH 1046

### **Women and Leadership**

*Typically offered: fall*

Do women lead differently than men? What are the implications of women’s and men’s unequal distribution in leadership across many social domains? This course examines past and present challenges and opportunities related to women and leadership, empowerment, equality, and gender equity from a global perspective. In doing so it seeks to examine critically the historical contexts and conditions within which issues of women and leadership have been embedded. What are the effects of inequality, injustice, and discrimination

on women's underrepresentation in leadership across the world? The course will take a variety of disciplinary approaches to the topic, drawing on autobiographies, biographies, novels, films, and TV series, alongside academic literature.

CCOL-UH 1048

### **Statehood**

*Typically offered: spring*

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

CCOL-UH 1049

### **State of the Nation**

*Typically offered: fall*

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

CCOL-UH 1050

### **Transnational Feminisms**

*Typically offered: fall*

What are possibilities for feminist solidarity across borders, given deep and abiding divisions (such as class, race, sexuality, geography, and history) among women? How do transnational frameworks recast our understanding of feminism(s), and of the forces that shape women's lives "here" and "elsewhere"? How are histories of capitalism, colonialism, and slavery important for understanding contemporary connections among women across national and other borders? This course explores these and other questions, with a focus on the intersecting transnational forces that produce gendered and sexualized bodies, practices, and discourses. It examines the ways the politics of gender and sexuality intersect with the politics of nationalism, neoliberalism, empire, the role of the United Nations, and religious radicalism in its various forms. Course material will include both empirical and theoretical texts from a range of disciplines and geographical areas. Throughout, students will assess possibilities for reconciling scholarship with activism, given the distinctly different responses of activists and scholars to concepts such as cultural relativism, liberal rights regimes, and female agency.

CCOL-UH 1052X

### **Art of Revolution**

*Typically offered: fall*

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

CCOL-UH 1053

### **Calamity and Creation**

*Typically offered: spring*

While natural disasters—floods, earthquakes, and outbreaks of infectious diseases—have devastated human communities over the centuries, they have

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

CCOL-UH 1054

### **Between Faith and Unbelief**

*Typically offered: fall*

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

CCOL-UH 1055

### **Oil**

*Typically offered: spring*

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

concepts from geology, history, political economy, film, and literature.

CCOL-UH 1056EQ

### **Fairness**

*Typically offered: spring*

What is fair and what is unfair? Is fairness universal? Are equality and fairness synonyms? How can we build a fairer world? Anyone can recall a situation when someone exclaimed, “That’s not fair!” Whether arguing with your roommate about the upkeep of common areas, viewing the daily news, or analyzing fiscal policies, people often disagree on what constitutes a fair process or outcome. The plurality of fairness ideals may lead to a breakdown in negotiations, social conflict, or other undesirable outcomes. Social stability is at risk when systems are perceived as unfair. Potential business partners may fail to collaborate if they cannot agree on a compensation system that properly rewards efforts and employees may withhold labor or even sabotage production if they feel treated unfairly. On the upside, a shared sense of fairness may lead to mutually beneficial interactions, social cohesion, and smooth political decision-making processes. This Colloquium draws from disciplines including philosophy, psychology, political science, economics, and organizational behavior to question our own notions and judgments and arrive at a holistic understanding of fairness as a concept.

CCOL-UH 1058

### **Journeys**

*Typically offered: fall*

This colloquium takes as its touchstone the idea that movement, actual and imaginative, has historically generated knowledge and sharpened our ethical sensibilities. Drawing on literature, film, and theory across disciplines, historical periods, and geographic fields, it explores how journeys—and associated experiences such as pilgrimage, nomadism, adventure, slavery, imperialism, migration, exile, commerce, tourism, and climate change—provide narrative frames for human inquiry. What is the difference between travels and journeys? What difference does it make, then, when journeys are chosen vs. forced? How might depictions of journeys enact representational and even physical power and inequality over those they survey? How do journeys transform individual and group senses of self, others, home, and the world? How do encounters with unknown places and others prompt questions about comparison, difference, commensurability, and co-existence? What roles might translation and adaptation play in this process? Such questions suggest that journeys provide much more than the discovery of destinations and may, in fact, facilitate self-discovery in unexpected ways.

CCOL-UH 1059Q

### **Quantified Self**

*Typically offered: fall*

Self-tracking. Biohacking. Personal informatics. Quantified self. The contemporary “quantified self” movement makes claims of “self-knowledge through numbers” and improving health and human welfare. There are clearly other elements to self-tracking culture that deserve critical investigation. What does the self become through the lens of data? What is the dark side of data that can be used against us, and without regard for social justice and equality? This multidisciplinary course takes both a theoretical and a practical look at the pressing issue of data aggregation about human beings. It looks to the past for historical forms of self-quantification and to the future of a rapidly expanding globalized landscape of app tracking and wearable technologies. With the question of human data in mind, the course examines the unsure futures of humanity in a variety of domains: medicine and aging, education, the arts, marketing, and the Internet of Things. Students will situate themselves critically within this increasingly dense data landscape by creating data about themselves that can be analyzed and interpreted using a variety of data visualization and storytelling frameworks.

CCOL-UH 1060

### **What Is Secularism?**

*Typically offered: fall*

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

CCOL-UH 1061

### **Water for Life**

*Typically offered: fall*

Water is fundamental to life and to fundamental human rights such as adequate food and livelihood.

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

CCOL-UH 1062

### **Conviction and Doubt**

*Typically offered: spring*

This course explores the role of conviction and doubt in our efforts at understanding society and our place in it. While conviction may provide the scaffolding of a life, a community, and a worldview, doubt often plays an integral part in wrestling firmly held beliefs toward new invention and discovery. The history of doubt coincides with the history of the idea of the self (as individuals) and our individual relationship to others, within and beyond our immediate communities. The course will track the evolution of this idea through essays, literature, art installations, podcasts, television broadcasts, maps, poetry, and film. How do tensions between conviction and doubt structure the stories we tell and the narratives we create in various artistic domains? Students will learn to examine specific works through the lens of dramatic principles that drive polarities (either/or) toward greater plurality and complexity. In turn, students will investigate pluralism and a more complex worldview in light of the resources and mindset needed for meeting the global challenges in today’s world.

CCOL-UH 1063

### **Ethics and Activism**

*Typically offered: fall*

What is empathy? Does it aid or complicate activism? Does it influence scholarly activities such as ethnography? Working among communities, whether as scholars, journalists, human rights workers, or health care practitioners, requires grappling with positions or persons one may find sympathetic—or not. Either perspective is multidimensional, complicated because such work requires spending extended time with interlocutors. Fieldworkers must generate rapport, empathy, and intimacy

with their subjects—but without losing objectivity. The ethics of such encounters hinge both on doing no harm and on doing good—through advocacy, opposition, or expressions that are not so straightforward. Doing no harm is a clear-cut ethical imperative. But do empathy, intimacy, and approval fall within the same categorical imperative? What happens when boundaries break down between researcher and subject, sympathy and ambivalence, rapport and incompatibility? This Colloquium explores exemplary cases from across the globe, giving particular attention to the production of knowledge—as text and as “activism” that engages the ambiguities and conventions that structure our societies and lived experience.

CCOL-UH 1064

### **Can Cultural Traditions Endure?**

*Typically offered: fall*

What defines artistic and cultural traditions? How do they occur, develop, and transmit? What roles do they play in forming or preserving cultural identities? What is their value for the future? What is lost when traditions end? Are they sustainable? This multidisciplinary colloquium considers the nature of “tradition” in art and culture, through time and across the globe. We will study how ideas, beliefs, aspirations, and imagination coalesce to form traditions and how traditions take shape, forming purpose and power. How do socio-political, economic, religious and, environmental factors affect the formation, evolution, and preservation of traditions? How do materials, content, concepts, principles, constructs, conventions, and aesthetics help perpetuate meaning? Can traditions merge, overlap, or spawn new traditions? By examining how various traditions have structured and impacted human thought, expression, and experience, students will investigate traditions’ practical workings as well as their theoretical underpinnings, as a means to determine their local and global value—in the past, today, and for the future.

CCOL-UH 1065Q

### **Resentment and Politics**

*Typically offered: fall*

Across the globe, political conflict is increasingly defined by the notion of resentment—defined by the Oxford English Dictionary as a “sense of grievance; an indignant sense of injury or insult received or perceived; (a feeling of) ill will, bitterness, or anger against a person or thing.” In this Core Colloquium, we will endeavor together to better understand the role of resentment in politics. How should we define resentment, and how universal is this concept across cultures and nations? What tools or approaches can we use to assess its impact on contemporary political events? What are the relationships between resentment and desired end-states like equality, justice, and reconciliation? Course materials will include philosophical explorations, primary sources,

conceptual mappings and empirical research on resentment. Students will also engage in basic data analyses exploring the causes and consequences of resentment worldwide.

CCOL-UH 1066

### **Waste**

*Typically offered: fall*

Observing the Earth from space, it appears that the inhabitants recently decided to create a new continent in the middle of the Pacific Ocean, a continent made out of consumer plastics that now measures more than twice the size of France and grows by the minute. But this is no feat of human cooperation. No one wants it, and yet we all contribute to it on a daily basis. Why do we do this? There is no waste in nature, so why do we create it? Is waste inherently a design flaw? Is it simply rational to produce waste in an economic system that excludes significant production, usage, and disposal costs from the market value of commodities? If someone is going to clean up the mess, how and why would it happen? This Core Colloquium examines these and other problems the burgeoning geography of waste creates, by bringing together a panoply of perspectives across arts, humanities, and social sciences. Throughout we will be guided by the straightforward but surprisingly difficult conceptual question: What is waste, anyway? This question will lead us to examine others: Is waste necessarily harmful? Is waste essentially an aesthetic problem? Will anything be wasted in the long run?

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 natural world through strict rules of experimentation, the notion of immortality did not disappear. In fact, biologists often asked—and continue to ask—the related question: “Why must we die?” The results are often surprising! This course examines immortality and, by necessity, death, principally from the view of science, but also using literature and film. In doing so, fundamental human concerns are confronted—birth, growth, aging, sickness, and death—as the course explores immortality and the human desire to live forever.

CCOL-UH 1069

### **Global Language: Communication and Conflict**

*Typically offered: spring*

In our globalizing age, a handful of languages—English, French, Spanish, and in some regions

Russian, Arabic, and Mandarin—are becoming “world languages,” used internationally and widely acquired as second languages. Since human communities always develop some common medium of communication, this reflects the emergence of transnational or global communities. But it also reflects and ratifies disparities of power, privileging nations and native speakers of the world languages and disadvantaging non-speakers. Has globalization of language, like globalization in other domains, produced disruption, contention, and conflict? What about the other six thousand or so human languages, and the billions of people who do not speak a world language? Minority languages are becoming endangered or extinct; educational failure and economic exclusion are widespread among those forced to function in unfamiliar tongues. This course explores such challenges, including language maintenance and shift, language politics, multilingual education, cultural and personal identity, and linguistic human rights.

CCOL-UH 1070

### **Hindsight**

*Typically offered: spring*

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

CCOL-UH 1071

### **Price of Luxury**

*Typically offered: spring*

What distinguishes a luxury from a necessity? How do we know luxury when we see it? Luxury goods range from art and handbags to automobiles, vintage vines and rare animal species, and many others items. Such goods have played important roles in the history of civilizations, triggering wars and financial crises or defining political and religious values. Luxury is also like a pioneer, making important steps for the first time, allowing mankind to develop its

capabilities and expressing this development. In fact, the dynamic of “luxury” predates humans and figures in the behavior of mammals. Today, luxury goods are hardly reserved for the wealthiest, which devote nearly 65% of their consumption to such items, since low-income families (the bottom fifth of earners) also spend about 40% on luxuries and 60% on necessities. How does such behavior factor into a pursuit of just societies? How does it play out in everyday decision-making? Students in this multidisciplinary colloquium will examine the history, pricing, cost, and present state of luxury goods across societies and will learn to use scientific methods to envision the roles that luxury goods might play in humanity’s future.

CCOL-UH 1072

### **Tolerance**

*Typically offered: spring*

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

CCOL-UH 1074

### **Industrial Revolutions and the Future of Work**

*Typically offered: spring*

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

to critique theories of technological change and construct their own narratives of change in individual case study analysis assignments.

CCOL-UH 1075

### **Body Politics**

*Typically offered: spring*

The body plays a central role in today's global challenges, including in the promotion of justice, equality, health, and human rights. But controversies surrounding these aspirations also reveal the existence of divergent—often opposing—definitions of the body. This course asks how current political struggles over issues such as gender identity, racism, and reproductive and human rights involve conflicting understandings of the body. What relationships do these notions establish or depend upon between the body, identity, power, and truth? How do body politics inform debates about the anti-vaccination movement, “political correctness,” or body modifications? To denaturalize our ideas about the body, the course combines the exploration of current trends with the examination of views from diverse time periods and cultures. By identifying and analyzing these contrasting assumptions, the course seeks to better understand the challenges we face today, and how to address them. Major topics will include the problem of embodiment and the limits of our bodies; the role the body plays in the definition of racial and gender identities; bodily disciplines; and the human quest for truth.

CCOL-UH 1076X

### **Foodways: Culture, Ethics, Sustainability**

*Typically offered: spring*

We've all heard the truism: “You are what you eat.” But are we also how we eat and how we procure what we eat? In an era of industrial food production and global climate change, we may need to ask what should we eat, in order to meet the challenges of food security and sustainable development. This colloquium asks what and how food can tell us about individual and community identities. It also asks how the ethics of individual food choice relates to the world's food systems. From the global Slow Food movement to novel approaches to food security and sovereignty here in the Gulf, what are the cultural politics of food? Is responsible eating a privilege or a human right? How do patterns in the production, distribution, and consumption of food promote such subjectivities as race, class, gender, and nation? How can asking what to eat serve as a vehicle for understanding the construction of such categories or contradictions in consumer behavior? How do scholars in various disciplines research local foodways in the context of the global food system? And what is food's future in a world marked by increasing inequality, social injustice, and the devastating consequences of climate change?

CCOL-UH 1077

### **Food and Human Population**

*Typically offered: spring*

How do agricultural developments affect human population and demographic regimes? What constraints of traditional agriculture shape pre-industrial societies? Does human population, as the famous British political economist Thomas Malthus argued in 1798, increase faster than the means of subsistence, and if so, what are the implications? People need food and the production of food needs people (and land). The world's population grew slowly, with major setbacks, from perhaps 200 million people in AD 1 to about 600 million in 1700 and to 2.3 billion on the eve of WWII. In just seventy years, it has soared to 7.7 billion, and the UN projects a total of 9.8 billion in 2050 and 11.2 in 2100. How, then, has the per-capita intake of calories not declined worldwide and the balance of nutrients arguably improved? If past population growth was made possible by unprecedented agricultural expansion, will the future require a comparable increase? This colloquium offers broad economic and historical perspectives to approach practical dilemmas and ethical questions related to sustainability and global justice as students ask how best to feed the world's current and future inhabitants.

CCOL-UH 1078

### **Who Owns Global Culture?**

#### **Music, Networks, Law**

*Typically offered: spring*

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 do specific techniques of archiving, annotating, and recording relate to global markets? Is unequal representation coded into global culture's ubiquitous digitalization? This course tackles such questions, with 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), with a particular interest in retrieving the often tributary and ephemeral phenomena found in geographically-remote cultures that, for complex 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.

CCOL-UH 1079

### **Justice in Times of Transition**

*Typically offered: fall*

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

CCOL-UH 1080

### **Learning Languages in a Global Society**

*Typically offered: fall*

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

CCOL-UH 1081

### **Migration and Belonging**

*Typically offered: fall*

How does the ceaseless movement of people—a key feature of our globalized world—impact our sense

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

CCOL-UH 1082

### **Multispecies Living and the Environmental Crisis**

*Offered occasionally*

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

CCOL-UH 1083X

### **Translation and Migration**

*Typically offered: fall*

The global refugee crisis reminds us of translation's original meaning: to bear across, to move from one place to another. How does translation mediate the lives of those who settle in new cultures? Migrants have differing degrees of access and agency. How are experience and meaning rendered across linguistic barriers? How can migrants avoid misunderstanding and the loss of language? In what ways might they also test language and ideas in



new contexts that allow for innovation? What might be gained in translation? This multidisciplinary colloquium draws on diverse accounts of migration and translation to reflect on experiences and experiments across borders and languages, including those of interpreters, journalists, historians, activists and authors of science fiction. Students keep a translator's journal to reflect upon their discoveries and author an essay contextualizing their translations.

CCOL-UH 1084

### **Panacea**

*Typically offered: spring*

Throughout human history we have searched for a Panacea, a mythical remedy that can cure all disease and prolong life. In this course students will explore the intriguing origin stories of the life changing drugs which have shaped society and the ethical dilemmas raised by their use. The course will bring multidisciplinary perspectives to question the moral, legal and economic dilemmas posed by the commoditization of life. What happens when how we live and why we die is decided by a price tag? How do you allocate a limited resource? In a free market economy, who profits and who suffers? What are the consequences of government regulation? Have we become reliant on pills to remedy our personal and social ills? We will also investigate the ways in which language and communication are inseparable from the challenges facing modern medicine, from the anthropomorphism of scientific terminology to the power of misinformation. The issues discussed here are not unique, they reflect and inform how we address the global challenges of inequality, justice and sustainability facing society as a result of technological advancement. Except in this case, it may be a matter of life and death.

CCOL-UH 1085

### **What Am I? The Self and Subjectivity**

*Typically offered: fall*

What am I? Possible answers include: I am a person, a mind, an animal, a soul, a brain, and more. Various religious traditions define the self as a soul that enjoys an afterlife. The Buddhist tradition famously asserts a theory of no-self. Science has its own answers. Yet in the analytic tradition, philosophers are attracted to a materialistic personal ontology. Is physicalism compatible with the idea of rebirth? To answer this question, personal identity is equated with the necessary and sufficient conditions for our persistence. This course investigates the basic structure of our experience. Asking whether we exist by virtue of being able to feel or whether culture and society construct the self, course materials draw on classical and contemporary theories of the self, subjectivity, and personal identity to facilitate a multidisciplinary inquiry into the relationship between ideas about the self and ideals of justice, equality, and a peaceful society. Topics include the relation between the self and its environment, the basis of (non)egoistic future concerns, social responsibilities, and how we should live.

CCOL-UH 1086

### **Corruption**

*Typically offered: spring*

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

CCOL-UH 1087

### **Black Internationalism**

*Typically offered: spring*

How are the Trans-Atlantic slave trade, racial slavery in the Americas, and colonial violence in Africa still shaping the world in which we live? Why are specific forms of discrimination and violence targeting people of African descent in different parts of the world to this day? And how have activists, artists, and thinkers across the African diaspora responded to centuries of systematic racism? This course addresses these questions by looking at key texts, films, and music in the black internationalist tradition. These works, produced by generations of men and women of African descent, have showed how much anti-black racism was constitutive of our modernity. As a response against de-humanization and white supremacy, black internationalists have built alliances and solidarity movements that have challenged imperial, national and linguistic boundaries. Their struggles for emancipation, from the Haitian revolution to the recent movement for black lives, have changed the world order at key junctures. Doing so, they also transformed commonly held assumptions about international relations, global justice, and the relation between aesthetic and politics.

CCOL-UH 1088

### **Panacea**

*Typically offered: spring*

Throughout human history we have searched for a Panacea, a mythical remedy that can cure all disease and prolong life. In this course students will explore the intriguing origin stories of the life changing drugs which have shaped society and the

ethical dilemmas raised by their use. The course will bring multidisciplinary perspectives to question the moral, legal and economic dilemmas posed by the commoditization of life. What happens when how we live and why we die is decided by a price tag? How do you allocate a limited resource? In a free market economy, who profits and who suffers? What are the consequences of government regulation? Have we become reliant on pills to remedy our personal and social ills? We will also investigate the ways in which language and communication are inseparable from the challenges facing modern medicine, from the anthropomorphism of scientific terminology to the power of misinformation. The issues discussed here are not unique, they reflect and inform how we address the global challenges of inequality, justice and sustainability facing society as a result of technological advancement. Except in this case, it may be a matter of life and death.

CCOL-UH 1089

### **Drama of Science**

*Typically offered: spring*

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

CCOL-UH 1090

### **Ruins**

*Typically offered: spring*

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

CCOL-UH 1091

### **Listening to/in the Anthropocene**

*Typically offered: spring*

What are the consequences of framing the era of Earth's human habitation as "the Anthropocene," an epoch characterized by the irreparable and accelerated transformation of the planet by humans? And what are the artistic responses this understanding generates? This seminar explores some of the guiding texts that both define and respond to the anthropocene, including the critique of anthropocentrism, queer and feminist analyses of quantum physics, as well as theories that explore other temporalities and ways of being (including indigenous ways of being). Examining the senses—and particularly listening—as methods of knowing in the anthropocene, students will listen to companion and other species as well as to biological life at the cellular and astro-physical level. Understanding listening as doing something in the world, the course gives an ear to the microscopic, to the botanical, to animals, to humans and beyond to the cosmos. Writing with and through these ideas, students will draw upon poetry, creative non-fiction as well as "eco-activism"; explore forms of art that make an intervention in these conversations; and create their own activist responses.

CCOL-UH 1093

### **Race & Caste**

*Offered occasionally*

Put on your goggles. What if instead of seeing beyond difference we tried to see through it? In this course we will consider caste and race and ask how they have enabled modes of seeing, thinking, being. How have critics, theorists, poets and artists attempted to define, undefine, imagine, deconstruct, historicize, problematize, race and caste? For the Black British critic Stuart Hall, the question was not only of race in and for itself, but of 'the whole social formation, which is racialized.' For B.R. Ambedkar, the father of both the Indian constitution and the untouchable caste—'Dalit'—movement in India, caste was not 'a wall of bricks, like a line or barbed wire,' but 'a state of mind.' This course examines how the varied experiences and discourses of caste and race might intersect, both historically, and in our contemporary moment. We will study a range of narratives of caste and race—that of the migrant and the student, the laborer and the prostitute—in fiction, poetry, film, painting and music. We also examine critical theories of race and caste that have produced new questions, terminologies and categories: fugitivity and humiliation, double consciousness and dalit love.

## **CORE COMPETENCIES**

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### **ARTS, DESIGN, AND TECHNOLOGY**

Arts, Design, and Technology courses teach students to think critically and work creatively toward innovations in arts practice, design and engineering, creative writing, data visualization, programming,

and performance. Numerous Arts, Design, and Technology courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

#### CADT-UH 1000

##### **Multidisciplinary Artistic Collaborations**

*Typically offered: spring*

*Crosslisted with Film and New Media; Interactive Media; Music*

This course poses questions about the advantages/disadvantages/challenges of multidisciplinary collaboration in the production of new knowledge. Focusing on paradigmatic 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 will consider ways 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 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 builds knowledge about futuristic developments and their use and influence from past to present, including questions concerning ethics and values. Students will leave the course with a completed project to be displayed in an exhibition and a personal philosophy of Arts, Design, and Technology.

#### CADT-UH 1002J

##### **Nature of Code**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention; Interactive Media*

Can we capture the unpredictable evolutionary and emergent properties of nature in software? Can understanding the mathematical principles behind our physical world help us to create digital worlds? This class focuses on the programming strategies and techniques behind computer simulations

of natural systems. In 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 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 and throughout history), to such areas as mathematics, computer science, music theory, music technology, biology, psychology, linguistics, sociology, evolution and human migrations, ethnology, crystallography, nuclear physics, calendar design, radio astronomy, architecture, and computer graphics. Students read, listen to music, learn the rudiments of drumming, use computer software to analyze and generate rhythms, solve puzzles of musical time patterns, and write on various topics. They complete an individual research project that showcases the application of knowledge in their selected discipline or culture to an open question concerned with rhythm. They discuss progress on their projects during the term and present their results to the class at the end of term. No computer programming experience or musical training is required.

#### CADT-UH 1005

##### **Creativity and Innovation**

*Typically offered: fall*

*Crosslisted with Core: Art, Technology and Invention; Design*

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

CADT-UH 1006J

**Nomads**

*Typically offered: January*

*Crosslisted with Art and Art History; Core: Art, Technology and Invention; Design*

What can the unique human ecology and worldview that emerges from mobile ways of life teach us about human ingenuity and culture? This course uses the lenses of philosophy, art, and design to examine the history, influence, and cultural underpinnings of nomadism and nomadic dwelling. Paying special attention to kinetic objects and the built environment, students will probe historical and contemporary conceptions of ownership and ecology, transience and permanence, home and homelessness, and citizenship and belonging. All aspects of mobile dwellings, from familiar vernacular models such as tents and huts 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: summer*

*Crosslisted with Art and Art History;*

*Core: Art, Technology and Invention; Design; Environmental Studies*

Wood is inseparably linked to human history and culture. From mankind's earliest use of sticks for shelter, warmth, and gathering food, the increasingly complex ways that we have used and understood this material reflect the history of civilization itself. What can wood can teach us about ecology, human history, ingenuity, and culture? By examining wood's role across several diverse cultures, this class will consider our ever-evolving relationship to wood through its use in architecture, art, and design. 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 through 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 1008Q

**Touch**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention*

It is easy to have an idea of the effects of significant loss of vision or hearing by closing our eyes or by wearing earplugs. What about a significant loss of

the sense of touch? The answer might not come readily due in part to the subtle, effortless function of this sense. Far from being just an immediate skin sensation, touching is intimately blended into embodied experiences that are affectionate, expressive, personal, and interpersonal. The haptic modality is our fundamental mode of access to the physical world. This course provides a multidisciplinary, cross-cultural introduction to the dynamics and salience of the human sense of touch and 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 cultural development, memory, learning, digital design, tactile therapies, human computer interaction, multimodal interaction and sensory substitution, and privacy and security.

CADT-UH 1010

**From Vision to Visual**

*Typically offered: spring*

*Crosslisted with Core: Science, Society and History*

How does one "visualize" vision? Today, scientists are required to be well versed in visualizing their data due to the increasing demand to encapsulate research data in imagery or short videos. This course examines the scientific tools developed to study the visual system and highlights the visualization methods that are now integral in communicating scientific research. Students learn about the visual techniques used to paint cellular life. They address questions about visual perception: How do retinal cells detect and respond to signals in the external environment? What cues activate the photo transduction cascade? And what is the neuronal circuitry that connects the retina to the brain? In a final project, students are asked to "record" data and present it as a visual narrative.

CADT-UH 1011

**Words**

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History*

Words, words, words. Words are the basic units of language, but how do they help us communicate our thoughts? How are they internally constructed? And how do they come together to form complex meanings? How are words from different languages similar, and how are they different? Do words reflect or shape our thought? Do they expand or constrain our imagination? This interdisciplinary course explores what words are and how we think of them. The course brings together insights and ideas from a number of fields: linguistics, philosophy, psychology, sociology, computer science, history, literature, religion, and visual arts to help answer these questions. Students will read materials from a variety of books and articles and discuss them

in class, and they will engage in solving and creating language puzzles as they learn how to analyze words in terms of their form, function, and meaning in context. Term projects can range from collection and analysis of linguistic data to multidisciplinary artistic creations.

CADT-UH 1012

### **Laughter**

*Typically offered: spring*

*Crosslisted with Core: Cultural Exploration and*

*Analysis; Core: Pathways of World Literature; Theater*

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

CADT-UH 1013EQ

### **Language of Computers**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention;*

*Core: Data and Discovery; 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 art and other media to education, medicine, and the core sciences? How do we use computer programs to process, structure, and manage information, create and manipulate digital media, and search and gather information relevant to any particular topic? How do computer programs operate virtually, creating the World Wide Web of the modern digital age, and how does all of this 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 graphics capabilities. No prior programming experience is required.

CADT-UH 1014EJQ

### **Heuristics**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World*

Many problems in science, business, and politics require heuristics—problem solving techniques that often work well but give imperfect guarantees. This course teaches heuristics as they apply to the design of scientific experiments, the resolution of economic or political negotiations, and in the construction of engineering devices in hostile environments. Students will work in small teams that will solve puzzles, conduct cross-cultural experiments, and build protocols for a competitive auction game. Students will use and learn computational tools, but the course has no programming prerequisite. The intent is to make you better able to face complex problems in any field you choose.

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

CADT-UH 1015J

### **Explorable Stories**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention; Interactive Media*

The fundamental building blocks of good storytelling have remained consistent throughout history. What constantly changes though are the technologies—including tools, mediums, and platforms—through which stories are communicated. This class uses today’s dominant mode of communication, the World Wide Web, to create and share stories that are engaging, interactive, and “explorable.” Combining traditional writing skills with modern web javascript libraries and other multi-media tools, students will learn how to write, design, and code their own 21st-century digital stories. These may take a variety of forms, including creative fiction, journalistic non-fiction, educational lessons, or personalized accounts. The goal will be for students iteratively to produce their own compelling, explorable pieces that live on the web and can be shared universally. Some web development or coding experience is preferable but not required.

CADT-UH 1016

### **Utilitas, Venustas, Firmitas**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention; Design*

Design seems to be omnipresent, but what is it? This course (whose title is Latin for usage, beauty, and stability) explores how design influences our life and investigates the fundamentals of “good design.” It takes a look at the status quo of the use of design in media, objects, and architecture, and observe its influence on art and technology from past to present. Design tools and processes will

be highlighted. Based on the fusion of readings, study, discussion, and experiences, over the course of the semester students will develop an understanding of how mutually reinforcing and beneficiary a mix of Arts, Design, and Technology can be. Lecture and discussion will help develop the design of a bricolage: Every student will realize a product prototype to be displayed in an exhibition and a personal philosophy of about Arts, Design, and Technology.

CADT-UH 1017J

### **Re-Performing Death**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention*

This class investigates death's circumstances and aftermath by way of "re-performance": ritualized explorations of myth, poetics, imagery, and emotion that lead to a rich understanding and celebration of being alive. Spanning millennia, continents, and cultures, the course considers science, imagination, instinct, fear, love, and faith as driving forces in understanding death. From ancient texts like *The Tibetan Book of The Dead*, *The Gospel of Matthew*, and *The Egyptian Book of the Dead* the course will turn to a range of modern poetics, including literature, music, film, visual art, and performance from Norman Mailer, Sarah Kane, Laurie Anderson, Diamanda Galás, David Bowie, The Smiths, Arca, Joy Division, Jodorowsky, David Lynch, Akira Kurosawa, Matthew Barney, Kiki Smith, Ai Weiwei, Bill Viola, Ron Athey, Marina Abramovic, and Yoko Ono. Traveling to Japan, the course brings these artists into conversation with Japanese re-performances of death in Shinto Ritual, Noh, Kabuki, and Bunraku, as well as Butoh, anime, and video gaming as students produce creative writing, visual arts, performance, and photography.

CADT-UH 1018

### **Digital Curation**

*Typically offered: fall*

*Crosslisted with Core: Art, Technology and Invention; Heritage Studies*

This course asks what it means to be a curator of content online: What is an author? a collection? In what ways were collections made before the digital age? Who is our audience? Examining popular forms of curation, from historical examples to social media (Snapchat, Tumblr, playlists), students examine trends in digitization and open cultural data as they explore what makes a digital object and what constitutes a web-based collection. Surveying a variety of open-content management systems used in the museum and academic sector, students will use, and critique, a common technology for academic curation—*omeka.org* and *neatline.org*—and will reflect on digital citizenship through their own social media practices. Students are encouraged to be creative, co-creating new content, remixing, and building upon the "vast and growing digital creative commons." The course

is useful for any student interested in information sciences, content creation, and the GLAM sector (galleries, libraries, archives and museums) but is open to all. Student work includes open, reflective blog writing about curation and web-based exhibits in student web hosting.

CADT-UH 1019

### **Lies and Lying**

*Typically offered: fall*

*Crosslisted with 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 exaggerations to advanced techniques of persuasion such as propaganda and brainwashing, this course will examine the psychological, philosophical, ethical and social aspects of several contexts in which lying commonly occurs: art, 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 liars 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.

CADT-UH 1020

### **Wayfinding: Graphic Design in the Built Environment**

*Typically offered: fall*

*Crosslisted with Art and Art History;*

*Core: Art, Technology and Invention; Design; Environmental Studies; 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 different environments create unique problems, as well as provide solutions? How do we find those solutions ourselves, and how can we intervene in the design of our working and living environments, in the design of our navigational practices, in order to avoid getting lost? What tools do we have? How do they work? What can we learn from navigation before GPS? Informed by new technologies, the demand for sustainability, and the inputs from cognitive studies, "wayfinding" has grown to become a field of research in its own right, related to both architecture and design. It studies the ways in which people orient themselves via the organization of sensory cues from the external environment. The course explores visual design components and theoretical ramifications and will include workshops on campus signage systems, with a focus on accessible design.

CADT-UH 1021

### **Art of Narrative Science**

*Typically offered:* fall

*Crosslisted with Core:* Art, Technology and Invention; Literature and Creative Writing

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

CADT-UH 1022

### **Vision**

*Typically offered:* fall

*Crosslisted with Art and Art History;*  
*Core:* Art, Technology and Invention

This seminar concerns the phenomenon of vision. The sense of vision is closely related to processes of understanding, thought, and linguistic interpretation. Seeing is an activity in which the eye and brain work together, and hence it raises questions about theories of consciousness. Students will approach these questions on the basis of texts, cinematic materials, and experiments we conduct ourselves. Classic treatments by authors such as Charles Baudelaire and Maurice Merleau-Ponty will be examined alongside more recent theoretical approaches by Serge Daney, for example, or the connection of image and language in Hollis Frampton's film *Nostalgia*, which suggests that vision relies on an aspect of imagining, since what we see and how we see are determined by memories and expectations. If vision can be connected to imaginations—that is, an extension of what has actually been seen—is this just the flip-side of the fact that our vision operates very selectively? If so, how do our visual perceptions relate to the visual perception of others?

CADT-UH 1024

### **What Is Music?**

*Typically offered:* fall

*Crosslisted with Core:* Art, Technology and Invention; Music

This course analyzes what we understand as “music.” Drawing on music of different styles from all over

the world, seminar members will explore what constitutes musical meaning, how it is produced, and how music expresses feelings. Taking advantage of the multicultural nature of NYU Abu Dhabi, students will explore the cultural and universal mechanisms at play when we listen to and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

CADT-UH 1025

### **Re-Design**

*Typically offered:* January

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

CADT-UH 1026

### **Human Value**

*Typically offered:* summer

*Crosslisted with Core:* Art, Technology and Invention; 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 fame, wealth, and beauty 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

surrounding human value through a variety of artistic media, from sketching to sound recording and photography. No previous background or training is required.

CADT-UH 1027

**Memoir and Anti-Memoir:  
Experiments in Text and Image**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention; Core: Pathways of World Literature; Literature and Creative Writing*

How does one attempt to write or portray the self? If we associate that practice with traditional memoir and self-portraiture forms, what happens when subjectivity is fundamentally unstable or under attack? Is the genre also simultaneously deconstructed? How is subjectivity literally made and remade through the exploration of new forms? In this course we will look at text and image projects across cultures, eras, locations, and across art forms that raise questions about the self and the collective, representation and memory, and about the remarkable as well as the everyday. Sometimes the doubt about attempts at portrayals is philosophical, but it may also be cultural-historical and context-dependent. To explore this question, and to develop skills in art, to experiment with the studio habits of artists, and to generate our own poetics of memoir/anti-memoir we will generate text and image experiments that both create and investigate an anti-memoir body of work.

CADT-UH 1028J

**Human Voice**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention*

This course explores the complexity, strangeness, socio-historical resonance, and expressive power of the human voice, as well as a number of the factors that condition and delimit that power. We begin by discussing the voice's relationship to the body (both in terms of anatomy and contemporary discourse on "embodiment") and to a number of technologies, from amplification to autotune. In the second half of the course, we focus in on the salience of voice within the experimental music scene in New York. Perhaps most importantly, we treat our class as an experimental vocal collective, composing and performing together throughout the term. No prior musical experience is necessary, but a willingness to make vocal sounds in public is required.

CADT-UH 1029

**Inspiration, Art, and the Examined Life**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention*

Has a book ever knocked you out? Has a story stuck with you for years? Has an image stopped you cold? Are you changed by these encounters?

This course explores, examines, and activates the elusive and subjective motor for creative work. It begins with material that has directly impacted the professor's life and work as a theater artist. Later, students will share igniting materials from their own experiences. The aim: to incite the imagination, culminating in an original work. Where do you turn for inspiration? Can you engage 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 Judith Malina, Allen Ginsberg, Art Spiegelman, Francis Bacon, Edmund White, Anne Carson, David Markson, Italo Calvino, Pedro Almodovar, Jean Genet, Andy Goldsworthy, Banksy, CG Jung, Franz Fanon, Aimé Césaire, Patricia Peters, theoretical physicists, Black Lives Matter, and even occasional recipes. When it comes to inspiration, can a good meal change everything?

CADT-UH 1032

**Documenting Identity**

*Typically offered: January*

*Crosslisted with 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 objects). The course tracks the dynamic relationships among documents and identities through time and across cultures. We will study the history behind the creation and development of documents such as the passport or mug shot and weigh in on contemporary debates around racial profiling and immigration bans. At the same time, we will also study a diverse range of artistic 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 that engage the intersections of documents and identity.

CADT-UH 1033

**Bioinspiration**

*Typically offered: fall*

In the 3.8 billion years since life began on Earth, nature has evolved. Inspired by this process, humans have replicated key design features to develop novel materials, devices, and structures in fields such as the arts, design, engineering, and the social sciences by replicating key design principles and features. This course asks how biology has inspired human design and thinking across different cultures and fields. Students will examine various examples in engineering, art, architecture, music, and social science to discuss how the human capacity for analogical reasoning has enabled the transfer of properties, mechanisms, and ideas from biology to design principles such as shape, surface,



structure, making, information-processing, and social behavior. Using bio-inspired products such as gecko tape, Velcro, self-cleaning surfaces, and neuromorphic chips for inspiration, students will develop their own designs to address some of the 21st century's most pressing issues, such as energy, water, environment, food, and health.

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 to form a nuanced understanding 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*

What will the world of work look like in 20 years? Is it a world devoid of human interaction, dominated by unmanned autonomous objects, operated by algorithms, or is it one in which the relative strengths of human and hardware coalesce? In this course, students will draw from the adjacent disciplines of art, engineering, design and business to develop a creative product that helps to answer a simple question: what is "work"? This course connects and constrains the worlds of art and business in order to challenge us to be creative in both our application of technology and design of solutions with a real-world impact. Students will work in small teams directly with the course partner, one of the world's leading airlines, to design, develop and test technology-enhanced solutions to real-world business challenges. Students will come away with a much better understanding of not just how to create interactive technology-enhanced prototypes and modern design practices, but also an appreciation for how to propose, enact, and manage change across a multi-disciplinary/cultural modern organization.

CADT-UH 1037X

### **Machines in Islamic Civilization**

*Typically offered: spring*

Is automation a science or a tool? Muslim contributions in automation, overlooked in the history of science, were long regarded as means for caliphs and the rich to impress the masses. But Muslim engineers excelled in creating complex automated systems, using them as gifts to foreign leaders, as public attractions, or to augment religious ceremony such as daily calls to prayer. Mainly powered by kinetic energy, these automata drew on scholars' deep knowledge of hydraulics and complex levers and included musical instruments, horologia, automated drinking fountains, and clocks that told time using complex audiovisual tools. This course draws on historical sources and foundational science to explore Muslim advancements in automation. What roles did translation play as Muslim scientists encountered and documented the work of previous scholars? What were the basic automatic systems they developed and how do they compare to current technologies? How did they draw on environmental resources to develop automated systems without the need for non-renewable energy? Students will address such questions as they explore implications for 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-centered, civic industries such as education, health, and smart cities? What roles might robots play in the future of these industries? What are the economic and labor implications associated with robotic integration? How will consumers respond to the increased use of robots in daily life? How have popular media representations over the last century influenced the way we experience these changes? Topics will also include the miniaturization of robots and their use in situations such as focused drug delivery within the human body, save-and-rescue missions, or military combat. Students will assemble and program several Lego Mindstorm robots capable of carrying prefabricated objects and will also assemble a small house.

CADT-UH 1039

### **Photo Album**

*Typically offered: spring*

Photo albums are meaningful, unique creations. Infused with intangible memories, they tangibly

show specific, select moments of the past—some mundane, others poignant. Highly personal, photo albums also reveal shared encounters and assert human universals. How and by what means do our personal photo albums thus compile collective identities and histories? What stories lie behind their making? What narratives arise—formulaic or unexpected—when related or disparate photographs are organized or randomly displayed in the unifying context of photo albums? This course employs art practice and theory to investigate the curation of vernacular photography in family photo albums. Looking at the global history and contemporary manifestations of these practices, and drawing on NYUAD’s Akkasah Center of Photography, it asks: What are the motivations, challenges, and implications of commissioning or taking, collecting, or curating photographs of one’s family or oneself? How do we approach such collections as viewers? Who makes, owns, and passes down albums—to whom, for whom, and why? Students will also create photo albums as a generative means of engaging in and understanding this practice.

CADT-UH 1040

### **Ethics of the Image**

*Typically offered: spring*

*Anti-requisite: WRIT-UH 1110*

From its invention in 1839, photography has been heralded as objective. Few doubt the veracity of a photo-finish, an endoscopic medical image, a traffic camera’s violation report, or a surveillance shot of a crime scene. Photographs bear witness to the Mai Lai massacre, the Abu Ghraib prisoner abuse scandal, the Sahel famine of the 1980s, and refugees fleeing the Syrian civil war. Though most readily embrace such visual testimony, we might also cede Susan Sontag’s point that photos are a “species of rhetoric” that “simplify” and “create the illusion of consensus.” In what ways do a photographer’s choices of what to include and exclude suggest self-conscious framing from a specific vantage point? What ethical questions emerge from this tension between the medium’s supposed objectivity and the photographer’s admitted subjectivity? Students will explore ethical scenarios in photojournalism, travel photography, street photography, portraiture, and commercial photography as they confront questions about consent, privacy, representation, citizen responsibility, and propaganda. Coursework includes response papers, case study reports, photo-critiques, photography tasks, and photo essays.

CADT-UH 1042

### **Play**

*Typically offered: fall*

*Crosslisted with Theater*

What does it mean to play? The word connotes, among other things, both recreation and performance. From the imaginative games of childhood to more structured settings (sport, theater, board and

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

ADT-UH 1043

### **Mapping Urban Utopia**

*Typically offered: spring*

*Crosslisted with Art and Art History*

How might a utopian city be designed? This multi-disciplinary 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 drawing, sculpture, video, and sound design will expose students to space- and time-based media for artistic expression. Readings will include material drawn from disciplines including art history and practice, urban studies, sound studies, sociology, ethics, and media studies. Participants become spatial design consumers and makers, learning to analyze, explore, manipulate, and self-consciously negotiate public relations through discussion, presentations, and assignments, including 2D and 3D projects.

CADT-UH 1044JX

### **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 expressive culture invites experiments in multisensory data collection (e.g. video, sound, recipes), collaboration (e.g. with interlocutors, between disciplines), and presentation. 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: material heritage linked to the UAE and beyond such as Kozhikode's mosques; spectacular rituals such as Theyyam; and 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 1045J

### **Plastic Fantastic**

*Typically offered: January*

*Crosslisted with Design*

What would a world without plastic look like? How does the world look because of it? Plastic Fantastic looks critically at plastic's ubiquity in global consumer cultures. Students will consider plastic's predecessors and contemporary alternatives and engage with a range of topics, from the environmental politics of plastic debris in oceans, to the ethics and values of plastic surgery, to the proliferation of cheap plastic toys and fashion trends. Based on these discussions, and inspired by the original meaning of the Greek term *plastikos* (to grow, to form), the class will develop and create a product using recycled plastic waste in NYUAD's Plastic Recycling Research Lab. In addition to the completed project, to be displayed in an exhibition at the end of the class, students will leave with a personal philosophy of Art, Design, and Technology as well as a sense of how mutually 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.

CADT-UH 1046J

### **Make Art Here**

*Typically offered: January*

This course investigates and creates location-driven art. How does location provoke aesthetic? What about content? 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. 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 1047J

### **Hacking in Global Perspective: Creativity, Copyright, and Control**

*Typically offered: January*

*Crosslisted with Interactive Media*

What is hacking? It upends elections, spurs innovation and invention, improves and endangers security, and is simultaneously encouraged and fought by the same companies, governments, and institutions. What unites these aspects? Hacking is an attitude to technology and a set of technical practices. In this class, we will study hacker creativity by looking at hacking various technologies as a creative pursuit and a source of innovation, through a mix of history and hands-on experiment. (This class assumes no prior technological knowledge or expertise; students who find this subject intimidating are encouraged to apply.) Students will learn about reverse engineering and hardware hacking, free and open source information, cryptography, security in theory and practice, hacker ethics, innovation and hacking, and social media manipulation. These studies will be applied to two major global questions: copyright and intellectual property, ownership, and access, and control over infrastructure, networks, and devices—from Chinese shanzhai, to Brazilian programming language developers, from Silicon Valley to St. Petersburg.

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 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

### **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 use and discovery have given rise to many branches of science and commerce, resulting in even greater demand for more material. The consequences on society and the environment haven't always been positive. This course explores our relationship with materials as engineers, scientists, consumers, and traders. Basic laboratory sessions on material characterization will explore material processing techniques ranging from simple resin casting to advanced 3D printing.

CADT-UH 1050

### **Who Is the Audience?**

*Typically offered: fall*

"Audience" is hardly a homogeneous group of strangers acting in a reliable and predictable manner. When given the chance, an audience is a collaborator, a co-creator, and a performer of an infinity of roles. In fact, much art work relies on particular assumptions about the role and conduct of the invited audience. However, in interactive art, whether live or digital, each performance can be an entirely unique piece based on the intended and unintended interactions of its creator, performer, and audience. This course invites students to explore art, games, and the internet from the viewpoint of the audience—not merely as a consumer but rather as a collaborator and an active agent in the creative process. What does it mean to be intentional about audience, rather than simply assume the audience is who shows up? How have (or can) artists and creators commit to a democratic relationship with both an intimate audience and a large crowd? What are the ethics and responsibility of the audience themselves? And how might the concept of a live audience be challenged and transformed in light of the current social and physical distancing related to COVID-19?

CADT-UH 1051

### **Performing Online**

*Typically offered: fall*

*Crosslisted with Music*

How can artistic online collaboration and performance be used to close gaps in space, time, and in physical and cultural distance? How can the internet be an effective medium for multidisciplinary intercultural artistic expression? The current pandemic has created a strong reemergence of online performances. The recent explosion of freely-available content in social media platforms (literally) from around the world has created an unprecedented opportunity to

(re)evaluate online performance as a medium and as a means for intercultural artistic collaboration. In this course we will address live online performance and will explore its possibilities for intercultural artistic collaboration. This will be achieved by creating a series of live online performances, by viewing similar work by other artists, through seminal readings in the field, and talks by selected guests.

CADT-UH 1052

### **Silence**

*Typically offered: spring*

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

CADT-UH 1053

### **Designing Health**

*Offered occasionally*

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

ANTH-UH 2113

**Memoir and Ethnography: Understanding Culture Through First-Person Narrative**

*Crosslisted with Anthropology; Core: Cultural Exploration and Analysis; Literature and Creative Writing; Social Research and Public Policy*

CCEA-UH 1008

**Artists' Writing**

*Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1028

**Maps**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1092

**Reaching for the Stars**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media; Literature and Creative Writing*

CDAD-UH 1015J

**Music and the Mind**

*Crosslisted with Core: Art, Technology and Invention; Core: Data and Discovery; Music*

CDAD-UH 1037

**Cyberwarfare**

*Crosslisted with Core: Data and Discovery; Peace Studies*

IM-UH 1012

**Communication and Technology**

*Crosslisted with Core: Art, Technology and Invention; Design; Interactive Media; Media, Culture and Communication*

LITCW-UH 1505J

**Is it Only Personal: The Role of "The Column" in Public Discourse**

*Crosslisted with Literature and Creative Writing; Media, Culture and Communication*

LITCW-UH 1506

**Today We Wrote Nothing**

*Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Film and New Media; Literature and Creative Writing*

VISAR-UH 1116J

**Inside Out—When Art Reflects the Self**

*Crosslisted with Art and Art History; Core: Art, Technology and Invention*

**CULTURAL EXPLORATION AND ANALYSIS**

Cultural Exploration and Analysis courses pursue understanding and appreciation of diverse cultural forms and perspectives, and the ability to navigate differences to establish cross-cultural

understanding. J-Term courses in Cultural Exploration and Analysis may focus on a deep engagement with the multiple cultures in a single global site. Numerous Cultural Exploration and Analysis courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CCEA-UH 1000

**Idea of the Portrait**

*Typically offered: January  
Crosslisted with Art and Art History;  
Core: Art, Technology and Invention*

This course explores the ways in which the portrait has been used as a vehicle for artistic expression, for the construction of social identity, for self-examination, and for the representation of cultural difference. It examines many kinds of portraits and self-portraits in painting and photography from different times and cultures and encourages engagement with a range of major issues that include the nature of personhood, of private and public identities, and of art itself. The course draws upon the rich resources of London's museums and galleries, especially the National Gallery, the National Portrait Gallery, the Victoria & Albert Museum, the British Museum, and the Queen's Collection.

CCEA-UH 1001J

**Ritual and Play**

*Typically offered: spring  
Crosslisted with Core: Art, Technology and Invention*  
Underlying performances of all kinds— theatre, dance, music, the performances of everyday life, sports, and popular entertainments—are ritual and play. These must be understood from multiple perspectives. In the course, we investigate roots of human ritual and play in animal behavior; human religious and social rituals; and children and adults at play. Examples include the Taziyyeh of Shi'a Islam, the Ramlila of Hinduism, the Olympic Games, Noh Drama of Japan, American baseball, "deep" and "dark" play.

CCEA-UH 1002J

**Narrative, Media, and Technology**

*Typically offered: January  
Crosslisted with Core: Art, Technology and Invention; Interactive Media*  
Telling stories is a fundamental human activity, but the ways these stories are told depends upon the means in which they are created and transmitted. This course examines the role of technologies ranging from print, cave painting, comics, animation, and film, to hypertext, social media, and viral video. In addition to reading and viewing, the assignments will also include creative technological projects and excursions to the Museum of Moving Image, the Museum of Comics Art, and The Moth storytelling theater.

CCEA-UH 1003

### **Collecting**

*Typically offered: fall*

*Crosslisted with Art and Art History; Core: Art, Technology and Invention*

What motivates human beings to form collections?

How do we select, order, preserve and display information and objects? And, what intellectual processes are involved in these activities? What does the content of these collections say about those who created them? And what kind of narratives can be traced within the display of these collections? This course surveys the phenomenon of collecting, focusing on key moments in its history, from antiquity up to contemporary times.

The first section of the class explores collections of “thought,” that is, how knowledge has been stored, organized and retrieved - and some of the tools we have developed to do so - including mnemonic devices, writing, codices, libraries, information architecture, and digital technologies. The second section concerns physical objects and their collection, classification, organization, and display. Finally, the course turns to the work of modern and contemporary artists who incorporate concepts of assemblage and curation. In response to the readings and to the materials covered in class, students will conceive, create, describe and display a collection of their own making.

CCEA-UH 1004

### **Identity and Object**

*Typically offered: fall*

*Crosslisted with 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 assessing how objects become imbued with meaning. Who ascribes these objects meaning and why? How do we relate to objects designated to represent us? We will explore object biographies from a range of periods, regions and traditions. We will discuss objects representing contested national and global identities, such as the Cyrus Cylinder from Iraq and the Koh-i-noor diamond from India, as well as material that facilitates discussion of socially and culturally defined identities. In all of these examples politics plays a constant role. Through case studies of iconic objects from around the world, 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 Core: Art, Technology and Invention*

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? Is a garden a representation of nature or culture or both? How does a garden relate to spiritual needs and sensual experience (smell, sound, sight, tactile and kinesthetic bodily feeling)? How is the idea of the garden distinguished from but related to the notion of a natural landscape? We will look at Zen-gardens and rooftop gardens, monastic and palace gardens, sculpture and pleasure gardens, mythic gardens in various religious traditions. The course is conceived as neither a historical survey nor a typological compilation but chooses diverse examples and representations of gardens from various cultures 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 Art and Art History; Core: Art, Technology and Invention*

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 history and in different locations 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 representational painting turned to abstraction? How have religious, political, and social contexts shaped this turn? What has been the role of abstraction in Islamic and other non-Western traditions and how have these traditions influenced 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 include visits to galleries, 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; 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 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 learn from artists to interrelate 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, Yoshihara Jiro, 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 1009X

### **A Thousand and One Nights**

*Typically offered: fall*

*Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing Pre-Modern*

This course focuses on questions of religious and cultural difference through the 1001 Nights, the corpus of tales that has served as a point of encounter between Middle Eastern literary traditions and the politics of Western culture, including "Sinbad," Aladdin and "Ali Baba." Jewish, Christian, Zoroastrian, Muslim and 'pagan' realms co-exist uneasily in the original cycle of tales that often confront protagonists with such differences as a problem. Cultural difference peaked the interest of the Arab storytellers and European translators who brought the Nights to Europe and pioneered travelogues respectively of Europe and the Middle East. Their writings would serve as points of departure for seminal works on the engagement with cultural difference and its representation, Appiah's *Cosmopolitanism* and Said's *Orientalism*.

CCEA-UH 1010

### **Imagined Cities**

*Typically offered: fall*

*Crosslisted with 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 the diversity of the city. How do writers narrate 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 and unseen within the 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 1011

### **Law and the Imagination**

*Typically offered: spring*

*Crosslisted with Core: Pathways of World Literature; Legal Studies; Literature and Creative Writing*

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

CCEA-UH 1014

### **Money and the Good Life**

*Typically offered: spring*

*Crosslisted with 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 money or wealth allows a writer to probe. Is the value of people measured by the value of their money, or are there other criteria for wealth? Is someone's wealth possible without someone else's poverty? How is human ambition rewarded or punished in the "pecuniary culture"? The course looks for answers to these and other questions in key works of literature, sociology, economics, and other fields, reading classical texts ranging from Aristophanes' *Plutus*, Ihara Saikaku's "A Dose of What the Doctor Never Orders," and William Shakespeare's *The Merchant of Venice*, to Honoré de Balzac's *Père Goriot*, Daniel Defoe's *Robinson Crusoe*, and F. Scott Fitzgerald's *The Great Gatsby*. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirschman.

CCEA-UH 1015

### **Gender and Representation**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention; 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 disability? How have ideologies of gender been central to colonial and nationalist projects from the nineteenth century to the present? How does gender shift in the context of diaspora, migration, and globalization?

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 Core: Pathways of World Literature*

Is a fascination with crime universal or does it vary over time and across cultures? Why do humans 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 exemplary leaders, saints, and heroes, or the stories of its criminals and outcasts? What does the way a 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 terms together with the ways crime and the criminal have been defined through time and in different cultures, using the lenses of literature, film, and visual culture in works by Plato, Dostoyevsky, Poe, Conan Doyle, Kafka, Lu Xun, Borges, Nabokov, Herta Müller, Kurosawa, Godard, and Kiarostami, among others.

CCEA-UH 1017

### **On Violence**

*Typically offered: fall*

*Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing*

The ethics of violence, its articulation and resistance, violence as a social problem and violence as social necessity: from the epic, to the novel, to contemporary poetry, literature has 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*, Simone 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 Core: Pathways of World Literature*

Do you have to be inspired to write? Does inspiration promise a divine message? Are 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, 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/prophet figure from the *Odyssey* to the Bible and Qur'an to modern philosophy and contemporary literature and film. It challenges us to examine what we expect of writers, the role they have played as transmitters, diviners, and revealers of “truth,” and their role as social and political critics today. It focuses on how writers look backwards from inside 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, critical, and theoretical readings will supplement and provide context for primary texts.

CCEA-UH 1019

### **Novels That Changed the World**

*Typically offered: fall*

*Crosslisted with 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—in both its writing and its reading. This seminar examines the textual, literary, historical, and social circumstances that allowed certain works of fiction to change the facts of our existence. The novel is a relatively young art form that began as entertainment, but its instructive empathy for other ways of being has created an invaluable conversation across borders and between eras. This is why novels are censored or celebrated, and why they remain a vital part of the human experience. Examining such novels as Rizal's *Touch Me Not*, Stowe's *Uncle Tom's Cabin*, Sinclair's *The Jungle*, Achebe's *Things Fall Apart*, Rushdie's *The Satanic Verses*, 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 Art History; 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 Core: Art, Technology and Invention; Music*

Over the course of the past hundred years, jazz has been framed variously as an erotic display, 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 sound 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.

CCEA-UH 1022J

### **Fascism, Antifascism, and Culture**

*Typically offered: January*

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

In common parlance, the terms “fascism” and “culture” resonate as opposites. We think immediately of sterile, bunker-like architecture, book burnings,

and reactionary archaisms. Much fascist culture certainly entailed these. Yet we ignore the centrality and complexity of culture to fascist ideas at our own peril. This course examines particular case studies in historical context: Mussolini’s Italy, Nazi Germany, Popular Front and Vichy France, and international anti-fascist activity, particularly in and around the Spanish Civil War. Because of the course’s location in Berlin, we will take advantage of local histories; the example of Nazism looms inevitably palpable here. Yet, as much as possible, we will attempt to develop a more broad theory and history of fascist ideology and its rapport with culture. May we speak of a general fascist theory of culture and representation? How did fascist governments use aesthetics to respond to modernity, or to help create a modernism of their own? Was the concept of an avant-garde inimical to fascist culture, or useful to it? To what extent was there a movement of international anti-fascist resistance? What role did art and literature play in it?

CCEA-UH 1023

### **Dis/Abilities in Musical Contexts**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention; Music*

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

CCEA-UH 1025J

### **Experience of Art**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention*

What is distinctive about the experiences works of art offer us? Is there a common element in our enjoyment of films, literary works, works of visual art, and musical works? Is there a specific “Western” tradition of art that produces particular kinds of enjoyment? Should one make a distinction between “high” and “popular” art in discussing our experiences? This course will explore such questions by examining some of the answers suggested by philosophers and critics and by testing those answers against our responses to a range of works of art. In doing so, we shall take advantage of the rich artistic resources available in Abu Dhabi and the UAE.

Active discussion of our own experiences as we watch films, listen to music, look at works of visual art, and read poems and short fictions will form an important dimension of the class.

CCEA-UH 1026J

### **Shakespeare and Cosmopolitanism**

*Typically offered: January*

This course uses the London setting to investigate the extent to which “Shakespeare” can serve 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 exemplar of Western literature and also as a 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 Shakespeare’s work and key texts in both cosmopolitan theory and the history of London, students will attend performances of Shakespeare’s plays; visit major London cultural institutions; and make an overnight trip to Shakespeare’s birthplace in Stratford-upon-Avon.

CCEA-UH 1028

### **Maps**

*Offered occasionally*

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

What are maps, and what do they tell us? From pre-historic cave paintings to Mercator projection maps to contemporary mobile apps, maps combine the innovation and rigor of art and science. Maps interpret space in and over time. This course examines maps from the ancient and modern worlds, alongside reinterpretations of mapping in paintings, films, video games, and new media, to understand ways that maps produce knowledge visually.

CCEA-UH 1030

### **Idea of the Exotic**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention*

Desert Odysseys, Dark Continents, Virgin Lands, Harem Fantasies: this interdisciplinary course explores the role of visual culture in shaping our outlook of “other” geographies and cultures as “exotic.” We analyze the role of the diverse technologies in mediating between distant geographies, and making the unknown known. Moving across various texts, arts, media, and institutions—museums, maps, photographs, films, TV programs, and digital spaces—the course reflects on how our imagination of ourselves is intertwined with the ways that we imagine other places. The reading includes: Daniel Defoe, Robinson Crusoe; Mark Twain, *The Innocents Abroad*; David F. Dorr, *A Colored Man Round the*

*World*; Jules Verne, *Around the World in Eighty Days*; and *The Letters of Gertrude Bell*.

CCEA-UH 1034

### **Death: Myths, Histories, Metamorphoses**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention*

Death is a universal fact of human life, powerfully defining the exigencies of our experience. From ancient times until the present, artistic works have registered changing attitudes towards death in the stories they tell. In this seminar, we examine artistic responses to mortality across a wide range of historical and cultural contexts—including in the myths of Orpheus and Osiris, the Epic of Gilgamesh, and the text of the Ramayana; the poetry of Darwish, Neruda, and Rilke; stories by Tolstoy, Mishima, and Benjamin; and music of Dowland, Wagner, and Adams. Selected films and plays, including the Noh Drama of Japan, also are considered. Students develop a collaborative or individual artistic project and related critical paper demonstrating their engagement with the topic.

CCEA-UH 1035

### **Staging the Self**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention*

This course examines the representation of personal experience in its biographical and autobiographical forms in the arts with a focus on performance. We pay particular attention to the ways in which personhood is aesthetically, psychologically, and politically theorized in different contexts. How is the relationship of individual to collective experience constructed in different art works? Can individual experience portray collective historical reality? Should we understand an artist’s oeuvre in relation to her or his personal life? In what ways do individual art works bestow human experience with specific epistemologies and with social and historical realities? Texts for the course include works by Irving Goffman, Errol Morris, Erik Erikson, Joseph Roach, Freddie Rokem, Deirdre Heddon, and selected plays, films, and museum displays.

CCEA-UH 1037

### **Listening**

*Typically offered: spring*

*Crosslisted with Core: Art, Technology and Invention; Music*

This course explores ways of listening, and of being a listener, in human experience, with attention to the role of the ear in the constitution of subjects, communities, and societies of different times and places. Topics include debates about the listening subject in Western philosophy and media studies; the role of the “ethnographic ear” in cultural anthropology and ethnomusicology; theories and methods of “soundscape research” and “acoustemology”; and aurality as an aspect of

culture, explored through case studies ranging from the development of sound reproduction technologies, to deaf culture, to the ethics of sounding and listening in religious practice. Course readings, drawn from a wide range of disciplines, include foundational texts in the emerging interdisciplinary field of “sound studies.” In addition to engaging critically with a range of ideas and debates through discussion, presentations, and writing, students will try their ears at specialized modes of training and data collection developed by sound-oriented researchers and artists.

CCEA-UH 1042

### **Cosmopolitan Imagination**

*Typically offered: spring*

*Crosslisted with Core: Pathways of World Literature*  
Originating in the idea of the world citizen and conceived in contradistinction to nationalism, cosmopolitanism can be understood as a perspective that regards human difference as an opportunity to be embraced rather than a problem to be solved. Does this perspective lie behind all “great” literature, which asks its readers to experience otherness by opening themselves up to another person’s words and thoughts? This course uses novels, poems, plays, and films to explore the cosmopolitan impulses behind the literary imagination.

CCEA-UH 1043

### **Technophilia and Its Discontents**

*Typically offered: summer*

*Crosslisted with Core: Pathways of World Literature; Core: Science, Society and History*  
Why must Luke Skywalker turn off his in computer at the climactic moment of George Lucas’s iconic film *Star Wars* (1977)? The film started a revolution in cinematic special-effects, but underlying its narrative logic is a deeply rooted anxiety about the right uses of technology. If man, as Hannah Arendt famously put it, is homo faber, the “creator,” the tool-making animal, then from at least Plato to the present, human beings have told stories about how dangerous tools can be. This course investigates philosophical writing, novels, plays, and films from a variety of world cultures to explore the vexed relationship between humans and the technologies they create. Why are human beings, perhaps more than ever at the start of the 21st century, so enamored with technological progress? Why is technophilia, the love of technology, 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 about the relationship between science and religion?

CCEA-UH 1044

### **Myth, Magic, and Representations of Childhood**

*Typically offered: fall*

*Crosslisted with 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 examination of materials including graphic novels, fairy tales, movies, and fiction, we will consider how representations of childhood reveal ideas about power, politics, and the relationship between self and society. Readings may include excerpts from *The Arabian Nights*; Grimm’s fairy tales; various Harry Potter novels; films from Hiya Miyazaki, Disney, and Pixar, among others.

CCEA-UH 1046

### **Rogue Fictions: Tales of Tricksters, Outlaws, and Outsiders**

*Typically offered: spring*

*Crosslisted with 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 many different 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 and their portrayal in stories, novels, dramas, songs, and films. 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 Core: Pathways of World Literature; Interactive Media; Literature and Creative Writing*  
We all think about wanting 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 these 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 utopia 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? The course may include contemporary work by Hiyo 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 Core: Pathways of World Literature*  
This course explores the relation of knowledge and doubt 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 by transcending 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 dependent on others or are our best 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 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 difficulty. 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 take advantage of Th. Emil Homerin's new translations of A'ishah al-Ba'uniiyah, one of the most "prolific 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 issue 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 even years*

*Crosslisted with 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 journeyed through the Middle Passage. How did languages incorporate modes of expression—creole, patois, pidgin—that connected with scarce-remembered cosmologies and 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 this process? 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, Édouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kweli, Tupac Shakur; and films such as *Sugar Cane Alley*, *La Haine*, *Illmatic*, and *Belle* to understand better some key components of cultural memory and resistance.

CCEA-UH 1052

### **Confession**

*Typically offered: spring*

*Crosslisted with Core: Pathways of World Literature*

Confession is a cultural practice that grew out of a religious context to become something more: a practice that—though now removed from religion directly—arguably carries many of the same functions, such as divulgence of transgression and absolution of sin. This seminar explores confession as a religious and cultural practice and asks what, why, and how people confess through writing and performance? If confession is no longer always religiously determined, what possesses humans to confess our secrets, and why do readers and spectators care? Furthermore, how does secular confession operate in a globalized world? Do confessional practices traverse the globe? By broadening the Christian definition of confession and drawing on student-generated material, we will examine confession from an intercultural point of view and determine what we can learn about a culture by the kind of secrets it keeps and the nature of its confessional practices. Students should expect to read Hannah Arendt, Chikamatsu Monzaemon, Rustom Barucha, Joan Didion, Sigmund Freud, Allen Ginsberg, Koffi Kwahulé, Jean Racine, and Jean-Jacques Rousseau.

CCEA-UH 1053

### **The Hero**

*Typically offered: spring*

*Crosslisted with Core: Pathways of World Literature*

What does it mean to be a hero? Can one still be "heroic" in times marked by intense and jarring forms of violence? How does heroism travel across

diverse places and beyond the frontline to intersect with mundane questions of survival as well as more severe issues of racial, class, and gender differences? And why do tales of heroism remain so persistently appealing to us today? In this course, we will examine the concept of the hero in world literature from ancient epic to postmodern fiction and film. We will investigate how the ideals of heroism, types of heroes/heroines and antiheroes, as well as modes of heroic action change through time, across literary genres and cultural traditions. Texts may include the Epic of Gilgamesh, Sophocles' *Antigone*, Sirat 'Antar, Sir Gawain and 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 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 many cultures. Three sets of questions ground the course: 1) In what ways was Shakespeare a "global" author in his own day, adopting a "worldly" approach that transcends his English context? 2) How do the publication, performance, and critical histories of his plays transform "Shakespeare" into a global commodity? 3) What cultural legacy has Shakespeare's work left for a variety of global media forms, including plays, films, novels, operas, and works of visual art? The course begins with two plays, *Othello* and *The Tempest*, that have inspired adaptations in a variety of contexts and genres. It then pays close attention to the global spread of Shakespeare's most famous play, *Hamlet*, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare's lost play, *Cardenio*.

CCEA-UH 1056

### **Tragedy**

*Offered occasionally*

*Crosslisted with 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 are (sometimes) intelligible, pleasurable, or beautiful? Should witnessing the misery of others ever be pleasurable or beautiful? Can we presume to make sense of another's suffering? How, more generally, can tragic drama help us come to terms with the violence and brutality of the human condition—or does it sometimes hinder this attempt?

CCEA-UH 1057

### **Our Monsters, Ourselves**

*Typically offered: fall*

*Crosslisted with Core: Pathways of World Literature; Literature and Creative Writing*

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

CCEA-UH 1060

### **Photography and Narrative**

*Typically offered: fall*

*Crosslisted with Art and Art History; Core: Art, Technology and Invention; Literature and Creative Writing*

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

CCEA-UH 1061

### **Memory**

*Typically offered: fall*

*Crosslisted with Art and Art History; Core: Art, Technology and Invention; Heritage Studies*

What is memory? We tend to think it will be activated when the right moment comes, but our experiences may belie our thinking, such as when

we forget a name just when we need it. A variety of disciplines and theories approach the phenomenon of memory: cognitive science, computer science, biology, psychology, sociology, media theory, theory of perception, philosophy, history, cultural history and art history, trauma theory, heritage studies. And we can observe a huge variety of attempts to preserve memories: monuments, memorials, museums, libraries, archives, rituals, writing, 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 really were or as they never were? Is memory what we take for granted and thus an impediment to creative thinking, or is it the prerequisite of creative activity?

CCEA-UH 1062

### **Everything Is a Remix**

*Typically offered: fall*

*Crosslisted with Film and New Media*

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

CCEA-UH 1063

### **Literary Translation**

*Typically offered: fall*

*Crosslisted with Literature and Creative Writing*

This course explores the craft of and the market for literary translation. Why do some translators aim for familiarity and others for estrangement? What is lost, and perhaps even gained, in a text’s cultural relocation? What can be accessed in translation and what are the limits of translation? Translation, and translation projects such as NYUAD’s Library of Arabic Literature, play a pivotal role in shaping intercultural exchange and globalizing literary markets and canons. The course familiarizes students

with practices and theories of translation from different literary traditions. Case studies include comparative examples drawn from distinct genres such as the epic, forms of lyric poetry, drama, and modern prose fiction. Not available to students who have taken LITCW-UH 1140.

CCEA-UH 1064X

### **Crisis and Creativity**

*Typically offered: spring*

*Crosslisted with Core: Pathways of World Literature*

How is creativity shaped by place and how can it flourish under crisis? A number of cataclysmic events have afflicted the Arab world in recent years, yet filmmakers have persisted in their desire to tell their stories, against the odds, in creative acts that attest to their imagination, courage and resilience. While news reporting tends to present crisis in abstract, humanitarian or Orientalist terms, how do filmmakers build new perceptions, rather than merely confirming existing ones? This course reflects on these questions, together with the often-fraught relationship between art and politics. Starting with a critical interrogation of the terms “crisis” and “creativity,” we will explore various creative strategies for depicting crisis in contemporary cinema. Although our main reference point will be films from and about the Arab world, specifically, Lebanon, Iraq, Syria, Palestine, UAE, Saudi Arabia, and Egypt, we will also build comparisons with films from Iran, Brazil, Mexico, Russia, Denmark, UK, USA, Spain, India and elsewhere.

CCEA-UH 1067J

### **Urban Space / Public Place: Art & Architecture in Berlin**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention*

Berlin is a city in transformation. This seminar focuses on relationships between art and architecture in public places that make such transformations visible. Students will explore how relationships of art and architecture are influenced by larger political, social, and cultural contexts. How is historical time inscribed in public places, and how do we relate today to these sites? These questions will be taken up in various places in Berlin, old and new and in the former east and west. Sites encompass “historical” ones like the New National Gallery from Mies van der Rohe, which is connected with a sculpture garden, and the Hansaviertel, a post-War dwelling district, but also more recent ones like the Elliptical Pavilion and the Café Bravo from the American artist Dan Graham. Exploring the connection between the planning and use of space, the course also asks what happens if a space gets used for a purpose other than the one for which it was planned.

CCEA-UH 1068J

**City of Encounters: Literatures of Indigeneity, Migration and Settlement**

*Typically offered: January*

*Crosslisted with Literature and Creative Writing*

Known for its beaches, sports grounds, and stunning harbor views, Sydney is also Australia's preeminent literary and cultural city. Additionally, it is the country's first settler city, a site of continuous indigenous presence, as well as port-of-entry for much of the country's vast immigrant population. Using literature and the spaces of Sydney itself as a lens, this course examines Australian culture as a place of encounters, movements, and crossings. The course begins with literary representations of indigenous histories, European invasion, and settler colonialism, paired with walking tours of Sydney's colonial architecture and indigenous art collections at the Australian Museum. It then turns to literary reckonings of the "White Australia Policy" (dismantled in the late 1960s/early 1970s) and postwar waves of migration and settlement to consider today's fragile "multiculturalism" in an age of anti-refugee policies. Treating Sydney as both a literary space—comprising a complex, contested imaginative and cultural geography—and a space for first-hand inquiry, the course will supplement discussion with immersion in Sydney's immigrant neighborhoods and vibrant cultural scenes.

CCEA-UH 1069

**Cultural Appropriation**

*Typically offered: spring*

*Crosslisted with Heritage Studies; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

Virtually unknown outside of academic discourse until very recently, the term cultural appropriation has become a commonplace in social and popular media, as activists and public intellectuals have highlighted what they see as problematic uses (or abuses) of cultural symbols, artifacts, or expressive modes connected to marginalized groups. But what exactly is cultural appropriation, and under what circumstances can it be said to constitute a form of exploitation or violence? This course approaches these questions both philosophically and empirically, asking, on the one hand: What is culture, and how can it be "owned" or "stolen"? and on the other: How have practices of adopting or using culture been implicated in processes of social subjugation or marginalization? Course readings are drawn from a range of disciplines across the humanities and social sciences, including cultural anthropology, art theory, music studies, and philosophy. By engaging with a rich corpus of ideas through in-class discussions, oral presentations, and written reflections, students will develop critical perspectives on cultural appropriation as well as the broader concepts of culture, race, and ethnicity.

CCEA-UH 1071J

**Imagining the Renaissance City**

*Typically offered: January*

*Crosslisted with Art and Art History; Urbanization*

Northern and central Italy's bustling towns inspired many of today's modern cities. This course examines three such cases. Florence was a powerhouse of culture and industry, Siena the Wall Street of Europe (with skyline to match), and Pisa, king of the Mediterranean before being overtaken by Florence in the 15th century. Students will get to know what made these cities tick, how they jostled for power in Tuscany, and why their innovations have been so enduring. Our access to these Renaissance cities is largely through art: their buildings, their paintings, and the words in which they were represented, reconfigured, condemned. Thus the seminar explores the way that both contemporaries and moderns imagined those cities, in words, images, and sounds. What kinds of stories did urban Renaissance men and women tell about their communities, the threats they faced from within and without, their hopes and aspirations, their fears as to what life would be like should their cities cease to exist? Dante, St. Catherine of Siena, the painter Ambrogio Lorenzetti, Italo Calvino and others will guide students' explorations of some of the most mysterious and fascinating cities in the world.

CCEA-UH 1072

**Discovery and Recognition in Narrative, Film, and Drama**

*Typically offered: spring*

*Crosslisted with Arab Crossroads Studies; Core: Pathways of World Literature; Literature and Creative Writing*

Across all cultures, stories are fashioned to withhold information at first, holding our attention through suspense. They then produce disclosures at crucial moments of denouement. For Aristotle, this dynamic movement from ignorance to knowledge is essential, especially when it takes the form of the discovery—or recognition—of previously unknown identity. Tracing an arc from the ancient world to the present day, students study how the epistemology of modern storytelling across cultures disturbs the familiar patterns of clear and comforting revelation associated with classic genres. Readings include Aristotle's Poetics; Oedipus Rex; the Odyssey; the Old Testament; the Gospels of Mark and John; the Qur'an; the Arabian Nights; Shakespeare's King Lear; Naguib Mafouz; and films from the 1940s to the present.

CCEA-UH 1074

**Interracial Literature**

*Typically offered: spring*

*Crosslisted with 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 non-fiction, as well as some films and examples from the visual arts. Topics for discussion range from interracial genealogies to racial “passing,” from representations of racial difference to alternative plot resolutions, and from religious and political to legal and scientific contexts for the changing understanding of “race.” Focus is on the European and American traditions, and students are encouraged to supplement course discussions by introducing other literatures as appropriate.

CCEA-UH 1075

### **Life Underground**

*Typically offered: summer*

*Crosslisted with 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 “the 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 change what happens above. Readings from a variety of cultures will consider the relationship between the avant-garde and the mainstream, the power of language to shape cultural understanding, and the sometimes dangerous allure of worlds we cannot see. Course materials will include literature, movies, and visual art.

CCEA-UH 1076

### **Gender and the Future of Normal**

*Typically offered: fall*

*Crosslisted with Literature and Creative Writing; Theater*

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

CCEA-UH 1077X

### **Islamism, Islamophobia, and Muslim Popular Culture**

*Typically offered: spring*

*Crosslisted with Arab Crossroads Studies*

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

CCEA-UH 1078X

### **Representing the Middle East: Issues in the Politics of Culture**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies;*

*Film and New Media*

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



CCEA-UH 1079J

**Art, Education and Barbarism in Berlin**

*Typically offered: January*

*Crosslisted with Art and Art History; Education*

On May 10, 1933, students from the University of Berlin piled books from the State library onto carts, dumped them next to the Opera House, and 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 “Dichter und Denker”—home to artists and philosophers such as Goethe, Kant, Beethoven, and Hegel—come to commit the most barbarous crimes in human history? This central question will be examined by reading not only Hitler’s *Mein Kampf*, but also key works by Schiller, Goethe and Wagner that inspired the German cultural nationalism of the late 19th and 20th centuries. At the same time, we will explore through the writings of Kant, Moses Mendelssohn and Lessing the Enlightenment tradition in Germany which, though it proved too weak in 1933, laid the groundwork for today’s liberal democratic Federal Republic. Relevant site visits include Frederick the Great’s palace Sans Souci, the Old National Gallery on Museum Island and the Topography of Terror exhibition at the former Gestapo headquarters.

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

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 think about what 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 as a species. What can analysis of food teach 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 1081

**Sense and Senses**

*Typically offered: fall*

*Crosslisted with Anthropology; New Core:*

*Structures of Thought and Society; Previous Core: Structures of Thought and Society*

What does it mean to study the senses? One way to approach this is to recognize, as anthropologists do, that sensory perception, which is experienced by the individual as a physical and biological capacity to engage with the world around us, is also always a cultural act. This class explores how gender, sexuality, ethnicity and class are embodied in sensory perceptions and everyday social interactions. Students will examine how our physiological capacities are engaged and reproduced in social, economic and political relations of power which are the outcome of complex historical trajectories. Discussions include a broad range of scholarly debates on the senses and sensory perception drawn from the anthropology of the senses, human geography, cultural history, film, museum studies, impairment and disability studies, literature, and art. The class will focus in particular on how corporeal practices involving food, art, music and movement are perceived, mediated and expressed through the senses.

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 foundational, modern, and contemporary versions of migration experiences. Readings include scripture, epic and lyric poetry, epigrams and aphorisms, autobiography, reportage, documentary photography and film as well as fiction and examples of creative work in photography, film, and the visual arts. How has the process of migration been imagined and how have migrants and migration been represented in literature and visual arts, whether produced by migrants themselves or by others? What are the commonplaces (topoi) associated with migration, from fearing to yearning to be elsewhere and from nostalgia for the home (nostos) to making a home elsewhere? How has the emergence of migration literature (at times located between countries and languages) affected both national literary histories and notions of world literature? Works and even words (including the term “migration”) have also migrated, and so the course will pay some attention to “wanderwords” and to translation as an intrinsic part of the cultural history of migration.

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 define ourselves, 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 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 documentation and visual expression? In order to explore such fundamental questions, this course focuses on artistic developments during the Weimar period (1918–1933), when Berlin became a vibrant cultural center after World War I. As the emergence of German film provided new aesthetic principles of artistic production and reception, traditional art forms such as literature, theatre, painting, photography, and music were reframed by a new “cinematic imagination.” Engaging with the work of cultural theorists who first witnessed the impact of film, photography, radio, and gramophone, the course also explores recent interdisciplinary scholarship in media studies to understand how new technologies shape social and political concerns. A hands-on film project allows students to explore Abu Dhabi’s urban cityscapes to create a remake of Walter Ruttmann’s 1927 film *Berlin: Symphony of a City*. How can this reflection on modernity and modernization in 1920s Berlin help us understand the cinematic imagination’s mediation of urban spaces today?

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 animals.” What does he mean by this? And is the urge and incentive to confess restricted to the West, as Foucault would have it? The word “become” implies that confession has not always occupied 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. Particular emphasis will be set on considering: the “secularization” of Christian confessional 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*

Students in this course study representations of selves—their own, others’, collectives, and non-selves—in literature, art, and music. Examples come from around the world; mostly contemporary and Modern but we won’t ignore ancient and pre-Modern. A kernel-question guides our investigations: can selves/not-selves be known in artistic expressions, and if so, how and why? Autobiography, self-portraiture, and self-referential music and films will be primary texts, classified into four different voices: confession, accusation, aggregation, and nomothetic. Expect to read works by Whitman, Kincaid, Woolf, Gandhi, Borges, Xun, and Stein. Examples of portrait artists to be studied include Rembrandt, Leyster, van Gogh, Kahlo, and Warhol. Filmmakers who practice self-representation will include Deren, Anger, Riggs, and Varda. Music by Beyoncé, Ono/Lennon, Ali-Khan, and Marvi will be studied.

CCEA-UH 1089J

### **Gardens of Eden**

*Typically offered: spring*

*Crosslisted with Art and Art History*

The garden is one of the oldest modes of human intervention in the environment, but what has made it such a productive and enduring symbol and practice? 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 where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational idea in Judaic, Christian, and Islamic theology, the Garden of Eden spawned a history of interpretation that helped differentiate these religions. The history of Eden in the art of the Peoples of the Book is closely entwined with that of garden design, and this seminar examines both. The course introduces fundamental methods of art history as students examine gardens in ancient Mesopotamia, Medieval Christianity, Arabian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. Field trips,

once public health regulations allow, include outings to gardens and collections in the United Arab Emirates, and the seminar concludes with a collaborative garden design project in Abu Dhabi.

CCEA-UH 1090

### **Un/Making History**

*Typically offered: spring*

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

“There is that great proverb,” the Nigerian writer Chinua Achebe once said, “that until the lions have their own historians, the history of the hunt will always glorify the hunter.” Is history inevitably written by the winners? Who decides which stories are told and heard, or how they shape collective memory? Can artists effectively act as historians, with the agency to shape counter narratives?

This course explores contemporary art that draws on documentary and archival material—the stuff of “history”—to create performance, films and installations that tell stories otherwise lost, forgotten, suppressed or displaced. Special attention is paid to how these stories may participate in the process of decolonization, shape understandings of postwar realities, and generate debates in the global art world and society at large. Through artist and curator talks, screenings and virtual exhibition visits, students engage with the work of artists from Japan, South Asia, and Southeast Asia who explore the mechanisms of postcolonial history at the intersection of fiction and nonfiction, poetry, and testimony. Texts include work by Spivak, Hobsbawm, Césaire, Butalia, Chakrabarty, and Prashad.

CCEA-UH 1091

### **Narrating Migration**

*Typically offered: fall*

*Crosslisted with Film and New Media; New Core: Structures of Thought and Society*

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.

CCEA-UH 1092

### **Reaching for the Stars**

*Typically offered: fall*

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

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

CCEA-UH 1093

### **Attention**

*Typically offered: spring*

How does art capture, hold, and train our attention? How have artists, thinkers, spiritual masters, philosophers, and scientists understood attention across time and cultures? Today, attention and attention disorders have captured scientific and popular thought. Turning their “attention to attention” like never before, scientists identify a variety of attentional capacities and modes as well as a contemporary addiction to “narrow-focus attention.” Predating modern science, literature and the visual arts excelled at describing human attention and complexly engaging it. This course plumbs the rich offerings of many traditions, including writing by Bibhutibhushan Bandyopadhyay, Buddhaghosa, Epictetus, Josef Czapski, Zora Neale Hurston, Kobayashi Issa, Nazik al-Malai’ka, Hisham Matar, Marcel Proust, Wislawa Szymborska, Virginia Woolf, Lu Xun, and films by the Lumiere Brothers, Dziga Vertov, Satyajit Ray, Isaac Julien, and others. These will be paired with readings from cognitive studies, psychology, philosophy, and disability studies, to help bridge the art/science divide and offer a more multifaceted understanding.

CCEA-UH 1094X

### **Orientalisms**

*Typically offered: spring*

How did the familiar, powerful, and problematic narratives of civilizations emerge that pit the “East” against the “West”? What are their consequences? Where and how have they been resisted? The course will analyze texts, events, images, and places that were influential in shaping these representations of the Orient/East, as well as key efforts, including

Edward Said's, to outline the political consequences of such narratives. How was the Orient first encountered, written about, and even "produced" by European adventurers, travelers, and artists who "discovered" and "described" the people and places of the "East" in the 18th and 19th centuries? How did the travel writings, paintings, photographs, monuments, and museums that resulted both narrate the Other and simultaneously construct the "West" as well? Carefully considering Said's important theorization of Orientalism and a range of responses to it, the course will extend the applicability of these concepts to regions beyond the Middle East, especially South Asia, Southeast Asia, and East Asia, and will also consider such topics as gender, ethnography, aesthetics, and the shaping of post-colonial identities.

CCEA-UH 1095X

**Arabia Felix, the Imagined Land of 'Happiness'**

*Offered occasionally*

*Crosslisted with Arab Crossroads Studies;*

*Peace Studies*

*Pre-1800*

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

ANTH-UH 2113

**Memoir and Ethnography: Understanding Culture Through First-Person Narrative**

*Crosslisted with Anthropology; Core: Arts, Design and Technology; Literature and Creative Writing;*

*Social Research and Public Policy*

ANTH-UH 2114X

**Listening to Islam**

*Crosslisted with Anthropology; Arab Crossroads Studies; Music; Theater*

CADT-UH 1012

**Laughter**

*Crosslisted with Core: Arts, Design and Technology; Core: Pathways of World Literature; Theater*

CADT-UH 1026

**Human Value**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CSTS-UH 1026J

**Children 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 1506

**Today We Wrote Nothing**

*Crosslisted with Arab Crossroads Studies; Core: Arts, Design and Technology; Film and New Media; Literature and Creative Writing*

LITCW-UH 2315X

**Postcolonial Turn**

*Crosslisted with Core: Pathways of World Literature; Film and New Media; History; Literature and Creative Writing*

MUSIC-UH 1761

**Opera: Mortal Encounters-Immortal Songs**

*Crosslisted with 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 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 Core: Experimental Discovery in the Natural World*

What's out there? For centuries, curious astronomers peered up into the night sky and saw stars, planets, and the occasional comet. Nowadays, astronomers have a suite of tools at their disposal to observe objects in space and help to answer the fundamental questions about the intricate workings of the Universe. 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 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 and the data have been 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 data used for “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 1004E

#### **Microbes**

*Crosslisted with 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 atmospheric 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.

### CDAD-UH 1005EJQ

#### **Forensic Science (Guilty or Not Guilty?)**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World*

“Every contact leaves a trace.” This phrase, coined by the pioneer of forensic science Edmond Locard, is the starting point of all forensic investigations. Scientific measurements are used to discover traces left at the crime scene and connect them to a person, object, or place. But what is it about science that allows us to make these connections? And how are facts determined by scientific measurements different from those recorded during an interrogation? Does the word “fact” carry the same meaning

in the legal system as it does to you or to an experienced scientist? In this course, students explore these questions while analyzing samples left at a crime scene using biological, chemical, and physical laboratory techniques used in forensics. Exploring the underlying scientific principles and analyzing adjudicated cases, they discuss the capabilities and limitations of forensics, how it relates to the criminal justice system, and its impact on society.

CDAD-UH 1006EJQ

### **Coastal Urbanization and Environmental Change**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World; Environmental Studies; Urbanization*

Over 80% of the Australian population lives within 100 km of a coast and virtually all major Australian cities occur on coastlines. As a result, Australia's coastal environments have been substantially modified to suit human needs. This course uses the built and natural environments of Sydney, Australia's largest city, as a case study to examine the environmental and ecological implications of urban development in coastal areas worldwide. Using Sydney's terrestrial, marine, and built environments as a natural laboratory for field research, students collect environmental data throughout the city and use geographic information systems (GIS) to examine the spatial patterns of human impacts to Sydney's environment and to compare their results with patterns observed in other coastal cities.

CDAD-UH 1007EQ

### **The Mind**

*Typically offered: fall, spring*

*Crosslisted with 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 demanding but stimulating questions about thought, memory, and behavior. Readings and discussions will review the historical and scientific developments that led to contemporary understandings of the mind and the challenges and answers that these views pose to our common-sense understanding of, for instance, the unconscious mind, the irrational mind, and the subjective nature of memories.

CDAD-UH 1008EQ

### **Seven Wonders of the Invisible World**

*Typically offered: fall*

*Crosslisted with Core: Experimental Discovery in the Natural World*

"In the year of 1657 I discovered very small living creatures in rain water." This quote is attributed to Anton van Leeuwenhoek, a Dutch merchant whose skillful use of glass lenses allowed him to

peer into a world of microorganisms that would otherwise be invisible to the naked eye. His careful observations gave way to advances in microscopy that have allowed scientists to observe detailed structures of plants, viruses invading cells, intricate crystal lattices, and the seemingly chaotic motion of small particles. In this course, microscopy is explored, first by examining the fundamental optical systems used to magnify objects, and eventually by using sophisticated microscopes to make observations. We explore seven wonders of the invisible world—natural animate and inanimate phenomena that include micro-animals, plant and animal cells, bacteria and viruses, fungi, proteins, and naturally occurring crystals.

CDAD-UH 1009EJQ

### **Behavior**

*Typically offered: January*

*Crosslisted with 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? And can behavior be changed? 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 how being 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 1010EQ

### **Diversity**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World*

This course will investigate two fundamental concepts: Identity ("Who am I?") and Diversity ("How am I different from other human beings?"). 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 will explore the difficulty encountered by scientists in inferring processes from observations and experiments. Students will have the option to collect and analyze genetic data from their own genome.

CDAD-UH 1011EQ

### **Observing the Universe**

*Typically offered: spring*

*Crosslisted with 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 began to become independent of an individual observer's eyes. In this class, students will explore the historical development of our understanding of 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 other types of radiation, since even our deepest space probes have only barely left the solar system. This course will entail several observations at night.

CDAD-UH 1012

### **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 1013EJ

### **Stem Cells: Immortality and Regeneration**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World*

Stem cell biology and gene-editing techniques are two technologies that when combined are transforming medical care. They are undoubtedly an integral component of future treatments. At the same time, these technologies raise novel ethical issues challenging the definition of what 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 concerns when using stem cells in combination with gene editing technologies? These questions are key to understand stem cell—and gene editing-based therapies, their practical applications, and their safety and ethical considerations. We will read and discuss the literature describing milestones in stem cell research and genome editing and gain practical training in growing and differentiating embryonic stem cells. We will also review the ethical and political issues regarding the use of stem cells.

CDAD-UH 1014EJ

### **Social Chameleons**

*Typically offered: January*

*Crosslisted with 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 learn about the reasons why we identify with groups, how groups shape our perceptions and behavior, and how we can influence the groups we belong to. This inter-disciplinary course will examine the role of groups in human life, drawing insights from organizational behavior, political science, sociology, psychology, neuroscience, and evolutionary biology. In addition to engaging with readings, demonstrations, and discussion, students will have the opportunity to get their hands dirty with real research, designing and conducting studies on group processes in the classroom and the field. These activities will go beyond the typical classroom experience and allow students to make connections to real world issues, such as conformity, diversity, and intergroup conflict.

CDAD-UH 1015J

### **Music and the Mind**

*Typically offered: January*

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Music*

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 explore these attributes by 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 theory and musicology; perception and cognition; neuroscience; and computational modeling. In particular, we will explore how commonalities and differences of musicianship across cultures could

surface those aspects of musical understanding that are innate and which are culturally conditioned. Students will learn basic audio analysis and processing techniques to design and conduct experiments on the perception and cognition of music across cultures, leading to the automated production of playlists with specified qualities from their own or publicly available music collections.

CDAD-UH 1016EQ

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

*Typically offered: spring*

*Crosslisted with Core: Experimental Discovery in the Natural World; Environmental Studies; Urbanization*

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

CDAD-UH 1017EQ

### **Symmetry**

*Typically offered: spring*

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

CDAD-UH 1018Q

### **Writing with Numbers (And How to Read Them)**

*Typically offered: spring*

*Crosslisted with Core: Experimental Discovery in the Natural World*

Arguments containing numerical or statistical claims are omnipresent in daily life. How should we evaluate such evidence? Are they believable, or just “fake news”? How are statistics constructed, and what do they mean? Importantly, how should we 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 and visual presentations of data analyses. They will learn how to write with numbers, as well as become familiar with the tools necessary to build datasets and analyze them. Readings and datasets will draw from a wide variety of historical periods and cultural contexts.

CDAD-UH 1019Q

### **Heat and the Universe**

*Typically offered: January*

*Crosslisted with 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 in our natural world. In the physical world, course topics will encompass the cooling of the Universe in its early minutes as well as the dramatic expansion in the first seconds after the Big Bang and the role that temperature fluctuations have played in the Earth's history. In the animal world, the course covers the surprising discovery of heat-loving bacteria and the techniques mammals, including humans, have adopted for temperature regulation. Readings will include materials from various scientific realms such as cosmology, biology, and geology.

CDAD-UH 1020EQ

### **Challenges in Global Health**

*Typically offered: January*

*Crosslisted with New Core: Structures 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 challenges in the WASH sector. Case studies will center on East Africa from the perspective of applied medical anthropology. Using data from an active WASH program in Nepal, students will work in teams on basic data manipulation, analysis, and visualization and will travel to Nepal, to witness WASH challenges first-hand, and to present findings to a group of project planners, NGO staff, and other stakeholders interested in project evaluation. These data-analysis skills and the



perspective of social and cultural issues that impact global health provide the basis for categorizing the course as Data and Discovery and Structures of Thought and Society Core Course. It also counts as a regular elective under the SRPP curriculum, and as an Institutions and Public Policy elective (under the new SRPP curriculum).

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

CDAD-UH 1021EJ

### **Neural Basis of the World's Languages**

*Typically offered: January*

*Crosslisted with 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; data from pre-surgical brain mapping have 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 patients 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 students' own language backgrounds) and will run tests on at least one healthy participant whose brain activity is recorded with magnetoencephalography (MEG). Students will thus gain a hands-on experience collecting, analyzing, and presenting brain data at the Neuroscience of Language Lab at NYUAD. Knowledge of languages other than English, especially Arabic, is a plus.

CDAD-UH 1022JQ

### **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 maintain societal progress while living healthily 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 involving people, industries, ecosystems, and governments. Topics include the use of energy, water, and other resources, emissions, climate change, and human and ecological health impacts. We review the economic implications of pathways to a sustainable future. In all our discussions, societal impacts such as equity and justice are considered, and discovery of data needs and analysis are explored. After taking this course, students will understand

the current state of sustainable development and become equipped with knowledge frameworks, methods, tools, and data analysis skills in order to ask as well as answer important questions in their professional careers and everyday life.

CDAD-UH 1024Q

### **Reading Like a Computer**

*Typically offered: spring*

*Crosslisted with Interactive Media*

How do computers "read" text, and how can computer-assisted analysis of texts give us new access to information about ourselves and the cultural legacies we have inherited? This course explores quantitative methods for discovering and analyzing diverse texts of the human record. It also offers a glimpse into possible futures of reading. Students will both discuss, and put into practice, forms of computer-assisted textual analysis that have revolutionized research in humanities and social science fields in recent years. They will also take a critical look at the "ubiquitous analytics" and the "ubiquitous virtuality" of everyday life. By engaging with the idea of data in the humanities, the course encourages students to reconsider our common-place assumptions about how reading works. Course materials, discussions, and classroom exercises will push students to examine how basic ideas about a text such as author, subject, setting, character or even style might look different when a non-human is involved in the interpretation. The course assumes no prior computer or coding skills, but a willingness to explore new technologies is essential for success.

CDAD-UH 1025Q

### **Numeracy**

*Typically offered: summer*

A lack of facility with words suggests illiteracy. A lack of facility with numbers suggests innumeracy. Daily life brings constant encounters with arguments made using words and numbers. This course examines the construction and use of numerical arguments. How are statistics constructed? How are they used to lie? How are they used to tell the truth? What relationships might exist between data, analysis, and societal inequities? The course concludes with the notion that just like words, numbers and statistics without a clearly specified structure may be dangerous when used to advance social, political, and economic arguments. How might numeracy better equip us to navigate such a world?

CDAD-UH 1026EJ

### **Water, Energy, Food Nexus**

*Typically offered: January*

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

Billions of people on earth lack adequate access to water, food, and energy. What might be gained by recognizing the interdependencies that exist between these resources? It is well known that

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

CDAD-UH 1027E

**5000 Years of Notable Lives:  
Measuring Influence across Cultures**

*Typically offered: fall*

*Crosslisted with Core: Experimental Discovery in the Natural World*

In the world of Big Data, information is everywhere; for example, Wikipedia biographies collect information for millions of individuals, translated into more than 200 languages for the most famous. The information is, however, not easily accessible for a quantitative analysis. The class will collect and analyze Wikipedia biographical information of one million biographies from 3000 BCE to now, with data scraping tools and text recognition techniques. It will extend the database (currently 1.9 million pages just in European languages) to terra incognita: based on students' skills, editions in Arabic, Chinese, Japanese, Persian, Russian, Polish, Dutch, Magyar, Turkish, Ukrainian, etc. will be added to the current stock of knowledge. Students will learn tools to scrape the internet and collect information (Python); to transform text into a proper database; to check and minimize errors; to analyze the reciprocal causation relations between the concentration of scientists, artists, politicians on the one hand, and the economic and political expansion of large cities on the other, using basic econometric techniques.

CDAD-UH 1030E

**Better Living through Chemistry**

*Typically offered: fall*

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

"Better living through chemistry" is a riff on an advertising slogan that DuPont used from the 1930s to the early 1980s that has been used to promote the use of science to better our everyday lives and as a cynical criticism of the use of chemicals. Viewed either way, it unequivocally highlights the

fact that chemistry plays an enormous role in life on earth, and knowledge of chemistry is essential for addressing many societal issues, such as climate change, clean water, air pollution, healthcare, food production and safety, recycling, energy generation and storage, and sustainability. This course explores the connections between chemistry and society, weaving the science together with major global societal issues and how data, evidence-based thinking, and the scientific method can be used to address the world's most pressing problems.

CDAD-UH 1032

**Stability**

*Typically offered: spring*

What makes a system stable or unstable? How does a lack of stability translate into chaos or turbulence? Every new device, experiment, or idea, requires a check for system stability. Important in science, engineering, politics, economics, and daily life, understanding stability enables predictability and control. In the late nineteenth century, philosophers, physicists, and mechanical engineers laid the foundations of hydrodynamic stability, the field which analyses the stability and onset of instability of fluid flows. How have these breakthroughs helped us to determine whether a given flow is stable or unstable, or to describe how possible instabilities can cause turbulence? And how might insights drawn from such fields offer insight into other areas of our lives, from monetary or political systems to bridges to interpersonal relationships?

CDAD-UH 1033EQ

**Data and Human Space**

*Typically offered: fall*

*Crosslisted with Heritage Studies*

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

CDAD-UH 1034Q

### **Numbers, Models, and Chaos**

*Typically offered: spring*

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

CDAD-UH 1035J

### **Human Prehistory: A Unified Approach**

*Typically offered: January*

*Crosslisted with Anthropology*

Recent advances in genetics have led to a new understanding of the history of our species, but the genetic data only make sense in the context of other fields of study. Paleoanthropology, archaeology, linguistics and climatology all contribute to our understanding of how our species evolved and spread around the world. This course will start at the beginning, with the very earliest evidence of our species in the fossil record in Africa and Asia. We will quickly move into the great migrations that led to the settlement of the world over the past 100,000 years. Finally, we will learn how studies of ancient DNA are leading to a revolutionary new understanding of events in the past 10,000 years, including the ethnogenesis of most modern human groups.

CDAD-UH 1036EJQ

### **Community-Driven Development (CDD)**

*Typically offered: January*

*Crosslisted with Social Research and Public Policy*

Einstein once said, "I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones." The answer to part one of his statement is here: World War III will likely be a cyber war. Election hacking, power grid cyberattacks, troll farms, fake news, ransomware, and other terms have entered our daily vocabularies and are here to stay. This course aims to introduce

students to the cyberwarfare landscape: the actors, capabilities, techniques, impacts, legal and geopolitical issues, and defense systems it necessitates. How has the threat of cyber war transformed our definitions of privacy and security, on individual, national, and international planes? We will dive in with specific case studies, such as power grid cyberattacks, and we will perform cyber tabletop exercises. The first half of the course establishes the technical foundations needed for understanding cyberspace; the second half approaches the problem from different angles, attempting to understand the repercussions of technological, legislative, and political changes.

CDAD-UH 1037

### **Cyberwarfare**

*Typically offered: spring*

*Crosslisted with Core: Arts, Design and Technology; Peace Studies*

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

CDAD-UH 1038EJ

### **Evolution of Human Genomic Variation**

*Typically offered: January*

*Crosslisted with Core: Experimental Discovery in the Natural World*

Genetic and genomic data (and increasingly epigenetic and epigenomic data) are providing important insights into human evolutionary history. Human evolutionary genetics/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, epigenetic, 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 perspectives of human biology and bioinformatics. Weekly laboratory and discussion-intensive sessions, local field trips, and video assessments are designed to provide students with hands-on exposures 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 1039EQ

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

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 promise objective decision-making or threaten to reproduce human biases? This course approaches such questions by examining artificial decision-making systems (ADMS), which are now used in a range of settings, from predicting consumer behavior or diagnosing diseases to managing self-driving cars. Students will explore the psychological and neural bases of decision-making as well as the ethics and social and political consequences of our turn to AI as an alternative. The most advanced ADMS employ complex machine-learning to deduce decision rules from vast data sets. They improve themselves by learning from their past decisions (correct or incorrect). However, the data sets used

to train ADMS are human generated and hence may reproduce biases and problems. For a deeper understanding of the topic, students will consider the potential use of ADMS in the legal domain, where currently only human beings make decisions, but where changes might loom in the near future.

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 takes an interdisciplinary 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 essential is invisible to the eye. This statement, extracted from Antoine de Saint Exupery's *The Little Prince*, conveys the *fil rouge* for this course. Without entering the different possible implications surmised by the line's original context—"it is only with the heart that one can see rightly, what is essential is invisible to the eye"—the course will restrict its focus to chemical structures and physical matter. How are observable features of substances and materials linked, often directly, to their chemical and physical properties? And how do 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.

CDAD-UH 1043EQ

**Data and Society**

*Typically offered: fall*

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

CDAD-UH 1044Q

**Human-Centered Data Science**

*Typically offered: spring*

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

CDAD-UH 1045EQ

**Science of Food & Cooking**

*Offered occasionally*

What is the real shape of your food? How do you define cooking on a molecular sense? Are all calories the same? Is industrial food really as diverse as it seems? The ever-rising wave of general interest in food has helped to knock down the barriers of science and cooking, where science found its way into house-kitchen and cooking into laboratories and industrial plants in the past three decades. This course attempts to integrate some of the broad questions, as the ones given above, by taking food

as a molecular architecture and its preparation as a hypothesis-driven scientific event. The answers to these questions would touch upon matters of health, nutrition, environment and ethics of eating. The laboratory sessions would complement the in-class topics by providing hands-on activities on elucidating the science of cooking, preparation of chemical cuisines and quantitative/qualitative analysis of food components in commercial food and drinks.

CDAD-UH 1046Q

**Infectious Diseases:  
Preventing and Stopping Epidemics**

*Typically offered: spring*

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

CDAD-UH 1047Q

**Global Populations**

*Typically offered: spring*

*Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy*  
How many people will there be on earth in ten years or at the end of the century? How long will they live? How many children will they have? How will the growth and composition of human populations affect well-being? This course will unpack the data sources, theories and mathematical models that population scientists use to provide tentative answers to these questions. Students will investigate how fertility, migration and mortality have evolved over time, and how knowledge of these components of demographic change helps “project” the future of human populations. Through case studies, debates and hands-on exercises, students will explore how population dynamics inform some of the most pressing societal debates, from the reform of welfare

systems, to poverty alleviation and environmental change. They will also learn to identify sources of errors in these projections and to quantify how uncertain we are about future demographic trends. The course will draw on literature from a wide array of disciplines including demography, data science, ecology, sociology, economics and anthropology. Working in small teams, students will learn to develop, program, and present their own projection.

CDAD-UH 1048Q

### **Microbial Self: Microbes and Identity**

*Typically offered: spring*

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

CDAD-UH 1049EQ

### **Random Walks in Science**

*Typically offered: spring*

This course aims to address the question of randomness around us. Students will delve into the science of random processes and seek answers to the following questions: How can we study the outcome of something that is random in nature? Can we use “random walks”—a term for processes in which there are no observable patterns or trends—to bypass mathematical challenges or to understand complex processes happening in our daily lives? Are there any governing rules that help us to predict the outcome of random things? How can randomness lead to non-random outcomes? Can we harvest randomness to gain order? Can randomness be classified or characterized? Giving examples from natural and social sciences, mathematics, engineering as well as computer science, the course launches an interdisciplinary survey into the world of Stochastic processes and considers ways in which randomness is shaping our daily lives.

CDAD-UH 1050EQ

### **Modeling Pandemics and Other Environmental Disturbances**

*Typically offered: spring*

*Crosslisted with Environmental Studies*

Pandemics share much in common with other disturbances in human-environmental systems—tipping points and non-linearities that make behavior counter-intuitive and hard to predict.

Some processes change quickly or are very local; others shift slowly and reshape entire regions or nations. This mix of scales and connections affords the opportunity to ask (via models) a range of questions about people, their interactions, and their relationships with the environment. However, models must always be used with caution. They are built to answer particular questions and represent a set of assumptions about how a system behaves. Understanding how those assumptions shape and limit the range of inferences that can be made is critical for any model output to be treated as knowledge. Applying models critically across a wide range of problems, students will ask when we should (or shouldn't) model, and what our models can and can't tell us. No coding experience is necessary, but students should expect to make use of algebra and basic statistics.

CADT-UH 1013EQ

### **Language of Computers**

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

CSTS-UH 1002J

### **State and Fate of Earth**

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

CSTS-UH 1005Q

### **About Mathematics**

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

CSTS-UH 1021EQ

### **Boundaries**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1050Q

### **Uncertainty in Science**

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

SRPP-UH 2410Q

### **Gender and Society**

*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**

Structures of Thought and Society courses allow students to examine past, current, and potential future global frameworks for thinking, social organization, and behavior. Numerous Structures of Thought and Society courses are offered every semester. The courses specified below are offered periodically, typically each year in the semester indicated.

CSTS-UH 1001

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

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History*

At the beginning of the 20th century, a scientific revolution started that was destined to change radically the way we think about the physical world. Einstein's theory of relativity completely altered 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 advent 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 Core: Data and Discovery; Core:*

*Science, Society and History; Environmental Studies*

What is the current state of the Earth in terms of human well-being and human impact on 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 lifestyle will be approximately equal to that of many developed nations today. Will this projected state of the world be possible, given the environmental issues above? Investigating this topic in Sydney gives us perspective from a developed nation 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 nations, other developed regions, and the world, in order to look at how conditions and solutions in Australia might be generally applicable to shared challenges.

CSTS-UH 1003Q

**What Is a Number?**

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History*

Numbers pervade our lives, so it may seem self-evident what they are. But like languages, technologies or ideologies, numbers have a history, and understanding of them has changed over time and also been surprisingly controversial. Zero was discovered and accepted as a number 1500 years ago; it was considered a dangerous idea in some civilizations. The existence of infinity was fiercely debated by philosophers as well as

mathematicians. Understanding numbers requires insights from the liberal arts of the ancient quadrivium (arithmetic, music, geometry, and astronomy) considered in their unity through their relationships with numbers. Pythagoras, Plato, Al-Kindi, Kepler, Turing, Mandelbrot and others have thought about concepts of measure, order, chaos, harmony, unity, diversity and universality. Reading these authors will help us understand why even today's science has no definitive answer to the apparently simple question about its faithful servants: what is a number?

CSTS-UH 1004J

**Science in Flux: The Galilean Revolution**

*Typically offered: January*

*Crosslisted with 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 data itself, such as broader conceptual and religious considerations? And are these "extra-empirical" considerations legitimate constraints on scientific inquiry? This course will examine these big 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 look at the many 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.

CSTS-UH 1005Q

**About Mathematics**

*Typically offered: spring*

*Crosslisted with Core: Data and Discovery;*

*Core: Science, Society and History*

Mathematics takes its problems from the real world and puts order into chaos. It sometimes strongly challenges common sense and produces extraordinary dreams of human history. The course concerns questions and concepts from various areas in mathematics, in particular number theory: the "alarm clock numbers" and some of their applications (for example to music); irrational numbers and their intimate links with art and geometry as well as the scandal raised by their discovery in ancient Greece; the Golden Ratio with its surprising mathematical properties, its connections with biology through Fibonacci sequences and art history; prime numbers and their chaos, order and mystery; the fantastic number  $\pi$ , some of its properties, and messy and beautiful formulae to approach it; continued

fractions, the sum of two-squares theorem; the five (or three) Platonic solids from prehistory to modern times; some amazing paradoxes raised by probabilities; and Poincaré's finite-infinite universe. 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.

CSTS-UH 1006

### **Thinking**

*Typically offered: spring*

*Crosslisted with 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 of thinking is shaped by the computer revolution. The class will discuss the underpinnings of the main fields of Psychology (e.g. Behaviorism, Freudian, Cognitive), as well as to how thinking has been viewed in a broader historical and multicultural context. We will explore how thoughts on thinking have shaped our understanding of who we are and how our metaphors of thought have been inspired by technological developments and shaped by culture.

CSTS-UH 1007Q

### **Chance**

*Offered occasionally*

*Crosslisted with Core: Science, Society and History*

Chance is a common word whose meaning can vary, but which generally applies to situations involving a certain amount of unpredictability. We all spend a lot of time and effort to evaluate and possibly increase our chances of success, or to minimize certain risks. If philosophical discussions about chance and randomness can be traced back to antiquity, probabilistic and statistical concepts appeared more recently in mathematics. The ambition of the theory of chance has been to deal rationally with this elusive notion. Starting with gambling strategies, the theory now applies to the core of almost all scientific and technical fields, including statistical and quantum mechanics, chaotic dynamics, phylogenetics, sociology, economics, risk management, and quality control. We will provide a broad introduction, organized as a journey in the history of ideas. We will investigate key concepts (including independence, expectation, confidence intervals, or tests), consider their applications to specific fields of science, and illustrate them by computer experiments. Readings include excerpts from Lucretius, Pascal, Hume, Laplace, Peirce, and Hacking.

CSTS-UH 1008

### **Birth of Science**

*Typically offered: fall*

*Crosslisted with Ancient World Studies*

When was science invented or discovered? And is this issue still relevant to our interpretation and use of the scientific method? Because of the great wealth of scientific results obtained in the Hellenistic period of ancient Greece, the course will take up such questions starting from that period. We will analyze the works of Euclid and Archimedes and others in Mathematics, Physics, Astronomy, and Geography, with a particular focus on very modern, and maybe still undiscovered, contents. The achievements of Hellenistic science and the issues it raised will be compared with some of those appearing in other golden ages of science, such as ancient Babylonia, the Islamic Golden Age, the Renaissance, and our times. The course will not consist of a review of established facts, but rather the exploration of sometimes controversial interpretations.

CSTS-UH 1009

### **Theory of Everything**

*Typically offered: spring*

*Crosslisted with 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 theoretical physics and 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 theme in mathematics or a set of principles underlying all its branches? If so, would this set be complete? Consistent? Third, seeking a theory of everything in physics would unify all the forces of nature (electromagnetism, weak and strong nuclear forces, and gravity) via combining quantum theory and general relativity. Is this a reasonable or attainable quest? What would its consequences be? Fourth, are the above quests related? Are unifying themes in one aspect of nature (e.g. physics) expected to reflect similar themes in another (e.g. math)?

CSTS-UH 1010

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

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History;*

*Previous Core: Structures of Thought and Society*

For thousands of years humans have studied the skies to help them grow crops, navigate the seas, and earn favor from their gods. We still look to the stars today to answer fundamental questions:



How did the Universe begin? Will the Universe end, and if so, how? And what is our place in the Universe? Astronomy and Cosmology help us answer these questions. We have learned that our place in the Universe is not special: the Earth is not at the center of the Universe; the Sun is an ordinary star; and the Milky Way is an ordinary galaxy. Astronomers have even suggested that the Universe itself may not be unique. This course aims to understand the Universe from the Big Bang to its future.

CSTS-UH 1012

### **Wealth of Nations**

*Typically offered: spring*

*Crosslisted with Previous Core: Structures of Thought and Society*

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

CSTS-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, political participation, reproductive rights and healthcare, feminism 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.

CSTS-UH 1015

### **Legitimacy**

*Typically offered: fall*

*Crosslisted with Political Science; 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 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.

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

CSTS-UH 1017

### **Revolutions and Social Change**

*Typically offered: spring*

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

Why do revolutions occur in some places and times but not others? Why are some revolutions successful in taking state power, and why do most of them fail? When are successful revolutions able to dramatically transform the politics, economy and culture of a society? With these general questions in mind, we explore the history of different types of revolutions throughout the world. Drawing on several disciplines, using academic essays, films, novels, and poems to explore both the causes and the consequences of revolutions (the forcible overthrow and replacement of a government by the governed) from their inception in the 17th century until today. After discussing general theories of revolutions, the course turns to the early modern

democratic revolutions in England (1688) and France (1789), then turn to the Marxist-inspired revolutions in Russia (1917) and China (1949), anti-colonial revolutions in the United States (1776), Latin America (19th century), and Africa (mostly post-WWII), and conclude with the revolutions in Iran (1979) and North Africa and the Middle East known as “Arab Spring” (early 2010s).

CSTS-UH 1019J

### **Aristocrats**

*Typically offered: January*

*Crosslisted with Political Science; 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 fate vary when democracy was established? And how do these varying fortunes affect democratic politics? The course’s first half, in Abu Dhabi, will focus on conceptual and theoretical questions, comparing the UK, Zambia, Japan, the US, South Asia, and the Middle East. The course’s second half will include a field trip to India, where the aristocracy suffered a significant political decline, but was not wiped out, and has recently been reinventing itself. We will spend a week with members of how the old aristocracy, including those who are politically successful now and those who failed, and visit their constituencies to understand what their success and failure means for democratic representation.

CSTS-UH 1020J

### **Surveillance and Privacy**

*Typically offered: January*

*Crosslisted with Previous Core: Structures of Thought and Society*

This course examines the historical, sociological, cultural, and political significance of surveillance, with a particular focus on the relationship between surveillance and privacy. Drawing on a wide range of sources (including academic research, historical documents, literature, film, and social media), the course explores how developments in the practice and technologies of surveillance have shaped the ways in which we think about privacy, identity, and personal information over the last 3000 years. From the earliest use of spies and informers to contemporary techniques of identification and mass surveillance (such as census-taking, passports, and identify cards), students will explore key questions such as: (1) What is the relationship between surveillance and governance? (2) How has electronic surveillance changed the ways in which we think about individual identity and privacy? (3) Can we

balance a concern for individual freedom with the pursuit of security? The course will also focus on key historical debates about the appropriate limits of surveillance, including uses of information gathered from online behavior and social media.

CSTS-UH 1021EQ

### **Boundaries**

*Typically offered: spring*

*Crosslisted with Core: Data and Discovery;*

*Previous Core: Structures of Thought and Society*

How are boundaries created and what are their roles in society? This class will explore human, natural, and political boundaries as processes accompanying genetic, linguistic, religious, and cultural divergence. It will also investigate changing boundaries over time 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.

CSTS-UH 1022

### **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 development of trade, governance, and culture across borders. This course will analyze how these diverse intellectual traditions have contributed to internationalist thinking. Five major questions will structure the discussion:

1. What is the relationship of internationalism to national and imperial imaginations?
  2. Should internationalism be utopian, revolutionary, or reformist?
  3. How should equality and justice inform the construction of a multilateral world?
  4. What is the place of gender, race, and religion in the development of communities beyond nation-states?
  5. Can internationalist projects accommodate differences in cultures, affects, and aesthetics?
- Readings will include texts by Immanuel Kant, José Martí, W.E.B. DuBois, Okakura Kakuzo, Woodrow Wilson, Rabindranath Tagore, George Orwell, Kwame Nkrumah, Nancy Fraser, and Chimamanda Ngozi Adichie.

CSTS-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 one of history’s most radical and influential democracies, ancient Athens. After reading Thucydides’ complex account of democratic Athens at war, we will turn to ancient debates about democracy found in such authors as Aristophanes, Isocrates, Xenophon, Plato, and Aristotle. We then will compare these arguments to subsequent ones by Madison, Mill, Marx, Rawls, Dworkin, Przeworski, and Sen. The course concludes with a final week in Greece where we will recreate the intellectual dynamics of direct democracy in Athens using the Reacting to the Past game.

CSTS-UH 1024J

### **Sovereignty**

*Typically offered: January*

*Crosslisted with Previous Core: Structures of Thought and Society*

From Ancient Mesopotamia 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 closed quarter, “il geto,” 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 contemporary U.S. For if we are to understand today’s 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 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 it is that the ills and cruelties of forced segregation do not crush the spirit of a people? How can we explain the fact that from Venice to Krakow to Harlem, ghettoized people have often flourished before being blotted out by larger forces? How can we take account of the evil effects of ghettoization without losing sight of its benefits?

CSTS-UH 1026J

### **Children and Childhood: Medical, Historical, and Cultural Perspectives**

*Typically offered: January*

*Crosslisted with Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society*

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

CSTS-UH 1029J

### **Idea of the University**

*Typically offered: January*

*Crosslisted with Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society*

What makes a university? What is it for? Who is it for? Above all, who gets to decide? What are a university’s necessary components and what its desirable accoutrements? 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 and research? Is the university’s idea universally translatable, or may the university be transformed as it goes global? This course takes a longitudinal survey of the debates and controversies surrounding the university and its place in society. It will canvas ancient Athens and Alexandria; medieval Islamic colleges and European cathedral schools; Paris, Oxford, Bologna,

and student and faculty life at early universities; early modern scientific societies and confessional universities; nationalist and cosmopolitan agendas in the modern era. Students will furthermore examine how the university compares with classical Indian and Chinese educational schemes. The course concludes with a critical look at competing visions for the 21st-century university.

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 to better understand inequalities 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 Hard to Do Good?**

*Typically offered: fall*

*Crosslisted with Previous Core: Structures of Thought and Society*

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

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, educators, citizens, migrants/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 week-long trip to Athens offers 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 assume 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 classic theories of 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. NOTE: This course is open only to NYU Abu Dhabi students.

CSTS-UH 1034

### **Idea of the Cell**

*Typically offered: spring*

*Crosslisted with Core: Science, Society and History*

Proteins and organic compounds came together over three billion years ago to form the first cell. However, we have only been able to see cells for approximately 300 years through the microscope. In the early days of cellular imaging, the cell body was figuratively represented as buzzing cities or mythological realms. Today, the power of electron microscopy and animation reveal more details about the inner life of cells than ever before, and yet subjective and singular interpretations of the cell have persisted. This course explores cellular identity in the context of visual imagery and advances in visualization. Students express their own ideas of the cell by creating original short films.

CSTS-UH 1035

### **Trust, Risk and Deception in Cyberspace**

*Typically offered: spring*

*Crosslisted with Core: Science, Society and History*

Cyberspace plays an increasing role in our lives as society rapidly becomes structured around the 24/7 availability and trustworthiness of information. We already entrust cyberspace with our privacy, national security, physical safety, and digital identities. Maintaining an orderly, peaceful, safe, and

productive society will increasingly depend on maintaining trust in information systems. However, trust cannot be realized by technology alone. This course adopts the viewpoint that cyberspace is a social system that relies on important technical components. The course begins with a discussion of trust, risk, and deception as developed in the social sciences 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, cyberespionage, cyberwar, and cyberterrorism. No previous computer science or engineering knowledge required.

CSTS-UH 1036

### **Progress in Science**

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History*

Science is a social enterprise, although one traditionally thought to be grounded in facts and reason. Scientists collaborate with each other, undermine one another, 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 through the lens 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 historical 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*

*Crosslisted 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 by a return gift. Gift giving is therefore part of a complex structure of economic and social exchange. This course considers gift giving 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 the impacts of colonialism on 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*

*Crosslisted 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 to the present. It explores 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 spurred peace activism and the ideology of pacifism. To that end, students analyze literary, visual, and organizational representations of peace across national and cultural boundaries and the emergence of peace and conflict studies as an academic discipline. Readings include works by Laotse, Thucydides, St. Francis of Assisi, Immanuel Kant, Henry David Thoreau, Edna St. Vincent Millay, Mohandas Gandhi, Martin Luther King Jr., A.J. Muste, Johan Galtung, Alma Myrdal, and Petra Kelly, among others.

CSTS-UH 1039

### **Property**

*Typically offered: fall*

*Crosslisted with Previous Core: Structures of Thought and Society*

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

CSTS-UH 1040

**Slavery and Freedom in Comparative Perspective**

*Typically offered: spring*

*Crosslisted with Previous Core: Structures of Thought and Society*

This course examines slavery in historical and comparative perspective by focusing on Greek and Roman slavery, African and Islamic slavery, 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, more fundamental issues concerning freedom, personhood, 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 anomalous about the fact that an Aristotle or a Jefferson owned slaves.”

CSTS-UH 1041

**Ideology**

*Typically offered: spring, summer*

*Crosslisted 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., crusaderism/jihadism, liberalism, communism, fascism, religious nationalism, ethnic nationalism). In this intellectual journey, students read some of the great thinkers who have shaped the concept of ideology over time, including Robespierre, Burke, Jefferson, Marx, Lenin, Mosca, and Benedict Anderson. Next the course asks how to measure ideologies. Students are introduced to use quantitative tools for assessing ideologies from both individual-level surveys, voting behavior, and text (e.g., speeches and Twitter). The last part of the course examines how shifting ideologies beliefs have (or might have) consequences for a wide range of human phenomena, ranging from interpersonal interactions to elections and international conflict.

CSTS-UH 1043

**Great Divergence**

*Typically offered: spring*

*Crosslisted with Previous Core: Structures of Thought and Society*

In 1500 the economic, social, and political differences between Europe and Asia were small. By the twentieth century, the gaps were enormous. How can we explain this Great Divergence between Europe and Asia? The course will discuss the classical answers to this question given by Weber, Smith, Marx, and Malthus. Has modern research confirmed or contradicted their views? The roles of demography, politics, law, globalization, social structure, science, and technology will be discussed as well as the interconnections between them. The course aims to expose the methods that social scientists and historians use to answer grand questions of social evolution, so that the approaches can be compared, contrasted, and assessed.

CSTS-UH 1048

**Money**

*Typically offered: fall*

*Crosslisted with Previous Core: Structures of Thought and Society*

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

CSTS-UH 1049

**Concepts and Categories:**

**How We Structure the World**

*Typically offered: spring*

*Crosslisted with 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 effortless acts pose fundamental questions about our understanding of the self and the nature of the world. This course examines texts from history, literature, philosophy, and scientific sources to ask why we conceptualize the world in particular ways, whether any categories are fundamental, and

the degree to which concepts and categories are innate or learned. From the conceptual taxonomies proposed as fundamental from thinkers such as Aristotle and Kant, to the findings from psychology and neuroscience that inform us about our predilections for object concepts and social groups, students will reflect on what this knowledge can tell us about the forces that shape self and society.

CSTS-UH 1050Q

### **Uncertainty in Science**

*Typically offered: spring*

*Crosslisted with Core: Data and Discovery;*

*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, competing interpretations: scientists spend most of their time wrestling with these problems. Unfortunately, in popular culture, science is often presented as a series of proven facts. Uncertainty, if acknowledged, is portrayed as an argument between experts with opposing views. While science has resulted in some well-established facts, more commonly scientists have varying degrees of confidence in models and disagree about their significance. This class takes up the language of probability and statistics, explores how it became central to the scientific process, and examines how it is used by different scientific disciplines. Students will also explore how scientific uncertainty is often misrepresented to support particular political agendas or personal beliefs. Finally, they will discuss the limits of scientific knowledge, and how even when exact solutions to problems are not theoretically possible, humans can still put limits on our uncertainty.

CSTS-UH 1052X

### **History and the Environment: The Middle East**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies;*

*Environmental Studies; History; Previous Core:*

*Structures of Thought and Society*

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

scientists. Students will also have the opportunity to write short environmental histories based on field trips, interviews, and sojourns into the digital humanities in the final part of the course.

CSTS-UH 1053

### **Understanding Urbanization**

*Typically offered: fall*

*Crosslisted with Environmental Studies; Previous*

*Core: Structures of Thought and Society;*

*Social Research and Public Policy; Urbanization*

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

CSTS-UH 1054J

### **Green Mobility and Cities**

*Typically offered: January*

*Crosslisted with Economics; Environmental Studies;*

*Urbanization*

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

CSTS-UH 1055J

### **Is Liberalism Dead?**

*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 ideological struggles 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 constituted a shocking repudiation of liberal values. But those precepts have also been retreating across Europe, and in emerging democracies like Turkey and India. Hostility towards elites, 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 explore 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 will look at the thrilling advent of liberal democracy in eastern Europe after 1989 then turn to exploring the way globalization, free trade, immigration and the refugee crisis have dissolved this apparently consensual worldview.

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

CSTS-UH 1057J

### **Protecting the World's Health: Triumphs and Challenges**

*Typically offered:* January

*Crosslisted with Core: Science, Society and History; Environmental Studies; Social Research and Public Policy*

This course exposes students to the key principles and practices of public health using four epidemics 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.

CSTS-UH 1057J

### **Religion and the Boundaries of Tolerance**

*Typically offered:* January

*Crosslisted with Political Science; Previous Core: Structures of Thought and Society*

This course focuses on three distinct but related questions: What is "religion" and why does it pose a special challenge to theories of toleration? How do different theories of toleration justify its boundaries? What are the challenges in institutionalizing toleration in legal forms? After exploring definitions of key terms religion and toleration, the course will turn to related legal questions: Should religious sentiments be protected in free speech jurisprudence? Does legal pluralism in personal law protect or hinder toleration? Theoretical readings will include selections from Locke, Hume, Gandhi, Iqbal, Rawls, and others. Other materials will come from major religious traditions, comparative politics, anthropology, and legal cases drawn from India, the United States, Europe, and other jurisdictions, the course offers a framework for thinking about debates over toleration in a wide range of countries, including the UAE's recently announced Charter for Toleration.

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

CSTS-UH 1058JX

### **God or Reason? The Controversy over Law**

*Typically offered:* January

*Crosslisted with Legal Studies; Previous Core: Structures of Thought and Society*

Law lies at the center of a conflict between religious and secular claims about how to organize our personal and communal lives. While this conflict has assumed violent form in Muslim countries, religious law's ramifications for public space affects even "Western" societies, including Israel. The conflict also renews a classic debate over the source of law, over whether and how the religious and the rational can be reconciled. Is reason—or even "common sense"—law's source or merely its instrument? This course focuses on some arguments from the medieval—especially Muslim—tradition that broach the same subject. Additional readings, whether Averroes, Habermas, or a contemporary ISIS tract, will guide students to appreciate more fully what is at stake in the religious turmoil presently afflicting modern states, especially in this region.

CSTS-UH 1059X

### **Urban Violence: The Middle East**

*Typically offered:* spring

*Crosslisted with Arab Crossroads Studies; History; Previous Core: Structures of Thought and Society*

This course explores actors, narratives, experiences, and historical processes that have combined to produce violent cities and societies in the last century. Using the modern and contemporary Middle East as a case study, it addresses a number of salient questions arising from the relentless global advance of sprawling urbanization, conflict, and social inequality. How can we interpret the



increasingly close relationship between violence and the city in the 20th and 21st centuries? Can understanding past histories of violence open up new areas of urban activism and public engagement? Can we study, debate, and represent urban violence without offending its past and present victims? Aiming to territorialize and historicize the “urban” as an analytical category, the course scrutinizes the role of cities as frameworks for ordering knowledge, experience, power, inequality, suffering, and civility in the modern world.

CSTS-UH 1060

### **Religion and Philosophy**

*Typically offered: fall*

*Crosslisted with Philosophy; Previous Core: Structures of Thought and Society*

An examination of various questions that arise in philosophical discussions of religion, such as: Can philosophical reflection help us to prove the existence of God or clarify such puzzling matters as God’s relationship to time? How could a benevolent and omnipotent God permit the existence of evil and misfortune? Is it ever rational to form beliefs about matters which transcend the realm of the empirical? Is the concept of a specifically religious experience a coherent one? If not, can religious beliefs be supported by other means? Alternatively, is the entire project of evaluating religious discourse as a set of claims about transcendent realities misguided? What should we make of the different explanations of religion and religious phenomena offered by philosophers from al-Farabi to Marx and Nietzsche?

CSTS-UH 1061

### **Global Ethics**

*Typically offered: spring even years*

*Crosslisted with Legal Studies; Philosophy; Previous Core: Structures of Thought and Society*

This course aims to accomplish two things. The first is to introduce three broad traditions of normative thinking about social issues from around the globe: a Confucian tradition, one based in Islamic legal traditions, and one derived from European liberalism. The second is to address three current areas of normative debate: about global economic inequality, about gender justice, and about human rights. Students will explore these ethical controversies against the background of the three broad traditions. The aim of the course will be to understand some of the differences of approach that shape the global conversation about these issues.

CSTS-UH 1062

### **Urbanization and Development**

*Offered occasionally*

*Crosslisted with Social Research and Public Policy; Urbanization*

Where do cities come from? How do they develop? This course reviews the history of cities

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

CSTS-UH 1063

### **Power, Domination, and Resistance**

*Typically offered: fall*

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

What is power? It is ubiquitous in all societies, but there is little consensus about how it should be defined, measured, and explained. This class draws on several disciplines, and a range of materials including academic essays, films, short stories, novels, and poems to explore the many dimensions of power. We begin with general theoretical debates, then examine the dynamics of power at all levels of social life, from interpersonal interaction to global economic hegemony. We explore power in families, in gender relations, in conflicts between racial and ethnic groups, power in the capitalist economy, in different types of political systems, and in geopolitics and warfare. The last section of the class focuses explicitly on resistance to power—from changing laws to social movements and revolutions.

CSTS-UH 1064J

### **Well-Being and the Design of the Built Environment**

*Typically offered: January*

*Crosslisted with Design; Environmental Studies*

We now have considerable evidence that the design of our cities, neighborhoods and buildings affects how 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 consider the effect 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, but also those who choose careers as policy makers and health practitioners; who employ architects for residential and workplace projects; and who, as citizens and activists, hope to make the places in which they live, work and relax better for everyone. Readings include case studies from Europe and North America, and new research from the Gulf. Students will learn through interactive classroom lectures; student-led discussions and presentations; the screening and discussion of documentary films and TED talks; two field visits in Abu Dhabi; and by conducting two small ethnographic projects on campus.

CSTS-UH 1065

### **Empires and Imperialism**

*Typically offered: fall*

*Crosslisted with Previous Core: Structures of Thought and Society; Social Research and Public Policy*  
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 institutional manifestation of this complex organization of political power. Empire, imperialism, colonialism and post colonialism are concepts frequently evoked in public and academic discourse, mainly to refer to the period of European overseas expansion from the fifteenth century on. One aim of this course is to place this European imperialism and its consequences in a larger comparative context. This goal will be achieved by considering the historical predecessors of modern European imperialism in Antiquity and in the Middle Ages, as well as “contemporaries” of European 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.

CSTS-UH 1066

### **Feminist Theory in a Globalizing Context**

*Typically offered: spring*

What is feminist theory and what is its relevance to our world today? What compulsions and reservations do some people have around the “F” word? Can gender be theorized across cultures in ways that adequately address inegalitarian sociopolitical and economic conditions? A body of thought that arose to explain how gender creates social meaning, feminist theory has evolved to address the political impacts of gender’s intersection with race, class, nationalism, sexual orientation, and other categories. Its interdisciplinarity allows for broad applicability and has secured

ongoing relevance for global civic engagement. The course begins with a look at “first wave” or “liberal” feminism’s battles for women’s economic, political, and domestic parity with men before examining how post-structural feminist and queer theory has questioned the very basis of gender difference as social construct. How have rights-based approaches to equality provoked socialist and Marxist, postcolonial, or Islamist critiques? Can feminist theory confront the ethical imperative for global citizens to improve conditions for everyone regardless of sex, gender, race, class, or creed?

CSTS-UH 1067

### **Moving Target**

*Typically offered: spring*

*Crosslisted with Previous Core: Structures of Thought and Society; Urbanization*

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

CSTS-UH 1068J

### **Space Diplomacy**

*Typically offered: January*

How have the world’s major space programs developed in international cooperation, making space a tool for diplomacy? 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 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 space. Students will learn the elements for defining and managing new space programs in cooperation at international level, and will realize that the same elements are common to research and development in other areas of science and technology. Students will learn how to negotiate on space activities in an international environment. The role of the United Nations Office

for Outer Space Affairs will be presented, together with the importance of a global strategy based on space diplomacy, but also space economy, space society, and space accessibility. 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.

CSTS-UH 1069Q

### **Biology of Politics**

*Typically offered: fall*

*Crosslisted with Core: Science, Society and History; Political Science*

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

CSTS-UH 1070J

### **Justice, Membership, and Migration**

*Typically offered: January*

*Crosslisted with Legal Studies; Political Science;*

*Previous Core: Structures of Thought and Society*

This course takes up the moral and practical dimensions of one of the world’s greatest current problems: the increased migration flows affecting Europe and North America, and states near conflict 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 our moral duties and obligations to human beings generally and to those, in particular, who seek to migrate for the sake of economic advancement or to flee persecution or dire poverty? If our special moral obligations to our fellow citizens conflict with various duties to outsiders, which take priority? When are “guest worker” programs morally acceptable? Is there a “brain drain”? We will consider competing moral frameworks for thinking about these issues, including “free market” views, utilitarian and cosmopolitan views, nationalism, and social justice, and study what is actually happening. Many class sessions will be organized as debates,

with students presenting different sides of an issue in light of our readings.

CSTS-UH 1071J

### **Biotechnology and Society**

*Typically offered: January*

*Crosslisted with Core: Science, Society and History; Previous Core: Structures of Thought and Society; Social Research and Public Policy*

Can science and social planning work together to address major issues in the developing world, such as hunger and unequal access to health care? Molecular biology, paving the way for biotechnology and the establishment of genetically modified organisms (GMOs), has enabled major breakthroughs towards crop improvement and in treating diseases such as diabetes. Such developments have clear benefits for our society but they have also raised global issues concerning equality and the environment. This course approaches the link between life sciences and society with such ethical questions in mind. Where do GMOs come from? What regulations are needed to ensure that they serve the right purpose at all layers of society? How do we prevent polarization of resources in this field? The first part of the course will examine the science, economics, and politics behind biotechnology and evaluate the ethical issues that arise from this fast-developing area of research. The second part of the course considers India, where biotechnology has played and continues playing a central role in development.

CSTS-UH 1072J

### **Surveillance, Sousveillance, and the Politics of Memory and Space**

*Typically offered: January*

*Crosslisted with Core: Cultural Exploration and Analysis;*

*Previous Core: Structures of Thought and Society*

Surveillance, looking from above, is the right to inspect exercised by CCTV, biometrics, policing of the marginalized, drones, border checkpoints, web algorithms and the political-cultural engineering of historical memory that fashions historical forgetfulness. Sousveillance, looking from below, generates cultural counter-memory through mobile personal media, on-line activism, street art, urban subcultures, political occupations, and alternative archives pitted against social inequity, human rights violations and censored history. What happens when these conflictual gazes now watch each other? Does the act of seeing transform what is seen? These visual cultures will be historically and comparatively engaged through interdisciplinary readings, films and field trips. We will navigate Madrid as a historical laboratory of conflicting visual histories, memories and spatial experience as exhibited in museums, civil war memorials, social activist and artist occupations and underground film archives.

CSTS-UH 1074

### **Refugees, Law and Crises**

*Typically offered: spring*

*Crosslisted with Legal Studies; Social Research and Public Policy*

How does international law respond to global challenges confronting refugees and states? In recent years 68.5 million men, women, and children worldwide have fled their homes due to conflict, natural disaster, violence, and persecution, amounting to the highest level of forced migration since WWII. Those who manage to cross international borders confront a global refugee system in crisis, with no consensus as to how it should be reformed. This course explores the history of the international refugee regime and the limitations of international law and governance. It asks how the ever-present tension between the sovereign right of states to control their borders and the international duties owed to refugees has influenced the way that international law has been shaped and interpreted by countries across the world's major regions. Taking a comparative approach via African, Latin American, Asian, European and Middle Eastern case studies, the course will conclude by examining the UN Global Compact for Migration, adopted in December 2018, which provides an occasion for critical analysis of the international community's attempt to create an effective and humane regime for protecting refugees.

CSTS-UH 1075X

### **Exploring UAE Cities**

*Typically offered: spring*

*Crosslisted with Arab Crossroads Studies; Social Research and Public Policy; Urbanization*

70 years ago today's metropolises of Abu Dhabi, Dubai, and Sharjah were little more than village-like settlements on the shores of the Arabian Gulf. In the wake of the oil boom, however, these settlements quickly transformed into modern cities, later becoming—due to the massive influx of expat workers—large-scale urban agglomerations (with 1 to 3M inhabitants). The UAE's metropolises stand out due to the tremendous pace with which they globalized, but these developments have also given rise to a variety of social problems and challenges. This seminar approaches these problems by examining the social fabric in each of these cities. How are UAE urban spaces marked by differences of social class, gender, ethnic and national affiliations, and religion? What kind of community spaces have emerged in past and present? What can their built environments teach us about local histories of inter-ethnic relationships? In what ways do urban built environments reflect state politics? Can UAE cities expand endlessly, and with what consequences for natural and social environments? What can these cities teach us about the social politics and future of urban life in general?

CSTS-UH 1076

### **What Is Property? (And What Is It For?)**

*Typically offered: fall*

*Crosslisted with Legal Studies*

Why is property key to so many societies and social institutions? How do various understandings of its origins, definitions and limitations, distributions and regulations sit at the core of current debates about the environment, fairness and equality, the public and the private, the private and the commons, and more broadly the future of liberal societies? Focusing on the western legal tradition and its increasingly global implications, this course critically approaches various theories of property while constantly attending to contemporary debates about the institution and its legitimacy. The method is genealogical. After a brief presentation of premodern conceptions, the course will follow the rise and triumph of the canonical definition of Property as a subjective, absolute and exclusive right, through the careful study of conflicting theories about its nature, origins, grounds, purposes. What challenges have these canonical definitions faced—whether through social, analytical, or realist critique—and what implications do current ways of theorizing property have for its future?

CSTS-UH 1077

### **Law and Politics**

*Typically offered: fall*

*Crosslisted with Legal Studies*

Is law above politics? When lawyers act according to ideological and political preferences, we think they betray the law. But we also often wish to be politically more autonomous, that is to be the authors of the laws we are subjected to. When the law is made only by lawyers and only based on legal technique, we think some important principles of political freedom are lost. This course aims to inquire about this paradox. To do so, the course will begin with a moment, at the end of the 18th century, when realizing political autonomy came by exiting the western legal tradition, but through law, imagining something like a “law without lawyers.” It will then study the reaction to and internalization of this project by eminent Jurists. In what ways has the resulting status quo defined the structure of modern law and legal science? Does raising such a question depend on an ongoing negotiation between law and politics? What narratives might we develop in order to understand the roles played by law and legal science (and their critique) in establishing supposedly politically autonomous societies?

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, biological and chemical processes, transportation—both facilitate and are shaped by various converging or diverging patterns of human sociality? Such general questions have been taken up within a range of disciplines in the sciences, social sciences, and humanities. Although there are multiple approaches and answers put forward within these different domains, they all share a basic vocabulary. This course aims to convey and allow students to explore this common vocabulary of formal concepts and processes related to understanding networks. They will do so by taking up tools for making elementary computations as they experiment with their own scenarios for analyzing the complex patterns of relationships that shape our lives.

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 effects. Communication systems are shared, but individuals have distinct identities, experiences, and things to say. They have different versions of a language and do different things with it. At the macro-social level, policy planning, official languages, and language education both help and hinder efforts to promote human understanding and international cooperation. Exploring such contrasting imperatives, the course asks: How does language create and perform identity? How does it reflect social organization and order? How are communication or conflict enabled or affected by language change or the emergence of dialects or social registers? Students will explore research methods to study dynamics of linguistic conformity (social norms and institutions, power dynamics) and individual usage (language acquisition, personal networks, stylistic variation, and social accommodation) that bear on our efforts to understand language as a defining human characteristic.

CSTS-UH 1080J

### **Environmental Justice and Urban Inequality**

*Typically offered: January*

*Crosslisted with Environmental Studies;*

*Social Research and Public Policy; Urbanization*

The poor, immigrants, and people of color—who are increasingly clustered in global “mega-cities”—are exposed to a disproportionate share of environmental hazards. In this course, we trace the origins of the uneven distribution of environmental 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 1081J

### **What is a Religion?**

*Typically offered: January*

Most English-speaking people can answer the question, “What is your religion?” . . . even if the answer is “I am an atheist, so I don’t have one.” Yet the things we call religions are remarkably diverse. They differ, for example, in whether they address one God, no gods or many; how important they think explicit creeds are; how much attention they give to prayer, fasting and other rituals; and whether adherents are expected to dress or eat or engage in other everyday practices in a distinctive way. In this course we’ll discuss the views of a variety of anthropologists, philosophers and sociologists as to what religions are; theories that seek to explain not just what, if anything, these many diverse religions have in common but the moral, social or cognitive purposes they serve. Among our theorists will be some of the founders of modern Western social science —E. B. Tylor, Max Weber, and Emile Durkheim. Among our questions will be, “Is religion a European concept?”

CSTS-UH 1083J

### **Year of Tolerance**

*Typically offered: January*

In late 2018 the leaders of the UAE declared that 2019 would be the “Year of Tolerance.” So far the year has lived up to its name, having seen the visit of Pope Francis and the laying of the foundation stone of the UAE’s first traditional Hindu temple. Amid the various celebrations of coexistence, however, there has been relatively little discussion of the underlying idea. What is tolerance, and why is it a good thing? The answers to these questions may seem obvious: for those of us already invested in peaceful coexistence with members of different religions, the benefits of tolerance are clear. But what about people who are not yet committed to coexistence? Are there defenses of tolerance that even people who reject the idea that all religions are equally valid or valuable might find compelling? Can we, in other words, find arguments for tolerance that speak to fundamentalists? If not, can we nevertheless organize society in a genuinely tolerant manner without thereby being intolerant of more traditional or conservative ways of life? These are just some of the questions with which we will grapple as we look back over the Year of Tolerance.

CSTS-UH 1084J

**Art and Science of Parenting:  
Impact on Education, Health, and Mental Health**

*Typically offered: January*

After spending our early lives with our parents, what can we say about how they influenced our personalities and development? How have our parents affected what we learn, how we act, and how we manage our health and mental health? Just as you have wondered about these questions, so have scientists and professionals. We study parenting styles in detail to identify qualities that foster healthy child development. The course reviews research on the importance of parenting practices within a family context. We will discuss 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 successful in changing detrimental parenting actions. This course is for the curious and those interested in careers in education, health, and mental health.

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

CSTS-UH 1086

**Nation & Empire**

*Offered occasionally*

Most states have experienced colonization. As a result, many nation states emerged out of empires. How are the dynamics and outcomes of nation-building shaped by the preceding experience of colonization? In what ways did the colonial experience shape the content of postcolonial national identities and what are the repercussions of these colonial legacies on present day politics? Nation-building is a process that is closely tied to post-colonial state formation across the world. In constructing post-colonial political identities, societies have to define membership in the national community and to distinguish themselves from the former colonial masters and neighboring proto-national communities. The process of defining the national community is usually contested and often leads to violence. In many societies, this process is still ongoing. In this class, we will examine the process of post-colonial nation building, study the relationship between late imperial strategies of governance and educational policies, interrogate the current shape of nations, engage with the idea of national communities as fixed, and consider the legacies of imperial nation-building on present-day politics.

CSTS-UH 1087

**Future of Education**

*Typically offered: spring*

*Crosslisted with Social Research and Public Policy*  
Is there a link between advanced education and

the improvement of human society? In this seminar, students will critically examine historical and contemporary frameworks for advanced education, drawing lessons from film, literature, neuroscience, and social science research to explore trends in education across time and cultures. Which models of post-secondary education are best suited to advance the betterment of humanity? Who has been excluded from higher education, why, and to what consequence? What theoretical frameworks drive education policies and philosophies today and are they suited for the disruptions of Covid-19, automation, and climate change? Debates rage regarding education's role in society: utilitarian technical skills that emphasize employability versus satisfying intellectual curiosities in the liberal arts tradition. As students examine past, current, and potential future frameworks for the social organization of post-secondary education, they will review industry's role in adult education, upskilling, and lifelong learning.

CSTS-UH 1088

**Thinking Big About the Ancient World**

*Typically offered: fall*

*Crosslisted with Ancient World Studies;*

*Heritage Studies; History*

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 origins to the forms of social inequality we struggle 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.

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*

CADT-UH 1019

**Lies and Lying**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CCEA-UH 1069

**Cultural Appropriation**

*Crosslisted with Core: Cultural Exploration and Analysis; Heritage Studies; Previous Core: Structures of Thought and Society*

CCEA-UH 1081

**Sense and Senses**

*Crosslisted with Anthropology; Core: Cultural Exploration and Analysis; Previous Core: Structures of Thought and Society*

CCEA-UH 1087J

**Confessional Culture from Augustine to Oprah**

*Crosslisted with Core: Cultural Exploration and Analysis*

CCEA-UH 1090

**Un/Making History**

*Crosslisted with Art and Art History; Film and New Media; History; Theater*

CCEA-UH 1091

**Narrating Migration**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media; Media, Culture and Communication*

CDAD-UH 1012

**Randomness**

*Crosslisted with Core: Data and Discovery; Previous Core: Structures of Thought and Society*

CDAD-UH 1020EJQ

**Challenges in Global Health**

*Crosslisted with Core: Data and Discovery; Social Research and Public Policy*

CDAD-UH 1039EQ

**Search**

*Crosslisted with Core: Data and Discovery*

CDAD-UH 1046Q

**Infectious Diseases:**

**Preventing and Stopping Epidemics**

*Crosslisted with Social Research and Public Policy*

CDAD-UH 1047Q

**Global Populations**

*Crosslisted with Social Research and Public Policy*

HIST-UH 2010

**History and Globalization**

*Crosslisted with Economics; History; Political Science; Previous Core: Structures of Thought and Society; Social Research and Public Policy*

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 1112

**Relationship of Government and Religion**

*Crosslisted with Legal Studies*

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*

PHIL-UH 1110

**The Meaning of Life**

*Crosslisted with Philosophy; Previous Core: Structures of Thought and Society*

PHIL-UH 1115

**Fear of Knowledge**

*Crosslisted with Philosophy*

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*

SRPP-UH 1811

**Discipline**

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

SRPP-UH 1815J

**Diversity, Inclusion and Tolerance?:**

**Contemplations on 21st Century Identity Formation**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2410Q

**Gender and Society**

*Crosslisted with Core: Data and Discovery; Previous Core: Structures of Thought and Society; Social Research and Public Policy*

SRPP-UH 2620

**Education and Society**

*Crosslisted with Education; Social Research and Public Policy*

SRPP-UH 2623J

**Cultures of Addiction: A Bio-Social View**

*Crosslisted with Anthropology; Social Research and Public Policy*

# Writing Program

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 semester of their first year.



## **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.

# FIRST-YEAR WRITING SEMINARS

WRIT-UH 1100

**FYWS: Taste, Culture & the Self**

*Typically offered: fall, spring*

“There’s no accounting for taste,” the old saying goes. We like our favorite shoes, cars, and paintings for reasons that simply can’t be explained.

This FYWS challenges that assumption. Taking contemporary popular culture as a point of departure, the course delves into debates from history, sociology, and literary studies in order to understand the social construction of taste, giving special attention to the complex role that “good taste” or “bad taste” can play in perpetuating social hierarchies. Students will develop reading, writing, listening, and speaking skills while examining how ideas about “taste” are constructed, interrelated, and how they can inform, limit, or inspire the way we see ourselves in our social worlds.

WRIT-UH 1101

**FYWS: Imagined Geographies**

*Typically offered: fall, spring*

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

WRIT-UH 1102X

**FYWS: Contemporary Debates of Islam**

*Offered occasionally*

Scarcely a day goes by without some controversy or critical comment about “Islam.” Yet trying to make sense of the sheer volume of information and diversity of opinions about what constitutes Islam, who speaks for it, what it represents for the modern era, and how it relates to the non-Muslim world can seem an almost impossible task. To complicate matters further, what tends to pass as informed commentary on Islam often turns out to be colored by competing agendas, experiences,

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, Edward 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 affair and the burqa controversy as well as the rise in Islamophobia in Europe. For the research paper, students will focus on the role of struggle and conflict in Islam.

WRIT-UH 1104X

**FYWS: Understanding Shari’a**

*Offered occasionally*

The universality of Shari’a is a topic of intense debate in the contemporary world. Some assume the universality of Shari’a as they outline the necessity of its reform. Other writers regard its universal aspirations as a “threat” to “Western” values. Still others remain skeptical that the Shari’a was ever meant to be universal. 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 Iran. Through creative and critical writing assignments, students explore the contexts, motives, and forms of evidence brought to bear by authors who contribute to ongoing debates about the ways we understand Shari’a today.

WRIT-UH 1105

**FYWS: The Outsider**

*Typically offered: spring*

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

WRIT-UH 1106

**FYWS: Records**

*Offered occasionally*

What drives humans to record events or experiences? And how has that drive shaped not only the history of human communication but also of record-keeping itself? What is the relationship between events and the records we make of them, from notebook entries, to sound files, to selfies, to receipts? Is there tension between ideals documentary fidelity and new possibilities for art and imagination? When is the memorializing goal better served by invention than recording? Examining a series of technological innovations and theories of media, the course will focus most closely on the intersecting histories of writing and sound recording. Student essays will address different forms of artistic and scholarly work, including diaries and journals; early sound recordings and films; contemporary art and conceptual poetry; dystopian television series; and neurobiological research on memory. The final library research paper builds on these course materials to explore fundamental questions about memory, history, technology, and the relationship between art and life.

WRIT-UH 1107

**FYWS: Street Food**

*Typically offered: spring*

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

WRIT-UH 1108

**FYWS: Writers on Writing**

*Typically offered: fall, spring*

Why do people write? How do different cultures understand writing? How is writing valued and 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. 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 seminar will focus on writers and their expressive practice in an attempt to understand the process and material manifestation of writing. A fundamental tenet of the class is that writers and writing must be understood in their cultural and contextual complexities.

WRIT-UH 1109

**FYWS: Questions of Fatherhood**

*Typically offered: fall*

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

WRIT-UH 1110

**FYWS: Power and Ethics in Photography**

*Typically offered: fall, spring*

*Anti-requisite: CADT-UH 1040*

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

WRIT-UH 1113

**FYWS: Saving Strangers:**

**Debates about Humanitarian Intervention**

*Typically offered: fall, spring*

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

WRIT-UH 1114

**FYWS: Contextualizing Travel Narratives**

*Offered occasionally*

The central locus of inquiry for this seminar is the question of travel narratives' completeness, trustworthiness, and impact as visual and textual representations of other cultures. How do travel narratives help us know what we think we know about other cultures? Travel narratives, which have historically provided crucial information about faraway places, have also participated, often unknowingly, in the creation of persistent stereotypes about the cultures depicted. In order to understand the origins and influence of such representations and stereotyping, we will carefully examine the context and impact of travel narratives. By closely analyzing films, plays, prose, and travelogues that share a narrative theme of journeying into 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*

In communities beset by war, disaster, or poverty, art may seem 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 responses dictate the conditions of life in more and more places, they

also inspire new forms of aesthetic experience and engagement. Aid agencies sponsor art and media through 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 participation. Such projects mobilize the senses in ways fundamental to their reception, implementation, and impact. While policy-makers define development and humanitarianism through rhetoric that vacillates between morality 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*

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

WRIT-UH 1119

**FYWS: Living Cities**

*Typically offered: fall, spring*

We often think of cities as collections of buildings, streets, and people. But what if we see them as living entities, with their own histories, identities, and subcultures? This FYWS sets out to investigate and map three distinct cities: Mumbai, Kampala, and Abu Dhabi. Considering each city as shaped by the ways citizens “practice” their everyday activities, students will examine different ways each city is represented in film, fiction, travel narratives, and scholarship from such fields as media, literary, and postcolonial studies. In the case of Abu Dhabi,

students will also experience the city as pedestrians. Writing assignments include one essay on each city, each increasing in complexity, and each following different lines of inquiry: How is the city represented and shaped in different media? What are its stereotypes? Its conceptions of otherness or cosmopolitanism? What is urban culture and how does it differ from national culture? Who gets to claim a city as home? In the final research project and oral presentations, students will choose a method of inquiry and point of interest in Abu Dhabi, and in the process have to consider their own identities as its inhabitants.

WRIT-UH 1120

**FYWS: Inventions of Childhood**

*Typically offered: fall*

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. Materials will include academic texts, newspaper articles, travel accounts, short stories, comic books, and movies. Class discussions and writing assignments will focus on the following questions: How do we know what we know about childhood? How do notions of gender, class, and race inform definitions of childhood? And what is the relevance of the past to our understanding of childhood in the present?

WRIT-UH 1121

**FYWS: Making Sense of Scents**

*Typically offered: fall*

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

WRIT-UH 1123

**FYWS: Scientific Knowledge**

*Typically offered: fall*

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

WRIT-UH 1124

**FYWS: Slavery After Slavery**

*Typically offered: fall*

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*

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 1126X

**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 it 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*

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.

WRIT-UH 1128

**FYWS: Memory, History, and Forgetting**

*Typically offered: spring*

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

WRIT-UH 1129

**FYWS: The World of Babel: Translation Before the Modern Age**

*Typically offered: fall, spring*

Translators and interpreters have been an important part of society in every age, but they are often the unsung heroes of successful cultural exchange, diplomatic negotiations, or trade deals. It is only when they make mistakes that they become visible, because their purpose is to ensure that communication happens smoothly. In this Writing Seminar, we will shine a light on how translation

practices and the people in this profession were regarded in ancient and medieval times. How was translation defined and discussed? What place did it have in society? What roles did its practitioners have and where do they appear in the historical record? And, on a more theoretical level, how did people think about translation practices in different pre-modern cultures and why? We will work with original translations and works about translation from the Middle East, Europe, and Asia to try and answer some of these questions, while reflecting on modern circumstances of multilingual interaction. Through assigned readings, written papers, guided class discussions, and presentations, students will be invited to compare and contrast different traditions of translation.

WRIT-UH 1130

**FYWS: Speaking of Sickness**

*Typically offered: fall, spring*

How do our backgrounds influence our understanding of disease and affect the kind of treatment we receive? Is it acceptable to refuse healthcare for oneself or others? When does providing care become an act of coercion or oppression? How do politicians and non-profits exploit medical metaphors in order to manipulate the behavior of their audience? In discussing such questions, this Writing Seminar explores the medical humanities, drawing upon literature, art, history, and anthropology to examine the culturally situated experiences of being ill and treating illness. We will consider how social and cultural factors shape perceptions of wellness and disease, with particular attention to the role of language. Topics for analysis will include the organ donation process, healthcare for immigrant groups, medical rhetoric in politics, and college policies on medical leave. Our texts will reflect the interdisciplinary nature of these topics, featuring authors such as the bioethicist Tom Beauchamp, anthropologist Anne Fadiman, and literary critic Susan Sontag. Together, we will examine what Sontag calls our “dual citizenship” in the “kingdom of the well” and the “kingdom of the sick.”

WRIT-UH 1131

**FYWS: Writing About the Languages We Speak**

*Typically offered: fall, spring*

How does the language we speak influence our perception of the world? How do the languages we speak shape or reveal who we are? While many people take language for granted, this writing seminar will ask how spoken language differs from written communication. For example, do you expect this writing seminar to be about the languages we speak, the languages we speak, or the languages we speak? While reading the previous interrogative sentence out loud, you would have been under the influence of the italics and spoken with increased pitch, intensity, and/or duration of the accented word. But how might

various cases of multilingualism—including sequential or simultaneous bilinguals, second-language or third-language learners, and foreign-language or heritage speakers—play into questions of language production? By looking first at mainstream media coverage of spoken language, then turning to scholarly debates about multilingualism, this writing seminar will explore how the study of language, especially spoken language, offers a key to an understanding of the self and the world, a world mediated through and organized by language.

WRIT-UH 1132

**FYWS: Protest Art**

*Offered occasionally*

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

# ARTS AND HUMANITIES



**ART AND ART HISTORY**

**FILM AND NEW MEDIA**

**HISTORY**

**LITERATURE AND CREATIVE WRITING**

**MUSIC**

**PHILOSOPHY**

**THEATER**

**Anthropology**

**Languages**

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 multidisciplinary 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.

# ART AND ART HISTORY

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 recognize and articulate a question or problem related to art that can be explicated, 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.

Upon completion of the NYU Abu Dhabi Art & Art History (Art Practice Track), 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:

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- 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

**REQUIREMENTS FOR THE MAJOR IN ART AND ART HISTORY:  
VISUAL ARTS TRACK**

12 courses, distributed as follows:

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- 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

**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. Minor 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.

#### **REQUIREMENTS FOR THE MINOR IN VISUAL ARTS**

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Any 4 Visual Arts classes

NOTE: Students may substitute up to one Art History class.

#### **REQUIREMENTS FOR THE MINOR IN ART HISTORY**

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Any 4 Art History classes

NOTE: Students may substitute up to one Visual Arts class.

# ART AND ART HISTORY

## VISUAL ARTS TRACK

### SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

#### YEAR 1

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Fall Semester

FOUNDATIONS OF 2D, 3D, 4D, OR PHOTOGRAPHY	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	J-Term GENERAL ELECTIVE
FOUNDATIONS OF 2D, 3D, 4D, OR PHOTOGRAPHY	ART HISTORY OR STUDIES COURSE	GENERAL ELECTIVE	COLLOQUIUM	

#### YEAR 2

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Fall Semester

VISUAL ARTS ELECTIVE	VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

ART HISTORY OR STUDIES COURSE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	
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#### YEAR 3

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Fall Semester

VISUAL ARTS ELECTIVE	ART HISTORY OR VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

VISUAL ARTS ELECTIVE	VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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#### YEAR 4

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Fall Semester

CAPSTONE SEMINAR	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	
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# ART AND ART HISTORY

## ART HISTORY TRACK

### SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

#### YEAR 1

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Fall Semester

FOUNDATION OF ART HISTORY I	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	J-Term GENERAL ELECTIVE
ART HISTORY OR VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	

#### YEAR 2

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Fall Semester

FOUNDATIONS OF 2D, 3D, 4D, OR PHOTOGRAPHY	ART HISTORY ELECTIVE	GENERAL ELECTIVE	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

FOUNDATION OF ART HISTORY II	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE
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#### YEAR 3

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Fall Semester

ART HISTORY ELECTIVE	ART HISTORY OR VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

THINKING ART	ART HISTORY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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#### YEAR 4

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Fall Semester

CAPSTONE SEMINAR	ART HISTORY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE
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# ART AND ART HISTORY COURSES

## REQUIRED COURSES

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ARTH-UH 1010

### **Foundations of Art History I**

*Typically offered: fall, spring*

*Required for Art History Track*

*Art History Elective for Visual Arts Track*

These courses offer detailed engagements with key works of art—masterpieces to material culture across a range of media from different times and places—to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? The course will be conducted through both lecture and discussion. Evaluation will be through written assignments, PowerPoint presentations, and active class participation. No previous knowledge of art history is required.

ARTH-UH 1011

### **Foundations of Art History II**

*Typically offered: spring*

*Required for Art History Track*

*Art History Elective for Visual Arts Track*

These courses offer detailed engagements with key works of art masterpieces to material culture across a range of media from different times and places to develop the critical apparatus of visual analysis. They introduce the methods and fundamental concepts of art history by taking one work of art and constructing around it a web of diverse objects and practices that allow us to grapple with the meanings of art and its histories within global and trans-historical perspectives. Among the questions we ask throughout the course are: What is art? What is art history? What are the institutions that shape the practice and dissemination of art? How is art affected by histories of cultural exchange? What is the nature of tradition? The course will be conducted through both lecture and discussion. Evaluation will be through written assignments, PowerPoint presentations, and active class participation. No previous knowledge of art history is required.

ARTH-UH 3010

### **Thinking Art**

*Typically offered: spring*

*Required for Art History Track*

*Art History Elective for Visual Arts Track*

This course offers engagements with the problems and methods of Art History at an advanced level. It examines in detail works of art that reflect upon tradition, aesthetic experience and art practice in complex ways and does so by situating these examinations in rich 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 it 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.

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 foundational image-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 shapes 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 2-dimensional visual perception. The drawings we make in class document the degree of our ability to see 2-dimensionally.

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.

VISAR-UH 1013

### **Foundations of 4D**

*Typically offered: fall*

*Crosslisted with Interactive Media*

This course offers an intensive exploration of analog and digital media. Students are introduced to aesthetic, conceptual, and historical aspects of contemporary art by interfacing with a variety of imaging, audio, and communication applications. Students work in photography, video, digital art, performance, gaming, sound, and emerging practices.

## **ART HISTORY ELECTIVES**

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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 visibility, 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.

The 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 1112J

### **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 places that make such transformations visible. We will explore how relationships of art and architecture are influenced by political, social and cultural contexts. We approach the topic by site visits 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 artists 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 art and architecture as main features 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, religious habit, 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 possibilities never thought of before as well as 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 exemplary 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 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 Israel. Class discussions will shed light on an often neglected dimension in the modern history of the Arab world and other parts of the Middle East. The course includes field trips to art exhibitions and Sultan Saoud Al Qassem's collection.

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, polity, 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 graphic presentations that feed into a continuous enrichment of our understanding of Islamic architecture and history.

ARTH-UH 1116

### **Introduction to South Asian Art**

*Typically offered: fall*

The Buddha seated in deep meditation having renounced all desires; Shiva performing his cosmic dance in a ring of fire or a Mughal emperor seated in his court in all his regal splendor are some of the most reverberating and paradoxical motifs of South Asian art. The course offers a survey and analysis of the aesthetic diversity of art from South Asia within a historical and socio-cultural perspective. Much of what we understand as art today are relics of the past, icons of devotion or objects of decorative and everyday use. Through the medium of sculpture, paintings, illustrated manuscripts, calligraphy and architecture the course will help to cultivate an art historical vocabulary, explain the visual symbolism, discover the language of sacred and ritual representations, and underscore the power of myths and narratives which give life to

these motifs. Covering a broad time period- from the pre-historic to the 19th century the course will focus upon select themes of South Asian art. In the process, the course will address questions of representations of body, landscapes, image making, patronage, individual artists and their styles, materials, techniques and aesthetic turns.

ARTH-UH 2110

### **Topics in East Asian Art**

*Offered occasionally*

These courses focus on topics that are central to the study of the art and culture of China, Korea, and/or Japan. These courses investigate 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 2111

### **Topics in Southeast Asian Art**

*Offered occasionally*

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. The course may also offer comparative perspectives that forge links to other areas of the curriculum.

ARTH-UH 2112

### **Topics in South Asian Art**

*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. The course 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 imaginative roles played by grand 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 a 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 will introduce students to a wide range 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 2118X

**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 the periphery of international art to 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 art production in relation to state formation, identity, gender politics, representation and reception, globalization, and activism. 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 re-examine 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, both inside and outside traditional 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 2121J

**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 organization and display 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. Classroom lectures will be supplemented by talks by local specialists and field trips drawing on the rich diversity of museums in the London area.

ARTH-UH 2122J

**Age of Warhol**

*Offered occasionally*

*Crosslisted with Literature Electives*

In 2017, 30 years after his death, Andy Warhol was the most-shown artist in the world. At auction, he competes annually 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 influence, he remains a force among contemporary artists. From his famous Campbell's soup cans to his enduring aphorism that "In the future, everyone will be world-famous for fifteen minutes," Warhol's art and thinking saturate contemporary culture. This seminar examines his 25-year career as a painter, filmmaker, writer and publisher, music producer, photographer, TV personality, collector, and artistic mentor and collaborator, as well as his legacy in 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. Focusing on examples from these regions, the course will examine the changing role and function of art museums in the 21st century offering a theoretical and practical understanding of the 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. Class 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 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 consider in detail many individual works of art while at the same time pursuing a comparative approach to the various outcomes of the new aesthetics. 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 80s 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 Cifra, Neue Wilde, figuración libre, Transavantguardia, New Image Painting). This was countered by the “picture generation” whose image production was based on photography and related to discussions 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 led 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 choose to integrate 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*

*Crosslisted with History*

This course situates artistic production in the late middle ages and early modern period in the maritime cultures of Indian and Atlantic Oceans and the Mediterranean Sea. Informed by approaches from art history, history, economics, and anthropology, it examines the role of cross-cultural exchange, banking, trade, finance, collecting, and patronage in shaping artistic production. Secondly, it explores in turn the ways in which works of art played a role in the evolution of commercial and political culture of the period. It will begin with an examination of the recent scholarship on the connectedness of the early modern world and the formulation of Global Renaissance. While looking from the perspective of Europe and the Islamic world, it will pay particular attention to interactions between the latter and Italy.

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 obtuse realm of ancient aesthetics—mu, ma, yūgen, shibui, wabi, sabi, kizen, mitate, hana, 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 cultural properties and 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, processes of Japanese design, spanning conceptualization, production, appreciation and use.

AW-UH 1113X

**Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period**

*Crosslisted with Ancient World Studies; Arab Crossroads Studies; History Pre-1800*

AW-UH 1115X

**Political Past, Political Presents: Archaeology and the Politics of Memory in the ‘Near East’**

*Crosslisted with Ancient World Studies; Arab Crossroads Studies; Heritage Studies; History*

CCEA-UH 1000

**Idea of the Portrait**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

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 1089J

**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 2301J

**Museum History, Theory, and Practice:**

**Case Study, Florence**

*Crosslisted with Heritage Studies; Museum and Cultural Heritage Studies*

LITCW-UH 2332

**Literature and Revolution**

*Crosslisted with Literature and Creative Writing*

LITCW-UH 3501

**Advanced Creative Writing: Documentary Forms**

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

MUSST-UH 1001

**Introduction to Museum Studies**

*Crosslisted with Museum and Cultural Heritage Studies*

## PRE-1800 EUROPEAN OR NORTH AMERICAN ART ELECTIVES

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ARTH-UH 2128

### **Money and Art in the Global Renaissance**

*Typically offered: spring*

*Crosslisted with History*

This course situates artistic production in the late middle ages and early modern period in the maritime cultures of Indian and Atlantic Oceans and the Mediterranean Sea. Informed by approaches from art history, history, economics, and anthropology, it examines the role of cross-cultural exchange, banking, trade, finance, collecting, and patronage in shaping artistic production. Secondly, it explores in turn the ways in which works of art played a role in the evolution of commercial and political culture of the period. It will begin with an examination of the recent scholarship on the connectedness of the early modern world and the formulation of Global Renaissance. While looking from the perspective of Europe and the Islamic world, it will pay particular attention to interactions between the latter and Italy.

ARTH-UH 2610

### **Global Renaissance**

*Offered occasionally*

*Prerequisite: ARTH-UH 1010 or ARTH-UH 1011*

What does it mean to make Renaissance art history global? This interdisciplinary seminar will study the masterpieces and material culture produced during Europe's first sustained overseas contact with the rest of the world in the early modern period (16th–18th centuries). Looking closely at the new categories and new geographies of objects fostered by the Portuguese, Spanish, Dutch and British maritime trade routes, this course will reconsider traditional approaches to art history and weigh the new methods and revisions these curious images suggest. Objects will be studied from the perspectives of how they conceptualized “world,” how histories of exploration and collecting intersected, how personal and communal identities were manufactured, and how political diplomacy and subversion impacted them and in turn were affected. Serious attention will be devoted to honing the craft of researching and writing a major research paper, step by step, in preparation for a capstone thesis in the humanities.

ARTH-UH 2611

### **Sensory Baroque**

*Offered occasionally*

*Prerequisite: ARTH-UH 1010 or ARTH-UH 1011*

This course attempts to understand the trials and tribulations of an intellectual ideal via recent work in sensory studies, 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 disruption, anecdote and anachronism, subjectivity and objectivity, reason and the problem of saturated phenomena.

## PRE-1800 ISLAMIC WORLD ART ELECTIVES

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ARTH-UH 2810

### **Silk Roads, Sea Routes and Shared Heritage**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies; Heritage Studies; History; Museum and Cultural Heritage Studies*

*Pre-1800*

This course will explore the dynamics of artistic production along the exchange routes often referred to as the Silk Roads and related Sea Routes, stretching from China to the Mediterranean, and beyond. Through the examination of key case studies, this course will investigate exchanges ranging from the 1st to the 18th century within Asia and Europe, as well as the Americas. A special focus will be on the role of artists, traders and travelers in the Islamic world as dynamic innovators and active intermediaries within these exchanges. We will discuss the transmission of new technologies along these routes, and witness the resulting shifts in artistic production in areas such as painting, papermaking, weaving and ceramics. We will make use of textual, archaeological, and art historical sources from across this vast region to illuminate the effects of these long histories of contact.

## VISUAL ARTS ELECTIVES

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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 type, the history of type recounts the discoveries and technological progress made through human inventions. While some typefaces are insignificant and forgotten, others will survive mankind, 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 “traces” and the stories of the type masters 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 problem solving. 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 1112

**Foundations of Graphic Design**

*Typically offered: spring*

*Crosslisted with Design*

This immersive studio course combines practice and reflection through a project-based approach to graphic design. Lectures and readings address Western graphic design history and visual communication in the 20th and 21st century, and contemporary Arabic graphic design. Students are exposed to the multiple facets of visual communication and understand its importance in cross-cultural contexts. The theoretical 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 readings from Munari, Shaughnessy, Spiekermann. Students will receive first-hand experience grappling with the practical issues faced by design professionals worldwide. Exercises in visual communication, creative methodologies, cross-cultural design, and branding will allow them to develop creative and collaborative design skills for problem solving. 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 that 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.

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 and promote instant public recognition. How are Logos doing today? How designers are coping with new emerging standards? How do we deal with a brand when a Favicon or screen buttons become 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 also 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 everywhere. We investigate how and why in our Age of Brands, logos ended in the spotlight for reasons opposite to the ones they were created for. Particular emphasis will be placed on the 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 1115X

**Arabic Typography**

*Typically offered: fall*

Arabic exists as one of the world's most ancient and poetic 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 font types. 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 uncertainty and in turn, 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 use art-making to process and understand 'the self.' By imagining and making their own work, students explore first-hand how art mediates the sometimes disquieting but also joyful and transformative moments in our life. Students will reflect aspects of themselves in a final Portfolio of Self Reflection that requires they work in different artistic mediums.

VISAR-UH 2110

### **Projects in Photography**

*Offered occasionally*

*Prerequisite: VISAR-UH 1010*

This course focuses on the theory and practice of constructed and staged photography. The class will be structured as a semester-long investigation in which students develop projects and make commentaries on issues of personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

VISAR-UH 2112

### **Interventions: Three-Dimensional Thinking**

*Offered occasionally*

We will study the new NYUAD campus and use these public or semipublic 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-determined approaches. We will ask how the interventions developed in class relate to the architectural, institutional, social, and cultural circumstances of the campus. What sort of public should a sculptural intervention take into account and how does this public differ from the audience at an art gallery? What qualities does public space have that are distinct from those of private space and what characterizes a semi-public space? The students will develop their proposals for interventions with the aid of photographic documentation, models, and a project description before realizing the interventions in coordination with the university administration and presenting them to the public for a limited time.

VISAR-UH 2113

### **Projects in Sculpture**

*Offered occasionally*

*Prerequisite: VISAR-UH 1012*

Students in this class will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies 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 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 complicated set of behaviors 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 have a profound effect on the way people engage with art. This exposure allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded on in art. 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 textile practices including embroidery, sewing, quilting, crochet and knitting, and weaving. Throughout the term, students will build skills in these basic textile practices. Incorporating "textility" 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 arts and will be discussed and explored in practice: 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 sari weavers of Kanchipuram, the

al sadu weavers of the Gulf region, the Siddis quilters of the Gujarat, the quilters of Gee's Bend Alabama, Ghada Amer, Faith Ringgold, The Institute for Figuring Crochet Coral Reef, Louise Bourgeois, Anni Albers, Emily Jacir, among others.

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, 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 strong concepts, 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 work and the work of others, questioning the 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*

*Counts towards IM 2000-Level*

Students in this course will produce sculptural and site-specific works of Sound Art, using sound, materials, and space as their palette. The class 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 as old, the practice of using 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 movements, such as Marcel Duchamp, the Futurists, Dada, and forward to 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 and then will experiment with various forms to present the artwork. 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 given direction for what form the art project will take. The evolution of various concepts to present art works will be discussed including some historical examples of convergence 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 translate 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 pattern design, 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 share connections between them. With this in mind, the course will introduce students to surface decoration and pattern-making skills, using relevant printmaking processes and other media. Illustrated talks will reference pattern-based imagery across the fine and applied arts, exploring their application and meaning, whilst demonstrations, discussion and group presentations will help course participants develop and complete personal projects with confidence.

VISAR-UH 2120

**Documentary Photography**

*Offered occasionally*

This course explores the history and practice of Documentary Photography. Through lectures, seminars, and photo-based projects, students will learn to record, understand, and present narratives that shape the world in which we live. Coursework will examine and complicate divisions between fact and fiction and will help students explore and develop their own photographic narratives and convincing visual stories. Throughout, students will be asked to question the role that documentary photography can and does play in the constantly changing and endlessly photographed world around us.

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, super-blocks, 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. Students will learn to 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 accompanied 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**

*Offered occasionally*

*Prerequisite: VISAR-UH 1011*

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.

VISAR-UH 2123

### **Projects in Transmission Arts**

*Typically offered: fall*

*Prerequisite: VISAR-UH 1013, IM-UH 1010 or IM-UH 1110*

Beyond the mind-numbing repetitive rotations of mass corporate radio 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 Howler Radio as another platform for which to produce artistic content.

VISAR-UH 2124

### **Projects in Drawing: Experiments in Mark-making**

*Typically offered: spring*

This intermediate level drawing class takes mark-making to be the foundation of drawing, and entertains the idea that there are many ways to make a mark: through process, experiment, cutting, folding, staining, thinking, writing, and using a variety of materials to do so. The motivation for mark-making may not be to render a likeness—and this is an ancient as well as a contemporary approach to art; so-called "non-representational" art has many historical roots—from conceptual and process-based art grounded in fairly recent art historical developments, and also from traditions of patterning, calligraphy, textile work, and durational experiments not necessarily coming out of "main stream" art.

VISAR-UH 3111

### **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 3112

### **Advanced Projects in 2D**

*Offered occasionally*

*Prerequisite: VISAR-UH 1011*

Advanced Projects in 2D focuses on the development, execution, and presentation of an independent project, as well as the development of an art practice. One of the most challenging aspects of artmaking is seeing highly detailed, laborious works through

to their completion. Students enter the class with an idea they are dedicated to spending 50 or more hours physically making. Though this artwork may span multiple canvases or media, it is conceived of as single work. The course begins with students designing art studio spaces to suit their needs. Studios might be the span of a desk, a portable art-in-a-cart, or occupy a whole room. This conscientious mindset of studio design is carried over into the ritualized formulation of an art practice. Various methods of organizing, researching, archiving, etc. are introduced. The culmination of the semester-long course is a highly evolved artwork and the empowered experience of an autonomous art practice.

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; Environmental Studies*

CADT-UH 1020

**Wayfinding:**

**Graphic Design in the Built Environment**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Environmental Studies; 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

**Archives, Methods, Screens**

*Crosslisted with Film and New Media; Interactive Media; Literature and Creative Writing; Media, Culture and Communication  
Counts towards IM 2000-Level*

IM-UH 1010

**Introduction to Interactive Media**

*Crosslisted with Film and New Media; Interactive Media; Media, Culture and Communication*

IM-UH 1513

**Temporary Expert: Developing a Research-based Art Practice**

*Crosslisted with Design; Interactive Media*

IM-UH 2113

**Machine Lab**

*Crosslisted with Design; Interactive Media  
Counts towards IM 2000-Level*

IM-UH 2315

**Software Art: Image**

*Crosslisted with Interactive Media  
Counts towards IM 2000-Level  
2 credits*

IM-UH 2321

**Software Art: ASCII to Algorithm**

*Crosslisted with Interactive Media  
Counts towards IM 2000-Level*

IM-UH 2513

**Future Punk**

*Crosslisted with Interactive Media  
Counts towards IM 2000-Level*

IM-UH 2520J

**Making Education**

*Crosslisted with Design; Interactive Media  
Counts towards IM 2000-Level*

MUSIC-UH 1271

**John Cage and New Perspectives on Performance**

*Crosslisted with Music; Theater*

THEAT-UH 1519

**Installation Art**

*Crosslisted with Interactive Media; Museum and Cultural Heritage Studies; Theater*

VISAR-GH 5001

**Graduate Critique Seminar I**

*Crosslisted with Art and Media MFA*

VISAR-GH 5051

**Individual Studio Critique & Review I**

*Crosslisted with Art and Media MFA*

VISAR-GH 6110

**Text-Image / Image-Text**

*Crosslisted with Art and Media MFA*

VISAR-GH 6120

**An Explorative Grammar for Sculpture**

*Crosslisted with Art and Media MFA*

## VISUAL ARTS PROJECTS ELECTIVES

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VISAR-UH 2110

### **Projects in Photography**

*Offered occasionally*

*Prerequisite: VISAR-UH 1010*

This course focuses on the theory and practice of constructed and staged photography. The class will be structured as a semester-long investigation in which students develop projects and make commentaries on issues of personal and/or greater social significance. Students will study and experiment with several visual communication techniques and processes with the goal of developing and refining a portfolio of work.

VISAR-UH 2113

### **Projects in Sculpture**

*Offered occasionally*

*Prerequisite: VISAR-UH 1012*

Students in this class will engage in a critical discourse about the material world with an emphasis on wood-based forms, materials and fabrication tools. Students will experiment with contemporary ideas, techniques, and technologies 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 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 complicated set of behaviors 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 have a profound effect on the way people engage with art. This exposure allows students to explore ideas of limits and how the limit or horizon of what is possible can be elaborated and expanded on in art. 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**

*Offered occasionally*

*Prerequisite: VISAR-UH 1011*

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.

VISAR-UH 2123

### **Projects in Transmission Arts**

*Typically offered: fall*

*Prerequisite: VISAR-UH 1013, IM-UH 1010 or IM-UH 1110*

Beyond the mind-numbing repetitive rotations of mass corporate radio 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 Howler Radio as another platform for which to produce artistic content.

VISAR-UH 2124

### **Projects in Drawing: Experiments in Mark-making**

*Typically offered: spring*

This intermediate level drawing class takes mark-making to be the foundation of drawing, and entertains the idea that there are many ways to make a mark: through process, experiment, cutting, folding, staining, thinking, writing, and using a variety of materials to do so. The motivation for mark-making may not be to render a likeness—and this is

an ancient as well as a contemporary approach to art; so-called “non-representational” art has many historical roots—from conceptual and process-based art grounded in fairly recent art historical developments, and also from traditions of patterning, calligraphy, textile work, and durational experiments not necessarily coming out of “main stream” art.

VISAR-UH 3112

### **Advanced Projects in 2D**

*Offered occasionally*

*Prerequisite: VISAR-UH 1011*

Advanced Projects in 2D focuses on the development, execution, and presentation of an independent project, as well as the development of an art practice. One of the most challenging aspects of artmaking is seeing highly detailed, laborious works through to their completion. Students enter the class with an idea they are dedicated to spending 50 or more hours physically making. Though this artwork may span multiple canvases or media, it is conceived of as single work. The course begins with students designing art studio spaces to suit their needs. Studios might be the span of a desk, a portable art-in-a-cart, or occupy a whole room. This conscientious mindset of studio design is carried over into the ritualized formulation of an art practice. Various methods of organizing, researching, archiving, etc. are introduced. The culmination of the semester-long course is a highly evolved artwork and the empowered experience of an autonomous art practice.

## **CAPSTONE EXPERIENCE (ART HISTORY TRACK)**

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ARTH-UH 4000

### **Art History Capstone Seminar**

*Typically offered: fall*

*Prerequisite: Must be a declared Art History Major*

The capstone experience in Art History 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, Art History students will refine a thesis topic of their choice, develop a bibliography, read broadly in background works, and undertake research and/or creative work. In the tutorial, students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.

ARTH-UH 4001

### **Art History Capstone Project**

*Typically offered: spring*

*Prerequisite: ARTH-UH 4000*

During the spring semester, Art History students will work on a one-on-one basis with a faculty mentor to hone their research and produce successive drafts of a capstone project. The capstone experience will culminate in the public presentation of the work and defense before a faculty panel.

## **CAPSTONE EXPERIENCE (VISUAL ARTS TRACK)**

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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 body 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

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](https://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 elective 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 have developed:

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:

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- 5 Required Courses:
  - FILMM-UH 1010 Sound, Image, and Story
  - FILMM-UH 1011 Concepts of Film and New Media
  - FILMM-UH 1012 Forms of Writing for the Screen
  - FILMM-UH1013X Understanding MENASA Film and New Media
  - FILMM-UH 3110 Archives, Methods, Screens, or
  - FILMM-UH 3511 Advanced Filmmaking
- 4 Electives: from within the Film and New Media major, at least one of which is numbered 2000 or above
- 1 Elective: introductory-level Arts Studies course from another Art major (e.g., Art and Art History, Interactive Media, Music, or Theater)
- 2 Capstone Seminar and Project:
  - FILMM-UH 4110 Film and New Media Studies Capstone Seminar (taken in fall of fourth year)
  - FILMM-UH 4901 Film and New Media Capstone Project (taken in spring of fourth year)

## **REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA PRACTICE TRACK**

12.5 courses, distributed as follows:

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- 6.5 Required Courses:
  - FILMM-UH 1010 Sound, Image, and Story
  - FILMM-UH 1011 Concepts of Film and New Media
  - FILMM-UH 1012 Forms of Writing for the Screen
  - FILMM-UH1013X Understanding MENASA Film and New Media
  - FILMM-UH 1510 Techniques for Safety and Production (half course)
  - FILMM-UH 2510 Intermediate Filmmaking
  - FILMM-UH 3110 Archives, Methods, Screens OR FILMM-UH 3511 Advanced Filmmaking
- 3 Electives: from within the Film and New Media major (must be 2000-level or higher)
- 1 Elective: introductory-level Arts Practice course in another Arts major (e.g., Art and Art. History, Interactive Media, Music, or Theater)
- 2 Capstone Seminar and Project:
  - FILMM-UH 4501 Film and New Media Practice Capstone Seminar (typically taken in spring of third year)
  - FILMM-UH 4901 Film and New Media Capstone Project (taken spring of fourth year)

### **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.

#### **REQUIREMENTS FOR THE MINOR IN FILM AND NEW MEDIA**

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- 2 Required courses from the four gateway courses:
  - FILMM-UH 1010 Sound, Image, and Story
  - FILMM-UH 1011 Concepts of Film and New Media
  - FILMM-UH 1012 Forms of Writing for the Screen
  - FILMM-UH1013X Understanding MENASA Film and New Media
- 2 Electives: from within the Film and New Media major

# FILM AND NEW MEDIA STUDIES

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

CONCEPTS OF FILM & NEW MEDIA	SOUND, IMAGE, & STORY	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term GENERAL ELECTIVE
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Spring Semester

UNDERSTANDING MENASA FILM & NEW MEDIA	GENERAL ELECTIVE	CORE	COLLOQUIUM	
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### YEAR 2

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Fall Semester

FORMS OF WRITING FOR FILM & NEW MEDIA	FILM & NEW MEDIA ELECTIVE	CORE	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

FILM & NEW MEDIA ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	
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### YEAR 3

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Fall Semester

THEORIES AND METHODS	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

FILM & NEW MEDIA ELECTIVE	OTHER ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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### YEAR 4

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Fall Semester

CAPSTONE SEMINAR	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT	FILM & NEW MEDIA ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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# FILM AND NEW MEDIA PRACTICE

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CONCEPTS OF FILM & NEW MEDIA	SOUND, IMAGE, & STORY	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

UNDERSTANDING MENASA FILM & NEW MEDIA	GENERAL ELECTIVE	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

Fall Semester

INTERMEDIATE FILMMAKING SAFETY TECHNIQUES	FORMS OF WRITING FOR FILM & THE SCREEN	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

FILM & NEW MEDIA ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 3

Fall Semester

FILM & NEW MEDIA ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

CAPSTONE SEMINAR	OTHER ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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### YEAR 4

Fall Semester

THEORIES & METHODS OR ADVANCED FILMMAKING	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	FILM & NEW MEDIA ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# FILM AND NEW MEDIA COURSES

## COMMON REQUIRED COURSES

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FILMM-UH 1010

### **Sound, Image, and Story**

*Typically offered: fall, spring*

*Crosslisted with Art and Art History*

Sound, Image, and Story is designed to give students the opportunity to explore their creative talent while gaining an understanding of the fundamentals of the art of filmmaking and its essential tools—from generating creative ideas through writing and directing to editing and post-production. As an integral part of the course, weekly workshops will cover the technical aspects of camera, lighting, sound, and post-production as well as methods in digital film production and set-protocol. Each student will participate actively in exercises, both individually and in groups, allowing them to discover and develop their unique artistic voice while gaining technical skills. This is a first-year production course designed for film majors, and open to all students.

FILMM-UH 1011

### **Concepts of Film and New Media**

*Typically offered: fall, spring*

This course is an introduction to the basic concepts of film and new media studies. The course provides an overview of the historical development of film as an art, technology, and industry and the role of new media as an extension to and reinvention of models for production, distribution, exhibition, and reception. Students are introduced to documentary, experimental, narrative, and new media within different historical and cultural contexts, comparative aesthetics, and the lines of critical enquiry that have been developed for film and new media in dialogue with other fields in the arts and humanities.

FILMM-UH 1012

### **Forms of Writing for the Screen**

*Typically offered: fall*

*Crosslisted with Literature and Creative Writing*

Whether narrative or non-narrative, the visceral, emotional, and intellectual power of film depends on understanding the elements that make for engaging and effective screenwriting across forms and genres. This course analyzes and puts into practice principles of different forms of dramatic and dynamic writing: narrative and documentary films as well as various non-dramatic forms, including music videos, video art, and experimental films. No single style or genre is prescribed. Writing assignments include both critical analyses and creative exercises.

FILMM-UH 1013X

### **Understanding MENASA Film and New Media**

*Typically offered: 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, Chennai, Istanbul, Mumbai, and Tehran 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)

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FILMM-UH 3110

### **Archives, Methods, Screens**

*Typically offered: fall*

*Prerequisite: FILMM-UH 1011, FILMM-UH 1013X, ARTH-UH 1110X, ARTH-UH 2118X, IM-UH 1012, IM-UH 1013, MUSIC-UH 1004, MUSIC-UH 1005 or THEAT-UH 1011*

*Crosslisted with Art and Art History; Interactive Media; Literature and Creative Writing*  
*Counts towards IM 2000-Level*

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 encourages students to understand differences between 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 mobile nonlinear and tactical modes for producing research through arts practice and producing arts practice through research.

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 set 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.

## **REQUIRED COURSES (MEDIA PRACTICE TRACK)**

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FILMM-UH 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 choices 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.

FILMM-UH 2510

### **Intermediate Filmmaking**

*Typically offered: fall*

*Prerequisite: FILMM-UH 1010; Pre- or*

*Corequisites: 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 visualization 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 3110

### **Archives, Methods, Screens**

*Typically offered: fall*

*Prerequisite: FILMM-UH 1011, FILMM-UH 1013X,*

*ARTH-UH 1110X, ARTH-UH 2118X, IM-UH 1012,*

*IM-UH 1013, MUSIC-UH 1004, MUSIC-UH 1005 or*

*THEAT-UH 1011*

*Crosslisted with Art and Art History; Interactive Media; Literature and Creative Writing*

*Counts towards IM 2000-Level*

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 encourages students to understand differences between 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 mobile nonlinear and tactical modes for producing research through arts practice and producing arts practice through research.

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 set 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.

## **FILM AND NEW MEDIA STUDIES ELECTIVES**

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FILMM-UH 1117J

### **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 consciousness of

military events as they unfold and public memory of wars after the guns have fallen silent. The course looks at feature films and non-fiction, with government and clandestine short films shown as well as commercial entertainment films and independent documentaries. Topics to be addressed include how war's many violences are represented; the filmmakers' circumstances (censorship, political agendas and pressures, physical danger, the politics of funding); national cinemas; the role of sound; the camera as weapon; the uses of history; and the operation of memory. 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 Israel-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, infrastructure, silent classics to advent of sound etc.) and the cultural politics of contemporary film/media culture formations. The course includes fieldtrips to and 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. This course counts as 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 twentieth-century heyday, Soviet socialism charted a profound alternative to 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's new church. Early socialist 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.

FILMM-UH 1120J

### **Media and Memory**

*Typically offered: January*

*Crosslisted with Museum and Cultural Heritage Studies; Peace Studies*

Film, video and photography play a vital role in preserving cultural 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. BA 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 or making film; erecting topographies of memory in the physical landscape; building parks of memory at critical sites; and understanding "Things as Bridges" to social experience, e.g. memory and history as graspable through encounters with objects. The course links to broader matters of social justice and human rights.

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*

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 various stances filmmakers take in relation to their subjects and stories. We will also analyze the constructed nature of documentaries, and the problematic notions of representing “truth” and “unbiased” representations.

FILMM-UH 2115

**Introduction to Film and New Media Curating**

*Offered occasionally*

*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 literacies, 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 social movements and attitudes, and conceptualizing and designing exhibitions.

FILMM-UH 2116

**Episodic Media**

*Offered occasionally*

This course examines migrations of the short format from the silent era through its serialization as episodes in long-format narrative, such as television and web series and multi-level video games. The 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 multipart video-films, Turkish and Pakistani dramas, Ramadan serials, K-dramas, vlogs, global talent-shows and reality-television franchises, and animated series.

FILMM-UH 2514

**Environmentalist Film & Interactive Media**

*Typically offered: fall*

*Crosslisted with Environmental Studies; Interactive Media*

*Counts towards IM 2000-Level*

This course challenges the conventional partitioning of knowledge into discreet academic disciplines and anthropocentrism that fail to acknowledge (and perhaps even contribute to)

existential crises for present and future generations of Earth’s inhabitants. Environmentalist film and interactive media convey ways to conceptualize ecosystems that are biological, cultural, economic, epistemological, political, social, and, above all, more than human. Work in this class engages thinking within an entanglement of issues, including the Anthropocene, climate crisis, commons, corporate greenwashing, disaster capitalism, earth democracy, environmental justice, extraction, genetically modified organisms (GMOs), habitat degradation, indigenous and local knowledge, industrial farming, informalization of labor, plastics, pollution trading, privatized recourses, public health, rewilding, risk, species extinction and de-extinction, waste and e-waste. The course, thus, asks when humans will demonstrate a sustained capacity to consider their responsibilities to - and dependencies upon—nonhuman life.

ACS-UH 2611X

**War and Media in the Middle East**

*Crosslisted with Arab Crossroads Studies; Peace Studies*

CCEA-UH 1062

**Everything Is a Remix**

*Crosslisted with Core: Cultural Exploration and Analysis*

CCEA-UH 1078X

**Representing the Middle East: Issues in the Politics of Culture**

*Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis*

CCEA-UH 1085

**Cinematic Imagination:**

**Music, Media, and Modernity**

*Crosslisted with Core: Cultural Exploration and Analysis; Media, Culture and Communication; Music*

CCEA-UH 1090

**Un/Making History**

*Crosslisted with Art and Art History; History; New Core: Structures of Thought and Society; Theater*

CCEA-UH 1092

**Reaching for the Stars**

*Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Literature and Creative Writing*

HIST-UH 3316

**African History through Film and Literature**

*Crosslisted with History; Literature and Creative Writing*

IM-UH 1500J

**Immersive Storytelling and the Art of Making the Virtual a Reality**

*Crosslisted with Interactive Media*

LITCW-UH 2315X

**Postcolonial Turn**

*Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; History; Literature and Creative Writing*

LITCW-UH 3317

**Migrant Poetics, Narratives of Flight**

*Crosslisted with Literature and Creative Writing*

LITCW-UH 3501

**Advanced Creative Writing: Documentary Forms**

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

MCC-UH 1004

**Media Landscapes: The Wire**

*Crosslisted with Media, Culture and Communication; Social Research and Public Policy*

POLSC-UH 2513J

**Political Conflict and Economic Development**

*Crosslisted with Peace Studies; Political Science*

**FILM AND NEW MEDIA PRACTICE ELECTIVES**

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FILMM-UH 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 choices 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.

FILMM-UH 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.

FILMM-UH 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.

FILMM-UH 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 of film lighting 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 gimbals, 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 provide you with material for a cinematography showreel.

FILMM-UH 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 maintenance, transmission, and transformation of musical knowledge and traditions on Zanzibar. Students will produce a set of short audiovisual documentaries focusing on Zanzibari musical heritage and the people that practice and work to sustain it for future generations.

FILMM-UH 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, 'Producing the Short Film', acquaints students with industry positions, set protocols and gives them critical skills in scheduling and budgeting across digital platforms, 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.

FILMM-UH 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 a variety of recording techniques, emphasizing dialogue and capturing the nature and aesthetics of sound on location. This course aims to give students high quality training in the theory and 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.

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*

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 various

stances filmmakers take in relation to their subjects and stories. We will also analyze the constructed nature of documentaries, and the problematic notions of representing "truth" and "unbiased" representations.

FILMM-UH 2510

### **Intermediate Filmmaking**

*Typically offered: fall*

*Prerequisite: FILMM-UH 1010; Pre- or*

*Corequisites: 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 visualization 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 2511

### **Episodic Storytelling**

*Typically offered: spring*

*Crosslisted with Interactive Media*

*Counts towards IM 2000-Level*

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 feeds, 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).

FILMM-UH 2512

### **Documentary Techniques and Production**

*Typically offered: fall*

*Prerequisite: FILMM-UH 1010*

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.

FILMM-UH 2513

### **Principles of Post-Production for Film and Video**

*Typically offered: fall*

*Crosslisted with Interactive Media*

*Counts towards IM 2000-Level*

*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 post for 360 Video, and VR Cinema. The course is designed to give hands-on experience that enable students to work across the production pipeline to meet international standards in the creation of entertainment products and communications media.

FILMM-UH 2514

### **Environmental Film & Interactive Media**

*Typically offered: fall*

*Crosslisted with Environmental Studies;*

*Interactive Media*

*Counts towards IM 2000-Level*

This course challenges the conventional partitioning of knowledge into discreet academic disciplines and anthropocentrism that fail to acknowledge (and perhaps even contribute to) existential crises for present and future generations of Earth's inhabitants. Environmentalist film and interactive media convey ways to conceptualize ecosystems that are biological, cultural, economic, epistemological, political, social, and, above all, more than human. Work in this class engages thinking within an entanglement of issues, including the Anthropocene, climate crisis, commons, corporate greenwashing, disaster capitalism, earth democracy, environmental justice, extraction, genetically modified organisms (GMOs), habitat degradation, indigenous and local knowledge, industrial farming, informalization of labor, plastics, pollution trading, privatized recourses, public health, rewilding, risk, species extinction and de-extinction, waste and e-waste. The course, thus, asks when humans will demonstrate a sustained capacity to consider their responsibilities to—and dependencies upon—nonhuman life.

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 set 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.

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.

CADT-UH 1000

### **Multidisciplinary Artistic Collaborations**

*Crosslisted with Core: Arts, Design and Technology;*

*Interactive Media; Music*

CCEA-UH 1091

### **Narrating Migration**

*Crosslisted with Core: Cultural*

*Exploration and Analysis; Media, Culture and*

*Communication; New Core: Structures*

*of Thought and Society*

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*

IM-UH 2311

### **Experiential Video Art**

*Crosslisted with Interactive Media*

*Counts towards IM 2000-Level*

LITCW-UH 1506

**Today We Wrote Nothing**

*Crosslisted with Arab Crossroads Studies;  
Core: Arts, Design and Technology;  
Core: Cultural Exploration and Analysis;  
Literature and Creative Writing*

LITCW-UH 3501

**Advanced Creative Writing: Documentary Forms**

*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*

MUSIC-UH 2413

**Fundamentals of Digital Audio—  
Introduction to Pro Tools**

*Crosslisted with Music; Sound and  
Music Computing*

MUSIC-UH 2418

**Immersive Audio Storytelling for Motion Picture**

*Crosslisted with Music; Sound and  
Music Computing*

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**

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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 prototypes 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 are required to crew on their classmates Capstone shoots.

FILMM-UH 4901

**Film & New Media Capstone Project**

*Typically offered: spring*

The Capstone Projects 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.

# 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 have developed:

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](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

## **REQUIREMENTS FOR THE MAJOR**

11 courses, distributed as follows:

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- 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 and 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:

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- 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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

REGIONAL PERSPECTIVES ON WORLD HISTORY ELECTIVE 1	GENERAL ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

REGIONAL PERSPECTIVES ON WORLD HISTORY ELECTIVE 2	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	
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### YEAR 2

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Fall Semester

HISTORY AND GLOBALIZATION	MAJOR TOPICS ELECTIVE 1	GENERAL ELECTIVE	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

GLOBAL THEMATIC ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	
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### YEAR 3

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Fall Semester

MAJOR TOPICS ELECTIVE 2	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

WRITING HISTORY	MAJOR TOPICS ELECTIVE 3	GENERAL ELECTIVE	COLLOQUIUM	
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### YEAR 4

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Fall Semester

CAPSTONE SEMINAR	MAJOR TOPICS ELECTIVE 4	GENERAL ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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# HISTORY COURSES

## REQUIRED COURSES

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HIST-UH 2010

### **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 contexts. Rigorous global history questions and even supplants common understandings of globalization as Westernization. But how does history do this, and can a global historical framework enhance all forms of historical, humanistic, and social scientific inquiry? Following an assessment of foundational modern Western frameworks for understanding world history, including those of Marx and Hegel, students examine how and why people around the world have variously embraced and rejected such foundational accounts. Readings address all world regions, including Asia, Africa, the Americas, Asia, Europe, the Middle East, and Oceania, and familiarize students with state-of-the-art knowledge about globalization.

*NOTE: This course may be taken in place of SOCS-C-1011 (GEPS) for Social Science Majors or Minors.*

HIST-UH 3010

### **Writing History**

*Typically offered: spring*

*Prerequisite: Reserved for Junior standing or above.*

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 scholars 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.

## HISTORY: REGIONAL PERSPECTIVES ON WORLD HISTORY

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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 will explore 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*

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 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 even years*

*Pre-1800*

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 and negotiations, the Catholic Church and popular religiosity, patriarchy 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 even years*

The 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 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 world, the Indian subcontinent is currently home to over a billion people, and is the site of richly interconnected histories with regions around 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 navigating competing models of nationalism, cosmopolitanism, and universalism in 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 country's emergence as a global power leading up to World War I, the progressive reform movement, the Great Depression and the New Deal, World War II, the Cold War, and America after 9/11. Readings and classroom discussions focus on the 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.

HIST-UH 3115

### **Global Asia**

*Typically offered: spring*

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 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 (mixing 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*

## **GLOBAL THEMATIC ELECTIVES**

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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 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 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 understand the relationships between globalization, natural resource and energy use, and environmental change, and to explain how these relationships unfolded, 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 globalization, 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 biomedical approaches and those conventionally classified as “traditional” and “folk” medicine.

HIST-UH 2113

### **Global Sixties**

*Typically offered: spring odd years*

This course explores the 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 individual identities, social 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 performativity 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

### **Urbanism and Modernity: Paris, Istanbul, Berlin**

*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 pressures of the nineteenth and twentieth centuries. Attention is given to the foundations of community, the changing uses of public space, the appearance of new 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 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*

*Offered occasionally*

*Crosslisted with Heritage Studies*

The course will explore the beginning of colonial museums in Europe, in particular the early museums established in Britain, France, Belgium and Netherlands in the 19th and the 20th centuries. Set against the backdrop of empire building, the course will discuss how museum spaces, collections, display and labeling of objects was planned to fit the colonial ideology of racial supremacy and territorial conquest on the one hand, and 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 minerals, produce knowledge about 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 2117

### **History in the Headlines**

*2 credits*

*Typically offered: fall*

The key events you read about in your morning twitter feed or on your favorite news sites are usually not unique in world affairs. They have a background, a context, that makes them more

understandable and often more interesting. History is about everything that happened before you started reading this course description. And thinking historically means trying to make sense of the new in the context of what human beings have done before. In this lecture series, historians and scholars employing a historical perspective in their work will take you on a behind the scenes tour of current events you thought you knew, with the goal of making you a better observer and analyst of the world around you. This is a two-credit course designed to show students how thinking historically can help them understand better the key issues in the world around them. The weekly 90-minute meeting begins with a lecture by a specialist with the remaining portion of the session devoted to Q&A and discussion. Course can be repeated one-time for a maximum of four credits.

HIST-UH 2118

### **Global Asia Before Modernity**

*Typically offered: fall*

*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 formations 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 study the evolution of Asian worlds 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 provides 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**

*Typically offered: fall*

*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, 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 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 revolutions; history of the modern city; empire and globalization; the industrial age; consumption and modernity; pirates and piracy in world history; opium; and others.

ARTH-UH 2128

### **Money and Art in the Global Renaissance**

*Crosslisted with Art and Art History*

CCEA-UH 1090

### **Un/Making History**

*Crosslisted with Art and Art History;*

*Film and New Media; New Core: Structures of Thought and Society; Theater*

CSTS-UH 1088

### **Thinking Big About the Ancient World**

*Crosslisted with Ancient World Studies;*

*Heritage Studies; New Core:*

*Structures of Thought and Society*

LITCW-UH 2315X

### **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 1**

*Crosslisted with Heritage Studies; Music*

## **REGIONAL COURSES: ASIA-PACIFIC WORLD**

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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 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 2119

### **Global Asia in the Modern World**

*Typically offered: fall  
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, 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**

*Typically offered: fall even years  
Crosslisted with Economics; Environmental Studies; Social Research and Public Policy*

Can China strike a balance between economic development and environmental protection? This question, perhaps the most important question facing China (indeed the world) over the next few decades, pits economy and environment 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 is on present dilemmas, examined through an historical perspective.

HIST-UH 3112

### **Asian Borderlands**

*Typically offered: spring even years  
Crosslisted with New Core:*

*Structures of Thought and Society*  
How do we study peoples, places, and societies that lie within "borderlands," spaces that either connect or separate larger powers? This course considers that questions 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 will look at different ways studying this "non-place," 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 natural resources and mobility 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  
Crosslisted 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 player by the end of the 19th century, its rise 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 USA 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 at the 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 thinkers, serfdom and emancipation, radicalism and the revolutions of 1905 and 1917, early Soviet nationalities policies, the "New Soviet Person," and revolutionary culture.

URBAN-UH 1119J

### **Urban Form of Shanghai**

*Crosslisted with Urbanization*



## REGIONAL COURSES: ATLANTIC WORLD

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HIST-UH 3310

### **Humanitarianism in Africa: A Critical History**

*Typically offered: spring even years*

*Crosslisted with African Studies;*

*Social Research and Public Policy*

What can the long history of humanitarian interventions in Africa teach us about global justice and our shared humanity? This course explores more than two centuries of interactions between the West and Africa through the prism of humanitarianism. Many humanitarian campaigns and movements analyzed in the course used a Manichean rhetoric of good versus evil. Yet, their motivations were often complex; and their effects, sometimes questionable. During the first part of the course, students formulate questions about the ethics of modern humanitarianism by exploring scholarly works by anthropologists, political scientists, and sociologists, as well as films and literary texts. Students then use these questions to review historical case-studies, from the abolition of the slave trade to the #Kony2012 campaign. The course invites students to critically reflect on the logic of “salvation” projects and to deconstruct problematic clichés about the African continent.

HIST-UH 3311

### **The Holocaust: The Third Reich and the Jews**

*Offered occasionally*

This course offers a historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit, toward the situation of Jews under the rule of the Third Reich.

HIST-UH 3312

### **Arts and Politics in Modern Latin America (1780 to the present)**

*Typically offered: fall odd years*

The course explores the relationship between arts 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. Specific themes include baroque and neoclassical poetics, nationalism, modernism, race and ethnicity, avant-gardes, memory, and truth.

HIST-UH 3315

### **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 themes

in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Studying love is 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 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*

*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 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 migration, urbanization, and AIDS. 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 and historical framework for understanding the dynamic history of the continent.

HIST-UH 3317J

### **A History of Economic Thought from Adam Smith to the Euro-crisis**

*Typically offered: January*

*Crosslisted with Economics*

The expansion of the modern economy over the past 200 years is unprecedented and awesome. Liberals, socialists, Marxists, Keynesians, and supply-siders alike recognized this capacity, and together they overturned the Malthusian propositions of old. We began to think in terms of ‘growth’ rather than ‘wealth,’ and ‘income’ rather than ‘assets.’ They

provided the toolkits into which we reach when we redress economic crisis and seek sustained improvement. We thought our way out of crisis after 1945 and 1973, after some spectacular failures in the 1930's. Arguably we are failing again today, with much of the industrialized world hovering between recession and tepid growth. The course proposes that same world of economic thought places limits on our actions, partly because new orthodoxies have made certain options unthinkable, however reasonable they may be; inequality for example is accepted as necessary and even good. We will consider contrasting approaches to the crises of 1929, 1973, and 2008, and end with a case study of the Eurozone, the EU, and the ongoing crisis in Greece.

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

HIST-UH 3318

### **US Foreign Policy since 1898**

*Offered occasionally*

*Crosslisted 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 player by the end of the 19th century, its rise 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 USA 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 at the 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 as US history, politics, and culture.

HIST-UH 3319

### **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 impact 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 World War II, the powerful grassroots campaigns of African American civil rights activists and organizations during the 1960/70s and their political and cultural impact, and the emergence of black nationalism and black power. It also traces 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 an ongoing quest for equal 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. Tracing the entangled histories of the Atlantic World, students will explore the emergence of new colonial cities 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, 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 practices that went into 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.

HIST-UH 3322JX

### **African Empires: West Africa and Ethiopia**

*Typically offered: January*

*Crosslisted with African Studies*

Empire is usually associated with developments and formations in Europe, Asia, and the Middle East, but Africa also witnessed and participated directly in this form of political experimentation and

expansion of cultural and economic influence. This course focuses on imperial formations centered in West Africa and Ethiopia, whose independent histories date back to the beginning of the first millennium CE. The convergences and divergences between the regions as they relate to empire are noteworthy, especially as they relate to religion. Monotheism would prove to be a critical motivating and explanatory factor, expressed through Christianity in Ethiopia, and Islam in West Africa. Islam alleged “clash” with the West has occupied the center of the world stage for decades now. Both cultural advances and intense conflict have characterized developments in the Middle East, North Africa, and Asia, while the question of Islam in Europe has become a major issue for the continent and Great Britain given ongoing demographic changes. Africa south of the Sahara is no less a part of this unfolding global drama, where both Christianity and Islam has played a seminal role in the continent’s historical development.

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-range 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 3490

### **Topics in Atlantic History**

*Offered occasionally*

*Course topics may include the Enlightenment; American colonial history; Atlantic immigration; race, gender, and sexuality in US history; African- American history; New York City past and present; women and slavery in the Americas; the New Deal; and others.*

HIST-UH 3510X

### **Muslim Societies in African History**

*Typically offered: fall odd years*

*Crosslisted with African Studies;*

*Arab Crossroads 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, reform movements, 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 race, slavery 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.

ACS-UH 1412X

### **Race and Ethnicity in the Histories of the Middle East and Africa**

*Crosslisted with African Studies;*

*Arab Crossroads Studies*

*Pre-1800*

## **REGIONAL COURSES: INDIAN OCEAN WORLD**

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HIST-UH 2119

### **Global Asia in the Modern World**

*Typically offered: fall*

*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, 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 3310

**Humanitarianism in Africa: A Critical History**

*Typically offered: spring even years*

*Crosslisted with African Studies;*

*Social Research and Public Policy*

What can the long history of humanitarian interventions in Africa teach us about global justice and our shared humanity? This course explores more than two centuries of interactions between the West and Africa through the prism of humanitarianism. Many humanitarian campaigns and movements analyzed in the course used a Manichean rhetoric of good versus evil. Yet, their motivations were often complex; and their effects, sometimes questionable. During the first part of the course, students formulate questions about the ethics of modern humanitarianism by exploring scholarly works by anthropologists, political scientists, and sociologists, as well as films and literary texts. Students then use these questions to review historical case-studies, from the abolition of the slave trade to the #Kony2012 campaign. The course invites students to critically reflect on the logic of “salvation” projects and to deconstruct problematic clichés about the African continent.

HIST-UH 3315

**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 themes in African history, from the history of gender and sexuality to popular culture, generational conflicts, and the AIDS epidemics. Studying love is 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 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*

*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 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 migration, urbanization, and AIDS. 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 and historical framework for understanding the dynamic history of the continent.

HIST-UH 3322JX

**African Empires: West Africa and Ethiopia**

*Typically offered: January*

*Crosslisted with African Studies*

Empire is usually associated with developments and formations in Europe, Asia, and the Middle East, but Africa also witnessed and participated directly in this form of political experimentation and expansion of cultural and economic influence. This course focuses on imperial formations centered in West Africa and Ethiopia, whose independent histories date back to the beginning of the first millennium CE. The convergences and divergences between the regions as they relate to empire are noteworthy, especially as they relate to religion. Monotheism would prove to be a critical motivating and explanatory factor, expressed through Christianity in Ethiopia, and Islam in West Africa. Islam alleged “clash” with the West has occupied the center of the world stage for decades now. Both cultural advances and intense conflict have characterized developments in the Middle East, North Africa, and Asia, while the question of Islam in Europe has become a major issue for the continent and Great Britain given ongoing demographic changes. Africa south of the Sahara is no less a part of this unfolding global drama, where both Christianity and Islam has played a seminal role in the continent’s historical development.

HIST-UH 3510X

**Muslim Societies in African History**

*Typically offered: fall odd years*

*Crosslisted with African Studies; Arab Crossroads 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, reform movements, 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 race, slavery 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 3511X

### **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 world a region often referred to as the 'cradle of globalization'? How, specifically, did Islam spread in relation to the extension and intensification of agriculture and trade? What diverse forms have Islamic ideas, institutions, 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 engaging with cutting-edge scholarship from the fields of global, Indian Ocean, and Islamic history, as well as a wide variety of primary source materials. Throughout, students also probe the relationship between power and the production of knowledge about Islam.

HIST-UH 3512J

### **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, pearlivers, farmers 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—considering connections and comparisons 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 camping and possibly a short period of sailing during the course. All students must know how to swim.

HIST-UH 3513X

### **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 the spread of Buddhism, Hinduism, Islam and later Christianity. How are the different regions of the Indian Ocean littorals tied together through networks of piety, pilgrimage and mythologies? Do the surviving material 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 and interconnectedness? How do the circulation of people, relics and mythologies connect the hinterland with people and places across the waters?

HIST-UH 3514J

### **Biography as 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 1412X

**Race and Ethnicity in the Histories of the Middle East and Africa**  
*Crosslisted with African Studies; Arab Crossroads Studies*  
Pre-1800

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

AW-UH 1114

**Doing Archeology: Case Studies from Western Asia**  
*Crosslisted with Ancient World Studies; Anthropology; Arab Crossroads Studies; Heritage Studies*

HERST-UH 1501

**Experimenting with the Past: Cultural Heritage Connections in the Gulf and Western Indian Ocean**  
*Crosslisted with Ancient World Studies; Anthropology; Arab Crossroads Studies; Heritage Studies*  
Pre-1800

## **REGIONAL COURSES: MEDITERRANEAN, BLACK AND CASPIAN SEA WORLD**

HIST-UH 2715JX

**Arab Crossroads: Genghis Khan, Tamerlane, and Beyond: The Mongol 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 alive today are descendants of Genghis Khan? How do the new sciences of DNA studies and modern science of Paleo-climatology help us studies Mongol History? Why was Hitler obsessed with Genghis Khan and why does it matter?

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

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 project 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. That area is, roughly speaking, the modern Middle East. So, one of our chief questions will revolve around the fact that the Romans were so successful elsewhere, yet, for the most part, failed in their imperial project here. Can this be explained in terms of their imperial project writ large? There is, to my knowledge, no scholarly literature dealing with this question specifically, and as a whole. Therefore, we will get at the matter 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 reevaluation of the various narratives of modernity; for 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-Ghazali, 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 culture from Alexander to Muhammad; Venice and the Mediterranean; premodern science; Western expansion in the Eastern Mediterranean, 11th-15th centuries; Napoleon; 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*

ACS-UH 2410X

### **Paradise Lost:**

#### **Muslims, Christians and Jews in Al-Andalus**

*Crosslisted with Arab Crossroads Studies Pre-1800*

ACS-UH 2411X

### **Heritage, History and Memory in the Modern "Middle East"**

*Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; Museum and Cultural Heritage Studies*

ACS-UH 2412JX

### **Interwoven Pasts of Spain and Morocco**

*Crosslisted with Arab Crossroads Studies Pre-1800*

ACS-UH 2414X

### **Jews in the Muslim World in the Middle Ages**

*Crosslisted with Arab Crossroads Studies Pre-1800*

ACS-UH 2417

### **Ottoman Crossroads**

*Crosslisted with Arab Crossroads Studies Pre-1800*

ACS-UH 2418X

**Politics and Cultures of Nationalism  
in the Modern Middle East**

*Crosslisted with Arab Crossroads Studies;  
Heritage Studies; Social Research  
and Public Policy*

ACS-UH 2419X

**Sufism**

*Crosslisted with Arab Crossroads Studies  
Pre-1800*

ACS-UH 2614X

**Colonization of Palestine**

*Crosslisted with Arab Crossroads Studies;  
Peace Studies; Political Science;  
Social Research and Public Policy*

ANTH-UH 2116

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

*Crosslisted with Anthropology;  
Arab Crossroads Studies;  
New Core: Structures of Thought and Society;  
Peace Studies; Social Research  
and Public Policy*

AW-UH 1113X

**Alexander and the East:  
Central Asia and the Mediterranean  
from the Achaemenid Period**

*Crosslisted with Ancient World Studies;  
Arab Crossroads Studies; Art and Art History  
Pre-1800*

AW-UH 1114

**Doing Archeology:  
Case Studies from Western Asia**

*Crosslisted with Ancient World Studies;  
Anthropology; Arab Crossroads Studies;  
Heritage Studies*

AW-UH 1115X

**Political Past, Political Presents:  
Archaeology and the Politics of Memory  
in the 'Near East'**

*Crosslisted with Ancient World Studies;  
Arab Crossroads Studies; Art and Art History;  
Heritage Studies*

AW-UH 1116

**Egyptomania**

*Crosslisted with Ancient World Studies; Heritage  
Studies; Museum and Cultural Heritage Studies  
Pre-1800*

CSTS-UH 1052X

**History and the Environment: The Middle East**

*Crosslisted with Arab Crossroads Studies;  
Environmental Studies; New Core: Structures  
of Thought and Society; Previous Core:  
Structures of Thought and Society*

CSTS-UH 1059X

**Urban Violence: The Middle East**

*Crosslisted with Arab Crossroads Studies; New  
Core: Structures of Thought and Society; Previous  
Core: Structures of Thought and Society*

ECON-UH 2451X

**Economic History of the Middle East**

*Crosslisted with Arab Crossroads Studies; Economics  
Pre-1800*

## CAPSTONE EXPERIENCE

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HIST-UH 4000

**Capstone Seminar**

*Typically offered: fall*

*Prerequisite: HIST-UH 2010; HIST-UH 3010  
(for majors writing a capstone project in History)  
Must be Senior standing*

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.



# LITERATURE AND CREATIVE WRITING

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.

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 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**

12 courses, distributed as follows:

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- 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 be combined: for example, a 3000-level Literature course could also satisfy the pre-modern requirement.
- 2 LITCW-UH 4000 and 4001 Capstone Seminar and Project.

## **REQUIREMENTS FOR THE MAJOR CREATIVE WRITING TRACK**

12 courses, distributed as follows:

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- 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
- 3 Creative Writing electives
- 2 Literature electives, one of which must be pre-modern
- 2 LITCW-UH 4000 and 4001 Capstone Seminar and Project.

NOTE: Electives may include no more than one course crosslisted from the core and must include at least one 3000-level Creative Writing course.

### **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:

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- 1 LITCW-UH 1001 Foundations of Literature I: Epic and Drama
- 1 LITCW-UH 1002 Foundations of Literature II: Lyric Poetry and the Novel, or LITCW-UH 1000 Literary Interpretation
- 2 Literature Electives

### **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:

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- 1 LITCW-UH 1003 Introduction to Creative Writing
- 3 Creative Writing Electives

# LITERATURE AND CREATIVE WRITING

## LITERARY STUDIES TRACK

### SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

#### YEAR 1

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Fall Semester

FOUNDATIONS  
OF LITERATURE I

CORE CCEA

CORE  
COMPETENCY

COLLOQUIUM

J-Term

GENERAL  
ELECTIVE

Spring Semester

FOUNDATIONS  
OF LITERATURE II

LITERARY  
INTERPRETATION  
OR INTRODUCTION  
TO CREATIVE  
WRITING

CORE  
COMPETENCY

FIRST-YEAR  
WRITING  
SEMINAR

#### YEAR 2

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Fall Semester

LITERARY  
INTERPRETATION  
OR INTRODUCTION  
TO CREATIVE  
WRITING

LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

CORE  
COMPETENCY

J-Term

GENERAL  
ELECTIVE

Spring Semester

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

#### YEAR 3

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Fall Semester

PROBLEMS  
AND METHODS  
OF LITERARY  
STUDIES

LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

J-Term

GENERAL  
ELECTIVE

Spring Semester

LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

#### YEAR 4

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Fall Semester

CAPSTONE  
SEMINAR

ADVANCED  
LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

COLLOQUIUM

Spring Semester

CAPSTONE  
PROJECT

LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

# LITERATURE AND CREATIVE WRITING

## CREATIVE WRITING TRACK

### SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

#### YEAR 1

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Fall Semester

FOUNDATIONS  
OF LITERATURE I

CORE CCEA

CORE  
COMPETENCY

CORE  
COLLOQUIUM

J-Term

GENERAL  
ELECTIVE

Spring Semester

FOUNDATIONS  
OF LITERATURE II

INTRODUCTION  
TO CREATIVE  
WRITING

CORE  
COMPETENCY

FIRST-YEAR  
WRITING  
SEMINAR

#### YEAR 2

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Fall Semester

LITERARY  
INTERPRETATION

CREATIVE  
WRITING  
ELECTIVE

GENERAL  
ELECTIVE

CORE  
COMPETENCY

J-Term

GENERAL  
ELECTIVE

Spring Semester

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

#### YEAR 3

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Fall Semester

PROBLEMS  
AND METHODS  
OF LITERARY  
STUDIES

LITERATURE  
ELECTIVE

CREATIVE  
WRITING  
ELECTIVE

GENERAL  
ELECTIVE

J-Term

GENERAL  
ELECTIVE

Spring Semester

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

#### YEAR 4

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Fall Semester

CAPSTONE  
SEMINAR

ADVANCED  
CREATIVE  
WRITING  
ELECTIVE

GENERAL  
ELECTIVE

CORE  
COLLOQUIUM

Spring Semester

CAPSTONE  
PROJECT

LITERATURE  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

# LITERATURE COURSES

## REQUIRED COURSES

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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 the writing and revision 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**

*Typically offered: fall*

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 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

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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 approach draws from related fields such as postcolonial and translation studies. From this critical perspective, we address the questions: Why do some texts, and not others, travel well enough to be read and taught with 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 Spanglish and Hinglish



to Londonstani slang and Black English, these languages have been wrought via complex colonial histories and shaped 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 experimentalist, short stories variously characterized as anti-colonial 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-canonized as well as important writing that has been more or less forgotten. The course will consider questions of empire, postcoloniality, authenticity, voice and the role of vernacular 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. 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, fiction, plays, poems, and even children’s literature 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 inquiry. In addition to visiting Baldwin’s homes in Harlem and Greenwich Village, students will have a special opportunity to spend time researching their final projects in the “James Baldwin Papers” archive at the NY 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*.

LITCW-UH 1104J

### **Writing the City**

*Typically offered: January*

*Crosslisted 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 Martin Gaité, García Lorca, Vargas Llosa, Javier Marías, and Pedro Almodóvar to see

how best to capture the urban experience. Using a variety of genres, we will examine the impact on global cities of war, gender and social inequality, populism, migration and climate change. We will 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 the resources of Madrid and include field trips and guided walks highlighting cultural and political developments, including guided visits to the Prado, Reina Sophia, 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, diaspora, transnationalism, and tourism, 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 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 for centuries been used as cause for marginalization and silencing. Students will explore what women’s writing from around the world might reveal about the relationships between gender, authority, creativity, power, mobility, and tradition. Do we assume, for instance, the existence of an essential “female” way of writing, shared by women across time and geography? Drawing on both literary and critical materials, students will also consider the complexities and challenges of reading across literary tradition(s) and the ways in which writing from multiple historical and cultural situations represents intersections of gender, race, class, nation, and sexuality. Writers to be considered in this course may include Virginia Woolf, Sor Juana, Mary Wollstonecraft, Lady Murasaki, Toni Morrison, Gloria Anzaldúa, and Theresa Hak Kyung Cha, among others.

ACS-UH 1011X

### **Introduction to Modern Arabic Literature**

*Crosslisted with Arab Crossroads Studies; Arab Music Studies*

ACS-UH 1411X

### **First Islamic World Empire: The Abbasids**

*Crosslisted with Arab Crossroads Studies; History Pre-Modern, Pre-1800*

ACS-UH 2213X

**Modern Arabic Short Stories**

*Crosslisted with Arab Crossroads Studies*

ANTH-UH 2113

**Memoir and Ethnography:  
Understanding Culture  
Through First-Person Narrative**

*Crosslisted with Anthropology;  
Core: Arts, Design and Technology;  
Core: Cultural Exploration and Analysis;  
Social Research and Public Policy*

ARTH-UH 2122J

**Age of Warhol**

*Crosslisted with Art and Art History*

CADT-UH 1021

**Art of Narrative Science**

*Crosslisted with Core: Art, Technology and  
Invention; Core: Arts, Design and Technology*

CADT-UH 1027

**Memoir and Anti-Memoir:  
Experiments in Text and Image**

*Crosslisted with Core: Art, Technology and  
Invention; Core: Arts, Design and Technology;  
Core: Pathways of World Literature*

CCEA-UH 1009X

**A Thousand and One Nights**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature  
Pre-Modern*

CCEA-UH 1011

**Law and the Imagination**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature;  
Legal Studies*

CCEA-UH 1014

**Money and the Good Life**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature*

CCEA-UH 1017

**On Violence**

*Crosslisted with Core: Cultural Exploration  
and Analysis; Core: Pathways of  
World Literature*

CCEA-UH 1019

**Novels That Changed the World**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature*

CCEA-UH 1044

**Myth, Magic, and Representations  
of Childhood**

*Crosslisted with Core: Cultural Exploration  
and Analysis; Core: Pathways of World Literature*

CCEA-UH 1047

**Utopias and Dystopias**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature;  
Interactive Media*

CCEA-UH 1055

**Global Shakespeare**

*Crosslisted with Core: Cultural Exploration  
and Analysis; Core: Pathways of World  
Literature; Theater  
Pre-Modern*

CCEA-UH 1056

**Tragedy**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature  
Pre-Modern*

CCEA-UH 1057

**Our Monsters, Ourselves**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature*

CCEA-UH 1060

**Photography and Narrative**

*Crosslisted with Art and Art History; Core:  
Art, Technology and Invention; Core: Cultural  
Exploration and Analysis*

CCEA-UH 1063

**Literary Translation**

*Crosslisted with Core: Cultural Exploration  
and Analysis*

CCEA-UH 1068J

**City of Encounters: Literatures of Indigeneity,  
Migration and Settlement**

*Crosslisted with Core: Cultural Exploration  
and Analysis*

CCEA-UH 1072

**Discovery and Recognition in Narrative, Film,  
and Drama**

*Crosslisted with Arab Crossroads Studies;  
Core: Cultural Exploration and Analysis; Core:  
Pathways of World Literature*

CCEA-UH 1074

**Interracial Literature**

*Crosslisted with Core: Cultural Exploration and  
Analysis; Core: Pathways of World Literature*

CCEA-UH 1076

**Gender and the Future of Normal**

*Crosslisted with Core: Cultural Exploration  
and Analysis; Theater*

CCEA-UH 1082

**Literature of Migration**

*Crosslisted with Core: Cultural Exploration  
and Analysis*

CCEA-UH 1092

### **Reaching for the Stars**

*Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Film and New Media*

FILMM-UH 3110

### **Archives, Methods, Screens**

*Crosslisted with Art and Art History; Film and New Media; Interactive Media; Media, Culture and Communication*  
*Counts towards IM 2000-Level*

IM-UH 2316

### **Software Art: Text**

*Crosslisted with Interactive Media*  
*Counts towards IM 2000-Level*  
*2 credits*

THEAT-UH 1514

### **African Women Playwrights**

*Crosslisted with African Studies; Theater*

## **ADVANCED LITERATURE ELECTIVES**

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LITCW-UH 2310

### **History of Drama and Theater**

*Offered occasionally*  
*Crosslisted with Theater*

Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. Texts are drawn from the major periods of Greek and Roman drama; Japanese classical theater; medieval drama; theater of the English, Italian, and Spanish Renaissance; French neoclassical drama; English Restoration and 18th-century comedy; and Russian dramatic traditions. Styles to be considered include romanticism, naturalism, realism, antirealism, and postcolonial theater.

LITCW-UH 2312X

### **Masterpieces of Pre-Modern Arabic Literature in Translation**

*Offered occasionally*  
*Crosslisted with Arab Crossroads Studies*  
*Pre-Modern*

This course explores a selection of canonical and non-canonical works of literature from pre-Islamic Arabia to the so-called 19th-century Arab Renaissance. Through this course students will examine poetic and prosaic texts, while revising their understanding of literary genres and categories, especially in relation to the tradition of Arabic literature. Students will also learn about the major approaches to the study of this literary tradition, while immersing themselves in its rich language, imagery and historical moment. Readings include selections from: pre-Islamic heroic poetry; Umayyad love poetry; Abbasid courtly poetry and its influence on the Andalus; libertine poetry in all its registers from

the early Abbasid to the Mamluk period. Prose literature will include the Qur'an; hadith; apocrypha of the prophets; picaresque maqāmāt; The Arabian Nights; and proto-novels from the 19th century.

LITCW-UH 2313J

### **Tales that Travel: Storytelling and Storytellers in Eurasia, 10th-16th centuries**

*Typically offered: January odd years*  
*Pre-Modern*

Long before modern media sent stories around the world at lightning speed, good tales traveled. This course explores the travel of tales and considers the ways in which a common culture of story and storytelling can be found throughout pre-modern Europe, Middle East, South and East Asia. Drawing on stories and scholarship from many different traditions, it examines the role of storytelling in human culture, discusses the performance and circulation of stories, and reflects on examples of the types of tales that traveled, including tales of origin, of wisdom (and folly), of trickery (and truthfulness), of success (and failure), of youth and age, of love and the battle of the sexes, and many others.

LITCW-UH 2314J

### **New York Urbanism: Poetry, Art and Architecture Since 1900**

*Typically offered: January*  
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, architects, artists 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? We will look at case studies of writers, artists and architects coming from China, Mexico, Germany, Italy, England, Holland, Puerto Rico, Missouri, Ohio, New Jersey, Massachusetts, and Rhode Island. James, Hughes, O'Hara, Baraka, Garcia Lorca, Mayer, Notley, Torres, Alurista, Matta-Clark, Hammons, Smithson, Koolhaas, Mies van der Rohe, Piano, Ligon, Acconci, Rosler, Zoe Leonard, Renée Green, and Kara Walker will be read in relation to larger literary and political movements including Nuyorican Poetics, the New York School, Language writing, Feminism, the Black Arts Movement, Queer liberation, the Tiananmen Square Protests, Minimalism, Conceptual Art, The Pictures Group. There will be afternoon field trips to the sites discussed in class, and stops for representative New York food.

LITCW-UH 2315X

**Postcolonial Turn**

*Typically offered: spring*

*Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Film and New Media; History*

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

LITCW-UH 2330

**Modern Epic: Tolstoy, Joyce, and García Márquez**

*Offered occasionally*

This course will examine three “encyclopedic” texts (War and Peace, Ulysses, and One Hundred Years of Solitude) that rehearse and interrogate inherited paradigms of cultural identity, purpose, and destiny. Through 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 2332

**Literature and Revolution**

*Typically offered: fall*

*Crosslisted with Art and Art History*

Can art start a revolution? What distinguishes propaganda from art when art gets wrapped up

in politics? This course explores these questions in specific examples of writers and artists who not only represented revolution but also participated in performing revolution and effecting political change. We will consider how revolutions spill across the boundaries of several nations—as in 1789–91, 1811–21, 1848, 1917, 1968, etc.—and become part of world history thus compelling us to revise how we read literature comparatively across times, places and languages. This movement shows us how different authors engaged with revolution, creating their own manifestos and visions of utopia. Revolutions always reveal the contradictions built into capitalist modernity, and by reading their movements across borders, we begin to understand not only the dimensions of political change but also the possibilities of social change. We will read focus on four major case studies that demonstrate literature’s direct involvement in political change: 19th-century Russian literature; 19th-20th century African American Literature; 20th century Latin American literature; and 20th-century Arabic literature.

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 personae 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 frame the questions of poetry and madness? Is the representation of poetic madness and inspiration in Arabo-Islamic discourse 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 Persian romances, 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 2341

**Asian and Arab Diaspora in the Arts**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies*

Do the Turkish German filmmaker Fatih Akin, the Lebanese Brazilian novelist Milton Hatoum, the Japanese Peruvian poet José Watanabe, the Singaporean Australian writer Kim Cheng Boey, and the Tunisian Swedish novelist Jonas Hassen Khemiri have anything in common? In an increasingly

multicultural, multilingual, transnational yet increasingly divided world, what insights do the works of these architects of the imagination offer about tell us about their culture, history and traditions. How do they add to the ongoing dialogue between East and West—on cultural translation, migration, the refugee crisis, conflict and love? How do they help us pose fundamental questions? This course is a laboratory for the exploration of major cinematic and literary oeuvres by the Asian and Arab diaspora living in cosmopolitan cities worldwide. As a starting point, the course offers historical grounding for the various Asian and Arab migration histories globally; and continually explores what is Asianness / Arabness including recurring terms and themes such namely identity, home, memory and so forth.

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 literary genres including love poetry, popular epics, travelers' accounts, geographical works and Sufi mystical treatises from many different regions of the Muslim world, ranging from West Africa to South East Asia. Exploring the movement of people, goods, and ideas within works of literature and tracing the formation, circulation and transformation of Islamicate literary genres, the 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*

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 Bakhtin, Barthes, Lukacs, McKeon, Moretti, Schwarz, and Watt, among others. Prerequisite: one major required course or permission of the instructor.

LITCW-UH 3312

### **Global Text: Moby-Dick**

*Typically offered: fall odd years*

*Prerequisite: LITCW-UH 1000 and LITCW-UH 1001 or Permission of the instructor*

Is there such a thing as global cultural heritage? This course resituates 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 was *Moby-Dick* a "global" text in its own day, 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?

LITCW-UH 3313

### **Global Text: Ulysses**

*Typically offered: fall*

*Prerequisite: LITCW-UH 1000, LITCW-UH 1001 or LITCW-UH 1002*

Is there such a thing as global cultural heritage? This course presents a case study that resituates James Joyce's monumental novel *Ulysses* a book that describes a single day in a single city and is steeped in naturalistic historical detail as a global text that is "worldly" in its outlook and its self-conscious positioning within Western literary history. The course contextualizes the novel within Joyce's oeuvre through readings of *Dubliners*, *Stephen Hero*, *A Portrait of the Artist as a Young Man*, and selections from *Finnegans Wake* and within the histories of epic and Anglophone modernism. The course brings a number of scholarly methodologies to bear on Joyce's work including close reading, deconstruction, distant reading, gender studies, literary history, new historicism, postcolonialism, psychoanalysis, and reader response.

LITCW-UH 3314

### **Global Text: Star Wars**

*Typically offered: spring*

*Prerequisite: LITCW-UH 1000 or LITCW-UH 1001 or LITCW-UH 1002 or FILMM-UH 1010 or FILMM-UH 1011 or FILMM-UH 1013X*

Is there such a thing as global cultural heritage? This advanced research seminar uses the *Star Wars* media phenomenon as a case study in the creation and circulation of a contemporary saga. The course examines the saga's multicultural influences, from Greco-Roman tragedy to Zen Buddhist philosophy, taking into account the ways that *Star Wars* has been transformed by fans across the world. Proposing that the *Star Wars* phenomenon can serve as a public platform for philosophy, the course examines *Star Wars* as a "cosmos-politan" text engaged with ideas of difference, and poses questions about the interplay between globalization/cultural imperialism and global texts in the age of Disneyfication.

LITCW-UH 3315

**Early Modern English Drama: Staging the World**

*Typically offered: spring even years*

*Prerequisites: LITCW-UH 1001, LITCW-UH 1002,*

*THEAT-UH 1011 or Instructor Approval*

*Crosslisted with Theater*

*Pre-Modern*

Doomed lovers, military conquest, imported luxury goods, political treachery, religious conversion, spectacular bodies and pirates. These are some of the plot elements that figured stereotypes and represented transnational movement of people, objects, and stories around the globe in English Renaissance drama. This course will read English plays preoccupied with staging otherness from the 1580s to the 1640s in genres from city comedy to revenge tragedy to ask how these imaginative constructions draw upon the world to consider what it meant to be “English.” The course will examine the intersection of identity and nation as these ideas are insisted upon and fractured in the popular imagination of the theater. Questions will be asked: how is the self constructed in relation to the world? Which figures of the “Other” become particularly important to notions of English identity? How is the English body imagined, and what happens to English bodies when they venture elsewhere?

LITCW-UH 3317

**Migrant Poetics, Narratives of Flight**

*Typically offered: spring*

*Crosslisted with Film and New Media*

For the poet Aimé Césaire, from the tiny island of Martinique, there was the master narrative of the middle passage, that brought African slaves to the Americas; there was the movement of labor and capital that circled the Caribbean in slavery’s aftermath; and there was the circulation of ideas that produced the radical collages of surrealism. This course examines a range of narratives of flight—that of the refugee, the immigrant, the exile, the migrant worker—in fiction, poetry, film, theater, painting and music. It also examines critical theories of migration on refugeeism, displacement, and immigration, in order to ask: How does “flight” produce new aesthetic forms? How have scholars theorized the range of concepts and problems engendered by such movement? Along the way, we will read about Iraqi refugees, Vietnamese “boat people”, Indian painters, the Jewish dispossessed of World War II. Towards the end of the term, we use this theoretical vocabulary to consider the ocean still to cross (*une mer encore à traverser*) in relation to two contemporary crises: flight across the Mediterranean and the refugee Rohingya of Myanmar.

LITCW-UH 3318

**Arts of Attention: Reading Global Modernisms**

*Typically offered: fall*

How do works of literature capture, hold, and train our attention? We live in a time when attention

and attention disorders have captured both the scientific and the popular imagination. Turning their “attention to attention,” like never before, scientists are identifying the rich variety of attentional modes our brain is capable of, as well as a contemporary addiction to, “narrow-focus attention.” This course plumbs the rich offerings of literature describing a wide spectrum of attentional modes, as well as training, enriching and potentially even healing its reader’s attention. Indeed, long before modern science, modernist literature excelled at both describing human attention and complexly engaging it through its novel experiments. Modernism has long been seen as a Western European interwar phenomenon, with current scholarship vigorously expanding our understanding of these limits. This course will include close examinations of some of the best-known Western European classics, but will also explore some of the long-overlooked origins, expressions, and subsequent migrations of modernism elsewhere, from Europe’s Eastern margins, to the Harlem Renaissance and modern Chinese literature.

LITCW-UH 3350X

**Literatures of the Middle East and the Maghreb (North Africa)**

*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 have they reacted 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 these 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 different are novels written in English or French for 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 3360

**Postcolonial Studies**

*Offered occasionally*

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 Sidwaha, 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 3361

### **Freedom and Alienation**

*Typically offered: spring*

From the mid-20th century onward, freedom was the original cry in the rapidly decolonizing world. This course considers the various registers of postcolonial freedom 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 dialectic of alienation 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.

ACS-UH 2210JX

### **Cities and Modern Arabic Literature**

*Crosslisted with Arab Crossroads Studies*

ACS-UH 2212X

### **Introduction to Islamic Texts**

*Crosslisted with Arab Crossroads Studies  
Pre-Modern, Pre-1800*

## **CREATIVE WRITING ELECTIVES**

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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 longer features. 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 GNU*

This course exposes students to a range of writing about personal travel and offers students the chance to craft travel narratives of their own of various lengths and formats. The course will focus on such questions 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 or cultures not your own.

LITCW-UH 1503

### **Letters From Afar: Travel Writing Abroad**

*Typically offered: fall, spring*

*Prerequisite: Must be an NYUAD student  
2 credits*

Travel is a form of knowledge. "The traveler," wrote the British travel writer Robert Byron, "can know the world, in fact, only when he sees, hears, and smells it." This course offers a unique opportunity to further expand and deepen the knowledge you'll gain from the respective learning institutions you're traveling to this semester, by making students venture beyond the confines of campus, and engage with the everyday people and proceedings of the places in which those institutions are situated. From their observations, reporting, interviews and research about what they've encountered, students will compose a feature-length narrative in the form of a classic "Letter From . . ." piece in The New Yorker magazine.

LITCW-UH 1504J

### **Fiction Writing: Craft Workshop**

*Typically offered: January odd years*

Where would we be without stories? Better question: Where 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 social media conventions; writing more vividly by unlocking our senses; declaring our manifestos; understanding publishing; examining censorship; and looking over the edge into the abyss with growing confidence. For writing should never be 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 stride 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 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 short, 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 saying goes, and if so, how do we articulate that relationship for an audience who may not know or care about who we are? This workshop-based course will focus on "writing short": 700-1500 word essays that focus on a range of topics, including cultural happenings, intellectual debates, and current events. We will visit *The National*, the UAE English-language paper, and students will write an analysis of a columnist of their choice, from anywhere in the world.

LITCW-UH 1506

### **Today We Wrote Nothing**

*Not typically offered*

*Crosslisted with Arab Crossroads Studies; Core: Arts, Design and Technology; Core: Cultural*

*Exploration and Analysis; Film and New Media*

People of movement, categorized as migrants, have always fascinated scholars, artists, and writers. Contemporary mainstream discourse about the Gulf has arguably placed a great deal of emphasis on profession, what people do, their social class, and why they came, especially those on the margins. How have these individuals been represented in the Gulf, by whom, what are their stories and where can we find them? The objective of the class is to try and answer these questions, as well as to produce original material in writing workshops, in order to try and address some of these issues, especially representation.

LITCW-UH 2510

### **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, 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 more focused experimentation, 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 limited only by attempting 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 on the page. 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.

ANTH-UH 2113

### **Memoir and Ethnography: Understanding Culture Through First-Person Narrative**

*Crosslisted with Anthropology; Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Social Research and Public Policy*

CADT-UH 1034

### **Citizen Writer**

*Crosslisted with Core: Arts, Design and Technology*

CCEA-UH 1092

### **Reaching for the Stars**

*Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Film and New Media*

FILMM-UH 1012

### **Forms of Writing for the Screen**

*Crosslisted with Film and New Media*

FILMM-UH 1512

### **Writing the Short Screenplay**

*Crosslisted with Film and New Media*

HIST-UH 3316

### **African History through Film and Literature**

*Crosslisted with Film and New Media; History*

IM-UH 2316

### **Software Art: Text**

*Crosslisted with Interactive Media  
Counts towards IM 2000-Level  
2 credits*

THEAT-UH 1112

### **Fundamentals of Playwriting**

*Crosslisted with Theater*



## ADVANCED CREATIVE WRITING ELECTIVES

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ITCW-UH 2503

### **Advanced Creative Writing: Nonfiction Essay**

*Offered occasionally*

*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. In the decades since, the notion has become commonplace. But how do writers—of any gender or other identity category—most effectively discuss and describe 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) and develop their own voices as they grapple with the politics of individual experience. Group discussions and peer workshops will be supplemented by individual conferences with the professor.

LITCW-UH 3501

### **Advanced Creative Writing: Documentary Forms**

*Offered occasionally*

*Prerequisite: LITCW-UH 1003 or Instructor Consent*  
*Crosslisted with Art and Art History;*  
*Film and New Media*

This course centers on the generative intersection of art and non-fiction: in other words, documentary forms. Documentaries are compelling because they are driven 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 relationship between aesthetics, ethics, and point of view in three mediums: poetry, film/video, and visual art, with an emphasis on poetry and text that pushes the boundaries of conventional prose and journalism.

LITCW-UH 3502

### **Advanced Creative Writing:**

#### **A Novel in Fourteen Weeks**

*Offered occasionally*

*Prerequisite: LITCW-UH 1003 or permission of the Instructor*

An advanced fiction workshop that offers students the opportunity to hone their writing through peer critique and in-depth craft discussions. Extensive outside reading deepens students' understanding of fiction and broadens their knowledge of the evolution of literary forms and techniques. 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 3504

### **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 statements and 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 does it mean to write and read poems in English if it is not your home or only language? In addition to workshoping peers' poetry, participants will 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 3505

### **Dramatizing History**

*Typically offered: fall odd years*

*Crosslisted with Theater*

How does the dramatist bring alive an historical epoch to enliven a work for stage, film or television? What elements are essential to create a compelling narrative? Should the characters be actual people or fictionalized composites? And what ethical issues are raised in such decision-making? In this arts workshop students will embark on a journey to bring alive stories that hold personal significance. Whether the tales are connected to family, culture, gender or 'race' memory, there are certain steps that may enhance the creation and development of dramatic work based on historical information. Students will detail their personal process in both creative and critical terms.

LITCW-UH 3506

### **ACW: Workshop in Hybrid Forms**

*Typically offered: spring*

*Prerequisite: LITCW-UH 1003*

In this advanced workshop we will write hybrid forms: works of literature that combine two or more genres, or that defy the very concept of genre. What is also interesting about the notion of hybridity is that we find many rich historical examples of this kind of literature works that predate a modern tendency to theorize genre's defining features in order to categorize literature. Students will undertake readings and projects in the following forms: the lyric essay, novels in verse, the haibun, the list poem, non-traditional autobiography, text-image projects, the prose poem, the poet's play, and conceptual and

intermedia writing projects. We will read Claudia Rankine, Don Mee Choi, W. G. Sebald, Elias Khoury, Deepak Unnikrishnan, Paolo Javier, Biswamit Dwibedy, Carole Maso, Ed Sanders, Etel Adnan, Cecilia Vicuna, On Kawara, and Sonia Sanchez. To build a rigorous and supportive literary community, we will share our works and develop rubrics for providing feedback and improving our projects. Workshop participants will learn about the chapbook tradition, make their own small books of between 15 and 25 pages containing revised work from the semester.

LITCW-UH 3507

### **ACW: Workshop in Fiction**

*Typically offered: spring*

*Prerequisite: LITCW-UH 1003 or instructor consent*

In advanced fiction workshop students will write fiction “flash fiction,” short stories, and works that may be extended into the territory of the novella considering things like point of view, dialogue, structure and plot, narrative voice, scene and character building. The class will explore prose fiction that is rooted firmly in reality writing stories seemingly “ripped from the headlines” as well as works that draw on a writer’s imagination, as well as traditions of surrealism. Students will practice writing new works from a variety of prompts, will critique others productively, and revise their works toward a final portfolio of works brought to high polish. Exemplary and representative works of contemporary fiction will be read as starting points for writing exercises, discussions of writing strategies, and toward the development of new works.

## **CAPSTONE EXPERIENCE**

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LITCW-UH 4000

### **Capstone Seminar**

*Typically offered: fall*

*Prerequisite: LITCW-UH 1000, LITCW-UH 1001, LITCW-UH 1002, LITCW-UH 1003, LITCW-UH 3000, and must be Senior standing*

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 or engage in an extended creative project. The program consists of a two-part capstone seminar and a year-long individualized thesis tutorial. (Students receive credit for the seminar in the fall and for the project in the spring.) During the fall semester, students define their projects, develop a bibliography, read broadly in their chosen topic, begin their research, and draft a substantial portion of the project.

LITCW-UH 4001

### **Capstone Project**

*Typically offered: spring*

*Prerequisite: LITCW-UH 4000*

In the spring semester, students continue to work one-on-one with their capstone advisor(s) and to attend the capstone seminar. During the first seven weeks of the term, students develop a full draft of their project, which may include revision and re-articulation of key theoretical and/or aesthetic choices. Students work with their capstone advisor(s) to produce successive drafts of the project. The capstone experience culminates in the public presentation of the capstone project and the defense of the project before a panel of faculty reviewers.

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](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

## **REQUIREMENTS FOR THE MAJOR IN MUSIC**

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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**

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- 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 4001 Music Practice Capstone Project

### **ARTISTIC PRACTICE TRACK**

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- 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**

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- 8 Elective course in Music Theory or Music Studies
- 16 Credits of elective courses in Music Studies and/or Music Theory
- 1 MUSIC-UH 4001 Music Practice 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**

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- 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

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

MUSIC THEORY  
AND ANALYSIS I

MUSIC  
TECHNOLOGY  
FUNDAMENTALS

GENERAL  
ELECTIVE

FIRST-YEAR  
WRITING  
SEMINAR

J-Term

GENERAL  
ELECTIVE

Spring Semester

MAKING MUSIC

MUSIC  
HISTORIES AND  
HISTORIOGRAPHY

CORE

COLLOQUIUM

### YEAR 2

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Fall Semester

THE  
ANTHROPOLOGY  
OF MUSIC  
(ALTERNATIVELY:  
YEAR 1 FALL)

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

COLLOQUIUM

J-Term

GENERAL  
ELECTIVE

Spring Semester

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

CORE

CORE

### YEAR 3

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Fall Semester

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

J-Term

GENERAL  
ELECTIVE

Spring Semester

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

CORE

### YEAR 4

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Fall Semester

CAPSTONE  
SEMINAR

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

Spring Semester

CAPSTONE  
PROJECT

MUSIC  
ELECTIVES

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

# MUSIC COURSES

## REQUIRED COURSES

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MUSIC-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 musicological and historical research.

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 musicological 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



scholarly 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.

MUSIC-UH 2004

### **Music Histories and Historiography 2**

*Typically offered: spring*

*Prerequisite: MUSIC-UH 1005*

*Crosslisted with Heritage Studies*

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. This course introduces additional readings, providing students with a framework for the development of their own research within the field of music studies as a basis for field work and independent research.

MUSIC-UH 2005

### **Anthropology of Music 2**

*Typically offered: fall*

*Prerequisite: MUSIC-UH 1004*

*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 musicological 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 scholarly 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**

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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 with aural 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**

*Offered occasionally*

*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 1208

**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 with aural skills, which will serve as the basis for developing performance skill and increasing musical mastery.

MUSIC-UH 1209

**Beginner Group Music–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**

*Offered occasionally*

*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 with musical 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 with musical 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*

*(applicability dependent upon instrument)*

*2 credits*

A diverse array of ensembles is 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*

*(applicability dependent upon instrument)*

*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*

*Crosslisted with Arab Music Studies*

*(applicability 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 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*

*(applicability 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 toward mastering more challenging musical repertoire.

MUSIC-UH 2210

### **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 Music Instruction 3**

*Typically offered: fall, spring*

*Prerequisites: MUSIC-UH 1252 and*

*(Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music)*

*Crosslisted with Arab Music Studies*

*(applicability 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,*

*one of which may be taken as a corequisite)*

*Crosslisted with Arab Music Studies*

*(applicability 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 3251

### **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*

*(applicability 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 3252

### **Individual Music Instruction 6**

*Typically offered: fall, spring*

*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 Arab Music Studies*

*(applicability 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 3417

### **Computational Approaches to Music and Audio II**

*Typically offered: fall*

*Prerequisite: MUSIC-UH 2419, CS-UH 1001,*

*ENGR-UH 1000, IM- UH 1010, IM-UH 2110,*

*IM-UH 2115, IM-UH 2118*

*Crosslisted with Interactive Media;*

*Sound and Music Computing*

*Counts towards IM 2000-Level*

An intensive, project-driven course designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in composition, sound design, New Instruments of Musical Expression, and games. The course will consist in extensive exploration of analog modular synthesis, Max, and SuperCollider, in recreating algorithms used by synthesis and computer music pioneers such as Xenakis, Chowning, and Risset

as well as new talents in electronic music such as Agostino Di Scipio, Alessandro Cortini or Richard Devine. Previous knowledge of working with Max and/or SuperCollider is required for this course or students may have to take a complementary lab in order to be able to follow the class. By the end of the semester, students will have built a small portfolio of musical works employing the techniques learned during the semester.

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, 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, 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*

CADT-UH 1000

### **Multidisciplinary Artistic Collaborations**

*Crosslisted with Core: Arts, Design and Technology; Film and New Media; Interactive Media*

FILMM-UH 1515J

### **Audiovisual Ethnography:**

#### **Music and Heritage in Zanzibar**

*Crosslisted with African Studies; Anthropology; Film and New Media*

IM-UH 2322

### **Live Coding**

*Crosslisted with Interactive Media; Sound and Music Computing; Theater Counts towards IM 2000-Level*

## **MUSIC STUDIES ELECTIVES**

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MUSIC-UH 1611X

### **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 1613

### **Jazz**

*Offered occasionally*

Over the course of the past 100 years, jazz has been framed variously as an erotic display, a symbol of modernity, the sound of the Black avant-garde, the sound of cosmopolitanism, "America's classical music," a part of our common global cultural heritage, 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. Faculty 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 percussion ensemble and music diwaniya it paves the way for an in-depth understanding of both Khaleeji Arab music, and culture more broadly. It will lay the foundation for an ongoing Khaleeji percussion ensemble where

students and community members will participate and perform on campus and locally. The class will be divided into two daily segments: a hands-on percussion workshop followed by and 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. *NOTE: This course is open only to NYU Abu Dhabi students.*

MUSIC-UH 1617X

### **Popular Music in the Arab World**

*Offered occasionally*

*Crosslisted with Arab Crossroads Studies;*

*Arab Music Studies*

This course combines theory with intensive listening to examine popular songs in the Arabic-speaking world from the 1950's to the present. Students will develop familiarity with a wide range of Arab singers and their work by way of audiovisual playlists, scholarly and journalistic writing, and social media commentary. The course will introduce basic theoretical issues in popular music studies to provide students with tools for engaging in analysis and writing. We will begin with an exploration of cross-linguistic classification of musical genres and ideologies of the popular and continue to study the ways in which music is linked to political, cultural, religious, and economic forces. The primary forms of assessment are weekly listening quizzes, periodic entries in a shared class blog, and a mid-term and final paper. We will begin with an exploration of cross-linguistic classification of musical genres and ideologies of the popular and continue to study the ways in which music is linked to political, cultural, religious, and economic forces. The primary forms of assessment are weekly listening quizzes, periodic entries in a shared class blog, and a mid-term and final paper.

MUSIC-UH 1662

### **African Popular Music**

*Offered occasionally*

*Crosslisted with African Studies; Anthropology;*

*Heritage Studies*

This course examines the historical foundations, sociocultural contexts, and formal characteristics of twentieth- and twenty-first-century African popular music, covering a range of genres from across the continent. Drawing on a rich corpus of scholarly and popular works by anthropologists, ethnomusicologists, historians, filmmakers, and journalists, it explores African popular music genres as cultural phenomena that are complexly woven into the social fabrics of urban African locales. A major theme is the intersection of popular culture and politics on the continent. By listening to and reading about popular music, students will gain a thorough understanding of the production and mobilization of publics, and the dynamics of nationalism in modern African societies.

MUSIC-UH 1710

### **Music: Conflict, Protest, and Peace**

*Typically offered: spring*

*Crosslisted with Peace Studies*

The seminar examines music in relationship to conflict, protest, and peace across a wide range of historical and cultural contexts from the 19th century to the present. Whether conflicts are waged in the name of national, ethnic, economic, or ideological concerns, music and musical practices play a critical role in the complex sociological rituals of these engagements, from the military marches heralding deployment to the orchestral requiems played to memorialize the dead. Initially engaging with music from World War I and II, the seminar examines as well the period after 1945 with the birth and evolution of rock and roll, which played a critical role in the anti-war and Civil Rights 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 as an instrument of torture in Abu Ghraib during the War on Terror, the seminar explores music as a contested social practice during times of conflict, raising fundamental ethical questions. This interdisciplinary course draws on scholarship from aesthetics, ethics, musicology, military history, philosophy, and law to provide a broad critical framework.

MUSIC-UH 1711

### **Rock 'n' Roll Histories & Revolutions:**

#### **Afro-American Music Traditions to 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 it seemed as if the music had come out of nowhere, it had a long evolution with roots in Afro-American music traditions. This survey examines the roots and evolution of rock 'n' roll, focusing in particular on the critical role it played in the anti-war and peace movements of the 1960s as well as in movements for civil rights and social justice from that time to the present. Interdisciplinary in its conception, the seminar draws on materials from a diverse disciplines in order to provide a critical frame for the exploration of the topic. As part of the course, we will examine the music of the Beatles from the release of their first 1958 cover album to their later meteoric rise to international fame in the 1960's. Focusing on their overwhelming American success after 1964, the course looks at the history of the band and John Lennon's music against the backdrop of the Vietnam War and the politics of peace and protest that profoundly shaped the period.

MUSIC-UH 1713

### **Musical Theater Since 1850: A Mirror of Society**

*Typically offered: fall*

*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 conflict 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 spectacle of 'Evita' and 'Les Miserables', 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 the genre studied in the previous lecture, allowing 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 ancient histories that shaped the stories and plots of early operas, the seminar also engages with histories and philosophies of modernity to examine works shaped by the cataclysmic events of the 20th century. Radical changes in the historical conditions of death have resonated far beyond the battlefield, shaping fundamental questions about the meaning of the self, time, and history. How has opera registered these changes and participated in these shifts? Can musical work like an opera provide a map for examining uncharted places beyond the thresholds of human experience? Can opera's music, language and images address the historical challenges of representing death on stage? Drawing on scholarship from diverse fields, the seminar examines 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 piracy, topics include music copyright and institutionalized racism; the legal facets of musical heritage and repatriation; and copyright in music economies of the Global South.

MUSIC-UH 2665

**Global Jazz**

*Typically offered: fall*

This course begins with a history of Jazz as it originated in the African-American communities of New Orleans during the early 1900s; and continues by investigating the influences that modern globalization has had on this genre, (starting with the Afro-Cuban Jazz movement of the 1950s). In addition to providing a historical context about the origins and the evolutionary trajectory of Jazz, this course also takes a cross-cultural perspective in addressing particular migratory influences that spurred the diverse branches of contemporary Global Jazz, including: Afro-Cuban Jazz, Jazz Manouche (Gypsy Jazz) and Flamenco, Brazilian Jazz, South Asian Jazz, Highlife and Afrobeat, South African Jazz, Gnawa Fusion, Gypsy Jazz, Oriental Jazz, and Khaleeji Jazz. Central questions: What is "Global Jazz"?; How does global jazz manifest itself as an expression of cosmopolitanism within the context of transnational encounters?; and What does the term "Global Jazz" do that "Jazz" does not? What does it make possible?

ANTH-UH 2114X

**Listening to Islam**

*Crosslisted with Anthropology;*

*Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Theater*

CCEA-UH 1021J

**Jazz in New York**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1023

**Dis/Abilities in Musical Contexts**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1037

**Listening**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1085

**Cinematic Imagination:  
Music, Media, and Modernity**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media (Media Studies); Media, Culture and Communication*

CDAD-UH 1015J

**Music and the Mind**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Core: Data and Discovery*

FILMM-UH 1515J

**Audiovisual Ethnography:**

**Music and Heritage in Zanzibar**

*Crosslisted with African Studies; Anthropology; Film and New Media*

## **MUSIC TECHNOLOGY ELECTIVES**

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MUSIC-UH 2413

**Fundamentals of Digital Audio-  
Introduction to Pro Tools**

*Typically offered: spring*

*Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor*

*Crosslisted with Film and New Media; Sound and Music Computing*

Digital audio is the basis for practically every sound recording in the 21st century. Following the rapid development of integrated circuits in and after the 1960s, the transition to computers and digital equipment has changed the history of music production. During this course, students will acquire an in-depth, theoretical and practical knowledge of the industry standard Pro Tools software working with Music and Post-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 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 techniques for working with Pro Tools from setup to mixdown. Students who complete this course will have the knowledge to take the Pro Tools User Certification Exam independently.

MUSIC-UH 2416

**Recording and Production Techniques**

*Typically offered: spring*

*Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor*

*Crosslisted with Interactive Media;*

*Sound and Music Computing*

*Counts towards IM 2000-Level*

This course exposes students to the art of music production, engineering and recording, as well as fundamentals of audio theory and engineering, audio production technique in both the studio environment and location specific recording, playback, post-production applications, and musical acoustics. As a sound engineers and producers, your job is ensuring that your production creates strong emotional impact. In this course students will be exploring the intersection where technical skills and creative ideas meet in order to create a song. Students will be exposed to a variety of topics including, to multitrack recording, microphone techniques, live recording sessions, advanced editing techniques, advanced topics on musical acoustics. Students will gain analytical and professional skills needed for a variety of music production-focused careers. This course will as well expose students to a variety of production and sound engineering techniques that can be applied on different music styles ranging from pop, funk, jazz 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:*

*(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*

This intensive course is designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in composition, sound design, New Instruments of Musical Expression (NIME), and games. The course will consist of extensive exploration of analog modular synthesis, Max, and SuperCollider, in recreating algorithms used by synthesis and computer music pioneers (Xenakis, Chowning, Risset) as well as new talents in electronic music such as Agostino Di Scipio, Alessandro Cortini or Richard Devine. Previous knowledge of working with Max and/or SuperCollider is required for this course or students may have to take a complementary lab in order to be able to follow the class.

MUSIC-UH 2418

**Immersive Audio Storytelling for Motion Picture**

*Typically offered: spring*

*Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor*

*Crosslisted with Film and New Media;*

*Sound and Music Computing*

Sound lends depth and expands space to the two-dimensional image on screen, while locating us within the scene. 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. Students learn the complicated practice of making sound for multichannel in surround, down mix, and audio restoration using Izotope RX, all as applied to international loudness standards and deliverables. Working with Pro Tools as a creative medium, students practice non-linear content, editing to Timecode SMPTE, working in conjunction with the AVID S6 mixing board. The aim for this course is to give students numerous opportunities to apply creative techniques learnt in class to make films, from capstone projects to films nominated for international film festivals.

MUSIC-UH 2419

### **Computational Approaches to Music and Audio I**

*Typically offered: spring*

*Prerequisite: MUSIC-UH 1002*

*Crosslisted with Engineering; Interactive Media; Sound and Music Computing*  
*Counts towards IM 2000-Level*

The Computational Approaches to Music and Audio I will introduce students to programming for the development of applications of generative music and audio, ranging from standalone musical compositions to fun and engaging musical games or intelligent musical instruments. These applications will be developed mostly in Max, a widely used and very popular graphical programming environment for electronic music and interactive media. By the end of this course students will have become familiar with current approaches to audio and music programming namely in the Max programming environment, plug-in creation for Ableton Live, as well as have acquired a strong foundation in the field that will prepare them for the second course in the sequence.

MUSIC-UH 3411

### **Mixing & Mastering Techniques**

*Typically offered: fall*

*Prerequisite: MUSIC-UH 1002*

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 disciplines such as music, acoustics, electrical 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 really knowing how 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 3417

### **Computational Approaches to Music and Audio II**

*Typically offered: fall*

*Prerequisite: MUSIC-UH 2419, CS-UH 1001, ENGR-UH 1000, IM- UH 1010, IM-UH 2110, IM-UH 2115, IM-UH 2118*

*Crosslisted with Interactive Media; Sound and Music Computing*  
*Counts towards IM 2000-Level*

An intensive, project-driven course designed to develop skills in sound synthesis techniques and procedural music, with a focus on their specific application in composition, sound design, New Instruments of Musical Expression, and games. The course will consist in extensive exploration of analog modular synthesis, Max, and SuperCollider, in recreating algorithms used by synthesis and computer music pioneers such as Xenakis, Chowning, and Risset as well as new talents in electronic music such as Agostino Di Scipio, Alessandro Cortini or Richard Devine. Previous knowledge of working with Max and/or SuperCollider is required for this course or students may have to take a complementary lab in order to be able to follow the class. By the end of the semester, students will have built a small portfolio of musical works employing the techniques learned during the semester.

MUSIC-UH 3430

### **Special Topics in Music Production**

*Offered occasionally*

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 exercises and assignments. The class will introduce students to everything from studio recording sessions with live instrumentalists, to producing music using software and hardware electronic instruments.

MUSIC-UH 3460

### **Advanced Topics in Music Technology**

*Offered occasionally*

*Advanced Topics course taught by affiliate or visiting Faculty.*

IM-UH 1011

### **Communications Lab**

*Crosslisted with Design; Interactive Media; Media, Culture and Communication*



IM-UH 2313

### **New Interfaces of Musical Expression**

*Crosslisted with Interactive Media  
Counts towards IM 2000-Level*

IM-UH 2322

### **Live Coding**

*Crosslisted with Interactive Media;  
Sound and Music Computing; Theater  
Counts towards IM 2000-Level*

## **MUSIC THEORY ELECTIVES**

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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 musics through projects in directed composition and analysis, transitioning into 20th-century and contemporary musical developments. Topics include small-and large-scale musical forms, modulation, mixture, chromaticism, and an array of modernist and post-modernist compositional practices.

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.

CADT-UH 1004Q

### **Rhythm**

*Crosslisted with Core: Art, Technology and  
Invention; Core: Arts, Design and Technology*

CADT-UH 1024

### **What Is Music?**

*Crosslisted with Core: Art, Technology and  
Invention; Core: Arts, Design and Technology*

CADT-UH 1051

### **Performing Online**

*Crosslisted with Core: Arts, Design and Technology*

CDAD-UH 1015J

### **Music and the Mind**

*Crosslisted with Core: Art, Technology and  
Invention; Core: Arts, Design and Technology;  
Core: Data and Discovery*

## **CAPSTONE EXPERIENCE (ARTISTIC PRACTICE TRACK)**

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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 4001

### **Music Practice Capstone Project**

*Typically offered: spring  
Prerequisite: MUSIC-UH 4000*

The Music Practice Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to produce a senior thesis project. Projects may range from an original artistic practice to a theoretical, historical or ethnographic research project. This course is where the project proposal developed and presented in the Music Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

## **CAPSTONE EXPERIENCE (MUSIC STUDIES TRACK)**

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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

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](https://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:

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- 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 and 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' intellectual lives.

### **REQUIREMENTS FOR THE MINOR IN PHILOSOPHY**

4 courses, which must include the following:

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- 1 Introductory Elective
- 3 Other Philosophy Electives

NOTE: Only one Introductory Elective may count toward the minor in Philosophy.

# PHILOSOPHY

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

INTRODUCTORY ELECTIVE	GENERAL ELECTIVE	CORE	COLLOQUIUM	J-Term
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Spring Semester

PHILOSOPHY ELECTIVE	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

INTRODUCTION TO LOGIC	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester

PHILOSOPHY ELECTIVE	PHILOSOPHY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	J-Term
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Spring Semester

PHILOSOPHY ELECTIVE	ADVANCED SEMINAR	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 4

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Fall Semester

CAPSTONE PROJECT	PHILOSOPHY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# PHILOSOPHY COURSES

## INTRODUCTORY ELECTIVES

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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 1111

### **Minds and Machines**

*Offered occasionally*

An introduction to philosophy through the study of issues at the intersection of philosophy and cognitive science. Discussion will focus on the conflict between computational and biological approaches to understanding the mind. Topics will include whether a machine could think, the Turing Test, mental imagery, the possibility of artificial intelligence, the reduction of the mind to the brain, and the function of consciousness.

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*

*Crosslisted with New Core: Structures of Thought and Society*

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 nature of the law and its authority over us. We will then examine whether and how particular patterns of assigning legal responsibility and imposing legal punishment are justified, with an emphasis on the criminal law.

PHIL-UH 1118

### **Bioethics**

*Typically offered: fall*

*Crosslisted with Engineering*

This course provides a survey of contemporary issues in bioethics. Students will be introduced to a variety of ethical issues and questions arising in health care and the biological sciences, as well as with emerging technologies. Topics include the moral status of animals, personhood at the margins of life, euthanasia and suicide, the nature of health and well-being, disability and mental illness, autonomy and addiction, paternalism and manipulation, genetic engineering and human enhancement, and the allocation of scarce medical resources. The focus throughout will be on moral questions and how decisions in these domains should be made.

CSTS-UH 1060

### **Religion and Philosophy**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1061

### **Global Ethics**

*Crosslisted with Legal Studies; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

## **LOGIC COURSES**

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PHIL-UH 1810

### **Introduction to Logic**

*Typically offered: fall*

All philosophers are wise, and Socrates is a philosopher. Therefore, Socrates is wise. The topic of this course is the nature of this “therefore.” Logic is the science of reasoning, the study of the ways in which statements support or contradict one another. In this course, we will investigate and expose the logical structure of everyday language and see how the correctness or incorrectness of reasoning depends on this structure. To aid discussion, we will develop a formal language that makes this underlying structure more perspicuous. With this formal language as a tool, we will be able to construct elaborate proofs and explore the logical relations among the various steps of complex arguments.

PHIL-UH 2810

### **Advanced Logic**

*Typically offered: spring even years*

*Prerequisite: PHIL-AD UH 1810*

This course is an advanced investigation of various aspects of symbolic logic and reasoning, with an emphasis on subjects of philosophical relevance. Specific topics vary by semester, but are generally drawn from the following: modal logic (the study of reasoning about necessity, possibility, counterfactuals, and tense); metalogic (the study of provability, completeness, and other higher-order properties of logical systems); nonclassical logic (the study of three-valued logical systems, free logics, and the logic of relevance); and mathematical logic (the study of logical systems intended to model arithmetic reasoning).

## **HISTORY OF PHILOSOPHY ELECTIVES**

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PHIL-UH 2210

### **Ancient Mediterranean Philosophy**

*Typically offered: spring even years*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

*Crosslisted with Ancient World Studies*

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 philosophical 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 self-interest? What is the relation between 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 Ancient World Studies;*

*Arab Crossroads Studies*

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 Ancient World Studies*

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 CE. Indian 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 picture of the richness, diversity, and depth of philosophy in this region.

PHIL-UH 2222

### **Early 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 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 of this period, including Hegel, Marx, Kierkegaard, Nietzsche, Husserl, Heidegger, Arendt, Sartre, Horkheimer, Adorno, and Foucault. These philosophers stand in the background of a great deal of contemporary political, social, and literary theory: their reactions to and criticisms of the Enlightenment's celebration

of reason continue to challenge modern society.

PHIL-UH 2224

### **Classical Chinese Philosophy**

*Typically offered: fall*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

This course examines the intellectual development of early Chinese philosophical thought by focusing on four major schools: Confucianism, Mohism, Daoism, and Legalism. Through the translated writings of various representative thinkers, including Confucius, Mozi, Laozi, Zhuangzi, Xunzi, Han Feizi, and Mencius, we will explore questions about human nature, ethics, moral psychology, and self-cultivation. We will read translations of major texts with commentaries and interpretations.

## **PRACTICAL PHILOSOPHY ELECTIVES**

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PHIL-UH 2610

### **Ethics**

*Typically offered: fall even 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, ourselves, 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 through exploration of three of the most influential theories in Western ethical philosophy: Aristotle's ethics of virtue, Immanuel Kant's moral rationalism, and John Stuart Mill's utilitarianism. Students will also encounter one of modern morality's harshest critics: Friedrich Nietzsche.

PHIL-UH 2611

### **Applied Ethics**

*Offered occasionally*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

Torture, abortion, taxes, physician-assisted suicide, terrorism. People disagree fiercely about the morality of these and countless other human concerns. What moral theories and concepts shape these debates? Can we use these debates to refine or evaluate those theories and concepts? Is it possible to find common ground in shared ethical principles that will allow us to engage in rational debates rather than in disrespectful shouting matches (or worse)? These topics will be the guiding questions in this course as we investigate several contemporary moral controversies.



PHIL-UH 2613

### **Aesthetics**

*Offered occasionally*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

This course addresses a number of questions that arise in philosophical discussions of the arts. What is art, and how do we evaluate it? Is there a standard of taste? Are there special aesthetic properties? Is there a special aesthetic attitude or a special aesthetic experience? Does it matter for the aesthetic value of a supposed work of art if it is a forgery? What is beauty, and how is it related to the sublime? What is the relation between aesthetic and moral values? Can there be great works of art that are morally bad? Why do we feel for fictional characters? Why do we enjoy horror films? How and what do pictures represent? How does music express emotions? What is it to give an 'authentic' performance of a piece of music? How does our aesthetic appreciation of art differ from our aesthetic appreciation of nature?

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall odd years*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

*Crosslisted with Legal Studies*

The state has authority over its citizens: if you fail to comply with its dictates, you can be punished. What justifies the state's exercise of such authority? Could it be justified because we have at least implicitly given our consent to it? This is only one central question in political philosophy. Others include: What form of government best serves the people? Who are the people, anyway? What is justice? Do we have fundamental rights to property or to free expression? If so, what is the source of these rights? What is freedom, and are there different kinds? 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.

SOCSC-UH 1311

### **Introduction to Political Theory**

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

## **THEORETICAL PHILOSOPHY ELECTIVES**

PHIL-UH 2410

### **Epistemology**

*Offered occasionally*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

Epistemology is the study of knowledge and rational belief. In this course we will examine various central epistemological questions, including: What is knowledge, and how does it differ from belief? 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 good reasons to believe some 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 2411

### **Metaphysics**

*Typically offered: fall even years*

*Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)*

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 independent of our thoughts about it? 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 (PHIL-UH 1101-1120)*

"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 latch onto particular portions of reality, even ones with which we've never had any contact? How does language enable us to convey thoughts about everything 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 philosophical 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 (PHIL-UH 1101-1120)*

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 vs. materialism, eliminativism, 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 (PHIL-UH 1101-1120)*

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 (PHIL-UH 1101-1120),*

*plus PHIL-UH 1810, unless waived by the instructor*

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 objective truths, but 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, not the practice, of mathematics. No specific mathematical knowledge or skills will be assumed. Students will, however, be asked to cope with sometimes difficult and abstract mathematical concepts.

PHIL-UH 2416

### **Images**

*Offered occasionally*

*Prerequisite: one Introductory Elective in*

*Philosophy (PHIL-UH 1101-1120).*

Images depict, words describe. A picture of the cat on the mat depicts the cat as being on the mat. The sentence ‘the cat is on the mat’ describes the cat as being on the mat. Both represent the world as being in a certain state, but they do so in different ways. What is the difference in these ways of representing? What does it take for an image to depict? 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.

PHIL-UH 2417

### **Philosophical Foundations of Space, Time and Motion**

*Typically offered: fall*

*Prerequisite: one Introductory Elective*

*in Philosophy (PHIL-UH 1101-1120)*

This course will examine the roles of space, time, and motion in physical theorizing, and various metaphysical and epistemological puzzles associated with those concepts. Among the questions we’ll investigate are: Do space and time (or spacetime) exist in the same sense as material objects? Do material objects really have instantaneous velocities? How might we come to know facts about the geometry of physical space? Does time ‘pass’ or ‘flow’ in a particular direction, such that only the present moment is real? Is time travel possible, conceptually and physically? Indeed, how do the considerations relevant to addressing the preceding questions change (if at all) as we move from classical physics to the modern spacetime frameworks of special and general relativity? No background in physics is presupposed, but you should be prepared to engage with the scientific material introduced in class. This course fulfills the theoretical elective distribution within the Philosophy major.

## ADVANCED SEMINARS

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PHIL-UH 3210

### Topics in the History of Philosophy

*Offered occasionally*

*Prerequisite: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy Elective (PHIL-UH 2210-2799)*

An advanced seminar that involves the careful study of some particular movement, philosopher, or issue in the history of philosophy. Examples: Aristotle, Ibn Sina, Kant, 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: one History of Philosophy, Theoretical Philosophy, or Practical Philosophy electives (PHIL-UH 2200-2799)*

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 (PHIL-UH 2210-2799)*

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

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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 foundations: 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 interpretations of quantum mechanics, 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 none of the texts we use presuppose any familiarity with either QM or philosophy.

## CAPSTONE EXPERIENCE

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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

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. (K)
2. The ability to articulate in written and oral form concrete ideas about theater and Theater Practice while employing robust theoretical and critical underpinnings. (S)
3. An interdisciplinary understating 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. (K, RC)
4. Ability to use theatrical stagecraft including lighting, scenic and costume design and their corresponding technical software and digital programs. (S)
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. (S, AR)
6. The ability to conduct rigorous research including the use of library resources, performance archives, and digital technologies. (K, AR, RC, SD)

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; (AR, RC, SD)
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); (K, S, RC)

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. (S, AR)

## Key

K: Knowledge

S: Skill

AR: Autonomy and Responsibility

RC: Role in Context

SD: Self-development

### **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](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

### **REQUIREMENTS FOR THE MAJOR**

11 courses, distributed as follows:

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- 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:

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- 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](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	COLLOQUIUM	J-Term
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Spring Semester

MAKING THEATER	THEATER ELECTIVE	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	GENERAL ELECTIVE
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### YEAR 2

Fall Semester

THINKING THEATER	THEATER ELECTIVE	CORE	COLLOQUIUM	J-Term
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Spring Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 3

Fall Semester

THEATER ELECTIVE	THEATER ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	J-Term
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Spring Semester

CAPSTONE SEMINAR	THEATER ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 4

Fall Semester

CAPSTONE PROJECT A	THEATER ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT B	OTHER ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# THEATER COURSES

## REQUIRED COURSES

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THEAT-UH 1010

### **Making Theater**

*Typically offered: spring*

This class develops a practical and conceptual work process for making theater that is assembled through investigation of researched models of practice, consideration of the elements involved, and the student's own intuition, interests and drive. We will explore: why make theater? For whom? With whom? How? When? About what? In this class, "Theater" is defined as a story told in the third dimension to a live audience. This course is extremely rigorous and hands-on. It involves independent creative work, a readiness to collaborate and profound curiosity. All students are expected to engage actively in class discussions and projects.

THEAT-UH 1011

### **Thinking Theater**

*Typically offered: fall*

This course offers a survey of theater in the modern and contemporary era exploring its aesthetic, social and cultural dimensions. Thinking theater from an intercultural and interdisciplinary perspective allows for the critical exploration of a plurality of practices and discourses while questioning the role of the artist, the place of the spectator as well as the very nature of the theatrical event and the ethics of representation. The aim of this course is to give students a solid knowledge of theatre, performance practices and major theoretical frameworks, while focusing on the distinct geopolitical conditions in which these practices and theories are situated. Students engage with the work of artists such as Ariane Mnouchkine, William Kentridge, Werewere Liking, Faustin Linyekula, Lola Arias, Bruce Gladwin, Laila Soliman, Omar Abusaada and Mohammad Al Attar. Through screenings, readings of plays, artists' talks, live performances and critical texts in theatre, art history, literature and postcolonial theory, this course aspires to create an analytical and critical platform for thinking theatre as a collaborative process of creation within and beyond the limits of the stage.

## ARTS PRACTICE ELECTIVES

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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 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 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 a free body and 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 investigation of what comprises 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 vocal expression. 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 sensorial 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 and comfortable modes; by gradually removing the disguise, they reach self-awareness and learn how to enjoy their presence on stage. Combining the methodologies of Jacques Lecoq, Carlo Boso and Philippe Gaulier the course guides students through analysis of stage performance and its effects.

THEAT-UH 1125J

**Dramaturgy of Disruption**

*Typically offered: January*

Engaging Theater as an inherently physical and interdisciplinary art form, this course disrupts traditional modes of storytelling, collaboration, and theater making. Framing dramaturgy as the consideration of structures and their impacts, the course investigates a range of dramaturgical 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 of Whole Theater. This demanding physical training will lay the foundational discipline to garner successful models of artistic, explorative, and creative dramaturgies. Ultimately this class proposes disruption as a means towards innovation and a richer understanding of what it is to be an artist and a human.

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

THEAT-UH 1126

**Costuming Performance**

*Typically offered: spring*

The curriculum focuses on the creation and consideration of costumes in live theatrical performance. Anchored in dialogue with contemporary arts philosophies in visual arts, design and fashion, an investigatory approach is taken to consider what it means to clothe, dress and adorn the body for performance. Sociological investigations: how clothes 'perform' on bodies in the present and past; why people wear what they wear; correlations to larger global phenomena (the fashion system, social media, history of regional and vernacular communities) will be key in designing costumes for real and fictionalized characters. Through theoretical projects, students will begin a design process, going through a sequence of steps: dramaturgical analysis, gathering pictorial and relevant research; engaging creative imagination, and visualizing designs through sketching and collage to create a concrete presentation of designs, ideas, transformations. Projects will include text-based drama, opera, dance and performance art. Emphasis is on experimentation, creativity and collaborative process within a creative team. Lab and workshop sessions in conjunction with the NYUAD costume shop accompany class.

THEAT-UH 1127

### **Ugly**

*Typically offered: spring*

UGLY is an investigative studio practice course where students from a wide array of arts disciplines are encouraged to generate new explorations and creative work exploring UGLINESS as a prompt and radical aesthetic impulse. How do we understand ugliness? Is the concept recognized only in negation or comparison (opposed to beauty)? Is it culturally and historically specific? Might it shift historically with a new generation's gaze? Is ugliness always manifest via form? Does ugliness 'happen' unintentionally or can we willfully employ ugliness as a viable strategy? Organized around a series of themes: The Discarded; The Monstrous and Grotesque; Repulsive Body; Haunted; Brutalism; Mundane and Overabundance; the class will combine historic and theoretical readings, peering into select moments of 20th century avant-garde arts practice and visits by living artists from an array of disciplines (visual arts, performance, choreography, music). Key texts are: "Ugliness, The Non-beautiful in Art and Theory", ed. Andrei Pop, Mechtild Widrich; "On Ugliness" Umberto Eco; "On Beauty and Being Just" by Elaine Scary; Selections from Artaud, Bataille, Kristeva and Freud.

THEAT-UH 2110

### **Character and Action**

*Typically offered: spring*

*Prerequisites: THEAT-UH 1110, THEAT-UH 1120, or THEAT-UH 1122*

Students develop advanced performance skills by using techniques associated with Patsy Rodenburg, Shin'ichi Suzuki, Stanislavski, Anne Bogart, and Yoshi Oida, among others. Training exercises are used to develop kinesthetic awareness, focus, listening, character, action, creativity, imagination, and collaboration. Through a holistic approach connected to recent findings in cognitive science, students build technical craft as well as begin to remove obstructive physical, vocal and mental habits, so as to release the full potential of the responsiveness, expressivity, and presence of their actor/performer instruments: the body-mind.

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? This 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 and subjective point of view on the material at hand. Students will journal regularly, share work in-progress with the class, create image banks, and engage in vigorous experimentation and conversation centered around the nature and art of directing theater.

THEAT-UH 3110

### **Director's Lab**

*Typically offered: spring*

*Prerequisite: THEAT-UH 2115, THEAT-UH 3110 or instructor permission*  
*2 credits*

This course continues the work begin 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.

ANTH-UH 2114X

### **Listening to Islam**

*Crosslisted with Anthropology; Arab Crossroads*

*Studies; Core: Cultural Exploration and Analysis; Music*

CADT-UH 1012

### **Laughter**

*Crosslisted with Core: Arts, Design and Technology;*

*Core: Cultural Exploration and Analysis; Core:*

*Pathways of World Literature*

CADT-UH 1042

### **Play**

*Crosslisted with Core: Arts, Design and Technology*

IM-UH 2322

### **Live Coding**

*Crosslisted with Interactive Media; Music; Sound and Music Computing*

*Counts towards IM 2000-Level*

IM-UH 3114

### **Sensors, Body, & Motion**

*Crosslisted with Interactive Media*

*Counts towards IM 2000-Level or 3000-Level*

LITCW-UH 3505

### **Dramatizing History**

*Crosslisted with Literature and Creative Writing*

## **HISTORY, THEORY, CRITICISM ELECTIVES**

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THEAT-UH 1510X

### **Theater in the Arab World**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies*

This class examines recent trends in contemporary Arab theatre, contextualizing these within a broader history of Arab performance including film.

Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include: the conflation of past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world (Wannus's Historical Miniatures,

'Udwan's The Trial of the Man Who Didn't Fight); the use of parable to speak truth to power (Wannus's The Elephant, Diyab's Strangers Don't Drink the Coffee); the incorporation of populist entertainment forms that directly engage the audience (a-Sadiki's use of the halqa and Wannus' inclusion of hekoatee); and the use of familiar tales to explore new political realities (Wannus's and Farag's use of the Arabian Nights tales, Al-Hakim's use of pharaonic myth, Al-Hakim and Salim's use of Greek myth).

THEAT-UH 1512

### **Representing the Real**

*Typically offered: spring*

This course examines how theatrical simulations of reality from the mid-20th century until now inform our understanding of the world in which we live. Particular attention is given to how theater artists and theorists have tried to intervene in the course of history by constructing their own version of events. Course reading includes a wide range 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 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 focuses on the structural and narrative diversification of dramatic texts, intended for production, written by African women. Across the 54 sovereign nations, the women's writings unabashedly confront a range of pressing cultural, political, and personal issues: from agency, identity, tradition, education, faith, modernism, racism, and class, to sex, marriage, and the intersectionality of blackness, African-ness (and/or Arab-ness), and womanhood. The course will address these various foci through works by such dramatists as Andiah Kisia, Sitawa Muragori, Meaza Worku, Nathalie Etoke, Werewere Liking, Tsitsi Dangarembga, Dania Gurira, Fatima Gailaire, Penina Mlama, Ama Ata Aidoo, Efua Sutherland, Osonye Tess Onwueme, Julie Okoh, Sindiwe Magona, Malika Ndlovu, Gcina Mhlope, Violet Barungi, Asiimwe GKashugi, and Dalia Basiouny. The foundational critical theories are in post-colonialism and feminism, critical race theory, and diasporic studies.

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 traditions, artistic 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, Uttpal 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, environmental 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, Ivo van Hove, Philippe Quesne/Vivarium Studio, etc. Students will attend performances, view media, go to the Théâtre du Soleil, Centre Pompidou, and the Palais de Tokyo. Several French scholars and artists will visit the class. Schechner will point out other key Parisian cultural venues: Maison des Arts Cretail, 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 theater 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 theater 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, Siegfried Kracauer, Konstantin Stanislavski, Susan Glenn and Amy Louise Wood, 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 1519

### **Installation Art**

*Typically offered: spring*

Crosslisted with Art and Art History; Interactive Media; Museum and Cultural Heritage Studies  
Installation Art is a hybrid genre which escapes traditional categorizations. This course approaches Installation Art as a methodological framework across cultural, social and geopolitical discourses in order to analyze new models of spectatorship that expand the limits of what could be identified or recognized as art: installations can be participatory or not, can involve performers or lack human presence, can be site-specific or nomadic, can intervene in urban context or taking place in nature, can be durational or limited in time. Instead of following a genealogy of installation art, the course is structured around focal points such as theatricality, site-specificity, immersion, interaction. Through artist and curator talks, screenings and virtual exhibition visits, students engage with the work of leading artists such as Ilya and Emilia Kabakov, Hiwa K, Monira Al Qadiri, Brett Bailey, Lawrence Abu Hamdan, Ahmet Öğüt, Ibrahim Mahama, Tania Bruguera, Pedro Reyes, Yinka Shonibare. Drawing on a wide range of theoretical texts in theater, art history, philosophy and spatial politics, this course explores the artistic, social and cultural effects of installation art.

THEAT-UH 1520

### **Dramaturgy**

*Typically offered: fall*

Coined in the 18th century by the German playwright Gotthold Lessing, dramaturgy is the examination of the coherence of historical and theoretical contexts of a play including its period, style, references, characters, and structure in relation to a specific production. Since Lessing, dramaturgy has acquired additional definitions and working methods all of which also focus on the consistency of meaning whether in the play or in the production. Exactly what dramaturgs and how they do it, is the lynchpin of the course. Beginning with Irving Goffman's sociological dramaturgy and its notions of the self as a product of social relations including scenes and interactions, continuing with textual dramaturgy, production dramaturgy and dance dramaturgy the course covers the major components of contemporary dramaturgy.

CCEA-UH 1055

### **Global Shakespeare**

*Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing  
Pre-Modern*

CCEA-UH 1076

### **Gender and the Future of Normal**

*Crosslisted with Core: Cultural Exploration and Analysis; Literature and Creative Writing*

CCEA-UH 1090

### **Un/Making History**

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

LAW-UH 2131

### **Law and the Arts**

*Crosslisted with Legal Studies; Museum and Cultural Heritage Studies*

LITCW-UH 2310

### **History of Drama and Theater**

*Crosslisted with Literature and Creative Writing*

MUSIC-UH 1271

### **John Cage and New Perspectives on Performance**

*Crosslisted with Art and Art History; Music*

MUSIC-UH 1713

### **Musical Theater Since 1850: A Mirror of Society**

*Crosslisted with Music*

## **CAPSTONE EXPERIENCE**

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THEAT-UH 3090

### **Capstone Seminar**

*Typically offered: spring*

*Prerequisite: THEAT-UH 1010 and THEAT-UH 1011*

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 support speaking, reflecting, writing and archiving these projects.

THEAT-UH 4001

**Capstone Project A**

*Typically offered: fall*

*Prerequisite: THEAT-UH 3090*

*2 credits*

These two mandatory and sequential 2-point 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 4002

**Capstone Project B**

*Typically offered: spring*

*Prerequisite: THEAT-UH 4001*

*2 credits*

These two mandatory and sequential 2-point 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.

# Anthropology

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**

4 courses, distributed as follows:

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- 1 Introduction to Anthropology
- 3 Electives

# ANTHROPOLOGY COURSES

## REQUIRED COURSES

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ANTH-UH 1010

### **Introduction to Anthropology**

*Offered occasionally*

Crosslisted with Social Research and Public Policy  
This course provides students with a broad overview of the discipline, history, research methods, and selected contemporary issues in the field. The approach taken selects key ethnographies and uses them to explore questions of a methodological, theoretical, and substantive nature. This course is designed to introduce students to anthropological investigation and to facilitate understanding of how the discipline engages with and represents the everyday realities, challenges, and concerns of the people with whom anthropologists work.

## ANTHROPOLOGY ELECTIVES

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ANTH-UH 2110J

### **Anthropology of Indigenous Australia: Art, Politics and Cultural Futures**

*Offered occasionally*

*Crosslisted with Museum and Cultural Heritage Studies*

This course offers an introduction to some current issues in the anthropology of Indigenous Australia, considering a range of Aboriginal forms of social being, ranging historically and geographically and focusing on the changing relationships between Indigenous people and the settler nation of Australia. Students will explore a range of sites of representation and imagination in the expressions of visual art, film, and the performativity of political activism in studying how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms. While those in the dominant society first thought that Aboriginal people and their culture would “die out” and later that they would be simply “assimilated,” the course traces a history of Indigenous people from urban and remote communities intervening on what Stanner called “the great Australian silence” and asserting their right to a cultural future. This includes assessing the contentious history of debates over the very rights of representation of Aboriginal culture and realities. This course makes use of museums in Sydney, and prominent Indigenous scholars and artists will present work relevant to the theme.

ANTH-UH 2111

### **India: Topics in Anthropology & History**

*Offered occasionally*

*Crosslisted with Social Research and Public Policy*

This course offers multiple approaches to India

under broad the conceptual frameworks of caste, communalism and sectarianism. The geographical focus for the course is India, broadly conceived to include its diaspora and in relation to other South Asian states. The disciplinary location for the course is in Social and Cultural Anthropology and History. Caste is the lens through which a range of social and cultural issues such as gender, class, modernity and food are considered. Key historical moments are examined via the anthropological and historical study of communalism and sectarianism. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975-77), the destruction of the Babri Masjid, Ayodhya (1992), the Gujarat riots (2002) and the Citizenship Amendment Bill (2019).

ANTH-UH 2112J

### **Cities and Globalization: Buenos Aires and Beyond**

*Typically offered: January*

*Crosslisted with Urbanization*

This course will examine current transformation apace across Latin American cities involving rapid urbanization, the growth of neoliberal developments and the transformation of creative industries and economies across the region. We will focus on post 1980s transformations when we see new modes of globalization across the region that presented new openings but also constraints in regards to the development of enclave urbanism, new types of segregation and new imaginaries of class and “urban” identities. Throughout, Buenos Aires will provide a case study and laboratory to explore some of these contemporary issues in greater detail. Special attention will be paid to the use of culture in urban development, such as through the rise of urban tourism and the marketing and internationalization of tango. Readings will be drawn from geography, urban studies, anthropology and cultural studies. Our discussion will also be enriched through films, guest speakers, guided tours, and among other exercises geared at enriching students’ appreciation of contemporary Buenos Aires.

ANTH-UH 2113

### **Memoir and Ethnography: Understanding Culture Through First-Person Narrative**

*Offered occasionally*

*Crosslisted with Core: Arts, Design and Technology;*

*Core: Cultural Exploration and Analysis;*

*Literature and Creative Writing; Social Research and Public Policy*

Memoir is the best-selling genre in contemporary literature. Indeed, our fascination with all things autobiographical attests to the importance of examining one particular life in order to understand larger issues concerning culture, community, race, gender and even social and global transformations. Narrative Ethnography is also a form of writing

which uses the first person pronoun. In this genre, “participant observation” - actually experiencing the beliefs, rituals and life-ways of another culture first hand - is the methodology employed in order to explicitly understand not just the self, but the ‘other’. What are the differences between memoir and ethnography? What kinds of knowledge travel in each? How does writing in the first person challenge other modes of knowledge production? How might memoir and ethnography contribute to our understanding of cultural and cross-cultural dialogue, while providing a post-colonial critique? In this course 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**

*Offered occasionally*

*Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; 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 *aisthēsthai*, to perceive). In particular, we explore sound knowledge—the kind of knowledge that comes through listening. What happens 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 in order to understand the power of aesthetic performance in its local expression and on the global stage.

ANTH-UH 2115

**Anthropology of Forced Migration**

*Offered occasionally*

*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 issues of 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**

*Offered occasionally*

*Crosslisted with Arab Crossroads Studies; History; New Core: Structures of Thought and Society; 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 migrations through an anthropological lens, engaging with concepts such as: space and place; ethnicity, identity; belonging, nationalism; cosmopolitanism, hybridity, and local conviviality; resilience, and integration. It engages with 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 in the Levant. The course addresses these dispossessions as part of the clash of empire, 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.

ACS-UH 1010X

**Anthropology and the Arab World**

*Crosslisted with Arab Crossroads Studies; Arab Music Studies; Social Research and Public Policy*

ACS-UH 2411X

**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; Social Research and Public Policy*

CCEA-UH 1080X

**Food, Culture, and Politics**

*Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis*

CCEA-UH 1069-001

**Cultural Appropriation**

*Core: Cultural Exploration and Analysis; Core: Structures of Thought and Society*



CCEA-UH 1081

**Sense and 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*

CADT-UH 1044JX

**Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change**

*Crosslisted with Arab Crossroads Studies; Core: Data and Discovery; Heritage Studies; and Social Research and Public Policy*

MUSIC-UH 1005

**Anthropology of Music 1**

*Crosslisted with Heritage Studies; Music*

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 2005

**Anthropology of Music 2**

*Crosslisted with Heritage Studies*

SRPP-UH 1813X

**Family and Gender in the Arab World: Continuity and Change**

*Crosslisted with Heritage Studies; Social Research and Public Policy*

SRPP-UH 2211

**Ethnographic Field Research**

*Crosslisted with Arab Crossroads Studies; 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*

# Languages

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, French, and Spanish. 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:

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- 1 ARABL-UH 2110 Intermediate Arabic 1 (or equivalent)
- 1 ARABL-UH 2120 Intermediate Arabic 2 (or equivalent)
- 1 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.

4 courses, distributed as follows:

- 1 CHINL-UH 2001 Intermediate Chinese 1
- 1 CHINL-UH 2002 Intermediate Chinese 2
- 1 CHINL-UH 3001 Advanced Chinese 1
- 1 CHINL-UH 3002 Advanced Chinese 2

# LANGUAGE COURSES

## ARABIC LANGUAGE COURSES

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ARABL-UH 1110

### **Elementary Arabic 1**

*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 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.

ARABL-UH 1120

### **Elementary Arabic 2**

*Typically offered: spring*

*Prerequisite: ARABL-UH 1110 or satisfactory result in Arabic language proficiency assessment*

This course builds on the knowledge and skills that students acquire in Elementary Arabic 1 (ARABL-UH1110) which is a prerequisite course for this class. This is a full semester (or equivalent session) course during which students continue 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.

ARABL-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 language skills and empower them, as citizens, to become more engaged in their society, culture, and heritage. The series achieves this goal by reactivating the students' acquired but dormant knowledge of their native tongue even as it provides new accessible and relevant instruction in the language.

ARABL-UH 2110

### **Intermediate Arabic 1**

*Typically offered: fall*

*Prerequisite: ARABL-UH 1120*

This course builds on the knowledge and skills that students acquire in Elementary Arabic 2. This course builds on the knowledge and skills that students acquire in Elementary Arabic 2 (ARABL-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 a final exam.

ARABL-UH 2120

### **Intermediate Arabic 2**

*Typically offered: spring*

*Prerequisite: ARABL-UH 2110*

*Crosslisted 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 read 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.

ARABL-UH 2130

### **Arabic Language and Heritage 2**

*Typically offered: spring*

*Prerequisite: ARABL-UH 1130*

This course is the second in the Arabic Language and Heritage series designed for native learners of Arabic. A prerequisite for this course is Arabic Language and Heritage 1 (ARABL-UH1130) 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 their previously acquired 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.

ARABL-UH 2210J

### **Colloquial Arabic: Emirati Dialect**

*Typically offered: January*

*Prerequisite: ARABL-UH 2110 Course*

*has significant Emirati / UAE Content*

Welcome to *دروس* (RAMSAH), a beginning class in Colloquial Emirati Arabic and culture. Finishing three semesters of Modern Standard Arabic (MSA) at a university level or its equivalent is the prerequisites 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, inside and outside class activities 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 intonation 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.*

ARABL-UH 2211

### **Colloquial Arabic: Levantine Dialect 1**

*Typically offered: fall*

*Prerequisite: ARABL-UH 2110*

This course complements the student's knowledge of Standard Arabic to include proficiency in

Levantine Arabic, one of the major Arabic dialects, with emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 201 (ARABL-UH 2211) or an equivalent proficiency level determined through a placement test. This is a full semester conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student's abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect to participate actively in conversations by using linguistic and cultural expressions to make requests, express, and describe preferences. Tasks and assignments required for this course include daily homework, periodic quizzes, weekly oral entries, presentation skits, oral film summary, oral interviews, a homestay, and an oral final exam.

ARABL-UH 2212

### **Colloquial Arabic: Egyptian Dialect**

*Typically offered: spring*

*Prerequisite: ARABL-UH 2110*

This course complements the student's knowledge of Standard Arabic to include proficiency in Egyptian Arabic, one of the major Arabic dialects, with emphasis on daily life tasks, conversational fluency, and cultural sensibility. A prerequisite for this class is Intermediate Arabic 2 or an equivalent proficiency level as determined through a placement test. This is a full semester (or equivalent session) conversation-based course during which students focus on the communicative skills, and develop automated production skills necessary to function in an Arabic speaking environment. It is designed to build student's abilities in listening and speaking. At the end of the semester students should be able to use the Egyptian dialect to participate actively in informal conversations by using language and cultural expressions to make requests, express, and describe preferences. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly brief presentations and a final exam.

ARABL-UH 2213

### **Colloquial Arabic: Emirati Dialect and Culture**

*Typically offered: fall*

*Prerequisite: ARABL-UH 2110*

This is an introductory course in Emirati dialect and culture designed for students who have completed Intermediate Arabic I. 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 competence. 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 arguments 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 content and organizational aspects of a specialized article. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, presentations, essay writing, and a final exam.

ARABL-UH 3120

### **Advanced Arabic 2**

*Typically offered: spring*

*Prerequisite: ARABL-UH 3110*

This course builds on previously acquired writing and conversational skills. A prerequisite for this class is Advanced Arabic 1 or, for students joining from outside NYU Abu Dhabi, an equivalent proficiency level as determined through a placement test. This is a full semester (or equivalent session) course during which students are autonomously responsible for their own learning. The course provides students with opportunities to study, analyze and present textual and audiovisual content in class, and engage in extended discussions. It is designed to reinforce the student's abilities in listening, speaking, reading, and writing. At the end of the semester students should be able to function competently, confidently in Arab culture, discuss and write effectively about various topics with precision and detail, enhance their critical thinking skills and interact fluently with Arabs. Types of tasks and assignments required for this course include daily homework assignments, periodic quizzes, weekly presentations and essay writing, and a final writing project.

ARABL-UH 3130

### **Arabic Language and Heritage 3**

*Typically offered: fall*

*Prerequisite: ARABL-UH 2130*

This course is the third and last in the Arabic Language and Heritage series designed for 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. ALH 3 is a learner-centered 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 course 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 2211*

This course complements the student's knowledge gained in Levantine 1. A prerequisite for this class is thus Levantine 1 or an equivalent proficiency level as determined through a placement test. This is a conversation-based course during which students focus on the communicative skills, and develop automated 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 folklore, song, films, etc. It is designed to build student's abilities in listening and speaking. At the end of the semester students should be able to use the Shami dialect to participate actively 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 4015X

### **Arabic Cultural Explorations**

*Typically offered: spring even years*

*Prerequisites: ARABL-UH 2210J and ARAB-UH 3110*

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 accessing and studying 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

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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 level appropriate passages; 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 I. The course is designed to reinforce and further develop language skills in listening, speaking, reading, and writing as these relate to everyday life situations.

CHINL-UH 2001

### **Intermediate Chinese 1**

*Typically offered: fall*

*Prerequisite: CHINL-UH 1102*

This 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 conversation; to both express and expound on, in relative length, feelings and opinions on common topics; to expand vocabulary and learn to decipher the meaning of compound words; 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 in Chinese mid-length personal narratives, informational narratives, comparison and discussion of viewpoints with level appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion; to continue being acquainted with aspects of Chinese culture and society related to the course materials.

CHINL-UH 2002

### **Intermediate Chinese 2**

*Typically offered: spring*

*Prerequisite: CHINL-UH 2001*

A continuation of Intermediate Chinese I, focusing on semi-formal usage of Chinese language when discussing more academically-inflected 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 main 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 more fully developed narratives or reasoned and structured arguments; to learn to employ basic rhetorical methods; 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 I. Designed to reinforce and further develop students' knowledge of formal usage of Chinese language.

## FRENCH LANGUAGE COURSES

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FRENL-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.

FRENL-UH 1102

### **Elementary French 2**

*Typically offered: spring*

*Prerequisite: FRENL-UH 1101*

FRENL-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.

FRENL-UH 2001

### **Intermediate French 1**

*Typically offered: fall*

*Prerequisite: FRENL-UH 1102*

FRENL-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.

FRENL-UH 2002

### **Intermediate French 2**

*Typically offered: spring*

*Prerequisite: FRENL-UH 2001*

*Crosslisted with African Studies*

FRENL-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.

FRENL-UH 3000

### **Advanced French**

*Typically offered: spring*

*Prerequisite: FRENL-UH 2002*

In this class, the students will have an opportunity to strengthen the 4 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.

## **SPANISH LANGUAGE COURSES**

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SPANL-UH 1101

### **Beginning Spanish 1**

*1 credit*

Beginning Spanish 1 is for students with no prior knowledge of Spanish. It serves as an introduction to Spanish and focuses on the four key areas of language study: listening, speaking, reading, and writing. The primary purpose of the course is to prepare students to communicate effectively in Spanish and to learn about Spanish culture. Students will learn how to fulfill simple everyday life tasks in Spanish, including introducing themselves in professional and personal settings, booking tickets, asking for directions, and ordering food in a restaurant. Students will master proper Spanish sentence constructions, articles and adjectives, subject-verb agreement, and verb conjugations in the present tense. Students will be provided opportunities to read, write, listen, and speak Spanish while they work towards becoming linguistically and culturally literate. It corresponds to the Common European Framework of Reference for Languages (CEFRL) level A1.1. This is a one-credit pass/fail course (no letter grade).

SPANL-UH 3110

### **Advanced Spanish Conversation**

*1 credit*

This course is aimed at advanced students of Spanish who wish to develop their oral skills in Spanish. The main aspect of the course will be the discussion of relevant topics concerning society, economy and politics, and the practice of oral presentation through team work on a variety of cultural topics. In addition, students will discuss topics based on readings of news press and literary texts, and watching audiovisual material (news reports, documentaries and short movies) that will help students to form an opinion and develop their argumentative skills in Spanish. Finally, students will present different types of oral texts in order to reinforce classroom learning. Prerequisites: Permission of instructor based on placement examination. This is a one-credit pass/fail course (no letter grade).



# Master of Fine Arts in Art & Media

## **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 semester. The final semester of year two includes an 8-credit MFA thesis project and exhibition. The MFA thesis will culminate with a 90 minutes 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/defences, 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:

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- 7 Required courses:
  - ARTMD-GH 5001 Graduate Critique Seminar I
  - ARTMD-GH 5002 Graduate Critique Seminar II
  - ARTMD-GH 5003 Graduate Critique Seminar III
  - ARTMD-GH 5051 Individual Studio Critique and Review I
  - ARTMD-GH 5052 Individual Studio Critique and Review II
  - ARTMD-GH 5053 Individual Studio Critique and Review II
  - ARTMD-GH 5060 Writing for Artists
  
- 1 Special Topics in Art and Media (selected from the following):
  - ARTMD-GH 5710 Textility and the Textile Imaginary
  - ARTMD-GH 5720 Art Practice in the Anthropocene
  - ARTMD-GH 5730 Archives, Methods, Screens
  - ARTMD-GH 5740 Documentary Forms in Visual Art, Video, and Short Film
  - ARTMD-GH 5750 Deleuze
  - ARTMD-GH 5760 Social Public Works
  - ARTMD-GH 6120 An Explorative Grammar for Sculpture
  
- 5 Studio Elective courses (partial listing):
  - ARTMD-GH 5110 Photography–Alternative Processes
  - ARTMD-GH 5120 Casting and the Multiple
  - ARTMD-GH 5130 Advanced Sculpture–Installation and Hybrid Forms
  - ARTMD-GH 6110 Text-Image/Image-Text
  
- 1 Review, Seminar and Final Project courses consisting of:
  - ARTMD-GH 6000 MFA Mid-Program Review
  - ARTMD-GH 6050 MFA Thesis Defense
  - ARTMD-GH 6005 Thesis Project and Exhibition.

# MASTER OF FINE ARTS

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester



Spring Semester



### YEAR 2

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Fall Semester



Spring Semester



# MFA ART AND MEDIA COURSES

## REQUIRED MFA COURSES

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ARTMD-GH 5001

### **Graduate Critique Seminar I**

*Offered occasionally*

This seminar is dedicated to the artistic creation, presentation, discussion 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 their studio work, articulating the ideas and processes within their practices through visual presentations, group critiques and ongoing peer- to-peer dialogue while developing a robust artistic research agenda 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 the particular inflections, concerns and practices of local and regional artists, the institutions that support them, and how this may inform their own practices and research agendas.

ARTMD-GH 5002

### **Graduate Critique Seminar II**

*Prerequisite: ARTMD-GH 5001*

There is no one formula that spells success in the art world, and there are a multiplicity 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 around the following topics: the ethics of the outsourcing of fabrication, labor, authorship, and conceptual and material practices that problematize these aspects of being/becoming a working artist. Additionally, and similarly to GCS I, the heart of this course is dedicated to the artistic creation, presentation, discussion and critique of graduate student artwork.

ARTMD-GH 5003

### **Graduate Critique Seminar III**

*Prerequisite: ARTMD-GH 5002*

This course is designed to help third semester MFA candidates to focus their work on what they will present for their thesis show. The work in this class can be a culmination of work from the previous two Grad Critique Seminars with the additional focus of curating a final works list for the thesis exhibition, and also to focus on drafting the critical paper that accompanies the exhibit. 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 the artistic creation, presentation, discussion and critique of graduate student artwork.

ARTMD-GH 5051

### **Individual Studio Critique & Review I**

*Offered occasionally*

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.

ARTMD-GH 5052

### **Individual Studio Critique & Review II**

*Prerequisite: ARTMD-GH 5051*

This course is composed of one-on-one weekly studio critiques with faculty and visiting artists. Studio critiques will engage the larger NYUAD/NYU arts community with visitors comprised of arts faculty and scholars from across the arts, humanities, social sciences, and beyond. 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.

ARTMD-GH 5053

### **Individual Studio Critique & Review III**

*Prerequisite: ARTMD-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 networking and will provide a platform for the MFA student to present their work to arts professionals and engage directly with the UAE professional art world. Studio visitors will include arts professionals working in the museum and gallery sector, along with established artists and arts faculty from other UAE institutions and beyond.

ARTMD-GH 5060

### **Writing for Artists**

*Prerequisite: ARTMD-GH 5002 and ARTMD-GH 5052*

This seminar will focus on writing for artists. It is a workshop-based course in which students are introduced to and practice skills of argumentation, research, clarity of expression, as well as the range of innovative writing practices available to them. Basically, we will treat language as material in itself:

sometimes transparent, pointing toward objects of art and inquiry, and sometimes opaque, pointing towards language itself. Through weekly writing assignments students will learn the craft of not only writing about art, but the possibility that writing is a tool to expand one's studio practice and may be considered an art in itself. The first half of the semester is dedicated to sections in experimenting with description, analysis and critique, and personal chronicles. Students will also 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 current work and exhibitions, personal essays, curatorial proposals, creative pieces, and use writing as a tool to expand their studio practice.

## **SPECIAL TOPICS IN ART AND MEDIA COURSES**

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ARTMD-GH 5710

### **Textility and the Textile Imaginary**

This special topics seminar regards textility as a disposition toward art-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, with myself as guest faculty curator, will put on an exhibition on this very theme. Our 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.

ARTMD-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 accelerated 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.

ARTMD-GH 5730

### **Archives, Methods, Screens**

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 encourages students to understand differences between 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, mobile, nonlinear, and tactical modes for producing research through arts practice and producing arts practice through research.

ARTMD-GH 5740

### **Documentary Forms:**

#### **Visual Art, Video, Short Film, and Text**

This course centers on the generative intersection of art and non-fiction: in other words, documentary forms. Documentary film has a relatively long tradition and discourse. After early 20th century documentary film, came the 1990s “documentary turn” 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. Organized around three project outcomes—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 assignments are meant to provoke studio discoveries, and while not necessarily brought to completion, the projects may be sketches or instigators for future projects.

ARTMD-GH 5750

### **Deleuze**

This seminar is intended to introduce students to the work of the French philosopher and his collaborator Felix Guattari. Through their two major works, *Anti-Oedipus* and *A Thousand Plateaus* (both with the subtitle of “capitalism and schizophrenia”) Deleuze and Guattari (D&G) created a new field of critical theory for the end of the 20th century that is uniquely their own and still vitally useful for making sense of the extreme complexity of the times in which we find ourselves. Covering the fields of psychology, linguistics, art (making and looking), war, becoming, intensity, immanence, and metaphysics (among other topics), the pair has influenced many contemporary 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 (and the other authors 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.

ARTMD-GH 5760

### **Social Public Works**

Can public works invite us to collectively imagine and potentially build 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 politics 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, Hito Steyerl, CAMP, Lawrence Abu Hamdan, Maria Thereza Alves, Trevor Paglen, Emily Jacir, Sanja Iveković, Jennifer Allora & Guillermo Calzadilla, Marwa Arsanios, Hiwa K., Regina Jose Galindo, Hikaru Fujii, Raqs , Postcommodity, Media Collective, Ahmet Ögüt, The Otolith Group, and Mounira Al Solh.

ARTMD-GH 6120

### **An Explorative Grammar for Sculpture**

*Offered occasionally*

In principle, any material can be used to create sculpture. The aim of the course is to elicit an ongoing exploration of a variety 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. Class activities address the question of how a sculptural setup can give viewers the sense of participating in a situation. Possible approaches may include an emphasis on bodily experience and behavior, the initiation of field perception, or sculptural interventions into otherwise familiar situations. Course exercises and discussions combine approaches to materials with approaches to situations. In the process, the grammar of such practices may be developed and extended in the process. The exercises are only starting points, and may be shifted into many new directions. Such a grammar is not dependent upon any specific material or sculptural situation, but instead proposes approaches to initiating situations and to analyzing them on a structural level. The exercises are designed to generate and enhance awareness of

sculptural possibilities through discussions of presented student works-in-progress and by analyzing selected texts that offer relevant historical and theoretical perspectives.

## **STUDIO ELECTIVE COURSES**

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ARTMD-GH 5110

### **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.

ARTMD-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, Mussaffah) to see industrial production techniques and cast their own projects.

ARTMD-GH 5130

### **Advanced Sculpture-Installation and Hybrid Forms**

ARTMD-GH 6110

### **Text-Image / Image-Text**

*Offered occasionally*

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 verbal, and the collaboration of painter and poet has been and is foundational to art. As a studio elective, the course instigates four projects that begin with theoretical readings, looking at various artists, as well as sketching and writing sessions. The projects are to be interpreted broadly with regard to medium, and students are encouraged to bring a favorite medium of theirs to bear on their projects. At the same time, students are encouraged to engage in a brand new medium in order to experience the energy of the naive gesture, imprint, or utterance, and to facilitate risk-taking. Situated in a visual arts master's program and taught by a faculty member who is also a published poet, students of the course will have the unique opportunity to think extra carefully about



the words they use, and will have the opportunity to test out various “writerly” techniques such as concision, using found text, and tuning in to the sound of words in their works.

## **REVIEW, SEMINAR AND FINAL PROJECT COURSES**

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ARTMD-GH 6000

### **MFA Mid-Program Review**

*0 credits*

The MFA Mid-Program Review consists of a presentation of the student’s work, a verbal and written presentation by the student, and a question and answer session led by a critique committee. The Mid-Program review is considered a candidacy review, which a student is required to pass in order to progress to the second and final year of the program. The MFA Mid-Program Review is completed in a one-hour session, conducted with the student’s advisor and two additional faculty members. The review consists of a short 10-minute oral presentation by the candidate followed by a question-and-answer session conducted by the faculty. These reviews most commonly take place in the candidate’s studio. Work presented should represent ongoing in-depth investigations in the artist’s medium(s). After the reviews are completed, the Faculty Review Committee meets to discuss the work and vote on each candidate. This is considered a formal review of any concerns or issues that have arisen over the year. At this time, the Committee members discuss the student’s progress and communicate any concerns relating to her/his good standing in the MFA Program.

ARTMD-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 “final draft” 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.

ARTMD-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 90-minute oral defense in the gallery before a faculty panel. The Oral Examination is conducted while the candidate’s exhibition is hanging. This examination has three purposes: one, to assess the extent to which technical and expressive objectives of graduate study have been met; two, to assess the candidate’s ability to communicate and explore the means and meanings of the graduate exhibition in light of aesthetic goals, expressive intent and contemporary art concepts; and three, to engage in positive critical dialogue about the presented work.

# SOCIAL SCIENCE

**Foundations of Social Science****BUSINESS, ORGANIZATION AND SOCIETY****ECONOMICS****Global Studies Track****POLITICAL SCIENCE****SOCIAL RESEARCH AND PUBLIC POLICY****MASTER OF SCIENCE IN ECONOMICS****BA-MPA Program**

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

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 NYUAD 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 Science 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 or*

*Math Proficiency Assessment*

*Crosslisted with Business, Organizations and Society; 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 Business, Organizations and Society; 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 2010

### **History and Globalization**

*Crosslisted with Business, Organizations and Society; 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 (SPET)

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 Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

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: fall, spring*

*Crosslisted with Business, Organizations and Society; Economics; Philosophy; 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.

OR

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall, odd years*

*Crosslisted with Business, Organizations and Society; Economics; Legal Studies; Philosophy; Political Science; Social Research and Public Policy*

SOCSC-UH 1312

### **Modern Social Theory in Comparative Perspective**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course focuses on major works that take a critical position vis-à-vis the Western canon. It will explore themes of power, identity, inequality, and social order in the context of modern nationalism, capitalism, and imperialism. To provide context, the course will begin with core thinkers from the Western canon, ranging from John Locke to Sigmund Freud. Then it will focus on the response of their critics, including feminists and postcolonial writers from across the globe such as Mary Wollstonecraft, Mao Zedong, Frantz Fanon, Mohandas K. Gandhi, and Edward Said.

HERST-UH 1301J

**Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; Economics; Heritage Studies; Peace Studies; Political Science; Social Research and Public Policy*

HIST-UH 3321J

**Atlantic Moments in the Making of the American Republic**

*Crosslisted with Business, Organizations and Society; Economics; History; Political Science; Social Research and Public Policy*

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## GATEWAY COURSES

Every social science major is required to take one (1) Gateway course

SOCSC-UH 1111

**Markets**

*Typically offered: fall, spring*

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; 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.

SOCSC-UH 1112

**Introduction to Political Thinking**

*Typically offered: fall, spring*

*Crosslisted with Political Science; 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.

SOCSC-UH 1113

**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 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 well-being. Third, we turn 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.

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## METHODS ELECTIVES

SOCSC-UH 2210

**Introduction to Game Theory**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1013Q or equivalent, or SOCSC-UH 1101*

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

This course introduces the basic concepts of elementary game theory in a way that allows students to use them in solving simple problems. Topics include: the basics of cooperative and non-cooperative game theory; basic solution concepts such as Nash equilibrium and the core; and the extensions of these solutions to dynamic games and situations of incomplete information. Students are exposed to a variety of simple games with varied and useful applications: zero-sum games; the Prisoner's Dilemma; coordination games; the Battle of the Sexes; repeated games; and elementary signaling games. The course relies on a wide array of example applications of game theory in the social sciences.

SOCSC-UH 2211

**Survey Research**

*Typically offered: fall, spring*

*Prerequisites: SOCSC-UH 1010Q*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course will teach students how to design and

implement a survey, 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 2212

### **Research Design & Causality in Social Science**

*Typically offered: fall, spring*

*Prerequisite: SOCSC-UH 1010Q can also be taken as a corequisite.*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course will provide students with the “foundations” to undertake research in social science. You will learn how to identify an interesting research question. You will be introduced to different approaches that social 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 at 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*

*Prerequisites: (ECON-UH 2020 or POLSC-UH 2211) and familiarity with R is 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 2214

### **Applied Data Science for Social Scientists using Python**

*Typically offered: spring*

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

This will be an applied course that will introduce students to the python programming environment. It is intended for students who want to apply statistical, machine learning, information visualization, text analysis, and social network analysis techniques through popular python toolkits such as pandas, matplotlib, scikit-learn, nltk, and networkx to gain insight into any data. By the end of this course, students will be able to: (1) take any tabular data, clean it, manipulate it, and run inferential statistical analyses, (2) identify best practices in data visualizations, (3) identify the difference between supervised (classification) and unsupervised (clustering) techniques, and identify which technique they need to apply for a particular dataset and need, as well as, engineer features to meet that need, (4) be able to perform basic text mining and text manipulation, and (5) apply social network analyses techniques using the NetworkX library.

SOCSC-UH 3210

### **Advanced Game Theory**

*Typically offered: spring*

*Prerequisite: MATH-UH 1021 (or equivalent) or consent by Program Head*

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

This course continues the study of game theory and its applications to the social sciences. The course is divided into two parts. Part 1 studies non-cooperative game theory: Nash equilibrium in static games; extensions such as subgame perfection for dynamic games of complete information; Bayesian Nash equilibrium for static games with incomplete information; and 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. Part 2 studies cooperative game theory, including common solution concepts such as the core and the stable set, as well as hybrid topics such as coalition and network 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 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.

SOCSC-UH 3221EJ

**Experimental Research in the Social Sciences**

*Typically offered: January*

*Crosslisted with Economics; Political Science;*

*Social Research and Public Policy*

This course offers an accessible introduction to the new approach of “lab-in-the-field” experiments; in which researchers use laboratory methods to study human, social, economic, and political behavior with nontraditional (nonstudent, nonwestern) subjects. We will work with researchers at the lab established at the FLAME University, Pune India, a special partnership between FLAME and Nuffield College, Oxford. We will meet the researchers from FLAME in Goa, India. As part of the visit, we will learn about the experiments that have been conducted in India as well as see other cultural sights in the region. Students will have a chance to meet fellow students and researchers at the Centre and share their own experimental design with them and, ideally, participate in conducting an experiment with researchers from the laboratory. At the conclusion of the class, students may be able to participate in a special international three-day workshop on experiments in social sciences, jointly organized with Princeton University. Note that an A- or better grade in this course satisfies the course requirement for using the Social Science Experimental Laboratory at NY.



The Business, Organizations and Society (BOS) program gives students a holistic perspective on the complex interactions and interdependencies between business and society. The program integrates business theory and application, and leverages key principles of liberal arts. Students will be provided with a platform to effectively analyze business decisions and outcomes from multiple lenses (i.e., social, political, economic), with an emphasis on the role and responsibilities of business and organizations in society. The major equips students with a broad set of methodological grounding, including quantitative and qualitative assessment capabilities and competence in business fundamentals. Students will learn to be effective organizational and global leaders through strategic thinking, practical experience, analytical, and quantitative skills, in conjunction with a focus on teamwork, communications, innovation, and creativity.

The BOS curriculum provides essential tools needed to thrive in global organizations, and the broad perspective on how to effectively apply these tools. It is grounded on a range of offerings that are designed to inculcate core values of curiosity, tolerance, creativity, data-driven analysis, and principle-based decision-making. The BOS major will produce well-rounded students with specific competencies to examine the broader societal context of business, and contribute to the transformation of global economies. First, upon completion of the program, students will demonstrate mastery of social science theories and approaches for acquiring knowledge, and demonstrate understanding of functional areas of business and apply business practices. Second, BOS students will gain the capacity to demonstrate and apply ethical reasoning to social, political and business dilemmas; and collaborate and cooperate on project-based work simulating real-world strategic decisions and communication. Third, BOS students will be able to examine the development of markets and state systems with reference to key historical and cultural phenomenon, and apply quantitative reasoning and data analysis to questions concerning market developments, trends, and forecasts. Finally, the curriculum is designed to expose students to the principles of building effective organizations, by learning to work constructively in larger aggregates (e.g., teams), as both leaders and followers.

# BUSINESS, ORGANIZATIONS AND SOCIETY

Students in the BOS major are expected to become excellent strategists, with advanced written and oral communication skills; understanding of social science frameworks, tools and applications; aptitude in quantitative reasoning (e.g., math, statistics); familiarity with technologies on the frontiers of knowledge creation (e.g., computer programming, artificial intelligence); professional competence in the core functions of business; and the capacity to create innovative solutions to complex problems.

BOS majors also need to

- A mandatory minor or second major is required. The minor or second major cannot be economics or business focused. Students may choose to minor in economics or business, however, a minor that is economics or business focused will not satisfy the mandatory minor requirement. Minors or second majors that do not adhere to these exclusions will not be approved.
- Students placing out of Markets via the economics placement exam must take an additional elective credits to complete the degree. Students may substitute Intermediate Micro for Managerial Economics.
- Students testing out of Calculus need not replace those credits to complete the major but may require additional credits to meet the 140 credit degree minimum requirement.
- Students may opt into any social science capstone sequence, as long as prerequisites for the capstone seminar are completed.
- Courses counting as “Social Impact” electives at Stern may be used for one of the course requirements for the Social Impact Electives.
- Students of the Business, Organizations and Society major will have access to a large pool of already existing courses offered by multiple Divisions at NYU Abu Dhabi. Students can also take approved courses at other global sites, notably NYU Stern and NYU Shanghai.

The study away pathway for the Business, Organizations and Society major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

The major in Business, Organizations and Society is currently under final accreditation review with the UAE Ministry of Education Council on Academic Accreditation. Until such time as accreditation is secured, this program is listed for information only.

## Learning Outcomes

Upon completion of the NYU Abu Dhabi Business, Organizations and Society degree, all graduates are expected to be able to demonstrate:

1. Examine the development of markets and state systems with reference to key historical and cultural phenomenon
2. Apply quantitative reasoning and data analysis to questions concerning market developments, trends, and forecasts
3. Demonstrate mastery of social science theories and approaches for acquiring knowledge
4. Demonstrate understanding of functional areas of business and apply business practices
5. Demonstrate and apply ethical reasoning to social, political and business dilemmas
6. Collaborate and cooperate on project-based work simulating real-world strategic decisions and communication.

To declare a major, students must meet with the Program Head to discuss their plan of study.

## REQUIREMENTS FOR THE MAJOR

15 courses, distributed as follows:

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- 6 Required courses:
  - ECON UH-1501 Managerial Economics
  - MATH-UH 1013 Calculus with Applications to Economics  
or equivalent
  - SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
  - SOCSC-UH 1011 Global Economic, Political, and Social  
Development since 1500 (GEPS)
  - SOCSC-UH 1111 Markets  
Social, Political, and Economic Thought (SPET)
- 1 Methods elective
- 2 Ethics and Social Impact Electives (at least one must be  
an Ethics Elective)
- 3 Business Foundations Electives
- 1 Business, Organizations and Society Elective
- 2 Capstone seminar and project
  - BUSOR-UH 4000 Capstone Seminar
  - BUSOR-UH 4001 Capstone Project

# BUSINESS, ORGANIZATIONS AND SOCIETY COURSES

## REQUIRED SOCIAL SCIENCE COURSES

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SOCSC-UH 1010Q

### **Statistics for the Social and Behavioral Sciences**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000A or*

*Math Proficiency Assessment*

*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 2010

### **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*

SOCSC-UH 1111

### **Markets**

*Typically offered: fall, spring*

*Crosslisted with Business, Organizations and*

*Society; 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.

### **One Social, Political, and Economic Thought (SPET) course selected from:**

SOCSC-UH 1310

### **Foundations of Modern Social Thought**

*Typically offered: fall, spring*

*Crosslisted with Business, Organizations and*

*Society; Economics; Political Science; Social*

*Research and Public Policy*

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: fall, spring*

*Crosslisted with Business, Organizations and*

*Society; Economics; Philosophy; 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.

**OR**

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall odd years*

*Crosslisted with Business, Organizations and*

*Society; Economics; Legal Studies; Philosophy;*

*Political Science; Social Research*

*and Public Policy*

SOCSC-UH 1312

### **Modern Social Theory in Comparative Perspective**

*Typically offered: fall*

*Crosslisted with Business, Organizations, and Society; Economics; Political Science; Social Research and Public Policy*

This course focuses on major works that take a critical position vis-à-vis the Western canon. It will explore themes of power, identity, inequality, and social order in the context of modern nationalism, capitalism, and imperialism. To provide context, the course will begin with core thinkers from the Western canon, ranging from John Locke to Sigmund Freud. Then it will focus on the response of their critics, including feminists and postcolonial writers from across the globe such as Mary Wollstonecraft, Mao Zedong, Frantz Fanon, Mohandas K. Gandhi, and Edward Said.

HERST-UH 1301J

### **Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; Economics; Heritage Studies; Peace Studies; Political Science; Social Research and Public Policy*

HIST-UH 3321J

### **Atlantic Moments in the Making of the American Republic**

*Crosslisted with Business, Organizations and Society; Economics; History; Political Science; Social Research and Public Policy*

## **REQUIRED ECONOMICS AND MATH COURSES**

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ECON-UH 1501

### **Managerial Economics**

*Crosslisted with Business, Organizations and Society; Economics*

MATH-UH 1013Q

### **Calculus with Applications to Economics**

*Crosslisted with Economics; Mathematics*

## **ETHICS ELECTIVES**

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BUSOR-UH 2001

### **Ethics, Technology, and Corporate Social Responsibility**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; Political Science; Social Research and Public Policy*

This course examines the ethical issues that arise in the context of the rapid development of technology, medical science, and the increasing power of business corporations. In recent years, 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 respect for personal autonomy and expertise; automation and unemployment; and the replication of human bias by algorithms. Along with scientific progress, the social role of businesses and corporations are also becoming increasingly 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?

CSTS-UH 1061

### **Global Ethics**

*Crosslisted with Legal Studies; New Core: Structures of Thought and Society; Philosophy; Previous Core: Structures of Thought and Society*

## **SOCIAL IMPACT ELECTIVES**

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BUSOR-UH 1011

### **Leadership**

*Typically offered: spring*

*Crosslisted with Business, Organizations and Society; Political Science; Social Research and Public Policy*

This course is an introduction to leadership theory and practice. Students will examine several aspects of the literature, and apply historical and contemporary theories and concepts to advance their knowledge and develop skills. These tools are necessary for analyzing complex issues facing organizations and society, and developing effective courses of action. Students will be able to identify key principles, develop understanding of the behaviors, as well as characteristics of leaders through the lenses of various models. Students will engage in self-reflection, understand various perspectives of leadership, translate theory into practice, and examine the role of leadership in effecting social change. The culmination of these activities will build a foundation for learning and practices that facilitate leadership.

POLSC-UH 2910

### **Business, Politics, and Society**

*Crosslisted with Economics; Political Science*

## BUSINESS FOUNDATIONS ELECTIVES

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BUSOR-UH 1001J

### **Principles of Marketing**

*Typically offered: January*

*Crosslisted with Business, Organizations and Society; Economics; Leadership and Social Entrepreneurship*

The purpose of this course is to introduce the concepts and activities that constitute the field of marketing, and to develop an understanding its role in the economy and the modern corporation. We will also devote substantial attention to marketing in multi-cultural and global environments. Our emphasis is on making practical decisions and developing techniques and perspectives that will be useful to the business professional. Towards this end, we will analyze a number of cases covering a broad range of industries, products, and markets. In this course we assume that the goal of the marketing professional is to make decisions that maximize the long run, risk adjusted value of the firm. That is, we seek to commit limited firm resources to the best long run strategic alternatives. The focus is on building businesses that serve buyer needs and wants while meetings appropriate standards of investment return and sustainability.

BUSOR-UH 1003

### **Management & Organizations**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; 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: spring*

*Crosslisted with Business, Organizations and Society; Economics*

This course is an introduction to the key concepts and principles of strategy formulation, implementation, and analysis. It will focus on the decisions and actions taken by managers, and how these factors impact the performance and survival of firms. Taking a general management perspective, we will examine the knowledge, tools, and skills that managers need to effectively make decisions that align their objectives with organization mission and vision, precisely define firm boundaries, and improve operations and processes. The course will also emphasize devising competitive strategies that position firms to maximize profit (competitive advantage), within the context of uncertainty (e.g., social, political, economic) and competition.

BUSOR-UH 1501

### **Introduction to Accounting**

*Typically offered: fall, spring*

*Crosslisted with Business, Organizations and Society; Economics*

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.

ECON-UH 2510

### **Foundations of Financial Markets**

*Crosslisted with Business, Organizations and Society; Economics*

## METHODS ELECTIVES

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BUSOR-UH 2002

### **Business and Technology**

*Typically offered: spring*

*Crosslisted with Business, Organizations and Society; Political Science*

Organizations both drive and react to technological change. This course introduces students to computer-based technologies that are transforming the nature of work in the modern world. 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 examining case studies in current business analytics, especially in artificial intelligence and robotics. The course is a prerequisite for the entrepreneurship capstone. (Selected courses in Interactive Media and Computer Science may substitute).

ECON-UH 2020

### **Data Analysis: Economics**

*Crosslisted with Economics*

**OR**

POLSC-UH 2211

### **Data Analysis**

*Crosslisted with Political Science*

SOCSC-UH 2211  
Survey Research  
Crosslisted with Economics; Political Science;  
Social Research and Public Policy

SOCSC-UH 2212  
Research Design & Causality in Social Science  
Crosslisted with Economics; Political Science;  
Social Research and Public Policy

## **BUSINESS, ORGANIZATIONS AND SOCIETY ELECTIVES**

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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 1005J  
**Language of Business**  
*Typically offered: January*  
*Crosslisted with Business, Organizations and Society; 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: spring*  
*Crosslisted with Business, Organizations and Society; Economics; Leadership and Social Entrepreneurship*

Startups are becoming more and more essential cogs in the engine of modern countries—countries that have sustainable, crisis-proof economies and an efficient system of public-private partnerships. Especially during current times when the pandemic is breaking outdated business models and bringing industry giants to their knees, startups are—more than in any other historical timeframe—needed to maintain the dynamic nature of large scale as well as niche economies.

BUSOR-UH 2003  
**Managerial Accounting**  
*Typically offered: fall*  
*Prerequisite: BUSOR-UH 1501*  
*Crosslisted with Business, Organizations and Society; Economics*

Managerial accounting includes a broad array of tools necessary to measure, analyze, and report financial and non-financial information that helps managers make decisions and fulfill organizational goals. Managerial information is key input to coordinate product design, production, marketing and sales decisions, and evaluate a company's performance. Managerial accounting tools are fundamental for motivating, evaluating, and rewarding employees. In contemporary business environments, fast paced and increasingly uncertain, managerial accounting is vital to develop and promote viable business initiatives, innovation, and change. Today's economy, characterized by hyper-connectivity, information overload, and highly competitive markets, requires effective cost accounting systems to sustain organizations in making better and timely decisions—with the goal of enhancing revenues and profits. Hence, this course equips students with a comprehensive framework and the technical knowledge to understand, prepare, and analyze managerial accounting reports. It also emphasizes interesting aspects of costing and pricing decisions and enrich class discussions with real-world business examples.

ECON-UH 2310EQ  
**Behavioral Economics**  
*Crosslisted with Economics*

ECON-UH 2411  
**Technology and Economic Development:  
Markets and Networks**  
*Crosslisted with Economics*

ECON-UH 2451X

**Economic History of the Middle East**

*Crosslisted with Arab Crossroads Studies;*  
Economics; History  
Pre-1800

ECON-UH 2610

**International Economics**

*Crosslisted with Economics*

ECON-UH 3520

**Corporate Finance**

*Crosslisted with Economics*

ENGR-UH 4423

**Production and Logistics Management**

*Crosslisted with Engineering*

IM-UH 2310

**Mashups—Creating with Web APIs**

*Crosslisted with Engineering; Interactive Media*  
Counts towards IM 2000-Level

LAW-UH 1013

**Business Law**

*Crosslisted with Legal Studies;*  
*Social Research and Public Policy*

LAW-UH 2117

**International Business**

*Crosslisted with Legal Studies*

LAW-UH 2120J

**Law in Entrepreneurship**

*Crosslisted with Economics;*  
*Leadership and Social Entrepreneurship;*  
*Legal Studies*

POLSC-UH 2412

**Power and Politics in America**

*Crosslisted with Political Science*

POLSC-UH 3510

**International Political Economy**

*Crosslisted with Political Science*

SRPP-UH 1614

**Entrepreneurship**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 1617

**Sociology of Entrepreneurship**

*Crosslisted with Business, Organizations and*  
*Society; Leadership and Social Entrepreneurship;*  
*Social Research and Public Policy*

SRPP-UH 2627

**Organizations and Society**

*Crosslisted with Business, Organizations and*  
*Society; Social Research and Public Policy*

## CAPSTONE EXPERIENCE

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BUSOR-UH 4000

**Capstone Seminar**

*Typically offered: fall*

*Prerequisite: Senior standing and declared Business,*  
*Organizations and Society Major*

This research seminar provides students with an overview of the diverse, multidisciplinary research questions and methods that have captured the interests of scholars of business and management. Students are taught how to conduct independent research and required to write an in-depth research proposal under the direction of a supervisor that will form the core of their capstone project.

BUSOR-UH 4001

**Capstone Project**

*Typically offered: spring*

*Prerequisite: BUSOR-UH 4000*

Following completion of BUSOR-UH 4000, students work directly with individual faculty mentors to execute their research proposal, which should culminate in applied and theoretical research papers on a topic of interest.



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 mathematics 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](https://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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- 4 Foundations of Social Science courses:  
SOCS-C-UH 1010Q Statistics for the Social and Behavioral Sciences  
SOCS-C-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)  
one Social, Political, and Economic Thought (SPET) course  
SOCS-C-UH 1111 Markets
  - 9 Required courses:  
ECON-UH 2010 Intermediate Microeconomics  
ECON-UH 2020 Intermediate Macroeconomics  
ECON-UH 2030 Data Analysis: Economics  
ECON-UH 3010 Economics of Imperfect Markets  
ECON-UH 3030 Economic Growth  
ECON-UH 4000 Economic Policy  
SOCS-C-UH 3220 Econometrics
- And either:
- (i) MATH-UH 1013Q Calculus with Applications to Economics  
MATH-UH 1021 Multivariable Calculus with Applications to Economics
- Or
- (ii) SOCS-C-UH 1101 Mathematics for Social Sciences I  
SOCS-C-UH 1201 Mathematics for Social Sciences IIs
- 3 Economics electives;
  - 2 ECON-UH 4020 and ECON-UH 4099 Capstone Seminar and Project.

### **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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- 3 Foundations of Social Science courses:
  - SOCSC-UH 1010Q Statistics for the Social and Behavioral Sciences
  - SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)
  - SOCSC-UH 1111 Markets
- 2 Economics Electives

While students testing out of Calculus with Applications need not replace those credits to complete the major requirements, 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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

"SPET"

STATISTICS  
FOR SOCIAL  
SCIENCES

GENERAL  
ELECTIVE

FIRST-YEAR  
WRITING  
SEMINAR

J-Term

GENERAL  
ELECTIVE

Spring Semester

MARKETS

CALCULUS WITH  
APPLICATIONS  
FOR ECONOMIC

GENERAL  
ELECTIVE

COLLOQUIUM

### YEAR 2

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Fall Semester

"GEPS"

INTERMEDIATE  
MICRO-  
ECONOMICS

DATA ANALYSIS

MULTIVARIABLE  
CALCULUS FOR  
ECONOMICS

J-Term

GENERAL  
ELECTIVE

Spring Semester

IMPERFECT  
MARKETS

INTERMEDIATE  
MACRO-  
ECONOMICS

GENERAL  
ELECTIVE

CORE

### YEAR 3

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Fall Semester

ECONOMICS  
ELECTIVE

ECONOMICS  
ELECTIVE

GENERAL  
ELECTIVE

CORE

J-Term

GENERAL  
ELECTIVE

Spring Semester

ECONOMIC  
GROWTH

ECONOMETRICS

ECONOMICS  
ELECTIVE

CORE

### YEAR 4

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Fall Semester

CAPSTONE  
SEMINAR

ECONOMIC  
POLICY

GENERAL  
ELECTIVE

CORE

Spring Semester

CAPSTONE  
PROJECT

GENERAL  
ELECTIVE

GENERAL  
ELECTIVE

CORE

# ECONOMICS COURSES

## REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q

### **Statistics for the Social and Behavioral Sciences**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000A or*

*Math Proficiency Assessment*

*Crosslisted with Business, Organizations*

*and Society; 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 Business, Organizations*

*and Society; 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 2010

### **History and Globalization**

*Crosslisted with Business, Organizations*

*and Society; History; New Core: Structures of*

*Thought and Society; Political Science;*

*Previous Core: Structures of Thought and Society;*

*Social Research and Public Policy*

SOCSC-UH 1111

### **Markets**

*Typically offered: fall, spring*

*Crosslisted with Business and Organizational*

*Studies; Business, Organizations and Society;*

*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.

### **One Social, Political, and Economic Thought (SPET) course selected from:**

SOCSC-UH 1310

### **Foundations of Modern Social Thought**

*Typically offered: fall, spring*

*Crosslisted with Business, Organizations*

*and Society; Economics; Political Science;*

*Social Research and Public Policy*

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: fall, spring*

*Crosslisted with Business, Organizations*

*and Society; Economics; Philosophy;*

*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.

**OR**

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall odd years*

*Crosslisted with Business, Organizations and*

*Society; Economics; Legal Studies; Philosophy;*

*Political Science; Social Research and Public Policy*

SOCSC-UH 1312

**Modern Social Theory in Comparative Perspective**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course focuses on major works that take a critical position vis-à-vis the Western canon. It will explore themes of power, identity, inequality, and social order in the context of modern nationalism, capitalism, and imperialism. To provide context, the course will begin with core thinkers from the Western canon, ranging from John Locke to Sigmund Freud. Then it will focus on the response of their critics, including feminists and postcolonial writers from across the globe such as Mary Wollstonecraft, Mao Zedong, Frantz Fanon, Mohandas K. Gandhi, and Edward Said.

HERST-UH 1301J

**Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; Economics; Heritage Studies; Peace Studies; Political Science; Social Research and Public Policy*

HIST-UH 3321J

**Atlantic Moments in the Making of the American Republic**

*Crosslisted with Business, Organizations and Society; Economics; History; Political Science; Social Research and Public Policy*

**REQUIRED ECONOMICS COURSES**

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ECON-UH 2010

**Intermediate Microeconomics**

*Typically offered: fall, spring*

*Prerequisite: SOCSC-UH 1111 and either MATH-UH 1013 or SOCSC-UH 1101*

This course introduces the major concepts and tools of modern microeconomic analysis. Students will study the manner in which consumers, producers and resource owners, acting through markets, determine the prices and output of goods and the allocation of productive resources. Consumers and producers are viewed as agents with well-defined objectives, choosing optimally under constraints on their resources. The price mechanism is viewed as an institution that disseminates information to decision makers—firms and consumers—and coordinates their behavior. Students will study circumstances under which markets promote an efficient allocation of resources, as well as sources of market failure where the price mechanism can lead to inefficient outcomes.

ECON-UH 2020

**Data Analysis: Economics**

*Typically offered: fall, spring*

*Prerequisites: SOCSC-UH 1010Q and MATH-UH 1013 or SOCSC-UH 1101*

*Crosslisted with Business, Organizations and Society* Social Science research and policy analysis rely heavily on observational data. Students learn to analyze such data and apply appropriate statistical techniques to address various empirical questions. Topics include multivariate regression and classification analysis as well as time series modeling and forecasting. The course emphasizes applications of these techniques using statistical software.

ECON-UH 2030

**Intermediate Macroeconomics**

*Typically offered: fall, spring*

*Prerequisites: SOCSC-UH 1111, SOCSC-UH 1011 and MATH-UH 1013Q (or equivalent) or SOCSC-UH 1101*

Intermediate Macroeconomics addresses in depth four foundational aspects of macroeconomic theory and policy: (1) theories of exogenous and endogenous growth in per capita incomes; (2) theories of fluctuations in output, employment and other macroeconomic aggregates with a focus on policy and other economic stimuli that can lead to booms and recessions; (3) determinants of inflation including capacity constraints, money, credit and expectations; (4) the aims, objectives and tools of monetary and fiscal policies and their relationship with financial intermediation and its regulation. Throughout the course data will regularly be analyzed to critically assess the theoretical insights.

ECON-UH 3010

**Economics of Imperfect Markets**

*Typically offered: fall, spring*

*Prerequisites: ECON-UH 2010 and, either MATH-UH 1021 (or equivalent) or SOCSC-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 SOCSC-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 2020, ECON-UH 3010 and ECON-UH 3030*

*Crosslisted with Political Science*

Economic policy may be seen as the ultimate goal of economic analysis. How to choose between alternative economic courses in some specific area or at the macroeconomic level? How to tradeoff one policy objective, e.g. equity, versus another, e. g. efficiency? How to take into account political constraints while looking for socially optimal policies? Such is the nature of the questions to be handled in this course, which may be taken as the natural culmination of an economic curriculum. Its aim is to make students familiar with the main contemporary issues in economic policy at national level and to equip them with the analytical instruments to understand what is at stake in policy debates around the world and, ultimately, to form one's opinion about what should be done in particular areas. The course will deal with economic policy issues as applicable to any country, even though special attention will be given to emerging and developing countries. As far as possible, it will also systematically emphasize the distributional consequences of policies and consequent political economy dimension? It will not deal with multilateral issues like trade, migration or environment.

SOCSC-UH 3220

### **Econometrics**

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

## **REQUIRED MATHEMATICS COURSES**

Economics 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**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000B or MATH-UH 1002 or Math Proficiency Assessment*

*Crosslisted with Business, Organizations and Society; Mathematics*

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 a 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.

### **AND**

MATH-UH 1021

### **Multivariable Calculus with Applications to Economics**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1013 or equivalent*

*Crosslisted with Mathematics*

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 with applications; Lagrange multipliers; constrained and unconstrained optimization; double and triple integrals; spherical and cylindrical coordinates; surface and line integrals.

### **OR**

SOCSC-UH 1101

### **Mathematics for Social Scientists I**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1001 or MATH-UH 1000B or Math placement*

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 it introduces the notation associated with basic linear algebra. The course provides an introduction to mathematics as the lingua franca of modern social sciences, and focuses on employing mathematics to formulate and communicate theories within the social sciences.

### **AND**

SOCSC-UH 1201

### **Mathematics for Social Scientists II**

*Typically offered: fall, spring*

*Prerequisites: SOCSC-UH 1101, MATH-UH 1012Q, MATH-UH 1013Q or relevant result in Math Proficiency Assessment.*

Building on Calculus or Mathematics for Social Sciences I, 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. The course focuses on employing mathematics to formulate and communicate theories within the social sciences, and illustrates the usefulness of mathematical results directly in terms of applications to models of optimizing agents.

## **BEHAVIORAL AND EXPERIMENTAL TRACK**

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ECON-UH 2310EQ

### **Behavioral Economics**

*Typically offered: spring*

*Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111  
Crosslisted with Business, Organizations and Society*

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, exploring nonstandard beliefs, and emphasizing the limitations of our decision-making faculties. Predictions about individual behavior are more accurate and the policies of governments are more effective when these 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*

*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 'wind tunnel' test new 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 well-being 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 human 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-UH 2322E

### **Neuropsychoeconomics**

*Offered occasionally*

*Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111*

The course presents an introduction to new methods 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-UH 3300

### **Topics in Behavioral and Experimental Economics**

*Offered occasionally*

*Prerequisite: ECON-UH 2320 or ECON-UH 2310EQ*

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 3310EJ

### **Economic Decisions and the Brain**

*Offered occasionally*

What drives economic decisions? How much risk should you accept, how much money should you save, how should you negotiate with others? Can you trust your gut? Modern research in economics has clearly shown that humans are not fully rational, impulse-free decision makers. But how are decisions actually made then, and how can we improve them? This course will review experimental evidence on the many mistakes and biases that humans fall prey to and look at evidence from psychology and neuroscience illustrating the origins of those mistakes. We will use that evidence to illustrate models of decision making arising from both economics and psychology (for example, expected utility theory vs. prospect theory, exponential discounting vs. hyperbolic discounting). Along the way, we will discuss related evidence from brain scanning and imaging studies and process data (response times, eye tracking) and what they have to say about economic decisions.

SOCSC-UH 2210

### **Introduction to Game Theory**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

SOCSC-UH 3210

### **Advanced Game Theory**

*Crosslisted with Mathematics; Political Science;*

*Social Research and Public Policy*

SOCSC-UH 3221EJ

### **Experimental Research in the Social Sciences**

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

## **DATA SCIENCE AND ECONOMICS TRACK**

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ECON-UH 3210

### **Quantitative Methods of Applied Economics**

*Typically offered: spring*

*Prerequisites: ECON-UH 2020, POLSC-UH 2211, or SOCSC-UH 3220*

*Crosslisted with Political Science*

The purpose of this course is to introduce students to an applied, intermediate level of quantitative and econometric analysis. The first part of the course will focus on multiple regression analysis. The second part covers experimental and non-experimental methods that are often used in empirical research and evaluation. The course is intended to give students hands-on experience with real data and real analysis, helping students become sophisticated consumers of relatively advanced statistical techniques, as well as to provide students practical knowledge to conduct their own empirical analysis. Many applications will use data from developing countries.

ECON-UH 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.

SOCSC-UH 2211

### **Survey Research**

*Crosslisted with Business, Organizations and*

*Society; Political Science; Social Research*

*and Public Policy*

SOCSC-UH 2212

### **Research Design & Causality in Social Science**

*Crosslisted with Business, Organizations and*

*Society; Political Science; Social Research*

*and Public Policy*

SOCSC-UH 2213

### **Textual Analysis for the Social Sciences**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

SOCSC-UH 2214

### **Applied Data Science for Social Scientists using Python**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

SRPP-UH 3214

### **Social Networks**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

## DEVELOPMENT AND ECONOMIC HISTORY TRACK

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ECON-UH 1410J

### **Research Design, Fieldwork, and Data Analysis for Development Economics**

*Typically offered: January*

*Crosslisted with African Studies; Political Science; Social Research and Public Policy*

Close to 1 billion of the world's population live on less than what is effectively 99 US cents a day. A child born in Sub-Saharan Africa is 10 times more likely to die as an infant than a child born in the US, largely of biologically preventable illnesses. One in four Indians are illiterate. Are these facts necessary? What has and can be done to change them? Topics in development economics are concerned with the pursuit of understanding facts and questions like these. This is a challenging introductory course for college students who are motivated to learn more about what can be done in the fight against global poverty and who are ready for a busy few weeks of intense learning and skill development in research design, fieldwork, and data analysis for development economics.

ECON-UH 2410

### **Development Economics**

*Typically offered: fall*

*Prerequisites: SOCS-C-UH 1010Q and SOCS-C-UH 1111*  
*Crosslisted with Political Science*

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 openness 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-UH 2411

### **Technology and Economic Development: Markets and Networks**

*Typically offered: spring*

*Prerequisites: SOCS-C-UH 1111, CS-UH 1001, or ENGR-UH 1000*

*Crosslisted with Business, Organizations and Society*  
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-UH 2451X

### **Economic History of the Middle East**

*Offered occasionally*

*Prerequisite: SOCS-C-UH 1111*

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; 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*

*Prerequisite: SOCS-C-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: SOCS-C-UH 1010Q and SOCS-C-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 of interest between developing and developed countries, the need for global governance and the role of international organizations.

ECON-UH 3450

### **A History of the Modern World Economy**

*Offered occasionally*

*Prerequisite: ECON-UH 2020 or POLSC-UH 2211*

*Crosslisted with Political Science*

The modern world economy is marked by large disparities in incomes between countries. Why are some countries rich, while others are poor? This course explores the origins of this "Great Divergence" in living standards between countries, focusing on the way in which geography, colonialism, culture, and globalization have spurred or hindered economic development across the globe.

**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 a little 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 per cent 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 1011

**Foundations of Peace: Economic and Political Perspectives***Crosslisted with Peace Studies; Political Science*

POLSC-UH 2312

**Political Economy of Development***Crosslisted with Political Science***ECONOMIC THEORY TRACK**

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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. It describes and characterizes the interaction between individual and collective choices on the market place and in firms, especially when markets fail. It investigates the interplay between the market mechanism and the democratic principle in the economy. The course introduces fundamental concepts, methods and paradigms of decision theory, general equilibrium theory and social choice theory. These are illustrated through short cases borrowed from the current economic, political and business scene. It examines how these tools might lead us to make better decisions; both as individuals or members of groups, and enables a better understanding of the dynamics of collective action.

ECON-UH 2921

**Law and Economics***Offered occasionally**Prerequisite: SOCSC-UH 1111**Crosslisted with Legal Studies*

This course introduces students to economic thinking about legal topics. The first half focus on property rights and how legal institutions have evolved to settle disputes between property owners and allocate risk between different agents. Historical court cases from the British and American common law system will be used to aid in this discussion. The second half of the course examines law as a system of incentives for promoting pro-social behavior. Participants will expand their analysis to civil law as practiced in much of the world, and compare it with the theory built from the common law experience to see which lessons still apply. The core question participants will be asked to answer is “when is the law efficient?”

ECON-UH 3522

**Corporate Governance***Typically offered: spring*

What the disastrous IPO of WeWork, the multi-billion Malaysia Development Board scandal, and the recent Wirecard AG dramatic bankruptcy have in common? They are all corporate governance failures. Indeed, firms of all stripes are plagued by agency problems whereby performance is threatened by moral hazard, misaligned incentives, and unethical behavior. Corporate governance is the broad set of economic institutions and

contractual arrangements designed to balance the conflicting interests among firm's stakeholders, allowing them to get a fair return from their investment. In this course, using the standard tools from microeconomics and finance the student will understand the agency costs associated with different corporate financing choices and the suitable mechanisms to mitigate them. The COVID-19 crisis has sparked the debate whether companies should pursue wider social objectives, embracing purpose rather than profit. The course will also expose the student to the frontier of corporate social responsibility, addressing how companies can foster the transition to a more sustainable, equitable, and socially resilient economic paradigm.

ECON-UH 3900

### **Topics in Economic Theory**

*Offered occasionally*

*Prerequisite: 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 3910

### **Advanced Microeconomics**

*Typically offered: fall*

*Prerequisite: ECON-UH 2010 and MATH-UH 1021 (or equivalent), or consent by Program Head*

Building on the 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 mathematical, and at times 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*

So 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**

*Typically offered: fall*

*Prerequisite: ECON-UH 2010 and*

*MATH-UH 1021*

*Crosslisted with Political Science;*

*Social Research and Public Policy*

Our opportunities and our choices are shaped by our connections. The awareness that connections matter leads us to invest in them. And these investments give rise to networks of friendship, the World Wide Web, supply chains, research alliances, transport links, and many other networks which we see around us. These observations have inspired an exciting new research program which examines the origins and the implications of networks. The lectures in this course provide a rigorous introduction to this research.

ECON-UH 3913

### **Market Design**

*Typically offered: fall*

*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. Worse, there are also cases where prices are not, and hence money transfers, cannot be used to properly allocate resources. Economists are more and more involved in designing markets or institutions. Examples abound nowadays. For institutions where money transfers are possible, economists have been at the forefront of the design of auction mechanisms -e.g. to sell radio spectrum, diamonds, 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, assigning seats to courses in College. The course will illustrate how microeconomic theory is used effectively and practically to solve important resource allocation problems, in instances where there were no good solutions prior to the microeconomist' help.

ECON-UH 3920J

### **Collective Welfare and Distributive Justice**

*Typically offered: January*

*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*

*Prerequisites: 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, employment, and inflation. Next, the class will examine theories and the policies associated with inflation and hyperinflation, entitlement reforms, and the formation of optimal monetary and fiscal 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**

*Crosslisted with Political Science*

SOCSC-UH 3210

### **Advanced Game Theory**

*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**

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ECON-UH 1501

### **Managerial Economics**

*Offered occasionally*

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society*  
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, another key player, 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 people's preferences and 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, SOCSO-UH 1010Q and SOCSO-UH 1111*

*Crosslisted with Business and Organizational*

*Studies; Business, Organizations and Society*

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 markets and their utilization by managers in different kinds of financial institutions to enhance return and manage risk.

ECON-UH 2511

### **Financial Systems**

*Offered occasionally*

*Prerequisite: SOCSO-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 possess knowledge on 3 key areas: Finance (quantitative methods and behavioral finance), Technology (artificial intelligence, blockchain, API) and Regulation (MIFID2, PSD2, GRDP). 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 business 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 will combine business theory and experiential learning in an effort to harnesses the talents of low-income populations to generate sustainable businesses. The objectives are to (1) develop prototypes or minimum viable products that can help solve a social need in a rural community in 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 (Ghana) 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: SOCSO-UH 1010Q, SOCSO-UH 1011*

*and SOCSO-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 from other global institutional investors? Which economic, institutional, and governance challenges to they face? Against this backdrop, this course will introduce the student to the economic principles of sovereign investing and to key, selected problems and issues in sovereign wealth management in the international context and with special reference to the impact COVID-19 crisis in the UAE, home of some of the leading SWFs.

ECON-UH 3500

### **Topics in Entrepreneurship and Finance**

*Offered occasionally*

*Prerequisite: 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 3511X

### **Islamic Economics and Finance**

*Offered occasionally*

*Prerequisite: ECON-UH 2510*

*Crosslisted with Arab Crossroads Studies; Legal Studies*

This course provides a foundational understanding of the principles of Islamic economics and mode, products and procedures of Islamic finance. This course familiarizes students with the roles and functionalities of Islamic finance in the context of the financial services industry today.

ECON-UH 3512

### **Global Asset Allocation**

*Typically offered: fall*

*Prerequisites: ECON-UH 2030, ECON-UH 2510 and SOCSC-UH 1010*

This course analyzes the drivers of asset prices and explains how they impact the investment decision process in diversified global multi-asset portfolios. The students will learn to distinguish between macro-economic fundamentals, technical parameters and valuation parameters and how the overall assessment of these indicators impacts the investment decisions. The course will cover portfolio optimization as well as techniques of risk management based on the utilization of derivative instruments. The students will subsequently analyze how specific macro-economic drivers have historically had differentiated impacts across advanced, emerging and GCC markets, observing market movements across risk-on- and risk-off moments (financial crises). Equipped with the tools of asset allocation in global multi-asset portfolios, students will finally use this historical empirical analysis as a basis for identifying global and local risk factors in today's market context, and discuss ways of how to protect portfolios accordingly. This will be done with a special focus on GCC and Emerging Markets.

ECON-UH 3513

### **Advanced Investments**

*Typically offered: spring*

*Prerequisite: ECON-UH 2020 or SOCSC-UH 3220*

*Crosslisted with Business and Organizational Studies*  
This course presents classical and modern ideas of finance with an applied focus. Students will master the analytic tools and the financial theory for making smart investments by using stocks and

bonds but will also get their hands dirty with the data. The course starts with an overview of important methods from mathematics and statistics, software tools and financial data. It continues with the pricing of bonds and other fixed-income instruments, discusses the risks associated with fixed-income investments, demonstrates the methods to derive zero-coupon yield curves and shows how to hedge interest rate risk. The course then deals with stocks and covers 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.

ECON-UH 3520

### **Corporate Finance**

*Typically offered: fall, spring*

*Prerequisite: ECON-UH 2510*

*Crosslisted with Business, Organizations and Society*

This course introduces the student to selected problems and issues in financial management and corporate financial policy. Topics include: capital budgeting (strategy and techniques associated with the analysis and selection of capital projects, financial forecasting, and financial planning) and corporate finance (the cost of capital and issues associated with raising capital, mergers and acquisitions decisions, corporate bankruptcy, managerial control, and compensation strategies). Problem sets and case studies are integral parts of this course.

ECON-UH 3521

### **Asset Pricing and Derivatives**

*Typically offered: spring*

*Prerequisite: ECON-UH 2510 and MATH-UH 1021*

This course is a strong introduction to the theoretical and practical aspects of financial derivatives including Futures, Options and Swaps. Derivatives have recorded huge growth due to their hedging, speculative and bona fide applications and due to their profound effects in times of crisis. Derivatives are quantitative in nature; however, they also relate to theoretical knowledge and intuitive judgement in structuring and real-life applications. This course will use the quantitative tools learned as a prerequisite. The goal is to develop an understanding of how derivative securities work (pricing, trading, marking to market, hedging...), grow intuition on their application and expand on their basics to engineer innovative and exotic securities that allow tailoring the amount and kind of risk, be it risk associated with changes in interest rates, exchange rates,



stock prices, commodity prices, inflation, weather, etc. The course will also explore the emergence of derivatives market and its applications in the local economy.

BUSOR-UH 1001J

**Principles of Marketing**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Leadership and Social Entrepreneurship*

BUSOR-UH 1004

**Strategic Management**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society*

BUSOR-UH 1007

**Introduction to Entrepreneurship**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Leadership and Social Entrepreneurship*

BUSOR-UH 1501

**Introduction to Accounting**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society*

BUSOR-UH 2003

**Managerial Accounting**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society*

LAW-UH 1014

**Commercial Law**

*Crosslisted with Legal Studies  
London Track*

LAW-UH 2120J

**Law in Entrepreneurship**

*Crosslisted with Business, Organizations and Society; Leadership and Social Entrepreneurship; Legal Studies*

POLSC-UH 2326

**Politics and Finance**

*Crosslisted with Political Science*

POLSC-UH 2910

**Business, Politics, and Society**

*Crosslisted with Business, Organizations and Society; Political Science*

## GLOBAL MACROECONOMICS TRACK

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ECON-UH 2610

**International Economics**

*Typically offered: spring*

*Prerequisite: SOCS-C-UH 1111*

*Crosslisted with Business, Organizations and Society*

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 relations; 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.

ECON-UH 2620J

**Understanding Financial Crises**

*Typically offered: January*

*Prerequisite: SOCS-C-UH 1111*

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 the recurrence of different types of financial crises (banking crises, currency crises, and sovereign debt crises). Students will study their causes, their resolutions, and their long-run consequences. The crisis mechanisms will be introduced through very simple canonical models, with emphasis on intuition and insight over model technicalities. Once these foundations are in place, the course will open up on a series of topics with mixed themes such as crises and long run growth; inequality and crises; crises, stabilization and reforms. An in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008, and the Euro Crisis will be offered.

ECON-UH 2621J

**Crises, Policies and their Aftermath**

*Typically offered: January*

The purpose of this course is to review the key facts and understand the mechanisms at work before, during and after financial crises. Located in Paris, a specific focus will be given to European developments in the wake of the sovereign crisis. The course will be divided into two parts. It will

start by looking at the main empirical evidence about financial crises. This evidence will be used to establish a “typology” around the canonical models of bank runs, sovereign defaults, and currency collapses. These empirical facts and the derived typology will equip students with the tools to analyze the causes of crises, the policy responses that they have triggered, and their long-run economic and financial consequences.

ECON-UH 3600

### **Topics in International and Macroeconomics**

*Offered occasionally*

*Prerequisite: SOCS-C-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 3630

### **Public Economics**

*Typically offered: spring*

*Prerequisites: ECON-UH 2010 and 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 microeconomic) to study the impact of government policy on the distribution of resources. Topics include: welfare economics; public goods and externalities; public choice; important issues of government expenditure, taxation, and activity (e.g., international public goods and institutions, tax competition and coordination, education, social security and health care); fiscal federalism (including European integration); and mechanisms of political influence (e.g. elections and lobbying).

ECON-UH 3640

### **Monetary Economics and Policy**

*Offered occasionally*

*Prerequisites: ECON-UH 2020 and 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**

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ECON-UH 1701

### **Economics of Gender**

*Typically offered: fall*

*Prerequisite: SOCS-C-UH 1010Q*

*Crosslisted with Political Science;*

*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 2710

### **Labor Economics**

*Offered occasionally*

*Prerequisites: SOCS-C-UH 1010Q, SOCS-C-UH 1111 and ECON-UH 2010*

This class will study the various ways that workers and firms interact in labor markets. What factors determine how much labor individuals supply to the market? What determines labor demand by firms? How do firms design contracts to provide the right incentives to their workers? What determines wage inequality in the economy? What can insights from labor economics contribute to debates surrounding policies such as immigration reform, welfare reform, and income taxation? The class will expose students to the basic theoretical models used by economists to tackle these issues. Students will also survey evidence from empirical studies on these topics.

ECON-UH 2711

### **Health Economics**

*Offered occasionally*

*Prerequisite: SOCS-C-UH 1010Q, SOCS-C-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 SOCSC-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.

## **CAPSTONE EXPERIENCE**

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ECON-UH 4020

### **Capstone Seminar**

*Typically offered: fall*

*Prerequisites: Any ECON-UH 32XX course and SOCSC-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 4099

### **Capstone Project**

*Typically offered: fall, spring*

*Prerequisite: Any Economics Capstone Seminar*

The sequel to the Capstone seminar is designed to conclude the capstone experience. Students work closely with faculty and fellow students to complete their senior theses.

## 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; 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:

- all semester junior year at NYU New York or NYU Washington, D.C.
- 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.*

# POLITICAL SCIENCE

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 allow 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](https://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:

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- 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:

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- 1 SOCSC-UH 1112 Introduction to Political Thinking
- 3 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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

INTRO TO POLITICAL THINKING

GLOBAL ECONOMIC, POLITICAL AND SOCIAL DEVELOPMENT

CORE

WRITING SEMINAR

J-Term

GENERAL ELECTIVE

Spring Semester

SOCIAL, POLITICAL AND ECONOMIC THOUGHT

STATISTICS FOR SOCIAL SCIENCES

GENERAL ELECTIVE

COLLOQUIUM

Statistics for Social Sciences

### YEAR 2

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Fall Semester

INTRO ELECTIVE

AREA ELECTIVE

CORE

GENERAL ELECTIVE

J-Term

GENERAL ELECTIVE

Spring Semester

INTRO ELECTIVE

METHODS ELECTIVE

CORE

GENERAL ELECTIVE

### YEAR 3

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Fall Semester—Study Away

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

J-Term

GENERAL ELECTIVE

Spring Semester

METHODS ELECTIVE

AREA ELECTIVE

COLLOQUIUM

CORE

### YEAR 4

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Fall Semester

CAPSTONE PROJECT

BREADTH ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

Spring Semester

CAPSTONE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

# POLITICAL SCIENCE COURSES

## REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q

### **Statistics for the Social and Behavioral Sciences**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000A or Math Proficiency Assessment*

*Crosslisted with Business, Organizations and Society; 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 Business, Organizations and Society; 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 Business, Organizations and Society; Economics; History; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy*

### **One Social, Political, and Economic Thought (SPET) course selected from:**

SOCSC-UH 1310

### **Foundations of Modern Social Thought**

*Typically offered: fall, spring*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

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: fall, spring*

*Crosslisted with Business, Organizations and Society; Economics; Philosophy; 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.

OR

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall odd years*

*Crosslisted with Business, Organizations and Society; Economics; Legal Studies; Philosophy; Political Science; Social Research and Public Policy*

SOCSC-UH 1312

### **Modern Social Theory in Comparative Perspective**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course focuses on major works that take a critical position vis-à-vis the Western canon. It will explore themes of power, identity, inequality, and social order in the context of modern nationalism, capitalism, and imperialism. To provide context, the course will begin with core thinkers from the Western canon, ranging from John Locke to Sigmund Freud. Then it will focus on the response of their critics, including feminists and postcolonial writers from across the globe such as Mary Wollstonecraft, Mao Zedong, Frantz Fanon, Mohandas K. Gandhi, and Edward Said.

HERST-UH 1301J

### **Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; Economics; Heritage Studies; Peace Studies; Political Science; Social Research and Public Policy*

HIST-UH 3321J

### **Atlantic Moments in the Making of the American Republic**

*Crosslisted with Business, Organizations and Society; Economics; History; Political Science; Social Research and Public Policy*

## INTRODUCTORY ELECTIVES

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POLSC-UH 1111

### **Introduction to Comparative Politics**

*Typically offered: fall, spring*

*Recommended Prerequisite: SOCS-C-UH 1010Q and SOCS-C-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 domestic political institutions. 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: SOCS-C-UH 1010Q and SOCS-C-UH 1112*

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 analytically 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

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POLSC-UH 2211

### **Data Analysis**

*Typically offered: fall, spring*

*Prerequisite: SOCS-C-UH 1010Q or MATH-UH 2011Q*

*Crosslisted with Business, Organizations and Society*

Social scientists and policy analysts rely heavily on research drawing on observational data. Students learn to manage and analyze such data and to deploy statistical techniques that are common in these applications, with an emphasis on how to translate social science theory into empirical research. Topics include review of basic regression analysis, building multivariate analytical models, and regression analysis with limited dependent variables. The course emphasizes practical training in these skills as well as evaluation, replication, and

critical analysis of research conducted in the social science literature. The course is designed as alternative for students in the social sciences who are not taking Introduction to Econometrics.

POLSC-UH 3312J

### **Social Media and Political Participation**

*Typically offered: January*

*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 sort of 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 quantitative and qualitative 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. As part of this project, there will be a two-day field trip to Washington D.C. that will include interviews with the social media coordinators for the Member of Congress the students are analyzing.

BUSOR-UH 1010

### **Business & Technology**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society*

ECON-UH 1410J

### **Research Design, Fieldwork, and Data Analysis for Development Economics**

*Crosslisted with African Studies; Economics; Social Research and Public Policy*

ECON-UH 3912

### **Economics of Networks**

*Crosslisted with Economics; Social Research and Public Policy*

SOCS-C-UH 2214

### **Applied Data Science for Social Scientists using Python**

*Crosslisted with Economics; Social Research and Public Policy*

SOCS-C-UH 3221EJ

### **Experimental Research in the Social Sciences**

*Crosslisted with Economics; Social Research and Public Policy*

## POLITICAL THEORY AND INSTITUTIONS ELECTIVES

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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. Consideration is given to the political 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 2312

### **Political Economy of Development**

*Typically offered: spring*

*Crosslisted with Economics*

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 a variety of other 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 his masterpiece, *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 authority in the periods of adversity that afflict all governments.

Students will also study selected portions of *The Discourses*, in order to understand the nature of Machiavelli's "republicanism" and how it relates to the advice and warnings he gave to princes. Our readings and discussions will be supplemented by visits to sites and places that influenced his work and commemorate his life.

POLSC-UH 2314X

### **Ibn Khaldun and Political Theory**

*Offered occasionally*

*Crosslisted with Arab Crossroads Studies*

Written by the Maghrebian Muslim historian Ibn Khaldun and usually dated around 1377, the *Muqaddimah* is often described as the founding text of the philosophy of history and the history of civilizations. Its themes include the secular and religious sources of social solidarity, why individuals identify with their group and subordinate their interests to its norms, why they accept the authority of their political leaders, the tensions between nomadic and sedentary or desert and urban societies, organizational and tactical factors in military success, the division of labor and the economic transition from subsistence to surplus, demographic expansion and collapse, luxury and the decay of tribal solidarity in urban conglomerations, and the social conditions of scientific and artistic flourishing. The course involves a close reading of six chapters of the *Muqaddimah* (on general social theory, the theory of Bedouin society, the theory of political authority, the theory of urban society, the theory of economic development, and the sociology of science) and draws upon Western political and social theorists, such as Adam Smith and Emile Durkheim, for clarification and perspective.

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's 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 reformed or abolished 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 about 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 sorts of equality should a just society ensure? Equality of opportunity? Of economic outcome? Political equality? Equality for different religious and cultural 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; Previous Core: Structures of Thought and Society*

What role does identity play in politics? Does culture affect political behavior? What is culture? 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, inter-group violence, democratization, and economic growth. Here, identity is not treated as fixed but as constructed, and its formation itself an outcome to be explained. 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 changes in culture 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 impoverished, post-colonial, 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 Vivekanda, Aurobindo Ghosh, Gopal Gokhale, Lala Lajpat Rai, Bal Gangadhar Tilak, Mohandas Gandhi, Rabindranath Tagore, Vinayak Savarkar, M. N. Roy, B. R. Ambedkar, Jawaharlal Nehru, Jayaprakash Narayan, and Ram Manohar Lohia. We will also examine the Debates of the Constituent Assembly, which explicated the principles and institutions underpinning the Indian Constitution. By the end of the semester, we will be in a position to compare and contrast some of the central 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 around the world, democratization in developing countries—these are transformative processes that force societies to confront issues of cohesion amidst ethnic, religious, and gender diversity. This course will prepare students to apply a social

scientific mindset in thinking through these issues. It will allow students to engage with cutting-edge theoretical, experimental, and observational approaches to understanding the psychological and rational bases of intergroup conflict, processes through which people react to diversity, and ways that institutions promote or stall movement mitigating conflicts. Class assignments allow students to work with data using surveys, laboratory, and field techniques.

POLSC-UH 2322J

### **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 prominent texts in political and legal theory. Topics will include a mix of federalism, separation of powers, privacy, free speech, religion, race, and gender. We will focus on how political and legal theory helps us to consider these topics in tandem.

POLSC-UH 2323J

### **Suffering and Politics**

*Typically offered: January*

*Crosslisted with New Core: Structures of Thought and Society*

Is suffering a purely private experience or does it have important political dimensions? What are the intersections between suffering and power? What would public policies look like, that would have the minimization of suffering as their main goal? This course traces the political relevance of suffering, from the late 17th century to our time, focusing on how human vulnerability comes to be seen as a reality humans could/should do something about at the dawn of the Enlightenment. We will consider the problems attached to conceptualizing empathy as a political force, especially in contemporary diverse societies, and we will then turn to how images and experiences of suffering have spurred political action in novels, in the creation of social movements, and in the constitution of international legal instruments such as the Universal Declaration of Human Rights.

POLSC-UH 2324J

### **Politics of Belonging: Membership, Communities, Nations, and Boundaries**

*Typically offered: January*

*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 primarily look at forms of communality (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 polities building on political—not ethnic—identities. However, Political membership is not only governed by contract or consent, shared political values and institutions, but also by forms of exclusiveness, and policies of “us” versus “them”. How then are we ought to manage pluralism and diversity?

POLSC-UH 2325J

### **Revolution**

*Typically offered: January*

*Crosslisted with African Studies*

This course explores political and economic transformation through the lens of revolution: the effort to break from a tyrannical regime and to forge a new political order by establishing territorial sovereignty. Revolutions are routinely depicted as violent and uncompromising. Yet, this course considers the pivotal role revolutionary movements have played in fostering theories of democracy and humanity. In addition to exposing students to theories of revolution from different historical epochs and cultural contexts, this course is structured by four case studies through which we will explore some of the main contradictions that have defined revolutionary movements: the American Revolution), the Haitian Revolution, the Cuban Revolution and, finally, the Eritrean Revolution.

POLSC-UH 2326

### **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 legislative and regulatory 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 voting institutions rather than through economic exchange.

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 parties from both a theoretical and empirical lens. We begin by examining why parties form and then proceed to study how they function, what their roles are in both governmental institutions and electoral politics, how they change or die, and other similar

questions. For all cases, we draw on historical and contemporary examples from around the globe. Particular emphasis will be placed on exploring the present-day rise of populism and its effects on destabilizing political party systems across the globe.

POLSC-UH 2910

### **Business, Politics, and Society**

*Typically offered: spring*

*Crosslisted with Business, Organizations and Society; 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 3311

### **Historical Political Economy**

*Offered occasionally*

*Prerequisites: SOCS-CU 1010Q or MATH-UH 2010Q*

This course introduces students to contemporary research in historical political economy. The major questions to be addressed during the semester include (1) How has the role of government changed throughout history? (2) In what way(s) did democracy shape those changes? (3) Why did democratization occur? (4) How have political institutions affected world economic development? Students will address these topics by analyzing historical evidence with modern tools from economics and political science.

## **COMPARATIVE POLITICS ELECTIVES**

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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 parties from both a theoretical and empirical lens. We begin by examining why parties form and then proceed to study how they function, what their roles are in both governmental institutions and electoral politics, how they change or die, and other similar questions. For all cases, we draw on historical and contemporary examples from around the globe. Particular emphasis will be placed on exploring the present-day rise of populism and its effects on destabilizing political party systems *across the globe*.

POLSC-UH 2328

### **Comparative Politics of Southeast Asia**

*Typically offered: fall*

*Prerequisite: SOCSA-UH 1011 or SOCSA-UH 1112*

This course is an introduction to Southeast Asian comparative politics. Over the past several decades, Southeast Asia has been a particularly dynamic region of the world. The course explores the history of colonialism, the diversity of political regimes, war and conflict, levels 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 and compare 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 2410X

### **Comparative Politics of the Middle East**

*Typically offered: fall*

*Recommended Prerequisite: POLSC-UH 1111*

Studying comparative politics sheds light on political outcomes in the Middle East and North Africa (MENA) by examining divergent trajectories among countries in the region. As such, the 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 Islamist movements, the weight of its professional and entrepreneurial middle classes, and the role of youth and the unemployed in maintaining or 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 2411

### **Politics, Social Change & Development in South Asia**

*Offered occasionally*

*Recommended Prerequisite: POLSC-UH 1111*

Crosslisted with Social Research and Public Policy  
How did the borders of South Asian countries come to be formed? What explains the variation 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 variation across these countries? These are some of the questions that this course addresses, with a primary focus on India and a secondary focus on Pakistan, Bangladesh, Sri Lanka, Nepal, Burma, and Bhutan. Although students learn a vast number 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 2412

### **Power and Politics in America**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society*

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 those 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, federalism, and single-member district electoral rules.

POLSC-UH 2414

### **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 and economic 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 redemocratization on the continent. The course closes 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*

The aim of this course is to provide a broad overview of Eastern European politics over the course of the 20th century and into the present 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 Europe at the collapse of continental empires

and will then consider the evolution of Communism as an ideology and an actual social, political, and economic practice. The bulk of the course is dedicated to the post-1989 period. Students will explore why some Eastern European countries were quick to democratize and liberalize, while others retrenched. Much of the course is focused on the evolution of society, economy, and polity in Russia. However, discussion will also include developments in all the former Soviet republics and, in a more cursory manner, across the former Communist bloc from Poland to Hungary.

POLSC-UH 2416

### **Health and Governance**

*Offered occasionally*

*Crosslisted with African Studies*

Health outcomes, such as infant and child survival, have improved dramatically over the past two decades, even in the world's poorest countries. Yet every year, there are millions of preventable deaths. Many of these deaths occur in countries with very poor governance. What is the relationship between health and governance? How does the provision of effective health services affect government legitimacy, and vice versa? What are the roles of non-governmental actors in health care provision, and under what circumstances can the work of these actors be beneficial or detrimental to health outcomes and governance? What role do international organizations play in improving global health? The course examines these questions, and includes case studies of global health successes and failures, including smallpox eradication and the recent Ebola outbreak in West Africa. Students will explore both historical and contemporary health issues, drawing on insights from political science, biology, and economics.

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 two axes content in an attempt to have a better understanding of this turbulent. 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 2421X

### **Political Economy of the Middle East**

*Typically offered: spring*

*Prerequisite: SOCSO-UH 1112*

*Crosslisted with Arab Crossroads Studies*

This course examines the political ramifications of the way that economic resources are produced and distributed in the Middle East and North Africa (MENA). Students will examine a range of political-economic issues both in historical context and current debates. The class will cover post-colonial development initiatives and their long-term ramifications on MENA states; current issues of economic redistribution, social services and inequality; the implementation of liberalization programs and the rise of crony capitalism; 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 expected 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 2422X

### **North African Politics**

*Typically offered: spring*

*Crosslisted with African Studies;*

*Arab Crossroads Studies*

This seminar-style course constitutes a comparative study of the post-colonial politics of the North African region—specifically the states of Morocco, Algeria, Tunisia, and Libya. Through a combination of intensive reading, in-class discussion, and writing, students will develop an in-depth understanding of the politics in these four individual states and comparisons between them. The first part of the course focuses on essential aspects of North African politics across the four countries, including post-independence nation-building, the role of the military, Islamist movements, and Berber movements. The second dives into the political dynamics that have shaped, and in some cases transformed, politics in North Africa during and since the 2011 Arab Spring uprisings.

POLSC-UH 2522J

### **Global Crisis in the European Context**

*Typically offered: January*

Political and economic crises 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 links between 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 3412

**Making Sense of US Politics Today**

*Typically offered: fall*

*Prerequisite: SOCSC-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 a review of America's unusual political culture and its unique set of political institutions. We then turn to political science research on how policy preferences, values, and identity affect vote choice; the shifting coalitions of the two U.S. political parties, and how election campaigns are being reshaped by Big Data and social media. We'll then explore some of the major challenges facing the U.S. as a nation, including declines in life expectancy and labor force participation, rising economic inequality, the national debt, taxes and spending, and foreign policy. We'll conclude with an examination of a resurgence of populism and isolationism in the U.S., a comparison of the rise in American ethnonationalism to similar movements around the world, and the implications of all these developments for the role the U.S. will play on the global stage in the years to come.

ACS-UH 1610X

**Feminism and Islamism in the Middle East and North Africa**

*Crosslisted with Arab Crossroads Studies*

CSTS-UH 1019J

**Aristocrats**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1021EQ

**Boundaries**

*Crosslisted with Core: Data and Discovery; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1063

**Power, Domination, and Resistance**

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

LAW-UH 2011

**Constitutional and Administrative Law**

*Crosslisted with Legal Studies  
London Track*

LAW-UH 2125X

**Islamic Law and Secular Politics**

*Crosslisted with Arab Crossroads Studies; Legal Studies; New Core: Structures of Thought and Society; Social Research and Public Policy*

LAW-UH 3503

**European Union Law**

*Crosslisted with Legal Studies; Social Research and Public Policy  
London Track*

PEACE-UH 1117J

**Nation-Building in the Shadow of Empire**

*Crosslisted with Peace Studies*

SRPP-UH 2417

**Global Stratification**

*Crosslisted with Economics; Legal Studies; Social Research and Public Policy*

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## INTERNATIONAL POLITICS ELECTIVES

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POLSC-UH 2510

**International Conflict**

*Offered occasionally*

*Prerequisite: POLSC-UH 1112*

*Crosslisted with Peace Studies*

This course explores the conditions that lead to the initiation, escalation, spread, termination, and consequences of international conflict as well as the circumstances that promote, preserve, or restore peace. The main objective is to identify strategies that promote cooperative solutions to international disputes and to evaluate those strategies in terms of their historical effectiveness. The course emphasizes the application of models of strategic rational 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;*

*Social Research and Public Policy*

This course covers the formal theory of international cooperation, including the reasons why countries choose to cooperate, bargaining over and enforcement of international agreements, and multilateralism. The remainder of the course discusses empirical examples including peacekeeping, collective security, economic and environmental cooperation, human rights treaties, and arms control.

POLSC-UH 2513J

**Political Conflict and Economic Development**

*Typically offered: January*

*Crosslisted with Film and New Media; Peace Studies*  
Film, video and photography play a vital role in preserving cultural 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. BA 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 or making film; erecting topographies of memory in the physical landscape; building parks of memory at critical sites; and understanding “Things as Bridges” to social experience e.g. memory and history as graspable through encounters with objects. The course links to broader matters of social justice and human rights.

POLSC-UH 2516

### **United Nations**

*Offered occasionally*

This course examines the United Nations' origin, processes and impact within both global and local contexts. The UN system, comprised of multiple organs, programs, funds and agencies, is a critical actor in international politics. It performs a large variety of daunting tasks ranging from keeping the peace in war-torn countries to fighting the spread of contagious diseases and facilitating negotiations to limit climate change's impact. While its 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 rigorously explores 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 better 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 2517JQ

### **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 provision of foreign aid. For instance, recently US President Trump has told NATO members that they need to spend more of defense. Using a model of collective action we will see why the US spends so much more than its 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 advantages do they provide 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 programs. While some of the literature we will cover uses game theory, there are no prerequisites for this course.

POLSC-UH 2522J

### **Global Crisis in the European Context**

*Typically offered: January*

Political and economic crises 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 links between 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 realize that the same elements are common to management and leadership in other areas of science and technology. Students will learn how to negotiate on space activities in an international environment. The importance of a 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: SOCSOC-UH 1111*

*Crosslisted with Economics*

The course provides models, tools and insights to 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 modification of our perspective with the growing prominence of civil wars and mass displacements. The last 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 the problems related to globalization processes. The students will be assigned a case study where they will need to show in what way the theories studied in the course can be helpful to understand foreign 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 politics and law of international adjudication, arbitration, and prosecution. Special coverage is given to law on the use of force, international criminal law, human rights law, and landmark cases from the International Court of Justice, 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: fall*

*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, drawing on actual case studies to illustrate each. 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 embassy or a foreign ministry. Studying modern, 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 Sustainable Development 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 aim of this course is to explore how, between now and 2030, the global community can fulfil this promise. The course will explore the impact of the climate crisis and the influence of governance, state fragility, conflict, and migration flows and explore whether the existing multilateral framework can overcome current pressures to make the Sustainable Development Goals agenda a reality. We will consider both the changing political environment and the fiscal constraints in donor countries to identify and understand their effect on government support and public attitudes towards the delivery of the SDGs. The course will evaluate the role of both public sector and private sector finance, and will challenge students to consider how governments, businesses, organizations, institutions and individuals can help deliver the SDGs over the coming decade.

POLSC-UH 3510

### **International Political Economy**

*Offered occasionally*

*Prerequisite: POLSC-UH 1112*

*Crosslisted with Business, Organizations and Society*

This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. The course seeks to familiarize students with analytical tools that help them gain a better understanding of the current problems and opportunities facing actors in today's international political economy.

POLSC-UH 3511J

### **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 failing 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 economic and political structures 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 3512

### **Civil Wars and International Intervention**

*Typically offered: fall*

*Prerequisites: (POLSC-UH 1111 or POLSC-UH 1112) and SOCSC-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 3516J

### **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 much change, 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 1001J

### **International Peacebuilding and the Role of Education**

*Crosslisted with Education; Peace Studies;*

*Social Research and Public Policy*

## **BREADTH ELECTIVES**

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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. Consideration is given to the political 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 two axes content in an attempt to have a better understanding of this the turbulent. 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 Business, Organizations and Society; 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 of 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 cooperation. 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 2610JX

**Oil and Energy in the Middle East**

*Crosslisted with Arab Crossroads Studies; Environmental Studies*

ACS-UH 2614X

**Colonization of Palestine**

*Crosslisted with Arab Crossroads Studies; History; Peace Studies; Social Research and Public Policy*

CSTS-UH 1069Q

**Biology of Politics**

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

CSTS-UH 1086

**Nation & Empire**

*Crosslisted with New Core: Structures of Thought and Society*

ECON-UH 1701

**Economics of Gender**

*Crosslisted with Economics; Social Research and Public Policy*

ECON-UH 2320E

**Experimental Economics**

**Crosslisted with Economics**

ECON-UH 2410

**Development Economics**

*Crosslisted with Economics*

ECON-UH 3450

**A History of the Modern World Economy**

*Crosslisted with Economics*

ECON-UH 3460

**Poverty**

*Crosslisted with Economics; Social Research and Public Policy*

EDUC-UH 1001J

**International Peacebuilding and the Role of Education**

*Crosslisted with Education; Peace Studies; Social Research and Public Policy*

HIST-UH 3318

**US Foreign Policy since 1898**

*Crosslisted with History*

HIST-UH 3319

**African American Freedom Struggle**

*Crosslisted with African Studies; History*

LAW-UH 2110

**Punishment in Politics, Law and Society**

*Crosslisted with Legal Studies; Social Research and Public Policy*

LAW-UH 2113J

**International Law**

*Crosslisted with Legal Studies; Peace Studies; Social Research and Public Policy*

LAW-UH 2124

**Human Rights Law**

*Crosslisted with Legal Studies; Peace Studies; Social Research and Public Policy*

LAW-UH 2132

**Vis Moot Part I: International Arbitration**

*Competition East*  
*Crosslisted with Legal Studies*  
2 credits

LAW-UH 2133

**Vis Moot Part II: International Arbitration Competition**

*Crosslisted with Legal Studies*  
2 credits

LAW-UH 3503

**European Union Law**

*Crosslisted with Legal Studies; Social Research and Public Policy*  
London Track

PEACE-UH 1011

**Foundations of Peace: Economic and Political Perspectives**

*Crosslisted with Economics; Peace Studies*

PEACE-UH 1110

**Transitional Justice**

*Crosslisted with Peace Studies*

PEACE-UH 1111

**International Organizations and Global Governance**

*Crosslisted with Peace Studies*

PEACE-UH 1113

**Peacebuilding**

*Crosslisted with New Core: Structures of Thought and Society; Peace Studies; Previous Core: Structures of Thought and Society*

SRPP-UH 1615

**Law, Society, and Public Policy**

*Crosslisted with Legal Studies; Social Research and Public Policy*

SRPP-UH 1618J

**Political Abdications**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2412X

**Islamist Social Movements in the Middle East**

*Crosslisted with Arab Crossroads Studies; Social Research and Public Policy*

SRPP-UH 2418

**Politics and Society**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2611

**Social Policy**

*Crosslisted with Environmental Studies; Social Research and Public Policy*

SRPP-UH 2619

**Leadership and Diplomacy**

*Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy*

**CAPSTONE EXPERIENCE**

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POLSC-UH 4000

**Capstone Seminar**

*Typically offered: fall, spring*

*Prerequisite: Must be senior standing*

Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

POLSC-UH 4001

**Capstone Project**

*Typically offered: fall, spring*

*Prerequisite: POLSC-UH 4000*

Students develop a research question, construct a research design that allows them to test potential answers to that question, collect relevant data, analyze the results, and write a senior thesis.

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.

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](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

# 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



**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:

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- 4 Foundations of Social Science courses:
  - 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 Institutions and Public Policy Electives
- 2 Social Structure and Global Processes 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:

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- 1 SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
- 1 PSOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)
- 1 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)
- 1 Social Research and Public Policy (SRPP-UH) Institutions and Public Policy elective
- 1 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/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

"GEPS"	GENERAL ELECTIVE	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

INTRO TO THE STUDY OF SOCIETY	STATISTICS FOR SOCIAL SCIENCES	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

Fall Semester

"SPET"	SOCIETY AND CULTURE ELECTIVE	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

POLICY & INSTITUTIONS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 3

Fall Semester

METHODS ELECTIVE	STRUCTURE & PROCESSES ELECTIVE	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

POLICY & INSTITUTIONS ELECTIVE	STRUCTURE & PROCESSES ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 4

Fall Semester

CAPSTONE SEMINAR	METHOD ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	SOCIETY AND CULTURE ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# SOCIAL RESEARCH & PUBLIC POLICY COURSES

## REQUIRED SOCIAL SCIENCE COURSES

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SOCSC-UH 1010Q

### **Statistics for the Social and Behavioral Sciences**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000A or*

*Math Proficiency Assessment*

*Crosslisted with Business, Organizations and Society; 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 Business, Organizations and Society; 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 Business, Organizations and Society; Economics; History; New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society*

**One Social, Political, and Economic Thought (SPET) course selected from:**

SOCSC-UH 1310

### **Foundations of Modern Social Thought**

**Typically offered: fall, spring**

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

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: fall, spring*

*Crosslisted with Business, Organizations and Society; Economics; Philosophy; 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.

OR

PHIL-UH 2614

### **Political Philosophy**

*Typically offered: fall odd years*

*Crosslisted with Business, Organizations and Society; Economics; Legal Studies; Philosophy; Political Science; Social Research and Public Policy*

SOCSC-UH 1312

### **Modern Social Theory in Comparative Perspective**

*Typically offered: fall*

*Crosslisted with Business, Organizations and Society; Economics; Political Science; Social Research and Public Policy*

This course focuses on major works that take a critical position vis-à-vis the Western canon. It will explore themes of power, identity, inequality, and social order in the context of modern nationalism, capitalism, and imperialism. To provide context, the course will begin with core thinkers from the Western canon, ranging from John Locke to Sigmund Freud. Then it will focus on the response of their critics, including feminists and postcolonial writers from across the globe such as Mary Wollstonecraft, Mao Zedong, Frantz Fanon, Mohandas K. Gandhi, and Edward Said.

HERST-UH 1301J

**Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Arab Crossroads Studies; Business, Organizations and Society; Economics; Heritage Studies; Peace Studies; Political Science; Social Research and Public Policy*

HIST-UH 3321J

**Atlantic Moments in the Making of the American Republic**

*Crosslisted with Business, Organizations and Society; Economics; History; Political Science; Social Research and Public Policy*

**METHODS ELECTIVES**

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SRPP-UH 2211

**Ethnographic Field Research**

*Typically offered: fall, spring*  
*Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies*  
The course offers a practical introduction to the theoretical and methodological issues of ethnographic field research. The course offers students hands-on experience to carry out ethnographic field research, conduct in-depth interviews and carry out participant observations.

SRPP-UH 2214

**Interview Methods**

*Typically offered: fall*  
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, and finally writing up the research in a coherent paper. Students will have extensive opportunity to learn through doing. One goal of the course is to get students to practice and hone their craft.

SRPP-UH 3210

**Practicum in Social Research**

*Typically offered: spring even years*  
*Recommended 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*  
*Recommended Prerequisite: SOCSC-UH 1210Q*  
Crosslisted with Economics; Political Science  
Social networks are the subject of some of the most exciting recent advances in the natural and social sciences. This course provides an introduction to the major discoveries in the field of social networks, particularly advances during the last decade. It also provides students with an introduction to the methods and software used to analyze and visualize social networks. Topics include the small-world puzzle (six degrees of separation), the strength of weak ties, centrality, complexity, thresholds ('tipping points'), and the spread of diseases and fads. Case studies used in the course include topics such as the contagion of suicides, social influence on musical taste, sexual relationships among adolescents, inter-organizational networks, and the network structure of the internet. Course readings are an engaging blend of popular social science texts, journal articles, and scientific papers.

SRPP-UH 3215

**Quantitative Data Analysis**

*Typically offered: fall*  
*Prerequisite: SOCSC-UH 1010Q*  
This course covers how to analyze data and test theory from a practical perspective. The course begins with techniques for describing data and then moves to the basics of linear regression, a technique that allows researchers to ask how two variables are related to one another while controlling for other variables. The course explores how regression works as well as things that can go wrong with regression, examining diagnostics, errors and collinearity. The course also examines regression models for some special cases, such as yes/no dependent variables and special cases of data that are clustered, such as students located within the same schools. The course focuses on the interpretation of results, with particular emphasis on visualization to aid understanding of complex statistical models and nonlinear relationships.

ECON-UH 1410J

**Research Design, Fieldwork, and Data Analysis for Development Economics**

*Crosslisted with African Studies; Economics; Political Science*

ECON-UH 3912

**Economics of Networks**

*Crosslisted with Economics; Political Science*

POLSC-UH 3312J

**Social Media and Political Participation**

*Crosslisted with Media, Culture and Communication; Political Science*

SOCSC-UH 2210

**Introduction to Game Theory**

*Crosslisted with Economics; Political Science*

SOCSC-UH 2212

**Research Design & Causality in Social Science**

*Crosslisted with Business, Organizations and Society; Economics; Political Science*

SOCSC-UH 2213

**Textual Analysis for the Social Sciences**

*Crosslisted with Economics; Political Science*

SOCSC-UH 2214

**Applied Data Science for Social Scientists using Python**

*Crosslisted with Economics; Political Science*

SOCSC-UH 3210

**Advanced Game Theory**

*Crosslisted with Economics; Mathematics; Political Science*

SOCSC-UH 3220

**Econometrics**

*Crosslisted with Economics; Political Science*

SOCSC-UH 3221EJ

**Experimental Research in the Social Sciences**

*Crosslisted with Economics; Political Science*

## **INSTITUTIONS AND PUBLIC POLICY ELECTIVES**

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SRPP-UH 1610J

**Child Development and Social Policy in a Global Society**

*Typically offered: January*

The overarching goals of this course are to introduce students to (1) the great variation in children's development in 21st century global society and (2) how public (government) and private (family, non-governmental and business) sector policies affect children's health, education and economic well-being in low-middle-and high-income countries. Students will learn how to critically examine historical trends in demography, economics and politics that influence child development; understand the role of science and of participatory/ democratic processes in increasing the effectiveness of programs and policies affecting children; and analyze political/cultural/communications challenges to improving programs and policies for children. Each student will propose policy changes in a particular country chosen by the student that could dramatically improve the well-being of children.

SRPP-UH 1611

**Introduction to Global Health**

*Offered occasionally*

*Crosslisted with Environmental Studies*

Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 1612

**Global Health and Economic Development**

*Offered occasionally*

This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore where health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 1613J

**21st-Century International Human Rights**

*Offered occasionally*

*Crosslisted with Leadership and Social Entrepreneurship; Legal Studies*

This course is designed to give an introduction to the law, policy, philosophy, institutions, and practice of modern international human rights. Human rights have a history that is national, regional, and international. Part I of the course presents an overview of the theory, history, and legal frameworks of the international human rights movement. Part II will explore these themes through the lens of the Argentinian experience. Students will study human rights violations during the Dirty War and national and international responses that sought to expose abuses, marshal human rights institutions to take action against them. This course also will examine efforts within Argentina over the last 30 years to balance reconciliation and accountability for past abuses. In Part III, this course will examine current human rights challenges facing governments, civil society groups, international organizations, and businesses today.

SRPP-UH 1614

### **Entrepreneurship**

*Offered occasionally*

*Crosslisted with Business, Organizations and Society*

Whether as heroes or agents of creative destruction, entrepreneurs and their innovations have had a transformative influence on modern economic growth and the wealth of nations. The first part of the seminar introduces the classical and contemporary writings on the rise of entrepreneurial capitalism in the West and the global diffusion of modern entrepreneurial spirit and firm. Classical approaches pioneered the study of modern entrepreneurship in its rational orientation to profit making through innovative activity. Contemporary approaches shift the emphasis away from analysis of individual attributes and agency to focus on examining the role of social networks, organizational forms, and institutional environment in facilitating entrepreneurial activity. The last part of the seminar will focus on research on entrepreneurship using secondary sources and data available through the internet.

SRPP-UH 1615

### **Law, Society, and Public Policy**

*Offered occasionally*

*Crosslisted with Legal Studies; Political Science*

This course offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics included in this course are: limits of law; legal disputes and the courts; regulation; comparative legal systems; legal education; organization.

SRPP-UH 1616J

### **Children, Youth and Sustainable Development of the World's Cities**

*Typically offered: January*

Goal 11 of the 2015-2030 global Sustainable Development Goals is new on the global development agenda and focuses on cities and human settlements (Make cities and human settlements inclusive, safe, resilient and sustainable). The goal reflects the global demographic shift towards urban residence (over half of the world's population now lives in cities). 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 readings and discussions. Topics covered will include supporting youth livelihoods, learning and health programs, arts programs, infrastructure

investments, environmental sustainability, transportation, migrant-origin youth, governance and innovation.

SRPP-UH 1617

### **Sociology of Entrepreneurship**

*Typically offered: fall*

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Leadership and Social Entrepreneurship*

Entrepreneurship is the principal source of economic development, technological innovation, and creation of wealth and jobs in market economies. This course is concerned with entrepreneurship, with a special emphasis on the recent work by sociologists and sociologically-oriented organizational theorists that investigates central questions in 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, technological and cross-national contexts. Furthermore, we will also understand entrepreneurship from a more practical view by utilizing case studies. Additionally, we will explore timely important topics related to entrepreneurship, and identify sources 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, abdications punctuate and structure the realm of politics. They condition power relationships, patterns of inequalities and regime change. This course will gauge the significance and the scope of abdication in politics, review possible explanations, investigate paradigmatic cases (e.g., August 1789 in France, March 1933 in Germany, November 1976 in Spain, 1989 in Eastern Europe), and draw the implications of this analysis for our understanding of group behavior and decision-making.

SRPP-UH 1701

### **International Migration**

*Typically offered: fall*

From an offbeat area populated by a handful of scholars, international migration has become one of the fastest growing subfields in the social sciences. If phenomenon is hardly new, and indeed not very common—only 3% of the world's population lives outside its country of origin—it nonetheless grabs newspaper headlines, affects

the outcome of political elections, and molds the societies we live in today. Extending from the demography and economics of migration through political science and mainstream sociological approaches to the ethnography and oral history of migrants, the field of migration studies is, by nature, an interdisciplinary process. This course will chart some of the dominant features of this scholarly territory by familiarizing students with key topics in immigration research. It introduces theories and approaches developed from the analysis of the North Atlantic, and investigates their application to empirical cases in Africa, Asia, and the Middle East. To lend focus to this broad sweep, labor migration provides a pathway into the terrain.

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 link a Benedictine monk and a player on the University of Alabama football team? What is the connection between playing a Bach fugue and ice-skating? The critical relationship between these unlikely pairs 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 subtypes of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtypes will be examined using historical and ethnographic evidence, short weekly readings, 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 society 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 1816

### **Crime and Deviance**

*Typically offered: spring*

This course introduces the key concepts and theoretical approaches in the sociological study of crime and deviance. The objective of the class is not to provide a mass of hard facts about crime and deviance, but to make students familiar with different ways of viewing and explaining crime and deviance and to develop a critical, analytical perspective and an ability to use concepts and theories from the criminological tradition to frame arguments about crime-related issues from a sociological perspective.

SRPP-UH 2212

### **Epidemiology:**

#### **Knowledge and Skills Foundation Course**

*Offered occasionally*

This foundation course in epidemiology will provide the students with three separate- but interrelated- components: 1) a section that focuses on ethical issues in epidemiologic research; 2) a section that focuses on fundamental epidemiologic research designs and the interpretation of results from the array of designs; and, 3) a section that focuses on building skills in insightfully reading and interpreting published epidemiologic scientific articles. The overall goal of the course is to produce thinking world citizens who can use their epidemiologic knowledge and understanding for active decision-making about their own health as well as the health and welfare of the communities in which they live in the future.

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 problem-solving processes. The course introduces students to the ways in which a variety of actors and institutions at the national and transnational levels interactively contribute to public policy. The course is divided into two parts. The first part provides an overview of the basic concepts underlying the public policy process and the second part provides critical perspectives on public policy-making in theory and practice.

SRPP-UH 2611

### **Social Policy**

*Offered occasionally*

*Prerequisite: SOCSOC-UH 1210Q*

*Crosslisted with Environmental Studies;*

*Political Science*

The aim of this course is to study human conditions, social arrangements, 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, suicide terrorism, euthanasia, aging, genocide, incest, genomics, 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 complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural 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 conceptual 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 concepts. 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 social 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*

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 feminist Islamist critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as participants in “globally 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, exploring 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 entrepreneurship 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 process 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, obesity, depression, and dementia 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. Over 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*

*Crosslisted with New Core: Structures of Thought and Society*

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.

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 will explore this question by examining the theoretical and practical dimensions of modern diplomacy, focusing on the importance of diplomatic leadership. The course will cover the changing nature of diplomacy over the past 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 such as the widespread use 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*

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 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 shape inequalities

in receiving and sending countries, and how they affect people's everyday lives. The course considers explanations of the peculiar policy making alliances that emerge around migration, and of 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 2622J

### **Seminar in Sociogenomics**

*Typically offered: January*

The cost of genotyping is dropping faster than Moore's law is bringing down the price of computing power. As a result, genetic data is pouring into social scientific studies, raising old debates about genes and IQ, racial differences, criminal justice, political polarization and privacy. As it turns out, serious analysis of genes and society often yields counter-intuitive results. For example, genes matter for IQ and social class, but they often act as an engine of social mobility thanks to the mixing up that takes place through recombination. Meanwhile, genetic analysis does not reify folk racial categories but challenges them: Due to a population bottleneck coming out of Africa, a Caucasian is probably more genetically similar to Inuit than are two Ugandans 200 miles apart. This course explores this new field of sociogenomics - what the genome tells us about our collective past, present society and what the future holds in terms of genetic prediction. Abu Dhabi is an ideal site: it is a cosmopolitan hub that draws diverse immigrants; the Arabian Peninsula was the site of the great population bottleneck; and the UAE has a high rate of first-cousin marriage.

SRPP-UH 2623J

### **Cultures of Addiction: A Bio-Social View**

*Typically offered: January*

*Crosslisted with Anthropology; New Core:*

*Structures of Thought and Society*

Globally there is no consensus about the nature of addiction: is it a biological problem of neuroreceptors and genetic inheritance? A character problem of poor decision-making and impulsivity? Or a social problem of unemployment and narcotraffic? This course strives for a multifaceted, biosocial understanding of addiction not only as a clinical problem, but also as a cultural symbol that drives global economics, law enforcement, and pharmaceutical development. The course begins with a history of popular and scientific understandings of addiction, from 19th-century Europe, the Americas, Africa, Latin America and Asia, up to contemporary neuroscientific knowledge, before exploring critical social analysis of class, ethnicity/race, and gender in relation to addiction biotechnologies. Asking how these approaches might shape clinical practice, community interventions, and public policy, students will compare drug policies internationally, through ethnographies of addicted people living under those policies.

SRPP-UH 2624JX

**Disability in a Global Context:  
Advancing Inclusion in the UAE**

*Typically offered: January*

*Crosslisted with Arab Crossroads Studies; Education*

The course explores the implications and meaning of having a disability in global contexts. The overarching goal is to introduce students to key issues facing persons with disabilities. Using the UAE as a case study, the course examines how public (government) and private (outside of the government) policies and practices, in the education, health, cultural, sport, transportation, social welfare, and tourism sectors, affect the inclusion of persons with disabilities. The students will also explore and identify factors, including how international trends in disability and inclusion and local cultural beliefs, influence inclusion.

SRPP-UH 2625JX

**Making Women Matter:  
Case Studies from the GCC**

*Typically offered: January*

*Crosslisted with Arab Crossroads Studies*

Case Studies from the GCC: Women's rights have been a hypervisible feature of the development of the modern state in the GCC. For example, women's mobility and access to work in desegregated settings in Saudi Arabia are an important and highly publicized part of its recent economic and political reform efforts. In the UAE, the Gender Balance Council was established to design policies that support women's empowerment in coordination with the OECD and UN. How do these top-down empowerment initiatives influence the day-to-day lives of women and men in the GCC? What kinds of femininities and masculinities are reshaped and negotiated in response to these programs? How do the practices and discourses of "state feminism" and "global competitiveness" simultaneously strengthen and obscure important aspects of gender equality? In this course, we investigate how national level policies influence women's career paths in the GCC. We explore how women's entry into the labor market involves navigating a variety of discourses about gender, class, religion, ethnicity, citizenship, and other context specific intersectional identities.

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) is a bridge between research, policy, and practice in an effort to strengthen public service sectors and improve outcomes. Essentially, KT is an interactive process involving exchanges between researchers who create new knowledge and those who use it. The focus of this course will be on the theory and application

of knowledge translation with the goal of promoting evidence-based policy, practice, and research utilization. This course examines (1) the theory, science, and practice of KT, (2) how to assess and prioritize KT strategies, and (3) how to create knowledge products. Using data generated from Professor Njelesani's research study 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; Business, Organizations and Society*

We live in a society of organizations. We are born inside organizations, we are educated inside organizations, we work inside organizations, and when we die, we may be buried by organizations. Hence, we cannot really understand what drives economic, technological, social, and political change without reference to organizations. In this course, students will endeavor to understand the organizations that comprise society by looking at how they are shaped by their environment and propose solutions to organizational problems arising from external challenges and internal dynamics. This course has two primary units. First, students will learn the organizational decision-making process and organizational structures to understand the concept of organization as an independent entity. Then, students will explore the major organizational theories that guide contemporary understandings of the relationships between organizations and their environments, such as institutional norms, social capital (or networks), and organizational learning and cognition.

SRPP-UH 3610

**Public Policy Analysis: Case studies  
for Effective Formation and Implementation**

*Typically offered: fall*

*Prerequisite: SRPP-UH 2610*

This course is an intermediate public policy class. Students will build on skills introduced at the intro level such as the drafting of public policy memos and 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 frames 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 security using current case studies with particular focus and emphasis on the Global South. 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.

ANTH-UH 2117J

**Migration and Displacement Across the Red Sea**

*Crosslisted with African Studies; Anthropology; Arab Crossroads Studies*

BUSOR-UH 1009

**Ethics, Technology, and Business**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Political Science*

BUSOR-UH 1011

**Leadership Theory and Application**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Political Science*

CDAD-UH 1020EJQ

**Challenges in Global Health**

*Crosslisted with Core: Data and Discovery; New Core: Structures of Thought and Society*

CDAD-UH 1036EJQ

**Community-Driven Development (CDD)**

*Crosslisted with Core: Data and Discovery*

CSTS-UH 1056J

**Protecting the World's Health: Triumphs and Challenges**

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

CSTS-UH 1063

**Power, Domination, and Resistance**

*Crosslisted with New Core: Structures of Thought and Society; Political Science*

CSTS-UH 1071J

**Biotechnology and Society**

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

CSTS-UH 1074

**Refugees, Law and Crises**

*Crosslisted with Legal Studies; New Core: Structures of Thought and Society*

CSTS-UH 1080J

**Environmental Justice and Urban Inequality**

*Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Urbanization*

CSTS-UH 1087

**Future of Education**

*Crosslisted with New Core: Structures of Thought and Society*

ECON-UH 1701

**Economics of Gender**

*Crosslisted with Economics; Political Science*

ECON-UH 3460

**Poverty**

*Crosslisted with Economics; Political Science*

EDUC-UH 1001J

**International Peacebuilding and the Role of Education**

*Crosslisted with Education; Peace Studies; Political Science*

ENVR-UH 1312

**Global Debate on Green Growth**

*Crosslisted with Environmental Studies*

HIST-UH 3110

**Economic Development and Environmental Change in China**

*Crosslisted with Economics; Environmental Studies; History*

LAW-UH 1013

**Business Law**

*Crosslisted with Business, Organizations and Society; Legal Studies*

LAW-UH 2110

**Punishment in Politics, Law and Society**

*Crosslisted with Legal Studies; Political Science*

LAW-UH 2113J

**International Law**

*Crosslisted with Legal Studies; Peace Studies; Political Science*

LAW-UH 2121

**Renewable Energy Law and Policy**

*Crosslisted with Environmental Studies; Legal Studies*

LAW-UH 2124

**Human Rights Law**

*Crosslisted with Legal Studies; Peace Studies; Political Science*

LAW-UH 3503

**European Union Law**

*Crosslisted with Legal Studies; Political Science London Track*

POLSC-UH 2324J

**Politics of Belonging: Membership, Communities, Nations, and Boundaries**

*Crosslisted with Political Science*

POLSC-UH 2411

**Politics, Social Change & Development in South Asia**

*Crosslisted with Political Science*

POLSC-UH 2511

**International Organizations**

*Crosslisted with Peace Studies; Political Science*

POLSC-UH 2911

**Environmental Politics**

*Crosslisted with Environmental Studies; Political Science*

POLSC-UH 2912

**Politics of Natural Resources**

*Crosslisted with Environmental Studies; Political Science*

SOCS-C-UH 1111

**Markets**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Economics; Leadership and Social Entrepreneurship*

SOCS-C-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**

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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 are both ways 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 survive are forced to survive on less than \$2 a day. Our course will interrogate some of the key questions raised by rising inequality from a variety of perspectives. We will use our location in Accra as a laboratory for this investigation, taking advantage of the opportunity to both observe inequality and poverty up-close as well as exploring some of the ways in which governments and NGOs are attempting to ameliorate the worst of its effects. But we will frame our investigation in the global context: what happens in Accra is heavily shaped by larger global trends. We will ask: who is rich and who is poor, and how they are related to one another? To what extent is inequality (and even poverty) beneficial, harmful, or both to entire societies or key groups within them?

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 period and up to our 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 modern day colonialism. 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 social welfare. 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 population 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*

Despite the significant progress made towards achieving globally set targets for health in some countries, others—particularly in sub-Saharan Africa—are falling behind. This course introduces students to the main concepts of the public health field and the critical links between global health and social and economic development. Lectures explore major themes in global health, including the social determinants of health, the global distribution of disease burden and risk factors, key measures to address the disease burden in cost-effective ways, and the role of health systems and diverse global actors in responding to the health needs of populations worldwide. The course is global in coverage, but with a focus on low- and middle-income countries and on the health of the poor.

SRPP-UH 1612

### **Global Health and Economic Development**

*Offered occasionally*

This course examines the relationships among poverty, disease, health and development. The class will consider the role of health in the context of socio-economic development and the Millennium Development Goals, and will explore where health falls among competing social service and development priorities. Students will discuss the promotion of pro-poor health policies and healthcare investments as a strategy to achieve poverty reduction and economic growth. The course will examine the practical constraints and challenges of fragile healthcare systems, and lessons from the experience of countries at different stages of economic development.

SRPP-UH 1701

### **International Migration**

*Typically offered: fall*

From an offbeat area populated by a handful of scholars, international migration has become one of the fastest growing subfields in the social sciences. If phenomenon is hardly new, and indeed not very common—only 3% of the world's population lives outside its country of origin—it nonetheless grabs newspaper headlines, affects the outcome

of political elections, and molds the societies we live in today. Extending from the demography and economics of migration through political science and mainstream sociological approaches to the ethnography and oral history of migrants, the field of migration studies is, by nature, an interdisciplinary process. This course will chart some of the dominant features of this scholarly territory by familiarizing students with key topics in immigration research. It introduces theories and approaches developed from the analysis of the North Atlantic, and investigates their application to empirical cases in Africa, Asia, and the Middle East. To lend focus to this broad sweep, labor migration provides a pathway into the terrain.

SRPP-UH 2213

### **Sports & Society**

*Typically offered: fall*

*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 or changes? Why are sports so frequently politicized by governments or partisan factions? Can data generated from sporting 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 puts sports data to use in testing social and psychological theories of identity, trust, and prejudice, among others. In addition to reading material from several disciplines 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 2410Q

### **Gender and Society**

*Typically offered: spring*

*Recommended Prerequisite: SOCSOC-UH 1210Q*

*Crosslisted with Core: 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 employment, the sex gap in pay, and how gender is affected by public policies.

SRPP-UH 2411

### **Wealth and Inequality**

*Typically offered: fall*

*Recommended Prerequisite: SOCSOC-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; institutional 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 the theories of social movements, highlighting 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, human rights, inequality, civil society, Sufism, and the role of women. Students will compare Islamist movements from a wide variety of countries in the region, including Egypt, Turkey, Iran, Lebanon, Palestine, 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 spatial 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 field of Spatial 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 characteristic assessment methods, methods to examine neighborhood boundaries, identification of spatial clusters ["hot spots"] of disease,

quantitative methods to evaluate connections between neighborhoods and health, and connecting neighborhoods to health disparities). The course will consist of readings, group discussion, and individual inquiry, to examine the influence 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 puzzle 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 so long 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 first world is both extreme and rising.

SRPP-UH 2418

### **Politics and Society**

*Typically offered: fall*

*Crosslisted with Political Science*

To many, the state appears as the preeminent nexus of political power in the contemporary world. It controls population movements, it wages war, it hands out rights, it sets the law. Indeed, the random happenstance of being born in a particular country is the greatest determinate of a person's life chances. Yet the nation-state is not all-powerful, nor is it the only way of organizing a polity, as a long history of empire and colonialism demonstrates. This course will unpack the operation of state power and its intersection with society, while also probing the state's limits, contradictions, and alternatives to it. This class will begin by introducing some of the canonical writings of political sociology that set out some preliminaries of the relationship between politics and society. It will then examine

the nature of empire and some of its legacies as well as considering the impact of nationalism, citizenship, and the regulation of migration. The second half of the course will turn to social movements as well as the impact of social media on political participation, before ending with a discussion of the rise of populism, neoliberalism and the growth and limits of globalization.

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 complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

SRPP-UH 2614X

### **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 feminist Islamist critiques of modernity. The course provides an overview of how women in the Gulf feature in contemporary discourses as participants in “globally 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, exploring 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 entrepreneurship 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 process 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, obesity, depression, and dementia 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. Over 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*

*Crosslisted with New Core: Structures*

*of Thought and Society*

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.

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 3410

**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 3412

**Issues in African Societies**

*Typically offered: fall*

*Crosslisted with African Studies*

In the broadest terms, the course's objective is to introduce students to some of the contemporary issues in Africa. These issues will be studied using a historical and sociological perspective. Following an introductory overview, part one of the course examines the scramble for Africa, colonialism and the legacies of colonialism, and the fights for independence. Part two of the course looks at growth, development, and corruption in Africa. The impact of foreign aid on development will be examined. In part three, the class shall explore cultural transformations coming out of Africa. The class will discuss the links between migration and development and African migration and incorporation in diasporas in the Global North. A major theme will be placing African societies in a global context, and throughout the course, the professor will use the continent to illustrate the costs and benefits of globalization for countries in the Global South.

ACS-UH 2614X

**Colonization of Palestine**

*Crosslisted with Arab Crossroads Studies; History; Peace Studies; Political Science*

AFRST-UH 1110G

**Interdisciplinary Introduction to African Urban Studies**

*Crosslisted with African Studies; Urbanization*

ANTH-UH 2115

**Anthropology of Forced Migration**

*Crosslisted with Anthropology; Peace Studies*

ANTH-UH 2116

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

*Crosslisted with Anthropology; Arab Crossroads Studies; History; New Core: Structures of Thought and Society; Peace Studies*

ANTH-UH 2117J

**Migration and Displacement Across the Red Sea**

*Crosslisted with African Studies; Anthropology; Arab Crossroads Studies*

CDAD-UH 1046Q

**Infectious Diseases: Preventing and Stopping Epidemics**

*Crosslisted with New Core: Structures of Thought and Society*

CDAD-UH 1047Q

**Global Populations**

*Crosslisted with New Core: Structures of Thought and Society*

CSTS-UH 1017

**Revolutions and Social Change**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1053

**Understanding Urbanization**

*Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Urbanization*

CSTS-UH 1065

**Empires and Imperialism**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1074

**Refugees, Law and Crises**

*Crosslisted with Legal Studies; New Core: Structures of Thought and Society*



CSTS-UH 1075X

**Exploring UAE Cities**

*Crosslisted with Arab Crossroads Studies; New Core: Structures of Thought and Society; Urbanization*

CSTS-UH 1080J

**Environmental Justice and Urban Inequality**

*Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Urbanization*

ECON-UH 1701

**Economics of Gender**

*Crosslisted with Economics; Political Science*

ECON-UH 3460

**Poverty**

*Crosslisted with Economics; Political Science*

ENVR-UH 1312

**Global Debate on Green Growth**

*Crosslisted with Environmental Studies*

HIST-UH 1125X

**South Asia in the Indian Ocean World**

*Crosslisted with History*

HIST-UH 3310

**Humanitarianism in Africa: A Critical History**

*Crosslisted with African Studies; History*

HIST-UH 3323J

**Trans-Atlantic Slave Trade: History and Memories**

*Crosslisted with African Studies; History Atlantic World*

PSYCH-UH 2215

**Psychology of Sex and Gender**

*Crosslisted with Psychology*

**SOCIETY AND CULTURE ELECTIVE**

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SRPP-UH 1810X

**Islam and Society**

*Typically offered: spring*

*Crosslisted with Arab Crossroads Studies*

In this seminar, students will come to understand the diverse and dynamic roles that religious and cultural Islam can play in contemporary societies, especially those in the “Middle East” and North Africa. After critically examining what might be meant by Islam and Muslims in the first place, students will use social scientific case studies to investigate how Islam does (or does not) come to matter in various sectors of society, including government and the state, the legal system, politics and social movements, gender relations, sexuality, education, the economy, popular culture, and everyday life. By the end of this course, students will be able to critically analyze the ways that religious and cultural Islam can impact society and social life. Each student will be expected to complete a final research project exploring the core questions posed by the course.

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 link a Benedictine monk and a player on the University of Alabama football team? What is the connection between playing a Bach fugue and ice-skating? The critical relationship between these unlikely pairs 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 subtypes of discipline (spiritual; aesthetic; martial; organizational; industrial; iterative). These subtypes will be examined using historical and ethnographic evidence, short weekly readings, 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 society 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 1812J

**Sociology of Morality: Good, Evil, Altruism, and Norms**

*Typically offered: January*

This class will examine morality and immorality from a sociological perspective. Why do people disagree about what counts as morally good and bad, right and wrong, admirable and despicable? Under what conditions are people more likely to behave altruistically and cooperatively? Under what conditions are immorality and evil more likely? The sociology of morality investigates people’s moral understandings, moral and immoral behavior, and societies’ moral institutions and norms. Unlike philosophers and ethicists, sociologists don’t try to answer moral questions. Rather, they conduct empirical research about individuals’, groups’, and societies’ morals. This class has a reading-and-analysis component and a hands-on research component. Students will read and discuss social scientific works on morality, altruism, cooperation, evil, moral institutions, and norms. Further, they’ll develop their own research projects about morality and collect their own observational data in Berlin.

SRPP-UH 1813X

**Family and Gender in the Arab World: Continuity and Change**

*Typically offered: spring*

*Crosslisted with Anthropology; Heritage Studies*

Social scientists have in the past described family structures and gender roles in the Arab World as based on relatively uniform and unchanging principles. However, during the last two decades many Arab societies have been subject to tremendous

changes. In this course we will examine how in the social sciences the “classical” Arab family along with its underlying kinship systems and gender orders has been conceived; and how modern developments, such as urbanization, women’s education, work migration, war and exile, assisted reproduction, genetic counseling programs, TV serials, etc., are contributing to the emergence of new forms of family and gender. Also, we shall scrutinize the societal challenges brought about by these developments, such as the economic hardships of young couples, the erosion of “traditional” support networks for elderly and diseased persons, and the “neo-liberalization” of marriage. Finally, we shall take a close look at the various ways in which contemporary Arab men and women define, negotiate, and legitimate their gender identities by drawing on Islamic values, traditional ideas and practices as well as national and transnational discourses.

SRPP-UH 1814J

### **Language, Religion and Ethnicity**

*Typically offered: January*

What is language? Where is language? What is religion? What is ethnicity? And above all, what is the connection between them? The seminar offers a linguistic view of religion and ethnicity and looks into the sociolinguistic history, society, and culture of the United States as well as the Arab world. We will consider the great diversity of communicative systems we encounter both as a source of enrichment for individuals and the nation as a whole, and as a basis for problems, and will consider possible resolutions of these problems. In addition, we will study the universal phenomenon of language change and how it affects our understanding of language behavior religiously and ethnically. Students will be introduced to basic concepts of linguistics with an emphasis on descriptive linguistics and sociolinguistics. Students will be exposed to sociolinguistic methods to examine the relationship between language and religion, language and nationalism, language and power, language and ethnicity, language and gender, and language and education. In the course we will use some interesting pockets of language use in the UAE as an opportunity to conduct field study.

SRPP-UH 1815J

### **Diversity, Inclusion and Tolerance?: Contemplations on 21st Century Identity Formation**

*Typically offered: January*

*Crosslisted with New Core: Structures of Thought and Society*

This course will delve into the definitions, histories and emerging theories of “diversity”, “otherness”, “difference”, “tolerance” and identity formation (national, local, personal). Recently new laws and regulations in Europe have emerged, as well new “diversity” 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 philosophers, cultural anthropologists, political scientists, historians, artists, sociologists, and economists who have given consideration to both the conceptual questions posed, as well as the practical implications. Finally, we will consider the connections to the commitment to the Charter for Tolerance in the UAE.

SRPP-UH 1816

### **Crime and Deviance**

*Typically offered: spring*

This course introduces the key concepts and theoretical approaches in the sociological study of crime and deviance. The objective of the class is not to provide a mass of hard facts about crime and deviance, but to make students familiar with different ways of viewing and explaining crime and deviance and to develop a critical, analytical perspective and an ability to use concepts and theories from the criminological tradition to frame arguments about crime-related issues from a sociological perspective.

SRPP-UH 2213

### **Sports & Society**

*Typically offered: fall*

*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 or changes? Why are sports so frequently politicized by governments or partisan factions? Can data generated from sporting 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 puts sports data to use in testing social and psychological theories of identity, trust, and prejudice, among others. In addition to reading material from several disciplines 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 2416X

### **Gulf Urban Societies**

*Offered occasionally*

*Crosslisted with Anthropology;*

*Arab Crossroads Studies*

The spectacular development of Gulf cities in the second half of the 20th century was accompanied by great demographic and social change. This course, conceived as an introduction to the field of Gulf studies, explores the transformations of Gulf urban societies in the modern and contemporary periods, as well as their social, political, and economic outcomes. Departing from dominant paradigms such as the rentier state theory, we will rely on social history and anthropology in order to explore these processes at the level of urban societies themselves. We will first probe the materiality of Gulf cities, exploring the power relations which govern the production of space, from the role of State-mandated experts in urban planning to the multiple appropriations of urban space by city-dwellers. We will then turn our attention to the diversity of populations resulting from historical and contemporary migrations to the Gulf, looking at the complex questions they raise in terms of belonging and citizenship. From there, we will examine how social change has affected relations between generations and gendered roles, and how these are embodied in daily urban life through language or clothes.

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 complex processes of state-formation are still current, and the United Arab Emirates, which is barely forty years old, serves as a rich and richly varied example for the comparative understanding of state-building, cultural imagination, and economic development.

SRPP-UH 2622J

### **Seminar in Sociogenomics**

*Typically offered: January*

The cost of genotyping is dropping faster than Moore's law is bringing down the price of computing power. As a result, genetic data is pouring into social scientific studies, raising old debates about genes and IQ, racial differences, criminal justice, political polarization and privacy. As it turns out, serious analysis of genes and society often yields counter-intuitive results. For example, genes matter for IQ and social class, but they often act as an engine of social mobility thanks to the mixing up that takes place through recombination. Meanwhile, genetic

analysis does not reify folk racial categories but challenges them: Due to a population bottleneck coming out of Africa, a Caucasian is probably more genetically similar to Inuit than are two Ugandans 200 miles apart. This course explores this new field of sociogenomics—what the genome tells us about our collective past, present society and what the future holds in terms of genetic prediction. Abu Dhabi is an ideal site: it is a cosmopolitan hub that draws diverse immigrants; the Arabian Peninsula was the site of the great population bottleneck; and the UAE has a high rate of first-cousin marriage.

SRPP-UH 2625JX

### **Making Women Matter: Case Studies from the GCC**

*Typically offered: January*

*Crosslisted with Arab Crossroads Studies*

Case Studies from the GCC: Women's rights have been a hypervisible feature of the development of the modern state in the GCC. For example, women's mobility and access to work in desegregated settings in Saudi Arabia are an important and highly publicized part of its recent economic and political reform efforts. In the UAE, the Gender Balance Council was established to design policies that support women's empowerment in coordination with the OECD and UN. How do these top-down empowerment initiatives influence the day-to-day lives of women and men in the GCC? What kinds of femininities and masculinities are reshaped and negotiated in response to these programs? How do the practices and discourses of "state feminism" and "global competitiveness" simultaneously strengthen and obscure important aspects of gender equality? In this course, we investigate how national level policies influence women's career paths in the GCC. We explore how women's entry into the labor market involves navigating a variety of discourses about gender, class, religion, ethnicity, citizenship, and other context specific intersectional identities.

SRPP-UH 2627

### **Organizations and Society**

*Typically offered: fall*

*Crosslisted with Business and Organizational*

*Studies; Business, Organizations and Society*

We live in a society of organizations. We are born inside organizations, we are educated inside organizations, we work inside organizations, and when we die, we may be buried by organizations. Hence, we cannot really understand what drives economic, technological, social, and political change without reference to organizations. In this course, students will endeavor to understand the organizations that comprise society by looking at how they are shaped by their environment and propose solutions to organizational problems arising from external challenges and internal dynamics. This course has two primary units. First, students will learn the organizational decision-making process and organizational structures

to understand the concept of organization as an independent entity. Then, students will explore the major organizational theories that guide contemporary understandings of the relationships between organizations and their environments, such as institutional norms, social capital (or networks), and organizational learning and cognition.

SRPP-UH 3410

**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 3810

**Topics in Contemporary Theory**

*Typically offered: fall*

An overview of developments in social theory since the 1950s. Theories considered include structural functionalism, hermeneutical approaches, 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*

ACS-UH 2613X

**Youth in the Middle East**

*Crosslisted with Anthropology; Arab Crossroads Studies*

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; Core: Cultural Exploration and Analysis; Literature and Creative Writing*

ANTH-UH 2121X

**Gender/Religion/Violence**

*Crosslisted with Anthropology; Peace Studies*

BUSOR-UH 1011

**Leadership Theory and Application**

*Crosslisted with Business and Organizational Studies; Business, Organizations and Society; Political Science*

CADT-UH 1032

**Documenting Identity**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CADT-UH 1044JX

**Documenting Tradition, Documenting Change: Sensory Ethnographic Methods in Kerala**

*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 1125X

**South Asia in the Indian Ocean World**

*Crosslisted with History*

HIST-UH 3310

**Humanitarianism in Africa: A Critical History**

*Crosslisted with African Studies; History*

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*

MCC-UH 1011J

**Memory and Visual Culture**

*Crosslisted with Heritage Studies; Media, Culture and Communication*

PSYCH-UH 2211

**Social Psychology**

*Crosslisted with Psychology*

PSYCH-UH 2215

**Psychology of Sex and Gender**

*Crosslisted with Psychology*

## CAPSTONE EXPERIENCE

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SRPP-UH 4000

### **Capstone Seminar**

*Typically offered: fall*

*Prerequisite: Must be a declared Senior 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.

# MASTER OF SCIENCES IN ECONOMICS

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 get 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:

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- 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

# MASTERS OF SCIENCE IN ECONOMICS

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### SUMMER 1

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MATH CAMP  
(OPTIONAL,  
NO CREDIT)

### FALL SEMESTER

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MATHEMATICS 1  
(4 CREDITS)

MATHEMATICAL  
STATISTICS AND  
PROBABILITY  
(4 CREDITS)

MICRO-  
ECONOMICS 1  
(4 CREDITS)

MACRO-  
ECONOMICS 1  
(4 CREDITS)

### SPRING SEMESTER

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ECONOMETRICS  
OR EMPIRICAL  
ECONOMICS  
(4 CREDITS)

ELECTIVE  
(4 CREDITS)

ELECTIVE  
(4 CREDITS)

ELECTIVE  
(4 CREDITS)

### SUMMER 2

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SEMINAR AND  
FINAL PROJECT  
(4 CREDITS)

ELECTIVE  
(4 CREDITS)



# ECONOMICS MSc COURSES

## REQUIRED MSC ECONOMICS COURSES

ECON-GH 5100

### **Microeconomics 1**

*Offered occasionally*

*Prerequisite or Corequisite: ECON-GH 5900*

This course provides an introduction to micro-economic 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. This 4 credit course (70 contact hours) counts towards the Master of Science in Economics. Students should be comfortable with multivariable calculus, linear algebra, and basic real analysis as covered in ECON-GH 5000 Math Camp.

ECON-GH 5200

### **Mathematical Statistics and Probability**

*Offered occasionally*

*Prerequisite or Corequisite: ECON-GH 5900*

The main goal of the course is to provide an introduction to probability theory and statistics with an emphasis on the concepts and tools that are necessary for econometrics, such as best linear prediction, conditional distributions and expectation functions, and large sample theory. The course aims at training students to apply but also question the validity of conventional statistical techniques. We study the problem of choosing estimators, including a comparison of various criteria for ranking estimators, and the classical approach to hypothesis testing and interval estimation. The course also offers a brief introduction to data analysis and statistical learning. This 4-credit course (70 contact hours) counts towards the Master of Science in Economics.

ECON-GH 5600

### **Macroeconomics**

*Offered occasionally*

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. This 4 credit course (70 contact hours) counts towards the Master of Science in Economics.

ECON-GH 5900

### **Mathematics 1**

*Offered occasionally*

This 4 credit course (70 contact hours) counts towards the Master of Science in Economics. This course follows the Math Camp that the students 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 designed to introduce advanced but standard mathematics that are both instructive 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. Prerequisites: Knowledge of material as taught in Math Camp ECON-GH 5000.

ECON-GH 5210

### **Econometrics**

*Typically offered: spring*

*Prerequisites: ECON-GH 5200 and ECON-GH 5900*

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.

**OR**

ECON-GH 5220

### **Empirical Economics**

*Typically offered: spring*

*Prerequisites: ECON-GH 5200 and ECON-GH 5900*

After taking this class, students will be familiar with the main techniques used in modern empirical microeconomics. They will understand the theory behind these methods, as well as threats to the validity of these methods. They will finally be able to implement these methods. This class will cover the theory of the classical regression model, including asymptotic theory. Next we will consider the theory, and implementation issues, for situations where the assumptions of the classical linear model do not hold. Examples where appropriate will be taken from development economics, experimental economics, health economics, labor economics, and public finance. We will use matrix algebra wherever it will increase the students' understanding.

## OPTIONAL COURSE

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ECON-GH 5000

### **Math Camp**

Offered occasionally

This 70 contact hour course—which counts zero credits towards the MSc Economics—revises mathematical background 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, multivariate 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 topic covered, economics applications will be introduced and solved in class.

## ELECTIVE COURSES

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ECON-GH 5120

### **Microeconomics 2**

*Typically offered: spring*

*Prerequisites: ECON-GH 5100*

This course provides a PhD-level introduction to game theory and market design. Game theory is the study of strategic decision making. It is routinely used in economics, political science, and computer science in the theoretical analysis of decision making. The course covers the analysis of static and dynamic games of both complete and incomplete information. Game theory provides the theoretical foundation for the study of how institutions shape behavior which, in turn, determines economic, social, and political outcomes. It provides the conceptual tools necessary to undertake “economic engineering,” i.e., to design institutions that generate desirable 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 5310

### **Behavioral Economics**

*Typically offered: spring*

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 intertemporal choice. The second part reviews departures from self-regarding maximizing behavior and presents various models of other-regarding behavior that apply to settings where social norms and peer comparisons matter. In the third part, students tackle behavior in situations where strategic reasoning is central, such as the provision of public goods, the coordination of production, bargaining, and trading in financial markets. Finally, students turn to policy and institutional design for applications of behavior insights.

ECON-GH 5410

### **Economics of International Development**

*Typically offered: spring*

How can the economies of the world become richer? Fairer? More open to opportunity? We will investigate economic growth, poverty, inequality, and the sources of economic change. The course begins by reviewing the relationships between poverty, inequality, 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**

*Typically offered: spring*

*Prerequisite: ECON-GH 5600*

Macroeconomics 2 presents an overview of macroeconomics at the Master’s level. The main theories are introduced in as intuitive a way as possible, to pinpoint as rigorously as possible which ones withstand empirical scrutiny and why. This is not a theoretical course, but techniques are discussed that 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 a closed economy the course moves to an internationally open economy: terms of trade, currency adjustment and capital flows.

ECON-GH 5920

### **Mathematics 2**

*Typically offered: spring*

*Prerequisite: ECON-GH 5900*

The Mathematics 2 course continues Mathematics 1 by deepening abstract mathematical concepts and thinking in Analysis (drawing from Set Theory, Linear Algebra, Topology, Differential and Integral Calculus, Convex Analysis, 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**

*Typically offered: spring*

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**

*Typically offered: spring*

*Prerequisites: ECON-GH 5600*

Numerical Methods covers basic methods of numerical analysis such as numerical optimization, 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 a series of exercises and a final computational project.

## **SEMINAR AND FINAL PROJECT**

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ECON-GH 6000

### **Final Project**

*Typically offered: summer*

*Prerequisite: Econometrics (ECON-GH 5210) or Empirical Economics (ECON-GH 5220)*

The final project course is the culmination of our efforts during the master's degree. It is designed to scaffold the development of your final research project. It is a hands-on course designed to guide students on how to conduct economic research and prepare a research thesis or policy proposal. An important aspect of the course is to provide a forum to discuss project progress and provide each other with economic analysis feedback. The course has three parts. The first part is a practical guide for using statistical software such as STATA to master handling and visualizing data using standard statistical methods, and making inferences. This component will utilize labs and also covers topics on how to write a research thesis or policy report by formulating a research question and hypothesis, searching for related literature, preparing a literature review, citing literature, structuring a document, and presenting findings. The second part involves a replication exercise of a published economics/finance paper. The last part of the course requires students to extend on the replicated paper in a significant direction. Extensions can take numerous forms: for example, testing the validity of results in another country/firm context, using an alternative methodology, or highlighting potential heterogeneities in the existing results. The course also allows students to work on a topic of their interest under supervision of their faculty mentor.

# BA-MPA PROGRAM

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 in order 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  
David Cook-Martin, Professor of Sociology and Program Head  
of Social Research and Public Policy, NYU Abu Dhabi

## COURSE EQUIVALENCIES TABLE FOR BA-MPA

<b>Wagner Graduate Course</b>	<b>Undergraduate Equivalents</b>
CORE-GP 1011 Statistical Methods	<i>Or satisfied by one</i> SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences ECON-UA 18 Statistics POL-UA 800 Quantitative Methods in Political Science SOC-UA 302 Statistics for Social Research
CORE-GP 1018 Microeconomics	<i>Or satisfied by either</i> ECON-UH 1112 Principles of Macroeconomics and SOCSC-UH 1111 Markets  ECON-UA 1 Introduction to Macroeconomics and ECON-UA 2 Introduction to Microeconomics
CORE-GP 1020 Managing Public Service Organizations	<i>Or satisfied by</i> UPADM-GP 103 Introduction to Managing Public Service Organizations
CORE-GP 1021 Financial Management	No undergraduate course equivalent
CORE-GP 1022 Introduction to Public Policy	<i>Or satisfied by one</i> POLSC-UH 2412 Power and Politics in America SRPP-UH 2610 Introduction to Public Policy POL-UA 300 Power and Politics in America UPADM-GP 101 Politics of Public Policy
PADM-GP 2140 Public Economics and Finance	No undergraduate course equivalent
PADM-GP 2902 Multiple Regression and Introduction to Econometrics	<i>Or satisfied by</i> SOCSC-UH 3220 Econometrics

**SCIENCE**

## **Foundations of Science**

**BIOLOGY**

**CHEMISTRY**

**COMPUTER SCIENCE**

**Global Studies Track**

**MATHEMATICS**

**PHYSICS**

**PSYCHOLOGY**

Science at NYU Abu Dhabi is designed to produce outstanding, creative intellectuals 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 in 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 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. 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.

*Foundations of Science* is geared to meet the current demand for scientists with well-integrated backgrounds who become the leaders in modern scientific scholarship and who pursue careers in research, education, industry, health care, law, business, and publishing. 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

## **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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- 1 Foundations of Science 1: Energy and Matter  
(SCIEN-UH 1101EQ, 1102EQ, 1103)
- 1 Foundations of Science 2: Forces and Interactions  
(SCIEN-UH 1201EQ, 1202EQ, 1203)
- 1 Foundations of Science 3: Systems in Flux  
(SCIEN-UH 1301, 1302, 1303, 1304)
- 1 Foundations of Science 4: Form and Function  
(SCIEN-UH 1401, 1402, 1403, 1404)
- 1 Calculus with Applications: Science and Engineering  
(MATH-UH 1012)
- 1 Multivariable Calculus with Applications: Science and  
Engineering (MATH-UH 1020)

# FOUNDATIONS OF SCIENCE COURSES

SCIEN-UH 1101EQ, 1102EQ, 1103

## **FOUNDATIONS OF SCIENCE 1: Energy & Matter**

*Typically offered: fall, spring*

*Prerequisite: Restricted to Freshman*

*Crosslisted with Engineering*

*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.

SCIEN-UH 1201EQ, 1202EQ, 1203

## **FOUNDATIONS OF SCIENCE 2: Forces & Interactions**

*Typically offered: fall, spring*

*Prerequisite: Restricted to Freshman*

*Crosslisted with Engineering*

*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.

SCIEN-UH 1301, 1302, 1303, 1304

## **FOUNDATIONS OF SCIENCE 3: Systems in Flux**

*Typically offered: fall, spring*

*Crosslisted with Engineering*

*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.

SCIEN-UH 1401, 1402, 1403, 1404

## **FOUNDATIONS OF SCIENCE 4: Form and Function**

*Typically offered: fall, spring*

*Crosslisted with Engineering*

*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 work-horse in biological systems. Laboratory exercises require students to design experiments related to crystals and crystallography to examine chemical forms 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.

SCIEN-UH 1501, 1502, 1503

### **FOUNDATIONS OF SCIENCE 5:**

#### **Propagating Change**

*Typically offered: fall, spring*

*Crosslisted with Engineering*

*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.

SCIEN-UH 1601, 1602, 1603

### **FOUNDATIONS OF SCIENCE 6:**

#### **Oscillations and Uncertainties**

*Typically offered: fall, spring*

*Crosslisted with Engineering*

*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 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 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

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 science, 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).

The study away pathway for the Biology major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://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 effective from 2019–20.

## **REQUIREMENTS FOR THE MAJOR**

17.25 courses, distributed as follows:

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- 6.5 SCIEN-UH 1101EQ—1603 Foundations of Science 1–6
- 4.25 Required courses:
  - BIOL-UH 2010 Human Physiology
  - CHEM-UH 2010 Organic Chemistry 1 (1.25 courses)
  - MATH-UH 1012Q Calculus with Applications to Science and Engineering
  - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
- 4 Biology Electives
- 0.5 BIOL-UH 3090 Research Seminar in Biology (half course)
- 2 BIOL-UH 4001-4002 Capstone Project in Biology

## **SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCES (FOR BIOLOGY MAJORS ONLY)**

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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.

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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6.5 SCIEN-UH 1101EQ - 1603 Foundations of Science 1–6

8.25 Required courses:

BIOL-UH 2010 Human Physiology

BIOL-UH 3101 Behavioral and Integrative Neuroscience

BIOL-UH 3117 Molecular Neurobiology

CHEM-UH 2010 Organic Chemistry 1

CHEM-UH 2050 Organic Chemistry 1 Lab

MATH-UH 1012 Calculus with Applications

to Science and Engineering

MATH-UH 1020 Multivariable Calculus with Applications

to Science and Engineering

PSYCH-UH 1001 Introduction to Psychology

PSYCH-UH 2410 Cognition or PSYCH-UH 2412

Mind and Brain

1 Biology Laboratory Elective

0.5 BIOL-UH 3090 Research Seminar in Biology (half course)

2 BIOL-UH 4001-4002 Capstone Project in Biology

## **SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS**

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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 majors, three required Biophysics courses, and one elective selected from the list below. No more than two of these courses can be used to satisfy the elective requirement for the Chemistry major. The other three would be in addition to the minimum elective requirements for the major.

### **REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION**

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- BIOL-UH 3130 Biophysics  
(can be used towards 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**

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- Students select 4 credits from the following outside their major:
- PHYS-UH 3014 Statistical Mechanics and Thermodynamics
  - CHEM-UH 3260 Special Topics in Chemistry (NMR only)
  - CHEM-UH 3020 Biochemistry: Macromolecular Structure  
and Function
  - CHEM-UH 3011 Physical Chemistry: Thermodynamics  
and Kinetics
  - CHEM-UH 3016 Analytical Chemistry



# BIOLOGY

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	MULTIVARIABLE CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

Fall Semester

FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORGANIC CHEMISTRY 1	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 3

Fall Semester (Abroad)

BIOLOGY ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	J-Term
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Spring Semester

HUMAN PHYSIOLOGY	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
RESEARCH SEM. IN BIOLOGY				

### YEAR 4

Fall Semester

CAPSTONE PROJECT IN BIOLOGY	BIOLOGY ELECTIVE	GENERAL ELECTIVE	CORE
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Spring Semester

CAPSTONE PROJECT IN BIOLOGY	BIOLOGY ELECTIVE	BIOLOGY ELECTIVE	GENERAL ELECTIVE
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# BIOLOGY COURSES

## REQUIRED COURSES

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BIOL-UH 2010

### **Human Physiology**

*Typically offered: fall, spring*

*Prerequisite or Corequisite: 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 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 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**

*Crosslisted with Chemistry; Engineering*

*5 credits*

MATH-UH 1012Q

### **Calculus with Applications to Science and Engineering**

*Crosslisted with Chemistry; Computer Science;*

*Engineering; Mathematics; Physics*

MATH-UH 1020

### **Multivariable Calculus with Applications to Science and Engineering**

*Crosslisted with Chemistry; Engineering;*

*Mathematics; Physics*

## BIOLOGY ELECTIVES

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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 2116

### **Field Biology**

*Typically offered: spring*

*Prerequisite: Foundations of Science 1-6*

The United Arab Emirates (UAE) is home to biota that stretch across diverse habitats, from dry deserts to moderate-climate oases and mountaintops to saline and hypersaline aquatic environments. As a desert that contains part of the Empty Quarter, one of the harshest environments on Earth, the UAE harbors a variety of organisms that evolved to adapt to arid, dry and hot environments. As a coastal country with many islands and > 650 km of coastline, its subtropical-like weather harbors unique marine species that have adapted to extreme temperature changes and salinity variations. This course explores and celebrates the biodiversity of the UAE by introducing

students to the flora and fauna of the region. Students will learn about the topics through lectures from the instructors, seminars by invited speakers who conduct research in ecology and evolution and assigned scientific literature readings that will be discussed during class. An integral component of the course is field work. Students will participate in several field trips around the region to observe, learn and collect biota in different habitats. Field work will also expose students to next-generation sequencing analysis.

BIOL-UH 2120

### **Ecology**

*Offered occasionally*

*Prerequisite: Foundations of Science 1-6*

*Crosslisted with 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 highly 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 2010*

*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. Finally, 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*

*Crosslisted with Chemistry; Engineering; Physics*

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 understanding the human genome influence 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*

*Crosslisted with Chemistry; Engineering; Physics*

This course offers a comprehensive view of modern immunology at the evolutionary, cellular and molecular levels and enables the students to understand the defense 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 2010*

*Required for Brain and Cognitive Science*

Can we understand how the brain works at the level of individual cells, genes 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 Environmental Studies*

The loss of biodiversity is one of the most rapid forms of environmental changes imposed by human 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.

BIOL-UH 3130

**Biophysics**

*Offered occasionally*

*Prerequisite: Foundations of Science 1-6*

*Crosslisted with Chemistry; Physics*

*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.

BIOL-UH 3160

**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**

*Crosslisted with Chemistry*

CHEM-UH 3021

**Biochemistry: Metabolism**

*Crosslisted with Chemistry*

CHEM-UH 3022

**Biochemistry: Experimental Biochemistry**

*Crosslisted with Chemistry; Physics*

ENGR-UH 3130

**Quantitative Synthetic Biology**

*Crosslisted with Engineering*

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## BIOLGY LABORATORY ELECTIVES

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BIOL-UH 3211

**Experimental Neurobiology**

*Offered occasionally*

*Prerequisite: BIOL-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 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 investigate neural interface systems. The course engages students in a guided research project as well as scientific writing and data reporting.

BIOL-UH 3218

**Synthetic Biology**

*Typically offered: spring*

*Prerequisites: Foundations of Science 1-6*

Synthetic biology aims to use state-of-the-art molecular tools to redesign biological systems by employing the approaches of engineering. The guiding principle in designing synthetic projects is often derived from a systems-level understanding of cellular networks, with metabolic network analyses playing a key role in offering informed hypotheses on how to modify cellular wirings for

a desired outcome. This course combines lectures, class discussions, and lab experiments. The course engages students in a guided research project to learn advanced molecular techniques and systems-level analysis. Students become familiar with engineering concepts such as defining biological components as “parts” and cataloging them in synthetic biology parts registries.

BIOL-UH 3219

### **Experimental Developmental Biology**

*Offered occasionally*

*Prerequisite: BIOL-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 at the experimental approaches used in the field.

BIOL-UH 3220

### **Experimental Systems Biology**

*Typically offered: fall*

*Prerequisites: Foundations of Science 1-6 or*

*(Foundations of Science 1-4 and instructor permission)*

*Crosslisted with Chemistry; Engineering; Physics*

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 combines lecture, 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 yeast two-hybrid technology and reconstruction of networks based on existing Y2H datasets will be carried out and studied.

## **BIOLOGY: BIOPHYSICS SPECIALIZATION REQUIRED COURSES**

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BIOL-UH 3130

### **Biophysics**

*Offered occasionally*

*Prerequisite: Foundations of Science 1-6*

*Crosslisted with Chemistry; Physics*

*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**

*Crosslisted with Chemistry; Physics*

*Required for Biophysics*

PHYS-UH 3219

### **Biological Physics:**

#### **From single molecules to the cell**

*Crosslisted with Chemistry; Engineering; Physics*

*Required for Biophysics*

## **BRAIN AND COGNITIVE SCIENCE SPECIALIZATION REQUIRED COURSES**

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BIOL-UH 3101

### **Behavioral and Integrative Neuroscience**

*Typically offered: spring*

*Prerequisite: BIOL-UH 2010*

*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 3117

### **Molecular Neurobiology**

*Typically offered: fall*

*Prerequisite: BIOL-UH 2010*

*Required for Brain and Cognitive Science*

Can we understand how the brain works at the level of individual cells, genes 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.

PSYCH-UH 1001

**Introduction to Psychology**

*Crosslisted with Biology; Psychology*

PSYCH-UH 2410

**Cognition**

*Crosslisted with Biology; Psychology*

PSYCH-UH 2412

**Cognitive Neuroscience**

*Crosslisted with Biology; Psychology*

**DIRECTED STUDY**

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BIOL-UH 3150

**Directed Study in Biology**

*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. 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 Biology are available from the Registrar and must also be returned in the previous semester.

**CAPSTONE EXPERIENCE**

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BIOL-UH 4001

**Capstone Project in Biology 1**

*Typically offered: fall, spring*

*Prerequisite: BIOL-UH 3090*

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.

BIOL-UH 4002

**Capstone Project in Biology 2**

*Typically offered: fall, spring*

*Prerequisite: BIOL-UH 4001*

Continuation of BIOL-UH 4001.

Chemistry is the study of molecules, how they are created from atoms, how their structures affect their chemical and physical properties, and how they unite or assemble to form the matter that makes up the physical and natural world. Knowledge of chemistry is fundamental to an in-depth understanding of all materials in the natural world and the structural properties and biochemical reactions that define living systems. Chemistry interfaces with biology, physics, mathematics, computer science, and engineering. Modern chemistry's range of applications is broad, spanning many aspects of human activities such as the improvement of agriculture, the utility of alternative and renewable energies, the discovery of new drugs and medical diagnostics, and the creation of new materials by learning how molecules are assembled and how they recognize one another. Chemistry is at the heart of sustainability—meeting the needs of the present without compromising the ability of the earth to provide for future generations. It also drives the exciting interdisciplinary fields of nanotechnology, materials science, biotechnology, polymers, environmental science, forensics, and chemical biology to name several examples.'

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.

The study away pathway for the Chemistry major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://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 the other disciplines; will conduct laboratory experiments effectively and safely; will solve problems through a rigorous scientific approach; will be able to search and use the peer-reviewed scientific literature effectively; demonstrate effective communication in oral and written form; will learn how to work effectively in a multidisciplinary team; they will practice ethics and conduct themselves responsibly with an awareness of the role of chemistry in society.

### **REQUIREMENTS FOR THE MAJOR**

20.5 courses, distributed as follows:

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- 6.5 SCIEN-UH 1101EQ - 1603 Foundations of Science 1-6
- 9.5 Required courses:
  - MATH-UH 1012Q Calculus with Applications with Applications to Science and Engineering
  - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
  - CHEM-UH 2010 Organic Chemistry 1
  - CHEM-UH 3010 Organic Chemistry 2
  - CHEM-UH 3011-3012 Physical Chemistry: Thermodynamics and Kinetics (Lecture plus lab)
  - CHEM-UH 3013-3014 Physical Chemistry: Quantum Mechanics and Spectroscopy (Lecture plus lab)
  - CHEM-UH 3015 Inorganic Chemistry
  - CHEM-UH 3016 Analytical Chemistry
- 1 CHEM-UH 3020 Biochemistry: Molecular Structure and Function or CHEM-UH 3021 Biochemistry: Metabolism
- 1 Chemistry Elective
- 0.5 CHEM-UH 3090 Research Seminar in Chemistry (half course)
- 2 CHEM-UH 4001-4002 Capstone Project in Chemistr



## **SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS**

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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.

Chemistry majors who elect to complete the Biophysics specialization must complete all courses required for the Chemistry majors, three required Biophysics courses, and one elective selected from the list below. No more than two of these courses can be used to satisfy the elective requirement for the Chemistry major. The other two would be in addition to the minimum elective requirements for the major.

## **REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION**

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BIOL-UH 3130 Biophysics

PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell

CHEM-UH 3130 Computational Biology and Biophysics  
(course can be used towards major elective)

## **ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION**

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Students select 4 credits from the following outside their major:

PHYS-UH 3014 Statistical Mechanics and Thermodynamics

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

# CHEMISTRY

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

CALCULUS WITH APPS TO SCIENCE AND ENGINEERING	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	COLLOQUIUM	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	MVC WITH APPS TO SCIENCE AND ENGINEERING	CORE	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	CORE	CORE	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORGANIC CHEMISTRY 1	CORE	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester

ORGANIC CHEMISTRY 2	PHYSICAL CHEM: THERMO-DYNAMICS & KINETICS	RESEARCH SEM. IN CHEMISTRY PHYSICAL CHEMISTRY LABORATORY: T AND K	COLLOQUIUM	J-Term
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Spring Semester (Abroad)

INORGANIC CHEMISTRY (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE
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### YEAR 4

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Fall Semester

ANALYTICAL CHEMISTRY	CHEMISTRY ELECTIVE	CAPSTONE RESEARCH IN CHEMISTRY	GENERAL ELECTIVE
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Spring Semester

PICHEM: QUANTUM MECHANICS & SPECTROSCOPY	BIOCHEMISTRY ELECTIVE	CAPSTONE RESEARCH IN CHEMISTRY	GENERAL ELECTIVE
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MECH. & SPEC. LAB
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# CHEMISTRY COURSES

## REQUIRED COURSES

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CHEM-UH 2010

### **Organic Chemistry 1**

*Typically offered: spring*

*Prerequisite: Foundations of Science 1 & 4*

*Crosslisted with Biology; Engineering*

*5 credits*

Organic chemistry is the study of carbon-containing compounds. Organic Chemistry 1 presents the structure and bonding, conformational analysis, stereochemistry, and spectroscopy of organic materials, subjects that partly trace their roots to the development of quantum theory. The topics covered include basic reaction mechanisms, such as substitution and elimination, 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. The laboratory introduces 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.

CHEM-UH 3010

### **Organic Chemistry 2**

*Typically offered: fall*

*Prerequisite: CHEM-UH 2010, MATH-UH 1020 and Foundations of Science 1-6*

*Corequisite: CHEM-UH 3050*

*Crosslisted with Engineering*

Organic Chemistry 2 is a continuation of Organic Chemistry 1, with an emphasis on multifunctional organic compounds and their reactions from both a synthetic as well as a 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.

CHEM-UH 3011

### **Physical Chemistry: Thermodynamics and Kinetics**

*Typically offered: fall*

*Prerequisite: Foundations of Science 1-6*

*Corequisite: CHEM-UH 3012*

*Crosslisted with Biology; Engineering; Physics*

This course covers two fundamental concepts in physical chemistry: equilibrium thermodynamics and chemical kinetics, which examine the relationship between energy and matter and rates of reactions, respectively. The definition and the interpretation of basic issues in chemistry, including internal energy, transition states, chemical potential, reaction rates, phase transitions and catalysis, are described in detail. This course uses an extensive mathematical apparatus. The course provides a firm theoretical and practical knowledge necessary to resolve typical chemical problems by focusing on the deeper understanding of their physical foundation and meaning.

CHEM-UH 3012

### **Physical Chemistry Laboratory: Thermodynamics and Kinetics**

*Typically offered: fall*

*Corequisite: CHEM-UH 3011*

*Crosslisted with Engineering*

*2 credits*

This laboratory 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 physicochemical methods in thermodynamics and kinetics, and it continues with introducing more contemporary experimental and computational methods used in analytical, organic, physical, and biological chemistry laboratories. The experiments include thermochemical techniques such as calorimetry to determine the heat exchange during chemical reactions or physical processes, construction and interpretation of phase diagrams of binary and ternary mixtures, measurement and prediction of kinetic rates of chemical reactions, and determination of rate constants. A computational experiment is also included. After this course, students will be able to approach a chemical problem, set up a hypothesis, perform accurate measurements, interpret the results, verify the hypothesis, draw conclusions, and communicate effectively orally and in writing.

CHEM-UH 3013

### **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 describes 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 insight 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.

CHEM-UH 3014

**Physical Chemistry Laboratory:  
Quantum Mechanics and Spectroscopy**

*Typically offered: spring*

*Corequisite: CHEM-UH 3013*

*2 credits*

This laboratory course is coupled to the lectures in CHEM-UH 3013 and focuses on the principles and use of modern 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 structure 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 materials by using common analytical methods.

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.

CHEM-UH 3016

**Analytical Chemistry**

*Typically offered: fall*

*Prerequisites: Foundations of Science 1-4 and CHEM-UH 2010; (CHEM-UH 2010 may be taken as a corequisite)*

As one of the major disciplines of chemistry, analytical chemistry is a 'measurement science'

that describes the separation, identification and quantification of molecules through the use of methods utilized in science, engineering and medicine. This course aims to introduce students to modern concepts in analytical chemistry and quantitative analysis and the application of these concepts in the life sciences and environmental science. In addition, students learn about the components and applications of modern instruments utilized in everyday research laboratories. The course includes a strong laboratory component that demands independence and creativity from students.

CHEM-UH 3020

**Biochemistry:  
Macromolecular Structure and Function**

*Typically offered: fall*

*Prerequisite: Foundations of Science 5 & 6*

*Crosslisted with Biology*

Biochemistry investigates the chemical structures, reactions, and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of biochemistry with a rigorous investigation of biological macromolecules, including the structure and function of proteins, nucleic acids, carbohydrates, and lipids. This discussion then leads to the investigation of enzyme structure, including their mechanism of action and their regulation, moving toward a deep understanding of information flow in cells via detailed biochemical studies of replication, transcription, and translation.

CHEM-UH 3021

**Biochemistry: Metabolism**

*Typically offered: spring*

*Prerequisite: CHEM-UH 2010*

*Crosslisted with Biology*

Biochemistry investigates the chemical structures, reactions and processes that occur in living systems. Indeed, the very principles of chemistry, biology, physics, and math converge in the field of biochemistry, and biochemical concepts provide a focal point for many disciplines, including biology, healthcare, the pharmaceutical industry, environmental studies and ecology, and our understanding of evolution. This course opens the study of metabolic pathways by which cells catabolize and metabolize carbohydrates, lipids, and proteins. The course examines the mechanisms of the different reactions that constitute these pathways and the regulatory mechanisms that control their efflux 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 seminar 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**

*Crosslisted with Biology; Computer Science; Engineering; Mathematics; Physics*

MATH-UH 1020

### **Multivariable Calculus with Applications to Science and Engineering**

*Crosslisted with Biology; Engineering; Mathematics; Physics*

## **CHEMISTRY ELECTIVES**

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CHEM-UH 2201

### **Advanced Materials**

*Typically offered: fall*

*Prerequisite: Foundations of Science 3 & 4  
or PHYS-UH 2115*

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 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 conservation, sustainability and biomedicine. 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.

CHEM-UH 3022

### **Biochemistry: Experimental Biochemistry**

*Typically offered: fall*

*Corequisite: CHEM-UH 3020*

*Crosslisted with Biology; Physics*

Students majoring in life sciences and bioengineering require hands-on experience with variety of biotechnology techniques to better prepare them for a graduate degree or industry. Students will be trained to master biochemical techniques for the manipulate of macromolecules and build a firm understanding of how research is conducted in postgraduate institutions. Inquiry based learning will drive students to learn biophysical 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. Analysis will include kinetic and enzyme mechanistic characterization, structural characterization using circular dichroism (CD) and fluorescence 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 1-4 and permission of the instructor*

This course provides in-depth treatment of an area of current interest in chemistry. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis and 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 biophysical 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 nuclear magnetic 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 and protein-protein interactions are discussed.

CHEM-UH 4211

**Bioorganic Chemistry**

**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 chemical biology.

CHEM-UH 4212

**Advanced Organic Chemistry**

*Typically offered: spring*

*Prerequisite: 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, kinetics, 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**

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CHEM-UH 3130

**Computational Biology & Biophysics**

*Typically offered: fall*

*Crosslisted with Biology; Physics*

*Required for Biophysics*

The aim of this course is to walk students through the main ideas in computational techniques used in structural biology and biophysics. 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 exercises 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**

*Crosslisted with Biology; Physics*

*Required for Biophysics*

PHYS-UH 3219

**Biological Physics:**

**From single molecules to the cell**

*Crosslisted with Biology; Engineering; Physics*

*Required for Biophysics*

## DIRECTED STUDY

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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 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

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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

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 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](https://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:

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- 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 major in Biology, Chemistry, Economics, Engineering, Mathematics, or Physics precludes the need to complete one of the listed minors.

## PROGRAM LEARNING OUTCOMES

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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

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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

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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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

INTRODUCTION TO COMPUTER SCIENCE	DISCRETE MATHEMATICS	CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

ALGORITHMS	DATA STRUCTURES	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

COMPUTER SYSTEMS ORGANIZATION	SOFTWARE ENGINEERING	MINOR 1	CORE	J-Term
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Spring Semester

COMPUTER NETWORKS	COMPUTER SCIENCE ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester (New York)

COMPUTER SCIENCE ELECTIVE (NEW YORK)	GENERAL ELECTIVE (NEW YORK)	GENERAL ELECTIVE (NEW YORK)	GENERAL ELECTIVE (NEW YORK)	J-Term
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Spring Semester

OPERATING SYSTEMS	MINOR 2	MINOR 3	CORE	GENERAL ELECTIVE
RESEARCH SEMINAR IN COMPUTER SCIENCE				

### YEAR 4

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Fall Semester

CAPSTONE PROJECT IN COMPUTER SCIENCE-1	MINOR 4	GENERAL ELECTIVE	CORE
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Spring Semester

CAPSTONE PROJECT IN COMPUTER SCIENCE-2	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# COMPUTER SCIENCE COURSES

## REQUIRED COURSES

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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 Engineering; 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 CS-UH 1002;*

*CS-UH 1002 may be taken as a corequisite*

*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 2 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 CS-UH 1050*

*(CS-UH 1050 may be taken as a corequisite)*

*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 fundamental concepts, principles and techniques for cost-effective engineering of quality software, software process models, requirements specification, detailed design, hands-on modeling experience to represent structural and behavioral aspects of a software system using a common modeling language, implementation, testing, software project management and software quality assurance.

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: CS-UH 1052 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 to learn 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*

*Prerequisites: (MATH-UH 1012Q or MATH 1013Q) and CS-UH 1052 and CS-UH 2010 and (Pre or Corequisite: CS-UH 2012)*

The research seminar provides students with an overview of the 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 course; students must instead take two computer science elective courses which are not research courses.

MATH-UH 1012Q

**Calculus with Applications to Science and Engineering**

*Crosslisted with Biology; Chemistry; Engineering; Mathematics; Physics*

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**COMPUTER SCIENCE ELECTIVES**

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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. Students build components of a database system and through research readings 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 Counts towards IM 2000-Level*

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 programming 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 and ideas, 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*

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 optimization of compilers. 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*

*Pre or Corequisites: CS-UH 1052, (MATH-UH 1022 or MATH-UH 1023), and (MATH-UH 1003Q, MATH-UH 2011Q or ENGR-UH 2010Q); MATH-UH 1022 and MATH-UH 2011Q*

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 map-reduce, 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 that prepare the students to produce high quality research in Data Science. This seminar-based 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 security students learn basic cryptography, security/threat 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**

*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 3332

### **Applied Machine Learning**

*Crosslisted with Engineering*

ENGR-UH 4560

### **Selected Topics in Information and Computational Systems**

*Crosslisted with Engineering*

*Applicability dependent on topic*

## **DIRECTED STUDY**

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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**

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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, Algorithms, and Computer Systems Organization.*
- 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, D.C.
- 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

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 in 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](https://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:

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- 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 1022 Linear Algebra
  - MATH-UH 2010 Ordinary Differential Equations
  - MATH-UH 2011Q Probability and Statistics
  - MATH-UH 2012 Abstract Algebra 1
  - MATH-UH 2013 Analysis 1
- 2 Mathematics Electives (one from Category A and one from Category P)
- 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**

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Upon completing their major, mathematics students will be able to:

- PLO-1: Apply the fundamental theorems of Analysis, Algebra and Geometry.
- PLO-2: 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**

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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**

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4 courses, distributed as follows:

- 1 MATH-UH 1012 Calculus with Applications to Science and Engineering
- 1 MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
- 2 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](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS	CORE	COLLOQUIUM	FIRST-YEAR WRITING SEMINAR
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J-Term

GENERAL ELECTIVE

Spring Semester

LINEAR ALGEBRA	MULTIVARIABLE CALCULUS	FOUNDATIONS OF MATHEMATICS	CORE
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### YEAR 2

Fall Semester

ANALYSIS 1	PROBABILITY AND STATISTICS	MINOR 1	ABSTRACT ALGEBRA 1
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J-Term

GENERAL ELECTIVE

Spring Semester

ORDINARY DIFFERENTIAL EQUATIONS	MATH ELECTIVE	MINOR 2	COLLOQUIUM
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### YEAR 3

Fall Semester (Abroad)

MATH ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)
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J-Term

GENERAL ELECTIVE

Spring Semester

MINOR 3	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE
RESEARCH SEMINAR			

### YEAR 4

Fall Semester

CAPSTONE PROJECT IN MATHEMATICS	MINOR 4	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT IN MATHEMATICS	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE
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# MATHEMATICS COURSES

## COURSES FOR NON-MAJORS

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MATH-UH 1000

### **Precalculus**

*Typically offered: fall*

MATH-UH 1000A

### **Mathematics for Statistics and Calculus Part I**

*Typically offered: fall, spring*

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*

*Prerequisite: MATH-UH 1000A*

A fundamental understanding of mathematical functions is critical before engaging in the rigors 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 coordinates 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 1009JQ

### **Integral Calculus**

*Typically offered: January*

*Prerequisite: MATH-UH 1000B or MATH-UH 1005 or Math Proficiency Assessment*

This course presents the fundamentals of integral calculus of one variable by examining functions and their integrals with a special emphasis placed on the utilitarian nature of the subject material. The course covers the basic topics of integration on

functions of a single real variable: the fundamental theorem of calculus, applications of integration, techniques of integration, sequences, and infinite series. Applications to other disciplines, mainly physical/natural sciences and engineering, are highlighted. The emphasis in this course is on problem solving, not on the presentation of theoretical considerations. While the course includes some discussion of theoretical notions, these are supporting rather than primary. *NOTE: This course is open only to NYU Abu Dhabi students.*

MATH-UH 1013Q

### **Calculus with Applications to Economics**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000B or MATH-UH 1002 or Math Proficiency Assessment*

*Crosslisted with Economics*

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 a 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 1013 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 with applications; 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 1012 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 and numerical solutions of linear ordinary and partial differential equations used in engineering and other fields. The topics include practical approaches to systems of linear equations, matrices, determinants, Gaussian elimination, basis and dimension, linear transformations, eigenvalues and eigenvectors.

MATH-UH 1024

### **Fundamentals of Ordinary Differential Equations**

*Typically offered: fall*

*Prerequisite: MATH-UH 1023 or equivalent*

*Crosslisted with Engineering*

*2 credits*

Ordinary differential equations arise in virtually all fields of engineering. 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 course studies first- and second- order equations.

## **REQUIRED COURSES**

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MATH-UH 1010

### **Foundations of Mathematics**

*Typically offered: spring*

*Prerequisite: MATH-UH 1000B or equivalent*

Mathematics is a convenient and powerful language, providing a deep, unified framework for all scientific developments. All existing results from the three fundamental categories of mathematics—geometry, algebra, and analysis—can be formally expressed in terms of set theory, predicates, quantifiers, and logical connectives. This course explores the axiomatic method, some elements of logic and formal languages, and set theory. In addition, the system of real numbers and all other fundamental number systems can be firmly established on the ground of natural numbers; therefore, the course introduces elementary arithmetic and the universal method of constructing new objects from already known sets by means of equivalence relations. Abstract concepts are introduced through basic but fundamental and universal examples or problems, carefully chosen as illuminants of broader ideas and sources of new theoretical and practical applications.

MATH-UH 1012Q

### **Calculus with Applications to Science and Engineering**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1000B or MATH-UH 1002,*

*MATH-UH 1005 or Math Proficiency Assessment*

*Crosslisted with Biology; Chemistry; Computer Science; Engineering; Physics*

This course presents the basic principles 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 a weekly recitation 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 science and engineering.

MATH-UH 1020

### **Multivariable Calculus with Applications to Science and Engineering**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1012 or equivalent*

*Crosslisted with Biology; Chemistry;*

*Engineering; Physics*

This course explores functions of several variables and has applications to science and engineering. Specific topics include: vectors in the plane and space; partial derivatives with applications; 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 Proficiency Assessment*

*Crosslisted with Engineering; 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 electrical 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, Cramer's rule, vectors, vector spaces, basis and dimension, linear transformations, eigenvalues, eigenvectors, and quadratic forms.

MATH-UH 2010

### **Ordinary Differential Equations**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1020 or MATH-UH*

*1021**Corequisite: MATH-UH 1022*

*Crosslisted with Engineering; Physics*

Ordinary differential equations arise 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 2011Q

### **Probability and Statistics**

*Typically offered: fall, spring*

*Prerequisite: MATH-UH 1020 or MATH-UH 1021*

*Crosslisted with Physics*

Most real world phenomena include non-deterministic or non-deterministically predictable features.

The course is designed to provide an introduction to the mathematical treatment of such aspects, acquainting the students with both probability and statistics. The course includes: mathematical definition of probability; combinatorics; finite, discrete and continuous probabilities of single and joint random variables; law of large numbers and normal approximation; sampling; estimation; testing of hypotheses; correlation and regression.

MATH-UH 2012

### **Abstract Algebra 1**

*Typically offered: fall*

*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 introduces more general algebras and their properties and applications. Topics considered in this course include groups, homomorphisms, 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 1012 or equivalent,*

*Pre or Corequisite: 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.

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 chosen elective which are not research courses.

## **CATEGORY A (APPLIED MATHEMATICS)**

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MATH-UH 2410

### **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 also 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 deal of fascinating mathematics, much of 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-Helma 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 3413

### **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

### **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 3612

### **Differential Geometry**

*Typically offered: every other year*

*Prerequisite: 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.

PHYS-UH 3010

### **Mechanics**

*Crosslisted with Physics*

SOCSC-UH 3210

### **Advanced Game Theory**

*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 involves 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 Lebesgue integration.

MATH-UH 3213

### **Advanced Probability**

*Typically offered: spring*

*Prerequisite: MATH-UH 2011Q 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 diverse 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*

*Prerequisite: 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 multi-variable 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 4610

### **Topology**

*Typically offered: every other year*

*Prerequisite: MATH-UH 2013 and (MATH-UH 1020 or MATH-UH 1021); Corequisite: MATH-UH 2012*

This course is a basic introduction to topology, with a balance between point-set topology, geometric topology, and algebraic topology. The concept of a topological space is introduced and some of its more important properties, like connectedness and compactness, are studied. Then the main focus is on topological surfaces with the aim of establishing the fundamental classification theorem for compact surfaces, connecting to the Euler characteristic. After developing the foundations and the geometric intuition, computational algebraic aspects such as homology are introduced. Further classification uses homotopy, the fundamental group, and covering spaces. The concepts are illustrated in various applications, including the Brouwer Fixed Point Theorem.

## **DIRECTED STUDY**

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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.

## **CAPSTONE EXPERIENCE**

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MATH-UH 4001

### **Capstone Project in Mathematics 1**

*Typically offered: fall*

*Prerequisite: MATH-UH 3090*

The senior Capstone Experience in Mathematics requires students to engage in a long-term, mentored learning experience that culminates in a piece of research. The specific project is developed during the Research Seminar in Mathematics. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those found in leading journals in mathematics.

MATH-UH 4002

### **Capstone Project in Mathematics 2**

*Typically offered: spring*

*Prerequisite: MATH-UH 4001*

Continuation of Capstone Project in Mathematics 1 (MATH-AD 400) culminating with students presenting their work.

# PHYSICS

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.

The study away pathway for the Physics major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://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:

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- 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**

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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. The physics electives from this list will also count towards the one elective needed to satisfy the physics major requirements.

### **SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS**

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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 majors, three required Biophysics courses, and one elective selected from the list below. No more than two of these courses can be used to satisfy the elective requirement for the Chemistry major. The other two would be in addition to the minimum elective requirements for the major.

## **REQUIRED COURSES FOR BIOPHYSICS SPECIALIZATION**

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BIOL-UH 3130 Biophysics

PHYS-UH 3219 Biological Physics: From Single Molecules  
to the Cell (can be used towards major elective)

CHEM-UH 3130 Computational Biology and Biophysics

## **ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION**

Students select 4 credits from the following outside their major:

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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

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

CALCULUS WITH APPLICATIONS TO SCIENCE ENGINEERING	COLLOQUIUM	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 1	FOUNDATIONS OF SCIENCE 2	MULTIVARIABLE CALCULUS	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	ELECTROMAG. SPECIAL RELATIVITY	LINEAR ALGEBRA	J-Term
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Spring Semester

FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ODE	CORE	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester (Abroad)

GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	QUANTUM MECHANICS (ABROAD)	CORE (ABROAD)	J-Term
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Spring Semester

STAT MECH	MECHANICS	CORE	ADVANCED PHYSICS LABORATORY	GENERAL ELECTIVE
		RESEARCH SEM. IN PHYSICS		

### YEAR 4

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Fall Semester

CAPSTONE PROJECT IN PHYSICS	EM	PHYSICS ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT IN PHYSICS	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# PHYSICS COURSES

## REQUIRED COURSES

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PHYS-UH 2010

### **Electromagnetism and Special Relativity**

*Typically offered: fall, spring*

*Pre or Corequisite: Foundations of Science 3 & 4  
2 credits*

This course is intended to give students a deeper understanding of electricity and magnetism at the introductory level. It provides a necessary bridge between Foundations of Science 3-4 and the intermediate level course Electricity and Magnetism. The topics include derivations of divergence, gradient and curl, Stokes' Theorem, the Vector Potential, and origin of magnetic fields. The connection between electricity, magnetism, and special relativity is also explained, including time dilation, length contraction and other bizarre phenomena that occur when charges and other matter travel at velocities close to that of light.

PHYS-UH 3010

### **Mechanics**

*Typically offered: spring*

*Prerequisites: Foundations of Science 1-4,  
and MATH-UH 1022 or MATH-UH 2010  
Crosslisted with Mathematics*

This course concerns the analysis of the motion of physical systems subject to forces in the classical (Newtonian) framework. Classical mechanics is required to understand the physical behavior of our world and is the basis to approach quantum mechanics, statistical mechanics and particle physics. This course also provides an excellent arena within which students learn problem solving techniques. The course starts from a review of Newton's laws and moves to the Lagrangian and Hamiltonian formulations of mechanics. Topics in the course include central forces, the dynamics of rigid bodies, oscillations.

PHYS-UH 3011

### **Electricity and Magnetism**

*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.

PHYS-UH 3012

### **Quantum Mechanics 1**

*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.

PHYS-UH 3013

### **Advanced Physics Laboratory**

*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. Activities cover quantum mechanics, particle physics, optics, and atomic and nuclear physics.

PHYS-UH 3014

### **Statistical Mechanics and Thermodynamics**

*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.

PHYS-UH 3090

### **Research Seminar in Physics**

*Typically offered: spring*

*Prerequisites: Foundations of Science 1-6; must  
be Junior standing and a declared Physics 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 physicists and others in related fields. Through exposure to NYUAD faculty research, students will 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 series so that students can 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 1012Q

**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*

MATH-UH 1020

**Multivariable Calculus with Applications to Science and Engineering**

*Prerequisite: MATH-UH 1012 or equivalent*

*Crosslisted with Biology; Chemistry;*

*Engineering; Mathematics*

MATH-UH 1022

**Linear Algebra**

*Prerequisite: MATH-UH 1012 or relevant result in Math Placement Test*

*Crosslisted with Engineering; Mathematics*

MATH-UH 2010

**Ordinary Differential Equations**

*Prerequisite: MATH-UH 1020 or MATH-UH 1021*

*Corequisite: MATH-UH 1022*

*Crosslisted with Engineering; Mathematics*

**ELECTIVES**

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PHYS-UH 3211

**General Relativity**

*Offered occasionally*

*Prerequisite: MATH-UH 2010*

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*

*Prerequisites: Foundations of Science 1-4*

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, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, dynamical systems, fluid dynamics, radiative transfer, and chaos.

PHYS-UH 3214

**Astrophysics**

*Offered occasionally*

*Prerequisites: Foundations of Science 1-6*

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: 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*

*Prerequisite: 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 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 that 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 now open to 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*

*Prerequisite: 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 beyond are 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 microscopies, 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, electrophoresis, forensic serology, DNA sequencing, and next generation techniques.

PHYS-UH 3219

**Biological Physics:**

**From single molecules to the cell**

*Typically offered: spring*

*Prerequisite: Foundations of Science 6 or*

*Instructor approval*

*Crosslisted with Biology; Chemistry; Engineering  
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 interaction, protein structure and dynamics, membrane dynamics, cytoskeletal 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 extending concepts of statistical physics will be discussed.

PHYS-UH 3220

**Imaging and Spectroscopy Lab**

*Typically offered: fall*

*Prerequisite: 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 grating 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 transferable skills for imaging and spectroscopy in general.

PHYS-UH 3221

**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 Foundations of Science 5/6 physics within a radio astronomy context and expands on the data analysis and other lab skills acquired in the scope of Foundations of Science 2 Physics Lab. It is complementary to the Advanced Physics Lab. The course has two main components. 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 3260

**Special Topics in Physics**

*Offered occasionally*

This course covers advanced topics in physics and astrophysics. Possible subjects are: cosmology, 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.

PHYS-UH 4212

**Quantum Mechanics 2**

*Typically offered: spring*

*Prerequisite: PHYS-UH 3012*

In this course, the quantum mechanical framework, introduced in Quantum Mechanics, is taken to a more advanced level. This course is indispensable to understand the origin of a wide range of atomic and elementary particle phenomena and to learn fundamental techniques used throughout physics. Students will explore time-independent and dependent perturbation theory, the variational principle, the WKB approximation, the adiabatic approximation, scattering processes. Applications of these formalisms to problems in atomic physics, nuclear physics, or astrophysics will also be explored.

PHYS-UH 4215

**Particle Physics**

*Offered occasionally*

*Prerequisite: PHYS-UH 3012*

Particle physics is the study of the fundamental constituents of matter and their interactions. It represents an indispensable tool for students wanting to pursue a career in high-energy physics, astrophysics, or are simply curious about the basic constituents of our world. The course 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.

PHYS-UH 4216

### **Nuclear Astrophysics**

*Offered occasionally*

*Prerequisite: PHYS-UH 3012*

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 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.

ENGR-UH 3611

### **Electronics**

*Prerequisite: ENGR-UH 2019*

*Crosslisted with Engineering*

MATH-UH 2011Q

### **Probability and Statistics**

*Prerequisite: MATH-UH 1020 or MATH-UH 1021*

*Crosslisted with Mathematics*

MATH-UH 3411

### **Dynamical Systems**

*Prerequisites: MATH-UH 1022 and MATH-UH 2010*

*Crosslisted with Mathematics*

MATH-UH 3413

### **Numerical Methods**

*Prerequisites: MATH-UH 1020 or equivalent, and MATH-UH 1022*

*Crosslisted with Mathematics*

MATH-UH 3414

### **Partial Differential Equations**

*Prerequisite: MATH-UH 2010*

*Crosslisted with Mathematics*

MATH-UH 3610

### **Complex Analysis**

*Prerequisites: MATH-UH 1020 or equivalent, and MATH-UH 1022*

*Crosslisted with Mathematics*

## **ASTROPHYSICS ELECTIVES**

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PHYS-UH 3211

### **General Relativity**

*Offered occasionally*

*Prerequisite: MATH-UH 2010*

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*

*Prerequisites: Foundations of Science 1-4*

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, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, dynamical systems, fluid dynamics, radiative transfer, and chaos.

PHYS-UH 3214

### **Astrophysics**

*Offered occasionally*

*Prerequisites: Foundations of Science 1-6*

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: 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*

*Prerequisite: 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 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 that 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 now open to 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 4216

### **Nuclear Astrophysics**

*Offered occasionally*

*Prerequisite: PHYS-UH 3012*

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 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.

## **ASTROPHYSICS LAB ELECTIVES**

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PHYS-UH 3220

### **Imaging and Spectroscopy Lab**

*Typically offered: fall*

*Prerequisite: 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 grating 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 transferable skills for imaging and spectroscopy in general.

PHYS-UH 3221

### **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 Foundations of Science 5/6 physics within a radio astronomy context and expands on the data analysis and other lab skills acquired in the scope of Foundations of Science 2 Physics Lab. It is complementary to the Advanced Physics Lab. The course has two main components. 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 3222

### **X Ray Astronomy Lab**

*Typically offered: spring*

*Prerequisite: SCIEN-UH 1602*

While humans can only (by definition) see optical light, interstellar objects emit light across the entire electromagnetic spectrum. X-ray photons are emitted by some of the most energetic objects in the Universe: plasmas with temperatures of millions of degrees, and charged particles traveling nearly at the speed of light interacting with magnetic fields. In this course, students will learn about the different classes of astronomical sources, how modern satellites detect and measure the properties of X-ray photons, and how to analyze and interpret the data from such instruments.

## **PHYSICS: BIOPHYSICS SPECIALIZATION REQUIRED COURSES**

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PHYS-UH 3219

### **Biological Physics: From single molecules to the cell**

*Typically offered: spring*

*Prerequisite: Foundations of Science 6*

*or Instructor approval*

*Crosslisted with Biology; Chemistry; Engineering*

*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 interaction, protein structure and dynamics, membrane dynamics, cytoskeletal 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 extending concepts of statistical physics will be discussed.

BIOL-UH 3130

### **Biophysics**

*Prerequisite: Foundations of Science 1-6  
Crosslisted with Biology; Chemistry  
Required for Biophysics*

CHEM-UH 3130

### **Computational Biology & Biophysics**

*Crosslisted with Biology; Chemistry  
Required for Biophysics*

## **PHYSICS: BIOPHYSICS SPECIALIZATION ELECTIVES COURSES**

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BIOL-UH 2010

### **Human Physiology**

*Prerequisite or Corequisite: Foundations of Science 1-6*

BIOL-UH 2114

### **Genetics**

*Prerequisite: Foundations of Science 1-6*

BIOL-UH 3115

### **Genome Biology**

*Prerequisite: Foundations of Science 1-6  
Crosslisted with Chemistry; Engineering; Physics*

BIOL-UH 3116

### **Immunology**

*Prerequisite: Foundations of Science 1-6  
Crosslisted with Chemistry; Engineering; Physics*

BIOL-UH 3218

### **Synthetic Biology**

*Prerequisites: Foundations of Science 1-6*

BIOL-UH 3220

### **Experimental Systems Biology**

*Prerequisites: Foundations of Science 1-6 or  
(Foundations of Science 1-4 and instructor permission)  
Crosslisted with Chemistry; Engineering; Physics*

CHEM-UH 3020

### **Biochemistry: Macromolecular Structure and Function**

*Crosslisted with Chemistry*

CHEM-UH 3011

### **Physical Chemistry: Thermodynamics and Kinetics**

*Prerequisite: Foundations of Science 1-6  
Corequisite: CHEM-UH 3012  
Crosslisted with Biology; Engineering; Physics*

CHEM-UH 3016

### **Analytical Chemistry**

*Prerequisites: Foundations of Science 1-4 and  
CHEM-UH 2010; (CHEM-UH 2010 may be taken  
as a corequisite)*

## **DIRECTED STUDY**

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PHYS-UH 3250

### **Directed Study in Physics**

*Typically offered: by Application  
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, and registration requires permission of the sponsoring faculty member. 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 P are available from the Registrar and must also be returned in the previous semester.

## **CAPSTONE EXPERIENCE**

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PHYS-UH 4001

### **Capstone Project in Physics 1**

*Typically offered: fall, spring  
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.

PHYS-UH 4002

### **Capstone Project in Physics 2**

*Typically offered: fall, spring  
Prerequisite: PHYS-UH 4001*  
This course is a continuation of Capstone Project in Physics 1. 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.

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.

## **PSYCHOLOGY STUDY ABROAD PROGRAM**

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The study away pathway for the Psychology major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://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 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:

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- 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:

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1 Introduction to Psychology

3 Courses in Psychology

*Note that PSYCN-UH 1000, PSYCN-UH 1001J, PSYCN-UH 1002, PSYCN-UH 1003, 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:

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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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

INTRODUCTION TO PSYCHOLOGY	RESEARCH METHODS IN PSYCHOLOGY	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

BIOPSYCHOLOGY	STATISTICS FOR PSYCHOLOGISTS	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

PSYCHOLOGY ELECTIVE	PSYCHOLOGY ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester (Abroad)

GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	J-Term
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Spring Semester

PSYCHOLOGY ELECTIVE	ADVANCED PSYCHOLOGY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
RESEARCH SEMINAR				

### YEAR 4

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Fall Semester

CAPSTONE PROJECT IN PSYCHOLOGY	PSYCHOLOGY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT IN PSYCHOLOGY	ADVANCED PSYCHOLOGY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# PSYCHOLOGY COURSES

## COURSES FOR NON-MAJORS

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PSYCN-UH 1003

### **Psychology of Human Sexuality**

*Offered occasionally*

The course provides an overview of empirical research into the psychology of human sexuality. The course surveys findings from basic research, theories regarding human sexuality, sexual functioning and its psychological correlates, and clinical research into sexual problems and their treatment. Topics covered include psychological aspects related to sexual and gender minorities, including affirmative counseling approaches for LGBTQ individuals; current scientific understanding of sexual variations as well as sexual harassment and coercion; sex as a commodity; and psychological aspects related to HIV/AIDS and its prevention. The study of human sexuality is inherently multidisciplinary as sexuality is a biopsychosocial phenomenon. Even though the course focuses on the psychological level of analysis, cultural, societal and legal aspects related to sexuality in a global context are relevant to many of the topics covered. As an example, we explore the topic of sexual racism/racial fetishism as well as legislation related to sexuality in different societies.

## REQUIRED COURSES

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PSYCH-UH 1001

### **Introduction to Psychology**

*Typically offered: fall, spring*

*Crosslisted with Biology*

Introduction to the fundamental principles of psychology, emphasizing both the unity and diversity of a field that spans major theoretical and research areas, including biological bases of human behavior, learning, cognition, perception, language, development, motivation, as well as social and abnormal behavior. Opportunities to apply knowledge gained in lectures and readings are available through computer-based demonstrations, in-class exercises, and required field experiences.

PSYCH-UH 1002EQ

### **Research Methods in Psychology**

*Typically offered: fall, spring*

Knowledge acquired through scientific research is bounded by the conditions under which the research is carried out. Consequently, informed consumers of information must understand how scientific research is carried out in order to decide what is true. This course provides an introduction to scientific research methods in psychological science, experimental design, and data interpretation. Students develop an appreciation for the methods involved in carrying out research on issues in psychology and, hopefully, become critical—but not cynical—consumers of scientific results, learning to distinguish sound conclusions from those based on faulty reasoning or flawed studies. Students in this course gain real experience by designing and conducting an experiment of their own, and presenting and reporting their results.

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 Placement Exam 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 and PSYCH-UH 1002EQ, also must be Junior standing and a declared Psychology 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.

## **SOCIAL AND DEVELOPMENTAL PSYCHOLOGY ELECTIVES**

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PSYCH-UH 2210

**Developmental Psychology**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001*

The course considers current theoretical issues and research in developmental psychology in an effort to understand how we develop as perceiving, thinking, and feeling beings. Throughout the semester, theories, methods and interdisciplinary findings are explored, covering physical/biological foundations of development, cognitive processes, social and emotional development. The course explores how various systems and contexts shape an individual's development, with a focus on risk and resilience. Attention is given to applying current research findings to trends in policy and intervention. Moreover, the course links conceptual frameworks to applied areas in the field of developmental psychology. The course also considers dynamics of culture, society, and social change on human development.

PSYCH-UH 2211

**Social Psychology**

*Typically offered: spring*

*Prerequisite: PSYCH-UH 1001*

Crosslisted with Social Research and Public Policy  
This course covers a wide 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 and address social problems. Concepts discussed are attitudes, values, roles, norms, communication and conformity; areas emphasized are group processes, influence, social motivation, prejudice and authoritarianism.

PSYCH-UH 2213

**Motivation and Volition**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001*

The course provides an overview of the major theories and findings in research on motivation and volition. It addresses the history of research on motivation and volition, classic phenomena of being motivated versus lacking motivation and willpower, the psychology of goals, disorders of self-regulation, and cognitive-neuropsychological research as well as the perspective of economics on motivation and volition.

PSYCH-UH 2214

### **Personality**

*Offered occasionally*

This course is an overview of the scientific study of personality. The topic is broad, with a range of theories, models and explanations for many aspects of human behavior, including altruism, authoritarianism, resilience, and even humor. Some of these theories—for example, those of Sigmund Freud—have been the source of great debate and controversy, at least within the field of psychology. Others—such as those of Gordon Allport—are less well known, but have contributed greatly to how psychologists have thought about and studied personality. We will consider trait, biological, humanistic, cultural, and behavioral approaches, and critically examine how each may help us (or not help us, as the case may be) to understand the complexity of human personality.

PSYCH-UH 2215

### **Psychology of Sex and Gender**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001*

Crosslisted with Social Research and Public Policy  
This course examines how research psychologists study and understand sex and gender. We will address gender issues that are complex, wide-ranging, and often controversial. My expectation is that your considerable “inside” understanding of gender will undergo expansion and transformation through course readings, lectures and discussions. We will concentrate on studies that put to scientific test common and uncommon notions about gender. The broad topics for the course include: Defining Gender, Psychological Perspectives on Gender, Gender and Sexual Identities, Acquiring/Doing Gender, Stereotypes and Bias, Gender Comparisons, Gender Consequences, Gender Roles/Relationships.

PSYCH-UH 2216

### **Psychotherapy and Counselling**

*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 therapeutic intervention. Students will also have the opportunity to familiarize themselves with fundamental communication and interpersonal skills that counsellors/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 the extent to which the different approaches to counselling are informed by empirical research and been evaluated in terms of their effectiveness.

PSYCH-UH 2217

### **Abnormal Psychology**

*Typically offered: fall*

*Prerequisite: PSYCH-UH 1001*

Abnormal psychology is the study of mental disorders from a psychological perspective. The central rational 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 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.

## **COGNITION AND PERCEPTION PSYCHOLOGY ELECTIVES**

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PSYCH-UH 2212

### **Psychology of Language**

*Offered occasionally*

*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.

PSYCH-UH 2216

### **Psychotherapy and Counselling**

*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 therapeutic intervention. Students will also have the opportunity to familiarize themselves with fundamental communication and interpersonal skills that counsellors/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 the extent to which the different approaches to counselling are informed by empirical research and been evaluated in terms of their effectiveness.

PSYCH-UH 2217

### **Abnormal Psychology**

*Typically offered: fall*

*Prerequisite: PSYCH-UH 1001*

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 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.

PSYCH-UH 2410

### **Cognition**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001*

*Crosslisted with Biology*

Cognitive psychology is the scientific study of the human mind and human thinking. This course is aimed at providing the student with a better understanding on how we humans perceive and think about ourselves and about the world. Our perception and thought processes are fraught with biases that nonetheless routinely inform human actions. Knowing about these biases and understanding their effects is crucial in a world in which human societies are becoming increasingly more interconnected. The course covers different aspects of attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, decision making, conscious and unconscious cognition, and theory of mind. The course will emphasize how psychologists use experiments to learn about the structure of the human mind.

PSYCH-UH 2411

### **Perception**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001*

How do we construct an understanding of the physical world based on our sensory experience? This course provides a survey of basic facts, theories, and methods for studying sensation and perception. The major emphasis is on vision, but other modalities (hearing, touch, vestibular system, olfaction, taste) may be covered. Representative topics include: eye and brain; receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation; pattern recognition; interaction of knowledge and perception.

PSYCH-UH 2412

### **Cognitive Neuroscience**

*Offered occasionally*

*Prerequisite: PSYCH-UH 1001 or BIOL-UH 3101*

*Recommended Prerequisite: PSYCH-UH 1003*

*Crosslisted with Biology*

This course provides students with a broad understanding of the connections between mind, brain, and behavior. Students learn dominant theories of the neural basis of a variety of cognitive processes and the research that led to those theories. Topics are organized into modules on sensation, perception, and action; 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.

## **ADVANCED PSYCHOLOGY ELECTIVES**

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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.

PSYCH-UH 3512

### **Applied Perspectives on Human Memory**

*Typically offered: spring*

*Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ*

*Recommended Prerequisites PSYCH-UH 2210, PSYCH-UH 2410, or PSYCH-UH 2412*

This course approaches the study of human memory from an applied/ecological perspective to try and understand how human memory functions in everyday life. Specifically, the course will focus on various topics related to memory for personally significant or meaningful events (i.e. episodic/ autobiographical memories). Readings will draw from both adult cognitive and developmental literatures in psychological science, and will cover topics including the organization of autobiographical memory system and its development, remembering and forgetting significant events, eyewitness testimony, the functions of memory, and how memory is related to identity development and healthy adjustment. This class meets the requirements of an advanced elective in psychology and includes an intensive writing component. However, it does not include a laboratory component.

PSYCH-UH 3513

### **Psychology of Terrorism**

*Typically offered: fall*

*Prerequisite: PSYCH-UH 1001 and PSYCH-UH 1002EQ*

*Crosslisted with Peace Studies*

This class is a comprehensive introduction to the study of terrorism. We will unpack the complexity of this phenomenon by analyzing the motivations, strategies, tactics, and groups processes associated with ideologically-motivated violence. In addition to covering the psychological processes putting individuals on a path of violence and self-destruction, we will examine perennial questions debated in the field such as: "Are terrorists mentally ill?", "To what extent are terrorists knowledgeable about the ideology they are fighting for?", and "Can terrorists be rehabilitated?" Importantly, you will be exposed to scientific evidence on both sides of the debate to provide you with a balanced perspective and stimulate your critical thinking. This course will not focus on a specific ideology; we will cover various types of terrorism: eco-terrorism, ethno-nationalism, right and left-leaning movements, religiously-motivated political violence. This class is writing intensive. There are numerous small writing assignments and a more substantive final paper at the end of the term.

PSYCH-UH 3613EQ

### **Lab in Early Childhood Education**

*Offered occasionally*

*Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ*

*Recommended Prerequisite: PSYCH-UH 2210*

*Lab component*

The course provides students with a strong foundation of knowledge in early childhood education. The course begins with a description of historical movements and the contemporary international landscape of early education. Students then identify processes of early childhood development as they apply to learning and teaching in early

childhood education programs, including the service for children with special needs. As part of the course students observe an early childhood education classroom and work on a research project that requires them to collect and/or analyze data, and to write up their research results.

PSYCH-UH 3614EQ

### **Lab in Multisensory Perception and Action**

*Offered occasionally*

*Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002EQ or Foundations of Science 1-4*

*Recommended Prerequisite: PSYCH-UH 2411*

*Lab component*

Our perceptual experiences are the product of the information gathered through all our highly specialized senses and are often tightly linked to motor activity such as grasping objects or moving in the environment. This course addresses current concepts and experimental approaches central to understanding human multisensory perception and sensorimotor control. Students are introduced to topics in the fields of psychophysics, active vision, haptics, multimodal processing and motor behavior. Concepts taught in class are reinforced in practice by hands-on assignments involving experimental design, data collection and analysis, and interpretation of results.

PSYCH-UH 3616

### **Data Analysis for the Psychological Sciences**

*Offered occasionally*

*Prerequisites: PSYCH-UH 1001, PSYCH-UH 1002EQ and PSYCH-UH 1004Q*

*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 3720

### **Special Topics in Psychology**

*Offered occasionally*

*Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002, and instructor permission.*

Special Topics offers high-level seminars on a wide variety of topics, including the history of psychology, emotion, motivation, social influence, intergroup relations, clinical and counseling psychology, and other focal themes. The topics reflect areas of research of the faculty.

## DIRECTED STUDY

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PSYCH-UH 3710

### **Directed Study in Psychology**

*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 Psychology. Special permission must be given for this course to count toward the major in Psychology*

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 Psychology. 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 Psychology are available from the Registrar and must also be returned in the previous semester.

## CAPSTONE EXPERIENCE

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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**

**GENERAL ENGINEERING****BIOENGINEERING****CIVIL ENGINEERING****COMPUTER ENGINEERING****ELECTRICAL ENGINEERING****MECHANICAL ENGINEERING****Global PhD Program in Engineering**

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 invention, innovation, 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 five engineering degree programs: 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 five full courses in Mathematics, including three full courses on Calculus, Multivariable Calculus, and Linear Algebra, and one half course on Probability and Statistics. The remaining one and a half course is discipline specific and selected from Ordinary Differential Equations, Discrete Mathematics, Partial Differential Equations for Engineers, and/or Introduction to Data Analysis for Engineers. General Engineering students can choose one and a half course from these courses that fits best with the rest of their study plan. Students who skip Calculus by testing into Multivariable Calculus must take additional four credits of Mathematics to earn a total of 20 credits of Mathematics.

Students take the equivalent of ten upper-level engineering courses in disciplinary programs: 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 engineering 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 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.

### **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](https://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 32 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, renewable energy harvesting, 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 bioresorbable materials, micro-biodesigns, 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:

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- 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); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (2-cr); and four credits from the following list: ENGR-UH 2025 Fundamentals of Discrete Math (2-cr), CS-UH 1002 Discrete Mathematics, ENGR-UH 2026 Partial Differential Equations for Engineers (2-cr), ENGR-UH 2027 Introduction to Data Analysis 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 (CIVIL, COMPUTER, ELECTRICAL, MECHANICAL)

23.75 courses (95 credits), distributed as follows:

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- 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

Electrical Engineering: MATH-UH 2010 Ordinary Differential Equations and ENGR-UH 2025 Fundamentals of Discrete Math (2-cr)

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:

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- 6.5 **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); Foundations of Science 5 (SCIEN-UH 1501-1503); Foundations of Science 6 (SCIEN-UH 1601-1603);
- 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)
- 3 **Bioengineering required courses:** CHEM-UH 3101 Physical Chemistry for the Life Sciences (2-cr); ENGR-UH 1801 Bioengineering Principles (2-cr); ENGR-UH 2810 Biomechanics (2-cr); ENGR-UH 2811 Biotransport Phenomena (2-cr); ENGR-UH 2812 Bioimaging (2-cr); ENGR-UH 4810 Biomaterials (2-cr)
- 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 major electives are grouped into three thematic areas of elective courses listed below. These courses are currently being offered at NYUAD, and the list of electives will be continuously update as new courses are developed and offered. Bioengineering students can choose electives from these three thematic areas of concentration according to their research interests and focus of the study. Students are encouraged to select at least one course from each thematic area to explore the breadth of the bioengineering curriculum. Students must take at least three Engineering courses (12 credits) from the following list of elective courses.

**I. Biomechanics and Biomaterials Electives**

- Engineering Dynamics (ENGR-UH 2210) (2Cr)
- Solid Mechanics (ENGR-UH 2211) (2Cr)
- Fluid mechanics (ENGR-UH 2212) (2Cr)
- Engineering Materials (ENGR-UH 3120) (2Cr)
- Finite Element Modeling and Analysis (ENGR-UH 3230) (4Cr)
- Computer-Aided Design (ENGR-UH 3720) (2Cr)
- Quantitative Physiology (ENGR-UH 3810) (2Cr) (Electrical, Mechanical elective)
- Selected Topics in Biomedical and Health Systems (ENGR-UH 4160) (4Cr)

**II. Bioinstrumentation Electives**

- Advanced Circuits (ENGR-UH 2311) (2Cr)
- Instrumentation, Sensors, Actuators (ENGR-UH 3110) (4Cr)
- Electronics (ENGR-UH 3611) (4Cr)
- Embedded Systems (ENGR-UH 3530) (4Cr)
- Signals and Systems (ENGR-UH 3610) (4Cr)
- Fundamentals and Applications of MEMS (ENGR-UH 4141) (4Cr)

- Biosensors and Bio-chips (ENGR-UH 4142) (4Cr)
- Robotics (ENGR-UH 4330) (4Cr)
- Environmental Engineering (ENGR-UH 3411)
- Selected Topics in Biomedical and Health Systems (ENGR-UH 4160) (4Cr)

### III. Biomolecular and Cellular Engineering Electives

- Genome Biology (BIOL-UH 3115) (4Cr)
- Immunology (BIOL-UH 3116) (4Cr)
- Experimental Systems Biology (BIOL-UH 3220) (4Cr)
- Physical Chemistry: Thermodynamics and Kinetics (CHEM-UH 3011) (4Cr)

### IV. Chemistry lab (CHEM-UH 3012) (2Cr)

- Analysis of Chemical and Biological Processes (ENGR-UH 3111) (4Cr)
- Quantitative Synthetic Biology (ENGR-UH 3130) (4Cr)
- Biological Physics (PHYS-UH 3219) (4Cr)

### V. Ethics

- Bioethics (PHIL-UH 1118) (4Cr)

### Minor in Engineering for Non-Majors

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 six 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

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- 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](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS	ECC: COMPUTER PROGRAMMING FOR ENGINEERS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term ECC: DESIGN & INNOVATION
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Spring Semester

MULTIVARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 1 ETHICS	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM
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### YEAR 2

Fall Semester

LINEAR ALGEBRA	ECC: STATICS ECC: DIGITAL LOGIC	ECC: CONS. LAWS ECC: CIRCUITS	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

DIFFERENTIAL EQUATIONS / DISCRETE MATH	ENGINEERING ELECTIVE	EM PHYSICS / QS BIOLOGY	GENERAL ELECTIVE
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### YEAR 3

Fall Semester

PROBABILITY & STATISTICS ECC: NUMERICAL METHODS	ENGINEERING ELECTIVE	ENGINEERING ELECTIVE	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

ENGINEERING METHODS DISCRETE MATH / ODE / PDE / DA	ENGINEERING ELECTIVE	ENGINEERING ELECTIVE	CORE
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### YEAR 4

Fall Semester

ENGINEERING ELECTIVE CAPSTONE DESIGN I	INSTRUMENTATION	ENGINEERING ELECTIVE	CORE
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Spring Semester

CAPSTONE DESIGN II	ENGINEERING ELECTIVE	GENERAL ELECTIVE	CORE
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# BIOENGINEERING

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

1-cr Engineering Ethics course must be completed as well

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS

ECC: COMPUTER PROGRAMMING FOR ENGINEERS

GENERAL ELECTIVE

FIRST-YEAR WRITING SEMINAR

J-Term

ECC: DESIGN & INNOVATION

Spring Semester

MULTIVARIABLE CALCULUS

FOUNDATIONS OF SCIENCE 1  
ETHICS

FOUNDATIONS OF SCIENCE 2

COLLOQUIUM

### YEAR 2

Fall Semester

LINEAR ALGEBRA  
DIFFERENTIAL EQUATIONS

FOUNDATIONS OF SCIENCE 3

FOUNDATIONS OF SCIENCE 4

CORE

J-Term

GENERAL ELECTIVE

Spring Semester

ECC: CIRCUITS  
BIOENGINEERING PRINCIPLES

ECC: STATICS  
PHYSICAL CHEMISTRY

ECC: CONSERV. LAWS  
BIOTRANSPORT PHENOMENA

CORE

### YEAR 3

Fall Semester

PROBABILITY & STATISTICS  
ECC: NUMERICAL METHODS

FOUNDATIONS OF SCIENCE 5

FOUNDATIONS OF SCIENCE 6

COLLOQUIUM

J-Term

GENERAL ELECTIVE

Spring Semester

BIOENGINEERING ELECTIVE

BIOENGINEERING ELECTIVE

BIOENGINEERING ELECTIVE

GENERAL ELECTIVE

### YEAR 4

Fall Semester

BIOIMAGING  
CAPSTONE DESIGN I

BIOENGINEERING ELECTIVE

BIOMECHANICS  
BIOMATERIALS

CORE

Spring Semester

CAPSTONE DESIGN II

ECC: DIGITAL LOGIC  
PDE FOR ENGINEERS

BIOENGINEERING ELECTIVE

CORE

# CIVIL ENGINEERING

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS	ECC: COMPUTER PROGRAMMING FOR ENGINEERS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term ECC: DESIGN & INNOVATION
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Spring Semester

MULTIVARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 1 ETHICS	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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### YEAR 2

Fall Semester

LINEAR ALGEBRA	ECC: DIGITAL LOGIC ECC: STATICS	ECC: CIRCUITS ECC: CONSERV. LAWS	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

DIFFERENTIAL EQUATIONS	SOLID MECHANICS STRUCTURAL COMPONENTS	FLUID MECHANICS DYNAMICS	QS BIOLOGY	
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### YEAR 3

Fall Semester

STRUCTURAL SYSTEMS PROJECT MANAGEMENT	PROBABILITY & STATISTICS ECC: NUMERICAL METHODS	TRANSPORTATION AND TRAFFIC ENGINEERING	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

ENVIRONMENTAL ENGINEERING	CIVIL ENGINEERING ELECTIVE	DESIGN ELECTIVE DESIGN ELECTIVE	CORE	
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### YEAR 4

Fall Semester

DATA ANALYSIS CAPSTONE DESIGN I	GEOTECHNICAL ENGINEERING	CIVIL ENGINEERING ELECTIVE	CORE	
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Spring Semester

CAPSTONE DESIGN II	ENGINEERING MATERIALS STRUCTURAL MATERIALS	GENERAL ELECTIVE	CORE	
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# COMPUTER ENGINEERING

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS	ECC: COMPUTER PROGRAMMING FOR ENGINEERS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term ECC: DESIGN & INNOVATION
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Spring Semester

MULTIVARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 1 ETHICS	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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### YEAR 2

Fall Semester

LINEAR ALGEBRA	ECC: STATICS ECC: DIGITAL LOGIC	ECC: CONSERV. LAWS ECC: CIRCUITS	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

DISCRETE MATHEMATICS	ADVANCED DIGITAL LOGIC DIFFERENTIAL EQUATIONS	ADVANCED CIRCUITS OBJECT ORIENTED PROG.	EM PHYSICS / QS BIOLOGY	
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### YEAR 3

Fall Semester

COMPUTER ORGANIZATION AND ARCHITECTURE	PROBABILITY & STATISTICS ECC: NUMERICAL METHODS	DATA STRUCTURES AND ALGORITHMS	COLLOQUIUM	J-Term GENERAL ELECTIVE
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Spring Semester

OPERATING SYSTEMS	COMPUTER NETWORKS	COMPUTER ENGINEERING ELECTIVE (HARDWARE)	CORE	
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### YEAR 4

Fall Semester

C.E. ELECTIVE CAPSTONE DESIGN I	COMPUTER ENGINEERING ELECTIVE	EMBEDDED SYSTEMS	CORE	
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Spring Semester

CAPSTONE DESIGN II	COMPUTER ENGINEERING ELECTIVE	GENERAL ELECTIVE	CORE	
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# ELECTRICAL ENGINEERING

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS	ECC: COMPUTER PROGRAMMING FOR ENGINEERS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	January Term ECC: DESIGN & INNOVATION
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Spring Semester

MULTIVARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 1 ETHICS	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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### YEAR 2

Fall Semester

LINEAR ALGEBRA	ECC: STATICS ECC: DIGITAL LOGIC	ECC: CONSERV. LAWS ECC: CIRCUITS	CORE	January Term GENERAL ELECTIVE
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Spring Semester

DIFFERENTIAL EQUATIONS	ADVANCED DIGITAL LOGIC COMPLEX VARIABLES	ADVANCED CIRCUITS DISCRETE MATHEMATICS	EM PHYSICS	
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### YEAR 3

Fall Semester

SIGNALS AND SYSTEMS	PROBABILITY & STATISTICS ECC: NUMERICAL METHODS	ELECTRONICS	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

ELECTRO-MAGNETICS	ANALOG AND DIGITAL COMMUNICATION	ELECTRICAL ENGINEERING ELECTIVE	CORE	
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### YEAR 4

Fall Semester

E.E. ELECTIVE CAPSTONE DESIGN I	INSTRUMENTATION	CONTROLS	CORE	
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Spring Semester

CAPSTONE DESIGN II	ELECTRICAL ENGINEERING ELECTIVE	GENERAL ELECTIVE	CORE	
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# MECHANICAL ENGINEERING

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS OR CALCULUS	ECC: COMPUTER PROGRAMMING FOR ENGINEERS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	J-Term ECC: DESIGN & INNOVATION
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Spring Semester

MULTIVARIABLE CALCULUS	FOUNDATIONS OF SCIENCE 1 ETHICS	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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### YEAR 2

Fall Semester

LINEAR ALGEBRA	ECC: DIGITAL LOGIC ECC: STATICS	ECC: CIRCUITS ECC: CONSERV. LAWS	CORE	J-Term GENERAL ELECTIVE
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Spring Semester

DIFFERENTIAL EQUATIONS	SOLID MECHANICS STRUCTURAL COMPONENTS	FLUID MECHANICS DYNAMICS	EM PHYSICS	
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### YEAR 3

Fall Semester

MODELING & ANALYSIS OF DYNAMICAL SYSTEMS	THERMO-DYNAMICS HEAT TRANSPORT	ECC: NUMERICAL METHODS PDEs FOR ENGINEERS	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

ENGINEERING MATERIALS CAD	INSTRUMENTATION	MECHANICAL ENGINEERING ELECTIVE	CORE	
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### YEAR 4

Fall Semester

MECH. E. ELECTIVE CAPSTONE DESIGN I	PROBABILITY & STATISTICS THERMAL SYSTEMS	MECHANICAL ENGINEERING ELECTIVE	CORE	
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Spring Semester

CAPSTONE DESIGN II	MECHANICAL ENGINEERING ELECTIVE	GENERAL ELECTIVE	CORE	
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# ENGINEERING COURSES

Engineering courses are 4-credit courses that include lectures and labs, unless stated otherwise.

## FOUNDATIONS OF SCIENCE COURSES

SCIEN-UH 1101:1103

### **Foundations of Science 1: Energy & Matter**

*Crosslisted with Science*

*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.

SCIEN-UH 1201:1203

### **Foundations of Science 2: Forces & Interactions**

*Crosslisted with Science*

*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.

SCIEN-UH 1301:1304

### **Foundations of Science 3: Systems in Flux**

*Crosslisted with Science*

*Engineering discipline-specific:*

*Bioengineering (required)*

*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.

SCIEN-UH 1401:1404

### **Foundations of Science 4: Form and Function**

*Crosslisted with Science*

*Engineering discipline-specific:*

*Bioengineering (required)*

*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 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.

SCIEN-UH 1501:1503

### **Foundations of Science 5: Propagating Change**

*Crosslisted with Science*

*Engineering discipline-specific:*

*Bioengineering (required)*

*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.

SCIEN-UH 1601:1603

### **Foundations of Science 6: Oscillations and Uncertainties**

*Crosslisted with Science*

*Engineering discipline-specific:*

*Bioengineering (required)*

*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.

## **ADDITIONAL REQUIRED SCIENCE COURSES**

ENGR-UH 3130

### **Quantitative Synthetic Biology**

*Typically offered: spring*

*Crosslisted with Biology*

*Engineering discipline-specific: Bioengineering*

*(elective); Civil (required); Computer (option);*

*General Engineering (option); Mechanical (elective)*

The course focuses on 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 models along with tools from controls and dynamical systems theory to predict and engineer the dynamics of biological systems.

CHEM-UH 3101

### **Physical Chemistry for the Life Sciences**

*Typically offered: spring*

*Prerequisites: MATH-UH 1020*

*Engineering discipline-specific:*

*Bioengineering (required)*

*2 credits*

This is a 2-credit course on physical chemistry

specializes in life sciences. The physical

chemistry has broad application area in the study

of biosciences. This course is designed to give

an understanding of the principles of physical

chemistry that play crucial role in the field of

biomaterials, bioinstrumentation, mechanobiology

as well as biophysics. Students will learn physical

chemistry concepts, their interpretations and their

applications in the area of bioscience. This course

will particularly cover the three fundamental areas

of physical chemistry relevant to life sciences:

(i) equilibrium thermodynamics, (ii) chemical kinetics

and biomolecular transport, and (iii) principles

of spectroscopic and structural determination

techniques, respectively.

PHYS-UH 2115

### **Electricity and Magnetism for Engineers**

*Crosslisted with Engineering*

*Engineering discipline-specific: Computer (option);*

*Electrical (required); General Engineering (option);*

*Mechanical (required)*

## **REQUIRED MATH COURSES**

ENGR-UH 2010Q

### **Probability and Statistics for Engineers**

*Typically offered: fall*

*Prerequisite: MATH-UH 1012 or equivalent*

*Lecture and recitation included*

*2 credits*

Introductory course in probability and statistics

with an emphasis on how these topics are relevant

in engineering disciplines. Topics in probability

theory include sample spaces, and counting, random

variables (discrete and continuous), probability

distributions, cumulative density functions, rules

and theorems of probability, expectation, and

variance. Topics in statistics include sampling,

central limit theorem, and linear regression. The

course emphasizes correct application of probability

and statistics and highlights the limitations of

each method presented. *NOTE: This course may be*

*replaced with MATH-UH 1003Q or MATH-UH 2011Q*

ENGR-UH 2025

**Fundamentals of Discrete Math**

*Typically offered: spring*

*Prerequisite: MATH-UH 1012 or equivalent*

*Engineering discipline-specific: Electrical (required); General Engineering (option)*

*Lecture and recitation included*

*2 credits*

The course covers discrete mathematics. Logic, truth tables, mathematical induction, and other proof techniques are covered. Sets, relations and functions, recursive functions, basic algorithms, counting techniques, inclusion-exclusion principle, and basic graph theory and trees are also covered. *NOTE: This course may be replaced with CS-UH 1002*

ENGR-UH 2026

**Partial Differential Equations for Engineers**

*Typically offered: fall*

*Prerequisite: MATH-UH 1024 or equivalent*

*Engineering discipline-specific: Bioengineering (required); General Engineering (option); Mechanical (required)*

*Lecture and recitation included*

*2 credits*

This course presents techniques for understanding the response behavior of partial differential equations (PDEs) through studying the three basic linear PDEs that commonly appear in engineering problems; namely the Heat equation, Laplace's equation, and the Wave equation. These equations will be solved in specific situations using separation of variables and the companion methods of Fourier Series, Laplace Transform, and the Fourier Transform. Techniques for homogenizing and solving inhomogeneous PDEs will also be presented.

ENGR-UH 2027

**Introduction to Data Analysis for Engineers**

*Typically offered: fall*

*Prerequisite: ENGR-UH 2010Q or equivalent*

*Engineering discipline-specific: Civil (required); General Engineering (option)*

*Lecture and recitation included*

*2 credits*

This course introduces students to the fundamentals of data analysis. The course starts with tools used to summarize and visualize data. The focus then shifts to fitting and parameter estimation. The derivation of estimators of parameters using both maximum likelihood and least-squares techniques are covered. Analysis of the statistical properties of estimators is also covered. The course includes hands-on exercises using MATLAB.

CS-UH 1002

**Discrete Mathematics**

*Crosslisted with Computer Science;*

*Sound and Music Computing*

*Engineering discipline-specific: Computer (required); General Engineering (option)*

MATH-UH 1012Q

**Calculus with Applications to Science and Engineering**

*Crosslisted with Biology; Chemistry; Computer Science; Mathematics; Physics*

MATH-UH 1020

**Multivariable Calculus with Applications to Science and Engineering**

*Crosslisted with Biology; Chemistry; Mathematics; Physics*

MATH-UH 1022

**Linear Algebra**

*Crosslisted with Mathematics; Physics*

*Engineering discipline-specific: Civil (required); Computer (required); Electrical (required);*

*General Engineering (required); Mechanical (required)*

MATH-UH 1023

**Fundamentals of Linear Algebra**

*Crosslisted with Mathematics*

*Engineering discipline-specific:*

*Bioengineering (required)*

*2 credits*

MATH-UH 1024

**Fundamentals of Ordinary Differential Equations**

*Crosslisted with Mathematics*

*Engineering discipline-specific:*

*Bioengineering (required); Computer (required);*

*General Engineering (option)*

*2 credits*

MATH-UH 2010

**Ordinary Differential Equations**

*Crosslisted with Mathematics; Physics*

*Engineering discipline-specific: Civil (required);*

*Electrical (required); General Engineering (option);*

*Mechanical (required)*

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**ENGINEERING COMMON COURSES**

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ENGR-UH 1000

**Computer Programming for Engineers**

*Typically offered: fall*

*Prerequisite: Restricted to Freshmen and Sophomores only*

*Crosslisted with Sound and Music Computing*

The objective of the course is for students to acquire the fundamental knowledge of computer programming, develop transferable programming skills, and learn to solve engineering problems via programming. The course is primarily based on the C++ programming language and an introduction to another programming language such as MATLAB (to demonstrate transferring programming knowledge from one language to another). The course explores the application of engineering computation in various engineering domains including mechanical, civil, computer, and electrical engineering. The following topics

are covered: introduction to computer systems, standard input/output, file input/output, decision structures, loop structures, functions, arrays, addressing, dynamically allocated memory, structures, introduction to object oriented programming, problem solving via programming algorithm design, and applications in another programming language such as MATLAB.

ENGR-UH 1010  
**Engineering Ethics**

*Typically offered: spring*

*Lecture only*

*1 credit*

Real-world engineering problems require engineers with theoretical mastery of their chosen field as well as dexterity with a broad range of conceptual and practical tools. Professional ethics as well as the concepts and practical applications of field research and ethnography are introduced. Students research, discuss, and analyze relevant aspects of engineering ethics case studies and apply learned techniques of cultural discovery to reflect on the challenges, opportunities, and aspirations of communities within which students will be embedded as active participant observers.

ENGR-UH 1021J  
**Design and Innovation**

*Typically offered: January*

*Prerequisite: ENGR-UH 1000*

*Crosslisted with Design; Interactive Media*

*2 credits*

This engineering course is an intensive introduction to innovation philosophies and practices around the broad realms of the iterative design process (discover, ideate, make, expose). 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. *NOTE: This course is open only to NYU Abu Dhabi students.*

ENGR-UH 2011  
**Engineering Statics**

*Typically offered: fall*

*Prerequisite: Foundations of Science 1 & 2*

*2 credits*

This course introduces students to the field of mechanics through study of rigid bodies in static equilibrium. Knowledge 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, techniques, theory, 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*

*2 credits*

Conservation laws play a fundamental role in the analysis of engineering problems by providing a framework to derive 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*

*2 credits*

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 2017  
**Numerical Methods**

*Typically offered: fall*

*Prerequisites: ENGR-UH 1000 and MATH-UH 1024 or equivalent*

*2 credits*

This course provides an introduction to the methods, techniques, theory, and application of numerical methods in the solution of engineering problems. Topics to be covered include the following: finding roots of equations, numerical differentiation and

integration, time marching methods in solving ordinary differential equations, and optimization. MATLAB software is the primary computing environment.

ENGR-UH 2019

### **Circuits Fundamentals**

*Typically offered: fall*  
*2 credits*

This module provides an introduction to electrical circuits. The topics covered include DC circuits, passive DC circuit elements, Kirchoff'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 source free and forced responses of RL, RC and RLC circuits.

## **ENGINEERING REQUIRED AND ELECTIVE COURSES**

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ENGR-UH 1801

### **Bioengineering Principles**

*Typically offered: spring*  
*Engineering discipline-specific: Bioengineering (required); General Engineering (elective)*

This introductory course is designed to give freshmen and sophomores a glimpse of a broad selection of bioengineering topics that are currently underway in the field of biomechanics, biomaterials, bioimaging, and bioinstrumentation as well as in mechanobiology and biophysics. Students will become familiar with bioengineering applications in the various areas and see how engineering principles can be applied to solve a variety of biological and biomedical problems. This seminar-style lectures will also give students perspectives about the possibilities of working as bioengineers in academia and industry.

ENGR-UH 2112

### **Engineers for Social Impact**

*Typically offered: spring*  
*Prerequisite: Sophomore standing*  
*Field experience included*  
*2 credits*

This course is intended for students who are highly motivated and seek the opportunity to investigate and co-develop transformative concepts and solutions wherein the application of engineering and design methodologies are put to productive use in affecting social impact. Students with the necessary background course work and who, in the opinion of the faculty, possess intellectual independence and ability may register for this course. The course includes a required fieldwork component to be completed during spring break with the supervision of the faculty involved in this course. Course application forms available from the instructor.

ENGR-UH 2113

### **Introduction to Manufacturing Processes**

*Typically offered: fall*  
*Prerequisite is ENGR-UH 1021J*  
*Engineering discipline-specific: General Engineering (elective); Mechanical (elective)*

This course introduces students to the various manufacturing processes and their basic principles. Topics in this course include overview of different manufacturing processes and their applications, metal-casting fundamentals and processes, metal-forming processes including rolling, forging, extrusion, drawing, sheet-metal and powder-metal processes, fundamentals and types of machining processes, welding and other joining processes. The last part of this course will cover non-conventional manufacturing processes such as electrochemical machining, electrical-discharge machining, and abrasive jet machining and additive manufacturing (3D printing). Lab tours, experimental demonstrations and one 3D printing lab session will be part of the course.

ENGR-UH 2210

### **Engineering Dynamics**

*Typically offered: spring*  
*Prerequisite: ENGR-UH 2011*  
*Engineering discipline-specific: Civil (required); General Engineering (elective); Mechanical (required)*  
*2 credits*

This course introduces students to the principles of rigid dynamics. The course covers both kinematic (geometric aspects of motion) and kinetic (analysis of forces causing motion) approaches. The first section of the course focuses on particle dynamics, with rigid body dynamics covered in the second section. The applications of these methods to engineering problems are presented, and students have the opportunity for extensive practice in applying these principles. Specific topics include the following: rectilinear and curvilinear motion, equations of motion for a system of particles, work and energy for a system of particles, linear impulse and momentum for a system of particles, angular momentum, relative and absolute motion analysis, rigid body rotation, and general 2D rigid body motion.

ENGR-UH 2211

### **Solid Mechanics**

*Typically offered: spring*  
*Prerequisite: ENGR-UH 2011*  
*Engineering discipline-specific: Civil (required); General Engineering (elective); Mechanical (required)*  
*2 credits*

Designed as a first course in the mechanics of materials, this course introduces students to the basic concepts of stress and strain in the normal and tangential directions, and the two dimensional transformations of stress and strain. Topics include stress-strain relationships for members subject to axial forces, torsion, bending moments, and shear forces.

ENGR-UH 2212

### **Fluid Mechanics**

*Typically offered: spring*

*Prerequisite: ENGR-UH 2012*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective); Mechanical (required)*

*2 credits*

This course introduces students to the basic principles and equations of fluid mechanics. This course covers properties and definitions of fluids, hydrostatics, Bernoulli's Equation and the use of control volume analysis and conservation laws previously introduced in the curriculum. These concepts are applied to internal flows, such as within a pipe, duct, or channel and to external flows, such as over flat surfaces and airfoils. The course introduces dimensional analysis and flow similitude. Common methods used for flow measurement in closed systems and open channels are also introduced. This course is limited to incompressible flow regimes.

ENGR-UH 2310

### **Advanced Digital Logic**

*Typically offered: spring*

*Prerequisite: ENGR-UH 2013*

*Engineering discipline-specific: Computer (required);*

*Electrical (required); General Engineering (elective)*

*2 credits*

This course follows Digital Logic and tops it up by covering sequential circuit design. The course will involve in-depth discussions on memory elements such as various types of latches and flip-flops, finite state machine analysis and design, random access memories, FPGAs, and high-level hardware description language programming such as VHDL. The course touches upon concepts such as testing of logic designs.

ENGR-UH 2311

### **Advanced Circuits**

*Typically offered: spring*

*Prerequisite: ENGR-UH 2019*

*Engineering discipline-specific: Bioengineering*

*(elective); Computer (required); Electrical*

*(required); General Engineering (elective)*

*2 credits*

This course builds on the foundations of the Circuits Fundamentals Course. The topics covered include sinusoidal steady-state response, complex voltage, current and the phasor concept; impedance, admittance; average, apparent and reactive power; polyphase circuits; node and mesh analysis for AC circuits; frequency response; parallel and series resonance; and, operational amplifier circuits.

ENGR-UH 2510

### **Object-Oriented Programming**

*Typically offered: spring*

*Prerequisite: ENGR-UH 1000*

*Engineering discipline-specific:*

*Computer (required); Electrical (elective);*

*General Engineering (elective)*

*2 credits*

This intermediate-level programming course focuses on object oriented programming using C++. Classes and objects including constructors, destructors, member functions and data members. Topics in this course include data representation, pointers, dynamic memory allocation and recursion, inheritance and templates, polymorphism, the process of compiling and linking using makefiles, memory management, exceptional control flow, introduction to performance evaluation, and optimization.

ENGR-UH 2610

### **Fundamentals of Complex Variables**

*Typically offered: spring*

*Prerequisite: MATH-UH 1020 or equivalent*

*Engineering discipline-specific: Computer (elective);*

*Electrical (required); General Engineering (elective)*

*Lecture and recitation included*

*2 credits*

The course covers functions of a complex variable. The topics covered are: derivatives and Cauchy-Riemann equations, Integrals and Cauchy integral theorem, harmonic functions, the exponential function, trigonometric functions, logarithmic functions, Contour integrals, anti-derivatives, Cauchy-Goursat theorem, Cauchy integral formula, Liouville's theorem, fundamental theorem of algebra, power and Laurent series, and residue theory.

ENGR-UH 2810

### **Biomechanics**

*Typically offered: fall*

*Prerequisite or corequisite is ENGR-UH 2011*

*Engineering discipline-specific: Bioengineering*

*(required); General Engineering (elective);*

*Mechanical (elective)*

*2 credits*

This first undergraduate course in biomechanics introduces fundamentals principles of solid mechanics applied to related anatomical features excerpted from musculoskeletal physiology. Concepts of loading stresses, strains, stress-strain relationship, deformable bodies, contact mechanics, friction, and solving static equilibrium problems using free body diagram will be applied to bone, cartilage, and ligaments, and functional systems, highlighting biological composition, concepts of form versus function, and adaptation in musculoskeletal physiology.

ENGR-UH 2811

### **Biotransport Phenomena**

*Typically offered: spring*

*Prerequisites are FoS 1-2, MATH-UH 1021 and*

*(MATH-UH 1024 or MATH-UH 2010)*

*Engineering discipline-specific: Bioengineering*

*(required); General Engineering (elective);*

*Mechanical (elective)*

*2 credits*

Knowledge and understanding of transport processes is essential in characterizing physiological and cellular processes, designing

biomedical devices, and developing new therapies. This course introduces students to transport phenomena in biological systems such as arteries and skin tissues through an integrated study of momentum, mass, and energy transfer using control volumes, conservation relations, boundary conditions, and dimensionless groups.

ENGR-UH 2812

### **Bioimaging**

*Typically offered: spring*

*Prerequisites are FoS 3 & 4 or PHYS-UH 2115*

*Engineering discipline-specific: Bioengineering (required); Computer (elective); Electrical (elective); General Engineering (elective)*

*2 credits*

This introductory course to Bioimaging is designed to provide an understanding on how images of organs, tissues, cells and molecules can be obtained using different forms of penetrating radiation and waves. Students will learn the imaging techniques used for soft and hard tissue visualization such as X-ray, Computed Tomography (CT), Ultrasound (US), Magnetic Resonance Imaging (MRI), Spectroscopy and Optical Imaging. The course will give students an insight into the theoretical physics of imaging, real-life clinical applications of these modalities and demonstration of post-processing of the images using high-level programming.

ENGR-UH 3110

### **Instrumentation, Sensors, Actuators**

*Typically offered: fall*

*Prerequisite: ENGR-UH 2019*

*Crosslisted with Heritage Studies*

*Engineering discipline-specific: Bioengineering (elective); 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 system response characteristics, analog signal processing, analog to digital conversion, data acquisition, sensors, actuators and actuator characteristics. The laboratory involves topics related to the design of measurement systems pertaining to all disciplines of engineering such as data acquisition, operational amplifiers, sensors for the 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.

ENGR-UH 3111

### **Analysis of Chemical and Biological Processes**

*Typically offered: fall*

*Engineering discipline-specific: Bioengineering (elective); Civil (elective); General Engineering (elective)*

Many problems can arise in the design of a new process 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 non-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.

ENGR-UH 3120

### **Engineering Materials**

*Typically offered: fall*

*Engineering discipline-specific: Civil (required);*

*General Engineering (required); Mechanical (required)*

*2 credits*

Designed as a first course in materials, this course introduces students to engineering properties of materials, applying basic principles of the atomic and crystal structure of solids to the study of properties as well as to the selection and use of engineering materials. The course content includes examination of engineering materials such as metals, plastics, and composites with an emphasis on material selection. Through an immersive laboratory component, the course has an emphasis on experiential learning of the basic structure and properties of metallic, polymeric, semiconducting, ceramic, and composite materials.

ENGR-UH 3210

### **Structural Components Analysis**

*Typically offered: spring*

*Prerequisite: ENGR-UH 2211*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective); Mechanical (required)*

*2 credits*

The course introduces students to the fundamentals of structural components analysis thus enabling them to employ that knowledge for structural analysis and for design of structural members. Topics include: three-dimensional analysis of stress; torsion of thin-walled sections; inelastic torsion; analysis of composite and unsymmetric beams; inelastic bending; beam deflections; elastic buckling of columns; and strength failure criteria.

ENGR-UH 3230

### **Finite Element Modeling and Analysis**

*Typically offered: fall*

*Prerequisites: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024*

*Engineering discipline-specific: Bioengineering (elective); Civil (elective); General Engineering (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 structure, and solution of the resulting system 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.

ENGR-UH 3320

### **Very Large Scale Integration Circuit Design**

*Offered occasionally*

*Prerequisites: ENGR-UH 2310 and ENGR-UH 2311*

*Engineering discipline-specific: Computer (elective); also qualifies as hardware elective); Electrical (elective); General Engineering (elective)*

The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and Spice models; inverter static and dynamic behavior and power dissipation; interconnects: cross talk, variation and transistor sizing; logic gates and combinational 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 circuit (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.

ENGR-UH 3331

### **Computer Vision**

*Typically offered: fall*

*Prerequisites: ENGR-UH 1000 and MATH-UH 1022 or MATH-UH 1023*

*Crosslisted with Interactive Media*

*Engineering discipline-specific: Civil (elective);*

*Computer (elective); Electrical (elective);*

*General Engineering (elective)*

*Counts towards IM 2000-Level*

*2 credits*

An important goal of artificial intelligence (AI) is to equip computers with the capability of interpreting visual inputs. Computer vision is an area in AI that deals with the construction of explicit, meaningful descriptions of physical objects from images. It includes the techniques for image processing, pattern recognition, geometric modeling, and cognitive processing. This course introduces students to the fundamental concepts and techniques used in computer vision, which includes image representation, image pre-processing, edge detection, image segmentation, object recognition and detection, and neural networks and deep

learning. In addition to learning about the most effective machine learning techniques, students will gain the practical implementation of applying these techniques to real engineering problems.

ENGR-UH 3332

### **Applied Machine Learning**

*Typically offered: fall*

*Prerequisites are: ENGR-UH 1000 (or CS-UH 1001) & ENGR-UH 3510 (or CS-UH 1050 & CS-UH 1052 & CS-UH 2218) & MATH-UH 1022 & ENGR-UH 2010Q (or MATH-UH 2011Q)*

*Crosslisted with Computer Science*

*Engineering discipline-specific: Civil (elective);*

*Computer (elective); Electrical (elective); General*

*Engineering (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.

ENGR-UH 3410

### **Structural Systems**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3210*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective); Mechanical*

*(elective)*

*2 credits*

The course provides an in-depth coverage of structural analysis techniques. Topics in this course include: analysis of statically determinate beams, frames and trusses; influence lines for determinate beams and trusses; deflection calculations using geometrical and energy methods; analysis of statically indeterminate structures using superposition; slope deflection; moment distribution; and matrix analysis of structures. The course includes computer assignments using commercial structural analysis software.

ENGR-UH 3411

### **Environmental Engineering**

*Typically offered: fall*

*Prerequisite: ENGR-UH 2212*

*Engineering discipline-specific: Bioengineering*

*(elective); Civil (required); General Engineering*

*(elective); Mechanical (elective)*

This course introduces application of engineering and scientific principles to protect and preserve human health and the environment. It embraces broad environmental topics and concerns, including

mass and energy transfer, environmental chemistry, mathematics of growth, water pollution, water quality control, air pollution, global climate change and solid waste management; and laboratory analysis of water and wastewater samples and treatment process tests. Students gain an understanding of the interrelatedness of environmental problems around the world and how different socioeconomic, technological, ethical, and other factors can impact both the environment and the approach to solving environmental problems. Factors and parameters affecting design of environmental systems are discussed and design in environmental engineering is introduced.

ENGR-UH 3412

### **Geotechnical Engineering**

*Typically offered: fall*

*Prerequisites: ENGR-UH 2211 and ENGR-UH 2212*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective)*

This course introduces soil mechanics and foundation engineering, including origin of soils; phase relationships; classification of soils; permeability; effective stress; seepage; consolidation; shear strength; slope stability; and bearing capacity. Design in geotechnical engineering is introduced and parameters affecting design are discussed.

ENGR-UH 3413

### **Transportation and Traffic Engineering**

*Typically offered: fall*

*Prerequisites: ENGR-UH 1000, ENGR-UH 2210, and MATH-UH 1024*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective)*

The course introduces students to fundamental concepts that underlie highway design, traffic operations and control, and transportation systems. The course begins with vehicle performance and the role it has on road design. We later cover the fundamentals of traffic flow theory and operations. In combination with such fundamentals we also discuss the use and collection of traffic data, as well as more advanced concepts on traffic safety, public transportation, and traffic management and control. Moreover, we look at clear applications of the concepts covered in class with a real-world student led project

ENGR-UH 3420

### **Project Management**

*Typically offered: fall*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective); Mechanical (elective)*

*2 credits*

This course is designed to lay down the foundation of the different concepts, techniques, and tools for successful project management with an emphasis on construction projects. At the end of this course students will have a good understanding of the

different project management knowledge areas, the phases required for successful project management, and the role of a project manager. The main contents of the course are summarized in the following topics: project and organization structures, scheduling, resource management, cost estimating, risk management, and interpersonal skills.

ENGR-UH 3430

### **Steel Structures Design**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3410*

*Engineering discipline-specific: Civil (elective);*

*also qualifies as design elective);*

*General Engineering (elective)*

*2 credits*

This course examines structural steel design principles and techniques based on the Load Resistance Factor Design (LRFD). A detailed treatment of material properties and design based on American Institute of Steel Construction (AISC) codes is provided. Topics include: design of tension and compression members; design of beams and beam-columns; design for serviceability limit states; and design of simple bolted and welded connections. The course includes a design project in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-UH 3431

### **Concrete Structures Design**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3410*

*Engineering discipline-specific: Civil (elective);*

*also qualifies as design elective);*

*General Engineering (elective)*

*2 credits*

This course offers a detailed treatment of the design of reinforced concrete members. Topics include: material properties of reinforced concrete, American Concrete Institute (ACI) load and resistance factors; flexural design of beams and one-way slabs; shear and diagonal tension in beams; serviceability and reinforcement detailing; and design of reinforced concrete columns. The course includes a design project in which students work in groups to simulate and solve specific design problems using structural analysis and design software.

ENGR-UH 3432

### **Water and Wastewater Systems Design**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3411*

*Engineering discipline-specific: Civil (elective);*

*also qualifies as design elective);*

*General Engineering (elective)*

*2 credits*

This course introduces students to the concepts of design related to solving problems in environmental engineering. It provides an exposure to real-world problems in water systems and wastewater

treatment. Students work in small teams and experience the design process, including the definition of the design objectives and constraints, formation of the design concept, synthesis, and analysis of design options, as well as the development and testing of the proposed solution.

ENGR-UH 3433

### **Advanced Structural Design and Retrofitting**

*Typically offered: spring*

*Prerequisite is ENGR-UH 3431*

*Engineering discipline-specific: Civil (elective; also qualifies as design elective);*

*General Engineering (elective)*

*2 credits*

The course offers a treatment of advanced topics in the analysis, design and retrofitting of structural systems. Topics include: (a) Advanced reinforced concrete (RC): 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 assignments in which students work to simulate and solve design problems.

ENGR-UH 3510

### **Data Structures and Algorithms**

*Typically offered: fall*

*Prerequisite: ENGR-UH 1000 and ENGR-UH 2510*

*Corequisite: ENGR-UH 2025*

*Crosslisted with Sound and Music Computing*

*Engineering discipline-specific:*

*Computer (required); Electrical (elective);*

*General Engineering (elective)*

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 Floyd's 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.

ENGR-UH 3511

### **Computer Organization and Architecture**

*Typically offered: fall*

*Prerequisite: ENGR-UH 2310*

*Engineering discipline-specific:*

*Computer (required); Electrical (elective);*

*General Engineering (elective)*

The course introduces 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, mechanization of procedure calls, memory management, arithmetic and logical unit, virtual and cache memory organization, I/O processing and interrupts, fundamental of reliability aspects. The course also covers performance and distributed system models. 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.

ENGR-UH 3512

### **Computer Networks**

*Offered occasionally*

*Engineering discipline-specific:*

*Computer (required); Electrical (elective);*

*General Engineering (elective)*

The course introduces the basic concepts of computer and communication networks, including flow control, congestion control, end-to-end reliability, routing, framing, error-recovery, multiple access, and statistical multiplexing. There is in-depth presentation of the different networking layers, with emphasis on the Internet reference model. Protocols and architectures such as the TCP, IP, Ethernet, wireless networks etc. are described in order to illustrate important networking concepts. The course includes an introduction to quantitative analysis and modeling of networks. The labs cover basic concepts of computer networking and applications, and require students to use existing networking APIs to create and build computer network prototypes and real-life applications.

ENGR-UH 3515

### **Database Systems**

*Offered occasionally*

*Prerequisite: ENGR-UH 3510*

*Engineering discipline-specific: Computer (elective);*

*General Engineering (elective)*

The course covers modeling an application and logical database design, the relational model and relational data definition and data manipulation languages, design of relational databases and normalization theory, physical database design, query processing and optimization, transaction processing focusing on concurrency and recovery. The social and ethical responsibility of database architects and administrators are also discussed. Lab sessions emphasize experiential learning of database systems and applications and an insight into various database management systems and query languages.

ENGR-UH 3520

### **Operating Systems**

*Offered occasionally*

*Prerequisites: ENGR-UH 3510 and ENGR-UH 3511*

*Engineering discipline-specific: Computer (required); General Engineering (elective)*

This course discusses the operating systems that run computers. The course is designed to familiarize students with operating systems, user and program interfacing concepts. Topics include an overview of user interface, process structure, creation and context switching; system calls; process cooperation, memory management; virtual memory, I/O management; interrupt handling, file structures; directories, fault-tolerance. The course includes discussion of the role of the operative system in security systems and related ethical practice.

ENGR-UH 3530

### **Embedded Systems**

*Typically offered: fall*

*Prerequisites: ENGR-UH 2310 and ENGR-UH 2510*

*Engineering discipline-specific: Bioengineering (elective); Computer (required); Electrical (elective); General Engineering (elective)*

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.

ENGR-UH 3610

### **Signals and Systems**

*Typically offered: fall*

*Prerequisite: MATH-UH 1012 or equivalent*

*Corequisite: ENGR-UH 2610*

*Crosslisted with Sound and Music Computing*  
*Engineering discipline-specific: Bioengineering (elective); Computer (elective); Electrical (required); General Engineering (elective)*

This module covers analytical techniques for analyzing, characterizing and synthesizing engineering systems. Systems approaches where the entire system or each of the sub-systems is considered as single units are introduced. 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 introduction 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 their relevance to the time 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 3611

### **Electronics**

*Typically offered: fall*

*Prerequisite: ENGR-UH 2019*

*Crosslisted with Physics*

*Engineering discipline-specific: Bioengineering (elective); Computer (elective); also qualifies as hardware elective); Electrical (required); General Engineering (elective)*

This course focuses on fundamentals of electronics theory and design. The topics covered include semiconductor physics, diodes, diode circuits such as limiters, clamps; bipolar junction transistors; small-signal models; cut-off, saturation, and active regions; common emitter, common base and emitter-follower amplifier configurations; field-effect transistors (MOSFET and JFET); biasing; small-signal models; common-source and common gate amplifiers; and integrated circuit MOS amplifiers. The laboratory experiments include the design, building and testing of diode circuits, including rectifiers, BJT biasing, large signal operation and FET characteristics, providing hands-on experience of design, theory and applications, with emphasis on small signal analysis and amplifier design. The course also covers the design and analysis of small-signal bipolar junction transistor and field-effect transistor amplifiers; and, diode circuits. The students are introduced to designing and analyzing circuits using the LTSPICE or Cadence simulation tool.

ENGR-UH 3613

### **Electromagnetics**

*Typically offered: spring*

*Prerequisites: ENGR-UH 2311 and ENGR-UH 2610*

*Engineering discipline-specific: Electrical (required); General Engineering (elective)*

Electromagnetic wave propagation in free space and in dielectrics is studied starting from a consideration of distributed inductance and capacitance on transmission lines. Electromagnetic plane waves are obtained as a special case. Reflection and transmission at discontinuities are discussed for pulsed sources, while impedance transformation and matching are presented for harmonic time dependence. Snell's law and the reflection and transmission coefficients at dielectric interfaces are derived for normal and obliquely propagating plane waves. Guiding of waves by dielectric and by metal waveguides is demonstrated.

ENGR-UH 3620

### **Analog and Digital Communication Theory**

*Typically offered: spring*

*Prerequisite: ENGR-UH 3610*

*Crosslisted with Sound and Music Computing*

*Engineering discipline-specific: Electrical (required);*

*General Engineering (elective)*

The course introduces the principles of the various analog communication fundamentals. Topics covered include: analog modulation techniques such as FM, AM, and PM; noise performance of various receivers; and digital data transmission, data encoding, BER, modulation techniques such as ASK, FSK, PSK and QAM, and the 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*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective); General Engineering (elective)*

The course introduces the basic concepts of multimedia enabling technologies, services, and applications. Topics covered in this course include image and video compression and standards, multimedia networking standards and protocols (such as RTP, RTSP, and IRTSP), multimodality and synchronization, Multimedia Internet, Quality of Service and Quality of Experience, and Multimedia Security and digital 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*

*Engineering discipline-specific: General Engineering (elective); Mechanical (required)*

*2 credits*

This course introduces students to the basic concepts of thermodynamics and their applications to engineering problems. The following topics are covered in this course: properties of pure substances; concepts of work and heat; closed and open 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*

*Crosslisted with Design; Interactive Media*

*Engineering discipline-specific: Bioengineering*

*(elective); General Engineering (elective);*

*Mechanical (required)*

*Counts towards IM 2000-Level or 3000-Level  
2 credits*

This course provides an introduction to computer-aided design (CAD) using solid modeling. Students learn to create solid object models using extrusions, revolutions, and swept paths, and learn to modify parts using cutting, patterns, 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: fall*

*Prerequisites: ENGR-UH 2012, ENGR-UH 2019,*

*ENGR-UH 2210, and MATH-UH 1024*

*Engineering discipline-specific: General Engineering (elective); Mechanical (required)*

This course presents techniques for developing and analyzing mathematical models of mechanical, electrical, electromechanical, fluid and thermal systems. Transient, steady-state, and frequency responses of single- or multi- degree of freedom systems with lumped parameters are determined using analytical and numerical methods. Linearization and state-space representation of Dynamical Systems are also presented. Linear free- and forced vibrations in single- and multi-degree-of-freedom systems are discussed and methods of vibration absorption and isolation are introduced.

ENGR-UH 3750

### **Vibrations**

*Offered occasionally*

*Prerequisites: ENGR-UH 2210 and MATH-UH 1024*

*Engineering discipline-specific: General Engineering (elective); Mechanical (elective)*

*2 credits*

This course introduces students to vibrations of rigid bodies supported by an elastic component (i.e. simple spring-mass systems). The course covers response of systems subjected to free, transient, and forced vibration situations. Starting with single-degree-of-freedom 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 excitation, and involves concepts such as digital acquisition of signals from accelerometers, signal conditioning and frequency spectrum analysis to determine the natural frequencies of the structure.

ENGR-UH 3751

### **Heat Transport**

*Typically offered: fall*

*Prerequisites: ENGR-UH 2212 and ENGR-UH 3710*

*Engineering discipline-specific: General Engineering (elective); Mechanical (required)*

*2 credits*

This course introduces students to the basic principles and engineering applications of heat transfer. Fundamental concepts and principles of conduction, convection, and radiation heat transfer are introduced and the pertinent governing equations are developed. This is followed by the application of these equations in analysis of heat transfer systems such as fins and heat exchangers. The following topics are covered in this course: introduction to conduction, convection, and radiation; one-dimensional, steady-state conduction; multi-dimensional, steady-state conduction; lumped capacitance method in transient conduction; one-dimensional transient conduction; introduction to convection; internal and external forced convection; and principles of radiative heat transfer.

ENGR-UH 3810

### **Quantitative Physiology**

*Typically offered: fall*

*Prerequisites: Foundations of Science 3 & 4 and MATH-UH 1024*

*Crosslisted with Biology*

*Engineering discipline-specific: Bioengineering (elective); General Engineering (elective);*

*Mechanical (elective)*

*2 credits*

This course introduces students to developing a framework that allows them to build computational models to quantitatively describe physiology. Selected concepts from prerequisite courses are used to examine essential elements of physiology at various resolutions. We first begin by using the endocrine system to demonstrate hormone mediated cell-to-cell communication, following that is the examination on regulation of blood glucose-insulin levels achieved by the pancreas and the liver. Modeling methodologies will be imparted through studio-based learning and projects. Participants will additionally hone their skillsets in experimental planning, data interpretation and presentation of results.

ENGR-UH 4141

### **Fundamentals and Applications of MEMS**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3110*

*Engineering discipline-specific: Bioengineering (elective); Electrical (elective); General Engineering (elective); Mechanical (elective)*

This course introduces students to the multi-disciplinary and exciting field of Micro-Electro-Mechanical Systems (MEMS) technology. It covers several cases of existing MEMS devices, their applications and limitations. The course also covers fundamentals of micromachining and

micro-fabrication techniques that are central to the production of MEMS devices. Furthermore, the course introduces the design and analysis principles of several MEMS devices such as capacitive, piezoelectric, electrostatic sensors and actuators, MEMS-based medical and surgical devices, and biomedical lab-on-a-chip device. The course includes several lectures on the concepts of MEMS design processes, assembly, and packaging. Several types of assignments are included during this course, such as 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*

*Engineering discipline-specific: Bioengineering (elective); Computer (elective; also qualifies as hardware elective); Electrical (elective); General Engineering (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 biosystems in sensors and bioelectronics. The course provides students with detail of methods and procedures used in the design, fabrication, and application of biosensors and bioelectronic devices. The fundamentals of measurement science are applied to optical, electrochemical, mass, and pressure signal 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*

*Engineering discipline-specific: Bioengineering (elective)*

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 for credit. The 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 2010Q and MATH-UH 1023*

*Engineering discipline-specific: Civil (elective);*

*Computer (elective); Electrical (elective); General*

*Engineering (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 by thousands of successful companies to help them to 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

### **Hardware Security**

*Offered occasionally*

*Prerequisites: ENGR-UH 2310*

*Engineering discipline-specific: Computer (elective);*

*also qualifies as hardware elective); Electrical*

*(elective); General Engineering (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; hardware 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**

*Offered occasionally*

*Prerequisite: MATH-UH 1023*

*Engineering discipline-specific: Bioengineering*

*(elective); Computer (elective); Electrical (elective);*

*General Engineering (elective); Mechanical (elective)*

This course presents 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*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective); General Engineering (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 properties; market equilibrium and pricing; auction and mechanism design; optimal auctions; revenue-equivalence theorem; social choice viewpoint; cooperative game theory; network effects and games over networks.

ENGR-UH 4420

### **Urban Infrastructure Systems**

*Offered occasionally*

*Crosslisted with Urbanization*

*Engineering discipline-specific: Civil (elective);*

*General Engineering (elective)*

The course provides a basic descriptive overview of key urban infrastructure systems and technologies with reference to management, operation, and maintenance of these systems. These systems include infrastructure of water supply; solid and liquid waste treatment and disposal, mass transit, power, communication networks, and buildings, roads and bridges.

ENGR-UH 4421

### **Water Resources Engineering**

*Offered occasionally*

*Prerequisite: ENGR-UH 2212*

*Engineering discipline-specific: Civil (elective);*

*General Engineering (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 ground-water supplies; water demand; and development of water resources for multiple purposes.

ENGR-UH 4423

### **Production and Logistics Management**

*Typically offered: spring*

*Prerequisite: MATH-UH 2010Q*

*Engineering discipline-specific: Civil (elective);*

*General Engineering (elective); Mechanical (elective)*

This course provides an introduction to operations

research models and techniques developed for a variety of problems arising in production and logistical systems. The course focuses on planning models for production, inventory, and distribution strategies. Topics include production planning, inventory management with deterministic demand, inventory management with stochastic demand, operations scheduling, facility location problems, and routing problems.

ENGR-UH 4430

### **Monitoring for Smart Cities**

*Offered occasionally*

*Crosslisted with Urbanization*

*Engineering discipline-specific: Civil (elective);*

*General Engineering (elective)*

This course covers approaches for instrumentation and monitoring for condition assessment of physical civil infrastructure and the natural 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*

*Engineering discipline-specific: Civil (elective; also qualifies as design elective); General Engineering (elective)*  
*2 credits*

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 braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-UH 4433

### **Structure and Properties of Civil Engineering Materials**

*Typically offered: spring*

*Prerequisite: ENGR-UH 3120*

*Engineering discipline-specific: Civil (required);*

*General Engineering (elective)*

In this course, students are introduced to the structure and properties of civil engineering materials such as asphalt, cements, concrete, geological 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 responses. Laboratory tests include evaluation of behavior of these materials under a wide range of conditions.

ENGR-UH 4434

### **Water Desalination Engineering**

*Typically offered: spring*

*Prerequisites: ENGR-UH 2212, ENGR-UH 3411 and ENGR-UH 3432*

*Engineering discipline-specific:*

*Civil (elective; also qualifies as design elective);*

*General Engineering (elective)*

*2 credits*

Desalination 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 and reverse osmosis as well as other emerging techniques used on both small and large scales to desalt brackish water and seawater. The course introduces to the students a design concept of desalination processes. This will prove invaluable for a future career in many areas of engineering.

ENGR-UH 4460

### **Selected Topics in Urban Systems**

*Offered occasionally*

*Prerequisite: Junior standing*

*Engineering discipline-specific: Civil (elective);*

*General Engineering (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*

*Engineering discipline-specific: Computer (elective);*

*General Engineering (elective)*

*Counts towards IM 2000-Level or 3000-Level*

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*

*Engineering discipline-specific: Computer (elective);*

*General Engineering (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*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective); General Engineering (elective)*

This course covers techniques in advanced 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 theory of NP completeness 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**

*Offered occasionally*

*Prerequisite: Junior standing*

*Crosslisted with Computer Science*

*Engineering discipline-specific: Civil (elective);*

*Computer (elective); Electrical (elective);*

*General Engineering (elective); Mechanical (elective)*

*(applicability dependent upon topic)*

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. Different topics may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor. Topics:1. Hardware Security: Computer Engineering electives; Computer Engineering Hardware electives, Electrical Engineering electives, General Engineering electives.2. Machine Learning: Civil Engineering electives, Computer Engineering electives Electrical Engineering electives, General Engineering electives, Mechanical Engineering electives.3. Introduction to Computer Vision: Computer Engineering

electives, Electrical Engineering electives, General Engineering electives.

ENGR-UH 4610

### **Control Systems Engineering**

*Typically offered: fall*

*Prerequisite: ENGR-UH 3110*

*Engineering discipline-specific: Electrical (required);*

*General Engineering (elective); Mechanical (elective)*

The course introduces the principles of dynamic system modeling, analysis, and feedback control design with extensive, hands-on computer simulation. Modeling and analysis of dynamic systems. Description of interconnected systems via transfer functions and block/signal-flow diagrams. System response characterization as transient and steady-state responses and error considerations. Stability of dynamical systems: Routh-Hurwitz criterion. Controller design using root-locus and Bode-diagrams (frequency domain). Introduction to modern state-space controller designs. Computer-aided feedback control design for mechanical, aerospace, robotic, thermo-fluid, and other electrical systems.

ENGR-UH 4620

### **Fundamentals of Photonics-I**

*Typically offered: spring*

*Prerequisite: MATH-UH 1023*

*Engineering discipline-specific: Electrical (elective);*

*General Engineering (elective)*

This module provides an introduction to the fundamentals of photonics for students in Electrical and Computer Engineering at the senior level. It focuses on studying electromagnetic waves, polarization, laws of reflection and transmission, interference, diffraction, and optical beams. Light propagation in dielectric waveguides are studied. Finally, subject to lab availability, a set of lab experiments is conducted showcasing the optical theory discussed in classes.

ENGR-UH 4660

### **Selected Topics in Communication and Electronic Systems**

*Typically offered: every year*

*Prerequisite: Junior standing*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective); General Engineering (elective)*

This course explores advanced topics of special interest in electronic 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 4701

### **Electrochemical Energy Devices**

*Typically offered: spring*

*Prerequisites are FoS 3-4 OR PHYS-UH 2115*

*Engineering discipline-specific: Computer (elective); Electrical (elective); General Engineering (elective); Mechanical (elective)*

Batteries and fuel cells devices are essential components of electromobility (e.g. electrical cars) and renewable energy. This course discusses the operation principles of these devices. The course topics include the application of thermodynamics and kinetics to these electrochemical power sources. This course will also provide an introduction to the fundamentals of the materials science behind the performance and reliability of these devices.

ENGR-UH 4710

### **Thermal Systems**

*Typically offered: spring*

*Prerequisite: ENGR-UH 3751*

*Engineering discipline-specific: General Engineering (elective); Mechanical (required)*  
*2 credits*

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 cooling systems. Students gain an understanding of the fundamentals of such systems and the issues related to their operation from economic, environmental, ethical 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*

*Prerequisite: ENGR-UH 2212, ENGR-UH 2017 and ENGR-UH 3710 (ENGR-UH 3710 may be taken as pre-req or co-req)*

*Engineering discipline-specific: General Engineering (elective); Mechanical (elective)*

This course provides an introduction to conservation equations for inviscid flows, one dimensional flows, isentropic flow, normal shock waves, one dimensional flow with friction, 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*

*Prerequisite is ENGR-UH 3210*

*Engineering discipline-specific: Civil (elective); General Engineering (elective); Mechanical (elective)*  
*2 credits*

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. Course 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 4760

### **Selected Topics in Mechanical Engineering**

*Typically offered: by Application*

*Prerequisite: Senior standing*

*Engineering discipline-specific: General Engineering (elective); Mechanical (elective)*

This course explores advanced topics of special interest in Mechanical Engineering 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 for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4770

### **Micro-power Generation**

*Typically offered: spring*

*Prerequisite: ENGR-UH 2011, ENGR-UH 2012, and ENGR-UH 2019, or equivalent courses*

*Engineering discipline-specific: Civil (elective); Electrical (elective); General Engineering (elective); Mechanical (elective)*

This course introduces vibration and flow energy harvesting methods commonly used for powering remote sensors and sensor networks. Emphasis is placed on building the fundamentals necessary to model and analyze the response of energy harvesters. Theories of linear vibrations for discrete and simple continuous systems are detailed. 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*

*Prerequisite: Foundations of Science 3 & 4*

*Engineering discipline-specific: Bioengineering*

*(required); General Engineering (elective);*

*Mechanical (elective)*

*2 credits*

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.

## CROSSLISTED COURSES

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BIOL-UH 3115

**Genome Biology**

*Crosslisted with Biology; Chemistry; Physics*

*Engineering discipline-specific:*

*Bioengineering (elective)*

BIOL-UH 3116

**Immunology**

*Crosslisted with Biology; Chemistry; Physics*

*Engineering discipline-specific:*

*Bioengineering (elective)*

BIOL-UH 3220

**Experimental Systems Biology**

*Engineering discipline-specific:*

*Bioengineering (elective)*

CHEM-UH 2010

**Organic Chemistry 1**

*Crosslisted with Biology; Chemistry*

*Engineering discipline-specific:*

*Bioengineering (elective)*

*5 credits*

CHEM-UH 3010

**Organic Chemistry 2**

*Crosslisted with Chemistry*

*Engineering discipline-specific: Bioengineering*

*(elective)*

CHEM-UH 3011

**Physical Chemistry:**

**Thermodynamics and Kinetics**

*Crosslisted with Biology; Chemistry; Physics*

*Engineering discipline-specific: Bioengineering*

*(elective)*

CHEM-UH 3012

**Physical Chemistry Laboratory:**

**Thermodynamics and Kinetics**

*Crosslisted with Chemistry*

*Engineering discipline-specific: Bioengineering*

*(elective)*

*2 credits*

CS-UH 1050

**Data Structures**

*Crosslisted with Computer Science; Sound and*

*Music Computing*

*Engineering discipline-specific: Electrical (elective)*

CS-UH 1052

**Algorithms**

*Crosslisted with Computer Science; Sound and*

*Music Computing*

*Engineering discipline-specific: Electrical (elective)*

CS-UH 2010

**Computer Systems Organization**

*Crosslisted with Computer Science*

*Engineering discipline-specific: Electrical (elective);*

*General Engineering (elective)*

CS-UH 2012

**Software Engineering**

*Crosslisted with Computer Science*

*Engineering discipline-specific: Computer (elective)*

IM-UH 2310

**Mashups—Creating with Web APIs**

*Crosslisted with Interactive Media*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective)*

*Counts towards IM 2000-Level*

MUSIC-UH 2419

**Computational Approaches to Music and Audio I**

*Crosslisted with Interactive Media;*

*Sound and Music Computing*

*Engineering discipline-specific: Computer (elective);*

*Electrical (elective)*

*Counts towards IM 2000-Level*

PHIL-UH 1118

**Bioethics**

*Crosslisted with Philosophy*

*Engineering discipline-specific: Bioengineering*

*(elective)*

PHYS-UH 3219

**Biological Physics:**

**From single molecules to the cell**

*Crosslisted with Biology; Chemistry; Physics*

*Engineering discipline-specific: Bioengineering*

*(elective)*

PHYS-UH 3220

**Imaging and Spectroscopy Lab**

*Crosslisted with Physics*

*Engineering discipline-specific: Electrical (elective)*

## CAPSTONE DESIGN PROJECT

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ENGR-UH 4011

### Senior Design Capstone Project I

*Typically offered: fall*

*Prerequisite: Must be declared Engineering major and have senior standing*

*Corequisite: 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.

## GLOBAL PHD PROGRAM IN ENGINEERING

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### ENGINEERING GRADUATE-LEVEL COURSES

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ENGR-GH 6210

#### Nonlinear Dynamics

*Offered occasionally*

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

*Offered occasionally*

This course is an introduction to the fundamentals of cooperative, co-opetition, 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

*Typically offered: fall*

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

*Offered occasionally*

*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**

*Offered occasionally*

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**

*Offered occasionally*

In this independent study the relationship between fluid characteristics of high speed jets and the noise generated by a jet engine will be 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**

*Offered occasionally*

Weekly seminar series addressing a variety of engineering topics, delivered by experts from academia and industry.

ENGR-GH 7910

**Graduate Engineering Special Topics**

*Offered occasionally*

*Prerequisite: Must be graduate level*

Special topics courses for graduate level engineering students.

# Multi- Disciplinary Programs

**ARAB CROSSROADS STUDIES****INTERACTIVE MEDIA****LEGAL STUDIES****African Studies****Ancient World Studies****Arab Music Studies****Design****Environment Studies****Heritage Studies****Peace Studies****Sound and Music Computing****Urbanization**

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 programs as well. NYUAD's natural science majors draw on the multidisciplinary Foundations of Science sequence. The social science major programs have introduced a comparable Foundations of Social Science series. The majors within the arts and humanities are in the process of transitioning from a required Arts and Humanities colloquia courses to a requirement that all majors in this division complete at least one course from another Art or Humanity program. 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 discipline even further, supporting work across the disciplines and requiring students to think about particularly complex issues from multiple angles.

The major in Arab Crossroads Studies explores the Middle East through political, historic, and cultural lenses that consider the region's rich history of interconnectedness with other parts of the world. NYUAD's location and cultural home make it a natural location to consider ways to end or prevent conflict. The UAE's major initiatives in the environment, technology, and urbanization afford students unusual opportunities for research, fieldwork, and first-hand experiences. The Legal Studies major is informed by Islamic, common law, and continental legal traditions and is analyzed from both social science and humanities perspectives. Abu Dhabi's position at the center of this geographical expanse makes it an ideal site to explore the intellectual and material riches of the ancient world.

# ARAB CROSSROADS STUDIES

Arab Crossroads Studies 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 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](https://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:

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- 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:

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- 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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

ELEMENTARY ARABIC 1

EMERGENCE OF THE MODERN MIDDLE EAST

COLLOQUIUM

FIRST-YEAR WRITING SEMINAR

J-Term

GENERAL ELECTIVE

Spring Semester

ELEMENTARY ARABIC 2

ANTHROPOLOGY AND THE ARAB WORLD

GENERAL ELECTIVE

CORE

### YEAR 2

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Fall Semester

INTERMEDIATE ARABIC 1

MODERN ARABIC LITERATURE AND SOCIETY

ACS ELECTIVE

CORE

J-Term

ACS ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

### YEAR 3

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Fall Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

J-Term

GENERAL ELECTIVE

Spring Semester

INTERMEDIATE ARABIC 2

PROBLEMS AND METHODS IN ACS

ACS PRE-1800 ELECTIVE

COLLOQUIUM

### YEAR 4

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Fall Semester

CAPSTONE SEMINAR

ACS ELECTIVE

GENERAL ELECTIVE

CORE

Spring Semester

CAPSTONE PROJECT

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

# ARAB CROSSROADS COURSES

## REQUIRED COURSES

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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 dispossession; 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 countries, and labor exporting nations. This course examines the recent history of the region from the mid-18th century until the Arab uprisings of 2010–2012. We explore the last Islamic empires, the intrusion of European colonial powers, the modernist, nationalist and Islamic reactions to

aggression, the creation of authoritarian systems of power and the multiform protests that have shaken them. The Egyptian, Iranian, Palestinian, and Saudi experiences are examined more closely.

ACS-UH 3010

### **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. The course culminates in an extended research proposal for a capstone project.

## ARTS AND LITERATURE ELECTIVES

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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 even 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. Students are required to keep a journal and submit a research paper on a relevant topic of their choice.

ACS-UH 2210JX

### **Cities and Modern Arabic Literature**

*Typically offered: January*

*Crosslisted with Literature and Creative Writing*

We use fiction as a tool to visit (figuratively) five cities: Cairo, Alexandria, Beirut, Haifa, and Baghdad. 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, Sunalla 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 2211JX

**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-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 Baydawi, Qurtubi, Razi and Qushayri (the last being an example of mystical hermeneutics).

ACS-UH 2213X

**Modern Arabic Short Stories**

*Typically offered: spring*

*Prerequisite: ARABL-UH 2120 or (or equivalent language proficiency)*

*Crosslisted with Literature and Creative Writing*  
In this course we will explore the literary languages of Arabic and as well as various political and socio-economic issues via a selection of short stories that hail from geographically diverse authors. Being attentive to detailed readings of texts, their contexts, and the social and political environments within which the authors composed them, we will engage with these short stories via reading, analytical writing, debates, and listening

activities. While aiming to avoid the monolithic approach of reading stories as social documents that reflect or mirror their societies, in this course will be concerned with the aesthetics of the Arabic literary narratives as well as how the socio-economic and political issues evoked in the stories will be of relevance to the broader realms of Middle Eastern Studies. Tradition vs. modernity, the individual in opposition to the state, and gender issues are just some of the themes that we will discuss. In addition to the short stories, the class will engage with complimentary materials such as open source online videos and articles to expand on our knowledge of specific Arabic cultural and sociological phenomena and increase cultural as well as linguistic competency.

ARTH-UH 1110X

**Introduction to Visual Culture**

*Crosslisted with Art and Art History*

ARTH-UH 1114J

**Politics of Modern Middle Eastern Art**

*Crosslisted with Art and Art History*

ARTH-UH 1115JX

**Islamic Architecture: Formation to Revival**

*Crosslisted with Art and Art History; Design*

ARTH-UH 1810X

**Art and Architecture of the Islamic World**

*Crosslisted with Art and Art History*

ARTH-UH 2117

**Contemporary Photography from the Middle East, South Asia, and the Far East**

*Crosslisted with Art and Art History*

ARTH-UH 2118X

**Contemporary Art and Politics in the Arab World**

*Crosslisted with Art and Art History*

ARTH-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 1506

**Today We Wrote Nothing**

*Crosslisted with Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Film and New Media; Literature and Creative Writing*

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 2341

**Asian and Arab Diaspora in the Arts**

*Crosslisted with Literature and Creative Writing*

LITCW-UH 2361

**Travel, Geography, and Imagination in Arabic and 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 1611X

**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*

MUSIC-UH 1617X

**Popular Music in the Arab World**

*Crosslisted with Arab Music Studies; Music*

THEAT-UH 1510X

**Theater in the Arab World**

*Crosslisted with Theater*

**HISTORY AND RELIGION ELECTIVES**

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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 their 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 focuses on primary sources to examine the richness of Islamicate civilization in the pre-modern world, including inter-religious relations as well as political and economic trends.

ACS-UH 1411X

**First Islamic World Empire: The Abbasids**

*Typically offered: spring Crosslisted with History; Literature and Creative Writing Pre-Modern Pre-1800*

Founded in the year 750 C.E., the Abbasid caliphate was one of the world's great empires. At the height of its strength, the Abbasid caliph ruled over a vast region extending from North Africa to Central Asia. This course will examine the historical rise of the Abbasids as a watershed moment in the history of Late Antiquity that would have a profound and lasting impact on the political, religious, intellectual life of Eurasia for the next millennium. Through an engagement with primary texts and secondary studies across a wide variety of Islamicate intellectual disciplines (historical writing, philosophy, law, theology, science, political theory and belles-lettres), students in this class will come to understand some of the complex dynamics that went into the formation of a distinctive Islamic state and society, and what consequences Abbasid rule would have for later generations.

ACS-UH 1412X

**Race and Ethnicity in the Histories of the Middle East and Africa**

*Typically offered: fall Crosslisted with African Studies; History Pre-1800*

How have the inhabitants of the Middle East and Africa conceived 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 were they 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? In order to answer

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 relationships between Muslim, 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*  
How do those who live in the Middle East relate to their past(s), and what discourses do they draw on to represent and authorize it today? How is the past recovered, commemorated, embodied, erased, marketed and consumed in the modern Middle East? This course focuses on various thematics of history, heritage, and memory practices: national commemorations and contested sites and events; embodied and gendered memories; invented traditions and structural nostalgia; the problems of writing oral histories; the politics of archaeology; museums and exhibitions; and the construction (and destruction) of tangible, intangible, and world heritage.

ACS-UH 2412JX

**Interwoven Pasts of Spain and Morocco**

*Typically offered: January*

*Crosslisted with History*

*Pre-1800*

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 are 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. The course includes an extended trip through Morocco and Spain.

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 Islam and the Jews at 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 ecological zones in relation to each other: 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 what 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 themes in Ottoman history starting in the 13th century through to World War I, we will discuss the Empire's legacy in the twentieth and twenty-first centuries, revisiting 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 number 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  
Crosslisted with History  
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 tension between certain Sufi practices and the Muslim legal establishment. We will also chart the evolution of Sufism from personal spiritual practice and experience to the establishment of mystical brotherhoods in which, depending on

time and place, a large portion of Muslim society participated. Finally, we will turn to the continued importance that Sufism has played in the Muslim World (including the Arab Gulf) and the United States during a period in which its practices have come under criticism. Sufi authors examined will include Rumi, al-Hallaj and Ibn al-Arabi.

ANTH-UH 2114X

**Listening to Islam**

*Crosslisted with Anthropology; Core: Cultural Exploration and Analysis; Music; Theater*

AW-UH 1113X

**Alexander and the East: Central Asia and the Mediterranean from the Achaemenid Period**

*Crosslisted with Ancient World Studies;  
Art and Art History; History  
Pre-1800*

AW-UH 1114

**Doing Archeology: Case Studies from Western Asia**

*Crosslisted with Ancient World Studies;  
Anthropology; Heritage Studies; History*

CCEA-UH 1095X

**Arabia Felix, the Imagined Land of 'Happiness'**

*Crosslisted with Core: Cultural Exploration and Analysis; Peace Studies  
Pre-1800*

CSTS-UH 1052X

**History and the Environment: The Middle East**

*Crosslisted with Environmental Studies; History;  
New Core: Structures of Thought and Society;  
Previous 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 1501

**Experimenting with the Past: Cultural Heritage**

*Connections in the Gulf and Western Indian Ocean  
Crosslisted with Ancient World Studies;  
Anthropology; Heritage Studies; History  
Pre-1800*

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  
Pre-1800*

HIST-UH 3511X

**Islam in the Indian Ocean World**

*Crosslisted with History*

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 Ancient World Studies; Philosophy*

**SOCIETY AND POLITICS ELECTIVES**

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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 those 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 Ennahdha Party, and Morocco’s Freedom and Justice Party and Al-Adl wal Ihsan movement) on promoting women’s rights and gender inclusivity in comparison to states, secularly oriented political movements, and jihadist movements in the region? Students in this course will explore these questions by critically engaging with historical texts and country case studies, in addition to materials produced by and about feminist, Islamic, and Islamist actors.

ACS-UH 2610JX

**Oil and Energy in the Middle East**

*Offered occasionally*

*Crosslisted with Environmental Studies;  
Political Science*

This course provides an overview of the issues surrounding global energy supplies, oil’s unique economic properties, and its role in shaping the political economy of the Middle East and U.S. strategic interests in the region. We begin by discussing the basic science and availability of energy sources, the state of technology, the functioning of energy markets, the challenges of coping with global climate change and the key role of the oil reserves in the Middle East. The second part of the course focuses on the history of oil in the Middle East and its impact on societies in the region.

ACS-UH 2611X

**War and Media in the Middle East**

*Offered occasionally*

*Crosslisted with Film and New Media; Peace Studies*

This course examines two simultaneous processes in the Middle East since the mid-20th century: 1) how war has become mediatized, and 2) how media has been militarized. Beginning with the wave of independence and anti-colonial movements in the region, this course will analyze wars and political violence as mediated moments that rely on communicative acts and technologies. Simultaneously, the course will analyze how various media technologies—including radio, film, satellite TV, and internet—are formed through moments of war, conflict, and violence. Through these analyses, students will gain an understanding of the experiences of, conflicts over, and representations of notions such as territory, landscape, body, nation, gender, memory, terror, freedom, and spectacle.

ACS-UH 2613X

**Youth in the Middle East**

*Typically offered: spring*

*Crosslisted with Anthropology; Social Research and Public Policy*

Roughly one third of the Middle East population today is between 15 and 29 years old—a demographic “bulge” which has brought Middle Eastern youths at the forefront of media and government concerns both at the regional and global scale. But from the figure of the young jihadist to that of the Arab spring revolutionary, dominant perceptions of these youths often fall into highly polarized archetypes. Moving the focus away from politics and religion, this course explores the everyday worlds of Middle Eastern youths and the complex interactions—with institutions, peers and family members—which characterize their daily lives. By analyzing multiple youth cultures divided along the lines of gender, ethnicity, religious affiliation, or social class, students will address the diversity of Middle Eastern youths and question the universality of age categories. A large space will

also be devoted to the voices of Middle Eastern youths themselves, from Egyptian literature and Emirati cinema to Moroccan hip-hop. These cultural productions will allow students to look at the way Arab youths use globalized artistic genres to address regional issues and express their fears, hopes and desires.

ACS-UH 2614X

**Colonization of Palestine**

*Typically offered: fall*

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

The Palestinian cause is perhaps one of the longest running struggles for independence and self-determination. It is widely known as the "Israeli-Palestinian Conflict". Divergent narratives compete to establish rights to the land of Palestine. This course will examine the history of colonization of Palestine from the 1880s onward using the lens of settler colonialism. The aim is a critical engagement with how colonialism has manifested in Palestine and how it continues to do so until today. The course examines the various mechanisms that work to entrench settler colonialism, such as foreign aid, neoliberal economics, and the Oslo Peace Accords. Lastly, the course will explore forms of resistance in Palestine and possibilities for a just solution and discuss their potentials and limitations.

ANTH-UH 2114X

**Listening to Islam**

*Crosslisted with Anthropology; Core: Cultural Exploration and Analysis; Music; Theater*

ANTH-UH 2116

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

*Crosslisted with Anthropology; History; New Core: Structures of Thought and Society; Peace Studies; Social Research and Public Policy*

ANTH-UH 2117J

**Migration and Displacement Across the Red Sea**

*Crosslisted with African Studies; Anthropology; Social Research and Public Policy*

AW-UH 1115X

**Political Past, Political Presents: Archaeology and the Politics of Memory in the 'Near East'**

*Crosslisted with Ancient World Studies; Art and Art History; Heritage Studies; History*

CADT-UH 1044JX

**Documenting Tradition, Documenting Change: Sensory Ethnographic Methods in Kerala**

*Crosslisted with Core: Arts, Design and Technology; Heritage Studies; Social Research and Public Policy*

CCEA-UH 1077X

**Islamism, Islamophobia, and Muslim Popular Culture**

*Crosslisted with Core: Cultural Exploration and Analysis*

CCEA-UH 1078X

**Representing the Middle East: Issues in the Politics of Culture**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media*

CCEA-UH 1080X

**Food, Culture, and Politics**

*Crosslisted with Anthropology; Core: Cultural Exploration and Analysis*

CSTS-UH 1059X

**Urban Violence: The Middle East**

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

CSTS-UH 1075X

**Exploring UAE Cities**

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

ECON-UH 2451X

**Economic History of the Middle East**

*Crosslisted with Economics; History Pre-1800*

ECON-UH 3511X

**Islamic Economics and Finance**

*Crosslisted with Economics; Legal Studies*

HERST-UH 1301J

**Cultural Heritage in Conflict Zones and the Responsibility to Protect**

*Crosslisted with Heritage Studies; Peace Studies*

LAW-UH 2115X

**Comparative Legal Systems: United States and United Arab Emirates**

*Crosslisted with Legal Studies*

LAW-UH 2125X

**Islamic Law and Secular Politics**

*Crosslisted with Legal Studies; New Core: Structures of Thought and Society; Political Science; Social Research and Public Policy*

LAW-UH 2126X

**International Commercial Arbitration: From Ancient Arabia to Contemporary Singapore**

*Crosslisted with Business and Organizational Studies; Legal Studies*

MCC-UH 1006J

**Reporting Morocco**

*Crosslisted with Media, Culture and Communication*

POLSC-UH 2314X

**Ibn Khaldun and Political Theory**

*Crosslisted with Political Science*

POLSC-UH 2420J

**Who are You Israel?**

**A look into the Old-New Middle East neighbor**

*Crosslisted with Political Science*

POLSC-UH 2421X

**Political Economy of the Middle East**

*Crosslisted with Political Science*

POLSC-UH 2422X

**North African Politics**

*Crosslisted with African Studies; Political Science*

SRPP-UH 1413X

**Social Change and Development in the Arab World**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 1810X

**Islam and Society**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2211

**Ethnographic Field Research**

*Crosslisted with Anthropology; Heritage Studies; Social Research and Public Policy*

SRPP-UH 2412X

**Islamist Social Movements in the Middle East**

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

SRPP-UH 2416X

**Gulf Urban Societies**

*Crosslisted with Anthropology; Social Research and Public Policy*

SRPP-UH 2612X

**State Formation: T**

**he Case of the United Arab Emirates**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2614X

**Women and Work in the Gulf**

*Crosslisted with Social Research and Public Policy*

SRPP-UH 2624JX

**Disability in a Global Context:  
Advancing Inclusion in the UAE**

*Crosslisted with Education; Social Research and Public Policy*

SRPP-UH 2625JX

**Making Women Matter:  
Case Studies from the GCC**

*Crosslisted with Social Research and Public Policy*

## CAPSTONE EXPERIENCE

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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](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

### **REQUIREMENTS FOR THE MAJOR IN INTERACTIVE MEDIA<sup>1</sup>**

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.

12 courses, distributed as follows:

- 4 Required Courses:
  - IM-UH 1010 Introduction to Interactive Media
  - IM-UH 1011 Communications Lab
  - IM-UH 1012 Communication & Technology
  - IM-UH 1013 Understanding Interactive Media–  
Critical Questions and Theories
- 6 Electives: at least one from each cluster–Computational Media, Media & Design Thinking, and Physical Computing; at least two at the 2000 level, at least one at the 3000 level
- 2 IM-UH 4000 and 4001 Capstone Seminar and Project

### **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 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:

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- 1 IM-UH 1010 Introduction to Interactive Media
- 1 IM-UH 1011 Communications Lab
- 2 Interactive Media Electives; these may be taken from any of the three elective clusters\*

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\* 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](http://nyuad.nyu.edu/grids)

### YEAR 1

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Fall Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

INTRO TO INTERACTIVE MEDIA	COMMUNICATION LAB	GENERAL ELECTIVE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

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Fall Semester

COMMUNICATION & TECHNOLOGY	TIER 1 COMPUTATIONAL MEDIA ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	J-Term
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Spring Semester

UNDERSTANDING INTERACTIVE MEDIA—CRITICAL QUESTIONS AND THEORIES	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 3

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Fall Semester

TIER 1 MEDIA & DESIGN THINKING ELECTIVE	INTERACTIVE MEDIA ELECTIVE (2000-LEVEL OR HIGHER)	GENERAL ELECTIVE	CORE	J-Term
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Spring Semester

INTERACTIVE MEDIA ELECTIVE (2000-LEVEL OR HIGHER)	INTERACTIVE MEDIA ELECTIVE (2000-LEVEL OR HIGHER)	GENERAL ELECTIVE	CORE	GENERAL ELECTIVE
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### YEAR 4

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Fall Semester

CAPSTONE SEMINAR	INTERACTIVE MEDIA ELECTIVE 3000-LEVEL	GENERAL ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# INTERACTIVE MEDIA COURSES

## REQUIRED COURSES

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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 key-board, 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 a 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 experiencing and 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 cybernetics. Throughout the semester students 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

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IM-UH 2117

### **Performing Robots**

*Typically offered: fall*

*Recommended Prerequisite: IM-UH 1010*

*Counts towards IM 2000-Level*

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 through the context 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 remote-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 electronics, 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.

IM-UH 2310

### **Mashups—Creating with Web APIs**

*Typically offered: fall*

*Crosslisted with Engineering*

*Counts towards IM 2000-Level*

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 creating projects and writing code, primarily JavaScript, for client-side (front-end) web development.

IM-UH 2311

### **Experiential Video Art**

*Offered occasionally*

*Crosslisted with Film and New Media*

*Counts towards IM 2000-Level*

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 pieces, following 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*

*Counts towards IM 2000-Level*

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?” Over the semester, students will look at many examples of current work by creators of musical interfaces, and discuss a wide range of issues

facing technology-enabled performance. Students will design and prototype a musical instrument—a complete system encompassing musical controller, algorithm for mapping input to sound, and the sound output itself. A technical framework for prototyping performance controllers is 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*

*Counts towards IM 2000-Level*

*2 credits*

An introduction to the history, theory and practice of computer-aided artistic endeavors in the field of visual arts. This class will focus on the appearance of computers as a new tool for artists to integrate in their artistic practice, and how it shaped a specific aesthetic language across traditional practitioners and newcomers alike. We will be 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 to create works of visual art. As such, Software Art: Image will be 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*

*Counts towards IM 2000-Level*

*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 appearance and role of computers as a new way for artists to write and read both programming and natural languages. While elaborating and discussing concepts and paradigms specific to computing platforms, such as recomposition, stochastic writing and ambiguity, students will be encouraged to explore their own artistic practice through the exclusive use of their computers, by writing their own programs. As such, Software Art: Text will be a literary history and critical studies course with an active writing component (in both Python and

English). Students will be exposed to new creative perspectives on reading and writing in the digital age. Software Art: Text is a complement to Software Art: Image, a 7-week course approaching software and computation from the perspective of the visual arts. The two courses can be taken in series or independently.

IM-UH 2318

### **Decoding Nature**

*Typically offered: fall*

*Recommended Prerequisites: IM-UH 1010, IM-UH 2310, or CS-UH 1001*

*Counts towards IM 2000-Level*

How can we capture the unpredictable evolutionary and emergent properties of nature in software? How can understanding the mathematical principles behind our physical world help us to create digital worlds? And how can implementing these code-based simulations offer insight and perspective on both environmental and human behaviors. This course attempts to address these questions by focusing on the programming strategies and techniques behind computer simulations of natural systems using p5.js (a JavaScript library in the spirit of Java's Processing framework). We will explore a variety of forces and behaviors that occur naturally in our physical world. This includes properties of movement, physics, genetics, and neural networks. For each topic, we will write code to simulate those occurrences in a digital environment. The results will usually be visual in nature and manifested in the form of interactive animated coding sketches.

IM-UH 2320

### **Games and Play**

*Typically offered: fall*

*Counts towards IM 2000-Level*

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 playable 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 express aspects of humanity beyond contest and conflict. Some programming experience is preferred but not required.

IM-UH 2321

### **Software Art: ASCII to Algorithm**

*Offered occasionally*

*Crosslisted with Art and Art History*

*Counts towards IM 2000-Level*

ASCII to Algorithm is an introduction to the history, theory and practice of computer-based artistic endeavors in the field of visual arts. It traces the path of early encounters with the computer as a tool for artists and surveys the computational foundation that positions contemporary software art as more system than object. We will be elaborating and discussing concepts and paradigms specific to computing platforms, such as data representation, generative art, image processing and computational creativity. Drawing on those, students will explore their own artistic practice through the exclusive use of their computers. This computational playground will highlight and reflect upon the broader impact of digital technologies on our relationship to art, and on our understanding of the artistic process. Programming experience in JavaScript is preferred but not required.

IM-UH 2322

### **Live Coding**

*Typically offered: fall*

*Prerequisites: IM-UH 1010 or CS-UH 1001*

*Crosslisted with Music; Sound and Music*

*Computing; Theater*

*Counts towards IM 2000-Level*

Live coding is a performing arts form and creativity technique where music and visuals are improvised through live edits of source code. Live coding is most visible in performance, however the 'live' in live coding refers not to a live audience but to live updates of running code. Working across genres, live coding has been seen in algoraves (events where people dance to music generated from algorithms), jazz clubs, and concert halls. Code is projected during performances, exposing the underlying algorithms at work, and thus the patterns of creative thought the performer is developing in real time. Programs are instruments that can change and algorithms are thoughts that can be seen as well as heard. This course explores this new art form and the related themes of algorithmic thought, pattern transformation, artificial language, information theory, improvisation, listening, perception, and structural composition. Students will learn how to create music with code, as well as how to create advanced computer graphics. Students will develop algorithmic audio/visual pieces individually as well as in groups. The course culminates in an algorave.

IM-UH 3114

### **Sensors, Body, & Motion**

*Typically offered: fall*

*Prerequisite: IM-UH 1010 or IM-UH 1011 or IM-UH 2310 or IM-UH 2318 or IM-UH 3310 or CS-UH 1001 or ENGR-UH 1000*

*Crosslisted with Theater*

Counts towards IM 2000-Level or 3000-Level Using computer 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.

IM-UH 3310

### **Politics of Code**

*Typically offered: Fall*

*Prerequisite: IM-UH 1010, IM-UH 2310, CS-UH 1001 or ENGR-UH 1000*

Counts towards IM 2000-Level or 3000-Level  
While 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 assume the opposite—software is political - and focus on how software applications share commonalities with political systems, how they affect their users as political actors and how we can build alternatives to those systems. This course is aimed at deconstructing the design and implementation of software as a political medium, such as Facebook’s timeline algorithm, city officials’ use of computer simulations to orchestrate urban life, blockchain-backed proof of ownership and algorithmic criminal assessment. Along with an introduction to political theory and media studies, coupled with an exploration of the underlying political impacts of those systems, students will work on several hands-on projects to offer functioning alternatives to those systems. To that end, this course will include several workshops in JavaScript and Python.

IM-UH 3311

### **Alternate Realities**

*Typically offered: spring*

*Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 2310, IM-UH 2318, IM-UH 3310, CS-UH 1001 or ENGR-UH 1000*

*Crosslisted with Design*

Counts towards IM 2000-Level or 3000-Level  
This course will introduce students to the design and development of Virtual Reality experiences. We will examine these increasingly popular means of delivering content and social interactions and identify their unique affordances over existing platforms. Students will be challenged to harness the specific advantages of VR from conception through functional prototype. The class will also cover case studies of effective use of VR in information delivery, as well as social and artistic experiences.

IM-UH 3312

### **A.rt I.ntel**

*Typically offered: spring*

*Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, CS-UH 1001 or ENGR-UH 1000*

*Counts towards IM 2000-Level or 3000-Level*

Artificial intelligence and machine learning algorithms affect many aspects of our lives whether we realize it or not: banking transactions, healthcare treatments and diagnoses, entertainment recommendations, smart car functionality, 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 programming a computer to do a specific task, we program the computer to train and teach itself how to do any number of tasks. As artists, how can we harness the power of these algorithms and apply them towards creative endeavors? This class will explore that basic question. Through a combination of high level applied machine learning techniques, speculative design of artificial intelligence, and some basic understanding of how these algorithms work at a low level, students will explore this rich new field. With their machine counterparts, they will create images, sounds, text, intuitive interactions, chatbots, and more.

IM-UH 3313

### **Robota Psyche**

*Typically offered: spring*

*Prerequisites: IM-UH 1010, IM-UH 2110, IM-UH 2310, IM-UH 2318, IM-UH 3110, CS-UH 1001, or ENGR-UH 1000.*

*Counts towards IM 2000-Level or 3000-Level*

What can machines tell us about the human condition? Is something that appears to be intelligent, really intelligent? Is a device that appears to have likes and dislikes “alive”? As robots and Artificial Intelligence become more powerful and prolific, what makes us unique? This course will address these questions by exploring a series of increasingly complex software “creatures” which seem to have qualities usually associated with living beings. This course will primarily follow a classic text that proposes “experiments in synthetic psychology”, with excursions into cybernetics and how it relates to art. Course material will incorporate both theoretical and practical components. Readings include critical analysis regarding the historical and contemporary theories and practices in these fields. Students will develop software “vehicles” which will embody the ideas being explored. By creating and simulating multiple and increasingly complex vehicles, interactions and behaviors will be explored.

CADT-UH 1002J

### **Nature of Code**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CADT-UH 1015J

**Explorable Stories**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CADT-UH 1047J

**Hacking in Global Perspective: Creativity, Copyright, and Control**

*Crosslisted with Core: Arts, Design and Technology; Media, Culture and Communication*

CS-UH 1001

**Introduction to Computer Science**

*Crosslisted with Computer Science; Sound and Music Computing*

CS-UH 2215

**Computer Graphics**

*Crosslisted with Computer Science; Design Counts towards IM 2000-Level*

ENGR-UH 3331

**Computer Vision**

*Crosslisted with Engineering Counts towards IM 2000-Level 2 credits*

ENGR-UH 3720

**Computer-Aided Design**

*Crosslisted with Design; Engineering Counts towards IM 2000-Level or 3000-Level 2 credits*

ENGR-UH 4530

**Computer Graphics and Vision**

*Crosslisted with Engineering Counts towards IM 2000-Level or 3000-Level*

FILMM-UH 2513

**Principles of Post-Production for Film and Video**

*Crosslisted with Film and New Media Counts towards IM 2000-Level 2 credits*

MUSIC-UH 1002

**Music Technology Fundamentals**

*Crosslisted with Music; Sound and Music Computing*

MUSIC-UH 2416

**Recording and Production Techniques**

*Crosslisted with Music; Sound and Music Computing Counts towards IM 2000-Level*

MUSIC-UH 2419

**Computational Approaches to Music and Audio I**

*Crosslisted with Engineering; Sound and Music Computing Counts towards IM 2000-Level*

MUSIC-UH 3417

**Computational Approaches to Music and Audio II**

*Crosslisted with Music; Sound and Music Computing Counts towards IM 2000-Level*

## MEDIA & DESIGN THINKING ELECTIVES

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IM-UH 1500J

**Immersive Storytelling and the Art of Making the Virtual a Reality**

*Typically offered: January Crosslisted with Film and New Media*

An exploration of how immersive technologies (Virtual, Augmented and Mixed Reality) are transforming storytelling and how it is evolving into a fast paced and disruptive industry. The course uses a mixture of classwork, workshops, field trips and guest lectures from industry leaders and world class storytellers to teach the students new storytelling structures and how these can be used across multiple platforms to create immersive content. Using a combination of project work, mentoring, field trips and collaborative work, the students will learn about the foundations of storytelling, and how this can be translated into cinematic, interactive and web VR, the practical elements of immersive production and the challenges of funding and distributing these projects in a pre-market economy, as well as talking about the opportunities around the corner for immersive storytelling and how the disciplines can apply to various sectors. Students require no prior knowledge of immersive technologies, but will gain more if they have a passion for storytelling and want to position their career within the Creative Industries.

IM-UH 1511

**Introduction to Digital Humanities**

*Typically offered: spring*

What happens when the arts and humanities are represented in digital form? What kind of new insights can we have when by looking at the data of the humanities? 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 open bibliography, thinking about art as data, building a Twitter bot, teaching a computer to recognize human handwriting, visualizing social networks or making digital maps. The course assumes no prior technical skills, but a willingness to explore new technologies is essential for success.

IM-UH 1512J

**Super-human**

*Typically offered: January*

*Crosslisted with Design*

We live today at the forefront of the Fourth Industrial Revolution. Rapid progress and accessibility of disciplines and technologies such as robotics, sensors, artificial intelligence and machine learning, nanotechnology, rapid prototyping and global communications networks are all building on and amplifying one another, making us superhuman. Smart systems—homes, factories, farms, grids or entire cities—will help tackle problems as diverse as climate change and waste management to human health and happiness. Alongside these technological advances are a set of broader socio economic, geopolitical and demographic disruptions with nearly equivalent impact to the technological factors. In this course, students will explore fundamental building blocks of technology-enhanced and human-aware rapid product design through a combination of design thinking and design doing. This course makes full use of the liberal arts to connect and constrain in order to challenge students to be creative in both their application of technology and their design of solutions with a real-world impact.

IM-UH 1513

**Temporary Expert:**

**Developing a Research-based Art Practice**

*Typically offered: spring*

*Crosslisted with Art and Art History; Design*

What does it mean to become a “temporary expert?” How does one develop one’s own creative research-based practice? This course will address these questions by engaging with Abu Dhabi’s environmental and social dimensions as a subject for research, context and imaginative art and design opportunities. Students will adopt a wide variety of tools and strategies in order to lay the foundations for a research-based art practice that considers materials, media, context, and audience, as well as one’s personal strengths and desires. Over the course of the semester, students will develop art and design projects that interface with a multiplicity of other disciplines, and engage in idea exchange with experts in the field. Through hands-on practice, case studies, and readings on systems thinking, communication, and the idea of “the public,” we will explore method, documentation and presentation of research, as well as the merits of both success and failure.

IM-UH 1514J

**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 aims to help students appreciate and impact these innovations through a combination of case studies, solution design and on-the-ground project fieldwork 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.

IM-UH 2513

**Future Punk**

*Typically offered: spring*

*Crosslisted with Art and Art History*

*Counts towards IM 2000-Level*

The future: let’s patch it together from scraps. Future studies and strategic foresight 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 steampunk, 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 to students 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.

IM-UH 2514E

**Bioart Practices**

*Typically offered: spring*

*Counts towards IM 2000-Level*

In this course we 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. This hybrid art and science class will introduce concepts in genetic engineering, personal genomics, the microbiome, 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 three core areas are: Input/Output (imaging and printing with biology, tissue culture), identity after the genome (genetics, personal genomics, microbiome, epigenetics, portraiture), and final projects. Weekly readings and written responses will

supplement lab activities. The course will culminate in the creation of original biological artworks by each student, which will be exhibited in the Interactive Media Showcase at the end of the semester.

IM-UH 2520J

### **Making Education**

*Typically offered: January*

*Recommended Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 1012 or IM-UH 1013*

*Crosslisted with Art and Art History; Design Counts towards IM 2000-Level*

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 learning will result in insights that are both personally significant, locally relevant, and globally transferable.

CADT-UH 1000

### **Multidisciplinary Artistic Collaborations**

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

CADT-UH 1001

### **Manus et Machina**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Heritage Studies*

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; Design; Environmental Studies*

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

### **Reading Like a Computer**

*Crosslisted with Core: Data and Discovery*

ENGR-UH 1021J

### **Design and Innovation**

*Crosslisted with Design; Engineering 2 credits*

FILMM-UH 2511

### **Episodic Storytelling**

*Crosslisted with Film and New Media (Media Practice) Counts towards IM 2000-Level*

FILMM-UH 2514

### **Environmentalist Film & Interactive Media**

*Crosslisted with Environmental Studies; Film and New Media (Media Practice); Film and New Media (Media Studies) Counts towards IM 2000-Level*

FILMM-UH 3110

### **Archives, Methods, Screens**

*Crosslisted with Art and Art History; Film and New Media; Literature and Creative Writing; Media, Culture and Communication Counts towards IM 2000-Level*

MCC-UH 1005

### **Media: Objects, History, Theory**

*Crosslisted with Film and New Media; Media, Culture and Communication*

THEAT-UH 1519

### **Installation Art**

*Crosslisted with Art and Art History; Museum and Cultural Heritage Studies; Theater*

VISAR-UH 1013

### **Foundations of 4D**

*Crosslisted with Art and Art History*

## **PHYSICAL COMPUTING ELECTIVES**

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IM-UH 1110

### **Circuit Breakers!**

*Typically offered: fall*

Circuit Breakers! is a course designed to introduce students to the world of hardware hacking and circuit bending for artistic and mainly sonic ends. By literally opening up common battery powered objects such as toys and finding their circuit boards, one can change the behavior of the object by interrupting the flow of electricity, creating novel, unexpected, outcomes. This technique has both predictable and unpredictable outcomes, but it is almost always satisfying. In addition to hacking off-the-shelf toys, students will also build their own circuits with a minimum amount of components. Many of the projects in this course center on common integrated circuits, which students will cajole, trick, and abuse in order to create art.

IM-UH 2113

### **Machine Lab**

*Typically offered: spring*

*Crosslisted with Art and Art History;*

*DesignCounts towards IM 2000-Level*

The saying goes, "If all you have is a hammer, then every problem looks like a nail." What if all you have is a 3D Printer? In this course, students will be introduced to, and engage critically with, a range of contemporary machines inside and around the Interactive Media Lab. Leveraging historical perspectives, current use-cases, and hands-on making, the course will explore how machines enhance, or limit, our creative processes. Readings and discussion will be paired with practical designing, prototyping, and making of creative computer controlled devices, such as drawing machines, musical instruments, and a collaborative Rube Goldberg contraption. Over the course of the semester, students will be exposed to a variety of tools, materials, and fabrication techniques as well as learn how to use micro-controllers and software to give their machines unique behaviors and abilities. By thinking about machines, using machines, and making machines, the course will offer insight into our creative relationships with our tools.

IM-UH 2117

### **Performing Robots**

*Typically offered: fall*

*Recommended Prerequisite: IM-UH 1010*

*Counts towards IM 2000-Level*

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 through the context 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 remote-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 electronics, 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.

IM-UH 3112

### **Network Everything**

*Typically offered: spring*

*Prerequisite: IM-UH 1010, IM-UH 2113, IM-UH 2117, CS-UH 1001 or ENGR-UH 1000*

*Counts towards IM 2000-Level or 3000-Level*

This course explores the possibilities and challenges of designing alternate physical network interfaces. Through weekly readings, class discussions, and a series of projects, students will create physical objects that talk to each other over distance. Various wireless communication mechanisms such as radio (Bluetooth, Zigbee, WiFi, and raw), infrared, and ultrasonic are used in the context of creating novel "smart" devices. Topics of discussion in this course include networking protocols and network topologies; network time versus physical time; mobile objects; and wireless networks. Opportunities to build collaborative and creative campus-wide networked projects and systems will also be explored.

IM-UH 3114

### **Sensors, Body, & Motion**

*Typically offered: fall*

*Prerequisite: IM-UH 1010 or IM-UH 1011 or IM-UH 2310 or IM-UH 2318 or IM-UH 3310 or CS-UH 1001 or ENGR-UH 1000*

*Crosslisted with Theater*

*Counts towards IM 2000-Level or 3000-Level*

Using computer 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*

*Counts towards IM 2000-Level*



## CAPSTONE EXPERIENCE

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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 multidisciplinary 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.

# LEGAL STUDIES

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 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.

The study away pathway for the Legal Studies major can be found on the NYUAD Student Portal at [students.nyuad.nyu.edu/pathways](https://students.nyuad.nyu.edu/pathways). Students with questions should contact the Office of Global Education.

### **REQUIREMENTS FOR THE MAJOR IN LEGAL STUDIES**

12 courses, distributed as follows:

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- 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 1013 Business Law, or LAW-UH 1014 Commercial Law
  - LAW-UH 2010 Legal Institutions, or LAW-UH 2011  
Constitutional and Administrative Law, or LAW-UH 2123  
Public International Law
  - LAW-UH 3010 Legal Ethics and Professional Responsibility
- 4 Legal Studies Electives
- 2 LAW-UH 4000 and 4001 Capstone Seminar and Project

### **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:

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- 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. The following are the eight recommended courses (in alphabetical order) that comprise the London Track.

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 2011 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

## SAMPLE SCHEDULE

Alternative sample schedules are available at [nyuad.nyu.edu/grids](http://nyuad.nyu.edu/grids)

### YEAR 1

Fall Semester

LEGAL SYSTEM & METHOD	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	J-Term
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Spring Semester

WHAT IS LAW?	LEGAL WRITING & RESEARCH	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 2

Fall Semester

LEGAL INSTITUTIONS OR CONSTITUTIONAL AND ADMIN LAW	LEGAL STUDIES ELECTIVE	CORE	GENERAL ELECTIVE	J-Term
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Spring Semester

LEGAL STUDIES ELECTIVE	LEGAL STUDIES ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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### YEAR 3

Fall Semester

COMMERCIAL LAW OR BUSINESS LAW	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	J-Term
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Spring Semester

GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	COLLOQUIUM	GENERAL ELECTIVE
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### YEAR 4

Fall Semester

CAPSTONE SEMINAR	LEGAL ETHICS	LEGAL STUDIES ELECTIVE	GENERAL ELECTIVE
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Spring Semester

CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE
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# LEGAL STUDIES COURSES

## REQUIRED COURSES

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LAW-UH 1010

### **What is Law? Comparative Global Jurisprudence**

*Typically offered: spring*

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.

LAW-UH 1011

### **Legal Writing and Research**

*Typically offered: fall, spring*

This course provides an introduction to 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, memorandum, 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.

LAW-UH 1012

### **Legal System and Method**

*Typically offered: fall*

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 law, 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.

LAW-UH 1013

### **Business Law**

*Typically offered: spring*

Crosslisted with Social Research and Public Policy  
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.  
*NOTE: Students may take either LAW-UH 1013 or LAW-UH 1014. Students who take both cannot use the other as a Legal Studies elective.*

OR

LAW-UH 1014

### **Commercial Law**

*Typically offered: fall*

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. *NOTE: Students may take either LAW-UH 1013 or LAW-UH 1014. Students who take both cannot use the other as a Legal Studies elective.*

LAW-UH 2010

### **Legal Institutions**

*Typically offered: spring*

Common law has for the best part of half a century been a part of European Union law and common law has thus, through international and European links, reattached to its historical and linguistic roots in civil law. The study of substantive law begins with the division, inaugurated in classical Rome, between persons, actions and things. Law operates either in personam, or in rem, through the person or the thing. The study of law thus begins with the concept of subjective right and the law of persons, the framework of citizenship and the definition of the Constitution. Public law, the separation of powers, the legal framework of criminal law and other regulatory domains, and particularly the administration of justice, and the professional responsibility of lawyers, fall within this classification. The domain of private law divides into the basic disciplines of Contract, Tort, and Property. The links from these basic divisions to Commercial, Environmental, and Intellectual Property law will be tracked and framed. *NOTE: This course may be replaced by LAW-UH 2011 or LAW-UH 2123.*

LAW-UH 3010

### **Legal Ethics and Professional Responsibility**

*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, Russia, 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.

## **LEGAL STUDIES ELECTIVES**

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LAW-UH 1110

### **Contracts**

*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.

LAW-UH 1111

### **Critical Legal Theory**

*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 engage 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 Natural and Positive law, colonialism, literature and themes concerning legal modernity focusing on philosophers such as Michel Foucault and Giorgio Agamben, amongst others.

LAW-UH 1112

### **Relationship of Government and Religion**

*Typically offered: fall*

*Crosslisted with New Core: Structures of Thought and Society*

This course introduces students to the relationship between government and religion in the United States. Using the opinions of the United States Supreme Court, the highest court in the nation and final authority on interpretations of the Constitution, students will begin a close examination of the meaning, interpretation, application, and wisdom of 16 words from the American Constitution: "Government shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." These words prohibit government entanglement with religion while simultaneously bestowing the government with the responsibility to protect religious freedom; the course will examine the tension within these dual guarantees and efforts made to abide by them. The course is demanding and interactive, but prior knowledge of the subject matter or the United States is not

a prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education and of legal analysis: how to read complex texts, how to deconstruct sophisticated arguments, how to construct reasoned viewpoints, and how to value differences in opinion and frameworks for decision-making.

LAW-UH 1113J

**Relationship of Government and Religion: Part II**

*Typically offered: January*

This course continues to examine the relationship between government and religion in the United States, concentrating on the interpretation, meaning, application, and wisdom of 16 words from the American Constitution: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof." Building from the fall prerequisite, we will delve deeper into the tension within these dual guarantees and explore their application within the contexts of efforts to aid religious schools in America, to guarantee the right of free exercise of religion in America, and to define religion. Prior knowledge of the subject matter or the United States is not required, but students must have completed the fall prerequisite. Through this course, students will learn skills that form the foundation of a liberal arts education: how to read complex texts, how to deconstruct sophisticated arguments, how to construct their own reasoned opinions, and how to value differences in opinion. Further, students will examine past, current, and potential future global frameworks for thinking, social organization, and behavior.

LAW-UH 2011

**Constitutional and Administrative Law**

*Typically offered: fall*

*Crosslisted with Political Science  
London Track*

In Law Schools throughout the world 'constitutional and administrative law' - also referred to as 'Public Law'—is concerned primarily with the legal rules and processes that structure and regulate a country's government. In addition, in this course, we pay equal attention to the study of the historical and contemporary social and political facts and values which qualify the function of such rules. Studying the public law together with the key political facts and values that determine its real function is particularly appropriate in the UK because its constitution, unlike most other countries', is neither codified in a single, legally binding document nor considered to be supreme law that could override the Parliament's will. Instead, the UK parliament is considered entirely free to legislate on any subject matter. Part One will focus on constitutional law and its general structure in the UK, and Part Two will focus on administrative law and judicial review. *NOTE: This course may be used in place of the Legal Studies required course LAW-UH 2010 Legal Institutions.*

LAW-UH 2110

**Punishment in Politics, Law and Society**

*Typically offered: January even years*

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

This seminar investigates the state's power to punish. We read foundational works from philosophy, sociology, political science, and law to explore why states punish, how they punish, and whom they punish. The course focuses on the modern American approach to punishment, including its use of mass incarceration and the death penalty. Students will analyze US Supreme Court cases in light of the fundamental purposes of punishment, and compare penal practices around the world. Though subject to change, activities outside the classroom may include attending arraignment court, observing a sentencing hearing, and visiting a correctional facility.

LAW-UH 2111J

**Civil Rights**

*Typically offered: January*

This course will cover interpretation of the Bill of Rights, the Civil War Amendments, and other rights in the US Constitution through the reading of Supreme Court opinions. Topics in this course include freedom of speech and press, free exercise of religion and separation of church and state, the right of privacy, the rights of the criminally accused, equal protection of the law against race, gender and other discrimination, and the rights of franchise and citizenship. Cases are read and discussed closely for their legal and philosophical content.

LAW-UH 2112

**Gender in Law**

*Typically offered: January*

This course examines the relationship between gender politics, legal theory, and social policy. Students will study the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities (and failing to protect other gender identities) and examine the political effects of those legal constructions.

LAW-UH 2113J

**International Law**

*Typically offered: January*

*Crosslisted with Peace Studies; Political Science; Social Research and Public Policy*

"Inter-national" law, which the English philosopher Jeremy Bentham defined as the rules governing sovereign nations, is today more like a curriculum than a single course. Its subject matter is no longer limited to the "foreign relations" of nations. The course addresses not only the norms that govern states in their legal relations with each other, but also legal issues that arise from the relation of the state to non-governmental actors, business enterprises, citizens and other persons with in their territories. The focus is on understanding the



basic sources of international law (treaties and customary law) as well as the actors that influence their development, interpretation, and enforcement (especially governments, international organizations, non-governmental organizations, and international courts).

LAW-UH 2114

### **Climate Change Law and Policy**

*Typically offered: fall*

*Crosslisted with Environmental Studies*

Climate change will be a foremost theme that will influence financial activities, and policy and legal framework for years to come. In a noticeably short time span, climate change has become a global challenge calling for collective action. Climate change law is emerging as a new legal discipline. Students in this course will explore how climate change law relates to other areas of law and how 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 and current 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 level 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 (Shari'a). The class 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 the 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 all sizes, 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 first introduce the students to the world's major legal systems; i.e., the Civil and, Common Law systems. Students will be introduced to the methods pertaining to international business such as international commercial transactions, corporate governance, foreign direct investment issues, transfer of technology, intellectual property with the construction of hypothetical examples. The students will then analyze the scope of liability for the conduct of international business under various theories and approaches within these legal systems (foreign corrupt practices, extraterritorial regulation, tortious liability, corporate social responsibility). The students will also be introduced to the various methods of resolving international business disputes.

LAW-UH 2117

### **International Business**

*Typically offered: spring*

Globalization has affected the way business is conducted. It has also modified and intensified the interaction between government policies and business. In order to evaluate the risk of international business projects and protect the companies against international business uncertainties, knowledge of globalization, cultural and societal environment, trade theory, government in international business, entry modes, economic integration, emerging markets, financial institutions, management strategy, and the 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 technology, and foreign direct 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 multiform ways that law has been portrayed in literature 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 interpretation in other fields of knowledge, particularly literature. Readings covered in this course include works by Aeschylus, Barthes, Brecht, Capote, Dostoevsky, Durrenmat, Fuller, Glaspell, Holmes, Jackson, Kafka, Kleist, Marquez, Melville, Shakespeare, and Sophocles.

LAW-UH 2119

**Speech, Debate, and Oral Argumentation**

*Typically offered: fall, spring*

*1 credit*

Students attend weekly sessions that entail delivering speeches, debating and/or mooted. The sessions are intended to foster clear analysis, the development of persuasive arguments, and effective oral presentation. Students who fulfill the course requirements (as stipulated in the course syllabus) receive 1 credit hour per semester up to a maximum of 4 credit hours over the course of four academic semesters. First year students are not eligible to enroll in this course during their first semester.

LAW-UH 2120J

**Law in Entrepreneurship**

*Typically offered: January*

*Crosslisted with Economics; Leadership and Social Entrepreneurship*

This course will introduce entrepreneurial strategy, focusing on law as a basic framework. Students will gain the fundamental and practical knowledge of legal competitiveness for enterprises, be introduced to a broad range of legal issues encountered by founders and business executives, and develop a set of analytical perspectives for making judgments when such issues arise. Students will act in the roles of key decision-makers or their advisors and solve problems related to the development of the competitive advantage of the enterprise in a given market. While the chief concern of those who create and manage businesses of any kind is often in the mechanics of the business itself, law

is an integral part of running the machine that is an enterprise. It is law that sets certain standards for the setting in which a business operates and provides the framework to codify the business' own standards. Thus, insight into the law becomes a significant tool in the business leader's repertoire. It allows you to be mindful of the business' limits and knowledgeable about the manner in which the business can be strengthened.

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 energy regulations and emerging policies. The course provides an introduction to the renewable sources and basic terms and concepts, regulatory trends and other emerging issues. The primary focus of the course will be on 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 institutions and policymaking, 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 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: spring*

*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 aspects of substantive Islamic law, including criminal and penal law, family law, and the law of war, through the eyes of a twelfth-century jurist's legal handbook. The second part will explore the diversity of Islamic law across chronological and geographic space, examining topics from classical jurisprudence to Ottoman constitutionalism, the encounter with colonialism and contemporary Islamic states.

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 their 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. *NOTE: This course may be used in place of the Legal Studies required course LAW-UH 2010 Legal Institutions.*

LAW-UH 2124

**Human Rights Law**

*Typically offered: fall*

*Crosslisted with Peace Studies; Political Science; Social Research and Public Policy*

This course analyzes the legal foundations, global politics and 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; New 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 legal thinking in the contemporary world? This course works from the assumption that these three questions can no longer be separated from one another. We draw from recent work in ethnography that shows the everyday reality of Islamic law, in addition to texts in politics, history, and comparative legal theory. We will interrogate dimensions of secularism, sovereignty, and political

authority as they intersect with the daily lives of contemporary Muslims in Malaysia, Egypt, Britain and elsewhere. The course begins with a brief, foundational introduction to Islamic law, then proceeds to study the impact of European colonialism in the Middle East and South Asia, the apostasy case against Nasr Abu Zayd, Imam Khomeini’s fatwas on sex reassignment, and several cases of religious conversion; the course concludes with studies of how Muslims navigate the landscape of legal pluralism in contemporary Europe.

LAW-UH 2126X

**International Commercial Arbitration: From Ancient Arabia to Contemporary Singapore**

*Typically offered: January*

*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 including 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 also turn their attention to the specificities of arbitration in the Middle East, from its Islamic origins to its current challenges, as well to contemporary arbitration practices in Asia, with a particular focus on Singapore. To complement class time, students may visit one or more 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, an 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 2130

**Global Sustainable Cities**

*Typically offered: fall*

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—to 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' environmental initiatives.

LAW-UH 2131

**Law and the Arts**

*Typically offered: spring*

*Crosslisted with Museum and Cultural Heritage Studies; Theater*

Intellectual property rights arise upon the creation of art works. As an introduction to intellectual property law, this class will identify and examine the copyright, trademark, design patent, and patent rights which may attach to art works in the fields of literature, visual arts, theater, dance, and film. Focusing on copyright, the extent of the distribution of ownership, transferability, and assignment of these exclusive rights, as well as mechanisms for their registration, transfer, and enforcement, will be addressed and compared across common and civil law jurisdictions including the United States, the United Kingdom, Europe, and the United Arab Emirates. Such study will ensue with the analysis of national legislative frameworks and interpretive case law, and other international materials. Exceptions to the exclusive rights in the art works will also be examined in the context of national and international public policy priorities. Additional topics may include: negotiating music recording contracts, commissioning art installations, bringing concerts to the UAE, identifying art in money laundering, and returning Nazi-era art.

LAW-UH 2132

**Vis Moot Part I:**

**International Arbitration Competition East**

*Typically offered: fall*

*Crosslisted with Political Science*

*2 credits*

This course provides the students in the Fall, Part I, the enriching opportunity to participate and compete in the 29th annual Willem C. Vis International Commercial Arbitration Moot East "Moot"). Part II of the course will be offered in spring. The full course develops the students' research, writing, and oral argument skills, and provides immediately applicable knowledge as to the process, procedure, and legal framework of international commercial arbitration. The course provides substantive study of international legal materials including the Convention on the International Sale of Goods, the UNIDROIT Principles, the NY Convention, and other international rules, laws, conventions, treaties, awards, and decision. The course results in in-depth knowledge of cutting-edge procedural and substantive legal issues in commercial arbitration as raised in the Moot. Moreover, the course requires significant team work and will result in team unity. The class will collaborate extensively in performing in-depth research on procedural and substantive international arbitral and commercial issues, and depending on the number of students, construct and polish one or more Claimant's Memorandum.

LAW-UH 2133

**Vis Moot Part II:**

**International Arbitration Competition**

*Typically offered: spring*

*Crosslisted with Political Science*

*2 credits*

This course provides the students in Part I, the enriching opportunity to participate and compete in the 29th annual Willem C. Vis International Commercial Arbitration Moot East. Part II will be offered in Spring. The full course develops the students' research, writing, and oral argument skills, and provides the immediately applicable knowledge as to how an arbitration runs. Moreover, the course requires significant team work and will result in team unity. The Vis Moot's Problem is released in October, the Claimant's Memoranda are due in December, and Respondent's Memoranda due in January. International pre-moot oral argument competitions begin in February, with a final Moot in Hong Kong in March-April. The Problem will address a dispute concerning a commercial business transaction gone awry. The class will collaborate extensively in performing in-depth research on procedural and substantive international arbitral and commercial issues and depending on the number of students, construct and polish one or more Claimant's Memoranda. The students will also learn to build and deliver sophisticated legal and policy oral arguments. Teams of four students will argue in competitions.

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 the '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 doctrines. We will situate the juridical notions alongside social, political, and historical contexts. For this we will engage with various perspectives on the historical developments of the idea of punishment, and conclude with the contemporary criminological turn to the management of crime through preventative measures, and surveillance technologies.

LAW-UH 2501

**Torts**

*Typically offered: spring*

*London Track*

The course examines the effectiveness of the tort system in compensating individuals suffering personal injury, injury to reputation, psychological damage, 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 law and the relation between tort 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 is an extensive exploration 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 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 following topics are covered in the course: (1) Thing or Process including Estates and Interests, Adverse Possession, Equitable Interests, Actual Occupation, Proprietary Estoppel;

(2) Qualities of Ownership including Joint Tenancy and Tenancy in Common, Express and Resulting Trusts Acquiring and Quantifying Constructive Trusts; (3) Mortgages; (4) Freehold Covenants; (5) Easements; (6) Prescription; (7) Leases; and (8) Lease/License. This course proffers a coherent understanding of key aspects of land law and a critical awareness of the 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 originality in the application of that knowledge to legal problems and debate.

LAW-UH 3501

**Equity and Trusts**

*Typically offered: fall*

*London Track*

This course is an introduction to the principles, techniques and functions of equity. Disputes which arise in commercial and family contexts are increasingly resolved by recourse to equitable principles. There is therefore a corresponding need to understand the relevant and developing law, to analyze critically the functions and approaches of equity and to evaluate its impact. This course provide an elementary treatment of these matters. It concentrates on the social and legal contexts in 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 superannuation 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).

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 1058JX

**God or Reason? The Controversy over Law**

*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1061

**Global Ethics**

*Crosslisted with New Core: Structures of Thought and Society; Philosophy; Previous Core: Structures of Thought and Society*

CSTS-UH 1070J

**Justice, Membership, and Migration**

*Crosslisted with New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society*

CSTS-UH 1074

**Refugees, Law and Crises**

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

CSTS-UH 1076

**What Is Property? (And What Is It For?)**

*Crosslisted with New Core: Structures of Thought and Society*

CSTS-UH 1077

**Law and Politics**

*Crosslisted with New Core: Structures of Thought and Society*

ECON-UH 2512

**FinTech Innovation:**

**Finance, Technology, Regulation**

*Crosslisted with Economics*

ECON-UH 2921

**Law and Economics**

*Crosslisted with Economics*

ECON-UH 3511X

**Islamic Economics and Finance**

*Crosslisted with Arab Crossroads Studies; Economics*

LEAD-UH 2110

**United States in Conflict:**

**Cases from Politics, Economics, Media, Culture, and Law**

*Crosslisted with Leadership and Social Entrepreneurship*

MUSIC-UH 2662

**Music and Copyright**

*Crosslisted with Music*

PHIL-UH 1117

**Law and Philosophy**

*Crosslisted with Philosophy*

PHIL-UH 2614

**Political Philosophy**

*Crosslisted with Philosophy*

POLSC-UH 2320J

**Diversity and Society**

*Crosslisted with Political Science*

POLSC-UH 2322J

**Civil Liberties: Legal and Moral Perspectives**

*Crosslisted with Political Science*

POLSC-UH 2527

**Politics of International Law**

*Crosslisted with Political Science*

POLSC-UH 2528

**International Diplomacy in Theory and Practice**

*Crosslisted with Political Science*

POLSC-UH 3516J

**Surviving the 21st Century:**

**Power and Statecraft in the Digital Age**

*Crosslisted with Peace Studies; Political Science*

SRPP-UH 1613J

**21st-Century International Human Rights**

*Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy*

SRPP-UH 1615

**Law, Society, and Public Policy**

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

SRPP-UH 2417

**Global Stratification**

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

## CAPSTONE EXPERIENCE

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LAW-UH 4000

### **Legal Studies Capstone Seminar**

*Typically offered: fall*

*Prerequisite: Must be declared Legal Studies major and senior standing*

In this seminar forum under the guidance of a legal studies faculty member and in the academic community of the seminar participants, students identify a discrete legal text, case, or issue (or several thereof), and then engage in critical analysis from not only legal but also from philosophical, cultural, social, economic, religious, and ethical perspectives. While identifying the question(s), students undertake requisite research and begin drafting a senior thesis.

LAW-UH 4001

### **Legal Studies Capstone Project**

*Typically offered: spring*

*Prerequisite: LAW-UH 4000*

On the basis of the work developed in the Capstone Seminar, students write a senior thesis, a significant paper that is intended as the culmination of the legal studies curriculum. During the Capstone Project, the student takes fundamental responsibility in meeting the challenge to contribute to knowledge, reframe conventional approaches, and/or create something new. At the end of the Spring semester, each student will present her/his thesis before a panel of three faculty members.

# African Studies

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 NYUAD, 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 NYUAD (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:

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- 1 HIST-UH 1105 Africa in the World
- 1 Africa-focused elective from Arts & Humanities
- 1 Africa-focused elective from Social Sciences
- 1 Additional Africa-focused elective from either area

# AFRICAN STUDIES COURSES

## REQUIRED COURSES

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HIST-UH 1105

### **Africa in the World**

*Crosslisted with History; History Atlantic World; History Indian Ocean World  
Pre-1800*

## ARTS AND HUMANITIES ELECTIVES

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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. There will also be field trips to different parts of Accra, as well as to the Elmina and Cape Coast castles. 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.

ACS-UH 1412X

### **Race and Ethnicity in the Histories of the Middle East and Africa**

*Crosslisted with Arab Crossroads Studies; History Pre-1800*

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**

*Crosslisted with Arabic Language*

FILMM-UH 1515J

### **Audiovisual Ethnography: Music and Heritage in Zanzibar**

*Crosslisted with Anthropology; Film and New Media; Music*

HIST-UH 3310

### **Humanitarianism in Africa: A Critical History**

*Crosslisted with History; Social Research and Public Policy*

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**

*Crosslisted with Arab Crossroads Studies; History Pre-1800*

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*

## SOCIAL SCIENCE ELECTIVES

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ECON-UH 1410J

**Research Design, Fieldwork, and Data Analysis  
for Development Economics**

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

HIST-UH 3310

**Humanitarianism in Africa: A Critical History**

*Crosslisted with History;  
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**

*Crosslisted with Political Science*

POLSC-UH 2325J

**Revolution**

*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**

*Crosslisted with Arab Crossroads Studies;  
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*

SRPP-UH 3412

**Issues in African Societies**

*Crosslisted with Social Research and Public Policy*

# Ancient World Studies

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:

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- 4 Ancient World or crosslisted courses covering at least two disciplines or geographic regions and up to two semesters of intermediate or higher-level ancient language study

# ANCIENT WORLD STUDIES COURSES

## ANCIENT WORLD COURSES

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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.

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 1114

### **Doing Archeology:**

#### **Case Studies from Western Asia**

*Typically offered: spring*

*Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; History*

Archaeologists 'read' information from artifacts, architecture, and the environment to understand people's lives in the past. Archaeology can tell us about the development of the world's first cities and empires, the beginnings of farming, ancient exchange networks, and other important changes

across human (pre)history. This course offers a rich introduction to the ways archaeologists study the past and what these analyses reveal about pre-Islamic Western Asia. Students will be introduced to new ways of seeing the past through a series of hands-on laboratory sessions and activities. The material records of ancient Western Asia, especially Southern Arabia and Central Asia, will serve as case studies for exploring how scientific methods like high-powered microscopy and neutron activation analysis can answer fundamental questions about the past. The semester's coursework culminates in the completion of an individual research project and paper.

AW-UH 1115X

### **Political Past, Political Presents: Archaeology and the Politics of Memory in the 'Near East'**

*Typically offered: fall*

*Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies; History*

The present cannot be separated from the past. This idea is reflected most recently in the destruction of the confederate statues in the US, and in the assaults on museums, places of worship and archaeological sites in Iraq, Syria and Afghanistan. None of these events occurred in a vacuum, but the intrinsic past-present linkages contextualizing them are not always evident. This course considers how the 'Near East' today has been shaped by the discipline of archaeology, so closely tied to 19th century European colonial and imperial ambitions in the region. By illuminating through diverse voices how the past reverberates in the present in the Near East, students will be better equipped to challenge the scholarly frameworks that shape so much of our thinking today. Employing a seminar style format, we think through confronting issues including how terminology shapes our understanding of a region, its people and its material cultures.

AW-UH 1116

### **Egyptomania**

*Typically offered: fall*

*Crosslisted with Heritage Studies;*

*History; Museum and Cultural Heritage Studies*

*Pre-1800*

From Napoleons expedition and curious tourists to the modern pop recreation by Katy Perry and Assassin's Creed videogame franchise, the history of Egypt has held Western fascination for millennia. The backdrop of the Nile river and its monumental landscape already inspired awe in the Greeks and Romans who encountered Egyptian culture in the sixth and seventh centuries BCE. But why have ideas about "eternal Egypt" been reproduced through history? This course asks students to consider how we transmit, interpret, and reinterpret historical facts. By reading historical sources in translation from pharaonic Egypt through to the present, students will consider how contemporary issues

of cultural appropriation, media portrayal, and stereotype are reflected in the obsession with Egyptian culture, from Classical authors discussing the Egyptian queen Cleopatra to modern Egyptian scholars arguing for the repatriation of Egyptian objects. What can we learn about modern history from the phenomenon known as “Egyptomania”?

AW-UH 1117

**Archeology: Early Societies and Culture**

*Typically offered: fall*

Archaeology is anthropology or it is nothing,” or so said archaeologists Gordon Willey and Philip Phillips in 1958. In this class, we explore whether this is still the case, by taking an anthropological approach to the study of human societies of the past globally. Using a combination of scientific and humanistic techniques, archaeology can tell us about the origins of farming and animal husbandry; cities; bureaucracy and government; writing; and religion. By studying the things people make, use, and throw away and the contexts in which these activities occurred, we can learn important details about how people lived in the past and structured their everyday lives. This course examines what archaeology can tell us about the human experience from the origins of Homo sapiens through the present day with a focus on prehistory. In studying the material remains of these past societies without texts, this course reveals the dynamic cultural and technological transformations of communities often assumed to be “people without history.”

CSTS-UH 1008

**Birth of Science**

*Crosslisted with New Core: Structures of Thought and Society*

CSTS-UH 1088

**Thinking Big About the Ancient World**

*Crosslisted with Heritage Studies; History;  
New Core: Structures of Thought and Society*

HERST-UH 1501

**Experimenting with the Past: Cultural Heritage**

*Connections in the Gulf and Western Indian Ocean  
Crosslisted with Anthropology; Arab Crossroads  
Studies; Heritage Studies; History  
Pre-1800*

HIST-UH 3712

**Ancient Roman Empire**

*Crosslisted with History  
Pre-1800*

PHIL-UH 2210

**Ancient Mediterranean Philosophy**

*Crosslisted with Philosophy*

PHIL-UH 2211X

**Classical Arabic Philosophy**

*Crosslisted with Arab Crossroads Studies;  
Philosophy*

PHIL-UH 2212

**Classical Indian Philosophy**

*Crosslisted with Philosophy*

# Arab Music Studies

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) 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**

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- 1 MUSIC-UH 1611X Arab Music Cultures
- 1 Arab Crossroads Elective
- 8 credits (generally 4 courses) in Arab music performance, selected from the Arab Music Electives



# ARAB MUSIC STUDIES COURSES

## REQUIRED COURSES

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MUSIC-UH 1611X

### **Arab Music Cultures**

*Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Heritage Studies; Music*

## ARAB CROSSROADS ELECTIVES

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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

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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 which may be taken as a co-requisite)*  
*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 1617X

### **Popular Music in the Arab World**

*Crosslisted with Arab Crossroads Studies; Music*

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 co-requisite)*  
*Crosslisted with Music*  
*Dependent Upon Instrument*  
2 credits

# Design

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:

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- 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

## DESIGN THINKING ELECTIVES

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CADT-UH 1001

### **Manus et Machina**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Heritage Studies; Interactive Media*

CADT-UH 1005

### **Creativity and Innovation**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CADT-UH 1016

### **Utilitas, Venustas, Firmitas**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

CADT-UH 1025

### **Re-Design**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology*

## VISUAL COMMUNICATION ELECTIVES

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VISAR-UH 1110

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

*Crosslisted with Art and Art History*

VISAR-UH 1111

### **Graphic Design Studio**

*Crosslisted with Art and Art History*

VISAR-UH 1112

### **Foundations of Graphic Design**

*Crosslisted with Art and Art History*

VISAR-UH 1114

### **Yes Logo**

*Crosslisted with Art and Art History*

## DESIGN ELECTIVES

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ARTH-UH 1115JX

### **Islamic Architecture: Formation to Revival**

*Crosslisted with Arab Crossroads Studies; Art and Art History*

CADT-UH 1006J

### **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; Environmental Studies*

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; Environmental Studies; Interactive Media*

CADT-UH 1045J

### **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 1064J

### **Well-Being and the Design of the Built Environment**

*Crosslisted with Environmental Studies; New Core: Structures of Thought and Society*

CS-UH 2215

### **Computer Graphics**

*Prerequisite: CS-UH 1052*

*Crosslisted with Computer Science; Interactive Media Counts towards IM 2000-Level*

ENGR-UH 1021J

### **Design and Innovation**

*Prerequisite: ENGR-UH 1000*

*Crosslisted with Engineering; Interactive Media 2 credits*

ENGR-UH 3720

### **Computer-Aided Design**

*Prerequisite: Must be Junior or Senior standing*

*Crosslisted with Engineering; Interactive Media Counts towards IM 2000-Level or 3000-Level 2 credits*

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 1512J

**Super-human**

*Crosslisted with Interactive Media*

IM-UH 1513

**Temporary Expert:**

**Developing a Research-based Art Practice**

*Crosslisted with Art and Art History;*

*Interactive Media*

IM-UH 2113

**Machine Lab**

*Crosslisted with Art and Art History;*

*Interactive Media*

*Counts towards IM 2000-Level*

IM-UH 2520J

**Making Education**

*Recommended Prerequisite: IM-UH 1010,*

*IM-UH 1011, IM-UH 1012 or IM-UH 1013*

*Crosslisted with Art and Art History;*

*Interactive Media*

*Counts towards IM 2000-Level*

IM-UH 3311

**Alternate Realities**

*Prerequisite: IM-UH 1010, IM-UH 1011,*

*IM-UH 2310, IM-UH 2318, IM-UH 3310,*

*CS-UH 1001 or ENGR-UH 1000*

*Crosslisted with Interactive Media*

*Counts towards IM 2000-Level or 3000-Level*

VISAR-UH 2121

**Art and Architecture: Reinventing the City**

*Crosslisted with Art and Art History; Urbanization*

The multidisciplinary minor in Environmental Studies affords an outstanding opportunity for making connections among fundamental scientific and engineering concepts, economic and sociological 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 fundamental science and 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 analyses 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.

Learning outcomes:

- Understand the interdisciplinary nature of environmental issues and their solutions
- Analyze and interpret quantitative environmental data in a variety of formats, including numeric, charts, maps
- Read, understand and synthesize environmental text and report conclusions in both written and oral formats
- Understand the socio-economic and natural implications of environment-related policy decisions
- Understand how humanity is changing the environment, and the cultural and social implications of environmental change

### **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 Science; 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:

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- 1 Environmental Science 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

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ENVR-UH 1111

### **Global Climate Change**

*Typically offered: Spring*

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 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.

BIOL-UH 2120

### **Ecology**

*Prerequisite: Foundations of Science 1-6*

*Crosslisted with Biology*

BIOL-UH 3118

### **Conservation Biology**

*Prerequisite: Foundations of Science 1-6*

*Crosslisted with Biology*

CDAD-UH 1006EJQ

### **Coastal Urbanization and Environmental Change**

*Crosslisted with Urbanization; Core: Data and Discovery; Core: Experimental Discovery in the Natural World*

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*

SRPP-UH 2611

### **Social Policy**

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

## ENVIRONMENTAL POLICY

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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 1054J

### **Green Mobility and Cities**

*Crosslisted with Economics;*

*New Core: Structures of Thought and Society; Urbanization*

CSTS-UH 1056J

### **Protecting the World's Health: Triumphs and Challenges**

*Crosslisted with Core: Science, Society and History;*

*New 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; New Core: Structures of Thought and Society*

CSTS-UH 1080J

### **Environmental Justice and Urban Inequality**

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

LAW-UH 2114

### **Climate Change Law and Policy**

*Crosslisted with Legal Studies*

LAW-UH 2121

### **Renewable Energy Law and Policy**

*Crosslisted with Legal Studies; Social Research and Public Policy*

POLSC-UH 2529J

### **Fulfilling the Promise of the Sustainable**

*Development Goals by 2030*

*Crosslisted with Political Science*

POLSC-UH 2911

### **Environmental Politics**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

POLSC-UH 2912

### **Politics of Natural Resources**

*Crosslisted with Political Science;*

*Social Research and Public Policy*

SRPP-UH 2611

**Social Policy**

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

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**ENVIRONMENT, CULTURE AND SOCIETY**

CADT-UH 1007

**Wood**

*Crosslisted with Art and Art History;  
Core: Art, Technology and Invention;  
Core: Arts, Design and Technology; Design*

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;  
Design; Interactive Media*

CSTS-UH 1052X

**History and the Environment: The Middle East**

*Crosslisted with Arab Crossroads Studies; History;  
New Core: Structures of Thought and Society;  
Previous Core: Structures of Thought and Society*

CSTS-UH 1053

**Understanding Urbanization**

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

FILMM-UH 2514

**Environmentalism Film & Interactive Media**

*Crosslisted with Film and New Media (Media  
Practice); Film and New Media (Media Studies);  
Interactive Media  
Counts towards IM 2000-Level*

HIST-UH 3110

**Economic Development  
and Environmental Change in China**

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

THEAT-UH 1513

**Making the Anthro[s]cene:**

**Figuring Climate Change Across the Arts**

*Previously taught: Spring 2017, Spring 2018  
Crosslisted with Art and Art History;  
Film and New Media; Literature and Creative  
Writing; Theater; Art History; Literature*

# Heritage Studies

Until recently, the expert-driven origins of the ‘heritage industry’ have shaped global approaches to heritage management, practice and studies. However, in recent years the heritage industry has shifted from a largely conservationist focus of preserving remains that are deemed valuable to a more globalized and multidisciplinary field at the heart of many cultural, social, political, environmental and economic processes. New paradigms recognize the challenges of applying universalism to heritage processes that are often highly localized and nuanced.

The minor in Heritage Studies introduces students to the theory and practices of the disciplines associated with heritage from local and global perspectives. It allows for the exploration of the past in the present through interpretation of material culture and memory. 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. Heritage Studies thus combines courses from various divisions at NYUAD reflecting the multidisciplinary nature of the field.

The learning outcomes are structured around two overlapping themes:

Heritage Theory 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 and memories of a site.

The conservation and analysis of heritage sites, (art)objects and the storytelling around them is central in heritage management, interpretation and presentation. Courses taken in the Heritage Practice 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:

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- 1 Foundational course (4 credits)
- 1 Heritage Theory elective (4 credits)
- 1 Heritage Management & Research Methods elective (4 credits)
- 1 Elective from any of the categories above (4 credits)



# HERITAGE STUDIES COURSES

## FOUNDATIONAL COURSE

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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 doesn’t just represent a static link with the past, but is part of a dynamic social process that includes an evolving interpretation of “the past” for the use in the present. In this course, students explore and test theoretical conceptions of heritage using case studies and fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding cultural heritage’s multi-layered and multi-vocal aspects. The focus for our discussions will be sites and practices that are considered “shared cultural heritage” for their Outstanding Universal Value. But what do these values mean, and for whom? Do they imply that universal human values exist? And what if these values are contested?

HERST-UH 1101

### **Heritage Management in the Arabian World**

*Typically offered: spring*

In the twentieth century, the protection and promotion of heritage has become prominent in the minds of policy makers, museum curators, and tourism planners. Heritage is no longer just the domain of archaeologists, architects and historians but has become a publicly owned commodity. But why does heritage need to be managed and how can management practices be effectively established? The course combines lectures, field trips and case studies to illustrate the many perspectives on heritage. Invited guest lecturers from institutions across the UAE and further afield will discuss the challenges and approaches of heritage institutions and practitioners in real-world management contexts of the Arabian World. This highly interdisciplinary course will explore how these layers have influenced the development of heritage management frameworks and practices.

## HERITAGE THEORY ELECTIVES

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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 proud 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.

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 reinstated Omani dominance in the region. The Omanis built on the extensive Arabian maritime trade network, that for centuries connected Asia, Africa, and Europe leaving behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. The resulting cross-cultural footprints, often considered "shared heritage", illustrate a global process of connectivity that facilitated exchange of cultural, technological and ideological knowledge. The influence of cultural exchange systems still echo through the Indian Ocean trade nodes such as Zanzibar and Kilwa (Tanzania), where Omani once ruled and in maritime cultures such as the Swahili. But what was the mechanism of exchange? How was it driven? What remains and how is it understood? Can the values such as those applied to World Heritage Sites be used to investigate how shared heritage is created? These fundamental questions steer us towards understanding the origins and principles of multi-layered and multivocal shared heritage, its production and management. The course includes a field project in Zanzibar.

HERST-UH 2301J

**Museum History, Theory, and Practice: Case Study, Florence**

*Typically offered: January*

*Crosslisted with Art and Art History; Museum and Cultural Heritage Studies*

This course will study the history and theory of museums, and critical issues facing museums, through an investigation of the cultural institutions of Florence. Much of the course will be held in museums and other cultural spaces, along with classroom sessions at NYU Florence. The city of Florence presents a unique opportunity for 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. In addition to attending all site visits, reading required texts and participating in class discussion, students will write two papers and make one presentation.

ACS-UH 2211JX

**Orientalism Debates**

*Crosslisted with Arab Crossroads Studies*

ACS-UH 2411X

**Heritage, History and Memory in the Modern "Middle East"**

*Crosslisted with Anthropology;*

*Arab Crossroads Studies; History;*

*Museum and Cultural Heritage Studies*

ACS-UH 2418X

**Politics and Cultures of Nationalism in the Modern Middle East**

*Crosslisted with Arab Crossroads Studies; History;*

*Social Research and Public Policy*

ARTH-UH 2810

**Silk Roads, Sea Routes and Shared Heritage**

*Crosslisted with Arab Crossroads Studies;*

*Art and Art History; History;*

*Museum and Cultural Heritage Studies*

*Pre-1800*

AW-UH 1115X

**Political Past, Political Presents: Archaeology and the Politics of Memory in the 'Near East'**

*Crosslisted with Ancient World Studies; Arab*

*Crossroads Studies; Art and Art History; History*

AW-UH 1116

**Egyptomania**

*Crosslisted with Ancient World Studies; History;*

*Museum and Cultural Heritage Studies*

*Pre-1800*

CCEA-UH 1004

**Identity and Object**

*Crosslisted with Core: Art, Technology and*

*Invention; Core: Cultural Exploration and Analysis*

CCEA-UH 1061

**Memory**

*Crosslisted with Art and Art History;*

*Core: Art, Technology and Invention;*

*Core: Cultural Exploration and Analysis*

CCEA-UH 1069

**Cultural Appropriation**

*Crosslisted with Core: Cultural Exploration and*

*Analysis; New Core: Structures of Thought*

*and Society; Previous Core: Structures of Thought*

*and Society*

CCEA-UH 1083

**Falconry:**

**Cultural Inheritance and Social Imaginary**

*Crosslisted with Core: Cultural Exploration*

*and Analysis*

CSTS-UH 1088

**Thinking Big About the Ancient World**

*Crosslisted with Ancient World Studies;*

*History; New Core: Structures of Thought*

*and Society*

HIST-UH 2116

**Empires and Museums:  
A History of Knowledge Production  
and Museum-making**

*Crosslisted with History*

HIST-UH 3512J

**Science and the Sea**

*Crosslisted with Arab Crossroads Studies; History  
Pre-1800*

MCC-UH 1011J

**Memory and Visual Culture**

*Crosslisted with Media, Culture and Communication;  
Social Research and Public Policy*

MUSIC-UH 1005

**Anthropology of Music 1**

*Crosslisted with Anthropology; Music*

MUSIC-UH 1611X

**Arab Music Cultures**

*Crosslisted with African Studies;  
Anthropology; Arab Crossroads Studies;  
Arab Music Studies; Music*

MUSIC-UH 1662

**African Popular Music**

*Crosslisted with African Studies;  
Anthropology; Music*

MUSIC-UH 2004

**Music Histories and Historiography 2**

*Crosslisted with Music*

MUSIC-UH 2005

**Anthropology of Music 2**

*Crosslisted with Anthropology*

SRPP-UH 1813X

**Family and Gender in the Arab World:  
Continuity and Change**

*Crosslisted with Anthropology;  
Social Research and Public Policy*

## MANAGEMENT & RESEARCH METHODS ELECTIVES

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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 1500

**Shipwrecks and Seascapes**

*Typically offered: spring*

*Crosslisted with Museum and Cultural Heritage Studies*

Shipwrecks hold multiple meanings. For many, shipwrecks embody the romance of the sea and the lure of treasure. For others, shipwrecks can be seen as a unique archaeological phenomenon. More than any other archaeological site, they represent a time capsule, a snapshot of a society at a particular moment in time. This course introduces students to maritime archaeology through an exploration of underwater cultural heritage and through field work and practical application of this relatively young discipline.

HERST-UH 1501

**Experimenting with the Past: Cultural Heritage**

*Connections in the Gulf and Western Indian Ocean*

*Typically offered: fall*

*Crosslisted with Ancient World Studies;  
Anthropology; Arab Crossroads Studies; History  
Pre-1800*

How can we better understand humanity's relationship with the sea? This course applies interdisciplinary and experimental approaches to historical, archaeological and social evidence from the Bronze Age to the present to answer this question. Through analysis of sites, objects and narratives students will explore how this maritime past manifests in the heritage of the UAE and the region. The course will examine the Arabian Gulf and Indian Ocean as a case study for interrogating the complex human relationship with—and

interdependence on—the sea throughout history and in the present. In particular, the class will focus on two periods of significant maritime expansion in the Gulf and Indian Ocean. First, it will explore the earliest origins of long-distance maritime trade in the Neolithic and Bronze Ages, and then the expansion of maritime trade routes along the ‘monsoon wind systems’ in the Early and Middle Islamic periods, as examples of humans’ ambitious engagement with their environment.

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*

HERST-UH 2302J

**Documenting Tradition, Documenting Change:**

*Multimodal Ethnography in Kerala*

*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 multisensory 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 architecture; 2) sites of material heritage such as the palace and temples of Chendamangalam, 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 technical training. Whether as prospective artists, social scientists, policy designers, or coders, students will devise novel forms to document expressive culture.

ARTH-UH 2121J

**Museums in a Global Context**

*Crosslisted with Art and Art History;*

*Museum and Cultural Heritage Studies*

ARTH-UH 2810

**Silk Roads, Sea Routes and Shared Heritage**

*Crosslisted with Arab Crossroads Studies;*

*Art and Art History; History;*

*Museum and Cultural Heritage Studies Pre-1800*

AW-UH 1114

**Doing Archeology:**

**Case Studies from Western Asia**

*Crosslisted with Ancient World Studies;*

*Anthropology; Arab Crossroads Studies; History*

CADT-UH 1001

**Manus et Machina**

*Crosslisted with Core: Art, Technology and*

*Invention; Core: Arts, Design and Technology;*

*Design; Interactive Media*

CADT-UH 1018

**Digital Curation**

*Crosslisted with Core: Art, Technology and*

*Invention; Core: Arts, Design and Technology*

CADT-UH 1044JX

**Documenting Tradition, Documenting Change:**

*Sensory Ethnographic Methods in Kerala*

*Crosslisted with Arab Crossroads Studies;*

*Core: Arts, Design and Technology;*

*Social Research and Public Policy*

CDAD-UH 1033EQ

**Data and Human Space**

*Crosslisted with Core: Data and Discovery*

ENGR-UH 3110

**Instrumentation, Sensors, Actuators**

*Crosslisted with Engineering*

HIST-UH 3512J

**Science and the Sea**

*Crosslisted with Arab Crossroads Studies; History Pre-1800*

MUSIC-UH 1004

**Music: Histories and Historiography 1**

*Crosslisted with History; Music*

MUSIC-UH 1615JX

**Engaging Khaleeji Musical Heritage:**

**An Introduction to Applied Ethnomusicology**

*Crosslisted with Anthropology; Arab Crossroads*

*Studies; Arab Music Studies; Music*

MUSST-UH 1101J

**Past and Future of Egyptological Collections:**

**The Shaping of Identity**

*Crosslisted with Museum and*

*Cultural Heritage Studies*

SRPP-UH 2211

**Ethnographic Field Research**

*Crosslisted with Anthropology;*

*Arab Crossroads Studies;*

*Social Research and Public Policy*

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 peacemaking
- artistic responses to war and roles for art in 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 pre-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**

4 courses, distributed as follows:

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- 1 PEACE-UH 1011 Foundations of Peace: Economic and Political Perspectives
- 3 Peace Studies Electives

# PEACE STUDIES COURSES

## REQUIRED COURSES

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PEACE-UH 1011

### **Foundations of Peace: Economic and Political Perspectives**

*Typically offered: spring*

*Crosslisted with Economics; Political Science*

This course surveys the political science and economics literature on social conflict and peacebuilding. The class will focus on major themes and issues such as the determinants of peaceful cooperation and sustainable peace; the root causes of armed conflict; the determinants of ethnic conflict; the political economy of civil wars; the variables affecting the duration and termination of wars; the phenomenon of different forms of political violence-including protests, riots, military coups, political assassinations, and terrorism; and the politics and economics of peacebuilding. The course is highly interdisciplinary and will cover a wide variety of cases from a comparative perspective.

## PEACE STUDIES ELECTIVES

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PEACE-UH 1110

### **Transitional Justice**

*Typically offered: fall*

*Crosslisted with Political Science*

How do societies emerging from authoritarian rule and intra-state armed conflict deal with past mass human rights violations? In their attempts to address past gross human rights violations, what types of justice mechanisms do such societies employ? Ruti Teitel first coined the term transitional justice in her book *Transitional Justice* (2000). Since then the term has circulated widely in scholarly and policy communities to describe a set of mechanisms and approaches to address 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, it will study why 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 New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society*

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*

ACS-UH 2614X

**Colonization of Palestine**

*Crosslisted with Arab Crossroads Studies; History; Political Science; Social Research and Public Policy*

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; New Core: Structures of Thought and Society; Social Research and Public Policy*

ANTH-UH 2121X

**Gender/Religion/Violence**

*Crosslisted with Anthropology*

CCEA-UH 1095X

**Arabia Felix, the Imagined Land of ‘Happiness’**

*Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis Pre-1800*

CDAD-UH 1037

**Cyberwarfare**

*Crosslisted with Core: Arts, Design and Technology; Core: Data and Discovery*

CSTS-UH 1038

**Peace**

*Crosslisted with New Core: Structures of Thought and Society; Previous 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**  
*Crosslisted with Political Science*

POLSC-UH 2511  
**International Organizations**  
*Crosslisted with Political Science;  
Social Research and Public Policy*

POLSC-UH 2513J  
**Political Conflict and Economic Development**  
*Crosslisted with Film and New Media;  
Political Science*

POLSC-UH 2519  
**Nuclear Politics**  
*Crosslisted with Political Science*

POLSC-UH 3511J  
**Nation-Building**  
*Crosslisted with Political Science*

POLSC-UH 3512  
**Civil Wars and International Intervention**  
*Crosslisted with Political Science*

POLSC-UH 3516J  
**Surviving the 21st Century:  
Power and Statecraft in the Digital Age**  
*Crosslisted with Legal Studies; Political Science*

PSYCH-UH 3513  
**Psychology of Terrorism**  
*Crosslisted with Psychology*

# Sound and Music Computing

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:

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- 1 CS-UH 1001 Introduction to Computer Science or ENGR-UH 1000 Computer Programming for Engineers
- 1 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-UH 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

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CS-UH 1001

### **Introduction to Computer Science**

*Crosslisted with Computer Science; Interactive Media*

**OR**

ENGR-UH 1000

### **Computer Programming for Engineers**

*Crosslisted with Engineering*

MUSIC-UH 1002

### **Music Technology Fundamentals**

*Crosslisted with Interactive Media; Music*

## SOUND AND MUSIC COMPUTING ELECTIVES

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CS-UH 1002

### **Discrete Mathematics**

*Crosslisted with Computer Science; Engineering*

CS-UH 1050

### **Data Structures**

*Crosslisted with Computer Science*

CS-UH 1052

### **Algorithms**

*Crosslisted with Computer Science; Engineering*

ENGR-UH 3510

### **Data Structures and Algorithms**

*Crosslisted with Engineering*

ENGR-UH 3610

### **Signals and Systems**

*Crosslisted with Engineering*

ENGR-UH 3620

### **Analog and Digital Communication Theory**

*Crosslisted with Engineering; Media, Culture and Communication*

ENGR-UH 3650

### **Multimedia Systems and Communications**

*Crosslisted with Engineering*

## MUSIC ELECTIVES

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IM-UH 2322

### **Live Coding**

*Crosslisted with Interactive Media; Music; Theater Counts towards IM 2000-Level*

MUSIC-UH 1001

### **Music Theory & Analysis I**

*Crosslisted with Music*

MUSIC-UH 2413

### **Fundamentals of Digital Audio-Introduction to Pro Tools**

*Crosslisted with Film and New Media; Music*

MUSIC-UH 2416

### **Recording and Production Techniques**

*Crosslisted with Interactive Media; Music Counts towards IM 2000-Level*

MUSIC-UH 2419

### **Computational Approaches to Music and Audio I**

*Crosslisted with Engineering; Interactive Media Counts towards IM 2000-Level*

MUSIC-UH 2801

### **Music Theory & Analysis II**

*Crosslisted with Music*

MUSIC-UH 3417

### **Computational Approaches to Music and Audio II**

*Crosslisted with Interactive Media; Music Counts towards IM 2000-Level*

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**

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- 4 Electives selected from the courses listed

# URBANIZATION COURSES

URBAN-UH 1110J

## **Planning Abu Dhabi**

*Typically offered: January even years*

As Abu Dhabi strives to position itself as a global capital city, it is embarked on ambitious plans for urban, economic and social development. Since 2007, Plan Capital 2030 laid the foundation for a new vision with sustainability as an overarching principle. The course will introduce a full understanding of the evolution of the city, its planning history, critically examine Abu Dhabi current plans and their progress, and identify the main urban actors and the forces shaping the growth of the City. Through reading key texts in 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.

URBAN-UH 1112J

## **Metropolis: Culture, Climate, and Politics in the 21st Century City**

*Typically offered: January even years*

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 1118J

## **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*

*Crosslisted with History*

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*. Trips take students to historically significant cultural spaces, including the old City God Temple, Fuzhou Road Bookshops, alleyway houses, The Peace Hotel, the Great World amusement park, People’s Park, the Moganshan Road contemporary art complex, as well as nearby waterway towns that illustrate aspects of Shanghai’s history before urbanization.

URBAN-UH 1121J

## **Public Space and the Life of Cities**

*Offered occasionally*

Public spaces play an essential role in the life of cities and their residents. Public squares and parks, streets and esplanades—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, forums for individual as well as collective action and expression. 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 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**

*Typically offered: January*

*Crosslisted with Social Research and Public Policy*

This course explores the ways that class, race, ethnicity, and religious difference have shaped modern western cities, with attention to the spatialization of inequality in London and the

British Empire. This course is interdisciplinary, bridging past and present and combining historical and social scientific approaches to urban change. We will explore patterns of segregation and residence, the history and geography of difference, and political economy. We will discuss the role that planners, architects, investors, activists, and policymakers have played in shaping metropolitan areas over the last century, with attention to key policy debates, and planning and policy interventions involving immigration, urban redevelopment, gentrification, community control, and suburbanization.

AFRST-UH 1110J

**Interdisciplinary Introduction to African Urban Studies**  
*Crosslisted with African Studies;  
Social Research and Public Policy*

ANTH-UH 2112J

**Cities and Globalization: Buenos Aires and Beyond**  
*Crosslisted with Anthropology*

ARTH-UH 2114

**Topics in Architecture and the Urban Environment from Antiquity to the Present**  
*Crosslisted with Art and Art History*

CCEA-UH 1071J

**Imagining the Renaissance City**  
*Crosslisted with Art and Art History;  
Core: Cultural Exploration and Analysis*

CDAD-UH 1006EJQ

**Coastal Urbanization and Environmental Change**  
*Crosslisted with Core: Data and Discovery; Core:  
Experimental Discovery in the Natural World;  
Environmental Studies*

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;  
Environmental Studies*

CSTS-UH 1032J

**City in Crisis: Refuge and Resilience**  
*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1053

**Understanding Urbanization**  
*Crosslisted with Environmental Studies; New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy*

CSTS-UH 1054J

**Green Mobility and Cities**  
*Crosslisted with Economics; Environmental Studies;  
New Core: Structures of Thought and Society*

CSTS-UH 1062

**Urbanization and Development**  
*Crosslisted with New Core: Structures of Thought and Society; Social Research and Public Policy*

CSTS-UH 1067

**Moving Target**  
*Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society*

CSTS-UH 1075X

**Exploring UAE Cities**  
*Crosslisted with Arab Crossroads Studies;  
New Core: Structures of Thought and Society;  
Social Research and Public Policy*

CSTS-UH 1080J

**Environmental Justice and Urban Inequality**  
*Crosslisted with Environmental Studies; Core: Structures of Thought and Society; Social Research and Public Policy*

ENGR-UH 3450

**Geographic Information System**  
*Crosslisted with Engineering*

ENGR-UH 4420

**Urban Infrastructure Systems**  
*Crosslisted with Engineering*

ENGR-UH 4422

**Data Analysis for Urban Systems**  
*Crosslisted with Engineering*

ENGR-UH 4430

**Monitoring for Smart Cities**  
*Crosslisted with Engineering*

HIST-UH 2114

**Urbanism and Modernity: Paris, Istanbul, Berlin**  
*Crosslisted with History*

HIST-UH 3320

**Port Cities of the Atlantic World**  
*Crosslisted with History;  
New Core: Structures of Thought and Society*

LITCW-UH 1104J

**Writing the City**  
*Crosslisted with Literature and Creative Writing*

SRPP-UH 1412J

**Wealth and Inequality in the Global City**  
*Crosslisted with African Studies; Economics;  
Social Research and Public Policy*

SRPP-UH 2613

**Urban Poverty and Social Policy**  
*Crosslisted with Social Research and Public Policy*

VISAR-UH 2121

**Art and Architecture: Reinventing the City**  
*Crosslisted with Art and Art History; Design*

# Pre- Professional Courses



**Education****Leadership and Social Entrepreneurship****Media, Culture, and Communication****Museum and Curatorial Studies****Premedical and Health Studies**

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****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.

## **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.

Students spending a semester at NYU New York are encouraged to participate in activities organized by the Catherine B. Reynolds Foundation Program in Social Entrepreneurship. This university-wide program offers, among other things, a lecture series with prominent social entrepreneurs and leaders from across the spectrum of public and professional sectors.

### **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 Guggenheim Abu Dhabi, and the Louvre Abu Dhabi (open since 2017)—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.

# EDUCATION COURSES

EDUC-UH 1001J

## **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 5-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 1079J

## **Art, Education and Barbarism in Berlin**

*Crosslisted with Art and Art History;*

*Core: Cultural Exploration and Analysis*

CSTS-UH 1087

## **Future of Education**

*Crosslist with Social Research and Public Policy;*

*Core: Structures of Thought and Society*

ECON-UH 3710

## **Economics of Education**

*Crosslisted with Economics*

SRPP-UH 2620

## **Education and Society**

*Crosslisted with Core: Structures of Thought*

*and Society; Social Research and Public Policy*

SRPP-UH 2624JX

## **Disability in a Global Context:**

### **Advancing Inclusion in the UAE**

*Crosslisted with Arab Crossroads Studies;*

*Social Research and Public Policy*

SRPP-UH 2626J

## **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 written assignments, group work, and rigorous class discussion. Lecturers span a range of executives, entrepreneurs, media titans, and government officials.

LEAD-UH 3001

## **Business Acceleration and Disciplined Entrepreneurship** *Offered occasionally*

This course provides a framework for teams to move from an idea about a 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 1001J

## **Principles of Marketing**

*Crosslisted with Business and*

*Organizational Studies; Economics*

BUSOR-UH 1005J

## **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

**Law in Entrepreneurship**

*Crosslisted with Economics; Legal Studies*

SOCSC-UH 1111

**Markets**

*Crosslisted with Business and Organizational Studies; Economics; Social Research and Public Policy*

SRPP-UH 1613J

**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 1001J

**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 hands-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 nature of disasters in the mass media. We will look at disasters through human history and how technology has determined the way the world got to know about them. While earthquakes and floods are 'natural', disasters are human-induced. The media should make this distinction, and function as an early warning system. 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 attention span of the media and the lifespans of stories be extended in covering nature? What can be the role of communication 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 a move away from postmodern irony 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 technologies 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 to 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 emergence 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 thinkers (Laila Lalami, Hisham Aidid, Rania Abouzeid, and others) as well as daily news reading on Morocco. A couple of foreign correspondents will video conference with the class to talk about their experience covering the region. *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? Is it possible to write fairly about an unfamiliar culture? 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 context? 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 journalistic and essay writing, engaging with Sydney and yourselves.

MCC-UH 1011J

### **Memory and Visual Culture**

*Typically offered: January*

*Crosslisted with Heritage Studies;*

*Social Research and Public Policy*

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 examines the intersections of visual culture, commemoration, nationalism, and social movements with the politics of memory in the global context. We will study the contestations over 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 investigate 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.

MCC-UH 1012J

### **Mining the Archive in the UAE**

*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.*



CADT-UH 1047J

**Hacking in Global Perspective:**

**Creativity, Copyright, and Control**

*Crosslisted with Core: Arts, Design and Technology; Interactive Media*

CCEA-UH 1002J

**Narrative, Media, and Technology**

*Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Interactive Media*

CCEA-UH 1085

**Cinematic Imagination:**

**Music, Media, and Modernity**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media (Media Studies); Music*

CCEA-UH 1091

**Narrating Migration**

*Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media; New Core: Structures of Thought and Society*

CSTS-UH 1055J

**Is Liberalism Dead?**

*Crosslisted with New Core: Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society*

CSTS-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 Society*

ENGR-UH 3620

**Analog and Digital Communication Theory**

*Crosslisted with Engineering; Sound and Music Computing*

FILMM-UH 1011

**Concepts of Film and New Media**

*Crosslisted with Film and New Media*

FILMM-UH 1013X

**Understanding MENASA Film and New Media**

*Crosslisted with Arab Crossroads Studies; Film and New Media*

FILMM-UH 1120J

**Media and Memory**

*Crosslisted with Film and New Media; Museum and Cultural Heritage Studies; Peace Studies*

FILMM-UH 3110

**Archives, Methods, Screens**

*Crosslisted with Art and Art History; Film and New Media; Interactive Media; Literature and Creative Writing Counts towards IM 2000-Level*

IM-UH 1010

**Introduction to Interactive Media**

*Crosslisted with Art and Art History; Film and New Media; Interactive Media*

IM-UH 1011

**Communications Lab**

*Crosslisted with Design; Interactive Media; Music*

IM-UH 1012

**Communication and Technology**

*Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Design; Interactive Media*

LITCW-UH 1501

**Feature Writing**

*Crosslisted with Literature and Creative Writing*

LITCW-UH 1502

**Travel Writing**

*Crosslisted with Literature and Creative Writing*

LITCW-UH 1505J

**Is it Only Personal:**

**The Role of “The Column” in Public Discourse**

*Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing*

POLSC-UH 3312J

**Social Media and Political Participation**

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

VISAR-UH 2110

**Projects in Photography**

*Crosslisted with Art and Art History*

# MUSEUM AND CURATORIAL STUDIES COURSES

MUSST-UH 1001

## **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.

MUSST-UH 1101J

## **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.*

ACS-UH 2411X

## **Heritage, History and Memory in the Modern “Middle East”**

*Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; History*

ANTH-UH 2110J

## **Anthropology of Indigenous Australia: Art, Politics and Cultural Futures**

*Crosslisted with Anthropology*

ARTH-UH 2121J

## **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 Pre-1800*

AW-UH 1116

## **Egyptomania**

*Crosslisted with Ancient World Studies;*

*Heritage Studies; History*

*Pre-1800*

FILMM-UH 1120J

## **Media and Memory**

*Crosslisted with 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 2301J

## **Museum History, Theory, and Practice: Case Study, Florence**

*Crosslisted with Art and Art History;*

*Heritage Studies*

LAW-UH 2131

## **Law and the Arts**

*Crosslisted with Legal Studies; Theater*

THEAT-UH 1519

## **Installation Art**

*Crosslisted with Art and Art History;*

*Interactive Media; Theater*

# PREMEDICAL AND HEALTH STUDIES COURSES

## SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

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### ESSENTIAL:

SCIEN-UH 1101EQ-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:

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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 2011Q

#### **Probability and Statistics**

*Or an alternative statistics class*

*such as SOCS-C-UH 1010Q*

*Crosslisted with Mathematics*

SRPP-UH 2617J

#### **Global Burden of Non-communicable Diseases**

*Crosslisted with Social Research and Public Policy*

# Physical Education

The mission of the NYUAD Physical Education Program is to provide students guidance in becoming physically active and healthy for lifetime through a mandatory minimum of two unique 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](mailto: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 appear on the official student transcripts.

# PHYSICAL EDUCATION COURSES

PHYED-UH 1001

## **Beginner Fitness for Life**

*Typically offered: fall, spring*

This introductory course orients 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 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.

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

## **WO Belly Dancing**

*Offered occasionally*

This course is designed to teach the technique, history, terminology, rhythms, and dance combinations/choreography of Belly Dance. It will also focus on strength, conditioning, and stretching principles necessary for the dance.

PHYED-UH 1006

## **Beginner Hip Hop**

*Typically offered: fall, spring*

Hip Hop dance is designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.

PHYED-UH 1008

## **Scuba—Open Water**

*Offered occasionally*

**Prerequisite:** Student must have completed one PE course prior to enrolling

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 meter 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

## **WO Dance**

*Offered occasionally*

This course 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

## **WO Yogalates**

*Offered occasionally*

Pilates is a conditioning program emphasizing the 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 understand and are able to demonstrate the basic components of yoga practice, including safe, stable body alignment and classic yoga postures. This is a women's course.

PHYED-UH 1013

### **Beginner Golf**

*Typically offered: fall, spring / Student must have completed one PE course prior to enrolling*

This driving range and putting green based golf instruction class is focused on exposing individuals to the basics of golf. In addition to receiving technical instruction on proper grip and swing, individuals learn the history and rules of golf and basic golf etiquette. The class culminates with an on-course experience.

PHYED-UH 1014

### **Beginner Tennis**

*Typically offered: fall, spring / Student must have completed one PE course prior to enrolling*

This class is geared towards novice tennis players and exposes individuals to the basics of tennis. In addition to receiving technical instruction in serve, volley and forehand and backhand strokes, individuals learn the rules of tennis.

PHYED-UH 1015

### **Triathlon**

*Typically offered: spring*

This challenging class is appropriate for beginner and intermediate skill levels who are interested in learning about indoor triathlons. Students will learn proper swim, cycle and run techniques as well as the structure and unique challenges presented by an indoor triathlon. This class will culminate with an indoor triathlon consisting of either 375m swim, 10 km Techno Gym bike, and 2.5 km run or 750m swim, 20 km Techno Gym bike, and 5 km run.

**NOTE:** All Students must pass an advanced swim test prior to the first class. This entails swimming continuously for 200m in 4 min or under using freestyle or breaststroke technique. All interested students should email Matt MacDonald (PE Curriculum Manager) mam1830@nyu.edu to arrange their advanced swim test.

PHYED-UH 1016

### **WO Swimming**

*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 course.

PHYED-UH 1017

### **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 weighting lifting 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

### **WO 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 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, learn to 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 / Student must have completed one PE course prior to enrolling*

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

**WO 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. This is a women's course.

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 / Student must have completed one PE course prior to enrolling*

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 / Student must have completed one PE course prior to enrolling*

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 for 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 / Student must have completed one PE course prior to enrolling*

A practical course designed for students with basic golf knowledge and skills. The course will include course strategies, course management, the proper use of the rules, club selection, speed of play, skill building, and different golf formats.

PHYED-UH 1040

**WO 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.



PHYED-UH 1041

**WO Hip Hop**

*Offered occasionally*

Hip Hop dance is a class designed for students with an interest in Hip Hop dance/culture. This class introduces students to Hip Hop through movement that includes freestyle dancing, locomotive movements, and choreography.

PHYED-UH 1042

**Beginner Ballet**

*Typically offered: fall*

The co-ed introductory course will give 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 1044

**Volleyball**

*Typically offered: fall*

This class is designed to help players learn and develop a basic understanding of volleyball. Topics include the basic skills of serving, passing, setting, attacking and blocking. The class will also cover tactical skills of basic volleyball offensive and defensive play and well as the rules and scoring. No previous experience necessary.

PHYED-UH 1045

**WO Aquatics**

*Offered occasionally*

WO Aquatics explores a variety of water based activities, like indoor SUP, water aerobics and Aqua Zumba. WO Aquatics is an introductory class and students must be comfortable in the shallow end of the competition pool.

PHYED-UH 1046

**Modern Dance (Intro to Horton Technique)**

*Offered occasionally*

This course is designed for both dancers and dance enthusiasts of all levels. This course will introduce students to modern dance through the Horton Technique mainly through learned movement, repetition and demonstration supplemented with videos, illustrated text, and discussions. Students will learn to develop proper body alignment, improve strength, coordination and flexibility as well as the ability to apply what they learn to different styles of dance. Students will gain a better understanding of the origins/influences of the Horton Technique as seen and performed in the work of American choreographer, Alvin Ailey. Familiarity with some form of dance is suggested.

PHYED-UH 1048

**Beginner Karate**

*Offered occasionally*

This introductory class will involve the philosophy, principles and techniques of Karate. Overall fitness will be improved and students will gain greater knowledge and understanding of the martial art. Karate for Beginners will include the teaching of the physical skills such as blocking, punching, striking, kicking and body shifting techniques in correct stance. The course will also introduce the mental aspects of Karate, including principles such as character, concentration, self-control, manners and self-discipline, and how they can be applied in everyday life to benefit themselves and society. No previous experience necessary.

PHYED-UH 1049

**WO 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 1052

**Beginner World Dance**

*Typically offered: fall, spring*

An introduction to the properties and elements of dance in a variety of cultural contexts. Dance is considered as art, recreation, social interaction, and entertainment through investigation and practice of 6-7 different dance styles from around the world including folk dances, flamenco, hula, samba, and others.

PHYED-UH 1053

**Beginner Partner Dance**

*Typically offered: fall, spring*

Intro to Partner Dance gives students an overview of 6-7 dances at a beginner level. Students will take two classes each to learn the basic social dance patterns in dances such as Waltz, Tango, Cha-Cha, Swing/Lindy Hop, and Salsa to name a few. We will work on timing, leading and following while dancing with rotating partners throughout each class.

PHYED-UH 1054

**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 Basketball**

*Offered occasionally*

Learn the basic fundamentals of basketball while getting fit at the same time. Open to all students (new or familiar) with the sport of basketball. 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.

PHYED-UH 1056

**Outdoor Games**

*Typically offered: fall, spring*

Get fit and have fun playing games you love. All the while enjoying fresh air and green grass beneath your feet. Designed to unleash your inner child, this course will introduce students to a variety of outdoor games. Examples include ultimate Frisbee, capture the flag, bubble soccer, European handball, kickball, and so much more. This class is highly active and open to all ability levels.

PHYED-UH 1057

**WO Pilates**

*Typically offered: fall, spring*

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. This is a women's course.

PHYED-UH 1058

**WO Fitness (Level 2)**

*Offered occasionally*

This class is aimed for students who have previously completed WO Fitness or already have a good foundation of fitness. The class will be based on providing opportunities to enhance fitness levels through a series of high intensity interval training, resistance, and cardiovascular based methods. This class is open to female students.

PHYED-UH 1059

**Jedi Training**

*Offered occasionally*

Many of the themes and concepts illustrated in the Star Wars order of Jedi knights have roots in spiritual philosophies from diverse traditions that are grounded in a real practice of increasing human capability. This course explores some of those traditions and engages participants in physical discipline activities that focus on the themes of centering in the self, spatial awareness, physical agility and breaking through the limitations of the mind and body. Practical application will be discussed and students will learn practices that can be incorporated into daily life to increase self-awareness, intentionality and personal mastery.

PHYED-UH 1060

**Cycling the UAE**

*Typically offered: fall*

PHYED-UH 1061

**Lindy Hop Swing Dance**

*Typically offered: spring*

When you picture swing dancing on the 1930's-1940's silver screen you probably picture lindy hop; that exuberant dance that makes your inner jitterbug's heart skip a beat. Often described as the original Swing dance, Lindy Hop is a fast-paced, joyful dance with a jazzy style that reflects the jazz and Big Band music that accompanies it. This class will get you comfortable with various Lindy Hop shapes and footwork and have you dancing with connection and skill. It is open to both absolute beginners and those who have already had an introduction to Lindy Hop basics through previous enrollment in a Partner Dance class.

PHYED-UH 1062

**Olympic Weightlifting**

*Typically offered: fall, spring*

This course is designed for those who have little to no experience in weight lifting. Students will learn how to properly perform the two main Olympic lifts; snatch and clean and jerk. Heavy emphasis will be placed on technique and the art of the sport itself. Students will also learn several accessory movements that will support their lifts and make them stronger. For example, squats, dead lifts, and press. Students will learn how to adapt Olympic weightlifting to benefit their current sport, prevent injury and enhance their overall physical wellbeing.

PHYED-UH 1064

**WO Olympic Weight Lifting**

*Typically offered: fall, spring*

This course is designed for those who have little to no experience in weight lifting. Students will learn how to properly perform the two main Olympic lifts; snatch and clean and jerk. Heavy emphasis will be placed on technique and the art of the sport itself. Students will also learn several accessory movements that will support their lifts and make them stronger. For example, squats, dead lifts, and press. Students will learn how to adapt Olympic weightlifting to benefit their current sport, prevent injury and enhance their overall physical wellbeing. This is a women's course.

PHYED-UH 1065

**WO 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. This class is open to female students.

PHYED-UH 1066

### **WO Beginner Rock Climbing**

*Typically offered: fall / Student must have completed one PE course prior to enrolling*

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. This class is open to only female students. Please note that unlike other women's 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 done to Afro-Latin music consisting 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,

mediation, 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*

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*

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 different 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

### **WO Zumba**

*Typically offered: fall*

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

### **Introduction to Group Fitness Classes**

*Typically offered: fall*

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 1:1 Coaching through our wellness department would be beneficial for establishing a baseline of standard movement patterns.

PHYED-UH 1078

### **Beginner Waltz**

*Typically offered: fall*

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. We will learn 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*

Barre Fit is a cardio and strength-training class that combines elements of ballet, light resistance, and cardiovascular fitness at the barre. It offers exercises 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 1081

### **Build Your Best Self**

*Not typically offered*

This course is designed to help students reach their goals, offer guidance on well-being and give insights into how to ignite passion for an enhanced life experience. Whether it's career related, a race you're training for or even if you just lack daily motivation; you will benefit greatly from this course. Involving online lectures, a reflective journal and live Q&A's, this course will focus specifically on wellness, life after university and strengthening your mindset.

PHYED-UH 1082

### **Nutrition 101**

*Offered occasionally*

Learn the basic fundamentals of Nutrition.

PHYED-UH 1083

### **WO Running**

*Offered occasionally*

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 classes this course does not take place in a private setting.

PHYED-UH 1084

### **High Intensity Training**

*Typically offered: fall*

HUA connects students to movement using a High Intensity Training 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 1085

**WO Holistic Happiness**

*Typically offered: fall, spring*

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 2001

**Intercollegiate Badminton**

*Typically offered: fall*

Participate as a team member in the Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2004

**Intercollegiate Basketball**

*Offered occasionally*

Participate as a team member in the Intercollegiate Basketball team for at least one (1) season.

PHYED-UH 2005

**Intercollegiate Cricket**

*Offered occasionally*

Participate as a team member in the Intercollegiate Cricket team for at least one (1) season.

PHYED-UH 2008

**Intercollegiate Soccer**

*Offered occasionally*

Participate as a team member in the 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 Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 2012

**Intercollegiate Volleyball**

*Offered occasionally*

Participate as a team member in the Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2013

**Intercollegiate Swimming**

*Offered occasionally*

Participate as a team member in the Intercollegiate Swim team.

PHYED-UH 3002

**Intercollegiate Badminton II**

*Offered occasionally*

Participate as a returning team member in the 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 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 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 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 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 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 Intercollegiate Swimming team for at least one (1) additional season.

PHYED-UH 3014

**Intercollegiate Track & Field**

*Typically offered: fall*

Intercollegiate Track & Field

# January Term

The January Term offers a distinctive learning experience, different from what can be offered during the fall and spring semesters.

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.

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 including for the first time in 2022, Tel Aviv.

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.

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.nyuad@nyu.edu.

\* Due to the COVID-19 pandemic J-Term 2021 was suspended. J-Term offerings are expected to resume January 2022.



# JANUARY 2020 COURSES

January 2020 offerings will be available at [www.nyuad.nyu.edu](http://www.nyuad.nyu.edu) in late summer 2021.

## COURSES IN ABU DHABI

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ARABL-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 1009EJQ

**Behavior**

CDAD-UH 1013EJ

**Stem Cells: Immortality and Regeneration**

CDAD-UH 1022JQ

**Sustainable Development**

CDAD-UH 1026EJ

**Water, Energy, Food Nexus**

CSTS-UH 1054J

**Green Mobility and Cities**

CSTS-UH 1064J

**Well-Being and the Design of the Built Environment**

CSTS-UH 1080J

**Environmental Justice and Urban Inequality**

CSTS-UH 1081J

**What is Religion?**

CSTS-UH 1083J

**Year of Tolerance**

ECON-UH 1502J

**Household Finance**

ENGR-UH 1021J

**Engineering Foundations: Design and Innovation**

LAW-UH 2120J

**Law in Entrepreneurship**

MATH-UH 1009JQ

**Integral Calculus**

PHIL-UH 1110J

**The Meaning of Life**

POLSC-UH 2320J

**Diversity and Society**

POLSC-UH 2323J

**Suffering and Politics**

POLSC-UH 2522J

**Global Crisis in the European Context**

POLSC-UH 2525J

**Power Relations Theory**

SRPP-UH 1610J

**Child Development and Social Policy in a Global Society**

SRPP-UH 1618J

**Political Abdications**

SRPP-UH 1814J

**Language, Religion, and Ethnicity**

SRPP-UH 1815J

**“Diversity”, “Inclusion” and “Tolerance”?: Contemplations on 21st Century Identity Formation**

SRPP-UH 2213J

**Sports & Society**

SRPP-UH 2625JX

**Making Women Matter: Case Studies from the GCC**

## COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

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ARTH-UH 2127JX

**Orientalism and the Discovery of Islamic Architecture**

CADT-UH 1044JX

**Sensory Ethnographic Methods in Kerala: Documenting Tradition, Documenting Change**

CADT-UH 1045J

**Plastic Fantastic**

CADT-UH 1046J

**Make Art Here**

CCEA-UH 1087J

**Confessional Culture  
from Augustine to Oprah**

CDAD-UH 1020J

**Challenges in Global Health**

CDAD-UH 1036EJQ

**Community Driven Development,  
Data & Discovery**

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**

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**

HIST-UH 3322J

**African Empires:  
West Africa and Ethiopia**

IM-UH 1514J

**Resourcefulness:  
Ethiopia**

IM-UH 2520J

**Making Education**

LAW-UH 2126JX

**International Commercial  
Arbitration: From Ancient Arabia to  
Contemporary Singapore**

MCC-UH 1003J

**Communicating in the Anthropocene**

MCC-UH 1006J

**Reporting Morocco**

MCC-UH 1012J

**Mining the Archive in the UAE**

MUSIC-UH 1615J

**Engaging Khaleeji Musical  
Heritage: An Introduction to  
Applied Ethnomusicology**

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 2325J

**Revolution—The Politics of Energy**

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 2623J

**Cultures of Addiction:  
A BioSocial View**

SRPP-UH 2626J

**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

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ECON-UH 1410J  
**Research Design, Fieldwork, and  
Data Analysis for Development Economics**

HIST-UH 3323J  
**The Trans-Atlantic Slave Trade:  
History and Memories**

### BERLIN

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CCEA-UH 1022J  
**Fascism, Anti-fascism, and Culture**

CCEA-UH 1079J  
**Art, Enlightenment and Barbarism  
in Berlin**

### BUENOS AIRES

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CADT-UH 1014EJQ  
**Heuristics**

FILMM-UH 1120J  
**Media and Memory**

MCC-UH 1011J  
**Memory and Visual Culture**

### FLORENCE

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HERST-UH 2301J  
**Museum History, Theory, and Practice:  
Case Study, Florence**

HIST-UH 3321J  
**Atlantic Moments in the Making  
of the American Republic**

MATH-UH 1009JQ  
**Integral Calculus**

### LONDON

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ARTH-UH 2121J  
**Museums in a Global Context**

IM-UH 1500J  
**Immersive Storytelling, and the Art  
of Making the Virtual, a Reality**

POLSC-UH 2529J  
**Fulfilling the Promise of the Sustainable  
Development Goals by 2030**

### MADRID

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LITCW-UH 1104J  
**Writing the City**

### NEW YORK

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BUSOR-UH 1001J  
**Principles of Marketing**

CSTS-UH 1013J  
**Relationship of Government and Religion**

LITCW-UH 2314J  
**New York Urbanism:  
Poetry, Art and Architecture Since 1900**

POLSC-UH 3312J  
**Social Media and Political Participation**

THEAT-UH 1114J  
**“Under the Radar” at the Public Theater**

### PARIS

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CSTS-UH 1024J  
**Sovereignty**

ECON-UH 2621J  
**Financial Macroeconomics:  
Crises, Policies and their Aftermath**

### PRAGUE

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CSTS-UH 1055J  
**Is Liberalism Dead? The Rise and Decline  
of the Master Idea of Our Time**

FILMM-UH 1119J  
**Socialism on Screen**

### SHANGHAI

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CSTS-UH 1026J  
**Children and Childhood: Medical, Historical,  
and Cultural Perspectives**

CSTS-UH 1030J  
**Global Perspectives on Inequality**

CSTS-UH 1084J  
**The Art and Science of Parenting:  
Impact on Education,  
Health and Mental Health**

PSYCH-UH 1001J  
**Cognition**

## **SYDNEY**

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*(the Sydney site will not be available January 2022)*

POLSC-UH 2324J

**The Politics of Belonging: Membership,  
Communities, Nations, and Boundaries**

POLSC-UH 2517JQ

**Modeling Politics and International Relations**

## **WASHINGTON, DC**

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POLSC-UH 2420J

**Who Are You Israel? A look into the  
Old-New Middle East Neighbor**

POLSC-UH 2913J

**Electing the President: An Up-close Look  
at How American Elections Really Work**

# Summer School

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.

**Semester-long  
Study Away**

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

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### **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. 564–569.

### **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

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**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 NYUAD 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**

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**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.

## **STUDY AWAY AT NYU ABU DHABI**

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 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.

# Special Programs and Resources

# ACADEMIC ENRICHMENT PROGRAM

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).

# ACADEMIC ENRICHMENT PROGRAM COURSES

HISTN-UH 1001

## **Identity**

*Typically offered: fall*  
*4 credits*

The latter half of the twentieth century witnessed the emergence of mass movements grounded in claims about the injustices perpetrated against women, racial/ethnic minorities, indigenous groups, and LGBTQIA2S+ communities. 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 explores the roots and evolution of various categories to which the concept has been affixed (gender, race, ethnicity, nationality, class, and sexuality). Our discussions will reveal how identities emerge, acquire salience, lose relevance, and are redefined at unique historical conjunctures. The course invites students to consider the degree to which one’s sense of self is fashioned through personal choices/experiences, whether modern notions of selfhood are really modern, how one’s sense of self is informed by power dynamics, whether identity politics offers those suffering oppression with an effective tool to confront it, and whether cosmopolitanism offers an effective and responsible way of managing cultural difference.

HISTN-UH 1002

## **Journeys and Emancipations**

*Typically offered: spring*  
*4 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 and 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*  
*4 credits*

Identities and Metamorphoses 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. The course investigates the personal and cultural conditions under which texts are produced, disseminated, and received. We will consider not only the personal and historical experiences that inform these works, but also the potential futures they imagine. We consider different categories of identity (gender, race, class, ethics, ethnicity, heritage, place and material culture). Class discussions and writing assignments invite students to interrogate and argue to what extent self is constructed through personal experiences and choices or by socially constructed paradigms and power dynamics. I&M examines the different ways writers write about themselves, their views and issues within the world context and read diverse writing styles to show the range of possibilities available to you as an academic writer.

WRIT-UH 1002J

## **Global Discoveries and Dialogues: The Quill and Chisel**

*Typically offered: January*  
*4 credits*

“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. Beginning in Abu Dhabi,

students will meet together to discuss global cultural heritage, before visiting the Louvre Abu Dhabi. The class then embark upon their own individual journeys. “The Quill and the Chisel” visits Florence, where students examine Michelangelo Buonarroti’s unparalleled influence on Renaissance architecture, art, poetry, and sculpture. In considering Michelangelo’s remarkable artistic and literary achievements, alongside those featured at the Louvre Abu Dhabi, it asks students to weigh their importance in Florentine, Renaissance, and Global history. Through the use of social media, students will collaborate extensively between the two locations to further interrogate the question of how history and memory are produced. Upon returning to Abu Dhabi, groups comprised of students from both sections will craft presentations synthesizing their on-site research, in an effort to address the questions posed at the start of the course. *PLEASE NOTE: This course is open only to NYU Abu Dhabi students.*

WRIT-UH 1003J

**Global Discoveries and Dialogues:  
Histories of and in Greece**

*Typically offered: January  
4 credits*

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

WRIT-UH 1010

**AEP/ESP Methods of the Written Voice:  
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.

## STUDENT RESEARCH

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Research is an important part of the NYUAD education, and research opportunities are threaded throughout the undergraduate program. Students become active investigators and experience the challenge, creativity, and rigor involved in grappling with questions and proposing answers, considering problems from new angles, and developing and analyzing new data. At NYU Abu Dhabi, research is not limited to the senior year and to advanced courses; research is understood to be a fundamental mode of learning that is applicable at every level of study.

Most majors include required research methods courses that clarify the distinctive approaches of the disciplines. Research may be pursued at the study away sites where students learn to access, elicit, interpret, and generate knowledge within the host society. Research in this context is an important vehicle of cross-cultural inquiry and understanding. Students may devise a research topic of their choosing, participate in a larger, longitudinal research project in a particular field, or conduct research for their Capstone Project.

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 draw 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 noncredit 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**

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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 location 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. Direct encounters intensify learning by adding an experiential dimension that is not possible through classroom learning alone. Led by faculty members, the seminars may also draw upon local experts with deep knowledge of the sites and provide students with opportunities for collaborative learning with members of the host communities.

The seminars are generally scheduled during the fall or spring breaks and in January Term, although some courses incorporate day-long or overnight fieldwork travel during weekends.

In academic year 2019–20, regional seminars were organized in 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**

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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**

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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**

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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**

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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](http://nyuad.nyu.edu/academics/library.html).

## **NYU ABU DHABI INSTITUTE**

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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.

**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](http://nyuad.nyu.edu/institute).

### **NYU ABU DHABI RESEARCH INSTITUTE**

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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 Research Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Research Institute are studies in neuroscience (the Neuroscience of Language Laboratory, biosciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center); policy research (Center for Behavioral Institutional Design); environmental science (Center for Prototype Climate Modeling); technology (Center for Cyber Security); and space sciences (Center for Astro, Particle, and Planetary Physics), and much more. The Library of Arabic Literature translation project, the Humanities Research Fellowship

Program, and the Arab Center for the Study of Art all 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 Research 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.

# Student Affairs

## **STUDENT RIGHTS AND RESPONSIBILITIES**

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A listing of student rights and responsibilities can be found on the NYU Abu Dhabi website (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

## **ADVISEMENT AND MENTORING**

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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 Affairs. 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 Affairs provides support to faculty mentors and works with individual students on a case-by case basis as need arises.

## **MOSES CENTER FOR STUDENTS ACCESSIBILITY**

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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). <https://www.nyu.edu/about/leadership-university-administration/office-of-the-president/office-of-the-provost/university-life/office-of-studentaffairs/student-health-center/moses-center-for-student-accessibility.html>

## **ATHLETICS, INTRAMURAL SPORTS, AND RECREATION**

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In addition to required Physical Education courses (see pp. 508–515), 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 extra-curricular 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.

## **STUDENT SUCCESS AND WELLBEING**

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Student Success and Wellbeing provides all community members with a nurturing, challenging, and supportive environment to catalyze their physical, emotional, personal, and social development. The department offers one-to-one academic coaching, 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 team to cultivate skills and strategies to reach academic and personal success. Health Promotion 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.

## **CAREER DEVELOPMENT CENTER**

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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.

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.

## STUDENT GOVERNMENT

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The Student Government structure consists of three concentric circles: the Executive Board, the core team consisting of five elected members; the Council, a representative assembly consisting of the Executive Board, the class representatives, the academic representatives and the committee chairs; and the General Assembly, of which every NYUAD student is part.

The Student Government collective deliberates and undertakes action on all issues presented by the student body, including matters pertaining to student interest groups; academic policies and curricula; campus life policies, services and facilities, and any other issues pertaining to the global network as they apply to the NYUAD Student Body.

Further detail can be found at <https://nyuad.nyu.edu/en/about/leadership-and-administration/governance/students.html>

## STUDENT ACTIVITIES

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The Office of Student Activities offers a robust array of programs and resources to cultivate a strong sense of belonging and foster engagement with the wider NYU Abu Dhabi and UAE community.

In partnership with NYUAD's Student Government, the Office of Student Activities supports more than sixty different Student Interest Groups (SIGs) representing everything from Debate and Model UN, to service and sustainability, cultural and religious groups, video games and comic books, academic and professional interests, and women's empowerment. Student Activities works with student leaders to organize off-campus trips and activities including paintball, mangrove kayaking, or movie screenings.

The Office of Student Activities catalyzes opportunities for learning and development through funding for student-led conferences including events such as TEDxNYUAD, the Public Health Think Tank, and Body Movements. Participation in SIGs, Student Government, and conferences is a great way to develop leadership skills and prepare for future careers.

Student Activities offers spaces to meet with friends and find a sense of connection with others: The Baraha, located in the Campus Center, features comfortable sitting areas, a variety of board games, and television service where you can watch news, sports, or current events with friends. Nearby Student Activity Rooms are each decorated in a unique way and lend themselves perfectly to group study sessions and small group meetings. The student union in D1 is also a prime location to gather together for SIG events and informal gatherings.



## COMMUNITY OUTREACH

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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.

Community Outreach 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 Community Outreach 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 cultural programming that connects them to the wider community.

## FIRST YEAR EXPERIENCE

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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 upper-class 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**

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Spiritual Life and Intercultural Engagement (SLICE) cultivates 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 genuine respect. To support students in developing greater self-awareness, SLICE offers the Intercultural Competence Learning Program (ICLP), 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**

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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 and health education, pre-travel visits and immunization updates, pre-participation sports physicals, and making referrals to medical specialists when necessary. A dietitian 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 +971 (0) 2-628-8100 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](mailto:nyuad.healthcenter@nyu.edu).

## RESIDENTIAL EDUCATION

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Residential Education cultivates a sense of belonging and community among NYU Abu Dhabi students by providing resources and offering intentional and engaging programs. The office works closely with student with students to meet the collective needs of the community and foster a welcoming living and learning residential environment.

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. Programming 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 signature programs, such as the College Cup and the Highline Festival, to help students connect with those who live in their residential building. Other Residential Education-administered services include overseeing room selection, housing procedures, and general operational matters.

## PUBLIC SAFETY

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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.

The Public Safety Team maintains a visible presence across the campus through the deployment of uniformed security guards. Furthermore, the department utilizes state-of-the-art technology to maximize the capabilities and effectiveness of the security personnel.

Of particular concern is the environmental and lab safety of the NYUAD Community. All community members are expected to adhere to the environmental health and safety and laboratory safety protocols. Community members can easily access these protocols at <https://students.nyuad.nyu.edu/services/safety-and-awareness/environmental-health-and-safety/> and <https://students.nyuad.nyu.edu/services/safety-and-awareness/environmental-health-and-safety/research-safety/laboratory-safety/> respectively.

The Team has implemented various emergency response measures to ensure that robust protocols are in place for unforeseen crises. For more detailed information community members can access <https://students.nyuad.nyu.edu/services/safety-and-awareness/>. For example, in the event of an emergency the department has a mass notification system designed to alert the NYUAD community via text message and email. Additionally, senior members of the Public Safety leadership team reside on or near campus, to ensure

immediate availability and rapid response capability around the clock.

The Team also maintains strong and enduring partnerships with Abu Dhabi law enforcement agencies, and with local embassies and consulates. The development of synergies with stakeholders in the broader Abu Dhabi community ensures, when necessary, the timely and effective engagement of external resources and support.

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 all emergency services in the UAE is 999). 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 the Department of Public Safety 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](http://nyu.edu/safenyu)

## **TRANSPORTATION**

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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](mailto: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.

# Undergraduate Academic Policies

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](https://nyuad.nyu.edu). Academic Policies relating to NYUAD 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 case of health and/or wellness reasons, this will ordinarily

require that the student sign a release granting the Dean of Students and the Vice Provost access to records that would otherwise be protected under privacy regulations. The Dean of Students and the Vice Provost will review these potentially compelling non-academic issues. In cases where they believe that a significant non-academic reason exists for the academic deficiency AND that there is reason to believe that the significant non-academic reason has been mitigated to an extent that prior academic deficiencies are not likely to be repeated, the Dean and Vice Provost will produce a formal recommendation suggesting a modification or even complete retraction of the recommendation of the Committee on Academic Standing. When no such non-academic reason exists, the Dean and Vice Provost will issue a formal statement in support of the recommendation by the Committee on Academic Standing.

**VI. Decision:** The decision to suspend or dismiss a student lies with the NYUAD Provost (for suspension) or Vice Chancellor (for dismissal) based upon the recommendation of the Academic and Non-Academic review.

**VII. Appeal:** Suspension and dismissal decisions may be appealed to the NYUAD Provost acting in conjunction with the Vice Chancellor, by delivering (via e-mail, hand delivery, delivery service, or mail) a written notice of appeal that arrives at the Office of the Provost within two weeks of a suspension or dismissal notification being sent to the student. There are only two grounds for appeal: a violation of the procedures outlined in this policy or evidence of factual error. The Provost will advise the student, the Committee on Academic Standing, and the Dean of Students in writing of his/her final determination. The decision of the Provost 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**

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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 hardcopy 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](http://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**

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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**

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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**

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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**

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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. Students can submit audit requests during the first week of the semester and is granted on a space available basis only.

### **COMMENCEMENT MARCHING ELIGIBILITY**

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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**

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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.

## **DEGREE COMPLETION IN RESIDENCE**

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Students must be in residence in Abu Dhabi for their final semester of enrollment (immediately prior to graduation) except in rare cases where completion from home in absentia may be considered for students within 8 credits of graduation.

## **DOUBLE COUNTING**

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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.
  - i. 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**

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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.

## **EXEMPTIONS**

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All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

## **FINAL SEMESTER ASSESSMENTS**

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**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

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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

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A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
F	0.0
W	Withdrawal (see Withdrawal Policy)
P	Pass (see Pass/Fail Policy)
I	Incomplete (see Incompletes Policy)

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).

## **GRADUATION HONORS**

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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**

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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 Assessment, Institutional Research, and 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**

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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. Note: this procedure has been revised beginning academic year 2021-22

## **LEAVE OF ABSENCE**

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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.

#### **MIDTERM ASSESSMENT**

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Faculty must organize their courses in a manner that makes individual student progress in the class clear with at least one meaningful means of assessment not later than the middle of the term. In addition

to providing each student with ongoing information on their progress in a timely manner, faculty are required to submit an holistic midterm assessment of Strong (S+), Satisfactory (S), or At Risk (R) for 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.

#### **MINIMUM GRADES**

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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**

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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

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**

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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, NYUAD 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. However, 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**

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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**

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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 NYUAD 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.

## **TRANSCRIPTS**

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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.

## **TRANSFER CREDIT**

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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. Students may earn up to 8 credits per semester while on approved leaves of absence and/or up to 8 credits in any summer up to a total limit of not more than 20 credits. While a student may be awarded transfer credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

Students should complete a Transfer Pre-approval Form prior to enrolling in another institution to assure that courses will be counted toward graduation requirements. Final approval is conditional upon the student submitting an official transcript documenting a grade which is the equivalent of a C or better and submitting a final course syllabus that is essentially the same as that submitted for pre-approval.

Transfer Credit Final Approval Form must be filed with the Registrar and are evaluated by an appropriate subcommittee of the Transfer Credit Review Committee based on academic merit, appropriateness to the NYUAD 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. The Transfer Review Committee consists of the Program heads of each major program, the Vice Provost for Academic Affairs (VPAA), and the Associate Registrar. Individual review subcommittees are convened by the VPAA and will consist of the VPAA, the Associate Registrar, and such program heads or other subject matter experts as the VPAA deems appropriate for the particular course(s) under consideration.

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.

### **WITHDRAWAL FROM A COURSE**

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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

# About New York University

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, Robert I. Grossman 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 School 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**

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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](http://nyu.edu/global).

## **NYU GLOBAL ACADEMIC CENTERS**

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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 featured alongside a vibrant curriculum in sociology, politics and economics. These courses not only take advantage of the extraordinary cultural resources provided by the city of Florence, and its strategic position within Italy and Europe, but also of a unique array of co-curricular lectures and activities that make the Florence campus a dynamic center for scholarly exchange and global policy discussions.

Throughout the year, students at NYU Florence benefit from the opportunity to participate directly in the high-level political, social and cultural policy dialogues organized on our campus. In previous years, NYU Florence has hosted both Republican and Democrat presidential campaign managers, had a three-way dialogue with leading local Christian, Muslim and Jewish leaders, and held a student-organized contemporary poetry slam. Through La Pietra Dialogues, interested students also have the opportunity to participate directly in the organization of the events that bring these outstanding figures to NYU Florence.

**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. 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 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 Universidad Aut.noma 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](mailto: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 Musee 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'Etudes 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.

Students live and attend class just blocks from the White House, the World Bank, and the Smithsonian museums at the Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, reading room, and student lounges on each floor. The center also serves as a venue for dynamic public programming featuring leaders in government, business, and culture as well as notable public figures as part of the Weissberg Forum for Discourse in the Public Square. These events encourage students to discuss topical issues with distinguished speakers and contribute to an academic environment that deepens their understanding of public policy, civic activism, cultural studies, international concerns, green initiatives, media matters, political debates, legal issues and business affairs. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.

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# About NYU Abu Dhabi





## NYUAD LEADERSHIP AND FACULTY

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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 work.

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, as 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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# NYUAD Campus

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 Vinoly 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 hall 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.

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. 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 cafes and dining facilities.

## **WELCOME CENTER IN ABU DHABI**

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The NYU Abu Dhabi Welcome Center is the first point of contact for visitors at the Saadiyat Campus. Located at the main entrance, the Welcome Center provides visitors with information about all aspects of the university, including admissions, the NYU Abu Dhabi Institute, and human resources. The Welcome Center is also the meeting place for those attending an information session, joining a campus tour, seeking print literature about the university, or meeting with a member of the NYUAD faculty or staff. Prospective students and their parents are encouraged to come to the Welcome Center to schedule a visit with an admissions counselor.

## **NYUAD IN NEW YORK CITY: 19 WASHINGTON SQUARE NORTH**

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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 <https://nyuad.nyu.edu/en/about/nyuad-at-a-glance/19-washington-square-north.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 19 WSN.

### **NYU Abu Dhabi in New York**

19 Washington Square North  
New York, NY 10011  
Tel: +1 212 992 7200

## **DIRECTIONS TO NYU ABU DHABI**

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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**

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New York University Abu Dhabi  
P.O. Box 129188  
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United Arab Emirates

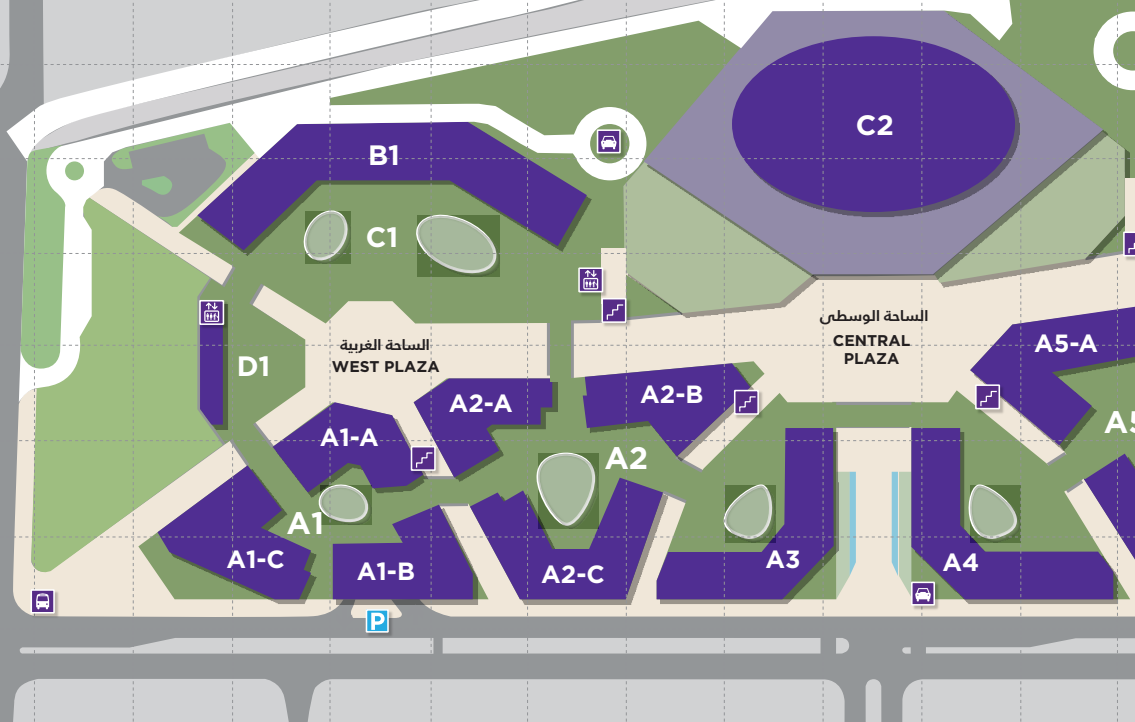
## **TELEPHONE**

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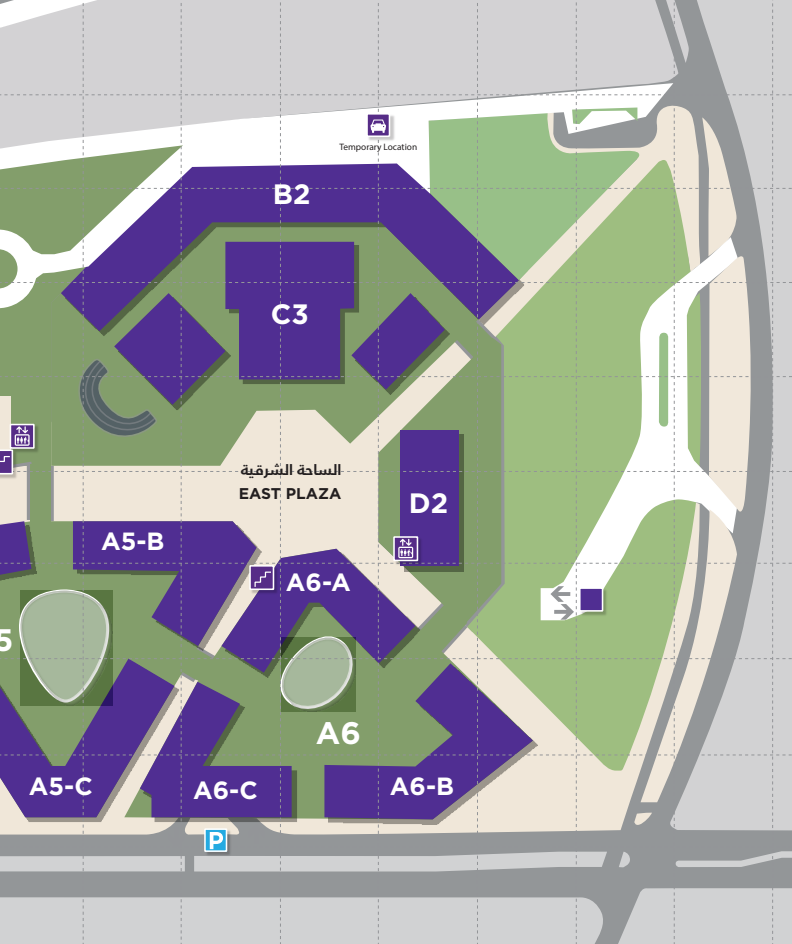
From Outside the UAE  
+971 2 628 4000  
Dial the international exit code for the country from which you are dialing from  
Dial the UAE country code: 971  
Dial the city code and the NYUAD local number: 2 628 4000

### **From within the UAE:**

02 628 4000



Services/Department	Building	Level	Services/Department	Building	Level
<b>NYU Abu Dhabi Welcome Center</b>	A4	G	<b>Dining</b>		
<b>Admissions Office</b>	A4	1	Campus East Restaurant	D2	G
<b>Administrative Offices</b>			Marketplace	C2	2
Vice Chancellor	A3	1	Torch Club	D2	2
Provost	A3	1	Library Cafe	C2	3
Associate Vice Chancellor for Global Education	A3	1	Convenience Store	C2	1
Senior Vice Provost for Strategy and Planning	A3	1	<b>Faculty Offices</b>		
Dean of Arts and Humanities	A3	1	Academic Enrichment/ Emerging Scholars Program	C2	2
Dean of Engineering	A3	1	Arts and Humanities	A6	1
Dean of Science	A3	1	Engineering	C1	G, 1
Dean of Social Sciences	A3	1	Science and Mathematics	A2	1
Vice Provost for Academic Affairs	A3	1	Social Sciences	A5	1
<b>Art Gallery</b>	A4	G	<b>Housing</b>		
<b>Athletics and Recreation</b>			Office of Residential Education	A2,A5,A6	2
Gymnasium	C2	1	Undergraduate Housing	A1,A2,A5,A6	2-8
Fitness	C2	1	Graduate Housing	A3,A4	2-8
Racquetball and Squash Courts	C2	1	Research/Post Doctoral	A3,A4	2-8
Swimming Pool	C2	B1	Faculty/Staff Housing	B1,B2	2-11
			VIP Housing	D2	2



- A2** Computational Research Building
- A3** West Administration Building
- A4** East Administration Building
- A5** Social Science Building
- A6** Arts and Humanities Building
  
- B1** West Apartment Building
- B2** East Apartment Building
  
- C1** Experimental Research Building
- C2** Campus Center
- C3** Arts Center
  
- D1** West Restaurant
- D2** East Restaurant

Services/Department	Building	Level	Services/Department	Building	Level
<b>Library</b>	C2	3	Facilities Operations and Campus Services	A5	1
<b>NYU Abu Dhabi Institute Conference Center</b>	A6	G	<b>Miscellaneous Services</b>		
<b>Prayer Rooms</b>	C2,A1,A6	G	IT Walk-In Center	C2	G
<b>Sheikh Mohamed bin Zayed Scholars Program</b>	A6	1	Human Resources	C2	2
<b>NYUAD Summer Academy Student Services</b>	A6	1	Finance	A4	1
Dean of Students	C2	G	Office of University Events	C2	2
Bookstore	A4	G	Public Affairs	A4	1
Campus Life	C2	2	Mailroom	C2	G
Career Development Center	C2	G			
Global Education	C2	G			
Health and Wellness Center	C2	G			
Registrar	C2	G			
Student Club Spaces	C2	2			
Multi-Faith Center	C2	2			
Public Safety	A4	1			

# Important Contacts



**NYU ABU DHABI WELCOME CENTERS**

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**Abu Dhabi** . . . . . 02 628 4000  
**New York** . . . . . 212 992 7200

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**HEALTH AND WELLNESS**

---

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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**

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**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

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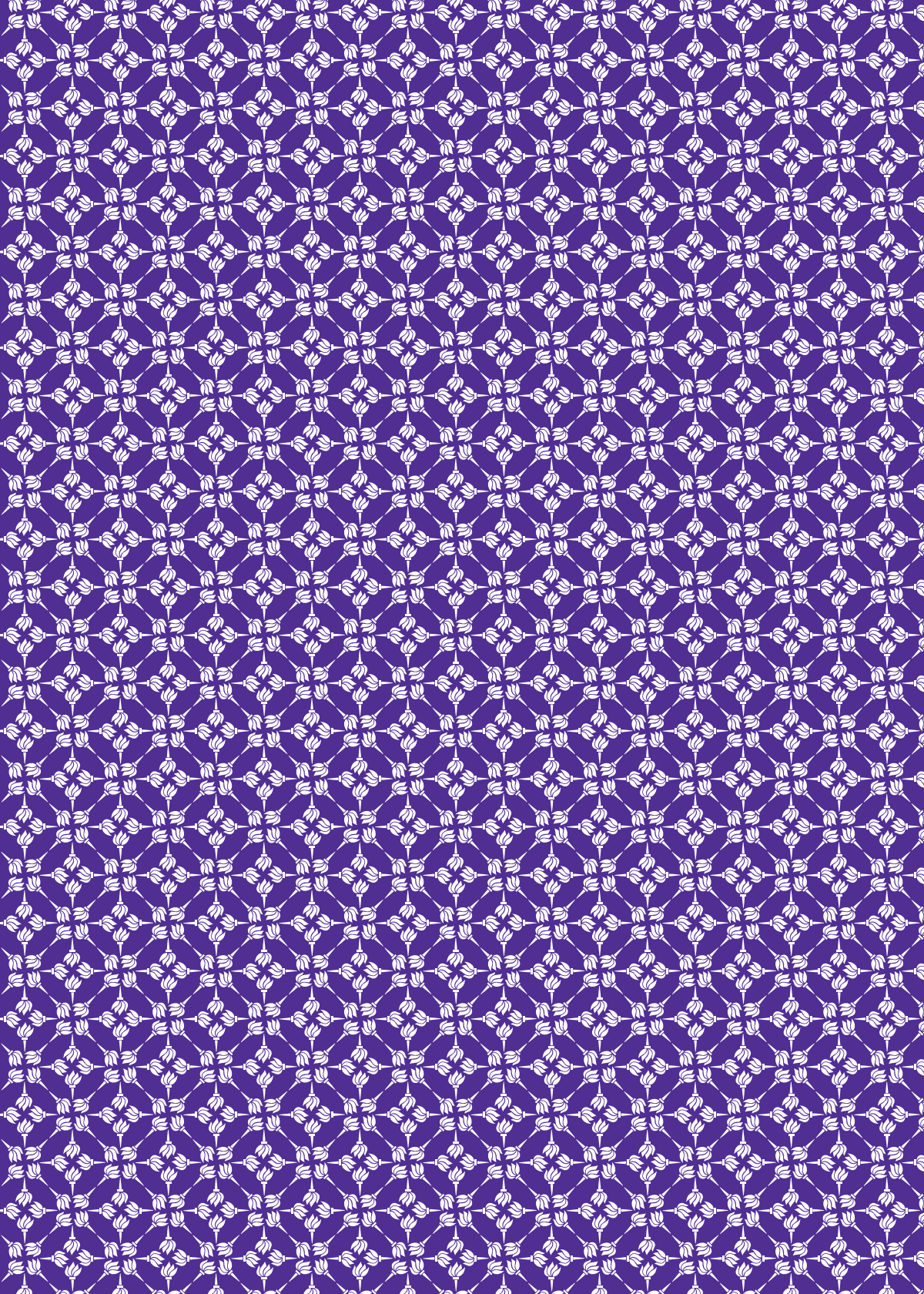
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**IN THE CASE OF AN EMERGENCY**

---

**Emergency Police/Fire/Ambulance** . . . . .999  
**NYU Wellness Exchange** . . . . .02 628 5555 (24 hrs)  
**Security Helpdesk** . . . . . 02 628 4402 (24 hrs)





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