

**NEW YORK UNIVERSITY
ABU DHABI**

BULLETIN 2019-20

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.

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Welcome from the Vice Chancellor

Welcome to NYU Abu Dhabi!

As I take up the role of Vice Chancellor of NYU Abu Dhabi, I am amazed to see how large, strong, and distinctive a learning and research community we have become since I served as Provost 10 years ago. It is an honor and pleasure to welcome our tenth class to campus!

I invite each member of our community—whether newly arrived undergraduates, PhD students returning to their labs, or faculty ready for a year of fresh intellectual endeavor—to enjoy this Bulletin as a portal to the powerful vision of education at NYUAD.

NYUAD offers the best of the American liberal arts and sciences with the intercultural perspective required for shared understanding and common purpose in our global world. This Bulletin is a roadmap to an exciting educational journey. No matter what path you take, our faculty and staff will help you tailor it to meet your intellectual curiosity and your professional interests.

Our students are drawn from the world's best. They are bright, intellectually passionate, and committed to building a campus environment anchored in mutual respect, understanding, and care. They are resolved to place their talents at the service of the needs and aspirations of their communities and humanity at large.

NYUAD faculty are leading researchers, scholars, writers, and artists, within

and beyond their disciplines. They are dedicated teachers, committed to supporting and challenging their students and engaging them in groundbreaking research. A joy for all of us who teach here is watching our students become intellectual colleagues.

Our undergraduate curriculum builds from a cross-disciplinary core, through 24 rigorous majors, towards a full-year independent Capstone project. Learning, research, and community engagement extend well beyond the classroom into the residences and dining halls, the city of Abu Dhabi and the Emirates, and around the world in NYU's global sites on six continents.

Our community is animated by inspiring faculty, students, and staff, working together in a dynamic city at a crossroads of our world. There are many wonderful people here: I encourage you to go out and meet them!

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

I look forward to joining you all for a remarkable year!



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, 24 majors, numerous multidisciplinary and disciplinary minors and specializations, pre-professional courses, and electives in a variety of fields. As the student body and faculty grow, new courses are developed to reflect student interests and expanding faculty expertise. The offerings at NYU Abu Dhabi are also enriched by the wide array of programs across NYU's global network. During four years of undergraduate study, students have an extensive choice of courses in all disciplines and are able to fulfill all requirements.

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

- Economics
 - Global Studies Track
- Political Science
- Social Research and Public Policy

Science and Mathematics

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

Engineering

- General Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Mechanical Engineering

Multidisciplinary Programs

- Arab Crossroads Studies
- Interactive Media
- Legal Studies

MINORS

Multidisciplinary

- The Ancient World
- African 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

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

LANGUAGES

- Arabic
- Chinese
- French

Academic Calendar 2019-20

ORIENTATION

August 14-16 (Weds-Fri)	Arrival window for new students
August 17-23 (Sat-Fri)	First-Year Marhaba (Student Orientation)
August 20 (Tuesday)	Arrival date for visiting students
August 21-25 (Weds-Sun)	Visiting Student Orientation
August 22-25 (Thurs-Sun)	Faculty Orientation
August 23-25 (Fri-Sun)	Arrival window for returning students

FALL SEMESTER I

August 26 (Monday)	Classes begin
September 2 (Monday)	Add/Drop deadline for 7-week courses
September 9 (Monday)	Add/Drop deadline for 14-week courses
September 23 (Monday)	Withdrawal and change of grading basis deadline for 7-week courses
October 13 (Sunday)	Last day of classes for 7-week courses
October 14 (Monday)	Reading Day
October 15-17 (Tues-Thurs)	No classes or midterms: Final exams for 7-week courses
October 18-21 (Fri-Mon)	Fall Break

FALL SEMESTER II

October 22 (Tuesday)	Classes resume/Legislative Day (classes meet on a Sunday schedule)
October 23 (Wednesday)	Legislative Day (classes meet on a Monday schedule)
October 28 (Monday)	Add/Drop deadline for 7-week courses
November 4 (Monday)	Withdrawal and change of grading basis deadline for 14-week courses
November 19 (Tuesday)	Withdrawal and change of grading basis deadline for 7-week courses
December 1-3 (Sun-Tues)	No classes: Commemoration & National Day
December 12 (Thursday)	Legislative Day/Last day of classes (classes meet on a Tuesday schedule)
December 15-19 (Sun-Thurs)	Final Exams
December 20 (Friday)	Departure Day/Winter Break begins

WINTER BREAK

December 20, 2019-January 5, 2020	Winter Break
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JANUARY TERM IN ABU DHABI

January 4-5 (Sat-Sun)	Arrival window for all students
January 4 (Saturday)	Arrival date for visiting students
January 5 (Sunday)	Visiting Student Orientation
January 5 (Sunday)	Faculty Orientation
January 6 (Monday)	Classes begin
January 23 (Thursday)	Last day of classes
January 23-24 (Thurs-Fri)	Departure window

JANUARY TERM IN NEW YORK AND WASHINGTON, DC

January 5 (Sunday)	Arrival day
January 6 (Monday)	Classes begin
January 20 (Monday)	No Classes: Martin Luther King Day
January 24 (Friday)	Last day of classes
January 24-25 (Fri-Sat)	Departure window

JANUARY TERM IN NYU GLOBAL SITES

January 6 (Monday)	Arrival day
January 7 (Tuesday)	Classes begin
January 24 (Friday)	Last day of classes
January 24-25 (Fri-Sat)	Departure window

SPRING SEMESTER I

January 25-27 (Sat-Mon)	Arrival date for all students
January 24 (Friday)	Arrival date for visiting students
January 25-27 (Sat-Mon)	Visiting Student Orientation
January 26-27 (Sun-Mon)	Faculty Orientation
January 28 (Tuesday)	Classes begin
February 3 (Monday)	Add/Drop deadline for 7-week courses
February 10 (Monday)	Add/Drop deadline for 14-week courses
February 24 (Monday)	Withdrawal and change of grading basis deadline for 7-week courses
March 16 (Monday)	Last day of classes for 7-week courses
March 17-19 (Tues-Thurs)	No Classes or Midterms: Final exams for 7-week courses

SPRING BREAK

March 20-28 (Fri-Sat)	No classes
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SPRING SEMESTER II

March 29 (Sunday)	Classes begin
April 4 (Saturday)	Add/Drop deadline for 7-week courses
April 11 (Saturday)	Withdrawal and change of grading basis deadline for 14-week courses
April 25 (Saturday)	Withdrawal and change of grading basis deadline for 7-week courses
April 23 (Thursday)	Beginning of Ramadan
May 14 (Thursday)	Last day of classes
May 16-21 (Sat-Thurs)	Final Exams
May 22 (Friday)	Underclass departure date
May 24-26 (Sun-Tues)	Eid al Fitr Holiday
May 27 (Wednesday)	Commencement (subject to change)
May 28 (Thursday)	Graduating student departure date

SUMMER TERM

May 31 (Sunday)	Classes begin/Visiting Research Student Arrival Date
June 1 (Monday)	Visiting Student Orientation
June 2 (Tuesday)	Add/Drop deadline
June 14 (Sunday)	Withdrawal and change of grading basis deadline
June 25 (Thursday)	Last day of classes
June 27 (Saturday)	Final Exams
June 28 (Sunday)	Departure day for summer school students

LANGUAGE OF INSTRUCTION

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

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, is officially licensed by the Ministry of Education of the United Arab Emirates to grant degrees and other academic awards in higher education. All degree programs at NYU Abu Dhabi are also individually accredited by the Ministry's Commission for Academic Accreditation.¹

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

DEGREES AND GRADUATION REQUIREMENTS

Graduates of NYU Abu Dhabi receive either a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. 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.

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

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

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

Beyond these requirements, students are free to choose general electives from across

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

Core Curriculum: The Core Curriculum (the Core) forms the heart of NYUAD's mission to provide an international student body with an outstanding, expansive education. The Core draws on the diversity and cultural wealth of the world's traditions and spans the content and methodologies of 21st-century disciplines across the Arts and Humanities, Engineering, Science, and Social Science. It offers Core Competencies that will help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to well-rounded intellectual development and to global citizenship and leadership.

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

The development of strong writing skills

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

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

Students complete writing assessments during their Admissions Candidate Weekend that guide initial placement in the program's courses. These assessments help the Writing Program faculty advise students about how to maximize the impact of the course on their learning. For instance, students who are identified as needing more time to practice college-level writing are strongly advised to take the Writing Seminar in the fall of their first year. Students identified as being more fully prepared often delay taking are advised their First-Year Writing Seminar until the following spring.

Major: Students must complete the requirements for a major, which vary. NYU Abu Dhabi offers 24 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 capstone 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. 423–427.

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

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

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

ADMISSIONS

**NYU Abu Dhabi Office of Admissions
in Abu Dhabi**
Tel: +971 2 628 5511
Email: nyuad.uae.admissions@nyu.edu

**NYU Abu Dhabi Office of Admissions
in New York**
Tel: +1 212 992 7230
Email: nyuad.admissions@nyu.edu
nyuad.nyu.edu/admissions

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

Application Deadline:

Early Decision I

- Application due: November 1
- Financial Support Application due: November 15

Early Decision II

- Application due: January 1
- Financial Support Application due: January 15

Regular Decision

- Application due: January 1
- Financial Support Application due: February 20

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.nyu.edu/admissions

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

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 2019–20 admissions cycle.

COST OF ATTENDANCE

Cost of Attendance AY 2019-2020¹

Tuition	\$50,686
Registration and Service Fees	\$2,624
Books and Supplies	\$1,730
Health Insurance ^{2,3}	\$2,370
Room and board (meals) ²	\$11,806
Estimated personal expenses	\$2,364
Estimated travel	\$3,480
Total cost of attendance (estimated)	\$75,060

*Initial financial support awards are based on prior, estimated costs of attendance.

*Entry visas require that students be covered by health insurance that originates in the United Arab Emirates. Consequently, health insurance is a mandatory fee.

*In accordance with the Federal Decree Law No (8) of 2017, a Value Added Tax will be applied to Estimated Health Insurance and the Estimated Meals portion of Room and Board at the rate of 5%. The estimated charge is covered in the financial support award for those who receive full financial support.

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

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

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

Please note, students whose permanent addresses are within the UAE are not eligible to receive funding for home travel. A student whose permanent residence

changes must notify the Office of Global Education at nyuad.studenttravel@nyu.edu and the Office of Financial Support at nyuad.financial.support@nyu.edu for reconsideration.

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

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.

PREVIOUS CORE CURRICULUM

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

CORE CURRICULUM COURSES

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

COLLOQUIA

Core Colloquia are small, discussion-oriented seminars designed to help students deepen their understanding of significant global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. Taught by faculty from all divisions, these seminars offer multidisciplinary, global perspectives and substantively engage two or more of the Core Competencies. Core Colloquia explicitly aim to nurture civic awareness 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.

CCOL-UH 1000

Mortal and Immortal Questions

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

This course explores the quality and concept of indigeneity—or native belonging—as a force of history and nature. It will examine trajectories of indigenous peoples, paying attention to relationships between indigenous peoples and their respective settler-states, and to how legacies of conflict and accommodation raise difficult questions about economic, cultural, and political justice. It will also look at “at-risk” ecologies currently threatened by so-called invasive species, asking if notions of justice apply equally to the natural world, and if not what alternatives are available for protecting the non-human. Science, Social Science, and Culture converge in this class, in an inquiry into who or what came first, and why it matters for where we go

next. Students examine local manifestations of global phenomena through case studies drawn from the Americas, the north and south Pacific, and Zomia. Readings are drawn from the fields of anthropology, environmental studies, ethnopharmacology, history, and public policy, and also include memoirs and personal testimony.

CCOL-UH 1003X

Faith in Science, Reason in Revelation

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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 1013

Colonialism and Postcolonialism

Typically offered: spring

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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 Bollaín, 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 Alegría 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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

The creation of structures and norms of global governance is fundamental to international relations, fostering economic development, and providing global public goods. Today, an expansive network of inter-governmental institutions exists, but global attempts at engaging with poor, conflict-affected countries often struggle to meet local needs. This course will examine global governance's origins and logic, and its varying impact in local contexts. Through critical debate, students will explore different perspectives on global governance and develop a better understanding of how power, institutions, and cultural norms shape interactions between global and local actors. Specifically, we will analyze:

1. Successes and failures of international attempts at post-conflict peacebuilding in Namibia, Somalia, and Afghanistan;
2. Facilitating transitional justice in Liberia and Yugoslavia; and
3. Addressing the refugee crises in Mozambique and Syria.

The course will help students to grapple with complex political and ethical dilemmas 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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Crosstalk and Communication: From Bacteria to Humans

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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 1036

Postcolonial Memory: Representing Cultures of Displacement

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

“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

Prerequisite: Must be an NYUAD student taking the new core curriculum

“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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

E=mc²: 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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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 Feminism

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

CCOL-UH 1052

Art of Revolution

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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 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 judgements and arrive at a holistic understanding of fairness as a concept.

CCOL-UH 1057

Situated Self: Self and Relation to Others

Typically offered: spring

Prerequisite: Must be an NYUAD student taking the new core curriculum

As the world becomes increasingly interconnected, we must ask new questions about who we are as individuals (Self), in geographical and ideological spaces (Setting), and in relation to those, often different from ourselves, we encounter—physically, virtually, or otherwise (Situation). Any attempt at

establishing peace, equality, justice, health, or sustainable environments depends on how we approach such questions. What are the bases of our identities? How do they intersect and shift? How can we understand our culturally influenced perspectives in ways that contribute to a collective future? This course draws on scholarship and conceptual models across the humanities, sociology, women’s and gender studies, and organizational psychology to ask how various critical and disciplinary approaches to self, self vs. other, and self vs. system may serve to disrupt uninterrogated bias and encourage the perspectives necessary for effective intercultural understanding. Engaging especially with theories of performativity and intersectionality, this colloquium asks how self-understanding affects the way we approach both immediate social situations and our most pressing global challenges.

CCOL-UH 1058

Journeys

Typically offered: fall

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Prerequisite: Must be an NYUAD student taking the new core curriculum

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

Of what can we be certain? This course explores the role of doubt throughout history and in various cultures, including doubt’s capacity to endow human experience and knowledge with complexity and dimension. While belief can provide the scaffolding of a life, a community, and worldview, doubt has, throughout history, and in every part of the world, wrestled firmly held beliefs toward new invention and discovery creating pivotal moments of scientific, cultural, social, and personal development. The course also focuses on the role of conviction and doubt in storytelling, examining precepts and dramatic principles that employ conviction and doubt toward a greater plurality. Through our readings and discussion students examine the role of doubt and conviction in their daily lives. Close readings of select essays, texts, fables, koans, poetry, novels, plays, short stories, and films serve to map this exploration. Texts include Plato, Timaeus and Critias; Aesop’s Fables; Mahabarata; Ludwig Wittgenstein, On Certainty; Athol Fugard, The Road to Mecca; and John Patrick Shanley, Doubt.

CORE COMPETENCIES

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; Heritage Studies; 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. Students 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; Interactive Media; Heritage Studies

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

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

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 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
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 1013Q

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 the construction of engineering devices in hostile environments. Students will work in small teams to 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.

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 work will be inspired and influenced by our time in Shanghai but will address a global audience. 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) investigates the fundamentals of “good design” and explores how design influences our life. Students will 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 of an Audio-Device to be displayed in an exhibition and a personal philosophy of about Arts, Design, and Technology. The project will be complemented by case studies, reading assignments, and one-on-one meetings with the instructor.

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? What are ways we made collections 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; 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 NYUAD, students will explore the cultural and universal mechanisms at play when we listen to and understand music. A lab portion of the class guides students through basic musical elements such as notation systems, scales, and simple compositional techniques.

CADT-UH 1025J

Re-Design

Typically offered: January

Crosslisted with Core: Art, Technology and Invention; Design

What do we really learn by copying? Is any form of contemporary mannerism out there today in our world dominated by visual information? Why did we wait half a century before having computers in other colors but beige? When and how do changes happen then? Who sets visual trends and fashions and why do we seem oblivious of the presence of manufactured filters to the observation of nature itself? What are the difference between the "artists" of the past and the "brand consultants" of today? Did not we rebel against the skill-based taxonomy

of Art brought forward by Vasari five hundred years ago? This course will guide students through many facets of visual design to understand how those components can be studied and appreciated for their artistic values. Small but seminal books by Bruno Munari and Paul Rand will assist in discussing why the multidisciplinary mind is the fundamental asset of the contemporary designer, who is nowadays required to be “the intellectual artist who employs the tools of Science.”

CADT-UH 1026

Human Value

Typically offered: summer

Crosslisted with Core: Art, Technology and Invention; Core: Cultural Exploration and Analysis; Film and New Media

What is the value of a single human life? When a society honors a sports star more than a factory laborer, does that mean people with fame, wealth, and beauty are inherently more valuable than others? This class will deconstruct historical definitions of “human value” across a diversity of cultures, from earliest recorded history through today’s contemporary “reality” phenomenon of the Kardashians. We will consider examples of human value in texts, films, biographies, visual arts, the Internet, social networking, 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. Students will learn the fundamentals of digital art, including photography and filmmaking, to produce both a *Photo Roman* and a short digital film. No previous background or training is required.

CADT-UH 1027

Questioning and Writing the Self: Memoir and Anti-memoir

Typically offered: spring

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

Is writing a life possible and what does it mean to try? What do we learn about notions of self and society, culture and change, as well as art and literature through the window of memoir? Many traditions celebrate the individual voice, singular stories, and remarkable people, yet there are also examples of “life writing” that express skepticism and anxiety around ideas of the individual as remarkable, distinct from the collective, and particularly entitled to tell their story. We will read texts across eras, cultures, ethnicities, and genders that raise questions about the self and the collective, writing and memory, and about writing the remarkable as well as the everyday.

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 1032J

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. We 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.

ANTH-UH 2113

Memoir and Ethnography: Understanding Culture Through First-Person Narrative

Crosslisted with Anthropology; 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

CDAD-UH 1015J

Music and the Mind

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

CDAD-UH 1037Q

Cyberwarfare

Crosslisted with Core: Data and Discovery

IM-UH 1012

Communication and Technology

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

LITCW-UH 1102J

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

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

VISAR-UH 1116J

Inside Out: When Art Reflects the Self

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

CULTURAL EXPLORATION & 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 1000J

Idea of the Portrait

Typically offered: January

Crosslisted with 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 1001

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 Taziyah 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; Media, Culture and Communication

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: spring

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 1009

A Thousand and One Nights

Typically offered: spring

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

This course focuses on questions of religious and cultural difference through the 1001 Nights and related texts. Jewish, Christian, Zoroastrian, Muslim and "pagan" realms co-exist uneasily in the original cycle of tales that often confront their protagonists with such differences as a problem. Even the possession of supernatural powers recurs in the tales in the form of an accusation made against perceived outsiders. The reception of the Nights tales in Europe animated the new sciences

of anthropology and psychology, suggesting alternative modes of modernity less strictly beholden to Enlightenment reason. Cultural difference piqued the interest of the translators who brought the Nights to Europe and pioneered travelogues and ethnographies of the Levant, Egypt, and Arabia. Their writings 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: spring

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 *Great Gatsby*. Readings are supplemented by excerpts from works by Ibn Khaldun, Adam Smith, Thorstein Veblen, Max Weber, and Alfred Hirshman.

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
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 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 all owed certain works of fiction to change the facts of our existence. The novel is a relatively young art form that began as entertainment, but its instructive empathy for other ways of being has created an invaluable conversation across borders and between eras. This is why novels are censored or celebrated and why they remain a vital part of the human experience. This seminar examines such novels as Rizal's *Touch Me Not*, Stowe's *Uncle Tom's Cabin*, Sinclair's *The Jungle*, Achebe's *Things Fall Apart*, Rushdie's *The Satanic Verses*, Multatuli's *Max Havelaar*, and more. Through such readings students will better understand their world through the stories that move people to action.

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

The terms "fascism" and "culture" resonate in common parlance 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—in the early twentieth century and beyond—at our own peril. This course examines that centrality through particular case studies: Mussolini's Italy, Nazi Germany, Popular Front and Vichy France, and international anti-fascist activity. Through the lens of particular cases we will tackle various questions: 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? How did it play out in art, architecture, or literature? May we even speak of a clean, absolute break between an aesthetics of fascism and that of anti-fascism? Did fascism die with World War Two? If not, how (and where) does it live on?

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 1024J

Prague, Capital of Europe

Typically offered: January

Prague should have been destroyed during the Second World War, like other major cities in Europe, but somehow it wasn't. The remarkable survival of this exquisite city allows us to explore Central European history and culture in the context of a completely preserved inner urban core dating back to the Middle Ages. Drawing upon primary source readings, cartography, musical performances, art and architecture, the course illuminates the way crosscurrents of European culture became focused in Prague between 1400 and the present. In addition to academic encounters with such figures as Mucha, Kafka, Mozart, and Kundera, the course includes walking tours around Prague, trips to museums and concerts, excursions outside the city, and interactions with leading local performers and thinkers. This course should not be taken if you have already taken AHC-AD 132J.

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 prehistoric 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

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 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 Hayao 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 Hayao 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’uniyyah, 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, Edouard Glissant, Wole Soyinka, Mos Def, Common, Nubian Sisters, Saul Williams, Talib Kweli, Tupac Shakur, and in 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 do 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 Khawulé, 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 1054

Catastrophe into Art: Drama, Dissolution, and Philosophy

Typically offered: summer

Crosslisted with Core: Pathways of World Literature

We typically think of tragic dramas as staging destruction and dissolution, but many audience members come away with a sense of reconciliation, resolution, and understanding. Aristotle, at least, took something like this to be tragedy's actual goal. Can viewing others' suffering support such a positive view? From the time of Plato, other philosophers have been hostile to tragedy, arguing that it gets people too excited and in the wrong ways. Yet another view holds that tragedy does too little, that it is merely entertainment in the service of the powers that be—composed, one might argue, by men for men in order to reinforce a particular political, social, and economic outlook. This course examines these and other perennial questions about tragic drama by reading a wide range of plays from different periods and traditions. Authors include Sophocles, Sudraka, Hanquing, Motokiyo, Behn, Ibsen, Artaud, Brecht, Beckett, Soyinka, Glaspell, Parks, and Mouawad. Students will also examine dramatic theory and criticism from Plato and Aristotle, to Nietzsche, Shaw, and contemporary theorists such as Agamben and Cixous.

CCEA-UH 1055

Global Shakespeare

Typically offered: fall

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

To what extent can "Shakespeare" serve as the focal point for a cultural heritage that belongs to the entire globe? This course offers a comparative, interdisciplinary approach to Shakespeare's plays, considering them both as exemplary of Western literature and also as world literature, influential in many cultures. Three sets of questions ground the course:

1. In what ways was Shakespeare a "global" author in his own day, adopting a "worldly" approach that transcends his English context?
2. How do the publication, performance, and critical histories of his plays transform "Shakespeare" into a global commodity?
3. What cultural legacy has Shakespeare's work left for a variety of global media forms, including plays, films, novels, operas, and works of visual art?

The course begins with two plays, *Othello* and *The Tempest*, that have inspired adaptations in a variety of contexts and genres. It then pays close attention to the global spread of Shakespeare's most famous play, *Hamlet*, from 1603 to the present. The course concludes with a creative project inspired by Shakespeare's lost play, *Cardenio*.

CCEA-UH 1056

Tragedy

Offered occasionally

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

Tragic drama originated in ancient Greece and it has been central to both the aesthetic and the philosophical traditions of the West. At the same time, many classic works of Western tragic drama have been adapted by cultures all over the world for their own ends. This course examines key works of Greek and Shakespearean tragedy, critical, historical, and philosophical reflections on these works, and versions of some of these works from non-Western cultures, especially in film.

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 1059X

Postcolonial Turn

Offered occasionally

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

In postcolonial literature, representation and revolution intersect, as writers re-invent literary 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 travelogues, whose maps envision fantasies of the other; adaptations and translations of novels, in which mimicry and magical realism reveal how "the Empire writes back"; and memoirs and short stories, whose fragmentary and experimental forms express how memories of violence, displacement, and exile shape individuals today.

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, *détournement*, 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; Film and New Media

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 what it was planned for.

CCEA-UH 1069

Cultural Appropriation

Typically offered: spring

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

CCEA-UH 1070J

Gardens of Eden

Typically offered: January

The garden is one of the oldest modes of human intervention in the environment. This course explores the garden as a major art form by focusing on pictorial and spatial representations of the Garden of Eden. The Edenic Paradise of Genesis and the Qur'an where Adam and Eve transgressed against God gives access to thought about gardens in the ancient Middle East. As a foundational figure 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, early Christian monasteries, Syrian and Andalusian courtyards, Renaissance altarpieces, Enlightenment cities, Persian court miniatures, Mughal tomb complexes, and early American towns. Following fieldtrips to gardens and collections in the United Arab Emirates and a regional seminar component in India, the seminar concludes with a collaborative garden design project in Abu Dhabi.

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

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 the 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; 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: fall

Crosslisted with Arab Crossroads Studies

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

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 Royal and State libraries onto carts, dumped them next to the Opera House, and set them alight. As the poet 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" (Poets and Thinkers) – 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 explored by examining key works by Schiller, Wagner, and Nietzsche that helped create the theoretical framework for Germany's unique cult of the arts in the long nineteenth century. Readings also include works with special connections to Berlin – Lessing's *Nathan the Wise*, Fontane's *Along a Tangled Path*, and Fallada's *Nightmare in Berlin*, one of the few self-indictments by a German writer of his own complicity in the Third Reich. Relevant site visits include Frederick the Great's palace Sans Souci, the Old National Gallery on Museum Island, the Topography of Terror exhibition at the former Gestapo headquarters, and the House of the Wannsee Conference.

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.

ARTH-UH 2115J

Gardens of Eden

Crosslisted with Art and Art History

CADT-UH 1012

Laughter

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

CADT-UH 1026

Human Value

Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Film and New Media

CADT-UH 1027

Questioning and Writing the Self: Memoir and Anti-memoir

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

CSTS-UH 1026J

Children and Childhood

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

HERST-UH 1100

World Heritage Sites & Universal Collections

Crosslisted with Art and Art History; Arab Crossroads Studies; Heritage Studies; Museum and Curatorial Studies

LAW-UH 2118

Law in Literature

Crosslisted with Legal Studies

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 and 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. By the end of the course, students will have the expertise to conduct their own MEG research. We will also discuss the implications of brain scans in court cases and the use of brain science in educational reform.

CDAD-UH 1004E

Microbes

Typically offered: summer

Crosslisted with Core: Experimental Discovery in the Natural World

Microbes are tiny organisms that are found on every imaginable surface and habitat. This complex myriad can consist of microbes that are essential to a healthy life, as well as microbes that cause infectious diseases in plants and animals, which may also contribute to many chronic diseases and conditions, such as cancer and environment-related diseases. To understand the delicate and complex relationship we have with these different forms of microbes, scientists have looked at their DNA for clues and answers to their causes, developing tools to help with diagnostic tests, and the development of treatments and prevention methods. This information also comes with various social, ethical, and political implications that determine how we use our knowledge of these microbes. This

course will introduce students to these issues by first learning the fundamentals of the biological molecules that comprise the cell. Through a hands-on research project, students will identify the local microbes through their DNA. Students will also discuss how microbes positively and negatively affect the various policy options that are relevant to the social dilemmas science has created.

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 that are determined by scientific measurements different from those recorded during an interrogation? Does the word “fact” carry the same meaning in the legal system as it does to you? How about its meaning to an experienced scientist? In this course, students explore these questions while analyzing samples left at a crime scene using a combination of biological, chemical, and physical techniques used in forensics. We explore the underlying scientific principles and discuss how forensics relates to the criminal justice system and its impact on society. By analyzing adjudicated cases, both real and fictional, we also tease out the capabilities, limitations, and misuse of forensic science. Not available to students who have taken PHYS-AD 318.

CDAD-UH 1006EJQ

Coastal Urbanization and Environmental Change

Typically offered: January

Crosslisted with Core: Experimental Discovery in the Natural World; The Environment; 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 1009EQJQ

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, economics and philosophy. We will emphasize interpreting and designing experiments that measure behavior in both humans and animals. We will discuss topics as diverse as circadian rhythms, memory and anxiety and examine how being part of a group affects behavior. We will also measure human

and animal behavior and learn how to present quantitative data.

CDAD-UH 1010EQJQ

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: fall

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. This class explores the development of our understanding of the universe through the historical development of observational tools and techniques. It starts with the instruments of the ancients and progresses to the modern era using data from today's most advanced observatories which are no longer limited to what 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

What part of you is immortal? Biologists will tell you that the answer is induced embryonic stem cells, which can self-replicate and differentiate into all the cells in our bodies. What are stem cells? How are they “made” in laboratories? Can they make whole organs and organisms? Can we clone people? What are the ethical concerns when using stem cells? These questions are key to understand how stem cell-based therapies are likely to revolutionize the treatment of human disease. This class aims to provide a theoretical and practical background on stem cells. We will read and discuss the literature describing milestones in stem cell research 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 interdisciplinary 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

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; The Environment; 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 initiative this course is being offered simultaneously in several

NYU sites globally and students are collaborating extensively with students from their sister campuses through the duration of this course.

CDAD-UH 1017Q

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. We will also delve into how 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

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. We 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: spring

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 1020JQ

Challenges in Global Health: Wash Your Hands of It

Typically offered: January

Crosslisted with African Studies; 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. Addressing global health issues requires a robust understanding of the history of health development and reasons behind successes and failures of public health initiatives in the developing world. 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 Uganda, students will work in teams on basic data manipulation, analysis, and visualization, and will travel to Uganda to witness challenges first-hand and to present findings to a group of project planners, NGO staff, and other stakeholders interested in project evaluation.

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

Sustainable development is the most significant global challenge of our time. Humanity's survival depends on finding ways to maintain societal progress while living healthily within the Earth's carrying capacity. Numerous environmental, economic, and societal factors both coexist and are individually important, all of which may vary around the world. Rapid global change requires we understand these for effective use in decision making. This course addresses the concepts, literature, sciences, methods, data, and practices of sustainable development both globally and locally. Beginning with development's global history, the course moves to consider regional and local issues involving people, industries, ecosystems, and governments. Environmental topics include the use of energy, water, and other resources, emissions, climate change, and human and ecological health impacts. Economic topics include equity, wealth, and justice. Data needs and analysis are also explored. Students will become equipped with the knowledge frameworks, methods, tools, and data-analysis skills required to ask and answer important questions in their careers and in 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 1026J

Water-Energy-Food Nexus

Typically offered: January

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

CDAD-UH 1027E

5000 Years of Notable Lives: Measuring Influence across Cultures

Typically offered: fall

Crosslisted with Core: Experimental Discovery in the Natural World

Can we measure the significance of past lives? In the second century AD, the Greek writer Plutarch offered 23 biographies of "notable" Greeks and Romans, sketches that have survived for two millennia. Since then, describing the impact of "significant" individuals has been an important task. Big Data provides new opportunities to address

questions of individual influence over time. Can large-scale data collection help quantify a single person's significance? What kinds of people tend to be "notable"? Does individual influence, aggregated, translate to cultural impact? Can we measure culture's effects on long-term economic development? What about the contributions of "ordinary" people, including women, who remain anonymous in most sources? Were the most notable minds influenced by travels, by peers? Using repositories such as census databases and Wikipedia's biographical entries in multiple languages, student teams will build on and extend current research as they develop basic skills in data-scraping, descriptive statistics, and visualization.

CDAD-UH 1030

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 1033Q

Data and Human Space

Typically offered: fall

Crosslisted with Heritase Studies

Societies have traditionally used maps to represent, even construct, the spaces in which we live and the territories over which we assert control. But what becomes of the map in the (post-)digital age? Has our relationship to human space changed in our data-rich world? Are we unknowingly mapmakers by virtue of walking around with smart 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 allows students to generate and interpret their own data within familiar environments. In addition to seminar discussion of readings and audiovisual materials, the course will feature guest speakers. It also has a lab component with two main assignments. The first will focus on the history of cartography of the greater Arabian Gulf region. The second will turn to Abu Dhabi itself to see how (and why) we might map some of its spaces using simple technologies. 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. But should inaccurate predictions necessarily force us to conclude that the theory is wrong? Can a mathematical model be correct and yet fail to predict the future with as much accuracy as one wishes? And, if limits to predictability are found, how much does the resulting chaos hamper our ability to understand the physical world?

The search for the answer to such questions will make students ponder the nature of numbers.

Then they will build simple models of their own, develop the mathematical tools to analyze them, explore ways in which computers may be used to answer questions about such models, and finally ask how to question the truth of those answers. By the end of the semester students will have scrutinized the meaning of "chaos," "randomness," and "determinism" and will have gazed upon the bedazzling richness of phenomena that only models *unable* to predict the future fully can possibly describe.

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. Class work will be supplemented by laboratory analyses of the students' own DNA, and a field trip to one of the earliest modern human archaeological sites in the Arabian Peninsula (in Oman), guided by the archaeologist leading the study, Dr. Jeffrey Rose.

CDAD-UH 1036J

Community-Driven Development (CDD)

Typically offered: January

Crosslisted with Social Research and Public Policy

Community-Driven Development (CDD) aims to empower local communities to work together to identify and meet their own development needs. In contrast to top-down efforts that have long dominated the international development landscape, donors and governments are now investing heavily in CDD and placing much confidence in its ability to improve livelihoods, governance and social cohesion. Centered around a field study of Philippines, where Professor King has been part of a five-year evaluation of a large-scale CDD initiative, this course examines:

1. The theory and goals behind CDD;
2. The practice of CDD in Philippines and around the world; and
3. The data that helps us determine if and how the approach works, or doesn't.

Alongside reading of academic and policy documents, students will participate in in-person and virtual visits with CDD donors and practitioners and visit with communities that have participated in CDD. By working with primary quantitative and qualitative data, students will have the first-hand opportunity to delve into a data discovery process and contribute to understanding and improving the practice of international development.

CDAD-UH 1037Q

Cyberwarfare

Typically offered: spring

Crosslisted with Core: Arts, Design and Technology

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

CDAD-UH 1038J

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 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 exposure to diverse research environments. Students will have an opportunity to investigate their personal sequenced genomic data to test various hypotheses about genomic variation using tools of bioinformatics.

CDAD-UH 1039Q

Search

Typically offered: spring

Crosslisted with New Core: Structures of Thought and Society

How do we find what we're looking for? How do we know 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.

CADT-UH 1013Q

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; 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 1050Q

Uncertainty in Science

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

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; The Environment
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 1008

Birth of Science

Typically offered: fall

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

The Ancient World

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 and 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 1011

Tolerance and Relativism

Typically offered: fall

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

Most of us agree that we should be tolerant. Often the call for tolerance is grounded in relativism—the thought that there isn't a fact of the matter. After all, on what basis could we insist that others share our beliefs if those beliefs are subjective, a function of upbringing or our peculiar tastes and concerns? But should we accept relativism? Can relativism justify tolerance? If not, then how can we justify tolerance?

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 1013A & 1013B

Relationship of Government and Religion

Typically offered: fall

*Prerequisite: Must have passed placement test
Crosslisted with Legal Studies; Previous Core:
Structures of Thought and Society*

2 credits

This course examines the relationship between government and religion. To this end, the course concentrates on the interpretation, meaning, 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 16 words serve as a starting point for the course because they broadly prohibit government entanglement with religion while simultaneously bestowing government with the responsibility to protect religious freedom. The primary texts of the course are the opinions of the United States Supreme Court, the highest Court in the United States, and final authority on interpretations of the Constitution. Prior knowledge of the subject matter or the United States is not a prerequisite for this class. This course is conducted over two semesters.

CSTS-UH 1014

Gender and Globalization

Typically offered: fall

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

What does gender as 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 Previous Core: Structures
of Thought and Society*

What are the foundations of political legitimacy and to what extent do governments abide by them? In this course, we will explore these questions using both classical and contemporary accounts. The first half of the course 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*

Revolutions, i.e. the rapid, massive and often violent change in the political and economic arrangements of society, mark the modern epoch starting with England in the 1640s, America in 1776, and France in 1789. Revolutions obviously continue today. But what are revolution's causes, typical course, and consequences? Why such passion and energy? A systematic comparison of different revolutions informed by both the classical and contemporary theories of revolution might offer a few startling insights.

CSTS-UH 1018

Corruption

Typically offered: spring

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

Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt

countries have common characteristics? How much corruption is there? The social costs of political corruption, from stealing public funds to paying bribes to avoid basic safety and health regulations, are often extremely high. Why are most attempts to fight corruption unsuccessful? The course is comparative and historical, and as far as possible requires no background knowledge.

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 fieldtrip to India, where the aristocracy suffered a significant political decline, but was not wiped out, and has recently been reinventing itself. We will spend a week with members of the old aristocracy, including those who are politically successful now and those who failed, and visit their constituencies to understand what their success and failure means for democratic representation.

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 (academic research, historical documents, literature, film, and social media), the course explores how 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. Central questions include: What is the relationship between surveillance and governance? How has electronic surveillance changed the ways in which we think about identity and individual privacy? How do we balance a concern for individual freedom with the pursuit of security in a world characterized by increasingly sophisticated and intrusive forms

of state and private surveillance? The course will also focus on key historical debates about the appropriate limits of surveillance, paying particular attention to the ways in which certain major events (such as the 11 September 2001 attacks on the United States) have shaped how we think about surveillance and its relationship to privacy, security, and democracy.

CSTS-UH 1021EQ

Boundaries

Typically offered: spring

Crosslisted with 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? What is the place of gender, race, and religion in the development of communities beyond nation-states?
 4. 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.

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 US. 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 getting 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

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

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

Nature of 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 a common and persistent characteristic of all societies? The course will focus on the nature of inequality from both theoretical and empirical perspectives. Different axes of inequality will be examined, including stratification by gender, race/ethnicity, nativity, sexuality, and the intersection of different lenses. A particular focus will be placed on Shanghai and the urban-rural and migration divides that define inequality in China. Students will learn to critically analyze different forms of inequality and their similarities across societies. Readings from this course will cover works by Marx, Rousseau, Crenshaw, and Collins to provide an interdisciplinary perspective on inequality.

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, sixty percent of the world's population will live in cities. This transformation presents unprecedented challenges for planners, policy makers, businesses, educators, citizens, migrants/refugees, and the environment. This course explores the multifaceted challenges that confront cities around the world. It examines how crisis and revitalization complement each other, especially in the light of current population movements stemming from climate change and wars. A week-long regional trip to Athens will highlight a vibrant historical capital now faced with economic crisis, high unemployment, a large number of refugees from Syria, Iraq, Afghanistan, and economic migrants from as far away as Myanmar. Readings from social sciences and social history, policy papers, and select works of literature and film will help students explore possibilities of refuge and resilience in a time of urban crisis. Additionally, while visiting Athens students will assume different social roles and be paired with local business leaders, urban planners, policy makers, refugees, and migrants in order to deepen their practical experience of these difficult issues.

CSTS-UH 1033J

Culture, Context, and 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 also examine research that focuses on cultural and contextual variability and similarity among youth and families from different parts of the world and how different forms of oppression and prejudice shape the developmental trajectories of youth.

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 those 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 1041Q

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 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 1047

The Body

Typically offered: spring

Crosslisted with Previous Core: Structures of Thought and Society

The body seems to be an essential part of our sense of individuality. Nevertheless, our bodies and the ways we perceive them are also the result of social and collective forces. This course will study how the body has been perceived and experienced across different cultures and societies. It will explore multiple artistic, scientific, and literary representations of the body, as well as the body's social, institutional, and political dimensions. It will seek to understand the role played by the body in the definition of the boundaries between human and non-human, in power relations and political regimes, and in the human quest for knowledge.

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; History; Previous Core: Structures of Thought and Society; The Environment

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 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 & Cities

Typically offered: January

Crosslisted with General Engineering; 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? This course challenges students to draw upon international experiences and best practices and 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. In recent years, liberal values have been in retreat in the United States, in Europe, and in emerging democracies like Turkey. 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 trace the rise of anti-totalitarian liberals like Orwell, as well as free-market purists like F.A. Hayek, in the mid-twentieth century. Students will examine the construction of the “post-war liberal order” and then look at the way globalization, free trade, immigration, and the refugee crisis have dissolved this apparently consensual worldview.

CSTS-UH 1056J

Protecting the World's Health: Triumphs and Challenges

Typically offered: January

Crosslisted with Core: Science, Society and History; Social Research and Public Policy; The Environment
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.

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 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. As part of NYU's global network initiative this course is being offered simultaneously in Abu Dhabi and New York. Students will collaborate with students from their sister campus throughout the semester.

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 1064J

Well-Being and the Design of the Built Environment

Typically offered: January

Crosslisted with Core: Pathways of World Literature; Design

How does the built environment affect our well-being? This course draws on literatures and approaches from a variety of fields to explore how the design of buildings and cities affects our health, broadly defined. Students will be challenged beyond their disciplinary comfort zone. A social justice framework guides the analysis of technical issues. The insights gained will benefit future designers, but also those who choose careers as

policy makers and health practitioners; who employ architects for residential and workplace projects; and who, as citizens and activists, hope to make the places in which they live, work and relax better for everyone. Readings include case studies from Europe and North America, and new research from the Gulf. Students will learn through classroom lectures, discussions and presentations; by conducting an informal survey; written reflections on field visits in the Emirates; and the screening and discussion of documentaries and Ted talks.

CSTS-UH 1065

Empires and Imperialism

Typically offered: fall

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, we will learn about and 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. We will place this European imperialism and its consequences in a larger comparative context. First, the course considers 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 egalitarian 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

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 to 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 1071

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; Media, Culture and Communication; 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 transforming 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 1073

Law, Media and Changing International

World Order

Typically offered: spring

Crosslisted with Film and New Media; Legal Studies; Media, Culture and Communication; Museum and Curatorial Studies

Historically the law has governed how “the media” operates. Increasingly however, “media” appear as if they are a law unto themselves. Since the law is mainly national, but the media are increasingly transnational, this poses problems for world order that require understanding. This course will discuss shifts in the post WWII world order, as perceived through the category of media, and via issues of international law and justice. “Media” present a new category for intellectual inquiry in general; its importance has changed from enabling to unsettling the regnant forms of international order.

CSTS-UH 1074

Refugees, Law and Crises

Typically offered: spring

Crosslisted with Legal Studies

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

CSTS-UH 1075X

Exploring UAE Cities: Sociological Perspectives on Urban Life

Typically offered: spring

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

70 years ago the 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?

ANTH-UH 2116

Displacement and Dispossession in the Modern Middle East

Crosslisted with Anthropology; Arab Crossroads Studies

CADT-UH 1019

Lies and Lying

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

CCEA-UH 1069

Cultural Appropriation

Typically offered: spring

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

CDAD-UH 1012

Randomness

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

CDAD-UH 1020JQ

Challenges in Global Health: Wash your Hands of it

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

HIST-UH 2010

History and Globalization

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

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

PEACE-UH 1113

Peacebuilding

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

PHIL-UH 1110

Meaning of Life

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

POLSC-UH 2317

Identity and Culture in Politics

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

SRPP-UH 1811

Discipline

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

SRPP-UH 2410

Gender and Society

Recommended Prerequisite: SOCSC-UH 1210Q

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

SRPP-UH 2618

Welfare States in Comparative Perspective

Crosslisted in Social Research and Public Policy

SRPP-UH 2620

Education and Society

*Crosslisted with Social Research and Public
Policy; Education*

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.

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

Prerequisite: Reserved for students who need a FYWS

"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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

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 Brugger 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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

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**Prerequisite: Reserved for students who need a FYWS*

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**Prerequisite: Reserved for students who need a FYWS*

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**Prerequisite: Reserved for students who need a FYWS*

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**Prerequisite: Reserved for students who need a FYWS*

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

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

Political spectacle is often disparaged as “style over substance,” an image of action rather than action itself. Yet if spectacle is merely façade, why has it proved to be such a powerful tool in so many historical, geographical, and cultural contexts? Rulers and masses envision society through public display: rallies, demonstrations, festivals, rituals, trials, executions, etc. Such events both 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

Living Cities

Typically offered: all terms

Prerequisite: Reserved for students who need a FYWS

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

Prerequisite: Reserved for students who need a FYWS

What is childhood? While we tend to think about childhood as a natural, biological category, this First-Year Writing Seminar will address ways in which different societies have invented and shaped their own definitions of this concept. By critically engaging with a corpus of primary and secondary sources, students will think about permanence and change across time and geographical areas and in doing so redefine ideas we often take for granted. 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?

FYWS: Making Sense of Scents

Typically offered: fall

Prerequisite: Reserved for students who need a FYWS

Scent is one of life's greatest pleasures, deeply tied to culture and memory—and yet much about how and why we smell remains mysterious. This First-Year Writing Seminar draws on many disciplines to examine ties between scent, science, and culture. Does smell have an evolutionary history? Can a concept like synesthesia—the connection between different senses—allow us to write 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

ARTS AND HUMANITIES

ART AND ART HISTORY**FILM AND NEW MEDIA****HISTORY****LITERATURE AND CREATIVE WRITING****MUSIC****PHILOSOPHY****THEATER****Anthropology****Languages**

Arts and Humanities at NYU Abu Dhabi provides a unique opportunity to experience and understand our world through contemporary perspectives. The world is changing so fast that, at NYU Abu Dhabi, we began by recognizing the need to rethink the ways in which students learn and create.

Arts and Humanities at NYU Abu Dhabi is a site of experiment and innovation. We approach all subjects from a multiplicity of cultural perspectives and their different histories. Whether it be in making a film or TV show, designing a website, or studying the history of the world, at NYU Abu Dhabi you will be at the center of a rethinking of what it means to engage in such activities in a globally diverse environment, in which no single culture dominates.

Our Literature and Creative Writing program, for example, studies literature not from a national tradition or even a single language, but from an awareness of the extraordinary diversity of literary writing across the world. Students are encouraged not just to study literature, but to create it too. 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 that has shaped them.

Human creativity has always responded to new developments in technology, and never more so than today. Faculty in music will show you how to play computers as your new instrument along with the piano or the violin in order to generate unexplored and unimaginable planets of sound. The Arts and Humanities division also teams up with programs across the campus in many of NYUAD's multidisciplinary majors and minors. Interactive Media, for example, will allow you to experience what happens when artists start to use modern technology as their paintbrush—the result may be a robot.

The world, and most professions today, will become unrecognizable in your lifetime. The adaptability, intellectual flexibility, creativity and imagination 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.

The Arts and Humanities division also coordinates a number of multidisciplinary programs, minors and pre-professional courses. In addition to Interactive Media, these include the majors in Arab Crossroads Studies, which explores the Middle East through its rich history of interconnectedness with other regions of the world, and Legal Studies, as well as minors in African Studies, the Ancient World; Anthropology, Arabic, Arab Music Studies, Chinese, Design, Disability Studies, the Environment, French, Interactive Media, Sound and Music Computing. It also offers pre-professional track courses in Media, Culture, and Communication, and Museum and Curatorial Studies.

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.

REQUIREMENTS FOR THE MAJOR IN ART AND ART HISTORY: ART HISTORY TRACK

12 courses, distributed as follows:

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

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

12 courses, distributed as follows:

- 2 Foundational courses from the following:
 - VISAR-UH 1010 Foundations of Photography
 - VISAR-UH 1011 Foundations of 2D
 - VISAR-UH 1012 Foundations of 3D
 - VISAR-UH 1013 Foundations of 4D
- 8 Electives across Visual Arts and Art History:
 - 4 Visual Arts electives
 - 2 Visual Arts Projects level electives
 - 2 Art History (ARTH-UH) or Art Studies electives
- 2 VISAR-UH 4000 & 4001 Capstone Seminar and Project

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

REQUIREMENTS FOR THE MINOR IN VISUAL ARTS

Any 4 Visual Arts classes:

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

REQUIREMENTS FOR THE MINOR IN ART HISTORY

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

YEAR 1

Fall Semester

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

YEAR 2

Fall Semester

VISUAL ARTS ELECTIVE	VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	January Term GENERAL ELECTIVE
ART HISTORY OR STUDIES COURSE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	

YEAR 3

Fall Semester

VISUAL ARTS ELECTIVE	ART HISTORY OR VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	CORE	January Term GENERAL ELECTIVE
VISUAL ARTS ELECTIVE	VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	

YEAR 4

Fall Semester

CAPSTONE SEMINAR	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	

ART AND ART HISTORY

ART HISTORY TRACK

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

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

YEAR 2

Fall Semester

FOUNDATIONS OF 2D, 3D, 4D, OR PHOTOGRAPHY	ART HISTORY ELECTIVE	GENERAL ELECTIVE	CORE	January 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

Fall Semester

ART HISTORY ELECTIVE	ART HISTORY OR VISUAL ARTS ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

THINKING ART	ART HISTORY ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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YEAR 4

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

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

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 ones 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

ARTH-UH 1110X

Introduction to Visual Culture

Offered occasionally

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

ARTH-UH 1111

Contemporary Global Art

Offered occasionally

Since the 1960s rise of conceptual art, artists around the world continue to create idea-based art using popular imagery, mixed media, photography and new technologies. Considered as the true global art form of the twentieth century, conceptual art manifests itself in ideas that challenge the current sociopolitical forces of our times and the commonly held notions of what art is about. 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 Sooud Al Qassemi'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. Site visits constitute an integral part of the course. Possible field trips include the Byzantine and Umayyad sites in Jordan, the Louvre Abu-Dhabi, NYUAD campus, and select historically-inspired buildings in the UAE.

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 2115J

Gardens of Eden

Offered occasionally

Crosslisted with Core: Cultural Exploration and Analysis

The Garden of Eden has been a rich source of imagery and design in the history of art and architecture, particularly in Christianity, and Islam. Sparse references to the location, flora, and fauna

of the Garden that God planted for Adam's use spurred his descendants onto an infinite quest to find, picture, and recreate it. Visual artists, architects, and garden designers played vital roles in imagining and recreating the lost paradise in earthly form. The history of gardens and landscape in Europe, the Middle East, South Asia, and the Americas has been shaped fundamentally by different interpretations of the Edenic narrative. The course will introduce the study of gardens as a field within the academic discipline of art history. Art history is an inherently multidisciplinary discipline, asking how pictorial and spatial arts can tell us something about the history of the society in which they are produced and circulated, and, conversely, how economic, social, religious, and political history may help us understand the artistic productions of people remote from us in time, location, or disposition. Pervasive in Judaic, Christian, and Islamic culture, the theme and imagined appearance of the Garden of Eden are wonderful topics for art historical inquiry. To enable such comparative study, the course will introduce key analytical concepts in the history of art, architecture, and plant life.

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 Curatorial Studies

This course surveys the history and representational role of 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, the relationship of museums to their public(s), heritage and repatriation, cultural diversity and the politics of representation, and globalized collecting and exhibiting today. Classroom lectures will be supplemented by field trips drawing on the rich diversity of museums in London.

ARTH-UH 2122

Age of Warhol

Offered occasionally

Crosslisted with Literature Electives

At the global art market's most recent peak in 2007, American Pop artist Andy Warhol (1928-1987) edged out Pablo Picasso to become the world's highest priced painter at auction. Although he has recently ceded that position to Chinese artists Zhang Daqian (1899-1983) and Qi Baishi (1864-1957), Warhol remains one of the most influential forces in contemporary art worldwide. 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 uses his diaries and other writing as a baseline against which to examine his 25-year career as a painter, filmmaker, publisher and music

producer, TV personality, and artistic mentor and collaborator, as well as his legacy in what has been described as our “Warhol economy.” What can Warhol’s output and reception tell us about class, gender and sexuality, religion, and media over the last half century? And how should we understand his role in the making of global culture today?

ARTH-UH 2123

Museums, Art and Society

Typically offered: spring

Crosslisted with Museum and Curatorial 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”, where as a strong resistance to exactly this genealogy made itself felt in a wave of neo-expressionist painting (Arte Cifra, Neue Wilde, figuration 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 unprecedeted degree (especially in video and photography) and made gender-issues and relations of power a major theme in art. It became clear at the same time that the phase of the dominance of American art after World War II was over. This lead to a more widespread and diverse circulation of ideas. The course is based on a comparative approach, highlighting commonalities as well as differences between various artistic endeavors.

ARTH-UH 3190

Directed Study: Art History

Typically offered: by application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-UH 1212J

Modern Architecture in Abu Dhabi

Crosslisted with Arab Crossroads Studies

AW-UH 1113X

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

Crosslisted with Arab Crossroads Studies; History; The Ancient World

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

CCEA-UH 1079J

Art, Education and Barbarism in Berlin

Crosslisted with Core: Cultural Exploration and Analysis; Education

HERST-UH 1100

World Heritage Sites & Universal Collections

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Heritage Studies; Museum and Curatorial Studies

LITCW-UH 3501

Advanced Creative Writing: Documentary Forms

*Prerequisite: LITCW-UH 1003 or Instructor Consent
Crosslisted with Film and New Media; Literature and Creative Writing*

MUSST-UH 1001

Introduction to Museum Studies

Crosslisted with Museum and Curatorial Studies

THEAT-UH 1513

Making the Anthropo[s]cene: Figuring Climate Change Across the Arts

Crosslisted with Film and New Media; Literature and Creative Writing; The Environment; Theater

PRE-1800 EUROPEAN OR NORTH AMERICAN ART ELECTIVES

ARTH-UH 2610

Global Renaissance

Offered occasionally

Prerequisite: ARTH-UH 1010

or ARTH-UH 1011 (VISAR-AD 104)

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 ART ELECTIVES

ARTH-UH 1810X

Art and Architecture of the Islamic World

Offered occasionally

Crosslisted with Arab Crossroads Studies

This course surveys the architecture, painting, and decorative arts of the Islamic world, from North Africa to central Asia, between the 7th and 18th centuries. The highlights of Islamic art are presented chronologically and thematically in order to provide a basic understanding of the historical evolution and regional variation of Islamic art and a deeper appreciation of its major themes and concepts, including sacred space, palace culture, mysticism, calligraphy, and ornamentation.

ARTH-UH 2810

Silk Roads, Sea Routes and Shared Heritage

Typically offered: fall

Crosslisted with Arab Crossroads Studies; Heritage Studies; History; Museum and Curatorial 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

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

Typically offered: fall

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. They will reflect aspects of themselves in a final Portfolio of Self Reflection that requires they work

in different artistic mediums. Members of the class will collaborate and spend time alone, planning and producing the artwork for this project.

VISAR-UH 2110

Projects in Photography

Offered occasionally

Prerequisite: VISAR-UH 1010 or permission of the instructor

Crosslisted with Media, Culture and Communication

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 or permission of the instructor.

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 woodworking 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 Kanchipurum, 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

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 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

Typically offered: spring

Prerequisite: VISAR-UH 1011 or permission of the instructor

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

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

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 3111

Projects in Painting

Typically offered: fall

Prerequisite: VISAR-UH 1011 or permission of the instructor

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 3190

Directed Study: Visual Arts

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CADT-UH 1006J

Nomads

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

CADT-UH 1007

Wood

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

CADT-UH 1020

Wayfinding: Graphic Design in the Built Environment

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

CADT-UH 1022

Vision

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

FILMM-UH 1010

Sound, Image, and Story

Crosslisted with Film and New Media

IM-UH 1010

Introduction to Interactive Media

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

IM-UH 1112

Machine Lab

Crosslisted with Design; Interactive Media

IM-UH 1513

Temporary Expert: Developing a Research-based Art Practice

Crosslisted with Design; Interactive Media

IM-UH 2520

Making Education (Regional Seminar)

*Prerequisite: IM-UH 1010, IM-UH 1011, or IM-UH 1012 (CADT-UH 1003), or Instructor approval
Crosslisted with Design; Interactive Media*

THEAT-UH 2511

John Cage and New Perspectives on Performance

Crosslisted with Music; Theater

THEAT-UH 1124

Soundpainting

Crosslisted with Theater

THEAT-UH 2511

Art, Performance, and Social Practice

Crosslisted with Interactive Media; Theater

CAPSTONE EXPERIENCE

(ART HISTORY TRACK)

ARTH-UH 4000

Art History Capstone Seminar

Typically offered: fall

Prerequisite: Should be a declared Visual Arts Major and senior standing

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: VISAR-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)

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. Students with questions should contact the Office of Global Education.

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

Major in Film and New Media

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

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

REQUIREMENTS FOR THE MAJOR IN FILM AND NEW MEDIA STUDIES TRACK

12 courses, distributed as follows:

- 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 Theories and Methodologies of Film and New Media, 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:

- 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
- 1 FILMM-UH 3110 Theories and Methodologies of Film and New Media or
FILMM-UH 3511 Advanced Filmmaking
- 2 Electives: from within the Film and New Media major
- 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 (taken in fall of fourth 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

- 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

YEAR 1

Fall Semester

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

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

Fall Semester

FORMS OF WRITING	FILM & NEW MEDIA ELECTIVE	CORE	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

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

Fall Semester

THEORIES & METHODS OR ADV. FILMMAKING	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	January 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

Fall Semester

CAPSTONE SEMINAR	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT	FILM & NEW MEDIA ELECTIVE (2000 OR ABOVE)	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

YEAR 1

Fall Semester



Spring Semester



YEAR 2

Fall Semester



January Term

Spring Semester



YEAR 3

Fall Semester



January Term

Spring Semester



YEAR 4

Fall Semester



Spring Semester



FILM AND NEW MEDIA COURSES

COMMON REQUIRED COURSES

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

Crosslisted with Media, Culture and Communication

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, and narratives modes 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; Media, Culture and Communication

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)

FILMM-UH 3110

Theories and Methodologies of Film and New Media

Typically offered: fall even years

Recommended Prerequisite: FILMM-UH 1011 and/or FILMM-UH 1013X

Crosslisted with Media, Culture and Communication

This course illuminates theories and methodologies in film and new media studies on an advanced level. It compares and combines classical, modern, and contemporary debates on aesthetic, psychological, philosophical, sociocultural, and technological issues: image, illusion, representation, identity, subjectivity, sexuality, spectatorship, embodiment, apparatus, interface, etc. It also explores useful methods of archival research and historiography. Theories are examined through a diverse body of films from mainstream to avant-garde. Using them, students develop critical and creative approaches to their own research topic.

REQUIRED COURSES (STUDIES TRACK)

All FNM Majors, Practice and Studies tracks, are required to enroll in either Theories and Methodologies of Film and New Media (FILMM-UH 3110) or Advanced Filmmaking (FILMM-UH 3511).

FILMM-UH 1510

Techniques for Safety and Production

Typically offered: fall

Recommended prerequisite: FILMM-UH 1011, FILMM-UH 1013X, or equivalent

Focusing on practice-based- research and research-based practice, this course contextualizes film and digital media within intellectual history of

ideas and the development of technologies. The course's central argument is that both making and studying media cannot be dissociated from historical, cultural, social, and political moments, nor can they be disassociated from the material and immaterial conditions of their production and use. The course emphasizes feminist, postcolonial, transnational, indigenous, and posthuman approaches to media that moves from flat-on-the-screen, time-based film and video to tactical, locative, generative, interactive, mobile, and nonlinear modes.

FILMM-UH 4510

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

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 1012 and FILMM-UH 1510

This course is designed to develop techniques and skills in generating ideas for short narrative films that are shot on digital video and edited on nonlinear editing software. It will focus on strong 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.

All FNM Majors, Practice and Studies tracks, are required to enroll in either Theories and Methodologies of Film and New Media (FILMM-UH 3110) or Advanced Filmmaking (FILMM-UH 3511)

FILMM-UH 3110

Theories and Methodologies of Film and New Media

Typically offered: fall

Recommended prerequisite: FILMM-UH 1011, FILMM-UH 1013X, or equivalent

Focusing on practice-based- research and research-based practice, this course contextualizes film and digital media within intellectual history of ideas and the development of technologies. The course's central argument is that both making and studying media cannot be dissociated from historical, cultural, social, and political moments, nor can they be disassociated from the material and immaterial conditions of their production and use. The course emphasizes feminist, postcolonial, transnational, indigenous, and posthuman approaches to media that moves from flat-on-the-screen, time-based film and video to tactical, locative, generative, interactive, mobile, and nonlinear modes.

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

FILMM-UH 1117J

War and Cinema

Offered occasionally: 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 Israeli-Palestinian conflict; and the Egyptian revolution.

FILMM-UH 1118J

Shanghai Cinema Legacy

Typically offered: January

Taking advantage of the location of NYU Shanghai, this intensive seminar style course serves as a ground-level introduction to the legacy of Shanghai film culture in the Republican Period and contemporary Chinese film industry and media culture in the region. Our approaches will be a combination of in class screenings and discussions related to early Shanghai cinema history (from cultural geography, 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 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 2115

Introduction to Film and New Media Curating

Offered occasionally

Crosslisted with Museum and Curatorial Studies

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 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, Hollywood multipart video-films, Turkish and Pakistani dramas, Ramadan serials, K-dramas, vlogs, global talent-shows and reality-television franchises, and animated series.

FILMM-UH 3910

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

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

CSTS-UH 1073

Law, Media and Changing International World Order

Crosslisted with Legal Studies; Museum and Curatorial Studies; New Core: Structures of Thought and Society

HIST-UH 3316

African History through Film and Literature

Crosslisted with History; Literature and Creative Writing

LITCW-UH 3501

Advanced Creative Writing: Documentary Forms

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

MUSIC-UH 1714J

Cinematic Imagination: Music, Media, and Modernity

Crosslisted with Music

FILM AND NEW MEDIA STUDIES ELECTIVES

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 2510

Intermediate Filmmaking

Typically offered: fall

Prerequisite: FILMM-UH 1010;

Pre- or corequisites: FILMM-UH 1012 and

FILMM-UH 1510

This course is designed to develop techniques and skills in generating ideas for short 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 the craft of editing and sound design can be used to support story.

FILMM-UH 2511

Episodic Storytelling

Typically offered: spring

Crosslisted with Interactive Media

The first half of the course will be focused on developing and writing screenplays in episodic parts. The second half of the semester will focus on producing the work on a variety of platforms (based on individual experience and skills); it can range from photo montage, video and film, animation, VR, web-based story, social media feeds, or podcasts. Students are encouraged to push the (platforms) 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

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 3511

Advanced Filmmaking

Typically offered: spring

Prerequisite: FILMM-UH 2510

In this intensive course, Film and New Media majors will make one time-based project of any mode. This course expands and nurtures the student's individual and unique voice as a filmmaker while providing the student with practice in communicating and managing a set effectively. Through exploring advanced directing techniques in various modes of fiction and non-fiction expression and with an emphasis on evoking emotional responses to dramatic situations and scenes, students will learn how to translate scripts and scriptments into impactful films. Students will learn the different roles and responsibilities of a film production by crewing and participating in all productions.

FILMM-UH 3910

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CADT-UH 1000

Multidisciplinary Artistic Collaborations

Crosslisted with Core: Arts, Design and Technology; Interactive Media; Music

CADT-UH 1026

Human Value

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

IM-UH 1010

Introduction to Interactive Media

Crosslisted with Art and Art History; Interactive Media; Media, Culture and Communication

IM-UH 1300

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

LITCW-UH 3502

Advanced Creative Writing: Documentary Forms

Prerequisite: LITCW-UH 1003 or Instructor Consent

Crosslisted with Art and Art History; Literature and Creative Writing

MCC-UH 1005

Media: Objects, History, Theory

Crosslisted with Interactive Media; Media, Culture and Communication

MCC-UH 1008J

Narrating Migration

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

MUSIC-UH 2215

Designing Sound for Scene and Screen

Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010

Crosslisted with Music; Sound and Music Computing; Theater

MUSIC-UH 2413

Fundamentals of Digital Audio

Prerequisite: MUSIC-UH 1002 or equivalent knowledge and permission of instructor

Crosslisted with Music

THEAT-UH 1110

Fundamentals of Acting

Crosslisted with Theater

THEAT-UH 2115

Directing

Crosslisted with Theater

VISAR-UH 1010

Foundations of Photography

Crosslisted with Art and Art History

CAPSTONE EXPERIENCE

FILMM-UH 4110

Film and New Media Studies Capstone Seminar

Typically offered: fall

The Capstone Seminar provides senior Film and New Media Studies majors with the opportunity to research and develop the concept for their senior Capstone Project. Students are encouraged to integrate studies and practice in (a) writing a research paper that explores a historical, cultural, or theoretical question related to film and new

media broadly conceived and (b) making an accompanying creative or curatorial project. Such projects must include screen media, such as micro-short films, interactive installations or locative media that involve mobile apps or projection, or take the form of a 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

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

History is the study of human experience, characterized by its attention to the local and global contexts in which people live and work, travel and exchange, love, fight, and create. Students of history enter into an exciting world of debates about how best to understand past human experience—cultural, social, economic, and political—and the implications of different historical understandings for the present. Rethinking and revising accepted historical conclusions is one of the most important and compelling tasks of the historian.

The History major at NYU Abu Dhabi is designed to rethink and revise conventional features of the discipline. The program emphasizes world history and global connections and organizes its curriculum around four long-standing zones of human interaction and imagination:

- the Atlantic World,
- the Asia-Pacific World,
- the Indian Ocean World, and
- the Mediterranean, Black, and Caspian Sea Worlds.

All history courses address topics and questions applicable to contemporary problems and concerns, from a variety of global perspectives, including: the origins of war and peace; the development of capitalism and its alternatives; the making and unmaking of socioeconomic, racial, and gender inequality; processes of environmental change and efforts at conservation and sustainability; changing understandings of the body and approaches to public health and medicine; the dynamism and complexity of cities; the innovation and spatial and temporal travel of novel ideas, designs, and artistic and literary forms; and more.

Students wishing to develop regional expertise with regard to the history of Abu Dhabi, the United Arab Emirates, and the Gulf will find ample opportunity to do so in History classes, many of which include experiential learning opportunities in the form of class trips.

History majors develop a foundation of knowledge that is both genuinely globally comparative and regionally grounded. They acquire the theoretical and methodological tools necessary to undertake their own historical research, using primary documents in ways that meet the highest intellectual standards. They learn to find, analyze, and interpret many different kinds of evidence; to organize it into a coherent whole; and to present it

clearly in written or oral form. Having mastered historical methods of research and thinking, majors graduate well prepared for advanced study and teaching in history, and for the pursuit of many professions, including policymaking, law, public health, teaching, politics, diplomacy, and business.

History majors are required to take History and Globalization (recommended for sophomore fall) as well as Writing History (recommended for junior spring), and a minimum of seven additional elective courses, which build a foundation and framework for global historical understanding and specialization in world areas or major topics of historical inquiry. Students are thus encouraged to think about their program of study in terms of developing thematic specialization to complement regional specialization. This curriculum prepares a student to undertake original historical research on a topic of their choosing for their capstone project, a two-semester sequence taken during the senior year and a requirement for majors. Double majors writing their capstone project in a different program are required instead to take two additional history electives.

The study away pathway for the History major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR

11 courses, distributed as follows:

- 2 Required courses:
 - HIST-UH 2010 History and Globalization
 - HIST-UH 3010 Writing History
- 7 Electives*, including:
 - 2 1000-level courses ("Regional Perspectives on World History")
 - 1 2000-level courses ("Global Thematic")
 - 4 3000-level courses ("Major Topics"), selected from at least three of the four curricular ones: Asia-Pacific; Atlantic World; Indian Ocean; and Mediterranean, Black, and Caspian Sea Worlds)
- 2 HIST-UH 4000—4001 Capstone Seminar and Project

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

Minor in History

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

REQUIREMENTS FOR THE MINOR IN HISTORY

4 courses, distributed as follows:

- 1 HIST-UH 2010 History and Globalization, or a Global thematic course
- 3 Electives, including at least one 1000—and one 3000—numbered course

HISTORY

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

REGIONAL PERSPECTIVES ELECTIVE 1	GENERAL ELECTIVE	GENERAL ELECTIVE	COLLOQUIUM	January Term GENERAL ELECTIVE
REGIONAL PERSPECTIVES ELECTIVE 2	GENERAL ELECTIVE	CORE	FIRST-YEAR WRITING SEMINAR	

YEAR 2

Fall Semester

HISTORY AND GLOBALIZATION	MAJOR TOPICS ELECTIVE 1	GENERAL ELECTIVE	CORE	January Term GENERAL ELECTIVE
GLOBAL THEMATIC ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	

YEAR 3

Fall Semester

MAJOR TOPICS ELECTIVE 2	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	January Term GENERAL ELECTIVE
WRITING HISTORY	MAJOR TOPICS ELECTIVE 3	GENERAL ELECTIVE	COLLOQUIUM	

YEAR 4

Fall Semester

CAPSTONE SEMINAR	MAJOR TOPICS ELECTIVE 4	GENERAL ELECTIVE	GENERAL ELECTIVE
CAPSTONE PROJECT	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE

HISTORY COURSES

REQUIRED COURSES

HIST-UH 2010

History and Globalization

Typically offered: fall

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 maybe taken in place of SOCSC-UH 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

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 their impact on the region's development until the present. 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, Indian-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, as well as 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

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.

AW-UH 1110

Ancient Empires

Crosslisted with The Ancient World

AW-UH 1111

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Crosslisted with Anthropology; Arab Crossroads Studies; The Ancient World

GLOBAL THEMATIC ELECTIVES

HIST-UH 2110

Global Cold War

Typically offered: spring even years

Crosslisted with New Core: Structures of Thought and Society

The subject of this course is the Cold War as global conflict. The course focuses on Europe and the Global South, as well as on the United States and the Soviet Union. The course examines issues in international politics and diplomacy, nuclear rivalry and the culture of the bomb, Cold War economic competition and development policies, and the impact of the Cold War on culture and gender in various countries.

HIST-UH 2111

Global Environmental History

Typically offered: fall even years

Crosslisted with The Environment

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 CE 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

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 labelling 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 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.

MUSIC-UH 1004

Music: Histories and Historiography 1

Crosslisted with Heritage Studies, Music Pre-1800

REGIONAL COURSES: ASIA-PACIFIC WORLD

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 a 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 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.

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

HIST-UH 3310

Humanitarianism in Africa: A Critical History

Typically offered: spring even years

Crosslisted with African Studies

This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to #Kony2012. Students will learn about the history of antislavery campaigns, missionary Christianity, colonial development, postcolonial conflict interventions, and contemporary projects about human rights.

This course will use recent scholarship to discuss these diverse projects and their historical contexts. Additionally students will closely read a set of primary sources, memoirs, newspaper articles, and films, which collectively articulate a problematic discourse on the “salvation of Africa.” Students will subject these different sources to the same questions: What did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects and to explain how these campaigns have been part of the larger dynamics of power that have defined Africa’s position in the world before, during, and after the European colonization of the 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 conjugal 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 3317

A History of Economic Thought from Adam Smith to the Euro-crisis

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 1930s. 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.

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 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 select ions from original texts.

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

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.

REGIONAL COURSES: INDIAN OCEAN WORLD

HIST-UH 3115

Global Asia

Typically offered: spring

This course is a critical exploration of humanitarianism. 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-classroom) course (mixing online and in-class meetings) with faculty and student participants from NYU's Global Network University.

HIST-UH 3310

Humanitarianism in Africa: A Critical History

Typically offered: spring even years

Crosslisted with African Studies

This course is a critical exploration of humanitarian intervention projects in Africa from the abolition of the slave trade to #Kony2012. Students will learn about the history of antislavery campaigns, missionary Christianity, colonial development, postcolonial conflict interventions, and contemporary projects about human rights. This course will use recent scholarship to discuss these diverse projects and their historical contexts. Additionally students will closely read a set of primary sources, memoirs, newspaper articles, and films, which collectively articulate a problematic discourse on the "salvation of Africa." Students will subject these different sources to the same questions: What did Africa need to be delivered from? Who were the agents of redemption? What were the effects of the salvation projects? How did Africans react to them? The goal of this course is to deconstruct the prejudices about Africans embedded within salvation projects and to explain how these campaigns have been part of the larger dynamics of power that have defined Africa's position in the world before, during, and after the European colonization of the 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 of practices at the chore of conjugal 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 3510X

Muslim Societies in African History

Typically offered: fall odd years

Crosslisted with African Studies; Arab Crossroads Studies

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

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, pearlbers, 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 3690

Topics in Indian Ocean History

Offered occasionally

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

ACS-UH 1211X

UAE from Pre-History to 2030: History, Environment, Society and Culture

Crosslisted with Arab Crossroads Studies

ACS-UH 2416JX

Oasis, Coast and Mountain: Landscapes of History and Culture in the UAE and Oman

Crosslisted with Arab Crossroads Studies

ARTH-UH 2810

Silk Roads, Sea Routes and Shared Heritage

Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Curatorial Studies; Heritage Studies

REGIONAL COURSES: MEDITERRANEAN, BLACK AND CASPIAN SEA WORLD

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 The Ancient World

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 3715JX

Mongol Empire and its Legacy: Arab Crossroads

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 study Mongol History? Why was Hitler obsessed with Genghis Khan and why does it matter?

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

ACS-UH 1411X

The First Islamic World Empire: The Abbasids

Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

ACS-UH 2410X

Paradise Lost: Muslims, Christians and Jews in Al-Andalus

Crosslisted with Arab Crossroads Studies

ACS-UH 2411X

Heritage, History and Memory in the Modern "Middle East"

Crosslisted with Anthropology; Arab Crossroads Studies; Heritage Studies; Museum and Curatorial Studies

ACS-UH 2412JX

Interwoven Pasts of Spain and Morocco

Crosslisted with Arab Crossroads Studies

ACS-UH 2414X

Jews in the Muslim World in the Middle Ages

Crosslisted with Arab Crossroads Studies

ACS-UH 2417

Ottoman Crossroads

Crosslisted with Arab Crossroads Studies

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

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

ANTH-UH 2118X

Islam and the Americas

Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

AW-UH 1113X

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

Crosslisted with Arab Crossroads Studies; Art and Art History; The Ancient World

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

ECON-UH 2451X

Economic History of the Middle East

Prerequisites: SOCS-UH 1111 or Economics Placement Test

Crosslisted with Arab Crossroads Studies; Economics

TOPICAL RESEARCH

HIST-UH 3910

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE EXPERIENCE

HIST-UH 4000

Capstone Seminar

Typically offered: fall

Prerequisite: 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.

REQUIREMENTS FOR THE MAJOR LITERARY STUDIES TRACK

12 courses, distributed as follows:

- 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 course could also satisfy the pre-modern requirement.
- 2 LITCW-UH 4000 – 4001 Capstone Seminar and Project

REQUIREMENTS FOR THE MAJOR CREATIVE WRITING TRACK

12 courses, distributed as follows:

- 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 – 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 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:

- 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:

- 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

YEAR 1

Fall Semester

FOUNDATIONS OF LITERATURE I

CORE CCEA

CORE

COLLOQUIUM

January Term

GENERAL ELECTIVE

Spring Semester

FOUNDATIONS OF LITERATURE II

INTRODUCTION TO CREATIVE WRITING

CORE

FIRST-YEAR WRITING SEMINAR

YEAR 2

Fall Semester

LITERARY INTERPRETATION

CREATIVE WRITING ELECTIVE

GENERAL ELECTIVE

CORE

January Term

GENERAL ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 3

Fall Semester

PROBLEMS AND METHODS OF LITERARY STUDIES

LITERATURE ELECTIVE

CREATIVE WRITING ELECTIVE

GENERAL ELECTIVE

January Term

GENERAL ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 4

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

YEAR 1

Fall Semester

FOUNDATIONS OF LITERATURE I

CORE CCEA

CORE

COLLOQUIUM

January Term
GENERAL ELECTIVE

Spring Semester

FOUNDATIONS OF LITERATURE II

L. INTERPRETATION OR INTRO TO CREATIVE WRITING

CORE

FIRST-YEAR WRITING SEMINAR

YEAR 2

Fall Semester

L. INTERPRETATION OR INTRO TO CREATIVE WRITING

CREATIVE WRITING ELECTIVE

GENERAL ELECTIVE

CORE

January Term
GENERAL ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 3

Fall Semester

PROBLEMS AND METHODS OF LITERARY STUDIES

LITERATURE ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

January Term
GENERAL ELECTIVE

Spring Semester

CREATIVE WRITING ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 4

Fall Semester

CAPSTONE SEMINAR

ADVANCED CREATIVE WRITING ELECTIVE

GENERAL ELECTIVE

COLLOQUIUM

Spring Semester

CAPSTONE PROJECT

LITERATURE ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

LITERATURE COURSES

REQUIRED COURSES

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

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

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-canonicalized 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. Not available to students who have taken WRIT-AD 149.

LITCW-UH 1102J

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

Typically offered: January

Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing; Media, Culture and Communication

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 1103J

James Baldwin's Global Imagination

Typically offered: January

James Baldwin, one of the most important American writers of the twentieth century, left his family in Harlem for Paris in 1948. It was only his first site of expatriation: moving between Switzerland and Turkey and the south of France, Baldwin called himself a "transatlantic commuter." This course explores Baldwin's writing across the genres of essays, 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 New York Public Library's Schomburg Center for the Study of Black Culture in Harlem. As they work on these projects, students will also have the chance to meet and learn from editors, archivists, scholars, and book designers who produced a recent new edition of Baldwin's previously out-of-print book, Little Man, Little Man: A Story of Childhood. By the end of this course, students will have a thorough understanding of Baldwin's significance as a world famous author, a key player in the Civil Rights Movement in the 1960s, and a figure who has greatly impacted the study of race, gender, nation, and masculinity, and continues to shape how we view struggles for liberation and freedom throughout the world in the global twenty-first century.

LITCW-UH 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 Anzaldua, 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

ANTH-UH 2113

Memoir and Ethnography: Understanding Culture Through First-Person Narrative

Crosslisted with Anthropology; Core: Arts, Design and Technology; Social Research and Public Policy

ARTH-UH 2122J

The Age of Warhol

Crosslisted with Art and Art History

IM-UH 2316

Software Art: Text

Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, IM-UH 3310, or CS-UH 1001

Crosslisted with Interactive Media

THEAT-UH 1514

African Women Playwrights

Crosslisted with African Studies; Theater

INTRODUCTORY ELECTIVE COURSES

CROSSLISTED FROM THE CORE CURRICULUM

NOTE: Students may count one elective course that is crosslisted from the Core Curriculum toward the major requirements, so long as the course is not also being used to fill the Core requirements. See the Core Curriculum section of the Bulletin for course descriptions.

CADT-UH 1021

Art of Narrative Science

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

CADT-UH 1027

Questioning and Writing the Self: Memoir and Anti-memoir

Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1009

A Thousand and One Nights

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1011

Law and the Imagination

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Legal Studies

CCEA-UH 1012

Doubles and Masks

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Theater

CCEA-UH 1014

Money and the Good Life

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

CCEA-UH 1056

Tragedy

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1057

Our Monsters, Ourselves

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

CCEA-UH 1059X

Postcolonial Turn

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 1065X

Nationalism, Art and Entertainment

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis; Core: Pathways of World Literature

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; Literature and Creative Writing

CCEA-UH 1076

Gender and the Future of Normal

Crosslisted with Core: Cultural Exploration and Analysis; Literature and Creative Writing; Theater

CCEA-UH 1082

Literature of Migration

Crosslisted with Core: Cultural Exploration and Analysis

ADVANCED LITERATURE ELECTIVES

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 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 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 2361

Travel, Geography, and Imagination in Arabic and Islamicate Literatures

Offered occasionally

Crosslisted with Arab Crossroads Studies;

The Ancient World

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 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 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 Ngugiwa Thiong'o, while fictional and cinematic texts will include work by V.S. Naipaul, Bapsi Sidwha, 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, Aimé Césaire 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

CREATIVE WRITING ELECTIVES

LITCW-UH 1501

Feature Writing

Typically offered: spring

Crosslisted with Media, Culture and Communication

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 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

Crosslisted with Media, Culture and Communication

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: 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. Please note: This course is open ONLY to NYU Abu Dhabi students studying abroad in the semester this course is offered. Some site restrictions apply.

LITCW-UH 1504

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 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 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

Prerequisites: 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 3503

Advanced Creative Writing: Nonfiction Essay

Offered occasionally

Prerequisite: LITCW-UH 1003 or

instructor permission

This advanced nonfiction-writing course explores the creative possibilities of both the persuasive and familiar essay forms. The course material will cover essays from a range of literary traditions, and will also examine other art forms (film, theater, dance, music) as a way of exploring the nature of the review essay. The course combines discussion seminars and writing workshops with one-on-one conferences with the professor. Students work on honing their own narrative voices and will produce several long essays by the end of the semester.

Note: repeating this for credit requires consultation with the Registrar prior to enrollment.

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 workshopping 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. We will also survey the local literary scene, as well as communities connected virtually and by the culture of the book. 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. These chapbooks will be exchanged at an end-of-semester reading and showcase.

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—"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.

CADT-UH 1034

Citizen Writer

Crosslisted with Core: Arts, Design and Technology

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

THEAT-UH 1112

Fundamentals of Playwriting

Crosslisted with Theater

TOPICAL RESEARCH

LITCW-UH 3900

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in at least one substantial project and with a focus on independent writing and research. The application process requires that the student and instructor create a full syllabus, with reading list, assignments, and grading criteria.

CAPSTONE EXPERIENCE

LITCW-UH 4000

Capstone Seminar

Typically offered: fall

Prerequisite: 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.

Study Away Pathway for Music

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

REQUIREMENTS FOR THE MAJOR IN MUSIC

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

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

COMMON TO BOTH TRACKS

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

ARTISTIC PRACTICE TRACK

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

MUSIC STUDIES TRACK

- 8 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

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

Minor in Music

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

REQUIREMENTS FOR THE MINOR IN MUSIC

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

Minors in Sound and Music Computing and Arabic Music Studies

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

Individual Instruction in Music

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

MUSIC

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

MUSIC THEORY AND ANALYSIS I	MUSIC TECHNOLOGY FUNDAMENTALS	GENERAL ELECTIVE	FIRST-YEAR WRITING SEMINAR	January Term GENERAL ELECTIVE
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Spring Semester

MAKING MUSIC	THE ANTHROPOLOGY OF MUSIC OR MUSIC HISTORIES AND HISTORIOGRAPHY	CORE	COLLOQUIUM	
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YEAR 2

Fall Semester

MUSIC ELECTIVES	GENERAL ELECTIVE	CORE	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

THE ANTHROPOLOGY OF MUSIC OR MUSIC HISTORIES AND HISTORIOGRAPHY	MUSIC ELECTIVES	GENERAL ELECTIVE	CORE	
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YEAR 3

Fall Semester

MUSIC ELECTIVES	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	January Term GENERAL ELECTIVE
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Spring Semester

MUSIC ELECTIVES	GENERAL ELECTIVE	GENERAL ELECTIVE	CORE	
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YEAR 4

Fall Semester

CAPSTONE SEMINAR	MUSIC ELECTIVES	GENERAL ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT	MUSIC ELECTIVES	GENERAL ELECTIVE	GENERAL ELECTIVE	
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MUSIC COURSES

REQUIRED COURSES

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, physic 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 DAWs. 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 practical course endeavors to expose students to the various processes and tools by which music is creatively conceived and brought to public life. Students gain the necessary footing to develop/envision themselves as music practitioners/makers in a changing global landscape, as we endeavor to focus on cosmopolitan music practices that draw on the uniqueness of the United Arab Emirates as a global site. Students work in creative music projects involving original writing/composition, recording, and performance. The course additionally has a historical scope in which students consider how these practices have been addressed at different key moments in history and differed according to national and regional contexts.

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.

OR

MUSIC-UH 1005

Anthropology of Music 1

Typically offered: spring

Crosslisted with Anthropology

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; 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. 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.

OR

MUSIC-UH 2005

Anthropology of Music 2

Typically offered: spring

Prerequisite: MUSIC-UH 1004

Crosslisted with Anthropology

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 musical 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

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—Arab 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 1210

Beginning Group Music Instruction—Violin

Typically offered: fall, spring

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 1220

Music Ensembles

Typically offered: fall, spring

Crosslisted with Arab Music Studies

Dependent Upon Instrument

2 credits

An array of ensembles may be offered each semester. Participants develop skills in active musicianship: performance, listening, communication, and collaboration. Ensembles may be 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

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 which may be taken as a Corequisite)

Crosslisted with Arab Music Studies

Dependent Upon Instrument

2 credits

This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 1271

John Cage and New Perspectives on Performance

Typically offered: fall

Crosslisted with Art and Art History; Theater

Have you ever wondered what makes a performance? This course will explore the work and thought of John Cage (1912–1992), arguably the most influential figure in expanding the parameters of music and performance during the 2nd half of the 20th century. Through a series of guided readings, film screenings, practical workshops and presentations of key works by Cage and his contemporaries, we will explore new ways of ‘performing’, which utilize sound, theater, art, and text, opening the performative space to chance procedures, undecidability and deconstruction.

MUSIC-UH 2201

Continuing Group Music Instruction

Typically offered: fall, spring

Prerequisite: One Beginning Group Music

Instruction course or Instructor Permission

Crosslisted with Arab Music Studies

Dependent Upon Instrument

2 credits

This section of Group Instruction is designed for students who already have a basic level of competency with the instrument. The focus of this course is to build upon established musical skills, while working toward mastering more challenging musical repertoire.

MUSIC-UH 2210

The Art of Song

Offered occasionally

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

MUSIC-UH 2215

Designing Sound for Scene and Screen

Typically offered: fall

Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010

Crosslisted with Film and New Media; Sound and Music Computing; Theater

This course provides hands-on experience with sound design for film and theater. Students design sound for the Fall Theater program student production and for films by NYUAD students while deepening their understanding on the differences that operate in sound design for both media. Topics such as Automatic Dialog Replacement (ADR), Foley, post-synchronized sound and *musique concrète* techniques are covered, and several examples of sound for film and theatrical performance are analyzed and discussed in class, leading the students to develop their own conceptual approaches in sound design.

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

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

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

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

Dependent Upon Instrument

2 credits

This course is designed for students wanting to continue with Individual Instruction in Music, either in composition, vocal performance, or a specific instrument.

MUSIC-UH 4251

Private Music Instruction 7

Offered occasionally

Prerequisites: MUSIC-UH 3252 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)

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**Private 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.

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

MUSIC TECHNOLOGY ELECTIVES**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. Facility with music is encouraged but not required.

MUSIC-UH 1614**Global Hip-Hop**

Offered occasionally

In the past decades, hip-hop has transformed from a local, economically viable method of musical production in the post-industrial city to the transnational core of the popular music industry. This course will introduce students from any discipline to critical scholarly approaches to hip-hop and its multiple roles worldwide in youth advocacy, community organizing, and political protest. We will examine its roots in New York, West Africa and the Caribbean, and its enormous appeal among urban youth today. This course emphasizes readings that engage critically with migration, class, gender performativity and sociolinguistics, supported by case studies from Europe, Africa and the Middle East. Course assignments include writing CD reviews or concert reports for publication in academic journals or the popular press.

MUSIC-UH 1662**African Popular Music**

Typically offered: spring

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**

Offered occasionally

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

Crosslisted with Peace Studies

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

Offered occasionally

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 Misérables', Disney comes to Broadway, satire in the 21st century through the lens of 'Urinetown' and 'Avenue Q' and the postmodernist fantasies of Sondheim. Lectures are supported by a practical workshop or an analytical viewing each week. Practical sessions allow students to workshop scenes and individual numbers from examples of the genre studied in the previous lecture, allowing for an in-depth exploration of music, text and interpretation for the actor/singer.

MUSIC-UH 1714

Cinematic Imagination: Modernity, Media, and Music

Typically offered Spring

Crosslisted with Film and New Media

(Media Studies)

This course examines modernity through the lens of artistic developments during the Weimar period (1918–1933) when Berlin became a vibrant cultural center in the aftermath of World War I. The emergence of German silent film at that time exerted a profound impact on traditional art forms, providing a new aesthetic principle for artistic production and reception as literature, theatre, painting, and music were reinvented according to a "cinematic imagination." Engaging with cultural debates of the Weimar period through the writings of key figures who first articulated the impact of the new technologies of radio, gramophone, photography, and film on cultural developments, the course explores how the field of "media studies" has emerged over the last decades to embrace a wide range of interdisciplinary approaches to exploring how these technologies of seeing have shaped various social and political concerns. Using video cameras, the students will explore the diverse urban landscapes of Abu Dhabi as a basis for a group remake of Walter Ruttmann's 1927 film Berlin: Symphony of a City. How can Abu Dhabi be understood as a symbol of urbanization today? What images of the city will emerge through our encounters with it? Finally, how can we understand the persistent power of visual media in shaping global culture today? The study of Weimar culture and media studies is interdisciplinary in its scope, making the course relevant to students from film, music, literature, art history, history, and the visual arts.

MUSIC-UH 1761

Music: 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? Throughout its long history, music in the Western tradition 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 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 have musical works, whether requiems to operatic works, registered these changes and participated in these shifts? Can a musical work provide a map for examining uncharted places beyond the thresholds of human experience? Can an opera's music, language and images address the historical challenges of representing death on stage? Drawing on scholarship from diverse fields, the seminar examines diverse musical works from the Middle Ages to the present with a special focus on the arias and songs of opera's dying protagonists.

ANTH-UH 2114X

Listening to Islam

Crosslisted with Anthropology; Arab Crossroads Studies; 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

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

FILMM-UH 1515J

Audiovisual Ethnography: Music and Heritage in Zanzibar

Crosslisted with African Studies; Anthropology; Film and New Media

MUSIC TECHNOLOGY ELECTIVES

MUSIC-UH 1410

Introduction to Musical Programming 1—An introduction to Max

Typically offered: spring

Crosslisted with Interactive Media; Sound and Music Computing
2 credits

The Introduction to Musical Programming sequence will introduce students to 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 in Max, a widely used and very popular graphical programming environment for electronic music and interactive media. The course is articulated in two sections of 2 credits each (Introduction to Musical Programming I and II), each taught over seven weeks. Although these sections may be taken independently, they are thought as a series. This section will introduce the students to the Max programming environment. Introduction to Musical Programming II will introduce the students to generative music and Max for Live programming. By the end of this section students will have become familiar with the Max programming environment and its potential for developing interactive media applications.

MUSIC-UH 1420

Intro to Musical Programming 2—Generative Music and Max for Live

Typically offered: spring

Prerequisite: MUSIC-UH 1410

Crosslisted with Interactive Media; Sound and Music Computing
2 credits

The Introduction to Musical Programming sequence 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 in Max, a widely used and very popular graphical programming environment for electronic music and interactive media. The course is articulated in two sections of 2 credits each (Introduction to Musical Programming I and II), each taught over seven weeks. Although these sections may be taken independently, they are thought as a series. This section will introduce the students to the Max programming environment. Introduction to Musical Programming II will introduce the students to generative music and Max for Live programming. By the end of this section students will have

become familiar with the Max programming environment and its potential for developing interactive media applications.

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

Digital audio is the basis for practically every sound recording in the 21st century. Fundamentals of Digital Audio - Pro Tools class introduces the core and fundamental concepts and skills students need to operate an Avid Pro Tools HD system in a professional studio environment. This class covers specific techniques for working with Pro Tools software from initial setup to mixdown, whether the project involves multi-track recordings of live instruments, MIDI sequencing of software synthesizers, or audio looping, providing advanced configuration, troubleshooting, recording, editing, signal routing, mixing tips, techniques, and workflows. Each lesson in this class is followed by a Lab that takes students step-by-step through the Pro Tools functions, from enhancing a performance to maximizing the speed and workflow thinking less about the technical side of the program and letting creativity take over by using Pro Tools as a musical instrument. The material in this class covers as well-advanced music, and post-production techniques and workflow principles that can be adapted to many different projects, including surround sound. After completing and mastering the material in this class, students will have essential knowledge required for a future in professional music production and post-production. Students who complete this course will have the knowledge to take the Pro Tools User Certification Exam which will occur independently from the grade of the course. Students that successfully pass this exam will receive an Avid User Certification which is a tangible, industry-recognized credential.

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

This course exposes students to the art of music production, sound engineering and recording techniques, in both the studio environment and location specific recording. Throughout this course students will be exposed to many of the best practices for recording almost any type of musical instrument understanding the reason behind each method along the way. This class focuses on the “art of listening”, using technology

as a medium to capture the best sound possible enhancing a performance and let the creative side of music production taking over. This class covers topics such as musical acoustic and how to optimize studio listening environment to truly hear exactly what we are recording, how to choose the right microphone for any situation and why different microphones types and polar patterns are used, how to set up the correct recording levels at all stages of the signal path, as well as what to expect from a great performance, how to record rhythm section instruments like electric and acoustic guitars, bass, piano, and keyboards, as well recording classical instrumentation from the Blue Hall through Dante connectivity. Students will learn to multitrack record, overdub, edit, and mix. This is a very “hands-on” and practical course. Students build on concepts learned in the Music Technology Fundamentals course, from working in a digital environment to an analog based recording studio (NYUAD Studio A). They will learn how to operate the SSL mixing board as well patchbay routing, signal flow, recording ticks, microphones techniques/placements, and how to work with different outboard processors with their music production. Students will gain analytical and professional skills needed for a variety of music production-focused careers including music producer, recording engineer, mix engineer, mastering engineer, live sound engineer, sound technician, and more.

MUSIC-UH 2417

Advanced Musical Programming

Typically offered: every year

Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM-UH 1010, IM-UH 2310, IM-UH 2315 or IM-UH 2318

Crosslisted with Engineering; Interactive Media; Sound and Music Computing

This intensive course is designed to develop skills in sound synthesis techniques and procedural music, 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 3411

Mixing & Mastering Techniques

Typically offered: fall

Prerequisite: MUSIC-UH 1002

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, from Hollywood soundtrack orchestras, to big bands, to rock, pop, EDM, R&B, metal and more. This course has an in-depth, hands-on examination of several mix techniques. It explores the many creative and technical considerations necessary to mix in today's music production environment, regardless of platform or format. It also teaches the different steps of the mixing process, including equalization, panning, dynamic processing (compressors, gates, expanders, and limiters), reverb and delays, as well as automation techniques. For mixing and mastering deliverables students will acquire and advance knowledge on how to mix on an SSL console and will work with analog equipment, combining it with the potentials of the digital domain using Pro Tools HD software. 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.

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

MUSIC THEORY ELECTIVES

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

TOPICAL RESEARCH

MUSIC-UH 3190

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper and/or project.

CAPSTONE EXPERIENCE (ARTISTIC PRACTICE TRACK)

MUSIC-UH 4000

Music Program 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 centered around artistic practice. This project could be a performance, recording, composition, or technological creation, among other possibilities. This course is where the capstone prospectus that was developed and presented in the Music Program Capstone Seminar is finally accomplished, presented publicly, and defended before a jury.

CAPSTONE EXPERIENCE (MUSIC STUDIES TRACK)

MUSIC-UH 4000

Music Program 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).

The study away pathway for the Philosophy major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY
10 courses, which must include the following:

- 1 Introductory Elective
- 1 PHIL-UH 1810 Introduction to Logic
- 1 History of Philosophy Elective
- 1 Theoretical Philosophy Elective
- 1 Practical Philosophy Elective
- 1 Advanced Seminar
- 2 Additional Philosophy courses (other than Introductory Electives)
- 2 PHIL-UH 4000-4001 Capstone Project

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:

- 1 Introductory Elective
- 3 Other Philosophy Electives

note: Introduction to Logic (PHIL-UH 1810) can be taken as one of the three other Philosophy electives. Only one Introductory Elective may count toward the minor in Philosophy.

PHILOSOPHY

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester



January Term



Spring Semester



YEAR 2

Fall Semester



January Term

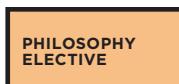
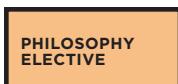


Spring Semester



YEAR 3

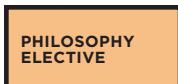
Fall Semester



January Term

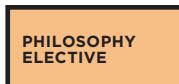


Spring Semester



YEAR 4

Fall Semester



Spring Semester



PHILOSOPHY COURSES

INTRODUCTORY ELECTIVES

PHIL-UH 1101

Central Problems in Philosophy

Typically offered: fall, spring

An introduction to the discipline of philosophy by way of several central philosophical problems. Topics may include free will, the nature of the self, skepticism and the possibility of knowledge, the ethics of punishment, the existence of God, the requirements of justice, the relation between our minds and our bodies, the nature of moral principles, and various logical paradoxes.

PHIL-UH 1110

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

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.

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

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-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); non classical 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

PHIL-UH 2210

Ancient Mediterranean Philosophy

Typically offered: spring even years

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with The Ancient World

This course is an examination of the origins of Western philosophical thought in ancient Greece and Rome, with a special focus on the views of Plato and Aristotle. Through their work, students will grapple with a range of pressing 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 Arab Crossroads Studies; The Ancient World

An introduction to Arabic philosophy as developed and debated by Muslims, Christians, and Jews from the eighth to the twelfth century. The Arabic authors were heirs to the entire Greek philosophical legacy and took it in a number of important and innovative directions, some of which have remained with us to the present day. Topics for this course include knowledge, certitude, and the rules of rational debate; the metaphysical distinction between essence and existence and the attendant notions of necessity and contingency; the medieval analysis of the soul, the psychic faculties, and moral psychology; and the role of religion in society and the analysis of religious claims within philosophy.

PHIL-UH 2212

Classical Indian Philosophy

Typically offered: spring odd years

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with The Ancient World

An exploration of the thought of major philosophers from the Indian subcontinent, beginning with the ancients in the fifth century BCE and concluding with thinkers on the eve of colonialism in the eighteenth century 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.

PRACTICAL PHILOSOPHY ELECTIVES

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 and will involve investigation of 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; Political Science

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.

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)

How should we investigate the structure of the mind? Does one’s understanding of the mind’s structure depend on the manner in which one investigates it? What is the self, if indeed there is any such thing? This course aims to juxtapose three different approaches from three different philosophical traditions. We will read texts in contemporary anglophone analytical philosophy, in Buddhist philosophy and in classical Indian philosophy.

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), 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.

ADVANCED SEMINARS

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: Two History of Philosophy, Theoretical Philosophy, or Practical Philosophy electives (PHIL-UH 2210-2799)

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

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.

PHIL-UH 3910

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ANTH-UH 2120

Philosophy and Anthropology Of Ethical Life

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

CAPSTONE EXPERIENCE

PHIL-UH 4000

Capstone Project

Typically offered: fall, spring

Prerequisite: Must be a declared Philosophy major

The Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a philosophical topic of their choice. The program consists of a year-long individualized thesis tutorial. During the fall semester, students explore their chosen topic, develop a bibliography, read broadly in background works, and write regular substantive response papers. During the spring semester, students hone their research and produce successive drafts of a thesis, which should be a substantial work of written scholarship. The Capstone experience culminates in the public presentation of the completed thesis.

PHIL-UH 4001

Capstone Project

Typically offered: fall, spring

Prerequisite: PHIL-UH 4000

The Capstone Project provides seniors with the opportunity to work closely with a faculty mentor and to conduct extensive research on a philosophical topic of their choice. The program consists of a year-long individualized thesis tutorial. During the fall semester, students explore their chosen topic, develop a bibliography, read broadly in background works, and write regular substantive response papers. During the spring semester, students hone their research and produce successive drafts of a thesis, which should be a substantial work of written scholarship. The Capstone experience culminates in the public presentation of the completed thesis.

Theater and performance have shaped the civic, religious, and ideological lives of human beings throughout history. Plays and performances do not represent only what we know and what we have done; they are also tools that can demonstrate the possibility of new worlds, new modes of social interaction, and how we might revise our relationship to the past.

The NYUAD Theater Program is an academic and artistic laboratory dedicated to theater research, scholarship and practice. Reflecting the global vision of NYUAD, a cosmopolitan liberal arts university, we provide a rigorous approach to artist training, a solid scholarly foundation in theater history, theory and criticism, and exposure to a variety of transnational cultural practices through the study of theater both here and abroad. For NYUAD theater majors, making and thinking—creating and articulating—culture are inseparable tasks. Our aim is to develop artist-citizens whose theatrical contributions will expand the limits of the field and make a difference in the world. We expect NYUAD theater majors to become fearless and visionary theater makers, eager to collaborate with other artists, scientists and scholars across disciplines, and who will invent new and hybrid cultural practices that will come to define what theater will be in the 21st century.

Theater and performance are collaborative arts, and at NYU Abu Dhabi students experience this in many ways: in practice-based classes and in scholarly seminars, in apprenticeships with professional companies in residence, as hosts for visiting artists, as collaborators on faculty research projects, by generating extra-curricular experimental performances and staged readings and, in their senior year, by producing a sustained and fully developed theater Capstone project.

The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The expressive and interpretive skills developed in working with dramatic material make this an excellent component of a well-rounded liberal arts education. Furthermore, theater students learn teamwork, discipline, leadership skills, effective modes of creative expression, improvisation, adaptability, and collective problem solving, as well as interpretive and textual analysis. All of these are critical skills necessary for a sustained career in the arts, and are also readily transferable to many other professions.

The Theater Program at NYU Abu Dhabi welcomes majors and non-majors to join us in creating a thriving performance program for the college community, with events ranging from full productions to informal readings, solo performances, student-directed plays, and site-specific events on campus and beyond.

Study Away Pathway for Theater

The study away pathway for the Theater major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR

11 courses, distributed as follows:

- 2 Required courses:
 - THEAT-UH 1010 Making Theater
 - THEAT-UH 1011 Thinking Theater
- 6 Electives: (must include at least one from Art Practice & one from History, Theory, Criticism)
- 1 Elective: from another Arts Program
- 2 THEAT-UH 3090 Capstone Seminar and
THEAT-UH 4001-4002 Capstone Project

Minor in Theater

The minor in Theater is open to all NYUAD students and offers the opportunity to explore the history, theory, and practice of theater and performance. The study of this ancient, universal, and multi-faceted art form illuminates the power of the imagination in engaging with and shaping the political and spiritual lives of individuals and cultures. The minor in Theater is designed to be combined with a major in another discipline and to develop the student's capacity for intellectual and creative risk-taking in the pursuit of knowledge. The expressive and interpretive skills developed in working with dramatic material make the minor in Theater an excellent component of a well-rounded liberal arts education.

REQUIREMENTS FOR THE MINOR IN THEATER

4 courses, distributed as follows:

- 1 THEAT-UH 1010 Making Theater
- 1 THEAT-UH 1011 Thinking Theater
- 2 Electives from within the Theater major

THEATER

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester



Spring Semester



YEAR 2

Fall Semester



Spring Semester



YEAR 3

Fall Semester



Spring Semester



YEAR 4

Fall Semester



Spring Semester



THEATER COURSES

REQUIRED COURSES

THEAT-UH 1010

Making Theater

Typically offered: spring

Working as a performance company, students learn the fundamentals of collaborative theater making. Acting and performance are central to the process, but so is the recognition that a performance takes place in a space that has to be invested with rules and conventions before it can tell a story. Exploring the possibilities offered by these rules and conventions is key to understanding the potential for theater as a means of expression and mode of knowledge. Combining the tools and techniques of Aristotle, Stanislavsky, Meyerhold, Brecht, Grotowski, Brook, and Bogart, students work in groups to devise and stage silent stories as well as textual scenes to explore what it means to create a theatrical experience. All students participate as directors, actors, designers, and audience, and discuss each other's work in order to develop a clearer and more objective relationship to their own.

THEAT-UH 1011

Thinking Theater

Typically offered: fall

This seminar offers an overview of theatre and its intersections with other disciplines in the arts, sciences, and humanities. The course introduces key terms and methodologies for understanding performance as an object of analysis and a means of expressive behavior. The students will explore how particular theories of drama emerge at historical moments and why; students will look at those theories embodiment on the stage, in dramatic literature, in public, and in everyday life. The aim of this class is to provide a performance vocabulary that will serve as a foundation and framework for advanced studies. Although this is not a survey of theatre history, the course will draw from a wide variety of historical plays and performances to elucidate the critical concerns of the field.

ARTS PRACTICE ELECTIVES

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 is focused on attending Under the Radar, the leading experimental theatre festival presented in NYC in January. Students are introduced to the ideas, content and aesthetic innovation circulating on international stages. Past years' themes include: site-specific performance, translating the Classics, immigration, analogue, digital and live Performance, disability, identity and coming of Age. We attend performances as a group meet with Festival staff and learn about the challenges of creating the festival; have a guest from Public Radio teach us about making effective pod casts; learn how to upload student writing on Square Space and NYU forums, where students post a select number of “think pieces” that might include analyses of the content of the performances, comparisons of selected aspects of two or more works, analyses of the online information produced by the festival including visual material, discussions of critical commentary, observations about the Festival and its performance culture.

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

Collaborative Art: Fundamentals of Stage Design and Production

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 1124

Soundpainting

Typically offered: fall

Crosslisted with Art and Art History

2 credits

Soundpainting is the universal, multi-disciplinary sign language for live composition developed by New York jazz composer Walter Thompson. Created originally for musicians/composers, the language has evolved to be a composition and training tool also for dancers/choreographers, actors/directors, and visual/digital artists. Training in Soundpainting builds foundational skill sets in: improvisation; performance commitment; active listening; interdisciplinary collaboration; musical, choreographic, and theatrical composition; and the fundamentals of dance, acting, and music performance. Students will learn the language as performers (through the discipline of their choosing) until they reach a confident, basic fluency in the language, and then also have the option to train as live composers. The course is open to students at any level of experience.

THEAT-UH 1125J

Dramaturgy of Disruption

Typically offered: January

Crosslisted with Film and New Media

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. Text will include The Mahabharata; the classical poetry of Rumi and Lorca; traditional theatrical works by Zeami and Shakespeare as juxtaposed with innovative performance works by Sarah Kane and Tadashi Suzuki; the work of Björk, FKA Twigs, Laurie Anderson, Diamanda Galás, and Arca; the photography of Cindy Sherman; the paintings of Frida Kahlo; and the films of David Lynch, Alejandro Jodorowsky, and Matthew Barney. We will also consider cultural innovators such as Ai Weiwei, Marina Abramovic, and Yoko Ono. 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.

THEAT-UH 2110

Character and Action

Typically offered: spring

Prerequisites: THEAT-UH 1110 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; Music

CADT-UH 1031J

How Movement Makes Meaning: Dramaturgy, Dance, and the Development of Trajal Harrell's O Medea

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

IM-UH 2114

Sensors, Body, & Motion

Prerequisite: IM-UH 1010

Crosslisted with Interactive Media

LITCW-UH 3505

Dramatizing History

Crosslisted with Literature and Creative Writing

MUSIC-UH 2215

Designing Sound for Scene and Screen

Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010

Crosslisted with Film and New Media; Music; Sound and Music Computing

HISTORY, THEORY, CRITICISM ELECTIVES

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, 'Udwani'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 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, Uttopal Dutta, Gloria Anzaldua, Ngugiwa 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/Theâtre 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 1517X

Arab Performance and Revolution

Typically offered: spring

Crosslisted with Arab Crossroads Studies

Anti-authoritarian uprisings spread across the Arab World in 2011, demonstrating a new willingness among Arab populations to demand change. Cultural producers - theatre and film-makers, singers, graffiti artists, and performance activists - supported the uprisings in public spaces and online. As a result, the Arab public sphere and art-making has been transformed: the boundaries of permissible speech were breached; state sanctioned venues were undermined as art-makers turned to informal venues, city spaces, and the digital public sphere. This work repeated demands for popular sovereignty—the right of the people to invalidate corrupt rule—evidenced in the rallying cry “Ash-sha'b yurid isqāt an-nizām” (the people demand the Regime's downfall) whether chanted in public squares, painted on walls, or incorporated into performance pieces. Increasingly, artistic work in the shadow of uprisings has explored the personal decisions informing individual revolts, decisions that not only involve resistance to political elites but family, religious, and social elites. As such, the ongoing art of the uprisings erases boundaries between the personal and political. This art expands on artist attacks on patriarchy and demands for sexual freedom that gained intensity in the Arab World at the turn of this century and continue today.

THEAT-UH 2511

Art, Performance, and Social Practice

Typically offered: spring

Crosslisted with Art and Art History;

Interactive Media

How might we revise and revalue the way that dominant social and economic systems and communicative technologies structure our everyday relationships? This question drives the “social turn” in art and privileges collaborations between artists and performers who act in the role of instigators or catalysts with the communities around them. Rejecting the artist’s traditional role as the producer of a consumable aesthetic object or theatrical performance, the social practice of art and performance proposes that collaborative engagements—activist, participatory, coauthored—must be understood and valued as *art*. Cooperative processes become frameworks and methodologies to understand, explore and shift the impact of political and social policy, architecture, art and performance history, urban planning, and new media. The social practice of art and performance makes encounters between members of a community who are valued as “expert participants,” and trained artists. Through social cooperation and aesthetic practice, the hope in this project is that we might construct more livable lives. Students will read recent critical theories and histories of

the aesthetics and politics of the social practice of art, explore case studies of “relational art,” and collaborate on a “living as form” project that engages with the built and social environment of the UAE.

THEAT-UH 2513

Theories of Theater

Typically offered: spring

Prerequisite: Any LITCW-UH OR THEAT-UH course

CCEA-UH 1012

Doubles and Masks

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

CCEA-UH 1055

Global Shakespeare

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

CCEA-UH 1076

Gender and the Future of Normal

Crosslisted with Core: Cultural Exploration and Analysis; Literature and Creative Writing

LITCW-UH 2310

History of Drama and Theater

Crosslisted with Literature and Creative Writing

MUSIC-UH 1271

John Cage: Redefining Performance

Crosslisted with Art and Art History; Music

MUSIC-UH 1713

Musical Theater Since 1850: A Mirror of Society

Crosslisted with Music

TOPICAL RESEARCH

THEAT-UH 3910

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

CAPSTONE EXPERIENCE

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.

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:

- 1 Introduction to Anthropology
- 3 Electives

ANTHROPOLOGY COURSES

REQUIRED COURSES

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

ANTH-UH 2110J

Anthropology of Indigenous Australia: Art, Politics and Cultural Futures

Offered occasionally

Crosslisted with Museum and Curatorial 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 two broad conceptual frameworks: Caste and Communalism. 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 and communalism is the lens through which key historical moments are examined. Such key moments may include some of the following: Partition (1947), the State of Emergency (1975–77), Operation Bluestar (1984), the destruction of the Babri Masjid, Ayodhya (1992) and the Gujarat riots (2002). In each case the events are studied from multiple perspectives both anthropological and historical to examine, for example, secularism and nationalism in India.

ANTH-UH 2112J

Creative Cities: Buenos Aires & 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 constrains 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

Typically offered: spring

Crosslisted with Core: Arts, Design and Technology; Literature and Creative Writing; Social Research and Public Policy

Memoir is the best-selling genre in contemporary literature. Indeed, our fascination with all things

autobiographical attests to the importance of examining one 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

Typically offered: spring

Crosslisted with Arab Crossroads Studies; Music; Theater

What kinds of knowledge pass through the ear? In this course we understand Islam from the vantage point of aesthetics (from the Greek *aisthethai*, 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 order to understand the power of aesthetic performance in its local expression and on the global stage.

ANTH-UH 2115

Anthropology of Forced Migration

Typically offered: fall

Crosslisted with 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 and immigration as well as 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

Typically offered: fall

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.

ANTH-UH 2117

Migration and Displacement Across the Red Sea

Typically offered: January

Crosslisted with African Studies; Arab Crossroads Studies; Social Research and Public Policy
More people have been forcibly displaced today than at any other time since the Second World War. While the majority of this population stems from Syria, Afghanistan, and Somalia, conflicts in several African and Arab nations have contributed to this record number of displaced persons globally. This course will familiarize students with a relatively undocumented migration “crisis” occurring at the borders of the Arabian Peninsula: the displacement of Yemeni refugees and African migrants across the Red Sea. A regional practicum will serve as a case study for exploring (1) the roots and development of this crisis, (2) the centuries’ long interconnections between

communities straddling the Red Sea, and (3) the politics and ethics of humanitarian interventions.

ANTH-UH 2118X

Islam in the Americas

Typically offered: fall

Crosslisted with Arab Crossroads Studies; History, Social Research and Public Policy
Over 30 years ago Asad argued for dispensing with conventions approaching Islam as “a fixed cast of Islamic dramatis personae, enacting a predetermined story,” recognizing that the coherence of “Islam is essentially ideological, a discursive representation.” Despite challenging essentialist representations stereotypes about Muslims and Islam persist. The class explores Muslims in the Americas: North America, Latin America, the Caribbean and also Africa and Asia—linked by diaspora populations. We engage in cross-cultural comparison challenging presumptions and examining how “Muslim,” “Islam,” and “religion,” constructed as interpretive categories, present symbolic, and other distinctions between “New” and “Old” Worlds. We do not approach Islam as an end in itself, as a given in the form of migration, kindred spirit, or conspiratorial alien. Rather, we will foster an appreciation of how Islam becomes as well as is, as Muslims (however defined) and those who are not Muslims (however defined) bring Islam to bear on assertions and contestations of personhood, and on constructions of religious tradition as it serves community-building projects—neighborhood, national, or transnational.

ANTH-UH 3190

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper.

ACS-UH 1010X

Anthropology and the Arab World

Crosslisted with Arab Crossroads Studies; Arab Music Studies

ACS-UH 2411X

Heritage, History and Memory in the Modern “Middle East”

Crosslisted with Arab Crossroads Studies; Heritage Studies; History; Museum and Curatorial Studies

ACS-UH 2613X

Youth in the Middle East

Crosslisted with Arab Crossroads Studies

AW-UH 1111

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Crosslisted with Arab Crossroads Studies; History; The Ancient World

CCEA-UH 1080X

Food, Culture, and Politics

Crosslisted with Arab Crossroads Studies; Core: Cultural Exploration and Analysis

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

HERST-UH 2302J

Documenting Tradition, Documenting Change: Multimodal Ethnography in Kerala

Crosslisted with Heritage Studies

MUSIC-UH 1005

Anthropology of Music 1

Crosslisted with Music

MUSIC-UH 1611X

Arab Music Cultures

Crosslisted with African Studies; 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

Prerequisite: MUSIC-UH 1004

Crosslisted with Music

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

Language is the principal means through which humans communicate and a major vehicle in the development of thought, culture, and aesthetic expression. Studying language makes one aware of other conceptual and cultural worlds and able to reach more effectively into those worlds and bridge cultures. NYUAD language courses are structured to increase competency at every level in speaking, writing, reading, and listening skills. Every language course introduces cultural material that highlights the connectedness of language, culture, and thought. Students who choose to acquire a new language or to pursue advanced study of a language with which they are already familiar are better poised to realize their potential as 21st-century global citizens. For these many reasons, students are strongly encouraged to study a language other than English while at NYU Abu Dhabi.

Languages offered at NYU Abu Dhabi through regular coursework are Arabic, Chinese and French. By studying Arabic, students encounter and begin to grasp the first language of Abu Dhabi and the region. Classroom learning is enhanced by opportunities to apply language skills in the community and to travel to other Arabic-speaking countries. Students of Chinese are able to spend at least one semester at NYU's other portal campus in Shanghai, and are able to begin or continue learning Chinese at NYU New York or NYU Shanghai, while students of French are able to take advantage of the numerous French language offerings at NYU's global network site in Paris.

Students who wish to advance their proficiency in languages other than Arabic, Chinese and French may take advantage of the immersive language instruction offered at NYU's global network sites in Accra, Berlin, Buenos Aires, Madrid, Tel Aviv, and Prague. Non-credit language courses are also offered in Spanish, German, and Italian. With approval of the Dean of Arts and Humanities, students may petition to study certain ancient or so-called non-living languages (for example, Latin) offered at NYU New York through special tutorial agreements. Non-credit tutorials can also be arranged in Abu Dhabi for a variety of world languages.

Minor in Arabic

The goal of the minor in Arabic is to provide students with the proficiency to understand and use the Arabic language. The minor in Arabic is useful for many careers and academic specializations that require practical fluency in both Modern Standard Arabic and Colloquial Arabic.

Students who elect to pursue the minor are required to take the following three courses: Intermediate Arabic 1 & 2 (or equivalent)

and Colloquial Arabic (or equivalent). The minor in Arabic is open only to students for whom Arabic is not the first language. However, exceptions can be considered for native speakers who have had no formal schooling in Arabic.

REQUIREMENTS FOR THE MINOR IN ARABIC

3 courses, distributed as follows:

- 1 ARABL-UH 2110 Intermediate Arabic 1 (or equivalent)
- 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

ARABL-UH 1110

Elementary Arabic 1

Typically offered: fall, spring

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: fall, spring

Prerequisite: ARABL-UH 1110 or satisfactory result in Arabic Language placement test

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, spring

Prerequisite: ARABL-UH 1120

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: fall, 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

Welcome to سُمَّه (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.

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: fall, 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 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 3450

Directed Study in Arabic Language

Typically offered: by Application

Topics relating to Arabic Language as arranged.

ARABL-UH 4015X

Arabic Cultural Explorations

Typically offered: spring even years

Prerequisites: ARABL-UH 2210J and ARAB-UH 3120

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, civilizations(s), and consciousness.

CHINESE LANGUAGE COURSES

CHINL-UH 1101

Elementary Chinese 1

Typically offered: fall

Open to students with little or no training in Chinese, this course is designed to develop and reinforce language skills in listening, speaking, reading, and writing as Chinese language relates to everyday life situations. The objectives are: to master the Chinese phonetic system (pinyin and tones) with satisfactory pronunciation; to understand the construction of commonly used Chinese characters (both simplified and traditional) and learn to write them correctly; to understand and use correctly basic Chinese grammar and sentence structures; to build up essential vocabulary; to read and write 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.

CHINL-UH 3190

Directed Study

Typically offered: by Application

Topics relating to Chinese Language as arranged.

FRENCH LANGUAGE COURSES

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, etc.

FRENL-UH 3001

Advanced French 1

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.

SOCIAL SCIENCE

Social Science Foundations

ECONOMICS

Global Studies Track

POLITICAL SCIENCE

SOCIAL RESEARCH AND PUBLIC POLICY

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 Sciences courses are open to all students and will deliver high value to any student curious about the development of societies and social thought; the substance and skills students learn in these courses will be applicable across the liberal arts spectrum. They are designed to foster informed world citizenship.

SOCIAL SCIENCE FOUNDATIONS COURSES

REQUIRED COURSES

SOCSC-UH 1010Q

Statistics for the Social and Behavioral Sciences

Typically offered: fall, spring

Prerequisite: MATH-UH 1001 or equivalent

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

SOCIAL, POLITICAL AND ECONOMIC THOUGHT

Every social science major is required to take one course of the SPET portfolio

SOCSC-UH 1310

Foundations of Modern Social Thought

Typically offered: fall, spring

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

Major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

SOCSC-UH 1311

Introduction to Political Theory

Typically offered: spring

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

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed 'The End of History'—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

GATEWAY COURSES

1 course required per Social Science major

SOCSC-UH 1111

Markets

Typically offered: fall, spring

Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy

This course offers students an introduction to how economists look at the world and approach problems. It focuses on individual economic decision-makers (households, business firms, and government agencies) and explores how they are linked together and how their decisions shape our economic life. Applications of supply and demand analysis and the role of prices in a market system are explored. Students are also exposed to game theory, the theory of the competitive firm, the idea of market failure, and policy responses. The course relies on cases and examples and incorporates readings from classical and contemporary sources to shed light on modern economic principles and

their application to solving the problems that face the global economy.

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 wellbeing. Third, we turn our focus to mechanisms—robust processes by which individual level actions cumulate into the macro-level structures in which we are embedded. Finally, we examine some of the resulting characteristics of contemporary societies, as well as how and why social change occurs.

METHODS ELECTIVES

SOCSC-UH 1210Q

Logic of Social Inquiry

Typically offered: fall, spring

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

This course examines the major approaches to empirical studies in the social sciences, and studies the relationship between social questions raised and methods employed. It offers skills

in developing research designs for explorative, descriptive, explanatory, and evaluation research. Special attention is paid to causal inference and to the use of experiments in social research.

SOCSC-UH 2210

Introduction to Game Theory

Typically offered: fall, spring

Prerequisites: MATH-UH 1013 or equivalent

Crosslisted with Economics; Mathematics; 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

Prerequisite: MATH-UH 1013 or equivalent

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 2212

Research Design & Causality in Social Science

Typically offered: spring

Prerequisite: SOCSC-UH 1010Q (can also be taken as a corequisite)

Crosslisted with 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 are strongly recommended
Crosslisted with Economics; Political Science; Social Research and Public Policy

The computational analysis of large amounts of written material is becoming increasingly popular in the social sciences. Recent research has used textual analysis to examine, for example, attitudes, culture, and propaganda. This approach, however, raises many questions. What are textual data actually showing us? How representative are textual datasets? Does textual analysis provide insight into social mechanisms and causal processes? This course will address these, and related, questions by providing a foundational introduction to textual analysis for the social sciences. Students will read a combination of early, theory-oriented articles and recent, cutting-edge research. In addition, students will learn how to conduct textual analysis for the social sciences through a series of labs and an original final project.

SOCSC-UH 3210

Advanced Game Theory

Offered occasionally

Prerequisite: SOCSC-UH 2210

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

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

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. 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 Methods in Social Science:

Taking the Lab to the Field in India

Typically offered: January

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

In recent years, social scientists are increasingly using experimental methods in their research. 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.

ECONOMICS

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:

1. 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.
2. Meaningful study of economics requires being able to think about problems from local, regional, and global perspectives.
3. 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 who intend to pursue graduate studies in Economics are advised to take some courses from the Theory track.

The study away pathway for the Economics major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

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:

- 4 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)
one Social, Political, and Economic Thought (SPET) course
SOCSC-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
MATH-UH 1013Q Calculus with Applications to Economics
MATH-UH 1021 Multivariable Calculus with Applications to Economics
SOCSC-UH3220 Econometrics
- 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:

- 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, 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

YEAR 1

Fall Semester

"GEPS"

STATISTICS
FOR SOCIAL
SCIENCES

GENERAL
ELECTIVE

FIRST-YEAR
WRITING
SEMINAR

January Term

GENERAL
ELECTIVE

Spring Semester

MARKETS

CALCULUS
WITH ECONOMIC
APPLICATIONS

GENERAL
ELECTIVE

COLLOQUIUM

YEAR 2

Fall Semester

"SPET"

INTERMEDIATE
MICRO-
ECONOMICS

DATA ANALYSIS

MULTIVARIABLE
CALCULUS FOR
ECONOMICS

January Term

GENERAL
ELECTIVE

Spring Semester

ECONOMICS
OF IMPERFECT
MARKETS

INTERMEDIATE
MACRO-
ECONOMICS

GENERAL
ELECTIVE

CORE

YEAR 3

Fall Semester

ELECTIVE

ELECTIVE

GENERAL
ELECTIVE

CORE

January Term

GENERAL
ELECTIVE

Spring Semester

ECONOMIC
GROWTH

ECONOMETRICS

ELECTIVE

CORE

YEAR 4

Fall Semester

CAPSTONE
SEMINAR

ECONOMIC
POLICY

GENERAL
ELECTIVE

CORE

Spring Semester

CAPSTONE
PROJECT

GENERAL
ELECTIVE

GENERAL
ELECTIVE

COLLOQUIUM

ECONOMICS COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q

Statistics for the Social and Behavioral Sciences

Typically offered: fall, spring

Prerequisite: MATH-UH 1001

Crosslisted with Political Science; Social Research and Public Policy

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011

Global Economic, Political and Social Development since 1500 (GEPS)

Typically offered: fall, spring

Crosslisted with Political Science; Social Research and Public Policy

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 2010

History and Globalization

Crosslisted with 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; 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 3220

Econometrics

Typically offered: fall, spring

Prerequisites: ECON-UH 2020 and MATH-UH 1021

Crosslisted with Political Science; Social Research and Public Policy

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. 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.

One Social, Political and Economic Thought (SPET) course, selected from:

SOCSC-UH 1310

Foundations of Modern Social Thought

Typically offered: fall, spring

Crosslisted with 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.

OR

SOCSC-UH 1311

Introduction to Political Theory

Typically offered: fall, spring

Crosslisted with Political Science; Social Research and Public Policy

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed 'The End of History'—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

REQUIRED ECONOMICS COURSES

ECON-UH 2020

Data Analysis: Economics

Typically offered: fall, spring

Prerequisites: SOCSC-UH 1010Q and MATH-UH 1013 or equivalent

Crosslisted with Political Science; Social Research and Public Policy

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 Microeconomics

Typically offered: fall, spring

Prerequisites: SOCSC-UH 1111, SOCSC-UH 1011 and MATH-UH 1013 or equivalent

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 MATH-UH 1021 or equivalent

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 MATH-UH 1021

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 eighteen 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 cursus. 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.

REQUIRED MATHEMATICS COURSES

MATH-UH 1013Q

Calculus with Applications to Economics

Prerequisite: MATH-UH 1002

or Math Placement Test

Crosslisted with Mathematics

MATH-UH 1021

Multivariable Calculus with Applications to Economics

Prerequisite: MATH-UH 1013 or equivalent

Crosslisted with Mathematics

DATA SCIENCE AND ECONOMETRICS TRACK

ECON-UH 3210

Quantitative Methods of Applied Economics

Typically offered: fall, spring

Prerequisite: 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 1010Q and ECON-UH 3220

The course presents advanced econometric methods for cross-sectional, time series and panel data. It introduces estimation methods such as Maximum Likelihood and Generalized Method of Moments for univariate and multivariate linear and nonlinear micro-econometric models, including discrete choice, censored regression and sample selection models. Attention is next turned to time series models, such as stationary ARMA and autoregressive distributed lag models with dynamic causal effects, and issues that arise when nonstationarity is present, such as structural breaks, trends, unit roots and cointegration. The course proceeds to introduce static and dynamic panel data models along with appropriate methodology such as fixed and random effects. It finally considers methods for high-dimensional ("big") data, such as regularization, principal component and factor analysis, and offers an introduction to non-parametric estimation. The students will apply the methods to real data using appropriate econometric packages such as STATA and R.

ENGR-UH 4422

Data Analysis for Urban Systems

Prerequisite: ENGR-UH 2010

Crosslisted with Engineering

SOCSC-UH 1210Q

Logic of Social Inquiry

Crosslisted with Political Science; Social Research and Public Policy

SOCSC-UH 2211

Survey Research

Prerequisite: SOCSC-UH 1010Q

Crosslisted with Political Science; Social Research and Public Policy

SOCSC-UH 2212

Research Design & Causality in Social Science

Prerequisite: SOCSC-UH 1010Q

(can also be taken as a corequisite)

Crosslisted with 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

SRPP-UH 3214

Social Networks

Recommended Prerequisite: SOCSC-UH 1210Q

Crosslisted with Political Science; Social Research and Public Policy

BEHAVIORAL AND EXPERIMENTAL TRACK

ECON-UH 2310EQ

Behavioral Economics

Typically offered: spring

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

This course introduces students to the field of behavioral economics, which seeks to combine standard economic thinking with more psychologically-plausible assumptions about human behavior. This is accomplished by making nonstandard assumptions about human preferences, 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

Prerequisite: MATH-UH 1013 or equivalent

Crosslisted with Political Science; Social Research and Public Policy

SOCSC-UH 3210

Advanced Game Theory

Prerequisite: SOCSC-UH 2210

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

SOCSC-UH 3221EJ

Experimental Methods in Social Sciences:

Taking the Lab to the field in India

Crosslisted with Political Science; Social Research and Public Policy

DEVELOPMENT AND ECONOMIC HISTORY TRACK

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: SOCSC-UH 1010Q and SOCSC-UH 1111
This course covers the roles of factor accumulation, technology, human capital and ideas in the growth process; the political economy of growth; the role of 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: SOCSC-UH 1111, CS-UH 1001, or ENGR-UH 1000

This course will cover topics on the interface between economics and computer science, with special emphasis on issues of importance to economically developing regions. Students will work in teams to tackle real-world and interdisciplinary problems. Students will address questions of markets and economic development using Information and Communications

Technologies for Development (ICTD) techniques in the context of development.

ECON-UH 2451X

Economic History of the Middle East

Offered occasionally

Prerequisites: SOCSC-UH 1111 or Economics Placement Test

Crosslisted with Arab Crossroads Studies; History Pre-1800

The Middle East was the cradle of civilization and one of the most vibrant regions of the world for thousands of years. Since the Middle Ages, however, it has been surpassed by Europe in economic performance. This course explores this reversal in fortune. Was it due to culture, religion, law, geography, agrarian structure, globalization, or state policy? What attempts have been made to catch up with the West? Which have been successful? How has the history of the Near East compared to that of other parts of the world and what light do those comparisons shed on the region's experience?

ECON-UH 3400

Topics in Development and Economic History

Offered occasionally

Prerequisite: SOCSC-UH 3220

In this course students work through academic research papers in the area of Development and Economic History closely connected to the research interests of the professor. One of the outcomes is a research proposal that each student prepares. Students can take multiple versions of this course for credit.

ECON-UH 3410

Development and Public Policy

Offered occasionally

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111
This course will cover the international aspects of contemporary economic development and poverty reduction in developing countries, including the various dimensions of globalization (trade, migration, capital movements, knowledge transfer, global public goods...), the potential conflicts 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.

ECON-UH 3460

Poverty

Offered occasionally

Prerequisite: 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 percent two centuries ago. This seems indeed a huge progress. Yet, there are serious questions behind that definition and those figures. Why USD 1.90 a day? Where does this figure come from? How satisfactory is a definition of poverty that implies that there is practically no poor person in the United States or Europe today? Should poverty be measured with a pure monetary metric? How should the subjective and social aspect of poverty be taken into account? Alternative definitions often paint a much less optimistic landscape, with poverty diminishing much more slowly and in some cases not at all. More fundamentally, how is it the case that, even with the 1.90 USD a day definition, there still are countries today where about half the population is below that level? What are the obstacles these countries face in trying to access a higher standard of living?

HIST-UH 3110

Economic Development and Environmental Change in China

Crosslisted with History; The Environment; 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

ENTREPRENEURSHIP AND FINANCE TRACK

ECON-UH 1501

Managerial Economics

Offered occasionally

Crosslisted with Business and Organizational Studies

New York City is one of the top world business centers. The City bustles with business since its foundations in the 1600s, and the

dynamics of business are felt in every one of its streets at any time of the day. The dynamics also reflect the success or failure of business units. Success in business depends on market positioning and the management of internal resources. Through the lens of economics,

students will learn to think systematically and strategically about critical management issues concerning consumer demand, costs, pricing, market competition, and organizational incentives. Lectures will be interspersed with games and case discussions to allow a more direct immersion in business situations.

ECON-UH 1550J

Euro-American Financial System in Crisis

Typically offered: January

Modern European and American finance has evolved into a highly liberalized, interconnected, and globalized system that depends on markets and banks as intermediaries between users and suppliers of capital. The system has recently suffered two extraordinary shocks—the collapse of the mortgage finance market and the “vicious downward cycle” caused by linkages between bank and sovereign creditworthiness. These shocks, which have thrown the Euro-American economies into a protracted Great Recession, threaten the euro and the European Union, and represent great challenges to US and European governments, financial institutions and their regulators. The German government, based in Berlin is a key decision maker in the efforts to stabilize the euro, the weaker Eurozone member countries and the European banking system, and the European Central Bank, 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 2510

Foundations of Financial Markets

Typically offered: fall, spring

Prerequisites: BUSOR-UH 1501, SOCSC-UH 1010Q and SOCSC-UH 1111

Crosslisted with Business and Organizational Studies

This course offers a rigorous examination of the basic concepts and tools of modern finance.

Students are introduced to cash flow analysis and present value, as well as basic concepts of return and risk, in order to understand how financial

markets work and how financial instruments are valued. These instruments, including equities, fixed income securities, options, and other derivative securities, become vehicles for exploring various financial 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

Prerequisites: SOCSC-UH 1111

Recent global financial turbulence has demonstrated both how important the financial system is to the world economy and how complex it is. Financial systems are centered on key institutions, instruments and markets. But they also involve governments, public policy and regulation. They span the globe from the US, the EU, Japan, Russia, China and the Emerging Markets. In critical ways, country-level financial architectures are integrating to form a more seamless, high-performance whole. This is good for efficiency, innovation and growth, yet it also amplifies problems during times of crisis.

ECON-UH 2512
FinTech Innovation: Finance, Technology, Regulation

Typically offered: spring

Crosslisted with Legal Studies

FinTech innovation is the hottest topic in Financial Services and touches all aspects of industry transformation. Digitizing a financial institution or competing with established players requires an interdisciplinary approach. For FinTech entrepreneurs and investors to be capable of creating or evaluating innovative business models that can generate revenues they need to possess knowledge on 3 key areas: Finance (quantitative methods and behavioral finance), Technology (artificial intelligence, blockchain, API) and Regulation (MIFID2, PSD2, GDPR). In this course we will cover these key three areas and study their implications for FinTech founders and investors, established financial institutions and regulators.

ECON-UH 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 Entrepreneurship and Finance 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

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.

BUSOR-UH 1001J

Principles of Marketing

Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship

BUSOR-UH 1004

Strategic Management

Crosslisted with Business and Organizational Studies

BUSOR-UH 1007

Introduction to Entrepreneurship

Crosslisted with Business and Organizational Studies

LAW-UH 1014

Commercial Law

Crosslisted with Legal Studies

LAW-UH 2120J

Law in Entrepreneurship

Crosslisted with 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 Political Science

GLOBAL MACROECONOMICS TRACK

ECON-UH 2610

International Economics

Typically offered: fall, spring

Prerequisite: SOCS-UH 1111

Examining both macro and micro aspects of the globalization of world economies, this course begins with the fundamentals of trade: comparative advantage, gains from trade, the price of factors of production, and the implications of labor and capital mobility. The second part of the course covers the role of money and finance in global economic activity. Topics include: the roles of the exchange rate; current and capital accounts as key variables in international economic 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-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—and an in-depth study of major crises episodes, such as the Great Depression, the US Financial Crises of 2007-2008 and the Euro Crisis. The classes will be complemented by visits to Washington, DC institutions and by exchanges with officials who played a key role during past financial crises.

ECON-UH 2621J

Financial Crises and Financial Macroeconomics

Typically offered: January

The purpose of this course is to review the key facts and understand basic mechanisms at work before, during and after financial crises. A specific focus is given to European developments in the wake of the sovereign crisis. The course is divided into two

parts. It starts by looking at the main empirical evidence about financial crises. This evidence is used to establish a “typology” around the canonical models of bank runs, sovereign defaults, and currency collapses. Facts and typology enable students to analyze the causes of crises, the policy responses that they have triggered, and their long-run economic and financial impact. Topics include monetary policy and financial crises; financial stability and macro prudential tools; corporate governance and financial crises; crises and long run growth; the weakness of investment after the Great Recession; inequality and crises; crises, stabilization and reforms; the role of International Financial Institutions; selected crisis episodes (with a special focus on the European crisis and its aftermath). The second part of the course involves in-depth presentations by students and class debates around key readings.

ECON-UH 3600

Topics in International and Macroeconomics

Offered occasionally

Prerequisite: SOCSC-UH 3220

In this course students work through academic research papers in the area of Macroeconomics 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

Offered occasionally

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

Prerequisite: ECON-UH 2030

Central Banks across the world are tasked with maintaining price stability and possibly consider economic growth as a secondary objective, but why do independent central banks exist? What are

the many roles modern Central Banks must satisfy? Why do people hold cash and are blockchain technologies going to change the way people trade? What are considerations for stabilization policies and why can economies typically not achieve full employment and zero inflation? What are optimal currency areas and why does monetary policy have to consider fiscal policy?

LABOR AND HEALTH ECONOMICS TRACK

ECON-UH 1701

Economics of Gender

Typically offered: fall

Prerequisite: SOCSC-UH 1010Q

Crosslisted with Social Research and Public Policy

The role of women in the economy changed drastically in the 20th century. Many women around the world enjoy unprecedented freedom to decide what to study, where to work, and when to have a family, nowadays. These changes coupled with the evidence of a persistent gap in the earnings of men and women around the world raise important questions about family planning, female participation in the labor force, and public policy. These questions are at the center of this course. That is, we will explore how men and women make decisions about work and family that have a long-lasting impact on their lives. Using insights from economic theory and empirical data – predominantly from Europe, the USA and the UAE, the course covers topics such as the different incentives for men and women to study and participate in the labor market, as well as explore the reasons behind gender differences in earnings and employment. Students will learn about trends in fertility and marriage rates, and discuss recent government policies aimed at combating discrimination, encouraging women to participate in the labor force, and achieving a better work-life balance.

ECON-UH 2710

Labor Economics

Offered occasionally

Prerequisites: SOCSC-UH 1010Q, SOCSC-UH 1111 and ECON-UH 2020

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

Typically offered: fall

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.

ECONOMIC THEORY TRACK

ECON-UH 2920

Individual Rationality & Collective Action

Offered occasionally

Prerequisite: ECON-UH 2010

How do individuals make decisions? What does it mean to be rational? How do rational individuals behave collectively? Can collective action be efficient? How stable are preferences? This course explores the extent, and limitations, of rationality in individual and collective decision making—both from a positive and normative perspective. 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 3900

Topics in Economic Theory

Offered occasionally

Prerequisite: SOCSC-UH 3220

In this course students work through academic research papers in the area of Economic Theory 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

Building on the foundations laid down in Intermediate Microeconomics, 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 more formal analysis than that used in Intermediate Microeconomics.

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

Networks

Typically offered: fall

Prerequisites: ECON-UH 2010 and MATH-UH 1021 or equivalent

Crosslisted with Political Science; Social Research and Public Policy

Our opportunities and our choices are shaped by our connections. The awareness that connections matter leads us to invest in them. And these investments give rise to networks of friendship, the World Wide Web, supply chains, research alliances, trans port 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 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 3030, ECON-UH 3910 and SOCSC-UH 3220

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

Prerequisite: MATH-UH 1021 or equivalent or consent by Program Head

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

SRPP-UH 2417

Global Stratification

Crosslisted with Legal Studies; Political Science; Social Research and Public Policy

CAPSTONE EXPERIENCE

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 4030

Capstone Seminar—Behavioral and Experimental

Typically offered: fall

Prerequisites: Any ECON-UH 33XX course and SOCSC-UH 3220

By reading and discussing research papers in a specific subfield of Behavioral or Experimental Economics students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4040

Capstone Seminar—Development and Economic History

Typically offered: fall

Prerequisites: Any ECON-UH 34XX course and SOCSC-UH 3220

By reading and discussing research papers in a specific subfield of Development or Economic History students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4050

Capstone Seminar—Entrepreneurship and Finance

Typically offered: fall

Prerequisites: Any ECON-UH 35XX course and SOCSC-UH 3220

By reading and discussing research papers in a specific subfield of Entrepreneurship or Finance students acquire familiarity with current research

methods and topics. Topics vary from semester to semester.

ECON-UH 4060

Capstone Seminar—Global Macroeconomics

Typically offered: fall

Prerequisites: Any ECON-UH 36XX course and SOCSC-UH 3220

By reading and discussing research papers in a specific subfield of Entrepreneurship or Finance students acquire familiarity with current research methods and topics. Topics vary from semester to semester.

ECON-UH 4099

Capstone Project

Typically offered: 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;
5. Presentation of a four-year academic plan for the timely completion of the major and all other degree requirements;
6. Statement of purpose, including an academic rationale for participating in the program, a plan for developing a capstone research proposal, and a plan for career development and securing a summer internship;
7. Official declaration of the major at the time of application for the program;
8. Approval of the Program Head for Economics, the Dean of Social Sciences, and the Office of Global Education.

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC.
- Spring semester junior year at NYU Abu Dhabi.
- Summer internship in a field related to Economics, Finance, Business or Organizational Studies in the United States. note: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.

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. Students with questions should contact the Office of Global Education.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR

13 courses, distributed as follows:

- 4 Required courses:
 - SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
 - SOCSC-UH 1011 Global Economic, Political, and Social Development since 1500 (GEPS)
 - SOCSC-UH 1112 Introduction to Political Thinking
 - one Social, Political, and Economic Thought (SPET) course
- 2 Introductory electives
- 2 Methods electives
- 2 Area electives
- 1 Breadth elective
- 2 POLSC-UH 4000 – 4001 Capstone Seminar and Project

Minor in Political Science

The Political Science minor is open to all NYUAD students.

The minor requires Introduction to Political Thinking and any three Political Science elective courses—except those identified as “Methods Electives”.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

4 courses, distributed as follows:

- 1 SOCSC-UH 1112 Introduction to Political Thinking
- 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

YEAR 1

Fall Semester



Spring Semester



YEAR 2

Fall Semester



Spring Semester



YEAR 3

Fall Semester—Study Away



Spring Semester



YEAR 4

Fall Semester



Spring Semester



POLITICAL SCIENCE COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q

Statistics for the Social and Behavioral Sciences

Typically offered: fall, spring

Prerequisite: MATH-UH 1001

Crosslisted with Economics; Social Research and Public Policy

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011

Global Economic, Political and Social Development since 1500 (GEPS)

Typically offered: fall, spring

Crosslisted with Economics; Social Research and Public Policy

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 2010

History and Globalization

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

SOCSC-UH 1112

Introduction to Political Thinking

Typically offered: fall, spring

Crosslisted with Social Research and Public Policy

This course provides an introduction to some of the primary questions in the study of politics and the theories used by political scientists to understand the world. Among other questions, students will consider why we live in nation states, why peaceful solutions can be so elusive, and why the will of majority often goes unrealized. The course focuses on individual decision makers in the world of

politics (citizens, voters, legislators) and explores how they are linked together and how their decisions shape political outcomes. The course also explores how political institutions, such as electoral rules or the design of legislatures, can structure the interactions of these actors. The course relies on cases and examples and incorporates readings from classical and contemporary sources to illustrate how these theories of political behavior and institutions can shed light on current political events.

One Social, Political and Economic Thought (SPET) course, selected from:

SOCSC-UH 1310

Foundations of Modern Social Thought

Typically offered: fall, spring

Crosslisted with Economics; Social Research and Public Policy

Major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR

SOCSC-UH 1311

Introduction to Political Theory

Typically offered: fall

Crosslisted with Economics; 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.

INTRODUCTORY ELECTIVES

POLSC-UH 1111

Introduction to Comparative Politics

Typically offered: fall, spring

Recommended Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1112

Crosslisted with African Studies

This course introduces students to the study of comparative politics and the study of domestic political institutions around the world. The course emphasizes the use of theory and evidence to generate and test hypotheses about both the causes and the consequences of the observed variation in 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: SOCSC-UH 1010Q and SOCSC-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

POLSC-UH 2211

Data Analysis

Typically offered: fall, spring

*Prerequisite: SOCSC-UH 1010Q or MATH-UH 2011Q
Crosslisted with Economics; Social Research and Public Policy*

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.

ECON-UH 2020

Data Analysis: Economics

Prerequisites: SOCSC-UH 1010Q and MATH-UH 1013 or equivalent

Crosslisted with Economics; Social Research and Public Policy

ECON-UH 3912

Networks

Prerequisites: ECON-UH 2010 and MATH-UH 1021 or equivalent

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 2210

Introduction to Game Theory

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 2211

Survey Research

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 2212

Research Design & Causality in Social Science

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 2213

Textual Analysis for the Social Sciences

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 3210

Advanced Game Theory

Prerequisite: SOCSC-UH 2210

Crosslisted with Economics; Social Research and Public Policy

SOCSC-UH 3220

Econometrics

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

SOCSC-UH 3221EJ

SOCSC-UH 3221EJ

Experimental Methods in Social Science:

Taking the Lab to the Field in India

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

POLITICAL THEORY AND INSTITUTIONS ELECTIVES

POLSC-UH 2310

Political Psychology

Typically offered: fall

This course addresses key theoretical and empirical topics in political psychology, drawing in 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?

- What sorts of equality should a just society ensure? Equality of opportunity? Of economic outcome? Political equality? Equality for different religious and cultural groups?
- 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 Vivekananda, 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 2322J

Civil Liberties: Legal and Theoretical 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 come from Supreme Court cases and prominent texts in political/legal theory. Topics will include free speech, religious freedom, privacy, and capital punishment. Our aim is two fold. We want to understand the basic framework and content of the United States constitution as it has been elaborated by the Supreme Court. But we also want to go beyond this legal understanding and to challenge existing jurisprudence. To this end we draw on classic and contemporary texts in political theory.

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, especially 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, 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 and the International Criminal Court.

POLSC-UH 2324J

Politics of Belonging, Kinship, Citizenship, Communities and Nations

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 communalism (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 2910

Business, Politics, and Society

Typically offered: spring

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: SOCSC-UH 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.

POLSC-UH 3312J

Social Media and Political Participation

Typically offered: January

Crosslisted with Media, Culture and Communication

In this course we examine the effect of social media on political participation. We investigate the effect of social media on politics at both the macro—or societal—level (e.g. does a higher proportion of people using Twitter in a country make protest more likely?) and at micro—or individual—level (does using Facebook make an individual more likely to vote in an election?) In the morning sessions, student are first introduced to the most important topics of political behavior—voting, turnout, partisanship, public opinion formation, and protests and social movements—and then to the much newer literature on social media and politics. In the afternoon sessions, students both visit social media companies located in New York City, and are taught the necessary programming skills to work on their own original research projects in conjunction with the work of NYU's Social Media and Political Participation (SMaPP) Laboratory (<https://wp.nyu.edu/smapp/>).

CSTS-UH 1055J

Is Liberalism dead?

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

CSTS-UH 1057J

Religion and the Boundaries of Tolerance

Crosslisted with 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

CSTS-UH 1070J

Justice, Membership and Migration

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

LAW-UH 2011

Constitutional and Administrative Law

Crosslisted with Legal Studies

LAW-UH 2124

Human Rights Law

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

LAW-UH 2125X

Islamic Law and Secular Politics

*Crosslisted with Anthropology; 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

SRPP-UH 2213J

Sports and Society

Crosslisted with Social Research and Public Policy

SRPP-UH 2417

Global Stratification

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

COMPARATIVE POLITICS ELECTIVES

POLSC-UH 2327

Political Parties

Typically offered: fall

Political parties have been core features of regimes across the world for the last two-hundred years. As such, understanding the role of parties is essential for the study of both political institutions and political behavior. In this course, we examine 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 the 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 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

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

*Recommended Prerequisites: SOCSC-UH 1010Q
and SOCSC-UH 1112*

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?

Typically offered: January

Crosslisted with Arab Crossroads Studies

Few individuals in the world do not know Israel. 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: SOCSC-UH 1112

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 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

INTERNATIONAL POLITICS ELECTIVES

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 Organization

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 Peace Studies

It is now widely acknowledged that political conflicts play a major role in driving economic development trajectories. We will study how political conflicts impact economic development, using examples from Latin America's rich political and economic history to better understand the conflict-development relationship. The course will follow a seminar format and students will be encouraged to compare the conflict-development relationship in Latin America with that of their own country, and come up with explanations for differences between the two. The course will include multiple field trips to significant sites for Argentina's political conflicts.

POLSC-UH 2514

Political Economy of International Trade

Typically offered: fall

Crosslisted with Economics

This course covers five major topics in international political economy: international trade and trade policy (tariffs, quotas, trade agreements); international migration and remittances; offshoring and outsourcing; international finance (exchange rates, cross-border investment, central bank policy); crises of the international economy: the 1930s, 2007-2009, and the current crises of the Euro and of European sovereign debt.

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 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 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

Crosslisted with Economics

This course uses microeconomics tools to unpack the concept of power in international relations and shows how power dynamics shape bargaining strategies and outcomes. While most of the examples will be drawn from international relations, the models generalize to other forms of social interactions and settings, allowing students to understand how and when power matters. Part one of the course deals with the global challenges to international relations as they relate to conflict; among other things, we analyze the incentives of state and non-state actions to enter into conflict of various kinds. Part two focuses on the contribution of IR theories to the understanding of the European integration process, the functioning of the European Institutions, the desirability and functioning of different types of international organizations, and finally the problems related to migration processes and different immigration policies. Students will be assigned also a case study related to UAE foreign policy, where they will need to show in what way the theories studied in the course can be helpful to understand foreign policy decisions.

POLSC-UH 2527

Politics of International Law

Typically offered: spring

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 3510

International Political Economy

Typically offered: fall

Crosslisted with Legal Studies

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 War 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. The course is broken into two parts starting with the causes of civil conflict, then moving on to what, if anything, the international community can do to ameliorate this problem.

POLSC-UH 3516J

Digital Diplomacy

Offered occasionally

Crosslisted with Legal Studies; Peace Studies

This course will focus on the way that digital technology is reshaping the way that states interact and the building blocks of diplomacy. Technology

has changed statecraft throughout history: diplomats had to adapt to writing, horseback travel, the telephone, and now, Twitter. This course will look at how new technology changes real world negotiations between leaders and the implications for secrecy, as trust has eroded. The course will consider how countries compete in the 21st century, and how smart power, new forms of communication and iDiplomacy will change the fundamentals of statecraft. Can diplomacy compete, evolve, survive, or will it be disrupted? How can we bring citizens closer to the biggest questions facing their future? The course will draw on history, but focus on practical examples from contemporary statecraft and the experiences of the instructor, an ambassador at the center of the effort to ensure that diplomacy is ready for the challenges that lie ahead.

EDUC-UH 1001J

International Peacebuilding and the Role of Education

Crosslisted with Education; Peace Studies; Social Research and Public Policy

BREADTH ELECTIVES

POLSC-UH 2310

Political Psychology

Typically offered: fall

This course addresses key theoretical and empirical topics in political psychology, drawing in 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?

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 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;

The Environment

CSTS-UH 1069Q

Biology of Politics

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

ECON-UH 2320E

Experimental Economics

Prerequisites: SOCSC-UH 1010Q and SOCSC-UH 1111

Crosslisted with Economics

ECON-UH 3450

A History of the Modern World Economy

Prerequisite: ECON-UH 2020 or POLSC-UH 2211

Crosslisted with Economics

ECON-UH 3460

Poverty

Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSC-UH 3220)

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 <i>Crosslisted with African Studies; History</i>	SRPP-UH 2619 Leadership and Diplomacy <i>Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy</i>
LAW-UH 2110 Punishment in Politics, Law and Society <i>Crosslisted with Legal Studies; Social Research and Public Policy</i>	CAPSTONE EXPERIENCE <hr/>
LAW-UH 2113J International Law <i>Crosslisted with Legal Studies; Peace Studies; Social Research and Public Policy</i>	POLSC-UH 4000 Capstone Seminar <i>Typically offered: fall, spring</i> 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.
LAW-UH 2124 Human Rights Law <i>Crosslisted with Legal Studies; Social Research and Public Policy; Peace Studies</i>	POLSC-UH 4001 Capstone Project <i>Typically offered: fall, spring</i> <i>Prerequisite: POLSC-UH 4000</i> 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.
LAW-UH 2129 Mooting <i>Crosslisted with Legal Studies</i>	
PEACE-UH 1011 Foundations of Peace: Economic and Political Perspectives <i>Crosslisted with Economics; Peace Studies</i>	
PEACE-UH 1110 Transitional Justice <i>Crosslisted with Peace Studies</i>	
PEACE-UH 1111 International Organizations and Global Governance <i>Crosslisted with Peace Studies</i>	
PEACE-UH 1113 Peacebuilding <i>Crosslisted with New Core: Structures of Thought and Society; Peace Studies; Previous Core: Structures of Thought and Society</i>	
PHIL-UH 2614 Political Philosophy <i>Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)</i> <i>Crosslisted with Legal Studies; Philosophy</i>	
SRPP-UH 2412X Islamist Social Movements in the Middle East <i>Crosslisted with Arab Crossroads Studies; Social Research and Public Policy</i>	
SRPP-UH 2611 Social Policy <i>Prerequisite: SOCSC-UH 1210Q</i> <i>Crosslisted with Social Research and Public Policy</i>	

SOCIAL RESEARCH AND PUBLIC POLICY

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.edu/pathways. Students with questions should contact the Office of Global Education.

To declare a major, students must meet with the Program Head to discuss their plan of study.

REQUIREMENTS FOR THE MAJOR

14 courses, distributed as follows:

- 4 Foundations of Social Sciences
 - SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
 - SOCSC-UH 1113 Introduction to the Study of Society
 - SOCSC-UH 1011 Global Economic, Political and Social Development since 1500 (GEPS)
 - one Social, Political, and Economic Thought (SPET) course
- 2 Methods electives
- 2 Social Structure and Global Processes Electives
- 2 Institutions and Public Policy Electives
- 2 Society and Culture Electives
- 2 SRPP-UH 4000—4001 Capstone

Minor in Social Research and Public Policy

The minor in Social Research and Public Policy is open to all NYUAD students. Please note that only courses offered in/crosslisted with the program are eligible to count for electives in the minor. Exceptions for courses offered elsewhere in the NYU global network must be approved by the Program Head.

REQUIREMENTS FOR THE MINOR IN SOCIAL RESEARCH AND PUBLIC POLICY

5 courses, distributed as follows:

- 1 SOCSC-UH 1010Q Statistics for Social and Behavioral Sciences
- 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

YEAR 1

Fall Semester



January Term



Spring Semester



YEAR 2

Fall Semester



January Term



Spring Semester



YEAR 3

Fall Semester



January Term



Spring Semester



YEAR 4

Fall Semester



Spring Semester



SOCIAL RESEARCH AND PUBLIC POLICY COURSES

REQUIRED SOCIAL SCIENCE COURSES

SOCSC-UH 1010Q

Statistics for the Social and Behavioral Sciences

Typically offered: fall, spring

Prerequisite: MATH-UH 1001

Crosslisted with Economics; Political Science

This course introduces students to the use of statistical methods in social science research. Topics include: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, standard deviations, and proportions; correlation; analysis of variance; linear regressions. Applications to empirical situations in the Social Sciences are an integral part of the course.

SOCSC-UH 1011

Global Economic, Political and Social Development since 1500 (GEPS)

Typically offered: fall, spring

Crosslisted with Economics; Political Science

Why did some countries industrialize before others? Why was it Europeans that conquered the world? How can we explain the great divergence in per capita income across countries? What are the social and political impacts of economic growth? What is the role of political institutions in underpinning economic progress? This course addresses these and other similar questions using simple tools from across the social sciences. Particular emphasis is placed on understanding the role of economic incentives and political institutions in underpinning economic and social development.

OR

HIST-UH 2010

History and Globalization

Crosslisted with Economics; History; New Core:

Structures of Thought and Society; Political Science; Previous Core: Structures of Thought and Society

SOCSC-UH 1113

Introduction to the Study of Society

Typically offered: fall, spring

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 wellbeing. Third, we turn our focus to mechanisms—robust processes by which individual level actions cumulate into the macro-level structures in which we are embedded. Finally, we examine some of the resulting characteristics of contemporary societies, as well as how and why social change occurs.

One Social Political and Economic Thought (SPET) course selected from:

SOCSC-UH 1310

Foundations of Modern Social Thought

Typically offered: fall, spring

Crosslisted with Economics; Political Science

Major works of social thought from the beginning of modern era through the 1920s. Attention will be paid to social and intellectual context, conceptual frameworks and methods, and contributions to contemporary social analysis. Writers include Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, Marx, Nietzsche, Freud, Weber, and Durkheim.

OR

SOCSC-UH 1311

Introduction to Political Theory

Typically offered: fall

Crosslisted with Economics; Political Science

In a world where interests and values often conflict, how should societies be governed? Which form of government is best? Have we reached what Francis Fukuyama famously termed 'The End of History'—the notion that there are no serious contenders to liberal democracy? Subjects in this course include ancient and modern theorists such as Aristotle, Machiavelli, Montesquieu, and Burke as well as contemporary Chinese critics of Western liberal democracy.

METHODS ELECTIVES

SRPP-UH 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.

ECON-UH 1410J

Research Design, Fieldwork, and Data Analysis for Development Economics

Crosslisted with African Studies; Economics;

Political Science

ECON-UH 2020

Data Analysis: Economics

Prerequisites: SOCSC-UH 1010Q and MATH-UH 1013 or equivalent

Crosslisted with Economics; Political Science

ECON-UH 3912

Networks

Crosslisted with Economics; Political Science

POLSC-UH 2211

Data Analysis

Prerequisite: SOCSC-UH 1010Q or MATH-UH 2011Q

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

Prerequisite: MATH-UH 1013 or equivalent

Crosslisted with Economics; Political Science

SOCSC-UH 2212

Research Design & Causality in Social Science

Prerequisite: SOCSC-UH 1010Q (can also be taken as a corequisite)

Crosslisted with Economics; Political Science

SOCSC-UH 2213

Textual Analysis for the Social Sciences

Crosslisted with Economics; Political Science

SOCSC-UH 3210

Advanced Game Theory

Prerequisite: SOCSC-UH 2210

Crosslisted with Economics; Mathematics; Political Science

SOCSC-UH 3220

Econometrics

Prerequisites: ECON-UH 2020 and MATH-UH 1021

Crosslisted with Economics; Political Science

SOCIAL STRUCTURE AND GLOBAL PROCESSES ELECTIVES

SRPP-UH 1411J

Race and Ethnicity in Comparative Perspective

Typically offered: spring even years

This course explores the concepts of race and ethnicity both in international comparative perspective, and with a special focus on their meaning and manifestations in Western Europe. Race and ethnicity 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; 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 2410

Gender and Society

Typically offered: spring

Recommended Prerequisite: SOCSC-UH 1210Q

Crosslisted with 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: SOCSC-UH 1210Q

The course offers an overview of the causes and consequences of social inequality. Topics in this course include: the concepts, theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; 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 wellbeing 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 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

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

Enrollment is restricted to Sophomores, Juniors and Seniors

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.

AFRST-UH 1110J

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 2117

Migration and Displacement Across the Red Sea

Crosslisted with African Studies; Anthropology; Arab Crossroads Studies

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 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 1075X

Exploring UAE Cities: Sociological Perspectives on Urban Life

Crosslisted with Arab Crossroads Studies; New Core: Structures of Thought and Society; Urbanization

ECON-UH 1701

Economics of Gender

Prerequisite: SOCSC-UH 1010Q

Crosslisted with Economics

INSTITUTIONS AND PUBLIC POLICY

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 international 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. The course will culminate with each student proposing policy changes in a particular country chosen by the student that could dramatically improve the well-being of children. Students will visit Dubai Cares and the Ministry of Foreign Affairs and International Cooperation.

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. The course will include field trips around Buenos Aires and guest speakers with direct experience in the human rights movement in Argentina.

SRPP-UH 1614

Entrepreneurship

Offered occasionally

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

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; 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 theorist 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 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 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 2213J

Sports and Society

Typically offered: January

Crosslisted with Political Science

Why do sports occupy a central place in nearly every society, ancient and modern? How might sports reflect, reveal, or shape major social, economic, and political values 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 upcoming Special Olympics games in order to learn more about the event's potential social and diplomatic impacts.

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: SOCSC-UH 1210Q

Crosslisted with 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

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 counterintuitive 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

socioigenomics—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

A Bio-Social View: 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, and will conduct field interviews and observations in the National Rehabilitation Centre in Abu Dhabi and the East Africa Centre for Addiction Services in Kampala.

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 feature of the development of the modern state in the GCC. 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. We also unpack how and why women's employment became a feature of the state's ability to signal modernity and competitiveness in the global arena. We engage with academics, government officials, writers, activists, and HR specialists involved in state-led women's empowerment initiatives in Dubai, Abu Dhabi, and Riyadh. Topics of discussion include: employment, entrepreneurship, mobility, micro-enterprise, personal status laws, as well as, the role of art and culture.

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 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. 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 1008

Making Development Work

Crosslisted with Business and Organizational Studies

CDAD-UH 1020JQ

Challenges in Global Health

Crosslisted with African Studies; 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

ECON-UH 1701

Economics of Gender

Prerequisite: SOCSC-UH 1010Q

Crosslisted with Economics

EDUC-UH 1001J

International Peacebuilding and the Role of Education

Crosslisted with Education; Peace Studies; Political Science

HIST-UH 3110

Economic Development and Environmental Change in China

Crosslisted with Economics; Environmental Studies; History

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; Political Science

POLSC-UH 2324J

Politics of Belonging, Kinship, Citizenship, Communities and Nations

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

SOCSC-UH 1111

Markets

Crosslisted with Business and Organizational Studies; Economics; Leadership and Social Entrepreneurship

SOCSC-UH 1112

Introduction to Political Thinking

Crosslisted with Political Science

URBAN-UH 1122J

Contested Cities: Difference, Inequality, and the Metropolis

Crosslisted with Urbanization

SOCIETY AND CULTURE

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.

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 2416X

Gulf Urban Societies*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 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 counterintuitive 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 feature of the development of the modern state in the GCC. 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. We also unpack how

and why women's employment became a feature of the state's ability to signal modernity and competitiveness in the global arena. We engage with academics, government officials, writers, activists, and HR specialists involved in state-led women's empowerment initiatives in Dubai, Abu Dhabi, and Riyadh. Topics of discussion include: employment, entrepreneurship, mobility, micro-enterprise, personal status laws, as well as, the role of art and culture.

SRPP-UH 3410

Social Science Analysis of Global News

Typically offered: fall

Enrollment is restricted to Sophomores, Juniors and Seniors

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

ANTH-UH 1010

Introduction to Anthropology

Crosslisted with Anthropology

ANTH-UH 2111

India: Topics in Anthropology & History

Crosslisted with Anthropology

ANTH-UH 2113

Memoir and Ethnography: Understanding Culture Through First-Person Narrative

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

ANTH-UH 2118X

Islam in the Americas

Crosslisted with Anthropology; Arab Crossroads Studies; History

CADT-UH 1032J

Documenting Identity

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

CDAD-UH 1036EJQ

Community-Driven Development (CDD)

Crosslisted with Anthropology

LAW-UH 2125X

Islamic Law and Secular Politics

Crosslisted with Anthropology; Arab Crossroads Studies; Legal Studies; New Core: Structures of Thought and Society; Political Science

MCC-UH 1004

Media Landscapes: The Wire

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

PSYCH-UH 2211

Social Psychology

Prerequisite: PSYCH-UH 1001

Crosslisted with Psychology

PSYCN-UH 1002

Gender & Representation: Field Study Workshop

Crosslisted with Peace Studies; Physics

CAPSTONE EXPERIENCE

SRPP-UH 4000

Capstone Seminar

Typically offered: fall

Prerequisite: Must be a declared SRPP Major

During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

SRPP-UH 4001

Capstone Project

Typically offered: spring

Prerequisite: SRPP-UH 4000

During this yearlong course, students develop a research question and design and analyze quantitative or qualitative data sets relevant to public policy.

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

Hannah Breuckner, Professor and Program Head of Social Research and Public Policy, NYU Abu Dhabi

COURSE EQUIVALENCIES TABLE FOR BA-MPA

Wagner Graduate Course	Undergraduate Equivalents
CORE-GP 1011 Statistical Methods	Or satisfied by one 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	Or satisfied by either 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	Or satisfied by 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	Or satisfied by one 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	Or satisfied by 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:

-
- 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

Offered fall, spring

Prerequisites: MATH-UH 1011, MATH-UH 1012 or MATH-UH 1013

Components: Physics (1.5 credits),

Chemistry (1.5 credits), Laboratory (1 credit)

Foundations of Science 1: Energy and Matter provides a comprehensive introduction to these two fundamental concepts that are so famously unified in the equality $E=mc^2$. Following an introduction to the physical sciences, the course focuses on velocity, acceleration, forces, and energy, while simultaneously introducing students to atoms and molecules. Chemical reactions are examined, and the energy changes associated with them are investigated via a thorough analysis of the three laws of thermodynamics. Laboratory exercises focus on the guiding principles of the scientific method and an introduction to experimental design, and scientific presentation, including technical writing. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-UH 1201EQ, 1202EQ, 1203

Foundations of Science 2: Forces & Interactions

Offered fall, spring

Prerequisites: Foundations of Science 1

Components: Physics (1.5 credits), Chemistry (1.5 credits), Laboratory (1 credit)

Foundations of Science 2: Forces and Interactions introduces students to fundamental forces, including gravity and electrical forces. Concurrently, atomic theory, the theory of molecular bonding, and atomic and molecular structures and shapes, in which forces and energy play a role, are investigated. Students apply these concepts to understanding molecules related to the life sciences. Laboratory exercises focus on acquisition of data and analysis with a continued emphasis on technical presentation. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

SCIEN-UH 1301, 1302, 1303, 1304

Foundations of Science 3: Systems in Flux

Offered fall, spring

Prerequisites: Foundations of Science 2,

MATH-UH 1020 or MATH-UH 1021

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

Offered fall, spring

Prerequisites: Foundations of Science 3,

MATH-UH 1020 or MATH-UH 1021

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, 1502, 1503

Foundations of Science 5: Propagating Change

Offered fall, spring

Prerequisites: Foundations of Science 4

Components: Biology (1.5 credits),

Physics (1.5 credits), Laboratory (1 credit)

Foundations of Science 5: Propagating Change

focuses on disturbances in physical and living systems that bring about change. In physics, disturbances generate waves that are associated with the transmission of light and sound. These same waves generate responses in living organisms as sensory systems detect them, including nerves in some species. Electromagnetic waves, interactions among light, matter, and living systems are examined. Change during the growth of cells is explored at the molecular level as well. Laboratory exercises fuse physics, chemistry, and biology as students engage in projects related to recombinant DNA technology, gene cloning, and protein synthesis and characterization.

SCIEN-UH 1601, 1602, 1603

Foundations of Science 6: Oscillations

and Uncertainties

Offered fall, spring

Prerequisites: Foundations of Science 5

Components: Biology (1.5 credits), Physics

(1.5 credits), Laboratory (1 credit)

Foundations of Science 6: Oscillations and

Uncertainties examines how repetitious or cyclical events, although presumably predictable, are associated with inherent uncertainty in their outcomes. This is embodied in physics and chemistry in quantum theory and the Heisenberg uncertainty principle. But living systems provide countless examples of oscillatory events that possess inherent uncertainty when scientists try to predict outcomes. Indeed, this final chapter in Foundations of Science challenges students to consider the very nature of studying complex problems and systems and assessing the uncertainty associated with the scientific method. The laboratory exercises involve collaborative projects in which teams of students must apply their acquired knowledge and skills to design experiments focused on answering a question or solving a problem, keeping uncertainty in mind as they report their results and discuss additional data that would be need to provide a better answer or solution. Focused disciplinary tutorials in biology, chemistry, and physics provide an opportunity for in-depth analysis and discussion of classic papers, enhanced understanding of fundamental concepts, and development of practical skill sets. Weekly discussion sections are designed to hone proficiency at solving problems in a collaborative, team environment.

BIOLOGY

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:

1. 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.
2. 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.

3. Understand how organisms adapt to their surroundings in the short-term level via physiology and in the long-term via evolution.
4. Analyze the primary scientific literature, evaluate the evidence presented and critically assess the conclusions.
5. 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.
6. Conduct experiments reliably, reproducibly and independently.
7. Analyze and interpret qualitative and quantitative data.
8. 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. 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:

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)

The Biology major offers a specialization in Brain and Cognitive Science (BCS), which emphasizes the function of the nervous system and places a special emphasis on the biological and psychological processes through which organisms gain and access knowledge.

BCS investigates some of the deepest mysteries facing science. These concern the higher functions of the central nervous system: perception, memory, attention, learning, language, emotion, personality, social interaction, decision-making, motor control, and consciousness. All psychiatric disorders, neurological diseases, and developmental disorders are characterized by dysfunction of the neural systems in the brain.

Experimental approaches in BCS vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms, as well as the neural substrate of cognitive processes.

Students who elect to complete the major in Biology with the BCS specialization replace three of the four electives in biology with the following required courses: Molecular Neurobiology, Behavioral and Integrative Neuroscience, and one Biology Laboratory Elective. The BCS specialization also requires completion of Introduction to

Psychology and Cognition or Mind and Brain offered by the NYUAD Program in Psychology.

Biology majors who seek to complete the BCS specialization are strongly encouraged to complete Organic Chemistry 2 and Introduction to Probability and Statistics, depending on their career goals or plans for graduate and professional school.

REQUIREMENTS FOR THE BIOLOGY MAJOR WITH A SPECIALIZATION IN BRAIN AND COGNITIVE SCIENCE

18.25 courses, distributed as follows:

- 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

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

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH xxxx Computational Biology and Biophysics

ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

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)
- 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 Analytical Chemistry

BIOLOGY

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING

GENERAL ELECTIVE

CORE

FIRST-YEAR WRITING SEMINAR

January Term

GENERAL ELECTIVE

Spring Semester

FOUNDATIONS OF SCIENCE 1

FOUNDATIONS OF SCIENCE 2

MULTIVARIABLE CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING

COLLOQUIUM

YEAR 2

Fall Semester

FOUNDATIONS OF SCIENCE 3

FOUNDATIONS OF SCIENCE 4

GENERAL ELECTIVE

CORE

January Term

GENERAL ELECTIVE

Spring Semester

FOUNDATIONS OF SCIENCE 5

FOUNDATIONS OF SCIENCE 6

ORGANIC CHEMISTRY 1

COLLOQUIUM

YEAR 3

Fall Semester (Abroad)

BIOLOGY ELECTIVE (ABROAD)

GENERAL ELECTIVE (ABROAD)

GENERAL ELECTIVE (ABROAD)

GENERAL ELECTIVE (ABROAD)

January Term

GENERAL ELECTIVE

Spring Semester

HUMAN PHYSIOLOGY

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

YEAR 4

Fall Semester

CAPSTONE PROJECT IN BIOLOGY 1

BIOLOGY ELECTIVE

GENERAL ELECTIVE

CORE

Spring Semester

CAPSTONE PROJECT IN BIOLOGY 2

BIOLOGY ELECTIVE

BIOLOGY ELECTIVE

GENERAL ELECTIVE

BIOLOGY COURSES

REQUIRED COURSES

BIOL-UH 2010

Human Physiology

Typically offered: fall, spring

Prerequisites: Foundations of Science 1-6

This course uses fundamental concepts from the Foundations of Science curriculum to examine essential elements of organ physiology, including the nervous system with an emphasis on humans. After an initial introduction to the basic principles of physiology, the course emphasizes normal and pathological functions in humans. It explores how the nervous and the endocrine systems allow communication among cells and organs to enable an organism to maintain homeostasis and to respond to environmental changes. The anatomy of the nervous system is also used to address structure, function, homeostasis and adaptability.

BIOL-UH 3090

Research Seminar in Biology

Typically offered: fall, spring

Prerequisites: Foundations of Science 1-6;

*Biology must be declared as primary major
2 credits*

The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYU Abu Dhabi biologists and others in related fields. Through exposure to faculty research, students identify areas of interest for their own capstone 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

Prerequisite: Foundations of Science 1-4

Corequisite: CHEM-UH 2050

Crosslisted with Chemistry

MATH-UH 1012Q

Calculus with Applications to Science and Engineering

Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test

Crosslisted with Chemistry; Computer Science; Engineering; Mathematics; Physics

BIOLOGY ELECTIVES

BIOL-UH 2113

Evolution

Offered occasionally

Prerequisite: Foundations of Science 1-6

This course provides a concept-driven overview of the most fundamental concept in biology: evolution. The course explores the principles of evolutionary biology through lectures, discussion and basic genetic data analyses. Topics include variation, speciation, fitness, adaptation, mutation, genetic drift, natural selection, and phylogenetic systematics. The course focuses on developing students' understanding of these concepts while reviewing the evidence supporting evolutionary theory.

BIOL-UH 2114

Genetics

Typically offered: spring

Prerequisites: Foundations of Science 1-6

Why do offspring often exhibit physical features of their parents? Why do combinations of certain features in offspring translate into specific characteristics that either enhance or diminish the organism's fitness? The course covers the concepts, principles and research methods used in the field of genetics. Students learn about the major types of genetic variation and how they are generated, distributed and maintained across genomes and between individuals. The course covers concepts such as mutation, recombination, transmission systems, cytoplasmic inheritance, population genetics, and multifactorial inheritance. Emphasis is placed on patterns of Mendelian and non-Mendelian inheritance and the use of genetic methods to analyze protein function, gene regulation, and disease.

BIOL-UH 2120

Ecology

Offered occasionally

Prerequisite: Foundations of Science 1-6

Crosslisted with Biology; Environmental Studies

How is life organized? The study of ecology answers this question by investigating how the environment and interactions between organisms drive the distribution, structure, and functioning of life at increasingly complex levels (individuals, populations, communities, ecosystems). This course will use a combination of literature, government data sets, and field excursions to develop an understanding of how ecologists investigate the patterns of community development through ecological survey approaches, and how manipulative experiments are designed to deduce processes structuring organisms in 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 3115**Genome Biology**

Offered occasionally

Prerequisites: Foundations of Science 1-6

What is personalized medicine? What's the microbiome, and why should anyone care? How can human migration patterns in ancient times or the domestication of plants be understood? How can 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

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

Prerequisites: 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 3130**Biophysics**

Offered occasionally

Prerequisite: Foundations of Science 1-6

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 3150**Directed Study in Biology**

Typically offered: by Application

Prerequisite: BIOL-UH 3150; 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 self-motivated and seek the opportunity to work in field or laboratory research 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 approach a faculty member in his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. 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 Biology are available from the Registrar and must also be returned in the previous semester.

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

Prerequisite: CHEM-UH 2010

Crosslisted with Chemistry

CHEM-UH 3021

Biochemistry: Metabolism

Prerequisite: CHEM-UH 2010

Crosslisted with Chemistry

ENGR-UH 3130

Quantitative Synthetic Biology

Prerequisite: Foundations of Science 3-4

Crosslisted with Engineering

BIOLOGY LABORATORY ELECTIVES

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

Prerequisite: 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

Prerequisite: Foundations of Science 1-6 or (Foundations of Science 1-4 and instructor permission)

A typical cell expresses thousands of gene products and synthesizes nearly as many metabolites. How do these components interact with each other and what are the rules governing such interactions? Systems biology attempts first to define what the cell's parts list is, then through establishing how these elements interact, define the emergent properties of such interactions. This course 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, such as autism and schizophrenia. 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 such as autism or schizophrenia. 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 (Y2H) technology through carrying out pairwise interaction assays; reconstruction of networks based on existing Y2H datasets, particularly those relevant to autism, will also be carried out and studied.

ADDITIONAL COURSES FOR BRAIN AND COGNITIVE SCIENCE

BIOL-UH 3101

Behavioral and Integrative Neuroscience

Typically offered: spring

Prerequisite: BIOL-UH 2010

Crosslisted with Biology

Required for Brain and Cognitive Science

The behavioral response of an animal to a stimulus is the summed effect of a variety of internally coordinated processes starting at the molecular level and resulting in a change of activity in associated neural circuits. This course covers the molecular, physiological and anatomical bases of behavior, with particular emphasis on mammalian sensory, motor, regulatory, and motivational mechanisms. Students will also consider higher mental processes such as those involved in language and memory.

BIOL-UH 3117

Molecular Neurobiology

Typically offered: fall

Prerequisites: BIOL-UH 2010

Crosslisted with Biology

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 Psychology

PSYCH-UH 2410

Cognition

Prerequisite: PSYCH-UH 1001

Crosslisted with Psychology

PSYCH-UH 2412

Cognitive Neuroscience

Prerequisite: PSYCH-UH 1001 or BIOL-UH 3101

Recommended: PSYCH-UH 1003

Crosslisted with Psychology

CAPSTONE EXPERIENCE

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

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. 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:

- 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 Chemistry

SPECIALIZATION IN BIOPHYSICS FOR NATURAL SCIENCE MAJORS

The Biology, Chemistry, and Physics majors offer a specialization in Biophysics which emphasizes the crosstalk between these three disciplines in understanding biological function.

Everything obeys the laws of physics, and biological systems are no exception. The complexity of biological systems, however, is compounded by the fact that they span a broad range of interacting spatial scales from a few atoms to global ecosystems, and that life inherently functions far from the equilibrium. This complexity poses problems for physicists, chemists, and biologists that are at once interesting and challenging. Biophysics addresses these problems through an interdisciplinary approach that builds on strengths in physics, chemistry, and biology.

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

- BIOL-UH 3130 Biophysics
- PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell
- CHEM-UH xxxx Computational Biology and Biophysics

ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

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)
- 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 Analytical Chemistry

CHEMISTRY

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING

GENERAL ELECTIVE

FIRST-YEAR WRITING SEMINAR

COLLOQUIUM

January Term

Spring Semester

FOUNDATIONS OF SCIENCE 1

FOUNDATIONS OF SCIENCE 2

MULTIVARIABLE CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING

CORE

GENERAL ELECTIVE

YEAR 2

Fall Semester

FOUNDATIONS OF SCIENCE 3

FOUNDATIONS OF SCIENCE 4

CORE

CORE

January Term

GENERAL ELECTIVE

Spring Semester

FOUNDATIONS OF SCIENCE 5

FOUNDATIONS OF SCIENCE 6

ORGANIC CHEMISTRY 1

CORE

YEAR 3

Fall Semester

ORGANIC CHEMISTRY 2

PCHEM: THERMO-DYNAMICS & KINETICS

PHYSICAL CHEMISTRY LABORATORY: T AND K
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RESEARCH SEM. IN CHEMISTRY

COLLOQUIUM

January Term

GENERAL ELECTIVE

Spring Semester (Abroad)

INORGANIC CHEMISTRY (ABROAD)

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 4

Fall Semester

ANALYTICAL CHEMISTRY

CHEMISTRY ELECTIVE

CAPSTONE RESEARCH IN CHEMISTRY 1

GENERAL ELECTIVE

Spring Semester

PCHEM: QUANTUM MECHANICS & SPECTROSCOPY

MECH. & SPEC. LAB

BIOCHEMISTRY ELECTIVE

CAPSTONE RESEARCH IN CHEMISTRY 2

GENERAL ELECTIVE

CHEMISTRY COURSES

REQUIRED COURSES

CHEM-UH 2010

Organic Chemistry 1

Typically offered: spring

Prerequisites: Foundations of Science 1-4

Crosslisted with Biology

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.

CHEM-UH 3010

Organic Chemistry 2

Typically offered: fall

Prerequisite: CHEM-UH 2010

Recommended Corequisite: CHEM-UH 3050

5 credits

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 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

Prerequisites: Foundations of Science 1-6;

Corequisite: CHEM-UH 3012

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

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. The experiments are highly focused on the processes of experimentation, data recording, analysis, and interpretation of the observations. 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

Prerequisites: 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 and CHEM-UH 3010

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: 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 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, and 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 1012

Calculus with Applications to Science and Engineering

Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test

Crosslisted with Biology; Computer Science; Engineering; Mathematics; Physics

MATH-UH 1020

Multivariable Calculus with Application to Science and Engineering

Prerequisite: MATH-UH 1012 or equivalent

Crosslisted with Biology; Engineering; Mathematics; Physics

CHEMISTRY ELECTIVES

CHEM-UH 3250

Directed Study in Chemistry

Typically offered: by Application

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 work closely with a faculty sponsor from the NYUAD Program in Chemistry on a topic of mutual interest. 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 his or her field of interest to obtain sponsorship. Typically, this course is only open to students with a minimum overall GPA of 3.0 and a minimum major GPA of 3.0. Registration requires permission of the sponsoring faculty member. Forms for Directed Study in Chemistry are available from the Office of the Dean of Science.

CHEM-UH 3260

Special Topics in Chemistry

Offered occasionally

Prerequisites: Foundations of Science 1–6 and permission of the instructor

This course provides in-depth treatment of an area of current interest in chemistry. Lectures 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.

CAPSTONE EXPERIENCE

CHEM-UH 4001

Capstone Project in Chemistry 1

Typically offered: fall, spring

Prerequisite: CHEM-UH 3090

The senior capstone experience in chemistry is designed to engage students in a long-term, mentored learning experience that culminates in a piece of original research and/or scientific theory. The research project focuses on the art of scientific problem solving through theoretical analysis and/or experimental and technical design. The capstone project provides an opportunity for students to use their knowledge and skills to identify and solve a problem or answer a question in the field of chemistry. The students design and execute a project under the guidance of a faculty mentor.

CHEM-UH 4002

Capstone Project in Chemistry 2

Typically offered: fall, spring

Prerequisite: CHEM-UH 4001

This is a continuation of Capstone Project in Chemistry 1. During this semester, the project culminates in a presentation and a written document of significant length that describes the work in detail.

COMPUTER SCIENCE

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 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, Natural Science, or Sound and Music Computing. The Program in Computer Science embraces a rich variety of subjects and provides great flexibility, allowing students to tailor courses of study to their particular interests. Advanced undergraduate students can work on research projects with faculty members engaged in projects of mutual interest.

The study away pathway for the Computer Science major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

The program strongly recommends that at least one elective Computer Science course be taken in Abu Dhabi.

REQUIREMENTS FOR THE MAJOR

17.5 courses, distributed as follows:

- 9 Required courses:
 - CS-UH 1001 Introduction to Computer Science
 - CS-UH 1002 Discrete Mathematics
 - CS-UH 1050 Data Structures
 - CS-UH 1052 Algorithms
 - CS-UH 2010 Computer Systems Organization
 - CS-UH 2012 Software Engineering
 - CS-UH 3010 Operating Systems
 - CS-UH 3012 Computer Networks
 - MATH-UH 1012Q Calculus with Applications to Science and Engineering
- 2 Computer Science Electives from within the Computer Science major
- 0.5 CS-UH 3090 Research Seminar in Computer Science (half course)
- 2 CS-UH 4001—4002 Capstone Project in Computer Science
- 4 Students majoring in computer science must complete one of the following: minor in Applied Mathematics, Economics, Engineering, Interactive Media (the elective courses within this minor must be selected from the Computational Media cluster), Natural Sciences, or Sound and Music Computing. Note that completing a major in Biology, Chemistry, Economics, Engineering Mathematics, or Physics precludes the need to complete one of the five listed minors.

PROGRAM LEARNING OUTCOMES

The Computer Science major has the following program learning outcomes:

- PLO-1: Be able to analyze a problem, and identify, define, and verify the appropriate computational tools required to solve it.
- PLO-2: Be able to apply up-to-date computational tools necessary in a variety of computing practices.
- PLO-3: Be able to implement algorithms as programs using modern computer languages.
- PLO-4: Be able to apply their mathematical knowledge to solve computational problems.
- PLO-5: Be able to communicate computer science knowledge both orally and in writing.
- PLO-6: Be able to collaborate in teams.

MINOR IN COMPUTER SCIENCE

The minor in Computer Science provides a focused learning experience that emphasizes the design and analysis of algorithms incorporating appropriate data structures, the realization of these algorithms and data structures by means of programming languages, and the honing of programming skills through a variety of programming projects. The minor requires completion of five courses: Introduction to Computer Science, Discrete Mathematics, Data Structures, Algorithms, and one Computer Science elective.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE

5 courses, distributed as follows:

- 1 CS-UH 1001 Introduction to Computer Science
- 1 CS-UH 1002 Discrete Mathematics
- 1 CS-UH 1050 Data Structures
- 1 CS-UH 1052 Algorithms
- 1 Elective from within the Computer Science major

COMPUTER SCIENCE

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

INTRODUCTION TO COMPUTER SCIENCE

DISCRETE MATHEMATICS

CALCULUS WITH APPLICATIONS TO SCIENCE AND ENGINEERING

FIRST-YEAR WRITING SEMINAR

January Term

GENERAL ELECTIVE

Spring Semester

ALGORITHMS

DATA STRUCTURES

CORE

COLLOQUIUM

YEAR 2

Fall Semester

COMPUTER SYSTEMS ORGANIZATION

COMPUTER SCIENCE ELECTIVE

MINOR 1

CORE

January Term

GENERAL ELECTIVE

Spring Semester

OPERATING SYSTEMS

COMPUTER NETWORKS

GENERAL ELECTIVE

COLLOQUIUM

YEAR 3

Fall Semester (New York)

COMPUTER SCIENCE ELECTIVE (NEW YORK)

GENERAL ELECTIVE (NEW YORK)

GENERAL ELECTIVE (NEW YORK)

GENERAL ELECTIVE (NEW YORK)

January Term

GENERAL ELECTIVE

Spring Semester

SOFTWARE ENGINEERING

MINOR 2

MINOR 3

CORE

YEAR 4

Fall Semester

CAPSTONE PROJECT IN COMPUTER SCIENCE-1

MINOR 4

GENERAL ELECTIVE

CORE

Spring Semester

CAPSTONE PROJECT IN COMPUTER SCIENCE-2

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

COMPUTER SCIENCE COURSES

REQUIRED COURSES

CS-UH 1001

Introduction to Computer Science

Typically offered: fall, spring

Crosslisted with Sound and Music Computing

Computer Science is an innovative and exciting field that focuses on producing efficient solutions for solving problems in any field. This course introduces students to the foundations of computer science. Students learn how to design algorithms to solve problems and how to translate these algorithms into working computer programs using a high-level programming language. The course covers core programming concepts including basic computation, data structures, decision structures, iterative structures, file input/output, and recursion. Students also learn the elements of Object Oriented Programming (OOP), such as objects, classes, inheritance, abstraction, and polymorphism. A final project allows students to combine these concepts to produce a large program of their design.

CS-UH 1002

Discrete Mathematics

Typically offered: fall, spring

Crosslisted with Sound and Music Computing

Discrete mathematics concerns the study of mathematical structures that are discrete rather than continuous, and provides a powerful language for investigating many areas of computer science. Discrete structures are characterized by distinct elements, which are often represented by integers. Continuous mathematics on the other hand deals with real numbers. Topics in this course include: sets, counting techniques, logic, proof techniques, solving recurrence relations, number theory, probability, statistics, graph theory, and discrete geometry. These mathematical tools are illustrated with applications in computer science.

CS-UH 1050

Data Structures

Typically offered: fall, spring

Prerequisites: CS-UH 1001 and CS-UH 1002

(CS-UH 1002 may be taken as a co-requisite)

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;

Pre- or corequisite: CS-UH 1050

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

Prerequisites: CS-UH 1050

Crosslisted with Engineering

The course focuses on understanding lower-level issues in computer design and programming. The course starts with the C++ programming language, moves down to assembly and machine-level code, and concludes with basic operating systems and architectural concepts. Students learn to read assembly code and reverse-engineer programs in binary. Topics in this course include the C++ programming language, data representation, machine-level code, memory organization and management, performance evaluation and optimization, and concurrency.

CS-UH 2012

Software Engineering

Typically offered: fall, spring

Prerequisite: CS-UH 1050

Crosslisted with Engineering

This course is an intensive, hands-on study of practical techniques and methods of software engineering. Topics include design patterns, refactoring, code optimization, universal modeling language, threading, advanced object-oriented design, user interface design, web and mobile development, and enterprise application development tools. All topics are integrated and applied through intensive homework and a small group project. The aim of the course is to prepare students for dynamics in a real workplace.

CS-UH 3010

Operating Systems

Typically offered: fall, spring

Prerequisites: CS-UH 1052 and CS-UH 2010

The operating system is a computer's chief manager overseeing interactions between users, applications, shared software and hardware resources. This course covers the fundamentals of operating system design and implementation. Lectures present the central ideas and concepts such as synchronization, deadlock, process management, storage and memory management, file systems, security, protection, and networking. Assigned readings and programming assignments illustrate the manifestation of these concepts in real operating systems.

CS-UH 3012

Computer Networks

Typically offered: 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

Prerequisite: Must be a Junior and Computer Science must be declared as primary major

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 1012

Calculus with Applications to Science and Engineering

Prerequisite: MATH-UH 1002

or Math Placement Test

Crosslisted with Biology; Chemistry; Engineering; Mathematics; Physics

COMPUTER SCIENCE ELECTIVES

CS-UH 2213

Artificial Intelligence

Typically offered: spring

Prerequisite: CS-UH 1052

There are many cognitive tasks that people do easily and almost unconsciously but that are extremely difficult to program on a computer. Artificial Intelligence is the challenge of developing computer systems that can carry out these tasks. Topics covered in this course include heuristic search problem solving; automated reasoning; reasoning with uncertainty; machine learning; Perceptrons; Bayesian networks; Markov models; and applications to areas such as computer vision, natural language processing, music processing, computer games, robotics, and spatial planning.

CS-UH 2214

Database Systems

Typically offered: spring

Prerequisite: CS-UH 1052

This course introduces students to the foundations of database systems, focusing on basics such as data models, especially the relational data model, query languages, query optimization and processing, indices and other specialized data

structures, as well as transactions and concurrency control. 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

Prerequisite: CS-UH 1052

Crosslisted with Design; Interactive Media

This course provides an overview of the fundamental concepts in computer graphics along with hands-on experience in interactive 3D graphics programming. The course covers mathematics related to computer graphics, fundamentals of geometric modeling, the modern graphics pipeline, shading and lighting models, mapping techniques, and ray tracing. Relevant additional topics in mathematics, algorithms and data structures are also covered. The course is programming intensive. Currently the programming is done using Javascript and WebGL.

CS-UH 2216

Natural Language Processing

Typically offered: 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

Prerequisites: CS-UH 1050 and 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

Prerequisites: CS-UH 1050, CS-UH 1052,

(MATH-UH 1022 or MATH-UH 1023), and

(MATH-UH 1003Q, MATH-UH 2011Q or

ENGR-UH 2010Q)

Modern computational problems frequently involve processing massive amounts of data which are often not even available in advance but are arriving 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 3210

Computer Security

Typically offered: fall

Prerequisites: CS-UH 1052 and CS-UH 3010

Technology increasingly permeates every aspect of our lives (including communication, finance, health, utilities, etc.), and the security of the computer systems that enable these services has become a critical issue. This course is an introduction to fundamental cybersecurity concepts, principles, and techniques. In this course students learn basic cryptography, security/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 3250

Directed Study in Computer Science

Typically offered: by Application

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 work in field or laboratory research 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 faculty member. Forms for Directed Study in Computer Science are available from the Program Head in Computer Science.

CS-UH 3260

Special Topics in Computer Science

Offered occasionally

Prerequisites: MATH-UH 1022 or MATH-UH 1023, MATH-UH 1003Q or MATH-UH 2011Q or ENGR-UH 2010Q; Math courses may be taken as corequisites

Special Topics in Computer Science offers high-level courses on a wide variety of topics, including computer vision; computational geometry; cryptography; game programming; machine learning; wireless networks; information retrieval; and user interfaces.

ENGR-UH 4560

Selected Topics in Information and Computational Systems

*Prerequisite: Junior standing
Crosslisted with Engineering*

CAPSTONE EXPERIENCE

CS-UH 4001

Capstone Project in Computer Science 1

Typically offered: fall, spring

Prerequisite: CS-UH 3090

The capstone experience in Computer Science requires students to engage in a long-term, mentored learning experience that culminates in a piece of original work. The specific project is developed during the Research Seminar in Computer Science. During the Capstone Project, the proposed work comes to fruition in the form of a research paper along the lines of those in a scholarly computer science journal. Students also participate in a capstone research symposium during which they present their work orally.

CS-UH 4002

Capstone Project in Computer Science 2

Typically offered: fall, spring

Prerequisite: CS-UH 4001

Continuation of CS-UH 4001

Global Studies Track: Computer Science

In addition to providing its students with a rigorous theoretical foundation and methodological training in Computer Science and related aspects of technology, the NYUAD Computer Science program believes in the importance of pre-professional training as a preparation both for advanced study and global careers.

The Global Studies Track in Computer Science is designed to combine the study away opportunities for NYUAD students at the NYU campuses in the United States in New York or Washington, DC and at the NYU campus in Abu Dhabi with the experiential educational and pre-professional opportunity for a paid internship in the United States over the summer.

Students apply and are admitted to this track through a competitive process, which requires:

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: Introduction to Computer Science, Calculus with Applications, Discrete Mathematics, Data Structures, Algorithms, and Computer Systems Organization.
4. Official declaration of the major at the time of the application
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. Approval of the Program Head for Computer Science, the Dean of Science, and the Office of Global Education

The program requires the following academic sequence:

- Fall semester junior year at NYU New York or NYU Washington, DC
- Spring semester junior year at NYU Abu Dhabi
- Summer internship in a field related to Computer Science and/or similar aspects of technology in the United States. note: Students must secure their own summer internships. The typical duration of the internship is 8 to 10 weeks. If needed, students can apply for funding through the existing summer funding process.
- Students must apply in December of their sophomore year for the full program and commit to it if approved.

For additional information contact the Office of Global Education.

MATHEMATICS

Mathematics 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. Students with questions should contact the Office of Global Education.

The program strongly recommends that not more than one mathematics elective be taken while studying away.

REQUIREMENTS FOR THE MAJOR

16.5 courses, distributed as follows:

- 8 Required courses:
 - MATH-UH 1010 Foundations of Mathematics
 - MATH-UH 1012Q Calculus with Applications to Science and Engineering
 - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering MATH-UH 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
- 0.5 MATH-UH 3090 Research Seminar in Mathematics (half course)
- 2 MATH-UH 4001—4002 Capstone Project in Mathematics
- 4 Students majoring in mathematics must complete one of the following: minor in Computer Science, Natural Science, Economics, or Engineering. Note that completing a major in Computer Science, Biology, Chemistry, Physics or Economics removes the need to complete one of the four listed minors.

PROGRAM LEARNING OUTCOMES

Upon completing their major, mathematics students will be able to:

- PLO-1: Apply the fundamental theorems of Analysis, Algebra and Geometry.
- PLO-2: Identify and apply appropriate mathematical and statistical techniques, both theoretical and numerical, to concrete problems.
- PLO-3: Present and communicate effectively mathematical knowledge and mathematical research.
- PLO-4: Learn new mathematics independently.

MINOR IN APPLIED MATHEMATICS

Mathematics is often associated with science, particularly physics and chemistry, but it is indeed the language and tool of the contemporary life sciences, including ecology and environmental studies, as well as the world of business and the economy.

The minor in Applied Mathematics at NYU Abu Dhabi is designed to prepare students in science and the social sciences with the critical quantitative tools and reasoning skills needed to solve problems in those disciplines.

REQUIREMENTS FOR THE MINOR IN APPLIED MATHEMATICS

4 courses, distributed as follows:

- 1 MATH-UH 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

YEAR 1

Fall Semester



Spring Semester



YEAR 2

Fall Semester

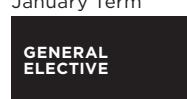


Spring Semester



YEAR 3

Fall Semester (Abroad)



Spring Semester



YEAR 4

Fall Semester



Spring Semester



MATHEMATICS COURSES

COURSES FOR NON-MAJORS

MATH-UH 1001

Mathematical Functions

Typically offered: fall

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 a rigorous 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, rational, trigonometric, exponential, and logarithmic functions. Placement into Mathematical Functions is decided by discussion with mentors and the results of a mathematics placement examination.

MATH-UH 1002

Introduction to Vector Mathematics

Typically offered: fall, spring

Prerequisites: MATH-UH 1001 or Math Placement
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the algebra of vector addition, subtraction, and the dot product and cross product multiplications, along with a thorough analysis of vector problems. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. The concepts of rates of change, limits and derivatives are also discussed. Polar coordinates and parametric equations are introduced, and some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications.

MATH-UH 1005

Trigonometry and Differential Calculus

Typically offered: fall

Prerequisite: Math Placement, Intended major in Engineering, Biology, Chemistry, or Physics
A vector is a mathematical measure of change in magnitude and direction of a physical event. A displacement from one location to another in a two or three-dimensional space, and the quantity and direction of force applied to move an object are examples of vectors. This course studies the

algebra of vector addition, subtraction, and the dot product and cross product multiplications, along with a thorough analysis of vector problems. The course further provides an in-depth study of trigonometric functions, trigonometric equations and trigonometric identities, including double angle and half angle formulas and their application. Polar coordinates and parametric equations are introduced, and some basic properties of real and complex numbers are reviewed and several applications of the algebra of complex numbers are presented to illustrate how to use them in applications. The concepts of limits and continuity are explored deeply, along with their application to rates of change, and then to the derivative. The algorithms of basic calculus are formally developed and applied as a foundation for further study.

MATH-UH 1009JQ

Integral Calculus

Typically offered: January

Prerequisite: MATH-UH 1005

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 1013

Calculus with Applications to Economics

Typically offered: fall, spring

Prerequisite: MATH-UH 1002 or Math Placement

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

MATH-UH 1010

Foundations of Mathematics

Typically offered: fall, spring

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 1002, MATH-UH 1005 or Math Placement Test

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 Application to Science and Engineering***Typically offered: fall, spring**Prerequisite: MATH-UH 1012 or equivalent**Crosslisted with Biology; Chemistry, Engineering elective; 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 Placement Test**Crosslisted with Physics*

In many applications of mathematics, a response of some systems is nearly a linear function of the input. These linear systems, which arise in elasticity, in 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 equivalent;**Corequisite: MATH-UH 1022**Crosslisted with 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. From 2018-2019, this course will be offered in both fall and spring.

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. From 2018-2019, this course will be offered in both fall and spring.

MATH-UH 3090

Research Seminar in Mathematics

Typically offered: spring

Prerequisites: MATH-UH 2010, MATH-UH 2011Q, and MATH-UH 2013; Mathematics must be declared as primary major

2 credits

The research seminar provides students with an overview of the diverse multidisciplinary research areas that have captured the interest and fascination of NYUAD mathematicians. Through exposure to NYUAD faculty research, students identify areas of interest for their own capstone research and develop and write an in-depth research proposal over the course of the semester. The final capstone proposal is due at the end of the seminar so that students can begin the Capstone Project in Mathematics 1. Students who have chosen Mathematics as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

CATEGORY A (APPLIED MATHEMATICS)

MATH-UH 2410

Mathematical Modeling

Typically offered: every other year

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-Helman key-exchange as well as Lattice and Elliptic Curve-based cryptography. The course also analyzes some probabilistic and information-theoretic aspects of cryptography (the requisite material of the latter will be developed in class).

MATH-UH 3411

Dynamical Systems

Typically offered: every other year

*Prerequisites: MATH-UH 1022 and MATH-UH 2010
Crosslisted with Physics*

Many laws of physics are formulated as differential equations or partial differential equations, e.g. the propagation of sound waves, the diffusion of a gas, and the flow of a fluid. These equations are usually nonlinear and the study of their dynamical properties (long time behavior, changes of properties of solutions, ...) turns out to be very difficult. The goal of this course is to study some simple aspects of dynamical systems and chaos. Applications to physics, chemistry, biology, and population dynamics are given. In particular the course will involve the study of many examples coming from physics, biology and engineering. The examples studied will depend on the interests of the students and their majors.

MATH-UH 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 1024 or MATH-UH 2010)

This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from 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

Prerequisites: Foundations of Science 1-4, and

MATH-UH 1022 or MATH-UH 2010

Crosslisted with Physics

PHYS-UH 3211

General Relativity

Prerequisite: MATH-UH 2010

Crosslisted with Physics

SOCSC-UH 3210

Advanced Game Theory

Prerequisite: SOCSC-UH 2210

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 3611

Number Theory

Offered occasionally

Prerequisite: MATH-UH 1022 and MATH-UH 2012

Number theory is the study of systems of numbers beginning with integers and moving to rational numbers. It has applications to cryptography and computer science in general. Simple statements that are notoriously hard to prove abound in this field: the recently proved Fermat's Last Theorem and the still conjectural Riemann Hypothesis are examples of the difficulty. Topics covered in this course include divisibility theory and prime numbers, linear and quadratic congruences, the classical number-theoretic functions, continued fractions, and Diophantine equations (equations whose solutions are sought in the integers).

MATH-UH 3612

Differential Geometry

Typically offered: every other year

Prerequisite: (MATH-UH 1020 or MATH-UH 1021) and (MATH-UH 1024 or MATH-UH 2010)

This course is a transition from vector calculus to differential geometry, the study of curved spaces. The course plan is to move from a study of extrinsic geometry of curves and surfaces in space, familiar from multivariable calculus, to the intrinsic geometry of manifolds. This includes the study of tangent spaces and vector fields and the concept of Riemannian manifolds and leading to explicit characterizations of metrics, connections,

and curvatures. Computational tools will include tensor algebra and differential forms. Using these, derivatives on manifolds and integration on manifolds will generalize the corresponding notions from multivariable calculus. Further topics also include the Euler characteristic, The Gauss-Bonnet theorem, symmetry, homogeneous spaces, and applications such as Electromagnetism and General Relativity.

MATH-UH 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.

CAPSTONE EXPERIENCE

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 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. Students with questions should contact the Office of Global Education.

The program recommends that not more than one physics elective be taken while studying away.

REQUIREMENTS FOR THE MAJOR

19.5 courses, distributed as follows:

- 6.5 SCIEN-UH 1101EQ—1603 Foundations of Science 1–6
- 5.5 Required courses:
 - PHYS-UH 2010 Electromagnetism and Special Relativity (half course)
 - PHYS-UH 3010 Mechanics
 - PHYS-UH 3011 Electricity and Magnetism
 - PHYS-UH 3012 Quantum Mechanics 1
 - PHYS-UH 3013 Advanced Physics Laboratory
 - PHYS-UH 3014 Statistical Mechanics and Thermodynamics
- 4 Mathematics courses:
 - MATH-UH 1012Q Calculus with Applications to Science and Engineering
 - MATH-UH 1020 Multivariable Calculus with Applications to Science and Engineering
 - MATH-UH 1022 Linear Algebra
 - MATH-UH 2010 Ordinary Differential Equations
- 1 Physics Elective
- 0.5 PHYS-UH 3090 Research Seminar in Physics (half course)
- 2 PHYS-UH 4001 – 4002 Capstone Project in Physics

SPECIALIZATION IN ASTROPHYSICS (FOR PHYSICS MAJOR ONLY)

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

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

BIOL-UH 3130 Biophysics

PHYS-UH 3219 Biological Physics: From Single Molecules to the Cell

CHEM-UH xxxx Computational Biology and Biophysics

ELECTIVE COURSES FOR BIOPHYSICS SPECIALIZATION

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)

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 Analytical Chemistry

PHYSICS

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

CALCULUS WITH APPLICATIONS TO SCIENCE & ENGINEERING	COLLOQUIUM	CORE	FIRST-YEAR WRITING SEMINAR	January Term GENERAL ELECTIVE
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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

Fall Semester

FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	ELECTROMAG. & SPECIAL REL.	LINEAR ALGEBRA	January Term GENERAL ELECTIVE
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Spring Semester

FOUNDATIONS OF SCIENCE 5	FOUNDATIONS OF SCIENCE 6	ORDINARY DIFFERENTIAL EQUATIONS	CORE	GENERAL ELECTIVE
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YEAR 3

Fall Semester (Abroad)

GENERAL ELECTIVE (ABROAD)	GENERAL ELECTIVE (ABROAD)	QUANTUM MECHANICS (ABROAD)	CORE (ABROAD)	January Term GENERAL ELECTIVE
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Spring Semester

STATISTICAL MECHANICS & THERMO-DYNAMICS	MECHANICS	ADVANCED PHYSICS LABORATORY	CORE	GENERAL ELECTIVE
RESEARCH SEM. IN PHYSICS				

YEAR 4

Fall Semester

CAPSTONE PROJECT IN PHYSICS 1	ELECTRICITY & MAGNETISM	PHYSICS ELECTIVE	GENERAL ELECTIVE	
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Spring Semester

CAPSTONE PROJECT IN PHYSICS 2	GENERAL ELECTIVE	GENERAL ELECTIVE	GENERAL ELECTIVE	
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PHYSICS COURSES

REQUIRED COURSES

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

Prerequisite: 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;
Physics 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 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 Application 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 Mathematics

MATH-UH 2010

Ordinary Differential Equations

Prerequisite: MATH-UH 1020 or MATH-UH 1021

Corequisite: MATH-UH 1022

Crosslisted with Mathematics

ELECTIVES

PHYS-UH 3211

General Relativity

Offered occasionally

Prerequisite: MATH-UH 2010

Crosslisted with Mathematics

General Relativity is currently the leading description for gravity. This topic is important for determining the evolution and fate of the universe, to the motion of small objects in the Solar System and the Earth, and is perhaps the best tested theory in all of physics. This course will involve learning the basic mathematical framework of general relativity (including differential geometry and field equations), as well as applications to various topics in astronomy and astrophysics.

PHYS-UH 3213

Computational Physics

Offered occasionally

Prerequisites: Foundations of Science 1-4 and MATH-UH 2010

This course focuses on fields of current research interest where numerical techniques provide unique physical insight. In fact, modern physics needs computers to solve problems and simulate systems. Topics are chosen from various branches of physics and engineering, 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

Prerequisite: 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 the use only of optical telescopes, but starting with the discovery of cosmic radio waves in 1931, the rest of the electromagnetic spectrum has begun to be available to astronomers. This course is indispensable to students 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

Prerequisites: 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

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

*Prerequisites: Foundations of Science 5-6
Crosslisted with Engineering*

The course has two main components. The first component focuses on modern instruments for the UV, optical, near-infrared and thermal infrared imaging. The CCD and CMOS detector technologies are discussed in detail. The second component is focused on spectroscopy. We will cover the principles of operation of dispersion grating spectrographs, their design (collimators, gratings, resolution and cameras) with applications. In both components the 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 ground-based optical telescope operation, data acquisition and analysis techniques. Where appropriate, examples of data from professional

observatories or space telescopes will be used. 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 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. Forms for Directed Study in Physics are available from the Office of the Dean of Science.

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 II

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 3010

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 not ions 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

CAPSTONE EXPERIENCE

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

Psychology studies the 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

The study away pathway for the Psychology major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Effective from 2019-2020 onward, Psychology courses taken abroad may only be counted as basic electives. There will be no equivalencies for advanced electives, which will be required to be taken in Abu Dhabi, unless an exception is granted by the program. The program strongly recommends that students not take more than one Psychology course while studying abroad.

Finally, effective from 2019–2020 onward, the Research Seminar in Psychology for capstone students will take place in the spring semester of the third year.

REQUIREMENTS FOR THE MAJOR

12.5 courses, distributed as follows:

- 4 Required courses:
 - PSYCH-UH 1001 Introduction to Psychology
 - PSYCH-UH 1002EQ Research Methods in Psychology
 - PSYCH-UH 1003 Biopsychology
 - PSYCH-UH 1004Q Statistics for Psychology
- 2 Electives from the Social and Developmental Psychology series
- 2 Electives from the Cognition and Perception series
- 2 Advanced electives; at least one must have a lab component
- 0.5 PSYCH-UH 3090 Research Seminar in Psychology
(half course)
- 2 PSYCH-UH 4001—4002 Capstone Project in Psychology

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

4 courses, distributed as follows:

- 1 Introduction to Psychology
- 3 Courses in Psychology

Note that PSYCN-UH 1000, PSYCN-UH 1001J and PSYCH-UH 1004Q do not count toward the minor.

REQUIREMENTS FOR DOUBLE MAJORS PURSUING CAPSTONE PROJECTS IN OTHER PROGRAMS

In lieu of the two semester capstone sequence, two extra courses distributed as follows:

- 1 Advanced Elective in Psychology
- 1 Basic Elective or Advanced Elective in Psychology

PSYCHOLOGY

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

INTRODUCTION
TO PSYCHOLOGY

RESEARCH
METHODS IN
PSYCHOLOGY

CORE

FIRST-YEAR
WRITING
SEMINAR

January Term

GENERAL
ELECTIVE

Spring Semester

GENERAL
ELECTIVE

GENERAL
ELECTIVE

CORE

COLLOQUIUM

YEAR 2

Fall Semester

BIOPSYCHOLOGY

STATISTICS FOR
PSYCHOLOGISTS

GENERAL
ELECTIVE

CORE

January Term

GENERAL
ELECTIVE

Spring Semester

PSYCHOLOGY
ELECTIVE

GENERAL
ELECTIVE

GENERAL
ELECTIVE

COLLOQUIUM

YEAR 3

Fall Semester

PSYCHOLOGY
ELECTIVE

ADVANCED
PSYCHOLOGY
ELECTIVE

GENERAL
ELECTIVE

CORE

January Term

GENERAL
ELECTIVE

Spring Semester (Abroad)

PSYCHOLOGY
ELECTIVE
(ABROAD)

GENERAL
ELECTIVE
(ABROAD)

GENERAL
ELECTIVE
(ABROAD)

GENERAL
ELECTIVE
(ABROAD)

YEAR 4

Fall Semester

CAPSTONE
PROJECT IN
PSYCHOLOGY 1

PSYCHOLOGY
ELECTIVE

GENERAL
ELECTIVE

GENERAL
ELECTIVE

Spring Semester

CAPSTONE
PROJECT IN
PSYCHOLOGY 2

ADVANCED
PSYCHOLOGY
ELECTIVE

GENERAL
ELECTIVE

GENERAL
ELECTIVE

PSYCHOLOGY COURSES

COURSES FOR NON-MAJORS

PSYCN-UH 1000

Introduction to Linguistics

Offered occasionally

This course offers an introduction to linguistics, the scientific study of language. The focus of linguistics within the cognitive sciences is to understand how it is that humans are able to speak and understand natural language, how they acquire this ability, and how they put it to use. The ability to speak and understand language is unique to humans and universally represented within the species. Language affords us, together with other faculties of the mind, the ability to achieve levels of abstract thinking as well as social organization, a feat that is unprecedented in the animal kingdom. Language is therefore one of the most characteristic features that we have as a species, and its study is of central importance to understanding what it is to be human. This course is open to all students but will not count towards the Psychology major.

PSYCN-UH 1001J

Cognition in Berlin

Typically offered: January

This course is a survey of cognitive psychology, the scientific study of the human mind and human thinking. During the course of the semester we will discuss many different aspects of cognition: perception, attention, memory, language, concepts, reasoning, problem solving, expertise, creativity, and decision making. The emphasis in the course will be on how psychologists have used experiments to help construct theories of how the human mind works and how human thinking occurs. There is a rich history of experimental research in Germany in general and Berlin in particular and where appropriate the course will make contact with those developments as it progresses through the material.

NOTE: This course is a general elective credit only and does NOT count towards the Psychology major or minor.

PSYCN-UH 1002

Gender & Representation: Field Study Workshop

Crosslisted with Peace Studies; Physics; Social Research and Public Policy

For centuries, Paris and France have had the reputation of being a progressive place of free gender expression and sexual liberation. After all, this was where the bikini was invented, and where Nabokov's Lolita was first published. But France was also one of the last countries in Europe to extend voting rights to women (1944), and today French women still earn only 75 cents to every

man's euro. This course will examine the current state of sex and gender in Paris today, to explore how Paris's reputation fits with the reality on the ground, and to learn what gender relations in Paris can tell us about sex and gender more generally. The course is grounded in a literature drawn predominantly from research in psychology and gender studies. Students will have opportunity to see first-hand how sex and gender plays out in Paris by visits to museums, theaters, bars, and department stores, and will report on their experiences in assignments and class discussion. Students will relate these experiences back to theories they learn to help understand the current state of academic knowledge on sex and gender. This course is open to all students but will NOT count towards the Psychology major.

REQUIRED COURSES

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-UH 1001 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.

NOTE: Students entering fall 2016 or earlier may substitute SOCSC-UH 1010Q for this course.

PSYCH-UH 3090

Research Seminar in Psychology

Typically offered: spring

Prerequisite: Psychology must be declared as primary major

2 credits

The Research Seminar in Psychology provides students with an overview of the diverse research areas of the NYUAD Psychology faculty. Students will identify a faculty mentor to guide them through their capstone research project and help them develop and write an in-depth research proposal. The final capstone proposal is due at the end of the semester so that students can begin the Capstone Project in the fall semester of their senior year. Students who have chosen Psychology as their secondary major do not need to complete the research seminar course; students must instead take two courses in their chosen elective which are not research courses.

PSYCHOLOGY ELECTIVES: SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

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 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 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

Typically offered: fall

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

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.

PSYCHOLOGY: COGNITION AND PERCEPTION ELECTIVES

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 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

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 3611EQ

Lab in Cognitive Control

Offered occasionally

Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002 or Fos 1-4.

Recommended Prerequisites: PSYCH-UH 2410 or PSYCH-UH 2412

Lab component

This course examines the mind and brain of cognitive control—the ability to flexibly adapt our behaviors to achieve our goals. Students are introduced to key psychological and neuroscientific concepts in cognitive control. Discussions focus on original research, and involve interactive demonstrations and/or data collection to reproduce seminal research findings. Additionally, the course covers the brain systems involved in cognitive control, as well as the various tools that researchers use to investigate cognition. As part of the course, students present and critique research from primary sources, and write a research proposal aimed at answering novel questions about cognitive control.

PSYCH-UH 3612EQ

Lab in Psychology of Inequality

Offered occasionally

Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002;

Recommended: PSYCH-UH 2211

Lab component

Inequality persists throughout the world despite legal prohibitions against discrimination and the fact that many people endorse egalitarian values, at least explicitly. What role do psychological factors play in perpetuating inequality? What are the social and psychological effects of living in highly unequal (vs. equal) environments? The goal of this course is to familiarize students with themes

and current research on psychological theories and processes related to societal inequality.

PSYCH-UH 3613EQ

Lab in Early Childhood Education

Offered occasionally

Prerequisites: PSYCH-UH 1001 and PSYCH-UH 1002;

Recommended: 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 1002 or Foundations of Science 1-4;

Recommended: 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 3615EQ

Laboratory in Psychology of Language

Typically offered: spring

Prerequisites: PSYCH-UH 1001 and

PSYCH-UH 1002 or Fos 1-4.

Recommended Prerequisites: PSYCH-UH 1000

This course provides students with an in-depth exploration of a selection of fundamental topics in psycholinguistics—the study of how we acquire, comprehend, and produce language. This course is a seminar and students will present and critique research from primary sources and original studies. This course includes a laboratory component, in which students will focus on designing replication experiments and collecting data on seminal findings in the field in order to critically evaluate

them. As part of the course, students will also write a research proposal aimed at answering novel questions in one of the sub areas of psycholinguistics.

PSYCH-UH 3616

Data Analysis for the Psychological Sciences

Typically offered: fall

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 3710

Directed Study in Psychology

Typically offered: by Application

Prerequisite: Permission from the faculty in the Program in Psychology; special permission must be given for this course to count towards the Psychology major

This course is intended for students who undertake a research project other than a capstone project or seek a deeper understanding of a specific literature in psychology, 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 approach a faculty member in his or her field of interest to obtain sponsorship. This course is only open to third- and fourth-year students with a minimum overall GPA of 3.3 and a minimum major GPA of 3.5. Forms for Directed Study in Psychology are available from the Program Head in Psychology.

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.

CAPSTONE EXPERIENCE

PSYCH-UH 4001

Capstone Project in Psychology 1

Typically offered: fall, spring

Prerequisite: PSYCH-UH 3090

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

Continuation of Capstone Project in Psychology 1

ENGINEERING

GENERAL ENGINEERING**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 entrepreneurship (i2e) into all phases of study. Through i2e 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 five thematic areas: Cyber Security; Robotics; Urban Systems; Environmental Sustainability; and Biomedical and Health Systems. Faculty at NYU Abu Dhabi actively collaborate with faculty in other divisions at NYU Abu Dhabi as well as faculty in the departments of Civil, Chemical and Biological, Computer, Electrical, and Mechanical Engineering 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 four-course sequence Foundations of Science (FoS). 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 and ethics in the profession.

Students take the equivalent of four full courses in Mathematics, including two full courses on Calculus and Multivariable Calculus and four half courses on Linear Algebra, Ordinary Differential Equations, Probability and Statistics, and Discrete Mathematics. Students who skip Calculus by testing into Multivariable Calculus must take additional four credits of Mathematics to earn a total of 16 credits of Mathematics.

Students take the equivalent of nine and one-half 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 eight and a half upper-level engineering courses. Engineering courses may be crosslisted 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; Environmental Sustainability; and Biomedical and Health Systems. Students, in consultation with their academic mentor, are encouraged to cluster their engineering electives in one of the five 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 Engineering major at the end of their second semester of study. 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), 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. 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 16 credits in science courses and 16 credits in 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 five thematic research areas discussed below.

Cyber Security concerns the security and privacy considerations stemming from the ubiquitous use of technology. Systems that use electronic and computational hardware and software permeate every sphere of human life and are at the core of every modern engineered system. Furthermore, these systems consist of interconnected devices that allow objects to be sensed and/or controlled remotely, creating opportunities for more direct

integration of the physical world into computer-based systems, and resulting in improved efficiency, accuracy and economic benefit in addition to reduced human intervention. At the same time, there is now a wider attack surface for malicious entities to create harm in a wide variety of ways, such as stealing/manipulation of sensitive information and/or assets, creating disruption in critical infrastructures, etc. This crucial research program involves multi-disciplinary research in security and privacy in broad range of areas, such as cryptology, digital forensics, trusted hardware design, smart grid security, economics of information security in critical infrastructure, transportation security, system and network security, mission critical system security, and cyber infrastructure connections and security.

Robotics is a multidisciplinary research area that addresses the theory of mechanics, sensing, planning, and control of intelligent robots in the physical world. The program examines consolidated methodologies and technologies of robotics systems including robot design, sensing and perception, manipulation and interfaces, mobile and distributed robotics, and human-robot interaction. From a largely dominated industrial focus, robotics has been rapidly expanding into the challenges of the human world (human-centered and life-like robotics). Therefore, the new generation of robots is expected to safely and dependably co-habitat with humans in homes, workspaces, and communities, providing support services, entertainment, education, healthcare, manufacturing, and assistance. Furthermore, the program considers also a much wider range of applications than physical robots, reaching across diverse research areas and scientific disciplines, such as: biomechanics, haptics, neuroscience, virtual simulation, animation, surgery, and sensor networks. It is indeed at the intersection of disciplines that the most striking advances are expected to happen.

Urban Systems concerns the technological challenges and innovations for the smooth functioning and sustaining of urban centers. Earth is increasingly becoming an urban planet; for the first time in history, more than half of the world's population now lives in cities. The challenges associated with a sustainable, engaging, and harmonious urban environment require a multidisciplinary approach that integrates various technologies and disciplines. The program examines urban infrastructure power systems, transportation systems, telecommunications networks, supply chains, and other engineered systems that have an impact on urban living.

Energy and Environmental Sustainability explores how the needs of a growing world population for improved living standards (including needs for energy, housing, mobility, and water) are met in a sustainable manner. Areas covered by this program include life-cycle assessment of infrastructure systems, chemistry, biology, materials science, modeling and analysis, system control theory, and sensing technology. Examples of research include design of energy-efficient buildings, low-carbon transportation systems, clean water technologies, desalination technologies, and chemical micro-sensors.

Biomedical and Health Systems concerns the science of health and wellness to unlock the mysteries of disease and genetic maladies and the engineering technology that is the bridge to deliver healthcare to people. The engineering aspects of this vast field of study include the interfacing of engineered systems with biological and anatomical systems, the measurement of physiological parameters, bio-sensing and detection of disease, disease agents, and impending failures, imaging, delivery of targeted therapeutics, and others. The use of computational techniques in organizing and interpreting the great volume of data being collected worldwide, including genetic information, and algorithms to predict disease markers and therapeutic molecules is a new and powerful technological advance in this field. Biomaterials, biocompatible and bioresorbable materials, micro-biodevices, and use of wireless and computer technologies in patient care round out some of the areas that draw from several different engineering disciplines.

Resilient Systems is a research area that focuses on the ability of interconnected infrastructure, for instance structural and geotechnical, to respond, absorb, adapt to, as well as recover an extreme event with minimal damage and functionality disruptions. The challenges associated with a resilient system require a multidisciplinary approach that integrates various innovative technologies. This crucial research program examines high-performance and energy efficient construction materials, multi-functional materials and structural systems, innovative reinforcing systems, smart materials and structures, structural health monitoring, advanced numerical modelling and data visualization, modern structural and energy retrofitting techniques, field sensing, material-structure-soil interactions, and other engineering disciplines that have an impact on resilient systems.

FIRST SEMESTER (FRESHMAN FALL) COURSES FOR ENGINEERING STUDENTS

Engineering students should take ENGR-UH 1000 Computer Programming for Engineers and a Colloquium or First-Year Writing Seminar in their first semester. In addition, they should take MATH-UH 1012 Calculus with Applications along with a general elective. Students who test into Multivariable Calculus can take FoS 1 and 2, Multivariable Calculus, and ENGR-UH 1000 Computer Programming for Engineers in their first semester, making them eligible to apply for the sophomore-fall study away semester at NYU Shanghai.

REQUIREMENTS FOR THE GENERAL ENGINEERING MAJOR

23.25 courses (93 credits), distributed as follows:

- 4.5 Foundations of Science: Foundations of Science 1: Energy and Matter (SCIEN-UH 1101–1103); Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201–1203); Foundations of Science 3: Systems in Flux (SCIEN-UH 1301–1304); Foundations of Science 4: Form and Function (SCIEN-UH 1401–1404)
- 4 Mathematics courses: MATH-UH 1012 Calculus with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (half course); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (half course); ENGR-UH 2010Q Probability and Statistics for Engineers (half course); one of ENGR-UH 2025 Fundamentals of Discrete Math (half course) or ENGR-UH 2026 Partial Differential Equations for Engineers (half course) or ENGR-UH 2027 Introduction to Data Analysis for Engineers (half course)
- 4.25 Engineering Common Courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr course); ENGR-UH 1021J Design and Innovation (half course); ENGR-UH 2011 Engineering Statics (half course); ENGR-UH 2012 Conservation Laws in Engineering (half course); ENGR-UH 2013 Digital Logic (half course); ENGR-UH 2017 Numerical Methods (half course); ENGR-UH 2019 Circuits Fundamentals (half course)
- 1.5 Required courses: ENGR-UH 3110 Instrumentation, Sensors, Actuators; ENGR-UH 3120 Engineering Materials (half course)
- 7.5 Engineering electives (30 credits); 2 credits of these must be from a capstone co-requisite course taken in senior Fall
- 1.5 ENGR-UH 4011 (half course) and 4012: Capstone Design Projects I & II

REQUIREMENTS FOR THE DISCIPLINARY ENGINEERING MAJORS

24.25 courses (97 credits), distributed as follows:

- 4.5 Foundations of Science: Foundations of Science 1: Energy and Matter (SCIEN-UH 1101–1103) Foundations of Science 2: Forces and Interactions (SCIEN-UH 1201–1203); Foundations of Science 3: Systems in Flux (SCIEN-UH 1301–1304); Foundations of Science 4: Form and Function (SCIEN-UH 1401–1404)
- 4 Mathematics courses: MATH-UH 1012 Calculus with with Applications: Science and Engineering; MATH-UH 1020 Multivariable Calculus: Science and Engineering; MATH-UH 1023 Fundamentals of Linear Algebra (half course); MATH-UH 1024 Fundamentals of Ordinary Differential Equations (half course); ENGR-UH 2010Q Probability and Statistics for Engineers (half course); one of ENGR-UH 2025 Fundamentals of Discrete Math (Electrical, Computer Engineering; half course) or ENGR-UH 2026 Partial Differential Equations for Engineers (Mechanical Engineering; half course) or ENGR-UH 2027 Introduction to Data Analysis for Engineers (Civil Engineering; half course)
- 4.25 Engineering Common Courses: ENGR-UH 1000 Computer Programming for Engineers; ENGR-UH 1010 Engineering Ethics (1-cr course); ENGR-UH 1021J Design and Innovation (half course); ENGR-UH 2011 Engineering Statics (half course); ENGR-UH 2012 Conservation Laws in Engineering (half course); ENGR-UH 2013 Digital Logic (half course); ENGR-UH 2017 Numerical Methods (half course); ENGR-UH 2019 Circuits Fundamentals (half course)
- 10 Discipline-specific required and elective courses (40 credits); 2 credits of these must be from a capstone co-requisite course taken in senior Fall
- 1.5 ENGR-UH 4011 (half course) and 4012: Capstone Design Projects I & II

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 five thematic research areas in Engineering. To earn a minor in one particular engineering field, the students complete 16 credits in engineering courses relevant to that field in addition to any math and/or science prerequisites that the engineering courses may have. The course of study for the minor must be approved by the student's mentor and the Dean of Engineering.

REQUIREMENTS FOR THE MINOR IN DISCIPLINARY/ GENERAL ENGINEERING

- 4 ENGR-UH Courses, totaling 16 credits, which count toward the Engineering major/specialization, as approved by the Engineering Dean and student's mentor.

GENERAL ENGINEERING

SAMPLE SCHEDULE

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

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

Spring Semester

MULTIVARIABLE CALCULUS
ETHICS

FOUNDATIONS OF SCIENCE 1

FOUNDATIONS OF SCIENCE 2

COLLOQUIUM

YEAR 2

Fall Semester

LINEAR ALGEBRA
DIFFERENTIAL EQUATIONS

FOUNDATIONS OF SCIENCE 3

FOUNDATIONS OF SCIENCE 4

CORE

January Term

GENERAL ELECTIVE

Spring Semester

ECC: STATICIS
ECC: DIGITAL LOGIC

ECC: CONS. LAWS
ECC: CIRCUITS

ENGINEERING ELECTIVE

CORE

YEAR 3

Fall Semester

PROBABILITY & STATISTICS
ECC: NUMERICAL METHODS

ENGINEERING ELECTIVE

ENGINEERING ELECTIVE

COLLOQUIUM

January Term

GENERAL ELECTIVE

Spring Semester

ENGINEERING MATERIALS
DISCRETE MATHEMATICS

ENGINEERING ELECTIVE

ENGINEERING ELECTIVE

GENERAL ELECTIVE

YEAR 4

Fall Semester

ENGINEERING ELECTIVE
CAPSTONE DESIGN I

INSTRUMENTATION

ENGINEERING ELECTIVE

CORE

Spring Semester

CAPSTONE DESIGN II

ENGINEERING ELECTIVE

GENERAL ELECTIVE

CORE

CIVIL ENGINEERING

SAMPLE SCHEDULE

Alternative sample schedules are available at 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	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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YEAR 2

Fall Semester

LINEAR ALGEBRA	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	CORE	January Term GENERAL ELECTIVE
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Spring Semester

ECC: CIRCUITS	ECC: STATICS	ECC: CONS. LAWS	CORE	
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YEAR 3

Fall Semester

STRUCTURAL COMPONENTS	PROBABILITY & STATISTICS	ENVIRONMENTAL ENGINEERING	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

GEOTECHNICAL ENGINEERING	TRANSPORTATION AND TRAFFIC ENGINEERING	DESIGN ELECTIVE PROJECT MANAGEMENT	GENERAL ELECTIVE	
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YEAR 4

Fall Semester

CIVIL ENGINEERING ELECTIVE CAPSTONE DESIGN I	DESIGN ELECTIVE ECC: DIGITAL LOGIC	CIVIL ENGINEERING ELECTIVE	CORE	
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Spring Semester

CAPSTONE DESIGN II	ENGINEERING MATERIALS DISCRETE MATHEMATICS	CIVIL ENGINEERING ELECTIVE	CORE	
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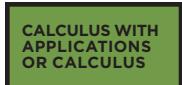
COMPUTER ENGINEERING

SAMPLE SCHEDULE

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

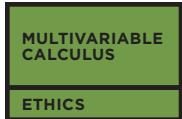
YEAR 1

Fall Semester



January Term

Spring Semester

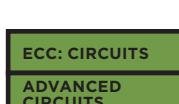


YEAR 2

Fall Semester

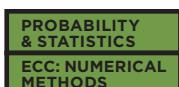
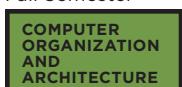


January Term



YEAR 3

Fall Semester



January Term



YEAR 4

Fall Semester



Spring Semester



ELECTRICAL ENGINEERING

SAMPLE SCHEDULE

Alternative sample schedules are available at 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	FOUNDATIONS OF SCIENCE 2	COLLOQUIUM	
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YEAR 2

Fall Semester

LINEAR ALGEBRA	FOUNDATIONS OF SCIENCE 3	FOUNDATIONS OF SCIENCE 4	CORE	January Term GENERAL ELECTIVE
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Spring Semester

COMPLEX VARIABLES	ECC: DIGITAL LOGIC	ECC: CIRCUITS	CORE	
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YEAR 3

Fall Semester

SIGNALS AND SYSTEMS	PROBABILITY & STATISTICS	ELECTRONICS	COLLOQUIUM	January Term GENERAL ELECTIVE
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Spring Semester

ELECTRO-MAGNETICS	ANALOG AND DIGITAL COMMUNICATION	ELECTRICAL ENGINEERING ELECTIVE	GENERAL ELECTIVE	
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YEAR 4

Fall Semester

ELECTRICAL ENGINEERING ELECTIVE	INSTRUMENTATION	ELECTRICAL ENGINEERING ELECTIVE	CORE	
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Spring Semester

CAPSTONE DESIGN II	ECC: CONS. LAWS	CONTROLS	CORE	
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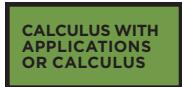
MECHANICAL ENGINEERING

SAMPLE SCHEDULE

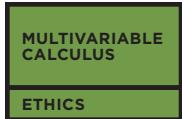
Alternative sample schedules are available at nyuad.nyu.edu/grids

YEAR 1

Fall Semester

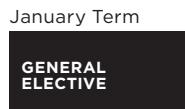
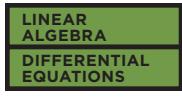


Spring Semester

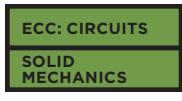


YEAR 2

Fall Semester

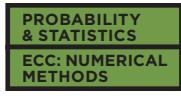


Spring Semester



YEAR 3

Fall Semester



Spring Semester

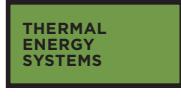
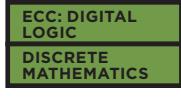


YEAR 4

Fall Semester



Spring Semester



ENGINEERING COURSES

Engineering courses are 4-credit courses that include lectures and labs, unless stated otherwise.

A disciplinary elective course taken in the Fall semester of senior year qualifies as a capstone co-requisite course; if such a course is a 4-credit course, two credits satisfy the capstone co-requisite requirement while the other two credits count as disciplinary elective credits.

ENGINEERING COMMON COURSES

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 a 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...) as well design domains (design thinking, visual-design, rapid prototyping, product-design, industrial-design). The course culminates in a final innovation and prototyping challenge, the outputs of which are presented in a public exhibition. The course touches on cultural, ethical, and economic factors that must inform the innovation process to maximize its positive social impact.

ENGR-UH 2011

Engineering Statics

Typically offered: fall, spring

Prerequisites: 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, spring

Prerequisites: 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, spring

Prerequisite: Sophomore standing or higher

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, spring

Prerequisite: Sophomore standing or higher

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.

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 hypothesis testing, error types, confidence intervals, correlation, 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, MATH-UH 2011Q, or SOCSC-UH 1010Q.

ENGR-UH 2025

Fundamentals of Discrete Math

Typically offered: spring

Prerequisite: MATH-UH 1012 or equivalent

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: spring

Prerequisite: MATH-UH 1024

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

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.

MATH-UH 1012

Calculus with Applications to Science and Engineering

Prerequisite: MATH-UH 1002, MATH-UH 1005 or Math Placement Test

Crosslisted with Biology; Chemistry; Computer Science; Mathematics; Physics

MATH-UH 1020

Multivariable Calculus with Application to Science and Engineering

Prerequisite: MATH-UH 1012 or equivalent

Crosslisted with Biology; Chemistry; Mathematics; Physics

MATH-UH 1023

Fundamentals of Linear Algebra

Prerequisite: MATH-UH 1012 or equivalent

Crosslisted with Mathematics

MATH-UH 1024

Fundamentals of Ordinary Differential Equations

Prerequisite: MATH-UH 1023 or equivalent

Crosslisted with Mathematics

ENGINEERING REQUIRED AND ELECTIVE COURSES

ENGR-UH 2112

Engineers for Social Impact

Typically offered: spring

Prerequisite: Sophomore standing

Field experience included

2 credits

Field experience included

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 2210

Engineering Dynamics

Typically offered: spring

Prerequisite: ENGR-UH 2011

2 credits

Civil (required); Mechanical (required)

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

2 credits

Civil (required); Mechanical (required)

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

2 credits

Civil (required); Mechanical (required)

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

2 credits

Computer (required); Electrical (required)

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

2 credits

Computer (required); Electrical (required)

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

2 credits

Computer (required); Electrical (elective)

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

Lecture and recitation included

2 credits

Civil (elective); Computer (elective);

Electrical (required); Mechanical (elective)

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 3110 Instrumentation, Sensors, Actuators

Typically offered: fall

Prerequisite: ENGR-UH 2019

Crosslisted with Heritage Studies

Civil (elective); Electrical (required); General Engineering (required); Mechanical (required)

The course focuses on theory of measurement systems, selected electrical circuits and components for measurement, including passive and active filtering for signal conditioning, dynamic measurement 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

Civil (elective); Computer (elective); Electrical (elective); General Engineering (elective); Mechanical (elective)

Many problems can arise in the design of 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 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

Prerequisite: Must be sophomore standing or higher

2 credits

Civil (required); General Engineering (required);

Mechanical (required)

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 3130

Quantitative Synthetic Biology

Typically offered: spring

Prerequisite: Foundations of Science 3-4

Electrical (elective); General (elective);

Mechanical (elective)

The course focuses on the fundamental principles of biology from an engineering perspective. These principles are necessary to understanding 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. NOTE: This course may count for Biology credits towards engineering requirements.

ENGR-UH 3210

Structural Components Analysis

Typically offered: fall

Prerequisite: ENGR-UH 2211

2 credits

Civil (required); Mechanical (required)

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: spring

Prerequisites: ENGR-UH 2211, ENGR-UH 2212, and MATH-UH 1024

Civil (elective); Mechanical (elective)

Students study the basic theory and equations involved in the finite element analysis (FEA) for

stimulating 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

Computer (elective; also qualifies as hardware elective); Electrical (elective)

The course offers an overview of integrated circuit-design process: planning, design, fabrication and testing; device physics: PN junction, MOSFET and 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 3410

Structural Systems

Typically offered: fall

Prerequisite: ENGR-UH 3210

2 credits

Civil (required); Mechanical (elective)

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

Civil (required)

This course introduces water and wastewater treatment; stream assimilation and public health; introduction to air pollution 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: spring

Prerequisites: ENGR-UH 2211 and ENGR-UH 2212

Civil (required)

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 effecting design are discussed.

ENGR-UH 3413

Transportation and Traffic Engineering

Typically offered: fall

Prerequisites: ENGR-UH 1000, ENGR-UH 2210, and MATH-UH 1024

Civil (required)

The course introduces students to fundamental concepts that underlie highway design, traffic operations, and transportation systems planning and operations. The course begins with vehicle performance and the role it has to play in the design of highways. Vehicle cornering, highway superelevation, and horizontal and vertical design of highways are introduced. The topics covered related to traffic operations include individual vehicle motion, elementary traffic characteristic relations, traffic dynamics, and traffic control. Topics related to transportation systems include routing, dynamic programming and shortest path algorithms, network traffic management, and route choice.

ENGR-UH 3420

Project Management

Typically offered: spring

2 credits

Civil (required)

This course provides students with practical and best practice project management theory and concepts so that they may effectively contribute in and lead multicultural team projects framed for the new global economy. The practical component includes a team-based software development project that runs throughout the duration of the course.

ENGR-UH 3430

Steel Structures Design

Typically offered: fall

Prerequisite: ENGR-UH 3410

2 credits

Civil (elective; also qualifies as design elective)

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

2 credits

Civil (elective; also qualifies as design elective)

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

2 credits

Civil (elective; also qualifies as design elective)

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 3450

Geographic Information System

Typically offered: every year

Crosslisted with Urbanization

The course introduces the concepts and principles

of Geographic Information Systems (GIS), techniques. This course covers state-of-the-art GIS methods and tools including: spatial and terrain analysis, geostatistical analysis, time series analysis, and development of GIS models. The projects provide experiential insight to geographic information system concepts, and require students to use existing tools to create and build prototypes of real-life applications.

ENGR-UH 3510

Data Structures and Algorithms

Typically offered: fall

Prerequisite: ENGR-UH 2510; Co-requisite: ENGR-UH 2025

Crosslisted with Sound and Music Computing Computer (required); Electrical (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

Computer (required); Electrical (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

Computer (required); Electrical (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

Computer (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

Computer (required)

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

Computer (required); Electrical (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 Computer (elective); Electrical (required)

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

Computer (elective; also qualifies as hardware elective); Electrical (required)

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

Electrical (required)

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 Media, Culture and Communication; Sound and Music Computing

Electrical (required)

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 Computer (elective); Electrical (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 IRTP), 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

2 credits

Mechanical (required)

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 3713

Machine Component Design

Typically offered: fall

Prerequisite: ENGR-UH 3210; must be a declared Mechanical Engineering Major.

2 credits

Mechanical (required)

This course introduces students to the fundamentals of machine elements thus enabling them to employ the knowledge gained to design machine elements for various engineering applications. The course is divided into two parts. In the first part, fundamental topics such as materials, stress, strain, deflection and failure are reviewed. In the second part, basic machine elements such as screws, springs, shafts are analyzed. Bearings, gears, belts, clutches and brakes are also discussed.

NOTE: Required only for students following the 2018-2019 or earlier bulletin.

ENGR-UH 3720

Computer-Aided Design

Typically offered: fall

Prerequisite: Must be Junior or Senior standing

Crosslisted with Design; Interactive Media

2 credits

Mechanical (required)

This course provides an introduction to computer-aided design (CAD) using solid modeling. Students learn to create solid object models using extrusions, 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: spring

Prerequisites: ENGR-UH 2012, ENGR-UH 2019,

ENGR-UH 2210 and MATH-UH 1024

Mechanical (elective)

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

2 credits

Mechanical (elective)

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

2 credits

Mechanical (required)

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

Physiological Modeling

Typically offered: fall

Prerequisites: Foundations of Science 3 & 4 and MATH-UH 1024

2 credits

General Engineering (elective); Mechanical (elective)

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

Electrical (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

Computer (elective; also qualifies as hardware elective); Electrical (elective); Mechanical (elective)

This course covers the principles, technologies, methods and applications of biosensors and bioinstrumentation beginning with an examination of the ethical, legal, cultural, religious, and social implications of nanotechnologies. The objective of this course is to link engineering principles to understanding of 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 4150

Directed Study in Engineering

Typically offered: by application

Prerequisite: Must be declared Engineering major Civil (elective); Computer (elective); Electrical (elective); Mechanical (elective)

This course is intended for students who are highly motivated and seek the opportunity to conduct research or work on a specialized project under the supervision of an NYUAD Engineering faculty member. The coursework is expected to result in a deliverable, such as a research paper, tool or device. Students with the necessary background in coursework 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 his or her field of interest to obtain sponsorship. Registration requires permission of the sponsoring faculty member.

ENGR-UH 4160

Selected Topics in Biomedical and Health Systems

Typically offered: every year

Prerequisite: Junior standing

This course explores advanced topics of special interest in biomedical and health care systems and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. The course may be repeated 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

This course provides an introduction to systems optimization focusing on understanding system tradeoffs. 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, you will 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

Computer (elective; also qualifies as hardware elective); Electrical (elective)

This course covers topics related to security and trustworthiness of electronic hardware. Lectures and in-class discussions on recent research papers cover the following topics: Trustworthiness of integrated circuits; counterfeit chips, hardware Trojans, reverse engineering and IP piracy. Design-for-Trust; 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

Computer (elective); Electrical (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

Computer (elective); Electrical (elective)

This course is an introduction to the fundamentals of game theory and mechanism design with a specific emphasis on applications in engineering. Topics include non-cooperative game theory; strategic form games; Nash equilibrium and existence 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 4421

Water Resources Engineering

Offered occasionally

Prerequisite: ENGR-UH 2212

Civil (elective)

This course provides a detailed overview of water resources engineering, including both analysis and design elements. Topics covered: open-channel flow; pipe networks; reservoir balances; hydrologic techniques; surface water and ground-water supplies; water demand; and development of water resources for multiple purposes.

ENGR-UH 4422

Data Analysis for Urban Systems

Offered occasionally

Prerequisite: ENGR-UH 2010

Crosslisted with Economics

2 credits

Civil (elective)

This course introduces students to the science and art of statistical model development using field and experimental data. The course is divided into three parts:

1. Review of statistical inference;

2. Linear regression models; and

3. Models with limited dependent variables.

The first component focuses on a review of statistical estimation methods, properties of estimators and hypothesis testing. The second component presents linear regression methods, with an emphasis on the statistical properties of the Ordinary Least Squares estimators under idealized conditions, and on appropriate correction methods when these conditions are violated. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with emphasis on Logit and Probit models for discrete data, and Tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-UH 4423**Production and Logistics Management***Typically offered: fall**Prerequisite: MATH-UH 2010Q**Civil (elective); Computer (elective); Electrical (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**Civil (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**2 credits**Civil (elective)*

This course introduces the development of foundation engineering, including site exploration, soil sampling, interpretation of boring logs, bearing capacity of footings, settlement of structures, lateral earth pressure. Design of retaining walls, design of braced excavations and sheet pile walls; and design of deep foundations are covered.

ENGR-UH 4433**Structure and Properties of Civil Engineering Materials***Offered occasionally**Prerequisite: ENGR-UH 3120**2 credits**Civil (elective)*

In this course, student is introduced to 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**2 credits**Civil (elective; also qualifies as design elective)*

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 4435**Advanced Structural Systems***Typically offered: spring**Prerequisite: ENGR-UH 3410**Civil (elective; also qualifies as design elective)*
The course offers a treatment of advanced topics in the analysis and design of structural systems. Topics include: (a) Advanced reinforced concrete (RC): slender columns, continuous structures, torsion, two-way slabs, shear walls, introduction to prestressed concrete, introduction to design for earthquake resistance, strengthening of RC with advanced materials and techniques. (b) Steel-concrete composite construction: shear connection, beams, slabs, columns. (c) Fundamentals of plastic analysis and design of RC, steel and steel-concrete composite structures. (d) Introduction to the behavior and design of masonry structures, strengthening of masonry structures with advanced materials and techniques. The course includes a number of small design projects in which students work in groups to simulate and solve design problems.**ENGR-UH 4460****Selected Topics in Urban Systems***Offered occasionally**Prerequisite: Junior standing**Civil (elective)*

This course explores advanced topics of special interest in smart cities and applications and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4530

Computer Graphics and Vision

Offered occasionally

Prerequisites: ENGR-UH 2510 and ENGR-UH 3610

Crosslisted with Interactive Media

Computer (elective)

The course introduces the basic concepts of computer graphics and vision. Topics covered in this course include 3D modeling and geometry, simulation, animation, and character animation, graphics pipeline, geometric transformations, lighting and light transfer, illumination and color models, and computer vision theory including image transformation and filtering, color vision, feature extraction, and visual recognition. The labs cover practices of computer graphics and 3D modeling and authoring tools, and require students to use existing platforms to create and build 2D and 3D graphics models and applications.

ENGR-UH 4550

Human Computer Interaction and

Tangible Interfaces

Offered occasionally

Prerequisite: ENGR-UH 1000

Computer (elective)

The course introduces the basic concepts of psychological principles of human-computer interaction, evaluation methods, usability engineering, user-centered design and prototyping, interaction paradigms and models, tangible interfaces that provide physical interaction with digital information. The labs cover practices of user interfaces design and evaluation, and require students to use existing platforms to create and build human computer interaction applications.

ENGR-UH 4551

Advanced Algorithms

Offered occasionally

Prerequisite: ENGR-UH 3510

Computer (elective)

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

Typically offered: every year

Prerequisite: Junior standing

Crosslists with Computer Science

Computer (elective); Electrical (elective)

This course explores advanced topics of special

interest in information and computational systems and is designed to aid students in gaining extra knowledge in an area not covered in the program's mainstay courses. It may be repeated for credit. The course is open to junior and senior students. Students must obtain permission from their faculty mentor.

ENGR-UH 4610

Control Systems Engineering

Typically offered: spring

Prerequisite: ENGR-UH 3110

Electrical (required); 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

2 credits

Electrical (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

Computer (elective); Electrical (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 4710**Thermal Systems***Typically offered: spring**Prerequisite: ENGR-UH 3751**2 credits***Mechanical (required)**

This course focuses on the analysis and design of energy-conversion systems. It introduces students to power generation systems. Topics covered include gas and vapor power systems and their components; refrigeration and heat pump systems; combustion; boiling heat transfer characteristics; design of heat exchangers and 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.

ENGR-UH 4711**Compressible Flow***Typically offered: spring**Prerequisites: ENGR-UH 2212 , ENGR-UH 2017 and ENGR-UH 3710 (ENGR-UH 3710 may be taken as pre-req or co-req)***Mechanical (elective)**

This course provides an introduction to conservation equations for inviscid flows, one dimensional 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 4770**Micro-power Generation***Typically offered: spring**Prerequisite: ENGR-UH 2011, ENGR-UH 2012,**and ENGR-UH 2019, or equivalent courses**Civil (elective); Electrical (elective);***Mechanical (elective)**

This course introduces vibration and flow energy harvesting methods commonly used for powering remote 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**Prerequisites: Foundations of Science 3 & 4**2 credits***General Engineering (elective);****Mechanical (elective)**

Introduction to the field of biomaterials used in applications for the challenging field of tissue engineering and regenerative medicine. Confined to discussions on synthetic or naturally derived biopolymers, the course will touch on bulk properties, degradation mechanisms, cell-material interactions and biocompatibility, material and immune response, techniques for biomaterials assessments, methods of processability and special considerations for in situ regeneration.

CS-UH 1050**Data Structures***Prerequisites: CS-UH 1001 and CS-UH 1002**(CS-UH 1002 may be taken as a co-requisite)**Crosslisted with Computer Science; Sound and**Music Computing**Electrical (elective)***CS-UH 1052****Algorithms***Prerequisite: CS-UH 1002;**Pre or Corequisite: CS-UH 1050**Crosslisted with Computer Science; Sound and**Music Computing**Electrical (elective)***CS-UH 2010****Computer Systems Organization***Prerequisites: CS-UH 1050**Crosslisted with Computer Science***CS-UH 2012****Software Engineering***Prerequisite: CS-UH 1050**Crosslisted with Computer Science**Computer (elective)***CAPSTONE DESIGN PROJECT****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.

ENGINEERING GRADUATE-LEVEL COURSES

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. The third component extends the discussion to models with limited (discrete and censored) dependent variables, with

emphasis on Logit and Probit models for discrete data, and Tobit and duration models for censored data. Sampling strategies are introduced.

ENGR-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

Special topics courses for graduate level engineering students.

Global PhD Program in Engineering

The Global PhD program in Engineering at NYU Abu Dhabi allows students who hold a Master's degree to pursue doctoral degrees in Engineering in Abu Dhabi. Our focus areas are Bioengineering, Cybersecurity, Smart Cities, Robotics and Environmental and Energy Sustainability.

Global PhD students are enrolled in NYU Tandon School of Engineering doctoral programs. Advised by an NYUAD faculty member, PhD students spend one year doing course work in New York and subsequently conduct their research in labs at NYU Abu Dhabi. Degrees are granted in the following disciplines:

- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Transportation Planning and Engineering

Global PhD students receive a NYU Tandon School of Engineering PhD diploma upon graduation. The program is supported by generous scholarships covering up to four years of tuition and fees, stipends for New York and Abu Dhabi, housing allowance for New York and guaranteed housing on campus in Abu Dhabi, annual conference travel support, and career development support at NYU Abu Dhabi.

More information on the Global PhD program can be obtained from the Graduate and Postdoctoral Programs Office at NYU Abu Dhabi.

Multidisciplinary Programs

ARAB CROSSROADS STUDIES

INTERACTIVE MEDIA

LEGAL STUDIES

African Studies

The Ancient World

Arab Music Studies

Design

The Environment

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 multi-disciplinary 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 both the broader interactions of the Arab world with the surrounding regions, as well 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, which 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, which 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, which includes a careful study of the literary, artistic and philosophical landscapes of the region. These courses explore the literatures, arts, and physical environments of the region within their broader historical and social contexts.

Learning Outcomes

Upon completion of the major in Arab Crossroads Studies at NYU Abu Dhabi, students are expected to be able to:

- Identify the cultural, social, economic, political, philosophical, and religious forces that have shaped and continue to shape the intersection of the Arab and Islamic worlds;
- Demonstrate a familiarity with historical and contemporary cultural and philosophical approaches to the study of the Arab world and neighboring regions while being attentive to the multiple transnational connections, circuits, and crossroads that have shaped them;
- Understand the ways in which the field of Arab Crossroads Studies draws upon and contributes to other scholarly disciplines;
- Develop arguments in which they reassess and, where necessary, revise conventional scholarly and popular understandings of the region, while continually questioning and justifying their own methodological assumptions and practices;

- Conduct advanced research, including fieldwork, master the use of primary and secondary sources, library resources, and relevant new technologies as appropriate;
- Create strong scholarly arguments drawing on appropriate sources, literature, and evidence;
- Display competence in Modern Standard Arabic in reading, writing, and oral comprehension;
- Demonstrate expertise in a particular approach to Arab Crossroads Studies resulting in the production of a senior capstone project;
- Compete effectively for places at elite doctoral programs in the United States and around the world in Middle Eastern Studies, Islamic Studies, Anthropology, History, Arabic Literature, and Comparative Literature, and with additional coursework in the social sciences, in Sociology or Political Science;
- Bring a solid background in knowledge of the Arab world and Arabic to job opportunities in policy making, journalism, diplomacy, consulting, and finance.

The study away pathway for the Arab Crossroads Studies major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

Only one elective can be taken during J-term and it is strongly recommended that not more than two non-language courses be taken while studying away.

Minor in Arab Crossroads Studies

The goal of the Minor in Arab Crossroads Studies is to provide students with a strong foundation in the historical, social, and cultural realities of the region. Besides being personally and intellectually enriching, the Minor in Arab Crossroads Studies is a useful preparation for the many professions that benefit from a deeper knowledge of the Arab world and surrounding regions, including education, development, journalism, law, public service, diplomacy, politics, and business. Minor in Arab Crossroads Studies students are required to take four courses: Emergence of the Modern Middle East; Anthropology and the Arab World; Introduction to Modern Arabic Literature and Society; and one non-language elective which must be approved in advance by the student's mentor.

REQUIREMENTS FOR THE MAJOR IN ARAB CROSSROADS STUDIES

14 courses, distributed as follows:

- 4 Required courses:
 - ACS-UH 1010X Anthropology and the Arab World
 - ACS-UH 1011X Introduction to Modern Arabic Literature
 - ACS-UH 1012X Emergence of the Modern Middle East
 - ACS-UH 3010 Problems and Methods in Arab Crossroads Studies
- 4 Electives: At least one must be grounded in a pre-1800 period
- 4 Arabic Language: Through Intermediate level
- 2 ACS-UH 4000 – 4001 Capstone Seminar and Project

REQUIREMENTS FOR THE MINOR IN ARAB CROSSROADS STUDIES

4 courses, distributed as follows:

- 3 Required courses:
 - ACS-UH 1010X Anthropology and the Arab World
 - ACS-UH 1011X Introduction to Modern Arabic Literature
 - ACS-UH 1012X Emergence of the Modern Middle East
- 1 Non-language elective

ARAB CROSSROADS

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

ELEMENTARY ARABIC 1

EMERGENCE OF THE MODERN MIDDLE EAST

COLLOQUIUM

FIRST-YEAR WRITING SEMINAR

January Term

GENERAL ELECTIVE

Spring Semester

ELEMENTARY ARABIC 2

ANTHROPOLOGY AND THE ARAB WORLD

GENERAL ELECTIVE

CORE

YEAR 2

Fall Semester

INTERMEDIATE ARABIC 1

MODERN ARABIC LITERATURE AND SOCIETY

ACS ELECTIVE

CORE

January Term

ACS ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 3

Fall Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

January Term

GENERAL ELECTIVE

Spring Semester

INTERMEDIATE ARABIC 2

PROBLEMS AND METHODS IN ACS

ACS PRE-1800 ELECTIVE

COLLOQUIUM

YEAR 4

Fall Semester

CAPSTONE SEMINAR

ACS ELECTIVE

GENERAL ELECTIVE

CORE

Spring Semester

CAPSTONE PROJECT

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

ARAB CROSSROADS COURSES

REQUIRED COURSES

ACS-UH 1010X

Anthropology and the Arab World

Typically offered: spring

Crosslisted with Anthropology; Arab Music Studies; Social Research and Public Policy

How have anthropologists encountered, written about, and produced the “Arab world” over the past century? Beginning with early Western travelers’ imaginaries of Arabia and ending with a reflection on the role of anthropology in the Arab world (and more globally) today, this course provides an introduction to the anthropological project and to the everyday realities of people living in the region. Through ethnography, literature, film and fieldwork, we will explore such topics as Orientalism and its legacy; constructs of youth, gender, family and tribe; poetry and mediation; generational and social change; oil, development and globalization; transnational labor, migration and diaspora; Indian Ocean networks; pilgrimage and piety; the Islamic Revival; faith, medicine, and bioethics; displacement and 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 3010X

Problems and Methods in Arab Crossroads Studies

Typically offered: spring

This seminar introduces students to the main theoretical and epistemological trends in the study of the Arab crossroads region, and offers practical examples of the methodologies used by scholars in the humanities and the qualitative social sciences. We begin with the strengths and weaknesses of area studies, and the politics of producing knowledge on a region of global economic and political importance, then turn to specific areas of research that have attracted attention in the fields of history, anthropology, literature, and politics, before exploring the various methodological approaches used by practitioners of these fields. The course culminates in an extended research proposal for a capstone project.

ARTS AND LITERATURE ELECTIVES

ACS-UH 1210X

Emirati Literature and Culture

Offered occasionally

In this course, we discuss the salient features of Emirati culture and of the literature that expresses cultural life. Guest speakers who are experts on aspects of Emirati culture will participate in several class meetings.

ACS-UH 1211X

UAE from Pre-History to 2030: History, Environment, Society and Culture

Typically offered: spring 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 2211X

Orientalism Debates

Typically offered: January

Crosslisted with Heritage Studies

In 1978 Edward Said published Orientalism, a book that presented a strong critique of Western scholarship on the Middle East. Thirty-five years later it is hard to find a discipline in the humanities and the social sciences that has not been influenced by the book, which is often credited with having founded the field of post-colonial studies. In this course we will read Orientalism, study Said's complex relationship with the work of Foucault, his long feud with Bernard Lewis, the influence of Orientalism on fields as disparate as art history and political science, and read the works of recent critics of Said such as Daniel Varisco and Robert Irwin.

ACS-UH 2212X

Introduction to Islamic Texts

Typically offered: fall

Crosslisted with Literature and Creative Writing

Pre-1800 Islamic World

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 3910

Directed Study

Typically offered: by Application

Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student's writing.

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

Curatorial Studies

CCEA-UH 1065X

Nationalism, Art and Entertainment

Crosslisted with Core: Cultural Exploration and

Analysis; Core: Pathways of World Literature;

Literature and Creative Writing

CCEA-UH 1072

Discovery and Recognition in Narrative, Film, and Drama

Crosslisted with Core: Cultural Exploration and

Analysis; Core: Pathways of World Literature;

Literature and Creative Writing

FILMM-UH 1013X

Understanding MENASA Film and New Media

Crosslisted with Film and New Media; Media,

Culture and Communication

LITCW-UH 2312X

Masterpieces of Pre-Modern Arabic Literature in Translation

Crosslisted with Literature and Creative Writing

LITCW-UH 2340

Inventions of Love: East and West

Crosslisted with Literature and Creative Writing

LITCW-UH 2361

Travel, Geography, and Imagination in Arabic and Islamic Literatures

Crosslisted with Literature and Creative Writing

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*

THEAT-UH 1510X

Theater in the Arab World

Crosslisted with Theater

THEAT-UH 1517X

Arab Performance and Revolution

Crosslisted with Theater

HISTORY AND RELIGION ELECTIVES

ACS-UH 1410X

Making of the Muslim Middle East

Typically offered: fall

Crosslisted with History

Pre-1800

Islam changed and shaped the Middle East, the Mediterranean world, and South Asia following its emergence in the seventh century. Muslims subsequently developed and expressed 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

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 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 Curatorial 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

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

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; Music; Theater

AW-UH 1111

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Crosslisted with Anthropology; History; The Ancient World

AW-UH 1113X

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

Crosslisted with Art and Art History; History; The Ancient World

CSTS-UH 1052X

History and the Environment: The Middle East

Crosslisted with 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 2300JX

Sharing Heritage of the Arabian Trade Routes

Crosslisted with Art and Art History; Heritage Studies; Museum and Curatorial Studies

HIST-UH 3510X

Muslim Societies in African History

Crosslisted with African Studies; History

HIST-UH 3511X

Islam in the Indian Ocean World

Crosslisted with History

HIST-UH 3512J

Science and the Sea

Crosslisted with Heritage Studies; History

HIST-UH 3710X

Central Asia and the Middle East

Crosslisted with History

HIST-UH 3711

Cold War in the Middle East

Crosslisted with History

HIST-UH 3715JX

Mongol Empire and its Legacy: Arab Crossroads

Crosslisted with History

LAW-UH 2122X

Introduction to Islamic Law

Crosslisted with Legal Studies

PHIL-UH 2211X

Classical Arabic Philosophy

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with Philosophy; The Ancient World

SOCIETY AND POLITICS ELECTIVES

ACS-UH 1610X

Feminism and Islamism in the Middle East and North Africa

Typically offered: fall

Crosslisted with Political Science

What does it mean to identify as a “feminist” or an “Islamist” in the MENA region today, and to what extent are 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 (eg: Egypt’s Muslim Brotherhood, Turkey’s AK Party, Tunisia’s Ennahda 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 US 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 mediatised; 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

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.

ANTH-UH 2114X

Listening to Islam

Crosslisted with Anthropology; 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

CCEA-UH 1065X

Nationalism, Art and Entertainment

Crosslisted with Core: Cultural Exploration and Analysis; Core: Pathways of World Literature; Literature and Creative Writing

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 1059

Urban Violence: The Middle East

Crosslisted with New Core: Structures of Thought and Society

CSTS-UH 1075X

Exploring UAE Cities: Sociological Perspectives on Urban Life

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

ECON-UH 2451X

Economic History of the Middle East

Prerequisites: SOCSC-UH 1111 or Economics Placement Test

Crosslisted with Economics; History

ECON-UH 3511X

Islamic Economics and Finance

Prerequisite: ECON-UH 2510

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 Anthropology; Legal Studies; New Core: Structures of Thought and Society; Political Science; Social Research and Public Policy

LAW-UH 2126JX

International Commercial Arbitration, with an Eastern Perspective

Crosslisted with Business and Organizational Studies; Legal Studies

LEAD-UH 1001J

Critical Issues in Social Entrepreneurship: Innovations in the Middle East

Crosslisted with Business and Organizational Studies; Leadership and Social Entrepreneurship

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?

Crosslisted with 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: The 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

TOPICAL RESEARCH

ACS-UH 3910

Directed Study

Typically offered: by Application

Under the supervision of a faculty member, students develop a research plan and complete a 25-page research paper, which is assessed based on the strength of research (both primary and secondary materials), the robustness and originality of the argument, and the quality of the student's writing.

CAPSTONE EXPERIENCE

ACS-UH 4000

Arab Crossroads Studies Senior Capstone Seminar

Typically offered: fall

Prerequisite: Declared Arab Crossroads Studies Major and senior standing

The capstone seminar is designed as a workshop offering graduating seniors a communal environment in which to conceptualize, share and refine a year-long research project, self-designed in consultation with a faculty advisor. In this semester, particular attention will be paid to the organization and practice of research as well as evidence, method and scholarly habit and process. The fall semester culminates in the presentation of significant writing (at least 20 pages/6000 words) toward the final scholarly product, the written and publicly presented capstone. Each student should also be working with their faculty advisor throughout the semester, submitting drafts to their advisor and working with her/him on the research process.

ACS-UH 4001

Arab Crossroads Studies Senior Capstone Project

Typically offered: spring

Prerequisite: ACS-UH 4000

The spring semester of the ACS Senior Capstone is composed of the student working in close consultation with a faculty member on their capstone project. It is expected that the student will meet weekly with their advisor.

INTERACTIVE MEDIA

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.

Study Away Pathway for Interactive Media

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

REQUIREMENTS FOR THE MAJOR IN INTERACTIVE MEDIA¹

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 – 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:

- 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*

* For Computer Science majors fulfilling their minor requirement with IM, the electives must be selected from within IM's *Computational Media* cluster.

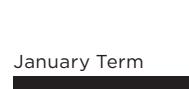
INTERACTIVE MEDIA

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester



Spring Semester



YEAR 2

Fall Semester



Spring Semester



YEAR 3

Fall Semester



Spring Semester



YEAR 4

Fall Semester



Spring Semester



INTERACTIVE MEDIA COURSES

REQUIRED COURSES

IM-UH 1010

Introduction to Interactive Media

Offered fall, spring

Crosslisted with Art and Art History; Film and New Media; Media, Culture and Communication

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; Media, Culture and Communication; 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 & Technology

Offered fall

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

Design; Media, Culture, and Communication

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 and 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 and build a vocabulary for making sense of our increasingly mediated world. The course thus serves to lay a conceptual foundation for students to inform and direct their own creative practice. Readings, discussions, research, and writing constitute the body of this course.

COMPUTATIONAL MEDIA ELECTIVES

IM-UH 2310

Mashups—Creating with Web APIs

Typically offered: fall

Crosslisted with Engineering

As the World Wide Web continues to grow and pervade our everyday lives, an ever-increasing amount of data and digital services are accessible to us via public web APIs—Application Programming Interfaces. Common to many websites, 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

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

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

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

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 recombination, 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 Prerequisite: IM-UH 1010,

IM-UH 2310, or CS-UH 1001

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

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

Crosslisted with Art and Art History

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 3310

Politics of Code

Offered occasionally

Prerequisite: IM-UH 1010, IM-UH 2310, CS-UH 1001, or ENGR-UH 1000

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, CS-UH 1001, or ENGR-UH 1000

Crosslisted with Design

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 2319

A.rt I.ntel

Typically offered: spring

Prerequisite: IM-UH 1010, IM-UH 2310, IM-UH 2318, CS-UH 1001, or ENGR-UH 1000

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.

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

CS-UH 1001

Introduction to Computer Science

Crosslisted with Computer Science; Sound and Music Computing

CS-UH 2215

Computer Graphics

Prerequisite: CS-UH 1052

Crosslisted with Computer Science; Design

ENGR-UH 3720

Computer-Aided Design

*Prerequisite: Must be Junior or Senior standing
Crosslisted with Design; Engineering*

ENGR-UH 4530

Computer Graphics and Vision

*Prerequisites: ENGR-UH 2510 and ENGR-UH 3610
Crosslisted with Engineering*

FILMM-UH 2513

Principles of Post-Production for Film and Video

Crosslisted with Film and New Media

MUSIC-UH 1002

Music Technology Fundamentals

Crosslisted with Music; Sound and Music Computing

MUSIC-UH 1410

Introduction to Musical Programming 1—

An introduction to Max

Crosslisted with Music; Sound and Music Computing

MUSIC-UH 1420

Intro to Musical Programming 2—

Generative Music and Max for Live

Prerequisite: MUSIC-UH 1410

Crosslisted with Music; Sound and Music Computing

MUSIC-UH 2416

Recording and Production Techniques

Prerequisite: MUSIC-UH 1002, or equivalent

knowledge and permission of instructor

Crosslisted with Music; Sound and Music Computing

MUSIC-UH 2417

Advanced Musical Programming

Prerequisites: One of the following (or equivalent):

(MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH

1000, IM- UH 1010, IM-UH 2310

Crosslisted with Engineering; Music; Sound and Music Computing

MEDIA & DESIGN THINKING ELECTIVES

IM-UH 1500

Immersive Storytelling and the Art of Making the Virtual a Reality

Typically offered: January

Crosslisted with Film and New Media

This course explores how immersive technologies (Augmented, Virtual & Mixed Reality) are transforming storytelling & how new business models are emerging to support a fast moving and constantly disrupting sector. Through classwork, field trips, exposure to industry leaders and world class storytellers, students will experience first hand how new storytelling structures are being created and developed incrementally through an ongoing conversation with disciplines across film, television, theatre, game design and experiential marketing. They will also understand the challenges in funding, & distributing these projects in what is still largely a pre-market economy. The course combines project work, mentors, field trips and collaborative methods to create a dynamic hands on environment that mixes storytelling with immersive technologies. Whilst students require no prior knowledge of immersive technologies, the course will reward those who have a passion for storytelling and those who want to position their own careers within the Creative Industries (Advertising & Marketing, Architecture, Design, Film, TV, IT Services, Publishing, Music, Performing & Visual Arts).

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 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 2520

Making Education (Regional Seminar)

Typically offered: spring

Recommended Prerequisite: IM-UH 1010, IM-UH 1011, IM-UH 1012, or IM-UH 1013

Crosslisted with Art and Art History; Design
Making Education is a regional seminar course that will focus on education theory, instructional design, creative collaboration, and production of site-specific “maker” learning materials. Rooted in the Interactive Media culture of openness, accessibility and making, students will be challenged to thoughtfully navigate the education system in Kathmandu, Nepal and meaningfully affect learning opportunities in collaboration with our local partner organization. Iterative design cycles and project-based work will be paired with semi-formal research, theoretical analysis, ethnographic interviews, reflective writing, and project documentation. By researching, investigating, and applying creative educational models, 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. This course does involve a week-long Spring Break trip to Kathmandu, Nepal and a formal commitment to engage with our local partners.

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

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

CDAD-UH 1033Q

Data and Human Space

Crosslisted with Core: Data and Discovery

ENGR-UH 1021J

Design and Innovation

Prerequisite: ENGR-UH 1000

Crosslisted with Design; Engineering

FILMM-UH 2511

Episodic Storytelling

Crosslisted with Film and New Media (Media Practice)

MCC-UH 1005

Media: Objects, History, Theory

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

THEAT-UH 2511

Art, Performance, and Social Practice

Crosslisted with Theater; Art and Art History

VISAR-UH 1013

Foundations of 4D

Crosslisted with Art and Art History

PHYSICAL COMPUTING ELECTIVES

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 1112

Machine Lab

Typically offered: spring

Crosslisted with Art and Art History; Design

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 microcontrollers 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

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 2112

Network Everything

Typically offered: spring

Prerequisite: IM-UH 1010, IM-UH 2113, IM-UH 2117, CS-UH 1001 or ENGR-UH 1000

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 2117

Crosslisted with Theater

Through the use of readily accessible open source technologies, such as sensors and computer vision, it is possible to create interactive art that leverages the full potential of the human body. Directly injecting “people-sensing” into an art work via wearables, cameras and code, 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 art work. No experience is necessary but having taken Introduction to Interactive Media or a course equivalent is highly encouraged.

VISAR-UH 2117

Sound Art

Crosslisted with Art and Art History

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.

CAPSTONE EXPERIENCE

IM-UH 4000

Capstone Seminar

Typically offered: fall

Prerequisite: Must be declared Interactive Media major and senior standing

The Capstone Seminar course is the first part of a year-long Undergraduate Capstone in Interactive Media. The beginning of the Seminar focuses on reflection and conceptualization, emphasizing the need for a strong thematic approach and foundational inquiry underlying the Capstone Project. Design and ideation exercises will help students frame their 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

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 (*in modo humano*) which entails qualities such as serving as an advocate for individual rights and as an artisan of the common good.

Earning the B.A. in Legal Studies does not result in automatic licensing as a lawyer, and completion of the program of study will not necessarily allow credit against future legal studies or entry into the profession. Although the B.A. in Legal Studies is not a professional degree, the versatility of the degree paves the way to manifold career options. The study of law counts as a time-honored and proven path to opportunities as government officials, entrepreneurs, advocates, diplomats, corporate executives, NGO

representatives, and not-for-profit directors, to mention but a few examples. For those students who intend to enroll in J.D., LL.M. and other graduate programs, the Legal Studies major affords a firm foundation as the major introduces an understanding of law which, no doubt, will prove advantageous to further study. Students who opt to complete the Legal Studies London Track will be exposed to the great ideas of the common law as a preparation for service in legal and law-related professions.

The study away pathway for the Legal Studies major can be found on the NYUAD Student Portal at students.nyuad.nyu.edu/pathways. Students with questions should contact the Office of Global Education.

REQUIREMENTS FOR THE MAJOR IN LEGAL STUDIES

12 courses, distributed as follows:

- 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
 - LAW-UH 3010 Legal Ethics and Professional Responsibility
- 4 Legal Studies Electives
- 2 LAW-UH 4000 – 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:

- 2 of the Required Courses for the Major
- 2 Additional Required or Legal Studies Electives

Legal Studies London Track

The Legal Studies London Track is an option for Legal Studies majors who wish to study the great ideas of the common law. These ideas constitute the foundations of legal knowledge required for

service as a solicitor or barrister in the UK. The law courses are taught at NYUAD and at NYU London by faculty from NYUAD and from Birkbeck College of Law, University of London. The following are the eight recommended courses (in alphabetical order) that comprise the London Track.

LAW-UH 1014 Commercial Law (Equivalency to Required Course Business Law)

LAW-UH 2011J Constitutional and Administrative Law (Equivalency to Required Course Legal Institutions)

LAW-UH 1110 Contracts

LAW-UH 2500 Criminal Law

LAW-UH 2501 Torts

LAW-UH 3500 Property - Land Law

LAW-UH 3501 Equity and Trusts

LAW-UH 3503 European Union Law

For more information about the London Track, please see the NYUAD Student Portal <https://students.nyuad.nyu.edu/academics/global-education/study-away/study-abroad-paths/legal-studies-program>.

LEGAL STUDIES

SAMPLE SCHEDULE

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

YEAR 1

Fall Semester

LEGAL SYSTEM & METHOD

GENERAL ELECTIVE

CORE

FIRST-YEAR WRITING SEMINAR

January Term

GENERAL ELECTIVE

Spring Semester

WHAT IS LAW?

LEGAL WRITING & RESEARCH

CORE

COLLOQUIUM

YEAR 2

Fall Semester

CONSTITUTIONAL AND ADMIN LAW

LEGAL STUDIES ELECTIVE

CORE

GENERAL ELECTIVE

January Term

GENERAL ELECTIVE

Spring Semester

LEGAL STUDIES ELECTIVE

LEGAL STUDIES ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

YEAR 3

Fall Semester

COMMERCIAL LAW

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

January Term

GENERAL ELECTIVE

Spring Semester

GENERAL ELECTIVE

GENERAL ELECTIVE

CORE

COLLOQUIUM

YEAR 4

Fall Semester

CAPSTONE SEMINAR

LEGAL ETHICS

LEGAL STUDIES ELECTIVE

GENERAL ELECTIVE

Spring Semester

CAPSTONE PROJECT

GENERAL ELECTIVE

GENERAL ELECTIVE

GENERAL ELECTIVE

LEGAL STUDIES COURSES

REQUIRED COURSES

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 imperatus. 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: fall

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.

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.

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.

OR

LAW-UH 2011

Constitutional and Administrative Law

Typically offered: fall

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 United Kingdom 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. As a result the sources of the un-codified British constitution range from a plethora of statutes (Acts of Parliament) and common law (judge-made rules) to political habits ('conventions') all of which are subject to change. 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.

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

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 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 2111

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 within 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 guest 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, tortuous 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, Durrenmatt, 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;

May be repeated for up to 4 credits

Students attend weekly sessions that entail delivering speeches, debating and/or mootling. 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

organizations and the internal and external legal environments. The course will provide an introduction to 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.

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.

LAW-UH 2124

Human Rights Law

Typically offered: fall

Crosslisted with 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 re assignment, 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 2126JX

International Commercial Arbitration, with an Eastern Perspective

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 (the arbitration agreement, the arbitral tribunal, the arbitral procedure, the seat of arbitration, the law applicable to the merits of the dispute, and the arbitral award and its enforcement). Students will then turn their attention to specific issues raised in the Middle East, including the evolution of the acceptance of international arbitration by Middle Eastern countries, particularly issues that may arise when the applicable law is that of a Middle Eastern country, and the impact of public policy. To complement class time, students will visit several arbitral institutions, law firms and companies based in the United Arab Emirates.

LAW-UH 2128

Theory of Property Law

Typically offered: spring

This course aims to provide, from a critical perspective, 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 2129

Mooting

Typically offered: fall, spring

Crosslisted with Political Science

How do people, states, and organizations articulate their rights in diplomacy and dispute settlement? What roles do codified law, precedent, and politics play in the resolution of disputes arising from public, commercial, and civil interactions? How do courts and tribunals shape these practices, and how have they created doctrine on jurisdiction, admissibility, interpretation, responsibility, liability, defenses, and evidence? How do lawyers develop legal strategies when law is emerging, fragmented, and precedents are non-binding? This course guides students to answers to these questions through mooting: researching, writing, and presenting legal arguments for hypothetical cases in standardized competitions. The course first introduces dispute settlement and/or prosecution in the international context; legal research techniques, briefing, and argumentation; and sources relevant for a moot competition. Students then research, write, and practice legal arguments.

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/Licence. 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 designed as a general introduction to the principles, techniques and modern functions of equity. Disputes which commonly arise in commercial and family contexts are increasingly resolved by recourse to equitable concepts and principles. There is therefore a corresponding need to understand the relevant and developing law, to analyse critically the functions and approaches of equity and to evaluate its impact. This course aims to provide an elementary treatment of these matters. It concentrates on the social and legal contexts in which equity is currently important. Traditional analysis of equity, in terms of its historical development and its maxims, is also a feature of this course. The course involves a detailed 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

London Track

The purpose of this course is to equip you with a thorough understanding of the key features of the European Union (EU) and its legal order. Given the significant impact of EU law and policies on the Member States and beyond, understanding this area of law is vital for any legal practitioner. The study of EU law is also extremely rewarding from a more academic perspective, as it teaches us important lessons about the interaction between different legal orders, the limits of State sovereignty and the role of international institutions. In recent years, the EU has become a source of continual political conflict: both over the content of its measures and the legitimacy of its institutions. We will consider these questions throughout the course and in particular in the context of two major crises that the EU is currently facing: the refugee crisis and Brexit. The first part of the course will focus primarily on the institutional and procedural law of the EU, while the second part of the course will be concerned with the rules governing two key substantive policy areas, the internal market and the Area of Freedom, Security and Justice (AFSJ).

LAW-UH 3990

Directed Study

Typically offered: by Application

As arranged with instructor

How does law concern itself with crime?

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 1013A and 1013B

Relationship of Government and Religion

Prerequisite: Must have passed placement test

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

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 1073

Law, Media and Changing International World Order

Crosslisted with Film and New Media; Museum and Curatorial Studies; New Core: Structures of Thought and Society

CSTS-UH 1074

Refugees, Law and Crises

Crosslisted with New Core: Structures of Thought and Society

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 3511X

Islamic Economics and Finance

Prerequisite: ECON-UH 2510

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

PHIL-UH 1117

Law and Philosophy

Crosslisted with Philosophy

PHIL-UH 2614

Political Philosophy

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with Philosophy; Political Science

POLSC-UH 2322J

Civil Liberties: Legal and Theoretical Perspectives

Crosslisted with Political Science

POLSC-UH 2527

Politics of International Law

Recommended Prerequisite: POLSC-UH 1112

Crosslisted with Political Science

POLSC-UH 2528

International Diplomacy in Theory and Practice

Crosslisted with Political Science

POLSC-UH 3516J

Digital Diplomacy

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 Economics; Political Science;

Social Research and Public Policy

CAPSTONE EXPERIENCE

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.

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:

-
- 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

HIST-UH 1105

Africa in the World

Crosslisted with History; History Atlantic World; History Indian Ocean World

ARTS AND HUMANITIES ELECTIVES

AFRST-UH 1110J

Interdisciplinary Introduction to African Urban Studies

Typically offered: January

Crosslisted with Social Research and Public Policy; Urbanization

This course will draw from several disciplines to set out various ways of understanding the African city as both space and archive, with Accra serving as the primary case study. Students will be introduced to key aspects of urban spatial theory and to ways of doing streetside ethnography and nearby history. The course will be structured around a short novel and a play, with references to other African cities such as Lagos, Nairobi, and Johannesburg, among others. 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.

ANTH-UH 2117J

Migration and Displacement Across the Red Sea

Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

ARABL-UH 2120

Intermediate Arabic 2

Prerequisite: ARABL-UH 2110

Crosslisted with Arabic Language

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

HIST-UH 3315

Love in Africa

Crosslisted with History

HIST-UH 3319

African American Freedom Struggle

Crosslisted with History; Political Science

HIST-UH 3510X

Muslim Societies in African History

Crosslisted with Arab Crossroads Studies; History

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

ECON-UH 1410J

Research Design, Fieldwork, and Data Analysis for Development Economics

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

POLSC-UH 1111

Introduction to Comparative Politics

Recommended Prerequisite: SOCSC-UH 1010Q and SOCSC-UH 1112

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

SRPP-UH 1412J

Wealth and Inequality in the Global City

Crosslisted with Social Research and Public Policy; Urbanization

The Ancient World 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 The Ancient World

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 THE ANCIENT WORLD
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 COURSES

AW-UH 1110

Ancient Empires

Offered occasionally

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 1111

Archaeology of the Near East from the Origins of Agriculture to Alexander the Great

Typically offered: fall

Crosslisted with Anthropology; Arab Crossroads Studies; History Pre-1800

This course offers an interdisciplinary approach to the material culture of the ancient Near East, from the rise of agriculture to the destruction of the Persian Achaemenid Empire by Alexander the Great—from the Neolithic to the Late Iron Age. Geographically the course covers the territory from the Levantine coast of Syria and Lebanon, through Iraq, to Iran. The course surveys major archaeological sites and monuments from the perspectives of archaeology, anthropology and art history; it covers wide-ranging topics in a chronological framework, including the development of complex societies, urbanism, state formation, technology, landscapes and settlements, and art and architecture.

AW-UH 1113X

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

Typically offered: spring

Crosslisted with Arab Crossroads Studies; Art and Art History; History Pre-1800

Taking the arrival of Alexander the Great in Central Asia as its pivot point, this course explores relations between the various steppe and oasis cultures in Central Asia and the Mediterranean world from the Achaemenid period up to the early Middle Ages. These relations are characterized by a broad spectrum of different forms of contact and exchange. Direct contacts were established, for example, by military campaigns, diplomatic exchanges, migrations or colonization. Less direct forms of cultural transmission resulted from

complex transcontinental trade flows. The course will focus on the consequences different forms of communication with the Mediterranean had on Central Asian art and material culture. Students will consider topics such as urbanism, architecture, iconography, and historiography as well as specific aspects of material culture including ceramics, arms and costume.

AW-UH 3190

Directed Study

Typically offered: by Application

Closely supervised individual research on a particular topic, undertaken by arrangement with an individual faculty member, resulting in a substantial paper. Ancient Greek, Latin and Classical Chinese are offered.

CSTS-UH 1008

Birth of Science

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

HIST-UH 3712

Ancient Roman Empire

Crosslisted with History

PHIL-UH 2210

Ancient Mediterranean Philosophy

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with Philosophy

PHIL-UH 2211X

Classical Arabic Philosophy

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

Crosslisted with Arab Crossroads Studies; Philosophy

PHIL-UH 2212

Classical Indian Philosophy

Prerequisite: one Introductory Elective in Philosophy (PHIL-UH 1101-1120)

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

- 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

MUSIC-UH 1611X

Arab Music Cultures

Crosslisted with African Studies; Anthropology; Arab Crossroads Studies; Heritage Studies; Music

ARAB CROSSROADS ELECTIVES

ACS-UH 1010X

Anthropology and the Arab World

Crosslisted with Anthropology; Arab Crossroads Studies

ACS-UH 1011X

Introduction to Modern Arabic Literature

Crosslisted with Arab Crossroads Studies; Literature and Creative Writing

ACS-UH 1012X

Emergence of the Modern Middle East

Crosslisted with Arab Crossroads Studies; History

ARAB MUSIC ELECTIVES

MUSIC-UH 1204

Beginning Group Music Instruction—Oud

Crosslisted with Music

2 credits

MUSIC-UH 1208

Beginner Group Music Instruction—

Arabic Percussion

Crosslisted with Music

2 credits

MUSIC-UH 1220

Music Ensembles

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 1251

Individual Music Instruction 1

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 1252

Individual Music Instruction 2

Prerequisites: MUSIC-UH 1251 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music which may be taken as a Corequisite)

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 2201

Continuing Group Music Instruction

Prerequisite: One Beginning Group Music Instruction course or Instructor Permission

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 2251

Individual Music Instruction 3

Prerequisites: MUSIC-UH 1252 and (Declared Music major/minor or one 4-credit seminar (i.e. non-practice) course in Music)

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 2252

Individual Music Instruction 4

Prerequisites: MUSIC-UH 2251 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a corequisite)

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 3251

Individual Music Instruction 5

Prerequisites: MUSIC-UH 2252 and (Declared Music major/minor or two 4-credit seminar (i.e. non-practice) courses in Music)

Crosslisted with Music

Dependent Upon Instrument

2 credits

MUSIC-UH 3252

Individual Music Instruction 6

Prerequisites: MUSIC-UH 3251 and (Declared Music major/minor or three 4-credit seminar (i.e. non-practice) courses in Music, one of which may be taken as a Corequisite)

Crosslisted with Music

Dependent Upon Instrument

2 credit

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:

- 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 COURSES

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 1025J

Re-Design

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

VISUAL COMMUNICATION COURSES

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

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 & Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology

CADT-UH 1020

Wayfinding: Graphic Design in the Built Environment

Crosslisted with Art and Art History; Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media

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 New Core: Structures of Thought and Society; The Environment

CS-UH 2215

Computer Graphics

Prerequisite: CS-UH 1052

Crosslisted with Computer Science; Interactive Media

ENGR-UH 1021J

Design and Innovation

Prerequisite: ENGR-UH 1000

Crosslisted with Engineering; Interactive Media

ENGR-UH 3720

Computer-Aided Design

Prerequisite: Must be Junior or Senior standing

Crosslisted with Engineering; Interactive Media

IM-UH 1011

Communications Lab

Crosslisted with Interactive Media; Music; Media, Culture and Communication

IM-UH 1012

Communication and Technology

Crosslisted with Interactive Media; Music; Media, Culture and Communication

IM-UH 1012

Communication and Technology

Crosslisted with Interactive Media; Music; Media, Culture and Communication

IM-UH 1012

Communication and Technology

Crosslisted with Core: Art, Technology and Invention; Core: Arts, Design and Technology; Interactive Media; Pre-Professional Media, Culture and Communication

IM-UH 1112

Machine Lab

Crosslisted with Art and Art History; Interactive Media

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 2520

Making Education (Regional Seminar)

Prerequisite: IM-UH 1010, IM-UH 1011 or IM-UH 1012

(CADT-UH 1003), or Instructor approval

Crosslisted with Art and Art History;

Interactive Media

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 Instructor approval

Crosslisted with Interactive Media

VISAR-UH 2121

Art and Architecture: Reinventing the City

Crosslisted with Art and Art History; Urbanization

VISAR-UH 3111

Projects in Design

Crosslisted with Art & Art History

Environmental Studies

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 the fundamental sciences, including biology, chemistry, computer science, and physics, in part using mathematics, with economics and the arts to provide an understanding of the Earth system and the current and future challenges imposed on it as the human population grows.

The curriculum emphasizes both quantitative reasoning and descriptive analysis in courses that emphasize science, economics, social concerns, the humanities and arts to identify, explore, and solve fundamental problems of environmental concern. Whenever possible, the courses utilize the local environment as a natural laboratory for field trips and consider relevant local phenomena and issues.

Minor in Environmental Studies

The multidisciplinary minor in Environmental Studies requires four courses. In order to develop an interdisciplinary understanding of environmental concerns, students must take at least one course in each of the following areas: Environmental 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 SCIENCE

ENVR-UH 1110

The Biosphere

Offered occasionally

This course introduces students to the fundamental dynamics of Earth's atmosphere and its oceans. These two systems are then integrated into a global picture of the biosphere. Topics include: the carbon cycle, climate feedbacks and anthropogenic influences; global ecology, energy transport, the paleoclimate record, the coupled atmosphere ocean ice-land system, and climate modeling. The course addresses local and global issues such as desertification, carbon production by fossil fuels, and green technology as exemplified in Abu Dhabi's Masdar City, which is attempting to become the world's first carbon neutral, zero-waste city.

ENVR-UH 1111

Global Climate Change

Offered occasionally

In this seminar students are introduced to the data and models that are the basis for our current understanding of Earth's climate, and how it is changing. Major topics will include the atmosphere, world ocean, ice sheets, carbon cycle, paleoclimate, global warming, sea-level change, global climate models, and 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

Prerequisites: Foundations of Science 1-6

Crosslisted with Biology

CDAD-UH 1006EJQ

Coastal Urbanization and Environmental Change

Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

CDAD-UH 1016EQ

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

Crosslisted with Core: Data and Discovery; Core: Experimental Discovery in the Natural World; Urbanization

CSTS-UH 1002J

State and Fate of Earth

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

ENVIRONMENTAL POLICY

ENVR-UH 1310

Energy and the Environment

Offered occasionally

Economic analysis of major policy issues in energy and the environment, both domestic and international, is key for understanding the global impact of energy use. This course emphasizes market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets; taxation and regulation of production and consumption; conservation of natural resources; and the transition to alternative energy sources. Environmental issues include policies to reduce pollution. Substantial attention is paid to global warming caused by consumption of fossil fuels.

ENVR-UH 1311

Environment and Society

Offered occasionally

This course is a systematic survey of central concepts and issues relating to environment and society including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; and regulatory regimes.

ENVR-UH 1312

Global Debate on Green Growth

Offered occasionally

In March 2012, the Organization for Economic Co-operation and Development (OECD) published its influential Environmental Outlook Report to 2050, confirming that the world is faced with an explosive new cocktail of geopolitical challenges: population explosion, environmental degradation, the failure to stop climate change, and the increased competition over limited natural resources. In response, governments are increasingly turning to renewables and high tech to diversify their energy mix and to reduce reliance on fossil fuels in order to stimulate stagnant economies and create new jobs. Ironically, the transition to a low fossil fuel economy through the use of RES and high tech applications has led to the creation of new global race over limited resources, such as rare earths, and this competition has already given rise to a series of fresh global political and economic realities, tensions, and disputes. This course will examine how

major industrial powers are approaching the asymmetric threat of climate change; the nature of contemporary resource competition; the way policy decisions are influenced by political rhetoric and public opinion; and the overall economic and political impact of climate change on international relations.

ACS-UH 2610JX

Oil and Energy in the Middle East

Crosslisted with Arab Crossroads Studies; Political Science

CDAD-UH 1022JQ

Sustainable Development

Crosslisted with Core: Data and Discovery

CDAD-UH 1026EJ

Water, Energy, Food Nexus

Crosslisted with Core: Data and Discovery; Core: Science, Society and History

CSTS-UH 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

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 2911

Environmental Politics

Crosslisted with Political Science; Social Research and Public Policy

POLSC-UH 2912

Politics of Natural Resources

Typically offered: fall

Crosslisted with Political Science; Social Research and Public Policy

ENVIRONMENT, CULTURE AND SOCIETY

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

HIST-UH 2111

Global Environmental History

Crosslisted with History

HIST-UH 3110

Economic Development and Environmental Change in China

Crosslisted with Economics; History; Social Research and Public Policy

SRPP-UH 1611

Introduction to Global Health

Crosslisted with Social Research and Public Policy

In recent decades, heritage has become an attractive term for scholars in various disciplines, ranging from archaeologists, sociologists and conservation scientists, to policy makers, communities, and the commercial sector. The minor in Heritage Studies introduces students to the theory and practices of the disciplines associated with heritage from local and global perspectives. It combines courses from various divisions at NYUAD reflecting the multidisciplinary nature of heritage studies. The program offers courses that are related to heritage production, consumption and use, identity politics, cultural contestation and legislation on one side, and scientific methods of investigation and data interpretation for the recovery and conservation of cultural heritage on the other.

The learning outcomes are structured around two overlapping themes:

Heritage & Society courses focus on the uses of heritage as a political, economic and social agent. The theme includes broader and more holistic concepts of heritage such as cultural landscapes, which combine the physical, cognitive and cultural reality of a site.

The conservation and analysis of heritage sites, (art)objects and their narratives is central in heritage management, interpretation and presentation. Courses taken in the Heritage & Science area center on the scientific methodologies applied in heritage studies and management.

Minor in Heritage Studies

Minors in Heritage Studies must complete four courses (16 credits), with at least one course in each of the following three areas: Foundational; Heritage Theory; Heritage Management & Research Methods.

REQUIREMENTS FOR THE MINOR IN HERITAGE STUDIES

4 courses, distributed as follows:

- 1 Foundational course (4 credits)
- 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 COURSES

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
The heritage field has become a complex international industry that involves (inter)national prestige, conservation, site management and museum development. 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 involves the creation of heritage as an evolving interpretation of 'the past' for the use in the present. During the course theoretical conceptions of heritage will be challenged by case studies and the fieldwork on heritage sites and collections in Abu Dhabi and the UAE. These investigations will provide context for understanding the multi-layered and multi-vocal aspects of heritage. The main focus for the case studies and fieldwork component will be sites and practices that are considered 'shared cultural heritage' for their (potential) Outstanding Universal Value. But what do these values mean and for whom? Who decides on what constitutes universal values? These are fundamental questions that will steer the understanding of principles of heritage production and management.

HERST-UH 2300JX

Sharing Heritage of the Arabian Trade Routes

Offered occasionally

Crosslisted with Arab Crossroads Studies; Art and Art History; Museum and Curatorial Studies
In the 17th century the Ya'rubi dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region. The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives. These cultural footprints are now often considered "shared cultural heritage". Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if "universal values" are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management. The Arabian trading routes provide an excellent context to explore the

multi-layered and multivocal aspects of heritage. The course includes a field project in Zanzibar.

HERITAGE THEORY COURSES

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.

HERST-UH 1300J

Places of Human Suffering as Global Heritage Sites

Offered occasionally

Crosslisted with Museum and Curatorial 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 Curatorial 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 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 Curatorial Studies

ARTH-UH 2810

Silk Roads, Sea Routes and Shared Heritage

Crosslisted with Arab Crossroads Studies; Art and Art History; History; Museum and Curatorial Studies

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

CDAD-UH 1033EQ

Data and Human Space

Crosslisted with Core: Data and Discovery

HIST-UH 3512J

Science and the Sea

Crosslisted with Arab Crossroads Studies; History

SRPP-UH 2211

Ethnographic Field Research

Crosslisted with Anthropology; Arab Crossroads Studies; Social Research and Public Policy

**HERITAGE MANAGEMENT AND
RESEARCH METHODS COURSES**

HERST-UH 1300J

**Places of Human Suffering as Global
Heritage Sites**

Offered occasionally

Crosslisted with Museum and Curatorial 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 Curatorial Studies

In the 17th century the Ya'rubi dynasty drove the Portuguese from Muscat and East Africa and reinstalled Omani dominance in the region.

The Omanis built on the extensive Arabian trade network that for centuries connected Asia, Africa, and Europe. Long-distance trade left behind cultural traces in buildings, landscapes, shipwrecks, traditions, museum collections, and archives.

These cultural footprints are now often considered "shared cultural heritage". Notably Zanzibar and Kilwa (Tanzania), where Omani once ruled, were named as UNESCO World Heritage sites for their universal and outstanding value. But what do these values mean and for whom? What makes historical remains heritage? What happens if "universal values" are not shared but contested? These fundamental questions steer us to understand the principles of heritage production and management. The Arabian trading routes provide an excellent context to explore the multi-layered and multivocal aspects of heritage.

HERST-UH 2301J

Museum History, Theory, and Practice: Case Study, Paris

Typically offered: January

Crosslisted with Art and Art History; Museum and Curatorial Studies

This course investigates the history and theory of museums, and the critical issues facing museums in the 21st Century, through a study of the museums and cultural institutions of Paris. With extensive museum visits, talks by local experts and classroom seminar discussion, we will study a variety of museum displays and collections, the social and political roles of museums, and the historical contexts within which museums have developed and function. The course will engage a range of museum types, including museums of art, history, anthropology, science and technology.

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 Curatorial 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 Curatorial Studies

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

HIST-UH 2116

Empires and Museums: A History of Knowledge Production and Museum-making

Crosslisted with History

HIST-UH 3512J1

Science and the Sea

Crosslisted with Arab Crossroads Studies; History

MUSIC-UH 1004

Music: Histories and Historiography 1

Crosslisted with History; 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

Prerequisite: MUSIC-UH 1005

Crosslisted with History; Music

SRPP-UH 1813X

Family and Gender in the Arab World:

Continuity and Change

Crosslisted with Anthropology; Social Research

and Public Policy

Peace Studies

The Peace Studies Program examines the factors that foster or undermine peace within local and national communities and across nations as well as peace within individuals and between 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 peaceful place.

The Peace Studies Program draws on tools and methods from an array of disciplines in order to examine both the sources of conflict and the strategies and institutions that aim to resolve or prevent conflict, from methods of grass-roots local engagement to diplomacy, mediation, and international intervention.

The Program analyzes peacemaking strategies across vastly divergent scales, from the contributions of individuals and small groups to the work of nations and multilateral organizations. In addition to the social, economic, and political dynamics affecting peace and conflict, the Peace Studies Program also investigates the psychological factors that can cause or resolve conflict, such as the psychological roots of prejudice and aggression and the psychological origins of attitudes of reconciliation and cooperation that allow enemies to transcend seemingly intractable conflicts and societies to build bridges across painful and deeply-rooted divides.

Additional courses rooted in the humanities and arts aim to deepen our understanding of the philosophical and human dimensions of peace and conflict. They pose questions such as: Can war ever be just? Can the priority of peace ever be used as a tool to preserve unjust institutions? More generally, these courses raise the question of whether the exercise of artistic creativity or inquiry into the human condition can foster peacebuilding, cross-cultural communication, and a greater sense of empathy with other human beings.

The ideas and issues addressed by the Peace Studies minor include:

- the challenges and strategies involved in promoting the peaceful resolution of conflict
- the costs of conflict and of the reconstruction of post-conflict societies from economic, social, psychological, and legal perspectives
- conflict and non-violence
- the psychological dimensions of conflict, prejudice, cooperation, and reconciliation
- neuropsychological and physiological evidence of the effects of meditation
- transitional justice and post-conflict reconciliation
- post-conflict state-building
- migration and post-conflict economic development
- disarmament
- international law and governance
- the ethics of war and peace
- the history of wars and peacemaking
- artistic responses to war and roles for art in peacebuilding
- the role of cultural institutions in preserving cultural heritage in conflict and post-conflict contexts
- the practice of the arts and music as cultural diplomacy in post-conflict zones
- soft power, hard power, and smart power strategies practiced through the arts
- UN cultural diplomacy and the preservation & promotion of the arts in the service of peace-building initiatives

Minor in Peace Studies

The Program draws on courses in the Arts and Humanities, Social Science, and Science as well as pre-professional courses in Leadership and Social Entrepreneurship. Students interested in international relations, comparative politics, economic development, social change and social justice, public service, anthropology, the arts and humanities may find special relevance in the Peace Studies Program, as will students participating in Engineers for Social Impact, an activity organized by the Engineering Program.

REQUIREMENTS FOR THE MINOR IN PEACE STUDIES

4 courses, distributed as follows:

- 1 PEACE-UH 1010 Foundations of Peace:
Psychological Perspectives
- 1 PEACE-UH 1011 Foundations of Peace: Economic and
Political Perspectives
- 2 Peace Studies Electives

PEACE STUDIES COURSES

REQUIRED COURSES

PEACE-UH 1010

Foundations of Peace: Psychological Perspectives

Typically offered: fall

This course surveys a broad range of theoretical perspectives in psychology that are relevant to peace within individuals, between individuals, and between groups. Topics include the neuropsychological and physiological effects of meditation, morality and moral development, helping and aggression, prejudice and the forces that encourage it, terrorism, justice, and conflict resolution strategies. The course ends with practical sessions on negotiations and negotiations training. In general, students will be able to integrate a range of perspectives to evaluate the current state of the science of peace psychology, including its strengths and shortcomings.

PEACE-UH 1011

Foundations of Peace: Economic and Political Perspectives

Typically offered: fall

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

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 the 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 Case of Cambodia: In this course you will look into the power of arts and culture as a transformative force. How can safeguarding heritage, curating history, stimulating contemporary expressions, and promoting sustainability and cultural diversity heal a population and rebuild a post-conflict country whilst being a vital actor in sustainable development? 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 course is designed to allow for a wide range of engagement with the topic and the country: narration and film, history and theory, performance and experience, site visits and interviews, as well as a group project. The aim of the course is to stimulate discussions, reflect on practices, ideas and visions.

PEACE-UH 1116JX

Convivencia: A Model for Living Together

Typically offered: January

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

How is it possible that different cultures, religions and civilizations come together without clashing? “Convivencia” has become a new term of formulating this need for a peaceful way to live together, hereby referring to historical experiences. A long period in Spanish history, namely Al-Andalus, has been characterized by this magical word Convivencia. But what is reality, what is ideology, what can be transferred to other regions in the world and to dire contemporary questions, such as how to avoid the world falling into permanent struggle and decline? Understanding the historical situation and its normative context, especially treating the Other as a dhimmi, may help transfer those experiences when Christians, Jews and Muslims found a way to live in relative peace, with respect and interchange present at several levels. Abu Dhabi itself recently discovered evidence of this type of communalities between Muslims and Christians. A careful reading of these examples might lead to cautious propositions and hopes for finding solutions to ethnic, religious and civilizational tensions not only on a greater scale, but also on particular grounds in a world that lives for good reasons in the global age.

ACS-UH 2611X War and Media in the Middle East Crosslisted with Arab Crossroads Studies; Film and New Media	POLSC-UH 2511 International Organizations Crosslisted with Political Science; Social Research and Public Policy
ANTH-UH 2115 Anthropology of Forced Migration Crosslisted with Anthropology; Social Research and Public Policy	POLSC-UH 2513J Political Conflict and Economic Development Crosslisted with Political Science
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	POLSC-UH 2519 Nuclear Politics Crosslisted with Political Science
CSTS-UH 1038 Peace Crosslisted with New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society	POLSC-UH 3511J Nation-Building Crosslisted with Political Science
EDUC-UH 1001J International Peacebuilding and the Role of Education Crosslisted with Education; Political Science; Social Research and Public Policy	POLSC-UH 3512 Civil War and International Intervention Crosslisted with Political Science
FILMM-UH 1117J War and Cinema Crosslisted with Film and New Media	POLSC-UH 3516J Digital Diplomacy Crosslisted with Legal Studies; Political Science
HERST-UH 1301J Cultural Heritage in Conflict Zones and the Responsibility to Protect Crosslisted with Arab Crossroads Studies; Heritage Studies	PSYCN-UH 1002 Gender & Representation: Field Study Workshop Crosslisted with Physics; Social Research and Public Policy
HIST-UH 2115 World War II in Global Perspective Crosslisted with History: Global Thematic	
LAW-UH 2113J International Law Crosslisted with Legal Studies; Political Science; Social Research and Public Policy	
LAW-UH 2124 Human Rights Law Crosslisted with Legal Studies; Political Science; Social Research and Public Policy	
MUSIC-UH 1710 Music: Conflict, Protest, and Peace Crosslisted with Music	
POLSC-UH 2510 International Conflict Prerequisite: POLSC-UH 1112 Crosslisted with Political Science	

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 1: Students may double count no more than two courses for this minor.

note 2: When registering for the electives, students have to make sure that they observe the specific prerequisite and corequisite requirements for those courses (e.g. Data Structures and Algorithms courses from Computer Science require Intro to CS and Discrete Mathematics as a prerequisite, while Engineering course Data Structures and Algorithms requires Computer Programming for Engineers).

SOUND AND MUSIC COMPUTING COURSES

REQUIRED COURSES

CS-UH 1001

Introduction to Computer Science

Crosslisted with Computer Science

OR

ENGR-UH 1000

Computer Programming for Engineers

Prerequisite: Restricted to Freshmen and Sophomores only

Crosslisted with Engineering

MUSIC-UH 1002

Music Technology Fundamentals

Crosslisted with Interactive Media, Music

SOUND AND MUSIC COMPUTING ELECTIVES

CS-UH 1002

Discrete Mathematics

Crosslisted with Computer Science

CS-UH 1050

Data Structures

Prerequisites: CS-UH 1001 and CS-UH 1002; (CS-UH 1002 may be taken as a Corequisite)

Crosslisted with Computer Science

CS-UH 1052

Algorithms

Prerequisite: CS-UH 1002; Pre or Corequisite: CS-UH 1050

Crosslisted with Computer Science

ENGR-UH 3510

Data Structures and Algorithms

Prerequisite: ENGR-UH 2510; Corequisite: ENGR-UH 2025

Crosslisted with Engineering

ENGR-UH 3610

Signals and Systems

Prerequisite: MATH-UH 1012 or equivalent; Corequisite: ENGR-UH 2610

Crosslisted with Engineering

ENGR-UH 3620

Analog and Digital Communication Theory

Prerequisite: ENGR-UH 3610

Crosslisted with Media, Culture and Communication

ENGR-UH 3650

Multimedia Systems and Communications

Prerequisite: ENGR-UH 1000

Crosslisted with Engineering

MUSIC-UH 1001

Music Theory & Analysis I

Crosslisted with Music

MUSIC-UH 1410

Introduction to Musical Programming 1—An introduction to Max

Crosslisted with Interactive Media; Music

MUSIC-UH 1420

Intro to Musical Programming 2—Generative Music and Max for Live

Prerequisite: MUSIC-UH 1410

Crosslisted with Interactive Media; Music

MUSIC-UH 2215

Designing Sound for Scene and Screen

Prerequisite: MUSIC-UH 1002 or FILMM-UH 1010

Crosslisted with Film and New Media; Music; Theater

MUSIC-UH 2416

Recording and Production Techniques

Prerequisite: MUSIC-UH 1002, or equivalent knowledge and permission of instructor

Crosslisted with Interactive Media; Music

MUSIC-UH 2417

Advanced Musical Programming

Prerequisites: One of the following (or equivalent): (MUSIC-UH 1410 & 1420), CS-UH 1001, ENGR-UH 1000, IM- UH 1010, or IM-UH 2310

Crosslisted with Engineering; Interactive Media; Music

MUSIC-UH 2801

Music Theory & Analysis II

Prerequisite: MUSIC-UH 1001

Crosslisted with Music

Urbanization

The Urbanization minor takes advantage of the setting in Abu Dhabi, a rapidly growing city which is making major investments in infrastructure, public transportation, and environmental sustainability, and drawing international attention as a model of advanced urban planning. Through course work, internships, and research projects, this program gives students first-hand exposure to the complex issues associated with urbanization.

At the start of the 20th century, only one person out of every ten lived in a city. Today, half the world population is urbanized.

The United Nations projections suggest that more than 70 percent of the human population will reside in cities by 2050, with the largest increases expected in the developing world.

The multidisciplinary minor in Urbanization focuses on this process—the forces that drive it, the cities it creates, and their impacts on well-being and social interactions. Encompassing the social, economic, political, and physical dimensions of urbanization, the minor provides students with a cross-disciplinary set of perspectives for understanding the urbanization process, across cultures, countries, and time.

The minor is inherently global in nature, with a particular concern for the role of urbanization in the developing world, the multicultural nature of much of current urbanization, and the intersection of this process with the environment and associated issues.

Minor in Urbanization

Students who elect to take this multidisciplinary minor take four approved courses for the Urbanization minor, listed below. Students should develop their program in close consultation with their mentor.

REQUIREMENTS FOR THE MINOR IN URBANIZATION

- 4 Electives selected from the courses listed

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.

URBAN-UH 3190

Directed Study

Typically offered: by Application

This Directed Study in Urbanization is a topics course that will have multiple sections and different titles.

ANTH-UH 2112J

Cities and Globalization: Buenos Aires and Beyond

Crosslisted with Anthropology

ANTH-UH 2112J

Creative Cities: Buenos Aires & 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 New Core: Structures of Thought and Society; Previous Core: Structures of Thought and Society; Social Research and Public Policy

CSTS-UH 1054J

Green Mobility & Cities

Crosslisted with Economics; Engineering; 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: Sociological Perspectives on Urban Life

Crosslisted with Arab Crossroads Studies; New 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 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

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

Pre- Professional Courses

Business and Organizational Studies

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

Leonard N. Stern School of Business

NYU School of Law

Robert F. Wagner Graduate School of Public Service

Silver School of Social Work

Steinhardt School of Culture, Education, and Human Development

Tandon School of Engineering

Tisch School of the Arts

As most healthcare professional schools have specific undergraduate preparatory course requirements for admissions, students interested in pursuing a healthcare graduate degree should include all of the specified pre-professional courses as part of their undergraduate coursework.

Students interested in other professional areas should feel welcome to pursue as many or few of these pre-professional courses as are useful to them—consistent with maintaining the academic breadth that is a hallmark of an NYUAD undergraduate degree.

Many pre-professional courses are crosslisted with NYUAD majors and minors. Some are not. However, as most professions do not require that students follow a particular undergraduate major, students are encouraged to explore pre-professional courses regardless of any cross listing.

Business and Organizational Studies

The courses in this pre-professional area are designed to expose students to the principles of building effective organizations, with a particular focus on the for-profit sector. Organizations can be conceptualized in many ways—as a group of groups, a vehicle for creating economic value and sustainable competitive advantage, or a community of people pursuing a common mission. Each metaphor adds unique insights into the challenges and rewards of building an integrated network of people, systems, and financial resources that create economic and social capital.

In addition to courses offered by NYU Abu Dhabi, students who elect to study away in New York, Florence, London, Prague, Shanghai, and Washington, DC have the opportunity to take courses offered by the Leonard N. Stern School of Business. Stern courses that are part of the NYU cross-school business minors are readily available to NYUAD students. For students interested in registering for intermediate or advanced-level Stern courses, prerequisites for those courses must be met. Registration is available to NYUAD students one week after registration initially opens. NYUAD students should work closely with their mentors well in advance of the semester they plan to study away if they would like to take upper-level business courses offered by the Stern School.

Education

Education is a central organizing activity of most societies, and the institutions created around education take many forms across the world. The courses in the Education pre-professional area ask questions that run to the core of understanding cultures and societies: What is the purpose of education, and how do societies educate their people through both formal institutions (most typically schools) and other types of socialization? What are the interrelationships between schools and other cultural institutions? How does education both mirror and shape the societies that create it? How do schools engage with issues of equity, social justice, educational “rights,” and civic responsibilities? Why do schools so often sit at the center of cultural controversies?

The pre-professional courses in Education engage students in the investigation of the history and sociology of education, educational policy and research, and a comparative study of educational practices in a variety of national and international perspectives. Specifically, there is a focus on urban education across the globe: in complex, multicultural settings how do societies engage in the education and schooling of diverse groups of people?

Education pre-professional courses are appropriate for students considering careers and/or further study in education, including teaching, education leadership, policymaking, non-profit work, domestic and international NGO work, government positions in education, the Peace Corps and other international development work, or graduate school in areas such as law, business, policy, or the social sciences.

Leadership and Social Entrepreneurship

The courses in this pre-professional area are designed to help students explore the dynamics of social innovation, organizational change, and transformative leadership—with a particular focus on the not-for-profit and government sectors. Different courses expose students to the influential role that individuals can play within these sectors as entrepreneurs, analysts, policymakers, and social architects. Each perspective adds unique insights into the challenges and rewards of mobilizing people, resources, and popular sentiment to address and overcome pressing social issues.

Students interested in Leadership and Social Entrepreneurship are encouraged to consider courses available during the January term, when signature courses in this area are typically offered. These courses provide exposure to social entrepreneurship initiatives in the United Arab Emirates and elsewhere in the Middle East.

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 Louvre Abu Dhabi, and the Guggenheim Abu Dhabi—and regional organizations of cultural policy and heritage management, such as UNESCO and the Abu Dhabi Tourism and Culture Authority (ADTCA), are important resources and offer opportunities for internships and collaborative research projects. Courses and internships opportunities are available at NYU New York and at NYU’s global sites.

Premedical and Health Studies

NYU Abu Dhabi, like most American colleges and universities, does not offer a pre-medical, pre-dental, or pre-health major. Nevertheless, NYU Abu Dhabi successfully prepares students to apply to a variety of health professional schools. The health professions provide many challenging and rewarding opportunities: these include clinical careers in medicine, dentistry, and physical therapy, as well as non-clinical careers in health education and research. For more information about health-related career options, please contact the pre-professional advisor at the Career Development Center.

It is important for students to understand that pre-professional training does not require students to major in science or math. Students may elect to major in any discipline, as long as they complete the pre-medical coursework at the same time. Students are advised to choose a disciplinary major that they will enjoy and in which they will excel. Students with interests or talents outside of the sciences will best be able to demonstrate their versatility and increase their chances of doing well by pursuing a major of interest alongside the pre-health curriculum.

In order to apply to health-related professional schools, students do typically need to have completed courses in introductory biology, chemistry, and physics. At NYU Abu Dhabi, these are satisfied in the Foundations of Science sequence, which is a rigorous three-semester, integrated course sequence that covers the fundamentals of basic science. In addition to introductory science courses, health professional schools, including medical schools, often require two semesters of math, one of which must be calculus; two semesters of upper-level chemistry classes, typically organic chemistry I and biochemistry; and two semesters of English, including writing. NYU Abu Dhabi offers courses that fulfill all of these requirements. In recent years, medical schools have placed an increasing emphasis on the importance of the social sciences, so students are highly encouraged to also take a course in psychology, sociology, or other social sciences. It is best to verify what course requirements are expected of you directly with the institution or application service you are applying to.

Complementing their coursework, students gain practical experience by volunteering, shadowing, or interning in a clinical setting. This builds a commitment to service and humanistic endeavors. The ability to conduct thoughtful and critical research is highly valued by medical schools. NYUAD students develop

their research skills with an NYUAD faculty member. Beyond this, applicants are also expected to be leaders through their involvement in on-campus activities and programs. Above all, the best professional schools want students with a broad education who can think clearly, read critically, and write well. To get more details on Core competencies required for students interested in the health professions, please contact the pre-professional advisor in the Career Development Center.

Students' faculty mentors and pre-professional advisors will help them to explore their options, advise them about programs and appropriate course selection, and help them to present the best possible application to professional schools.

BUSINESS AND ORGANIZATIONAL STUDIES COURSES

BUSOR-UH 1001J

Principles of Marketing

Typically offered: January

Crosslisted with Economics; Leadership and Social Entrepreneurship

This course studies the fundamentals of marketing from determining what it is that consumers want and need, translating those wants and needs into products and services, and selling those products and services in a highly competitive global marketplace. Depending on the instructor, different topic areas are emphasized, including, for example, the role of consumer research, product design and pricing, branding, and communications and promotional strategies in effective marketing.

BUSOR-UH 1002

An Introduction to Organizational Research Design

Offered occasionally

This course is best seen as a blend of basic knowledge on how organizations behave and a much deeper exploration of research methods for measuring the actual performance of organizations in achieving their mission, be it profit, environmental sustainability, social responsibility, or innovation. Starting with a short discussion of organizational architecture and behavior, the course then introduces research methods for diagnosing and measuring how organizations produce high rates of return on investment. The bulk of the course engages students in measuring the organizational attributes and performance of selected Abu Dhabi entities as part of the professor's work with the Abu Dhabi Accountability Authority, which oversees nearly 400 Abu Dhabi government, private, and nonprofit agencies, and the Khalifa Fund (Abu Dhabi's primary venture capital fund for stimulating entrepreneurship). Students must be committed to the highest standards of professionalism in their work, and will be active participants in helping NYU Abu Dhabi contribute to the betterment of Abu Dhabi organizations and society as a whole.

BUSOR-UH 1003

Management & Organizations

Typically offered: spring

Crosslisted with Economics

Why do some organizations succeed while others flounder? As students of business, it is critically important for you to have an understanding of the key factors that contribute to organizational success, and the role that managers play in helping their organizations be successful. The better that

you understand these issues, the more effective you will be in your future careers.

BUSOR-UH 1004

Strategic Management

Typically offered: fall

Crosslisted with Economics

This course provides an introduction to strategic management. The course has two broad goals. A first is to understand why some companies are financially much more successful than others. The second is to analyze how managers can devise a set of actions ("the strategy") and design processes that allow their company to obtain a financial advantage. To gain a better understanding of strategic issues and begin to master the analytic tools that strategists use, students study the strategic decisions of companies in many different industries and countries and learn from tools utilized by business researchers.

BUSOR-UH 1005J

Language of Business

Typically offered: January

Imagine the awesome power and influence you'd have if you knew the precise words, visuals and video that had the greatest impact on the greatest number of people. You could change the way they think, the way they interact, even how they behave. That is the purpose of this course: using case-studies to teach students how to identify and apply the most effective business language and communication techniques in real-world settings. Comparatively little focus has been directed towards the development of business language and the role of messaging in the corporate world. Because this is a J-Term class, the emphasis will be less on scholarly texts and more on the fundamentals of public communication in the real world, with a focus on what works, what doesn't, and why.

BUSOR-UH 1007

Introduction to Entrepreneurship

Typically offered: fall

Crosslisted with Economics

Introduction to Entrepreneurship is an introductory course intended to provide students with a foundation in terms of the role played by entrepreneurs and entrepreneurship in the 21st century global economy. The students will get an understanding of what entrepreneurship is, they will develop entrepreneurial skills and eventually write a real-life business plan, which they can further develop after the course. During this course we will focus on the creation of new businesses, the ways that they come into being, and what determines their success. This course is a mix of theory and practice and also integrates a number of other disciplines such as finance, strategic management, marketing, human resource management, economics and psychology.

BUSOR-UH 1008

Making Development Work

Typically offered: fall

Crosslisted with Social Research and Public Policy
The goal of the course is to build an understanding of the theoretical and practical aspects of "doing development". It starts with an introduction to the current development landscape by familiarizing participants with key actors in the global development sector as well as with the Sustainable Development Goals. The course then moves on to cover what is involved in planning, funding and managing development projects. It also provides an overview of issues related to understanding and measuring development impact.

BUSOR-UH 1501

Introduction to Accounting

Typically offered: fall, spring

This course provides an introduction to the fundamental concepts of financial accounting and focuses on the development, analysis and use of financial reports. It emphasizes accounting as the process through which relevant financial information concerning an economic entity is recorded and communicated to different parties, such as stockholders, creditors, tax authorities, investors, etc. The underlying rationale of accounting principles is discussed, aiming to provide students with a clear understanding of accounting concepts. In this course students learn about the relevance and informativeness of financial statement for decision making, as resource allocation, evaluation and contracting activities. In addition to text-oriented materials, the classes also include cases so that students can discuss applications of basic concepts, actual financial reports, and articles from newspapers.

ECON-UH 1501

Managerial Economics

Crosslisted with Economics

ECON-UH 2510

Foundations of Financial Markets

Prerequisites: BUSOR-UH 1501, SOCSC-UH 1010Q and SOCSC-UH 1111
Crosslisted with Economics

ECON-UH 3513

Advanced Investments

Prerequisite: ECON-UH 2020 or SOCSC-UH 3220
Crosslisted with Economics

LAW-UH 2126JX

International Commercial Arbitration, with an Eastern Perspective

Crosslisted with Arab Crossroads Studies; Legal Studies

SOCSC-UH 1111

Markets

Crosslisted with Economics; Leadership and Social Entrepreneurship; Social Research and Public Policy

SRPP-UH 1617

Sociology of Entrepreneurship

Crosslisted with Leadership and Social Entrepreneurship; Social Research and Public Policy

EDUCATION COURSES

EDUC-UH 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

ECON-UH 3710

Economics of Education

Prerequisites: ECON-UH 2010 and (ECON-UH 2020 or SOCSC-UH 3220)
Crosslisted with Economics

SRPP-UH 2620

Education and Society

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

SRPP-UH 2624JX

Disability in a Global Context: Advancing Inclusion in the UAE

Crosslisted with Arab Crossroads 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 2111

Europe in Crisis: Brexit and the Future of the EU

Offered occasionally

2 credits

On 29 March 2019, the United Kingdom will “leave the EU”, “abandon the EU”, “chart a new course outside the EU”, or “renegotiate its relationship with the EU”. This course seeks to provide students with an unparalleled examination of the political, economic, media, social and cultural factors of what is the most impactful decision in the last quarter-century of European history. Interaction with and instruction by influential people across cultures and countries will provide students with an unprecedented opportunity to learn from leaders who shape and wield considerable influence in a myriad of fields.

LEAD-UH 3001

Business Acceleration and Disciplined Entrepreneurship

Offered occasionally

This course provides a framework for teams to move from 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 are 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

Nature of Disasters: Coverage of Climate, Calamity and Conflict in the Media

Typically offered: January

This three-week course will analyze how the definition of news determines the media's treatment of nature, natural disasters and conflict, and look into how social media is changing journalism itself. Students will explore historical case studies of the mass media's coverage of climate change, earthquakes, political crises, refugee emergencies, and war. They will look at ways in which the media can function as an early warning system for future disasters, slowly unfolding political processes, and the gradual degradation of nature. Is the media responsible in promoting economic development models that have threatened nature? Why it is important not to separate the ecology and economy in national plans, higher studies, and media coverage. Students will discuss how reporters can cover nature more holistically by re-orienting themselves to cover silent, slow emergencies, and even predict future disasters. They will examine new portals trying to extend the media's attention span, and thereby the lifespan of stories.

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 Aidi, 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.

MCC-UH 1008J

Narrating Migration

Typically offered: January

Crosslisted with Core: Cultural Exploration and Analysis; Film and New Media

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.

MCC-UH 1009J

Reporting Sydney

Typically offered: January

How does a writer from abroad, a stranger in a strange land, get to know an unfamiliar city or country? How does a journalist posted overseas or even to the country right next door get to know the landscape and the people? Is it possible to write fairly about an unfamiliar culture? Is it possible, or even necessary, to leave our own cultural assumptions behind? Is it possible to avoid the pitfalls of “parachute” journalism and take the time to know a culture from within? What does it mean to be an outsider? A tourist? A journalist? What are the special challenges of reporting in an unfamiliar 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—inform our experience of other cultures and the world. You will experiment with various forms of journalistic and essay writing, engaging with Sydney and yourselves.

CCEA-UH 1002J

Narrative, Media, and Technology

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

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

CSTS-UH 1073

Law, Media and Changing International World Order

Typically offered: spring

Crosslisted with New Core: Structures of Thought and Society; Film and New Media; Legal Studies; Museum and Curatorial Studies

ENGR-UH 3620

Analog and Digital Communication Theory

Prerequisite: ENGR-UH 3610

Crosslisted with 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 1110

Cinema and New Media

Crosslisted with Film and New Media

FILMM-UH 3110

Theories and Methodologies of Film and New Media

Recommended Prerequisite: FILMM-UH 1011 and/or FILMM-UH 1013X

Crosslisted with Film and New Media

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 1102J

Is it Only Personal: The Role of “The Column” in Public Discourse

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

LITCW-UH 1501

Feature Writing

Crosslisted with Literature and Creative Writing

LITCW-UH 1502

Travel Writing

*Prerequisite: Any Creative writing course taken at NYUAD or anywhere in the GNU
Crosslisted with Literature and Creative Writing*

POLSC-UH 3312J

Social Media and Political Participation

Crosslisted with Political Science; Social Research and Public Policy

VISAR-UH 2110

Photography as Art and Practice

Prerequisite: VISAR-UH 1010

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 2003J

Museum History, Theory, and Practice:

Case Study, Paris

Crosslisted with Art and Art History;

Heritage Studies

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

CSTS-UH 1073

Law, Media and Changing International

World Order

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

FILMM-UH 1115

Introduction to Film and New Media Curating

Crosslisted with Film and New Media

HERST-UH 1300J

Places of Human Suffering as Global Heritage Sites

Crosslisted with Heritage Studies

HERST-UH 1500

Shipwrecks and Seascapes

Crosslisted with Heritage Studies

HERST-UH 2300JX

Sharing Heritage of the Arabian Trade Routes

Crosslisted with Arab Crossroads Studies; Art and Art History; Heritage Studies

PREMEDICAL AND HEALTH STUDIES COURSES

SUGGESTED COURSES FOR APPLICATION TO MEDICAL SCHOOL

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:

BIOL-UH 2010

Human Physiology

Crosslisted with Biology

CHEM-UH 3020

Biochemistry: Macromolecular Structure and Function

Crosslisted with Biology, Chemistry

CHEM-UH 3021

Biochemistry: Metabolism

Crosslisted with Biology, Chemistry

PSYCH-UH 1001

Introduction to Psychology

Crosslisted with Biology, Psychology

MATH-UH 1003Q

Introduction to Probability and Statistics

Or an alternative statistics class such as

SOCSC-UH 1010Q

Crosslisted with Mathematics

SRPP-UH 2617J

Global Burden of Non-communicable Diseases

Crosslisted with Social Research and Public Policy

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 schools.

The January Term includes options to study outside of Abu Dhabi and participate in community-based learning experiences. Some J-Term courses that are based in Abu Dhabi include international travel to places such as India, Nepal, Oman, Sri Lanka and Greece. Other J-Term courses are offered at NYU's global sites around the world.

Intellectually linked to their locations, the courses take advantage of local resources; explore the history, culture, economy, and society of the host communities; and often involve collaborative activities with local students and faculty. These courses illuminate the interdependence of local knowledge and global awareness while fostering cross-cultural research and insights into complex, global issues.

Students are required to complete three J-Term courses, including one in the first year. In the absence of an approved, compelling reason such as a study-away calendar conflict, students must complete their two remaining January Terms during their second and third year of enrollment. Seniors are eligible to take a fourth J-Term course only if they can demonstrate an academic need related to their progress towards graduation.

Students may take a maximum of two Core courses during January Term, and they must be in different Core categories.

Among their three January Term courses, students are permitted only one course at an NYU global site and only one Abu Dhabi-based course that includes a regional seminar. Students entering Fall 2015 or earlier are subject to different Term location limitations.

The application deadline for January Term is September 15.

Questions about January Term should be directed to the Office of Global Education, which coordinates the program.

NYU New York and NYU Shanghai students are welcome to apply for NYUAD January Term courses. Applications for participation in January Term courses are due October 1. Interested students must meet all application conditions and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway.nyuad@nyu.edu.

JANUARY 2019 COURSES

January 2020 offerings will be available at www.nyuad.nyu.edu in late summer 2019.

COURSES IN ABU DHABI

ARABL-UH 2210J

Colloquial Arabic: Emirati Dialect

BUSOR-UH 1005J

Language of Business

CDAD-UH 1005EJQ

Forensic Science (Guilty or Not Guilty?)

CDAD-UH 1009EJQ

Behavior

CDAD-UH 1011EJQ

Observing the Universe

CDAD-UH 1022JQ

Sustainable Development

CDAD-UH 1026EJ

Water, Energy, Food Nexus

CSTS-UH 1020J

Surveillance and Privacy

CSTS-UH 1054J

Green Mobility and Cities

CSTS-UH 1064J

Well-Being and the Design of the Built Environment

ENGR-UH 1021J

Design and Innovation

IM-UH 1512J

Super-human

LAW-UH 2011J

Constitutional and Administrative Law

LAW-UH 2120J

Law in Entrepreneurship

LITCW-UH 1102

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

MATH-UH 1009JQ

Integral Calculus

MCC-UH 1008J

Narrating Migration

PHIL-UH 1110J

The Meaning of Life

POLSC-UH 2322J

Civil Liberties: Legal and Moral Perspectives

POLSC-UH 2323J

Suffering and Politics

POLSC-UH 2324J

Politics of Belonging. Kinship, Citizenship, Communities and Nations

POLSC-UH 2524J

Space Diplomacy

POLSC-UH 2525J

Power Relations Theory

SRPP-UH 1814J

Language, Religion and Ethnicity

SRPP-UH 2213J

Sports and Society

SRPP-UH 2622J

Seminar in Sociogenomics

SRPP-UH 2624JX

Disability in a Global Context

SRPP-UH 2625JX

Making Women Matter: Case Studies from the GCC

COURSES IN ABU DHABI WITH INTERNATIONAL TRIPS

ANTH-UH 2117J

Migration and Displacement across the Red Sea

ARTH-UH 1115JX

Islamic Architecture: Formation to Revival

ARTH-UH 2115J

Gardens of Eden

CADT-UH 1031J

How Movement Makes Meaning

CDAD-UH 1020JQ

Challenges in Global Health

CDAD-UH 1035J

Human Prehistory: A Unified Approach

CDAD-UH 1036EJQ

Community-Driven Development

CSTS-UH 1019J

Aristocrats

CSTS-UH 1032J

City in Crisis

CSTS-UH 1033J

Culture and Context in Psychology

CSTS-UH 1070J

Justice, Membership and Migration

CSTS-UH 1071J

Biotechnology and Society

ECON-UH 2513J

Social Entrepreneurship for Economic Development (SEED): India

EDUC-UH 1001J

International Peacebuilding

HIST-UH 3317J

A History of Economic Thought

HIST-UH 3715JX

Mongol Empire and its Legacy: Arab Crossroads

LAW-UH 2126JX

International Commercial Arbitration, with an Eastern Perspective

MCC-UH 1003J

The Nature of Disasters: Coverage of Climate, Calamity and Conflict in the Media

MCC-UH 1006J

Reporting Morocco

PEACE-UH 1115J

Arts for Transformation: The Case of Cambodia

POLSC-UH 2325J

Revolution

SOCSC-UH 3221EJ

Experimental Methods in Social Sciences: Taking the Lab to the field in India

SRPP-UH 2623J

Cultures of Addiction: A Bio-Social View

THEAT-UH 1125J

Dramaturgy of Disruption

VISAR-UH 1116J

Inside Out - When Art Reflects the Self

WRIT-UH 1002J

The Quill and Chisel

WRIT-UH 1003J

Global Discoveries and Dialogues: Histories of and in Greece

STUDY AWAY J-TERM COURSES

ACCRA

AFRST-UH 1110J

Interdisciplinary Introduction to African Urban Studies

ECON-UH 1410J

Research Design, Fieldwork, and Data Analysis for Development Economics

BERLIN

CCEA-UH 1079J

Art, Education and Barbarism in Berlin

PSYCN-UH 1001J

Cognition in Berlin

FLORENCE

HIST-UH 3321J

Atlantic Moments in the Making

MATH-UH 1009JQ

Integral Calculus

POLSC-UH 2313J

Introduction to Machiavelli

SRPP-UH 1610J

Child Development and Social Policy in a Global Society

LONDON

IM-UH 1300J

Immersive Storytelling

URBAN-UH 1122J

Contested Cities: Difference, Inequality, and the Metropolis

MADRID

CSTS-UH 1072J

Surveillance, Sousveillance

NEW YORK

ARTH-UH 2122J

The Age of Warhol

BUSOR-UH 1001J
Principles of Marketing

HERST-UH 1301J
Cultural Heritage in Conflict

LITCW-UH 1103J
James Baldwin's Global Imagination

POLSC-UH 3312J
Social Media and Political Participation

PARIS

HERST-UH 2301J
**Museum History, Theory, and Practice:
Case Study, Paris**

THEAT-UH 1516J
**Experimental/Avantgarde Performance:
Paris Now, New York 1960s-70s**

PRAGUE

CSTS-UH 1055J
Is Liberalism dead?

SHANGHAI

CSTS-UH 1026J
Children and Childhood

CSTS-UH 1030J
Nature of Inequality

FILMM-UH 1118J
Shanghai Cinema Legacy

SYDNEY

CCEA-UH 1068J
**City of Encounters: Literatures of Indigeneity,
Migration and Settlement**

MCC-UH 1009J
Reporting Sydney

WASHINGTON, DC

CDAD-UH 1038J
Evolution of Human Genomic Variation

POLSC-UH 2420J
Who are you Israel?

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. Students are limited to a single four-credit course or two 2-credit courses. 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

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. 479–484.

Global Pathways for Study Away:

NYUAD deans and faculty have identified site preferences within the NYU global network for NYUAD majors with an eye toward developing students as well rounded scholars of the liberal arts and sciences, highly competent producers of knowledge in a field of specialization, and socially responsible members of any community they choose to join. These paths represent general directions for study away in the major and are available on the NYUAD Student Portal. Students work with their faculty mentors to determine what is appropriate for their individual academic program.

Alternative Study Away Programs:

The majority of NYUAD students will study away at one or more of the NYU global academic centers to take advantage of the unique curricular and technological offerings of NYU's global network. However, if a student's academic program would significantly benefit from instruction not available at the NYU global network sites or in Abu Dhabi, he or she may petition the Office of Global Education to attend an alternative study away program. For example, students may wish to spend a semester studying at the top university in their home country to connect to scholars and leaders in their discipline, join a distinctive, local research project, or use their native language skills at the highest level of critical thinking.

GENERAL STUDY AWAY POLICIES

Preparation: Careful academic and logistical preparation is required for students who intend to study away. Students must attend group and individual study away advising sessions and consult with their faculty mentors early in their academic careers to be certain study away experiences can fit well with their major requirements and progress toward graduation. Some programs have specific prerequisites, including the completion of courses related to a particular language, region, culture, discipline, research methodology, or issue.

Academic Credit: Academic credit from study away programs within the NYU global network is treated like credit awarded for coursework at NYU Abu Dhabi. All courses from study away programs are recorded on the student's transcript. Grades from NYU global network sites, January Term courses or other credit-bearing programs taught by NYU Abu Dhabi or NYU faculty are recorded on the transcript and factored into a student's NYUAD grade point

average. Credit for courses taken at non-NYU or non-NYUAD programs is subject to the 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

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 available summer courses and/or summer undergraduate research opportunities in Abu Dhabi. Interested students must meet all application criteria and deadlines. For information about study away options at NYU Abu Dhabi, please contact studyaway@nyuad.nyu.edu.

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 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 7-week Physical Education classes. Students can also earn PE credit by participating in intercollegiate sports. Students interested in joining an intercollegiate team should contact nyuad.athletics@nyu.edu to request information before team rosters are set for the competitive season. All Physical Education classes are non-credit and graded on a pass/fail basis. These classes do not appear on 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 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 1010

Women Only Dance

Offered occasionally

This is a women's only course that introduces students to dance by exploring elements of a variety of dance styles and practices through hands-on experiences, movement explorations, dance-making and discussions. Students will be engaged with the art form and move toward a fuller appreciation of the influence of dance in our everyday lives as well as a reflection and expression

of the world we live in. Dance styles include, but are not limited to, hip-hop, belly dancing, modern ballet and jazz.

PHYED-UH 1011

Jiu Jitsu

Typically offered: fall

Jiu Jitsu is a strategic grappling sport where one manipulates an opponent's force against her/himself rather than confronting it with one's own force. Individuals will learn how to apply the fundamental techniques of Jiu Jitsu, including positioning, leverage, joint locks, escapes, submissions, and self-defense.

PHYED-UH 1012

Women Only Yogalates

Offered occasionally

Pilates is a conditioning program emphasizing the concepts of core strength and stabilization. Through highly focused and controlled movements, individuals experience increased body awareness, flexibility, coordination, and strength. In the yoga portion of this course, individuals learn the basic disciplines of yoga, focusing on body awareness, beginning yoga postures, breathing, and relaxation skills. Upon successful completion, students 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 only course.

PHYED-UH 1013

Beginner Golf

Typically offered: fall, spring

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

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

iTriathlon Training

Offered occasionally

This challenging class is appropriate for students of all 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. The class will culminate with students completing an iTri which consists of a

10 minute swim, 10 minute transition, 30 minute Techno Gym bike ride, 5 minute transition and a 15 minute run on the indoor track.

NOTE: All Students must pass the advanced swim test in the first class session.

PHYED-UH 1016

Women Only 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 only 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 weightlifting program and proper execution and techniques for safe and effective strength training. Students will be encouraged to explore their personal health and fitness goals and how strength training may be incorporated into their lifelong fitness plan.

PHYED-UH 1021

Women Only Performance Boxing

Offered occasionally

The aim of this course is to gain a greater understanding of boxing technique and how to adapt authentic boxing training for pure fitness. Boxing for fitness is fun and at the same time builds muscle strength, improves body tone, promotes cardiovascular health, and enhances confidence. This is a women's only course.

PHYED-UH 1022

Yoga

Typically offered: fall, spring

Yoga will commence with an introduction to yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body's capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1023

Badminton

Typically offered: fall, spring

This course is designed to introduce basic badminton skills, techniques, rules and strategies for singles and doubles play with a focus on development of various strokes, serves, and offensive and defensive strategies. No previous experience necessary.

PHYED-UH 1024

Running 101

Typically offered: fall, spring

Through this course, students will become educated in proper running form and efficient running. Students will learn how to prepare for a race, 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

This course provides personalized instruction at a basic level, allowing beginner climbers to develop a solid foundation upon which to build more advanced climbing knowledge and skills.

PHYED-UH 1028

Indoor Cycling

Typically offered: fall, spring

The purpose of the course is to provide students with proper techniques of cycling and a variety

of training methods to maintain or improve cardiovascular and neuromuscular health through instructor guided activities. Principles, techniques, and safety practices of cycling will be taught throughout the course.

PHYED-UH 1030

Women Only Yoga

Offered occasionally

This course will commence with an introduction to the Yoga practice, infusing breathing techniques, physical movement, detox, meditation, strength, flexibility & balance conditioning with balance of body and mind. This program will allow students to work within their own individual body's capacity to ultimately let go of any physical or mental barriers.

PHYED-UH 1031

Introduction to Sports Medicine

Typically offered: spring

This course provides an overview of the various fields of athletic training and sports medicine. Students will learn how to use training equipment and materials, procedures for athletic training and the role of trainers as care providers. They will examine the organization, regulations and ethics that govern this profession.

PHYED-UH 1036

Intermediate Tennis

Offered occasionally

This class will focus on the different types of spin, serves, and strokes of tennis as well as strategies involved in both doubles and singles. This class will help you take the necessary steps to advance your tennis game. NOTE: Students are required to have some experience with tennis basics.

PHYED-UH 1037

Open Water Sports

Typically offered: spring

This course is taught at the beach, both on the sand and in the water. Topics include basic water safety skills, swimming, and the foundations of stand up paddleboarding (SUP) and kayaking. Students will participate in both dry-land and water based exercises/games 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

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

Women Only Fitness

Typically offered: fall, spring

This introductory course orients students to the various exercise equipment and fitness classes offered at NYUAD and provides a framework for the students to design their own personal fitness programs. Through strength and cardio training, Kettlebells, spinning, yoga and pilates, students will learn how to exercise safely and effectively to maximize progress. The guided and progressive workouts teach individuals to achieve personal fitness goals by creating and implementing healthy fitness routines. This is a women's only course.

PHYED-UH 1042

Ballet for Beginners

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 as well as the rules and scoring. No previous experience necessary.

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

Karate for Beginners

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 marital 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 1052

World Dance for Beginners

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

Partner Dance for Beginners

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

Pop Choreography for Beginners

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

Women Only 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 only course.

PHYED-UH 1058

Women Only 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 both male and female students.

PHYED-UH 1059

Jedi Training

Typically offered: fall

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 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

Women Only 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 only course.

PHYED-UH 1065

Women Only 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 only female students.

PHYED-UH 1066

Women Only Beginner Rock Climbing

Typically offered: fall

This course provides personalized instruction at a basic level, allowing beginner climbers to develop a solid foundation upon which to build more advanced climbing knowledge and skills. This class is open to only female students. Please note that unlike other women's only classes this course does not take place in a private setting.

PHYED-UH 2001

Men's Intercollegiate Badminton

Typically offered: fall

Participate as a team member in the Men's Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2002

Women's Intercollegiate Badminton

Typically offered: fall

Participate as a team member in the Women's Intercollegiate Badminton team for at least one (1) season.

PHYED-UH 2003

Men's Intercollegiate Basketball

Typically offered: fall

Participate as a team member in the Men's Intercollegiate Basketball team for at least one (1) season.

PHYED-UH 2004

Women's Intercollegiate Basketball

Offered occasionally

Participate as a team member in the Women's Intercollegiate Basketball team for at least one (1) season.

PHYED-UH 2005

Men's Intercollegiate Cricket

Offered occasionally

Participate as a team member in the Men's Intercollegiate Cricket team for at least one (1) season.

PHYED-UH 2007

Men's Intercollegiate Soccer

Typically offered: fall

Participate as a team member in the Men's Intercollegiate Soccer team for at least one (1) season.

PHYED-UH 2008

Women's Intercollegiate Soccer

Offered occasionally

Participate as a team member in the Women's Intercollegiate Soccer team for at least one (1) season.

PHYED-UH 2009

Men's Intercollegiate Table Tennis

Typically offered: fall

Participate as a team member in the Men's Intercollegiate Table Tennis team for at least one (1) season.

PHYED-UH 2011

Men's Intercollegiate Volleyball

Offered occasionally

Participate as a team member in the Men's Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2012

Women's Intercollegiate Volleyball

Offered occasionally

Participate as a team member in the Women's Intercollegiate Volleyball team for at least one (1) season.

PHYED-UH 2013

Men and Women's Intercollegiate Swimming

Offered occasionally

Participate as a team member in the Men and Women's Intercollegiate Swim team.

PHYED-UH 3001

Men's Intercollegiate Badminton II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Badminton team for at least one (1) additional season.

PHYED-UH 3002

Women's Intercollegiate Badminton II

Offered occasionally

Participate as a returning team member in the Women's Intercollegiate Badminton team for at least one (1) additional season.

PHYED-UH 3003

Men's Intercollegiate Basketball II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 3004

Women's Intercollegiate Basketball II

Offered occasionally

Participate as a returning team member in the Women's Intercollegiate Basketball team for at least one (1) additional season.

PHYED-UH 3005

Men's Intercollegiate Cricket II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Cricket team for at least one (1) additional season.

PHYED-UH 3007

Men's Intercollegiate Soccer II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 3008

Women's Intercollegiate Soccer II

Offered occasionally

Participate as a returning team member in the Women's Intercollegiate Soccer team for at least one (1) additional season.

PHYED-UH 3009

Men's Intercollegiate Table Tennis II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 3010

Women's Intercollegiate Table Tennis II

Offered occasionally

Participate as a returning team member in the Women's Intercollegiate Table Tennis team for at least one (1) additional season.

PHYED-UH 3011

Men's Intercollegiate Volleyball II

Offered occasionally

Participate as a returning team member in the Men's Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 3012

Women's Intercollegiate Volleyball II

Offered occasionally

Participate as a returning team member in the Women's Intercollegiate Volleyball team for at least one (1) additional season.

PHYED-UH 3013

Men and Women's Intercollegiate Swimming II

Offered occasionally

Participate as a returning team member in the Men and Women's Intercollegiate Table Tennis team for at least one (1) additional season.

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).

AEP COURSES

HISTN-UH 1001

Identity

Typically offered: fall

2 credits

The latter half of the twentieth century witnessed the emergence of mass political movements grounded in claims about the injustices perpetrated upon specific social groups (women, racial/ethnic minorities, indigenous groups, the LGBT community etc). These movements are supported by – and contribute to – a growing literature concerned with the character of the identities being defended. As the concept of ‘identity’ has become indispensable to contemporary political discourse, this course broadly explores the origins and evolution of various categories to which the concept of ‘identity’ has been affixed (gender, race, ethnicity, nationality, class, and sexuality). It describes the emergence and evolution of various categories of identity, tracing a long arc from the Neolithic Revolution to the present. By exploring how identities have been negotiated in a variety of contexts, this course aims to highlight that identities are fluid, socially-constructed, relational, and contextual.

HISTN-UH 1002

Journeys and Emancipations

Typically offered: spring

Journey narratives have been a staple of literature since antiquity. Whether in epics or myths, letters or journals, the journey has served as a metaphor for both the passage of time as well as different levels of consciousness. It has symbolized the search for meaning and expressed cultural values. This course invites students to reassess the critical importance of the journey—both literal and metaphorical—to the human experience through an examination of the journeys of literary characters, capital, and ideas. Moreover, through an examination of the stories of migrants, travelers, combatants, and prisoners, it will nurture an appreciation for how texts can represent multiple journeys within narratives of imprisonment, emancipation, and self-discovery.

WRIT-UH 1000

AEP/ESP Methods of the Written Voice

Typically offered: fall, spring

0 credits

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

2 credits

This course explores memory and the construction of identity, both personal and collective, within the human experience in relation to that of others and the world around us. Students will consider not only the personal and historical experiences that inform these works, but also how texts are produced, disseminated, received. Writing assignments will correspond to reading assignments and engage students in the practice of responding to written, oral and visual texts. The course is designed to engage students in the understanding of thinking through writing, creating and crafting an essay, using evidence, and moving to the stages of revision to achieve clarity and fluency throughout the writing process.

WRIT-UH 1002J

Global Discoveries and Dialogues: The Quill and Chisel

Typically offered: January

“Global Discoveries and Dialogues” examines the case for the “universal museum” through the twin lenses of global history and global heritage management. It explores different approaches to memorialization, and considers how to strike an appropriate balance between the desire to showcase “golden ages” and the responsibility to restore silenced voices. The course will begin an end with discussions of different approaches to memorialization and historical contexts. Between these discussions, students will divide into two sections, each of which will consider these questions in specific contexts. Students will visit museums and cultural landmarks, attempting to address the central questions in seminar discussions, within their journals, in blog posts, in oral presentations, and in two formal papers.

WRIT-UH 1003J

Global Discoveries and Dialogues: Histories of and in Greece

Typically offered: January

Histories of—and in—Greece considers the place of suppressed Byzantine, Ottoman, Jewish, and refugee histories within “Greek history” through an exploration of a diverse group of landmarks in Athens and Meteora. In doing so, it challenges students to establish criteria for determining

whether these sites and their attached histories have a larger significance, “outstanding universal value,” and “importance to the collective interests of humanity.”

WRIT-UH 1010

AEP/ESP Writing Tutorial: Research Methods and Writing Process

Typically offered: spring

O 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

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 non-credit summer research opportunities that provide independent or directed research and include structured development in the skills required to perform those activities. Students also have the opportunity to apply for competitive Conference Grants to participate in conferences and at other venues where they can showcase their research and creative activities. The support is offered to students across all divisions.

REGIONAL ACADEMIC SEMINARS

An important part of NYUAD’s educational mission is the discovery of the historic, culturally varied region where it is located. Regional academic seminars are a feature of the NYUAD curriculum and enable

students to connect their academic studies with on-the-ground exploration of the UAE and the region. NYUAD's global crossroads 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 and spring breaks and in January Term, although some courses incorporate day and overnight fieldwork travel during weekends.

In academic year 2017–18, regional seminars were organized to twenty countries including Bahrain, Cambodia, China, Djibouti, Ethiopia, Germany, Greece, India, Italy, Japan, Jordan, Kuwait, Nepal, Oman, South Africa, Sri Lanka, Tanzania, Uganda, and Uzbekistan 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 Farm, and Bastakia area in Dubai; the Museum of Islamic Civilization in Sharjah; Masdar Institute and City, Al Wathba Wetlands Reserve, the World Future Energy Summit, and Yas Island mangroves among numerous sites and events in Abu Dhabi.

DIRECTED STUDY

Directed Study is intended for advanced students with a well-defined interest in a subject and the preparation to undertake advanced, independent work. This program allows students to pursue areas of interest that are not served by existing courses and to work closely with a faculty member. Directed Study requires regularly scheduled weekly sessions with the supervising professor and normally involves research.

The approval process for a Directed Study must be completed prior to the applicable course registration period. A student or group of up to three students interested in pursuing a Directed Study should secure preliminary approval through the Office of the Registrar before working directly with a faculty member to develop a detailed syllabus for review by the Office of Academic Administration and the appropriate divisional dean.

Individual divisions and programs may place restrictions on participation in Directed Study experiences as appropriate. Students may take no more than one Directed Study per academic term and at most two such courses in total. NYU Abu Dhabi does not ordinarily cover the costs of books or other course materials for Directed Studies.

Directed Study experiences are usually led by faculty of NYU Abu Dhabi. However, when appropriate, members of the NYUAD Institute, and faculty at NYU's campuses around the world may serve as directed study instructors. If the professor is not in Abu Dhabi, the weekly meetings take place by regularly scheduled videoconference or teleconference sessions. Directed Studies are not generally allowed to substitute for regular NYUAD course offerings.

Individual academic programs may set minimum academic requirements for participation in a directed study. Directed Study experiences may not generally be used to satisfy requirements for New York- or Shanghai-based minors.

SUMMER OPPORTUNITIES PROGRAM

Through a competitive application process that begins early in the spring semester, students can gain access to grants for various summer opportunities: research, internships, and courses. Research must be done under the direct supervision of a faculty member, while internships must have a professional supervisor. These opportunities can be pursued anywhere in the world. Summer courses—designed to make up for missing credits or catch-up on course work—are primarily offered in New York, Abu Dhabi, and Shanghai.

WRITING CENTER

NYU Abu Dhabi provides students with resources to support their development as communicators, scholars, and global citizens able to articulate their ideas to a 21st century international audience.

The Writing Center is central to this support. The Writing Center is a co-curricular initiative designed both to assist undergraduates with writing across the curriculum and to implement the Writing Program's pedagogy. It is crucially positioned to serve the needs of writers working across a range of disciplines, genres, and rhetorical conventions.

Located in the Library, the NYUAD Writing Center offers one-on-one consultations with a team of Writing Instructors and peer tutors. The Writing Center believes that every writer needs a reader, so Writing Center consultations are designed to aide and develop the writer's project at any stage

of the process—from brainstorming to fine-tuning, from developing a motive and a thesis to integrating sources ethically. The Writing Center offers support for writing, oral expression, and English Language Learning issues. As the hub for a culture of writing on campus, throughout the year the Writing Center hosts workshops, writing boot camps, and events leading up to finals and capstones.

Writing Instructors consult on all types of writing assignments, papers, and projects. Students can make walk-in appointments or schedule them via the Writing Center website under the student portal. Writing Instructors are deeply experienced readers and writers who can help students develop strategies for revising, improving specific writing skills, or better understanding a student's own writing process. Students from any field or discipline are welcomed to visit The Writing Center at <https://nyuad.mywconline.com>.

NYUAD LIBRARY

The NYUAD Library is your gateway to the world of research, scholarship, and communication.

Creative use of technology to connect NYU Abu Dhabi, NYU New York, and other NYU academic centers is a hallmark of NYU Abu Dhabi. Electronic classrooms, video conferencing, and pervasive wireless technology advance inquiry-based education, meld living and learning, and promote interaction between students and faculty on different continents. The breadth of its resources is on a level with the world's finest universities and research centers.

The NYUAD library supports learning and research by providing in-depth access to the world of scholarly information. The on-campus collection of essential

books is complemented by rapid access to NYU's holdings of over 5 million volumes and 130,000 video and audio recordings. The library purchases books as required to save time and increase convenience for researchers. Digital library services provide students and faculty with library access anywhere and anytime, whether on campus or off site. The library also holds digital versions of virtually all of the world's scholarly journals and periodicals. The library acquires new items continuously and honors special requests for material from students and faculty.

Specialist librarians and technology experts are available to accelerate the discovery, use, and sharing of vital information. The library staff offers instructional sessions, and online or in-person tutorials. Librarians work directly with students at the library service desk, or by appointment, to assist with specific research needs. The latest tools for organizing, analyzing, and presenting knowledge are available at the library, and can be accessed 24 hours a day via the library's extensive online facilities. The library and NYUAD information technology services work together to provide opportunities to learn independently—or work collaboratively—in an environment rich in information and the technology needed to process text, images, sounds, and video. Beyond its virtual capabilities, the library provides physical spaces for engagement between faculty and students, complemented by quiet areas for concentration and contemplation. Group study rooms have large monitors and a broad selection of software packages that create a productive environment for completing team projects. Laptops, cameras, and audiovisual equipment are available for loan. Comfortable reading areas and views of the campus garden create a relaxed atmosphere for study. Learn more about the library's window to

the world of scholarly communication at nyuad.nyu.edu/academics/library.html.

NYU ABU DHABI INSTITUTE

The Institute sponsors and coordinates major academic conferences, research workshops, lectures, film series, and collaborates with the Art Gallery for exhibitions.

Through a comprehensive range of activities, the Institute forms an intellectual and programmatic link between NYU New York and NYU Abu Dhabi, and bridges and creates knowledge communities across the globe.

Research: A key element of NYU Abu Dhabi is a robust research environment, one that broadly represents the disciplinary areas in the undergraduate college, nurtures the development of graduate programs, and supports research of the highest quality on topics of importance and relevance to Abu Dhabi and to our world today. The NYUAD Institute provides research funding at a significant level and with exceptional continuity of support. Among the projects supported by the NYUAD Institute are studies in neuroscience (the Neuroscience of Language Laboratory, Computational Modeling of Cortical Processing); biosciences (Center for Genomics and Systems Biology); medical and health research (Public Health Research Center, Diabetes Research Center); social programs and policy research (Global TIES for Children); environmental science (Center for Prototype Climate Modeling, Center for Sea Level Change); technology (Center for Technology and Economic Development, Center for the Interdisciplinary Study of Security and Privacy); space sciences (Center for Space Sciences). The Library of Arabic Literature translation project and the Humanities Fellowship Program both aim to build research capacity in areas of the Humanities

that are relevant for the study of the Arab world; its rich intellectual, religious, and scientific history; its cultural and artistic heritage; and its interaction with other cultures. All faculty and students at NYU Abu Dhabi are actively encouraged to participate in the intellectual and scholarly opportunities afforded by the NYUAD Institute, through programming linked to faculty research interests, courses, and student Capstone Projects. NYUAD students are able to work in pioneering labs and research centers.

Scholarly and Public Programs:

The NYUAD Institute hosts public programs directed both to local audiences and to the worldwide academic and research communities of Abu Dhabi and New York. It is fast becoming a center of intellectual life bringing together faculty and students from institutions of higher learning throughout the region and inviting leaders of business, policy, and the interested public.

With locations in New York and Abu Dhabi, the NYUAD Institute forms an immediate intellectual and programmatic link between NYU's main campus in New York and Abu Dhabi, bringing the plenitude of NYU's renowned graduate and professional schools to the Gulf region. Themes of workshops and lectures organized by the NYUAD Institute have focused on, for example, the Coral Reefs of the Gulf; Nabati Poetry; the History of Science and the Arab world; Recent Developments in Genomics; Issues in Social Migration; Cultural Heritage; Electronic Music in the Middle East—and many other topics across a variety of academic disciplines and the arts.

For more information on NYUAD Institute, including the schedule of programs and information about past programs, please visit the Institute's website at nyuad.nyu.edu/institute.

Campus Life

ADVISEMENT AND MENTORING

NYU Abu Dhabi provides students with a unique network of faculty mentors and other advising resources through a variety of academic and administrative offices, supporting student learning, academic performance, and extracurricular exploration.

All first-year students are assigned a pre-major faculty mentor who serves as a general guide and resource for academic planning in the first few semesters while the student focuses on curricular exploration. Faculty mentors also help identify resources and opportunities available within NYU Abu Dhabi and the NYU global network that enhance students' undergraduate experiences, and can play a key role in helping students think about and plan for internships, special honors, regional and international academic competitions, and finding an appropriate balance between academic and extra-curricular activities.

The pre-major faculty mentor is not assigned based on a student's area of academic interest. However, upon declaring a major, students are reassigned to a major mentor in their chosen course of study. Major mentors assist students in planning for study away, preparing for the senior capstone experience, and selecting courses that further their post-graduate plans.

Staff advisors in the Office of Global Education provide additional support for students' study away planning. They meet individually with each first-year student to discuss study away broadly. During the sophomore year, they meet again with each student prior to that student's first study away experience to discuss study away plans for any semester in their junior year. These meetings augment NYUAD's online study away resources and help to assure

appropriate planning and course sequencing prior to studying away. They also assist students in making decisions that enhance the value of their study away experiences.

General advising and learning support is also provided through the Office of the Dean of Students, the Office of the Registrar, and the Office of Academic Administration.

In addition to participation in the non-credit first-year dialogue program that is designed to aid the transition to university life, all first-year students are encouraged to meet with Dean of Students Office staff to discuss their personal concerns. This office can assist students to refine study skills and improve time management, and offer other significant support that contributes to academic success. The Registrar provides support throughout a student's career with matters relating to course enrollment and interpretation of academic policies. The Vice Provost for Academic Affairs provides support to faculty mentors and works with individual students on a case-by-case basis as need arises.

MOSES CENTER FOR STUDENTS WITH DISABILITIES

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/students/communities-and-groups/students-with-disabilities.html>

ATHLETICS, INTRAMURAL SPORTS, AND RECREATION

In addition to required Physical Education courses (see pp. 437-443), the Department of Athletics, Intramurals & Recreation promotes health and fitness by engaging students in a wide variety of extracurricular activities. Dedicated staff and coaches provide quality programming, instruction and mentoring through intercollegiate sports, intramural, 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. Several established NYUAD student teams compete with other local universities through the Abu Dhabi Inter-University Sports League (ADISL), and growing interest in athletics has diversified the roster of team sports offered. 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. Additionally, students compete in a variety of individual athletic events around Abu Dhabi, the United Arab Emirates, and the surrounding region which includes 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.

FITNESS CENTER

The Fitness Center at NYUAD is not just an area to develop physically; it also provides a nurturing, challenging and supportive environment that enables students to grow

emotionally, personally and socially as part of their fitness journey. For many students, the fitness center offers opportunities to forget the pressures of college life, develop new skills and find a life-long passion for an active lifestyle. Our diverse team of dedicated professionals support student growth through Personal Training, Group Fitness Classes, Physical Education, Women-Only offerings and specialized group activities.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) empowers NYUAD students and alumni to take first steps and next steps along meaningful career paths. A holistic approach to career development challenges students to think beyond a single internship to who they want to be and what they want to accomplish in their professional lives, both during their time at NYU Abu Dhabi and after graduation. From self-assessment, through graduate school and career research, to the application process and finding competitive scholarships, the CDC helps students every step of the way. Whether in one-on-one advising appointments, in workshops or events, the CDC pushes students to define and realize their own success.

Annual signature events—including Opportunities Fair, Graduate School Weekend, and Networking Night—bring representatives from various companies and graduate schools globally to connect NYUAD students to the world of work and graduate education. The CDC curates a diverse array of resources to help students find relevant career-related information. These resources are extended through strong partnerships with NYU counterparts at NYU New York, NYU Shanghai, and all of NYU's global network sites

Handshake! online software acts as a hub for accessing part and full-time jobs, internships, and other opportunities, both locally and globally. Available to all NYUAD students, it allows free access to subscription-based career resources, such as Going Global, My Big Interview, and Vault Career Insider. By graduation, NYUAD students have had the opportunity to develop strong professional skills and confidence in preparation for their life beyond Saadiyat.

COMMUNITY OUTREACH

The Office of Community Outreach (OCO) develops mutually beneficial partnerships to foster a deep commitment to civic engagement and service. We design volunteer opportunities to help students engage with the UAE through meaningful community involvement, embrace the rich diversity of the emirates, and cultivate ethical and inclusive leadership to strengthen their local, regional and global communities.

Students can expand their community network and feel more at home by joining 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 girls 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). In response to students looking to gain experience in nonprofit administration, the OCO has developed 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.

OFFICE OF FIRST YEAR EXPERIENCE (OFYE):

The Office of First Year Experience supports first year transition into the intellectual, social, and cultural community of NYUAD. First year programming enables students to find a sense of home away from home, learn from their own process of adjustment, and make the most out of their NYUAD journey from Marhaba to Ma'a Salama.

Key programs include:

- Marhaba—Ma'a Salama, meaning ‘welcome’ in Arabic, is a mandatory orientation program for all first year students. The program comprises of sessions led by faculty, administration, and student leaders to help first year students to find out about essential campus resources; learn how to navigate their first semester at university; and feel more connected to one another as well as the broader NYUAD community. Marhaba programming will help first year students reflect on the experience

of being new to campus and prepare themselves for their adjustment to NYUAD.

- First Year Dialogue—First Year Dialogue is a semester-long program that supports first-year students' transition to university by connecting them to a group of peers in their first semester at NYUAD. The program consists of bi-weekly small group discussions and off-campus outings led by an NYUAD upperclass student and a staff/faculty member. Through FYD, first-year students build strong intercultural relationships, explore cultural expectations and visit different parts of Abu Dhabi together, and learn more about campus resources.
- Istakshif—This event welcomes first year students back to NYUAD after Winter Break. 'Istakshif' is the Arabic word for 'explore,' and the event is a reflective scavenger hunt around Abu Dhabi, in which students work together in teams to curate a journey through the city. They challenge yourselves to engage with different parts of the city and with their community in playful ways.

STUDENT HEALTH AND WELLNESS CENTER

Located on the ground floor of the Campus Center, the Health and Wellness Center (HWC) 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 Student Health and Wellness 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 and Wellness 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 and Wellness Center at 02 628 8100 during regular working hours. The Health and Wellness 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.

HEALTH PROMOTION

The Health Promotion Office (HPO) seeks to enhance the emotional and physical well-being of students so they can experience academic and personal success. Studies show that health and wellness issues impact college age students at a high degree, and that physical and mental health concerns are heightened when students enter college. The HPO, in collaboration with the peer support group, REACH, offer a wide range of

programs to address health-related concerns so students are empowered to make health-enhancing choices towards individual and collective well-being.

Some of these initiatives include:

- Adjusting to College
- Doggy Destress
- Sleep Workshops
- Redefining Success
- Love Your Body Week
- Sexual Health Education
- Self Care Workshops
- Sleep Workshops
- Consent Education
- Mental Health Awareness Week
- Bystander intervention Training

INTERCULTURAL EDUCATION & SPIRITUAL LIFE

The Office of Spiritual Life and Intercultural Engagement (SLICE) encourages meaningful, sustained engagement among members of the NYUAD community. We endeavor to create the conditions under which greater self-awareness and an understanding of others is cultivated, and where both our common humanity and our uniqueness are regarded with genuine respect.

SLICE connects NYUAD's educational and intercultural goals by creating seamless, inter-connected, and student-centered co-educational opportunities exploring matters of identity, diversity, and inclusion.

Critical to this mission is student understanding of self, and the cultural self in relation to others across various contexts. In order to support students in developing greater self-awareness, SLICE created Intercultural Competence Core Training (ICCT), a four-part series designed to deepen student competence across four capacities: intellectual curiosity, flexibility,

intercultural empathy, and authenticity. Participation in ICCT will position students to take advantage of the great diversity here at NYU Abu Dhabi and help to prepare them for their study away experiences across the NYU global network.

The Office has also introduced a Sustained Dialogue Project in an effort to engage students, staff, and faculty in conversation about issues affecting our campus community. Like most SLICE efforts, this initiative has been created specifically with our unique community in mind.

SLICE also recognizes and supports the spiritual development of its students, and seeks to create an engaging environment for their personal development. Students come to SLICE seeking a deeper connection to their faith traditions; others seek to explore alternative spiritual paths. NYUAD's Spiritual Life Advisor and the rest of the SLICE team provide guidance in contemplative inquiry, opportunities for dialogue and exchange of ideas as well as: assistance with getting connected with resources in Abu Dhabi and at NYU New York to support student personal and spiritual growth, ethical development, interfaith dialogue, and sense of well-being; referrals to local places of worship, religious, and social gatherings; and 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.

RESIDENTIAL EDUCATION

Living on campus can be one of the most exciting and meaningful experiences students have at NYU Abu Dhabi. Students have the opportunity to meet people from different parts of the world, make long-lasting friendships, and participate in

intellectual and social activities.

The Office of Residential Education supports student development by providing resources and implementing purposeful and engaging programs. The office sees the diverse spectrum of student interests as an opportunity to meet the individual and collective needs of our student body by fostering a welcoming living and learning residential environment.

A resident assistant (RA) lives on every floor in the student residences and acts as a trained peer leader. RAs create a sense of community among all of the residents on the floor by hosting several programs and floor meetings each semester. NYUAD RAs attend a rigorous selection and training process and are considered to be among the institution's student leaders.

The RAs regularly conduct a wide variety of social, cultural, and educational programs and activities designed for the entire school, specific years, or individual student floors. Programming led by RAs 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 host programs to connect and keep students engaged, such as College Cup, Midnight Breakfast, Highline Festival, movie nights, museum visits, and beach trips.

Other Residential Education-administered services include overseeing room selection, housing procedures, and general operational matters.

STUDENT ACTIVITIES

The Office of Student Activities offers a robust array of programs on campus and across the United Arab Emirates, while

also supporting a wide range of student-driven groups and initiatives. Throughout the year, the office organizes trips and activities for interested students to take advantage of the rich offerings of Abu Dhabi's recreational and cultural life. Through NYU Abu Dhabi's Kashtah trips, students can walk through an oasis in Al Ain, tour the Bastikiya area of historical Dubai, and camp in the mountains of Fujairah. Other opportunities such as Zuwara (visiting Emirati house), Hadeeth (conversations with notable Emiratis), Ahlan Ramadan, Sheikh Zayed Heritage Festival, and the Al Wathba Camel Races will help students become more deeply rooted in their college home. Students wishing to relax and unwind can join activities such as paintball, kayaking in the mangroves, or watching an exclusive screening of movie blockbusters.

The Office of Student Activities also works closely with NYUAD's Student Government to support new clubs and sponsor events on campus. In collaboration with Student Government, NYU Abu Dhabi currently recognizes more than 60 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. NYU Abu Dhabi also offers funding for student-led conferences including such past events as TEDxNYUAD (students inspiring people to make an impact), the Public Health Think Tank (developing health interventions for the United Arab Emirates), and Body Movements (international dance). Participation in SIGs, Student Government, and conferences is a great way to develop leadership skills and prepare for future careers.

If you're looking for places to meet up with friends or host events, there are several great

options. The Baraha (Campus Center, 2nd Floor) features comfortable sitting areas, a variety of tables games, and television service where you can watch news, sports, or current events with friends. Our nearby Student Activity Rooms are each decorated in a unique way and lend themselves perfectly to group study sessions, small group meetings, and events. The new student union in D1 is also a prime location to gather together. Inside, you'll find lots of different places to relax, but the space is also fully kitted out for large-scale events with high-end lighting and sound equipment. If you're hungry, D1 also offers multiple options for a snack.

PUBLIC SAFETY

The Department of Public Safety consists of a team of highly trained and experienced security professionals dedicated to providing a safe environment for the community. Public Safety supports the University's students, faculty, staff, and visitors in a diligent and professional manner in order to preempt risks to public safety and respond to incidents which may jeopardize the health and safety of community members and/or integrity of university facilities.

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.

The Team has implemented various emergency response measures to ensure that robust protocols are in place for unforeseen crises. For example, in the event of an emergency the department has a mass notification system designed to alert the NYUAD community via text message, email, and voice message. 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 on 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 DPS at +971 2 628 7777
(87777)

Non-Life Threatening Emergencies: Call DPS at 87777

TRANSPORTATION

The New York University in Abu Dhabi Transportation Department is dedicated to providing safe and reliable transportation for the students, faculty, staff, and guests of the University. A shuttle bus service provides transportation from the Saadiyat Island campus to designated destinations throughout the city of Abu Dhabi and Yas Island. In order to utilize the transportation service, a valid NYUAD ID card must be presented when boarding any of the transportation vehicles.

Faculty and staff may request driver transportation via the transport request form on the intranet. The NYUAD Transportation Team help desk number is +971 2 628 4747 (7 am–11 pm) or email address nyuad.transport@nyu.edu. The Transportation Department mission is to provide support, vision, and direction for operating the University transportation fleet using environmentally sound practices.

Academic Policies

The Academic Policies of NYU Abu Dhabi are summarized below. Unless otherwise noted, students should direct all questions or concerns regarding these policies to their Faculty Mentor, who will liaise with the appropriate members of the university administration as needed. For the most up-to-date policies, please refer to the NYUAD Website: nyuad.nyu.edu.

ACADEMIC 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 things 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 Registrars Office prior to the end of the add/drop period for that term. Approval is at the discretion of the Vice Provost for Assessment, Institutional Research, and Academic Affairs.

III. Definitions

Committee on Academic Standing:

The Committee on Academic Standing is chaired by the Vice Provost for Assessment, Institutional Research, 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 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 Assessment, Institutional Research, 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 perform poorly 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 Assessment, Institutional Research, 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 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

NYU Abu Dhabi is fully committed to the protection of the privacy of student records. To assist with the guarding of this privacy, the university complies with the United States Family Educational Rights and Privacy Act (FERPA). This specifically means that any education records maintained by the university and directly related to students, such as grades, transcripts, and test scores, will not be released to others, including parents or guardians, without the student's consent except as provided by United States federal regulations. Education records refer to any record or document containing information directly related to a student (including computerized and electronic files, audio and video tape, photographic images, film, e-mail, etc.) and are not limited to hard copy documents or to a file with a student's name on it.

The Family Educational Rights and Privacy Act (FERPA) was enacted by the United States Congress to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have information in their records corrected which is inaccurate, misleading, or otherwise in violation of their rights of privacy. FERPA also permits the disclosure by an institution without a student's prior consent of so-called "directory information" (see definition below), and of other personally

identifiable information under certain limited conditions. Students have the right to file complaints with the United States Department of Education's Family Policy Compliance Office concerning alleged failures by an institution to comply with FERPA.

FERPA governs the release of personally identifiable information to both external and internal parties, including other University employees, parents, and government agents. The NYUAD and NYU FERPA Guidelines (accessible as indicated below) describe the circumstances and procedures governing the release of information from a student's education records to such parties.

Disclosure of Personally Identifiable Information: Among other exceptions authorized by FERPA, prior consent of the student is not needed for disclosure of directory information or for disclosure to school officials with a legitimate educational interest in access to the student's educational record. School officials having a legitimate educational interest include any University employee acting within the scope of her or his University employment, and any duly appointed agent or representative of the University acting within the scope of his or her appointment. In addition, the University may, at its sole discretion, forward education records to the officials of another institution (a) in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or is receiving services from, that institution while she or he is attending NYU Abu Dhabi or NYU New York. Other exceptions are listed in the NYUAD and NYU Guidelines for Compliance with FERPA.

Additional Information for Students about Records Access: Students may obtain additional information about access

to their records from the NYUAD and NYU Guidelines for Compliance with FERPA. The Guidelines may be viewed at nyuad.nyu.edu/academics/academic.policies.html. NYU Abu Dhabi and NYU New York have designated the following student information as "directory information:" Name, dates of attendance, NYU school or college, class, previous institution(s) attended, major field of study, full- or part-time status, degree(s) conferred (including dates), honors and awards (including dean's list), past and present participation in officially recognized activities (including positions held and official statistics related to such participation and performance), email address, and NetID. Email address and NetID are directory information for internal purposes only and will not be made available to the general public except in specified directories from which students may opt out. Under United States federal law, address information, telephone listings, and age are also considered directory information for military recruitment purposes. Address refers to "physical mailing address" but not email address.

ADDING AND DROPPING COURSES

Within the following time frames, a student may add or drop a course (or section) without record on the student's permanent transcript:

- The deadline for adding or dropping a 14-week class is the end of the second week of the semester.
- The deadline for adding or dropping a 7-week course is the end of the first week of the 7-week term.

Any student who adds a course after the first day of instruction is fully responsible for all work previously assigned in that course. During the second week of add/drop courses may be added only with the

permission of the instructor. No course or section may be added after the stated deadline. After the stated deadlines, courses may only be dropped in accordance with the NYUAD policy on Withdrawal. Note that NYUAD students are subject to these add/drop limitations even when studying at another NYU campus, regardless of the deadlines at that campus.

ADVANCED STANDING

NYU Abu Dhabi does not award transfer credit for high school coursework or for external assessments, such as AP or IB exams. Advanced level courses, including AP, IB, and A Levels, may allow students to substitute an advanced course for an introductory course at NYU Abu Dhabi.

Advanced standing is at the discretion of the Academic Dean of the appropriate divisional area in consultation with the faculty in the discipline. The completion of a placement test may be required. There is no presumption that advanced standing is available in all disciplines. While advanced standing can be used to exempt a student from specified entry-level courses, it does not reduce the total number of courses required in any program.

ATTENDANCE

Attendance is expected in all classes. Although the administration of NYU Abu Dhabi does not supervise attendance of classes, it supports the standards established by instructors. Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may receive a grade deduction, including the possibility of an F, and/or may be considered to have withdrawn unofficially (see the policy on Withdrawal).

AUDITING

Students will be permitted to audit a course with the permission of the course's primary instructor. Audited courses may not be converted to a for-credit basis after the add/drop deadline and will not be reflected on a student's transcript.

COMMENCEMENT MARCHING ELIGIBILITY

Students may participate in the NYUAD Commencement Ceremony if:

- i. They have met all requirements for graduation and have not previously marched in anticipation of the degree being conferred; or
- ii. They matriculated at least eight semesters prior to Commencement and are registered for all courses necessary to graduate, regardless of whether or not all such courses are successfully completed by Commencement.

COURSE LOAD

NYU Abu Dhabi requires students to complete 140 credit hours to graduate. Students generally take nine four-credit courses per year: usually four during each semester and one during each of three January terms. However, as not all courses within the NYU system are four-credit courses, course load is measured in credit hours. Students must average 16 credit hours per regular semester, and may not generally take more than 18 credit hours in any one term.

NYU Abu Dhabi believes firmly that four years is the appropriate amount of time for students to take optimal advantage of NYUAD's unique course structure, global programming, and co-curricular experiences. Students interested in accelerating or extending their degree

programs must consult with their faculty mentors and the NYUAD Dean of Students to determine eligibility.

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD's scheduling system and the availability of 7-week courses.

Students who wish to take fewer than 16 credit hours per semester must also obtain the permission of their mentor and the Vice Provost for Assessment, Institutional Research, and Academic Affairs in order to ensure a course of study that allows the student to make normal progress toward a degree. No student may take fewer than 12 credits per regular semester.

See Overloading Policy.

DOUBLE COUNTING

A course may count toward more than one requirement. For example, the same course may count toward both a major and toward a multi-disciplinary minor or toward two different majors. However, there are limitations to double counting.

- i. For double majors, students may count all courses that are explicitly required for either majors, or a total of three courses, whichever is greater.
- ii. All minors must include a minimum of at least two courses that are not counted toward any other set of major or minor requirements.
- iii. No individual course may count for more than one Core category
- iv. No individual course may be counted toward the Art, Design, and Technology; Cultural Exploration and Analysis; Data and Discovery; or Structures of Thought and Society Core requirements and simultaneously toward a major or minor.

- v. Courses may satisfy Islamic Studies, Quantitative Reasoning, and Experimental Inquiry and still be utilized to meet other requirements.

This limited double-counting policy is intended to create flexibility for students and to allow them to highlight the disciplinary and subject matter clusters they have chosen to study.

Students should choose minors with a sense of academic purpose, not as an accidental result of NYUAD's extensive crosslisting of courses, which reflects our commitment to work across disciplines

DOUBLE MAJORS AND MINORS

Students may complete a second major if both majors can be accommodated during their four years at NYU Abu Dhabi, or they may complete a minor, which is offered in disciplinary and multidisciplinary areas. Minors generally require four courses. So that students may take full advantage of the breadth of the curriculum and not focus too narrowly on just one or two areas, students are encouraged to explore the option of completing a minor rather than a full second major. Students with double majors are required to complete only one Capstone Project in what is recognized as their primary major. In lieu of a second capstone students must complete two additional courses in their non-primary major. A student's degree, Bachelor of Arts or Bachelor of Science, is determined by the student's primary major.

EXEMPTIONS

All exemptions related to the completion of degree requirements are by application to the appropriate Academic Dean.

FINAL SEMESTER ASSESSMENTS

Scheduling Final Assessments: Scheduled class periods should generally be used for course instruction and not for final, comprehensive summative course assessment. Comprehensive in-class final assessments such as final exams should be scheduled during the official final examination period at the date and time assigned by the Registrar. The sole exception to this is for courses with multiple graded components such as Foundations of Science. In these cases, final exams in the lab or studio portion of the course may be held during final regular lab or studio period

Comprehensive out-of-class final assessments may be scheduled for submission during the last week of the semester or during finals week at the discretion of the instructor and as indicated in the syllabus. However, instructors should remain cognizant of other student responsibilities during this busy period and may not schedule due dates any later than the official end of the final exam period.

Summative assessments that are not comprehensive and are intended to assess only the final portion of the course, may be scheduled during the last week of classes. Instructors, though, are encouraged to use the official final exam period for this type of assessment as well, unless the course also includes a comprehensive final assessment during the official exam period.

No assignment of any kind may be due on scheduled exam reading days nor later than 8:00 pm on the final day of the exam period.

Weighting of Final Assessments: Other than Capstone Projects, no single in-class or final exam period assignment may constitute more than 40% of the overall grade for a course. Take-home assignments without

time constraints may be weighted more heavily if appropriate for a particular course, but should be considered an exception to general institutional practice.

Proctoring of Assessments: Faculty members and/or assigned course instructors are expected to be physically present during the administration of the final examination in order to answer any questions and ensure high standards of academic integrity. When they are unable to do so, the division dean must be informed and see that appropriate proctors (instructional staff) are provided for each examination. Any unusual circumstances or instances of possible academic integrity violations should be brought to the attention of the Vice Provost for Assessment, Institutional Research, and Academic Affairs within 24 hours.

Missing a Final Exam: If a student anticipates being unable to attend a final exam, s/he should reach out to the instructor as far in advance as possible. Instructors have broad latitude to determine what qualifies as sufficient advanced notice and may, in exceptional cases, allow for notice even after an exam has begun.

Consistent with NYU policies concerning absence for religious reasons, faculty are required to accommodate students who provide advanced notice of their inability to be present for a scheduled exam due to religious reasons. Although faculty are not obligated to make accommodations for any reason other than religious observance, faculty are encouraged to accommodate students who miss an exam for a legitimate reason—as determined by the faculty member.

When an accommodation is made, there is no requirement that the accommodation

be an alternative exam, but could instead include an assessment of a different format and/or a reweighting of other assignments.

Instructor permission is required before a student can leave the room during a final exam. Failure to secure such permission may result in the exam being disallowed.

Final Examination Conflicts: The Office of the Registrar will endeavor to ensure that students do not have conflicting final examinations and will set the final exam schedule in such a way that limits the number of students having more than two exams in any one day. In the exceptional case where a student does have an exam conflict involved faculty are encouraged to work cooperatively to accommodate the student, with assistance from the Office of Academic Affairs when required.

When students are scheduled for more than two exams on one day, they are welcome to seek accommodation at the discretion of the faculty involved. Faculty members are permitted to reschedule a student's final under these circumstances, but are not required to do so.

GRADE CHANGES

To dispute an assigned grade, students must appeal directly to the instructor of record. Based on the information presented by the student, the course instructor may revise the grade. Before students petition to appeal a grade decision, they should keep in mind that a grade amended due to an appeal can be either higher or lower than previously assigned. If, after consultation with the instructor, the student still feels that there is evidence of malfeasance or discrimination, he or she can formally appeal by contacting the Vice Provost for Assessment, Institutional Research, and Academic Affairs.

GRADING

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

NYU Abu Dhabi has Latin honors at the time of graduation. Latin honors are determined by cumulative official GPA. Summa cum laude is limited to the top five percent of the graduating class in each division, magna cum laude to the next 10 percent of the graduating class in each division, and cum laude to the next 15 percent of the graduating class in each division.

INCOMPLETES

An incomplete grade of "I" will be permitted only in extraordinary circumstances that prevent a student from completing required course work by the end of the semester. Students must approach the instructor of the course about whether a grade of "Incomplete" is possible and should be aware that simply leaving a course unfinished may result in a failing grade.

When an instructor believes that an Incomplete may be appropriate, the student and the instructor submit an Incomplete Request Form to the Office of Academic Affairs. The form includes the specific outstanding work, a submission deadline, and a default grade to be assigned if the additional work is not submitted on time. The application is subject to review and must be approved by the Vice Provost for 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

At NYU Abu Dhabi, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students, faculty, and

staff take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

As part of the NYU global network, NYUAD students are also subject to NYU's all-school policy on Academic Integrity for Students at NYU. Alleged integrity violations are resolved using NYUAD's Academic Integrity Procedure.

LEAVE OF ABSENCE

NYU Abu Dhabi expects its students to maintain continuous registration in an academic program with the exception of summer breaks. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Such leaves may be voluntary or involuntary, and will be handled in accordance with the NYU-wide Student Leave Policy and Procedure (<http://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-leave-policy.html>). As it applies to NYU Abu Dhabi, NYU policy references to the Dean of the School and the Provost refer to the NYUAD Dean of Students and NYUAD Provost. Questions about references to specific offices within this policy should be referred to the NYUAD Dean of Students. The paragraphs below briefly summarize the NYU Policy, but individuals considering a leave are encouraged to review the full policy referenced above before making any final decisions.

Voluntary Leave: NYU recognizes that situations may arise when a student may want to voluntarily interrupt his or her academic studies. The University is committed to handling reasonable requests for leaves in a responsible manner. This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices. A student who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

Involuntary Leave: NYU may place a student on an involuntary leave of absence from that student's academic program when that student: (1) poses a direct threat to health and safety of self or others; and (2) is not able or not willing to take a voluntary leave of absence. This policy may not be used in lieu of disciplinary actions to address any violations of University rules, regulations, policies, or practices. A student who is placed on an involuntary leave while on academic and/or disciplinary status will return to that same status.

Returning from a Leave of Absence: Students returning from a leave of absence are expected to successfully complete one academic semester (Fall or Spring) of full-time coursework in Abu Dhabi before being eligible to enroll in an NYUAD study away program.

MIDTERM ASSESSMENT

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

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, any portion of the Core curriculum, minor, or prerequisite requirements.

OVERLOADING

Faculty mentors will work closely with students to ensure a balance in academic workload, particularly as students take advantage of NYUAD's scheduling system and the availability of 7-week courses.

Generally, course loads of 19 or 20 credit hours are approved only for students with a compelling academic need or when their previous academic work is so strong that an overload constitutes little academic risk. In particular, students will not generally be approved for more than 18 credits unless they have cumulative internal grade point averages as specified below:

First-year Students	3.7
Second-year Students	3.6
Third- and Fourth-Year students	3.5

In all cases academic risk will be weighed against the need for academic credit in granting approval.

No student is permitted to take more than 20 credit hours in a semester.

PASS/FAIL

A pass grade is recorded for all Pass/Fail courses in which a letter grade of D or higher is earned. Beginning in the second year of study, NYUAD allows students to take one course per semester (up to a total of three courses overall) Pass/Fail during fall or spring semester. J-term and summer courses may not be taken 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.

Courses taken Pass/Fail will not be counted for credit toward the completion of any portion of the core curriculum, of a major, or minor. A course taken Pass/Fail cannot be used to satisfy a prerequisite requirement.

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 will be able to use courses previously taken under the Pass/Fail option only with the support of their mentors and the appropriate program head, and with the approval of the Vice Provost for Assessment, Institutional

Research, and Academic Affairs. Such exceptions may additionally require completion of an additional elective course in the major.

Classes that receive a Pass are counted for credit toward the degree, but are not calculated in 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 only during the withdrawal period associated with that particular course.

RELIGIOUS HOLIDAYS

NYU Abu Dhabi, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it is also University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it:

Students who anticipate being absent because of any religious observance should notify faculty in advance of such anticipated absence.

Faculty should make a reasonable effort not to schedule examinations and assignments with deadlines on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.

If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.

No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions. Class sessions will not be repeated for individual students.

REPEATING COURSES

A student may repeat a course in which they received a Pass, Fail or letter grade once. Both grades will be recorded on internal transcripts and included in grade point average calculations. However, students will only earn credit hours once for a repeated course. Students may not repeat courses in a designated sequence after taking more advanced courses.

When one or both of the attempts to complete a course occur during a student's first year, the 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

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

On an exceptional basis, NYU Abu Dhabi will consider awarding credit for courses taken at other universities. Transfer credit, however, is awarded on a limited basis and only for courses taken after matriculation at NYU Abu Dhabi. Transfer credit applications are evaluated based on academic merit, appropriateness to the 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. To assure that courses may be counted toward graduation requirements, students are also required to complete a Transfer Pre-approval Form prior to enrolling in another institution.

While a student may be awarded transfer

credit, these credits cannot be used to reduce the total number of required semesters of enrollment.

WITHDRAWAL FROM A COURSE

After consulting with the faculty mentor and within the following deadlines, a student may discontinue a course and receive a grade of W:

- For 14-week courses the deadline for withdrawing is the end of the 9th week of the term;
- For 7-week courses the deadline for withdrawing is midway through the 5th week of the term;
- For January Term and Summer Term courses, the deadline for withdrawing is the end of the second week of the term.

After the final date in each of the above, no student may withdraw from a course without a direct appeal to the Vice Provost for Assessment, Institutional Research, and Academic Affairs. All relevant circumstances will be taken into consideration, but there is no guarantee that a late withdrawal will be allowed.

Consistent with the Transcript Policy, courses from which a student has withdrawn during the first year of student are not recorded on the transcript. Courses from which a student withdraws in subsequent years will appear on the transcript with the accompany grade of W.

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 29,000 undergraduate and 25,000 graduate students who come to the university from every state in the United States and from over 130 foreign countries. The faculty totals over 3,600 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 23 colleges, institutes, and centers in New York and international centers in eleven cities.

Graduate education can be pursued at the College of Dentistry, Rory Meyers College of Nursing, Gallatin School of Individualized Study, the Graduate School of Arts and Science, Institute for the Study of the Ancient World, Institute of Fine Arts, Tandon School of Engineering, School of Professional Studies, School of Law, School of Medicine, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, Stern School of Business, Tisch School of the Arts, Robert F. Wagner Graduate School of Public Service, and, since 2015, in the College of Global Public Health.

In 2007 NYU entered into a partnership with the Emirate of Abu Dhabi to create NYU Abu Dhabi. Like the founding of NYU in the 19th century, the creation of NYU Abu Dhabi expands the scope of higher education—now to meet the challenges of a globally-integrated, 21st-century world. And in 2013, NYU Shanghai opened its doors, becoming NYU’s third degree-granting campus.

NYU'S GLOBAL NETWORK

Just as NYU's founders chose in 1831 to move education out of the ivory tower to be "in and of the city," NYU has become "in and of the world" in a way that defines and exemplifies something that has not existed before: a global network university. No other university has NYU's global presence. The global network university is a new paradigm in higher education. It is designed to draw the most talented and creative faculty, students, and staff from around the world to NYU in its global extension, with campuses around the world. It enables students and faculty to circulate through the network, and it shapes students to be citizens of global civil society. Research and learning at each location in the network is designed to be connected to and enhanced by the whole.

The fundamental organizational element of the NYU global network is the degree-granting, portal campuses, which grants degrees and where entire programs of study may be completed (if desired) without leaving them. The portal campuses are deeply related to each other, each using and building upon one another's assets; and, each also is connected to the rest of the system. NYU has portal campuses in New York, Abu Dhabi, and Shanghai.

The portal campuses are complemented by a set of global academic centers, where students may study away for a semester or longer. Each site is characterized by a distinct academic identity: for example, NYU Accra's program emphasizes global public health and economic development; NYU Berlin focuses on art and the humanities; NYU Prague focuses on music as well as global media and transitional government.

The system is designed for mobility; each study away site offers a sufficient number of basic courses to allow students to complete core requirements including, at specified sites, core requirements even in track programs like premed or business. The sites also are venues for conferences, lectures, research activity, graduate programs (including, in some places, graduate programs culminating in a degree), as well as platforms for more general intellectual exchange.

NYU faculty and students can move seamlessly through the network. Without leaving the University's intellectual community and resources (such as, for example, its extensive social network, its library, its administrative support systems, its IT network, linked databases, and even certain of its course offerings), faculty and students are "in and of the world." Their research and study literally touches (and can occur in) the most dynamic idea capitals of the world.

For more information about the NYU global network, see nyu.edu/global.

NYU GLOBAL ACADEMIC CENTERS

Students from NYU Abu Dhabi have the opportunity to study at NYU New York, NYU Shanghai and at NYU's global sites. Each academic center offers courses in the local language, history, and culture, academic lectures by distinguished faculty, and co-curricular activities to explore the region, meet local students and figures, and use new language skills.

NYU Accra (Ghana): Students at NYU Accra have the unique opportunity to enhance coursework relevant to their majors with enrollment at the University of Ghana-Legon, where they may take up to two courses while studying alongside

West Africa's top students. NYU's academic center in suburban Labone offers courses in the arts, literature, communication, journalism, media, anthropology, history, politics, global public health, and sociology taught by local professors and visiting faculty from New York.

Many NYU Accra students intern and take part in community service with NGO's, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous co-curricular travel opportunities introduce students to the diversity and complexity of West African culture. Whether learning Twi, the city's local dialect, or embracing local West African culture, students at NYU Accra are rewarded with an unparalleled intellectual and cultural experience.

NYU Berlin (Germany): At NYU Berlin students experience a cosmopolitan city that holds a complex and crucial place in modern European history. Youthful, artistic, and hip, Berlin has traveled a path that led from the defining cultural avant-garde of the Weimar Republic to the devastation of World War II, from a divided city symbolizing the Cold War to today's reunified and renewed capital.

The program at NYU Berlin is designed for students in the social sciences and humanities who want to earn credit in their majors—including sociology, history, politics, studio art, environmental studies and European studies—while having a transformative experience abroad. Courses are taught in English, and German language courses are offered at all levels. Day trips and guided excursions in and around Berlin are included in the program.

NYU Buenos Aires (Argentina): NYU Buenos Aires offers students the exceptional opportunity to learn about the people, history, culture, politics, and economy of Argentina and the region while living in one of South America's most vibrant cities. Courses are taught in Spanish and English by some of Argentina's most talented scholars, journalists, public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural frame to coursework offered in subjects ranging from art history, cinema studies, and creative writing to politics, sociology, and economics. All students at NYU Buenos Aires take a Spanish language course at their appropriate level upon arrival or, if advanced, an elective in the language.

A place of renewed growth and prosperity, Buenos Aires is one of the most important financial and cultural centers in Latin America. The NYU academic center is located in the handsome Recoleta district, near vibrant Avenida Santa Fe. Staff members organize and offer a myriad of activities for students to take part in. Ranging from regional travel to destinations such as Iguazu Falls, Rosario, and Tigre to taking tango lessons throughout the semester. Volunteer opportunities at local NGOs and media offices open doors for students to engage in the community and practice Spanish. Museums, class fieldtrips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Homestays bring the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.

NYU Florence (Italy): NYU Florence offers a broad range of courses, with a strong focus on the humanities and social sciences. Innovative, site-specific offerings in art history, history, literature and cinema are

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 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 Autónoma de Madrid (UAM). Homestays with Spanish host families encourage students to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. An Intercambio Program brings NYU Madrid students together with local college students to practice their Spanish and make friends.

Madrid is the political and cultural center of Spain and one of the liveliest and friendliest capital cities in Europe, replete with magnificent architecture, world-class museums, and delicious cuisine. Students at NYU Madrid enjoy a semester of rich cultural experiences that complement their studies, whether they're on a class trip to the Museo del Prado to learn firsthand about Goya's masterpieces or at an out-of-the way tapas bar on Cava Baja.

NYU New York (USA): NYU New York is now one of the largest private universities in the United States. The university, which has no walls and no gates, is deeply intertwined with New York City, drawing inspiration from its vitality. NYU's Washington Square campus in the heart of Greenwich Village is complemented by an outstanding engineering campus in Brooklyn. The university includes 14 schools and colleges, and offers more than 2,500 courses each year in an extraordinary range of fields.

No matter what academic reasons bring you to NYU New York, you will be surrounded by the kind of opportunities, experiences, and people that can only be found in the heart of one of the most exciting and diverse cities in the world. Students from NYU Abu Dhabi who wish to spend a semester at NYU New York should follow the study away application process established by the Office of Global Education at NYU Abu Dhabi. Please contact nyuad.globaleducation@nyu.edu for further information.

NYU Paris (France): The curriculum at NYU Paris focuses on the language, arts, history, literature, and politics of France and its relationships with the wider world. A world-class faculty provides context and support for students' academic work. Students with a limited background in French enroll in Program I, where all courses except for language are taught in English. Students proficient in French participate in Program II, which features a variety of courses taught in French. All students take a French language course appropriate to their level. Coursework is enhanced by faculty-led trips in and around Paris, to world-renowned museums such as the Louvre and the Musée Picasso or to smaller galleries and exhibits, as well as to the opera, ballet, and theatre.

Students receive a University of Paris student card and may take courses at the University of Paris or at the Institut d'Études Politiques (Sciences Po). All students are carefully advised upon their arrival in Paris; students who opt to take courses in the French university system receive additional individualized in-house tutorial assistance.

NYU Paris recently moved to a new academic center in the Latin Quarter, the thriving historic and intellectual heart of Paris. In the new location, students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this celebrated neighborhood, as well as to get to know the city through faculty-led visits and walking tours. The program offers regular day trips to places outside of the city, such as Chantilly, Giverny, and Versailles, and weekend excursions to locations that have included Avignon, the Loire Valley, Mont-Saint-Michel, and La Rochelle. These trips allow students to further embrace the richness, depth, and diversity of French history and civilization.

NYU Prague (Czech Republic): With the most courses of any of NYU's global academic sites, NYU Prague offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Our faculty includes writers, ambassadors, and dissidents who helped topple the Communist regime. NYU Prague's successful music program pairs students with the most talented musicians in the nation.

Prague is a vibrant center of culture. NYU Prague students attend global conferences hosted by NYU Prague. Internships are available with international magazines, online news agencies, NGOs and consulting firms. Students explore the bucolic Czech

countryside on the many NYU Prague overnight and day trips. Our Kulturama program immerses students in Prague's rich culture—opera, film, theatre, music, Czech cuisine, politics, hockey, and much more. NYU Prague is the only study abroad site to have a student webzine—The Prague Wandering, aimed at readers around the world. Budding media stars can also work on the PragueCast, our own podcast, entirely produced by students under the leadership of Prague's BBC correspondent.

NYU Shanghai (China): Jointly established by New York University and East China Normal University, NYU Shanghai is the third degree-granting campus in NYU's global network, joining NYU Abu Dhabi and NYU's main campus in New York City.

NYU Shanghai offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Regardless of your tastes and preferences, Shanghai is an endlessly exciting place, rich in discoveries and new opportunities. With a population estimated to be between 16 and 24 million, it is growing and changing before your eyes. Witness the development of a city that is quickly becoming a major player on the world stage.

NYU Sydney (Australia): NYU Sydney is located in Australia's largest and most cosmopolitan city, providing students the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. The academic center is located in a recently renovated historic building in a central area of Sydney. The facility houses classrooms, a computer lab, library, and administrative offices. A common area doubles as a study lounge and space for social gatherings.

Students enrolled in courses at NYU Sydney are able to explore Aboriginal art and culture as the longest continuous civilization on the planet. Courses introduce Australia's rich history of immigrant communities that formed this continent-sized nation with unique and compelling characteristics. The curriculum offers classes in anthropology, English, environmental studies, history and society, journalism, and communications, among many other courses of study. Leading professors are drawn from Sydney and the local region. Faculty-led field trips, which take students beyond the areas visited by casual tourists, are an essential part of the program.

NYU Sydney faculty and staff are committed to creating an environment where active learning and exploration are the rule. Courses and projects rooted in the community, field-based research, internship opportunities, as well as chances to travel throughout the city, surrounding neighborhoods and region will give students a thorough experience of local domains, society and culture.

NYU Tel Aviv (Israel): At NYU Tel Aviv, students experience life in one of the world's most intriguing and multidimensional cities. A vibrant coastal metropolis on the Mediterranean, Tel Aviv is the cultural, financial, and technological center of Israel. Students explore this truly global city and acquire a sophisticated understanding of Israel, the Middle East and the interrelationships between cultures, political movements, and religious traditions. Students benefit from high caliber local professors who teach students in areas such as journalism, politics, Hebrew and Arabic. Students connect with local culture through experiential learning/internships, partnerships with a local university and excursions to surrounding areas in Israel.

NYU Washington, DC (USA): No global network would be complete without a location in the US capital, the seat of the federal government, home to 174 embassies, the headquarters of international policy-making bodies, think tanks, and the site of many museums, monuments and cultural institutions. Concentrated study and research in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy is enhanced by access to Washington's distinctive intellectual, political, and cultural life. Students learn under the guidance of a world-class faculty, and engage in carefully selected and academically supervised internships with elected officials, government agencies, international organizations, NGOs, museums, media, and other institutions.

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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NYUAD's leadership and faculty are researchers, scholars, and artists of extraordinary distinction within and beyond their disciplines, and at the same time exceptional teachers, dedicated to supporting and challenging their students and to transforming them into intellectual colleagues. In addition to a growing cohort of full-time faculty, the University also draws talent from across NYU's global network and hosts visiting faculty from outstanding universities around the world.

Today NYU Abu Dhabi has a faculty of over 250 experts who are drawn to the University by the quality and passion of our students, by a very favorable research environment, and, 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 Viñoly Architects, is organized by its split-level, pedestrian-only circulation system. At ground level, shaded colonnades, pools of water, and landscaped sitting areas flank the main east-west spine of the campus. Three plazas along this main street form gathering places, and other campus streets connect the plazas to the surrounding area. The plazas each have a major center of campus life: the Experimental Research Building on the West Plaza, the Arts Center on the East Plaza, and the Campus Center on the Central Plaza. A dining 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 cafés and dining facilities

WELCOME CENTER IN ABU DHABI

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

From its prestigious location in Greenwich Village, 19 Washington Square North (WSN) is the gateway to NYU Abu Dhabi at Washington Square. It is an information center for visitors interested in NYU Abu Dhabi; the academic home for NYUAD students, faculty, and administrators while staying in New York; and an active connecting point, stimulating interest and participation in NYU Abu Dhabi.

19 WSN hosts classes, research workshops, exhibitions, and public programs that reinforce the curricular and research initiatives of NYU Abu Dhabi and foster collaborations with colleagues at NYU in New York. Global Network Seminars, supported by excellent videoconference equipment, enable classes in New York and Abu Dhabi as well as other NYU sites to interact. For a complete list of programs and exhibitions please visit <http://nyuad.nyu.edu/en/news-events.html>.

For NYUAD students studying in New York, 19 WSN is a hub serving as a connection site for NYU Abu Dhabi, NYU Shanghai, and NYU New York students to meet, collaborate, and learn from one another. Various social activities and some classes take place at 19WSN.

NYU Abu Dhabi in New York

19 Washington Square North

New York, NY 10011

Tel: +1 212 992 7200

DIRECTIONS TO NYU ABU DHABI

NYU Abu Dhabi is located just off of the Sheikh Khalifa Highway (E12) on Saadiyat Island.

From Downtown Abu Dhabi:

Follow Hamdan (5th) Street toward Saadiyat Island where it becomes the E12. Cross the Sheikh Khalifa Bridge and after approximately two kilometers the exit to campus, Exit 11 Saadiyat Beach West, will be visible on the right.

From Dubai or Abu Dhabi Airports:

Follow the E11 toward Yas Island. Exit for the E12 toward Yas and Saadiyat Islands. The exit for campus is Exit 11 Saadiyat Beach West. By taxi the trip from Abu Dhabi Airport takes about 30 minutes and costs approximately 100 AED.

MAILING ADDRESS

New York University Abu Dhabi
P.O. Box 129188
Abu Dhabi
United Arab Emirates

TELEPHONE

From Outside the UAE

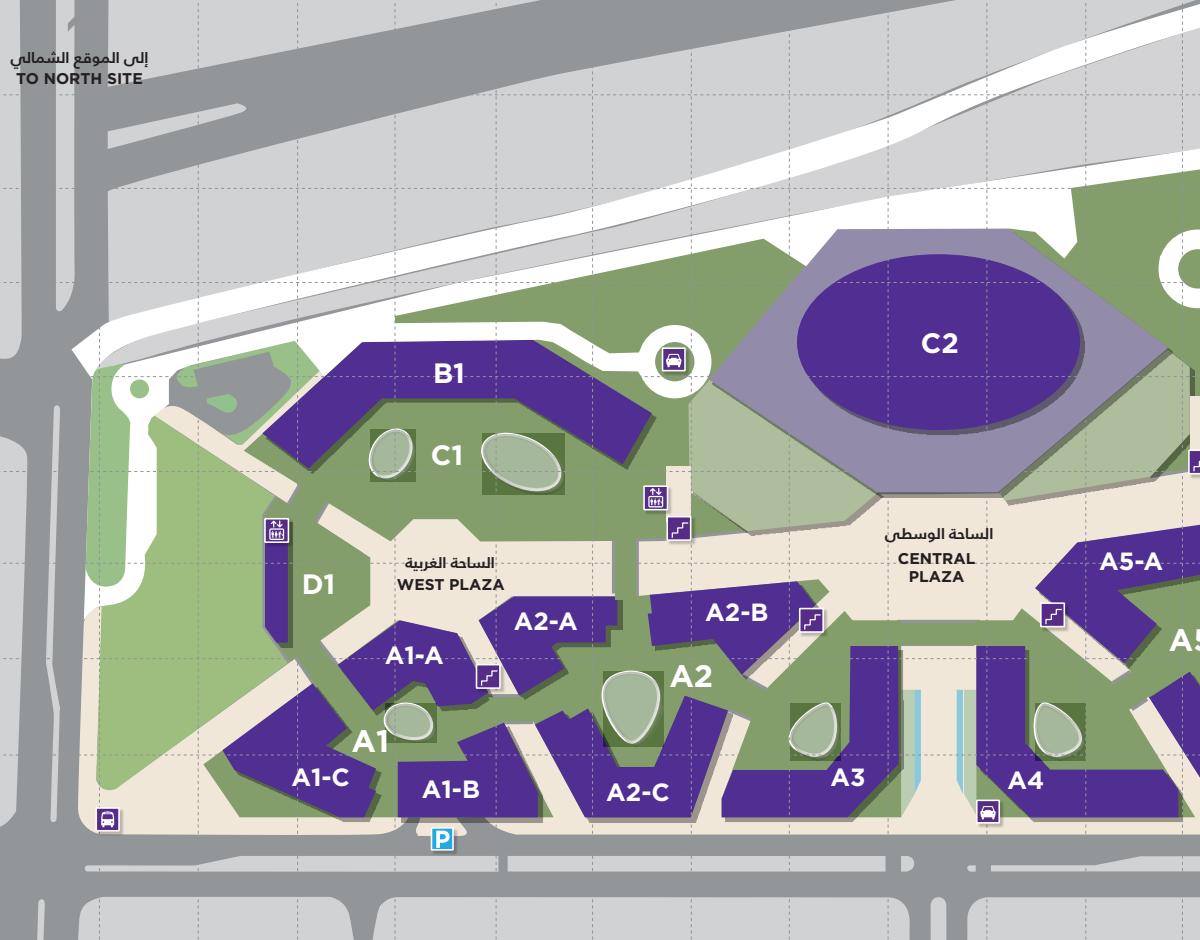
+971 2 628 4000

Dial the international exit code for the country from which you are dialing from
Dial the UAE country code: 971

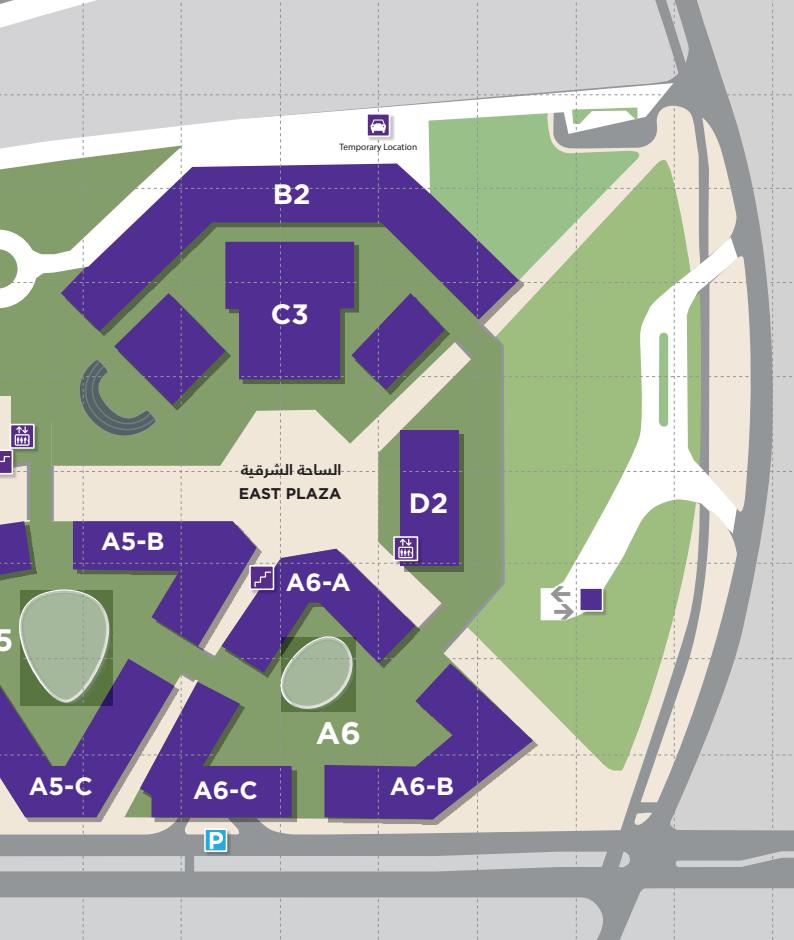
Dial the city code and the NYUAD local number: 2 628 4000

From within the UAE:

02 628 4000



Services/Department	Building	Level	Services/Department	Building	Level
NYU Abu Dhabi Welcome Center	A4	G	Athletics and Recreation		
Admissions Office	A4	1	Gymnasium	C2	1
Administrative Offices			Fitness	C2	1
Vice Chancellor	A3	1	Racquetball and Squash Courts	C2	1
Provost	A3	1	Swimming Pool	C2	B1
Associate Vice Chancellor for Global Education	A3	1	Dining		
Senior Vice Provost for Strategy and Planning	A3	1	Campus East Restaurant	D2	G
Dean of Arts and Humanities	A3	1	Marketplace	C2	2
Dean of Engineering	A3	1	Torch Club	D2	2
Dean of Science	A3	1	Library Cafe	C2	3
Dean of Social Sciences	A3	1	Convenience Store	C2	1
Vice Provost for Academic Affairs	A3	1	Faculty Offices		
Art Gallery	A4	G	Academic Enrichment/ Emerging Scholars Program	C2	2
			Arts and Humanities	A6	1
			Engineering	C1	G,1
			Science and Mathematics	A2	1
			Social Sciences	A5	1



- 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
Housing			Student Services		
Office of Residential Education	A2,A5,A6	2	Dean of Students	C2	G
Undergraduate Housing	A1,A2, A5,A6	2-8	Bookstore	A3	G
Graduate Housing	A3,A4	2-8	Campus Life	C2	2
Research/Post Doctoral	A3,A4	2-8	Career Development Center	C2	G
Faculty/Staff Housing	B1,B2	2-11	Global Education	C2	G
VIP Housing	D2	2	Health and Wellness Center	C2	G
Library	C2	3	Registrar	C2	G
NYU Abu Dhabi Institute Conference Center	A6	G	Student Club Spaces	C2	2
			Multi-Faith Center	C2	2
			Public Safety	A4	1
			Facilities Operations and Campus Services	A5	1
Prayer Rooms	C2,A1,A6	G	Miscellaneous Services		
Sheikh Mohamed bin Zayed Scholars Program	A6	1	IT Walk-In Center	C2	G
NYUAD Summer Academy	A6	1	Human Resources	C2	2
			Finance	A4	1
			Office of University Events	C2	2
			Public Affairs	A4	1
			Mailroom	C2	G

Important Contacts

NYU ABU DHABI WELCOME CENTERS

Abu Dhabi 02 628 4000
New York 212 992 7200

CAMPUS SAFETY AND TRANSPORTATION

Director, Public Safety Operations
Robert Titus rst1@nyu.edu

Mobile 050 813 2086

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Norca Vincent nmv1@nyu.edu
Mobile 050 813 2158

Security Manager

Clare James cj39@nyu.edu
Mobile 055 226 6189

Security Manager

Muhammed Shameer ms6624@nyu.edu
Mobile 056 687 7938

HEALTH AND WELLNESS

NYUAD Health and Wellness Center . 02 628 8100
nyuad.healthcenter@nyu.edu

NYUAD After Hours 056 685 8111

NYUAD After Hours Counselor . . . 056 685 8444

NYUAD Wellness Exchange . 02 628 5555 (24 hrs)
wellness.exchange@nyu.edu

ABU DHABI HOSPITALS

Al Noor Hospital 02 626 5265
Cleveland Clinic 800 8 2223
Gulf Diagnostics Center 02 665 8090
New Medical Centre 02 633 2255
Sheikh Khalifa Hospital 02 610 2000

ACADEMIC AFFAIRS

Vice Provost, Institutional Research, Assessment, and Academic Affairs

Charles Grim charles.grim@nyu.edu

University Registrar and Director of Student Information Systems

Paul Revere paul.revere@nyu.edu

OFFICE OF THE DEAN OF STUDENTS

Associate Vice Chancellor of Student Affairs and Dean of Students

Kyle Farley kyle.farley@nyu.edu

OFFICE OF GLOBAL EDUCATION

Associate Vice Chancellor for Global Education and Outreach

Carol Brandt carol.brandt@nyu.edu

Assistant Vice Provost for Global Education Administration

Katya Grim katya.grim@nyu.edu

IN THE CASE OF AN EMERGENCY

Emergency Police/Fire/Ambulance 999

NYU Wellness Exchange . . . 02 628 5555 (24 hrs)

Security Helpdesk 02 628 4402 (24 hrs)