College of Arts and Science

Announcement for the 182nd and 183rd Sessions

New York University
Washington Square
New York, New York 10003

Notice: The online version of the Bulletin (at www.cas.nyu.edu) contains revisions and updates in courses, programs, requirements, and staffing that occurred after the publication of the PDF and print version. Students who require a printed copy of any portion of the updated online Bulletin but do not have Internet access should see a College of Arts and Science adviser or administrator for assistance.

The policies, requirements, course offerings, schedules, activities, tuition, fees, and calendar of the school and its departments and programs set forth in this bulletin are subject to change without notice at any time at the sole discretion of the administration. Such changes may be of any nature, including, but not limited to, the elimination of the school or college, programs, classes, or activities; the relocation of or modification of the content of any of the foregoing; and the cancellation of scheduled classes or other academic activities.

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
# Contents

An Introduction to New York University ............................................. 5
The Schools, Colleges, Institutes, and Programs of the University .......... 6
New York University and New York .................................................... 6
University Administration ................................................................. 8
Arts & Science Administration ......................................................... 11
A Brief History of the College of Arts and Science ............................ 13
College Directory .............................................................................. 14
Calendar 2014-2015 ......................................................................... 15
The College Core Curriculum ............................................................. 17
College Directory .............................................................................. 18
Contents

<table>
<thead>
<tr>
<th>Department / Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies, Major/Minor in</td>
<td>28</td>
</tr>
<tr>
<td>Alexander Hamilton Center</td>
<td>34</td>
</tr>
<tr>
<td>American Studies, Major/Minor in</td>
<td>35</td>
</tr>
<tr>
<td>Ancient Studies, Program in</td>
<td>40</td>
</tr>
<tr>
<td>Animal Studies, Minor in</td>
<td>41</td>
</tr>
<tr>
<td>Anthropology, Department of</td>
<td>44</td>
</tr>
<tr>
<td>Art History, Department of</td>
<td>59</td>
</tr>
<tr>
<td>Asian/Pacific/American Studies, Major/Minor in</td>
<td>77</td>
</tr>
<tr>
<td>Biology, Department of</td>
<td>83</td>
</tr>
<tr>
<td>Business Studies, Minor in</td>
<td>99</td>
</tr>
<tr>
<td>Chemistry, Department of</td>
<td>102</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Studies, Minor in</td>
<td>110</td>
</tr>
<tr>
<td>Cinema Studies, Department of</td>
<td>117</td>
</tr>
<tr>
<td>Classics, Department of</td>
<td>121</td>
</tr>
<tr>
<td>Comparative Literature, Department of</td>
<td>130</td>
</tr>
<tr>
<td>Computer Science, Department of</td>
<td>134</td>
</tr>
<tr>
<td>Creative Writing, Program in</td>
<td>141</td>
</tr>
<tr>
<td>Dramatic Literature, Major/Minor in</td>
<td>145</td>
</tr>
<tr>
<td>East Asian Studies, Department of</td>
<td>153</td>
</tr>
<tr>
<td>Economics, Department of</td>
<td>163</td>
</tr>
<tr>
<td>Engineering, Dual-Degree Program in (with the NYU Polytechnic School of</td>
<td>179</td>
</tr>
<tr>
<td>Engineering)</td>
<td></td>
</tr>
<tr>
<td>English, Department of</td>
<td>181</td>
</tr>
<tr>
<td>Environmental Studies, Department of</td>
<td>191</td>
</tr>
<tr>
<td>European and Mediterranean Studies, Center for</td>
<td>200</td>
</tr>
<tr>
<td>Expository Writing Program</td>
<td>204</td>
</tr>
<tr>
<td>Foundations of Contemporary Culture, Department of</td>
<td>207</td>
</tr>
<tr>
<td>Foundations of Scientific Inquiry, Department of</td>
<td>214</td>
</tr>
<tr>
<td>French, Department of</td>
<td>219</td>
</tr>
<tr>
<td>Gender and Sexuality Studies, Major/Minor in</td>
<td>228</td>
</tr>
<tr>
<td>German, Department of</td>
<td>233</td>
</tr>
<tr>
<td>Global Public Health, Combined Majors in</td>
<td>241</td>
</tr>
<tr>
<td>Hebrew and Judaic Studies, Skirball Department of</td>
<td>247</td>
</tr>
<tr>
<td>Hellenic Studies, Alexander S. Onassis Program in</td>
<td>258</td>
</tr>
<tr>
<td>History, Department of</td>
<td>262</td>
</tr>
<tr>
<td>International Relations, Major in</td>
<td>279</td>
</tr>
<tr>
<td>Irish Studies, Minor in</td>
<td>283</td>
</tr>
<tr>
<td>Italian Studies, Department of</td>
<td>287</td>
</tr>
<tr>
<td>Journalism Institute, Arthur L. Carter</td>
<td>298</td>
</tr>
<tr>
<td>Latin American Studies, Major/Minor in</td>
<td>304</td>
</tr>
<tr>
<td>Latino Studies, Major/Minor in</td>
<td>308</td>
</tr>
<tr>
<td>Law and Society, Program in</td>
<td>313</td>
</tr>
<tr>
<td>Linguistics, Department of</td>
<td>315</td>
</tr>
<tr>
<td>Literature in Translation, Minor in</td>
<td>327</td>
</tr>
<tr>
<td>Mathematics, Department of</td>
<td>328</td>
</tr>
<tr>
<td>Medieval and Renaissance Studies, Program in</td>
<td>342</td>
</tr>
<tr>
<td>Metropolitan Studies, Major/Minor in</td>
<td>349</td>
</tr>
<tr>
<td>Middle Eastern and Islamic Studies, Department of</td>
<td>354</td>
</tr>
<tr>
<td>Music, Department of</td>
<td>362</td>
</tr>
<tr>
<td>Neural Science, Center for</td>
<td>367</td>
</tr>
<tr>
<td>Philosophy, Department of</td>
<td>370</td>
</tr>
<tr>
<td>Physics, Department of</td>
<td>378</td>
</tr>
<tr>
<td>Politics, Wilf Family Department of</td>
<td>385</td>
</tr>
<tr>
<td>Psychology, Department of</td>
<td>397</td>
</tr>
<tr>
<td>Religious Studies, Program in</td>
<td>405</td>
</tr>
<tr>
<td>Romance Languages, Major in</td>
<td>410</td>
</tr>
<tr>
<td>Russian and Slavic Studies, Department of</td>
<td>413</td>
</tr>
<tr>
<td>Science and Society, Minor in</td>
<td>419</td>
</tr>
<tr>
<td>Self-Designed Honors Major</td>
<td>422</td>
</tr>
<tr>
<td>Social and Cultural Analysis, Department of</td>
<td>423</td>
</tr>
<tr>
<td>Sociology, Department of</td>
<td>428</td>
</tr>
<tr>
<td>South Asian Studies, Minor in</td>
<td>435</td>
</tr>
<tr>
<td>Spanish and Portuguese Languages and Literatures, Department of</td>
<td>437</td>
</tr>
<tr>
<td>Cross-School Minors</td>
<td>447</td>
</tr>
<tr>
<td>Preprofessional, Accelerated, and Specialized Programs</td>
<td>448</td>
</tr>
<tr>
<td>Arts and Science Summer and Winter Programs</td>
<td>453</td>
</tr>
<tr>
<td>New York University Study Away</td>
<td>455</td>
</tr>
<tr>
<td>Admission</td>
<td>461</td>
</tr>
<tr>
<td>Tuition, Fees, and Financial Aid</td>
<td>473</td>
</tr>
<tr>
<td>Registration, Advisement, and Counseling</td>
<td>478</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>481</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>483</td>
</tr>
<tr>
<td>Honors and Awards</td>
<td>493</td>
</tr>
<tr>
<td>Student Activities, University Services, and Community Service</td>
<td>500</td>
</tr>
<tr>
<td>Faculty of Arts and Science</td>
<td>503</td>
</tr>
<tr>
<td>Standing Committees in CAS and FAS</td>
<td>527</td>
</tr>
<tr>
<td>Majors and Minors as Registered by the New York State Education</td>
<td>528</td>
</tr>
<tr>
<td>Department</td>
<td></td>
</tr>
</tbody>
</table>
The founding of New York University in 1831 by a group of eminent private citizens marked a historic event in American education. In the early 19th century, the major emphasis in higher education was on the mastery of Greek and Latin, with little attention given to modern subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of those aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, too, should have a new university that fed off the energy and vibrancy of the city.

The first president of New York University's governing council was Albert Gallatin, former adviser to Thomas Jefferson and secretary of the treasury in Jefferson's cabinet. Gallatin and his cofounders envisioned a "national university" that would provide a "rational and practical education for all."

The result of the founders' foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. NYU is one of only 60 universities in the nation to have membership in the distinguished Association of American Universities. Students come to NYU from all 50 states and from 145 foreign countries.

New York University includes three degree-granting campuses: New York, United States; Abu Dhabi, United Arab Emirates; and Shanghai, China. In addition, the University has 11 global academic centers: Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, United Kingdom; Madrid, Spain; Paris, France; Prague, Czech Republic; Sydney, Australia; Tel Aviv, Israel; and Washington, DC, United States. Although overall the University is large, the divisions are small-to moderate-size units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions at NYU ranges between 124 and 7,341, and the University offers over 9,000 courses and grants more than 25 different degrees. Classes vary in size, but the University strives to create a sense of community among students within and among the different disciplines.
THE SCHOOLS, COLLEGES, INSTITUTES, AND PROGRAMS OF THE UNIVERSITY (IN ORDER OF THEIR FOUNDING)

1832 College of Arts and Science
cas.nyu.edu
1835 School of Law
www.law.nyu.edu
1841 School of Medicine
school.med.nyu.edu
1854 Polytechnic School of Engineering
(January 2014)
www.poly.edu
1865 College of Dentistry
www.nyu.edu/dental
(including the College of Nursing [1947],
www.nyu.edu/nursing)
1886 Graduate School of Arts and Science
www.gas.nyu.edu
1890 Steinhardt School of Culture,
Education, and Human Development
steinhardt.nyu.edu
1900 Leonard N. Stern School of Business
www.stern.nyu.edu
1922 Institute of Fine Arts
www.nyu.edu/gas/dept/finart
1934 School of Continuing and Professional Studies
www.scp.s.nyu.edu
1934 Courant Institute of Mathematical Sciences
cims.nyu.edu
1938 Robert F. Wagner Graduate School of Public Service
wagner.nyu.edu
1960 Silver School of Social Work
www.nyu.edu/socialwork
1965 Tisch School of the Arts
www.tisch.nyu.edu
1972 Gallatin School of Individualized Study
www.nyu.edu/gallatin
1972 Liberal Studies
www.liberalstudies.nyu.edu
2006 Institute for the Study of the Ancient World
www.nyu.edu/isaw
2010 New York University Abu Dhabi
nyuad.nyu.edu
2013 New York University Shanghai
shanghai.nyu.edu

NEW YORK UNIVERSITY AND NEW YORK

New York University Libraries

The Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of an eight-library system that provides access to the world’s scholarship. Bobst Library serves as a center for the NYU community's intellectual life. With 4.4 million print volumes, 146,000 serial subscriptions, 85,000 electronic journals, 900,000 e-books, 171,000 audio and video recordings, and 40,000 linear feet of special collections archival materials, the collections are uniquely strong in the performing arts, radical and labor history, and the history of New York and its avant-garde culture. The library’s website, library.nyu.edu, received 2.4 million visits in 2011-2012. Bobst Library offers approximately 2,500 seats for student study.

The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has 134 carrels for audio listening and video viewing and three multimedia classrooms. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events. The Data Service Studio provides expert staff and access to software, statistical computing, geographical information systems analysis, data collection resources, and data management services in support of quantitative research at NYU.

The Fales Library, a special collection within Bobst Library, is home to the unparalleled Fales Collection of English and American Literature; the Marion Nestle Food Studies Collection, the country’s largest trove of cookbooks, food writing, pamphlets, paper, and archives, dating from the 1790s; and the Downtown Collection, an extraordinary multimedia archive documenting the avant-garde New York art world since 1975. Bobst Library also houses the Tamiment Library, the country’s leading repository of research materials in the history of left politics and labor. Two fellowship programs bring scholars from around the world to Tamiment to explore the history of the Cold War and its wide-ranging impact on American institutions and to research academic freedom and promote public discussion of its history and role in our society. Tamiment’s Robert F. Wagner Labor Archives contain, among other resources, the archives of the Jewish Labor Committee and of more than 200 New York City labor organizations.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields. The Stephen Chan Library of Fine Arts at the Institute of Fine Arts (IFA) houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Brause Library at SCPS Midtown, the most comprehensive facility of its kind, serves the information needs of every sector of the real estate community. The Library of the Institute for the Study of the Ancient World (ISAW) is a resource for advanced research and graduate education in ancient civilizations from the western Mediterranean to China. The Bern Dibner Library serves NYU Poly. The libraries of NYU Abu Dhabi and NYU Shanghai provide access to all the resources in BobCat and are building their own collection of books and other print materials in support of the schools’ developing curricula. Complementing the collections
of the Division of Libraries are those of the libraries of NYU's School of Medicine, Dental Center, and School of Law.

The NYU Division of Libraries continually enhances its student and faculty services and expands its research collections, responding to the extraordinary growth of the University's academic programs in recent years and to the rapid expansion of electronic information resources. Bobst Library's professional staff includes more than 33 subject specialists who select materials and work with faculty and graduate students in every field of study at NYU. The staff also includes specialists in undergraduate outreach, instructional services, preservation, electronic information, and digital information.

The Larger Campus

New York University is an integral part of the metropolitan community of New York City—the business, cultural, artistic, and financial center of the nation and the home of the United Nations. The city's extraordinary resources enrich both the academic programs and the experience of living at New York University.

Professors whose extracurricular activities include service as editors for publishing houses and magazines; as advisers to city government, banks, school systems, and social agencies; and as consultants for museums and industrial corporations bring to teaching an experience of the world and a professional sophistication that are difficult to match.

Students also, either through course work or in outside activities, tend to be involved in the vigorous and varied life of the city. Research for term papers in the humanities and social sciences may take them to such diverse places as the American Museum of Natural History, the Museum of Modern Art, a garment factory, a deteriorating neighborhood, or a foreign consulate.

Students in science work with their professors on such problems of immediate importance for urban society as the pollution of waterways and the congestion of city streets. Business majors attend seminars in corporation boardrooms and intern as executive assistants in business and financial houses. The schools, courts, hospitals, settlement houses, theatres, playgrounds, and prisons of the greatest city in the world form a regular part of the educational scene for students of medicine, dentistry, education, social work, law, business and public administration, and the creative and performing arts.

The chief center for undergraduate and graduate study is at Washington Square in Greenwich Village, long famous for its contributions to the fine arts, literature, and drama and its personalized, small-scale, European style of living. New York University itself makes a significant contribution to the creative activity of the Village through the high concentration of faculty and students who reside within a few blocks of the University.

University apartment buildings provide housing for over 2,100 members of the faculty and administration, and University student residence halls accommodate over 11,000 men and women. Many more faculty and students reside in private housing in the area.

A Private University

Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources. The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to Mary Signor, executive director, Office of Equal Opportunity, New York University, 726 Broadway, 7th Floor, New York, NY 10003; 212-998-2352. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, US Department of Labor.

New York University is a member of the Association of American Universities and is accredited by the Middle States Association of Colleges and Schools (Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 215-662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
UNIVERSITY
Administration

SENIOR UNIVERSITY ADMINISTRATION

John Sexton, B.A., M.A., Ph.D., J.D.,
President

David W. McLaughlin, B.S., M.S., Ph.D.,
Provost

Michael C. Alfano, D.M.D., Ph.D.,
Senior Presidential Fellow

Richard S. Baum, B.A., Chief of Staff to
the President

Robert Berne, B.S., M.B.A., Ph.D.,
Chief of Staff to
the President

Martin S. Dorph, B.S., M.B.A., J.D.,
Executive Vice President, Finance and
Information Technology

Katherine Fleming, B.A., M.A., Ph.D.,
Deputy Provost and Vice Chancellor, Europe

Richard Foley, B.A., M.A., Ph.D., Vice
Chancellor for Strategic Planning

Alison Leary, B.S., Executive Vice President
for Operations

R. May Lee, B.A., J.D., Vice Chancellor,
Asia Strategic Initiatives

Linda G. Mills, B.A., J.D., M.S.W.,
Ph.D., Vice Chancellor for Global Programs
and University Life, NYU; Associate Vice
Chancellor for Admissions and Financial
Support, NYU Abu Dhabi

Diane C. Yu, B.A., J.D., Deputy President

Bonnie S. Brier, B.A., J.D., Senior Vice
President, General Counsel, and Secretary of
the University

Lynne P. Brown, B.A., M.A., Ph.D., Senior
Vice President for University Relations and
Public Affairs

Jules Coleman, B.A., Ph.D., M.S.L., Senior
Vice Provost for Academic Planning

Norman Dorsen, B.A., LL.B., Counselor to
the President

Paul M. Horn, B.S., Ph.D., Senior Vice
Provost for Research

Debra A. LaMorte, B.A., J.D., Senior
Vice President for Development and Alumni
Relations

Ron Robin, B.A., M.A., Ph.D., Senior Vice
Provost for Planning; Senior Vice Provost,
NYU Abu Dhabi

Matthew S. Santirocco, B.A., B.A.
[Cantab.]; M.Phil., M.A. [Cantab.],
Ph.D.; hon.: M.A., Senior Vice Provost for
Undergraduate Academic Affairs

DEANS AND DIRECTORS

Roger Bagnall, B.A., M.A., Ph.D.,
Director, Institute for the Study of the Ancient
World

Gérard Ben Arous, B.S., M.Sc., Ph.D.,
Director, Courant Institute of Mathematical
Sciences; Vice Provost for Science and
Engineering Development

Lauren Benton, B.A., Ph.D., Dean,
Graduate School of Arts and Science

Sc., Herman Robert Fox Dean, College of
Dentistry

Alfred H. Bloom, B.A., Ph.D.; hon.:
L.L.D., Vice Chancellor, NYU Abu Dhabi

Mary M. Brabec, B.A., M.S., Ph.D.,
Gale and Ira Drukier Dean, Steinhardt
School of Culture, Education, and Human
Development

Mary Schmidt Campbell, B.A., M.A.,
Ph.D.; hon.: D.F.A., D.H.L., Ph.D., Dean,
Tisch School of the Arts

Thomas J. Carew, B.A., M.A., Ph.D.; hon.: M.A., Dean, Faculty of Arts and Science

Joy Connolly, B.A., Ph.D., Dean for
Humanities, Faculty of Arts and Science

Dennis DiLorenzo, B.A., Dean, School of
Continuing and Professional Studies

Sherry L. Glied, B.A., M.A., Ph.D., Dean,
Robert F. Wagner Graduate School of Public
Service

Robert I. Grossman, B.S., M.D., Saul J.
Farber Dean, NYU School of Medicine; Chief
Executive Officer, NYU Hospitals Center

Cheryl G. Heaton, B.A., M.P.A., Dr.P.H.,
Director, Global Institute of Public Health;
Dean of Global Public Health

Peter Blair Henry, B.A., B.A., Ph.D.,
Dean, Leonard N. Stern School of Business

Michael Laver, B.A. (hons.), M.A., Ph.D.,
Dean for Social Sciences, Faculty of Arts and
Science

Jeffrey S. Lehman, B.A., J.D., M.P.P., Vice
Chancellor, NYU Shanghai

Carol A. Mandel, B.A., M.A., M.S.L.S.,
Dean of Libraries

Geeta Menon, B.A., M.A., Ph.D., Dean,
Undergraduate College, Leonard N. Stern
School of Business

Trevor W. Morrison, B.A. (hons.) [British
Columbia]; J.D., Dean, School of Law

Michael D. Purugganan, B.S., M.A.,
Ph.D., Dean for Science, Faculty of Arts and
Science
Patricia Rubin, B.A., M.A., Ph.D., Judy and Michael Steinhardt Director, Institute of Fine Arts
Fred Schwarzbach, B.A., M.A., Ph.D., Dean of Liberal Studies, Faculty of Arts and Science

Martin Lipton, B.S. in Econ., LL.B., Chair
Ronald D. Abramson, B.A., J.D.; hon.: D.F.A.
Khaldoon Khalifa Al Mubarak
Ralph Alexander, B.S., M.S., M.S.
Phyllis Putter Barasch, B.S., M.A., M.B.A.
Maria Bartiromo, B.A.
Marc H. Bell, B.S., M.B.A.
William R. Berkley, B.S., M.B.A.
Casey Box, A.A., B.A., M.P.A.
Bill Brewer, B.A., J.D., LL.M.
Daniel J. Brodsky, B.A., M.U.P.
Heather L. Cannady, B.A., J.D.
Sharon Chang, B.A., M.A.
Evan R. Chesles, B.A., J.D.
Steven M. Cohen, B.A., J.D.
Michael R. Cunningham, B.A., M.A., Ph.D.
Florence A. Davis, B.A., J.D.
Michael Denkensohn, B.S.
Barry Diller
Gale Drukier, B.S.

Joel S. Ehrenkranz, B.S., M.B.A., LL.B., LL.M.
Laurence D. Fink, B.A., M.B.A.
Mark Fung, B.A., M.A., J.D., Ph.D.
Jay M. Furman, B.S., J.D.
H. Dale Hemmerdinger, B.A.
Jonathan M. Herman, B.A., J.D.
Charles J. Hinkaty, B.S., M.S.
Natalie Holder-Winfield, B.S., J.D., Executive M.B.A.
Mitchell Jacobson, B.A., J.D.
Boris Jordan, B.A.
Charles Klein, B.A., J.D.
Andre J. L. Koo, B.A., M.B.A.
Kenneth G. Langone, B.A., M.B.A.
Mark Leslie, B.A.
Brian A. Levine, B.S., M.S., M.D.
Jeffrey H. Lynford, B.A., M.P.A., J.D.
Kelly Kennedy Mack, B.A., M.B.A.
Mimi M. D. Marziani, B.A., J.D.
Howard Meyers, B.S.
Steven S. Miller, B.A., J.D.
Constance J. Milstein, B.A., J.D.
David C. Oxman, B.A., LL.B.
John Paulson, B.S., M.B.A.
Lester Pollack, B.S., LL.B.

Katepalli R. Sreenivasan, B.E., M.E., M.A., Ph.D.; hon.: D.Sc., President, Polytechnic Institute of NYU; Dean of Engineering
G. Gabrielle Starr, B.A., M.A., Ph.D., Seryl Kushner Dean, College of Arts and Science
Eileen Sullivan-Marx, B.S.N., M.S., Ph.D., CRNP, RN, FAAN, Dean, College of Nursing

Lynn Videka, B.S.N., M.A., Ph.D., Dean, Silver School of Social Work
Susanne L. Wofford, B.A.; B.Phil. [Oxon.], Ph.D., Dean, Gallatin School of Individualized Study
Yu Lizhong, B.Sc., Ph.D., Chancellor, NYU Shanghai

Catherine B. Reynolds, B.A.
Brett B. Rochkind, B.S., M.B.A.
William C. Rudin, B.S.
Suresh Sani, B.A., J.D.
John Sexton, B.A., M.A., Ph.D., J.D.
Constance Silver, B.S., M.S.W., Ph.D.
Lisa Silverstein, B.A.
Jay Stein
Joseph S. Steinberg, B.A., M.B.A.
Judy Steinhardt, B.A., Ed.M.
Michael H. Steinhardt, B.S.
Chandrika Tandon, B.A., M.B.A.
Daniel R. Tisch, B.A.

John L. Vogelstein
Wenliang Wang
Casey Wasserman, B.S.
Nina Weissberg, B.A., M.A.
Anthony Welters, B.A., J.D.
Shelby White, B.A., M.A.

Leonard A. Wilf, B.A., J.D., LL.M. (in Taxation)
Fred Wilson, B.S., M.B.A.
Tamara Winn, B.A., J.D., M.B.A.

Charles M. Zegar, B.S., M.S., M.S.
LIFE TRUSTEES

Diane Belfer
Mamdouha Bobst, B.A., M.A., M.P.H.; hon.: L.H.D.
John Brademas (President Emeritus), B.A.; D.Phil. [Oxon.]; hon.: D.C.L., L.H.D., Litt.D., LL.D.
Arthur L. Carter, B.A., M.B.A.
Geraldine H. Coles
John J. Creedon, B.S., LL.B., LL.M.
Maurice R. Greenberg, LL.B.; hon.: J.D., LL.D.
Henry Kaufman, B.A., M.S., Ph.D.; hon.: L.H.D., LL.D.
Helen L. Kimmel, B.A.
Richard Jay Kogan, B.A., M.B.A.
Donald B. Marron
Thomas S. Murphy, B.S.M.E., M.B.A.
Herbert M. Paul, B.B.A., M.B.A., J.D., LL.M.
E. John Rosenwald, Jr., B.A., M.B.A.
William R. Salomon
Marie Schwartz
Larry A. Silverstein, B.A., LL.B.
Joel E. Smilow, B.A., M.B.A.
Sheldon H. Solow
Lillian Vernon
Robert F. Wright, B.A., M.B.A.
William D. Zabel, B.A., LL.B.
Baroness Mariuccia Zerilli-Marimò

TRUSTEE ASSOCIATES

Bruce Berger, B.S.
Leonard Boxer, B.S., LL.B.
Jane Eisner Bram, B.A., M.S.W., Ph.D.
Betty Weinberg Ellerin, B.A., J.D.
Norman Goodman, B.A., J.D.
Marvin Leffler, B.S., M.B.A.

The Silver Center for Arts and Science was called the Main Building when it opened in 1895.
ARTS & SCIENCE
Administration

COLLEGE OF ARTS AND SCIENCE ADMINISTRATION

G. Gabrielle Starr, B.A., M.A., Ph.D.; Seryl Kushner Dean
Sarah Beth Bailey, B.A., M.A. Ed.D (cand.); Assistant Dean for First-Year Students
Soomie Han, B.A., J.D.; Assistant Dean for Academic Support Services; Director of the University Learning Center
Kelli Johnson, B.A., J.D.; Assistant Dean for Pre-Professional Advising
Richard J. Kalb, B.A., M.A., M.Div., Ph.D.; Associate Dean for Students
Karen Krahulik, B.A., M.A., Ph.D.; Associate Dean for Academic Affairs
William J. Long, B.A., M.A., Ph.D.; Associate Dean for Advising
James C. Mazza, A.B., M.A., M.Phil., Ph.D.; Assistant Dean for Academic Affairs
Brian C. Paquette, L.M.S.W., M.P.H., Ed.D.; Associate Dean for Administration; School’s Liaison for Undergraduate Global Public Health Programs
Anne M. Blatz, B.A., M.A.; Academic Adviser, International Students
Andrew Brackett, B.A., M.S., Ph.D. (cand.); Associate Director, Academic Support
Danielle Brooks, B.A., M.A.; Assistant Director, Pre-Professional Programming
Kristen Bush, B.A., M.S.S.W; Academic Adviser, LS Students
Cary Chan, B.S.; Assistant Director, Information Technology Services
Anthony Chiaraveloti, B.A., M.A.; Academic Adviser, Academic Support
Christina Ciambrillo, B.A.; Executive Assistant to the Dean; Manager, Special Projects
Paul Cognata, B.A., B.A., M.A., L.M.S.W.; Assistant Director, Pre-Professional Programming
Melinda Cohen, B.F.A., M.A.; Associate Director, Pre-Professional Advising
Patti A. Davis, B.A., M.A.; Associate Director, College Advising Center; Academic Adviser, Seniors
Tyrell Davis, B.A., M.A.; Academic Adviser, Transfer and Engineering Students
Aaron DeLand, B.A., M.A.; Publication and Design Administrator
Kenneth Drake, B.A.; Academic Adviser, Operations
Amanda Dye, B.A.; Academic Adviser, Pre-Professional Programming
Brandy Dyess, B.A.; Budget and Operations Administrator
Michael Fisher, B.A.; Program Administrator, Academic Affairs
Michael Funk, B.A., M.A., Ed.D.; Associate Director of Sophomore and Special Student Advising; Director, Academic Achievement Program
Riley Gallagher, B.A. M.A.; Academic Coordinator, Academic Standards
Richard Jung, B.A., M.S.; Academic Adviser, Opportunity Programs; OP Student Counselor
Kenneth Kidd, B.S.; Project Director and Special Assistant to the Dean
Tristan Kirvin, B.A., M.A., Ph.D.; Assistant Director, Academic Programs
Adrienne Lucas, B.A., J.D.; Academic Adviser, Pre-Professional Programming
Noelle Marchetta, B.A., M.A.; Associate Director, Summer and Study Abroad Programs
Pamela McKelvin-Jefferson, B.A., M.A.; Special Events Coordinator
Rose Olivito, B.F.A., M.A.; Coordinator and Adviser, Student Affairs
Devon Pryor, B.A., M.A.; Director, Orientation and Transition Programs
Brendan Rose, B.A., M.F.A.; Academic Adviser, International Students
Lauren Serio, B.A., M.A.; Academic Adviser, University Learning Center
Scott Statland, B.A., M.A.; Associate Director, Juniors and Inter-School Programs
Eric Thurnauer, B.A., M.S.W.; Counselor
Fatiah Touray, B.A., M.S., J.D.; Assistant Director, Academic Achievement Program

FACULTY OF ARTS AND SCIENCE ADMINISTRATION

Thomas Carew, B.A., M.A., Ph.D.; Anne and Joel Ehrenkranz Dean of the Faculty of Arts and Science
Lauren Benton, B.A., Ph.D.; Dean, Graduate School of Arts and Science
Joy Connolly, B.A., Ph.D.; Dean for Humanities, Faculty of Arts and Science
Michael Laver, B.A., M.A., Ph.D.; Dean for Social Sciences, Faculty of Arts and Science
Michael Purugganan, B.S., M.A., Ph.D.; Dean for Science, Faculty of Arts and Science
G. Gabrielle Starr, B.A., M.A., Ph.D.; Seryl Kushner Dean, College of Arts and Science
The original Gothic-style University building, which was first occupied by NYU in 1835.
A BRIEF HISTORY OF THE

College of Arts and Science

The history of the College of Arts and Science begins with the founding of the University by a number of prominent New Yorkers, led by Albert Gallatin, a member of Jefferson’s cabinet. Unlike other institutions at the time, it was to be nonsectarian and to produce a different sort of elite citizen, not born to privilege but set apart for leadership by talent and effort. To that end, it provided a more practical education, what the 19th century called “Useful Knowledge.”

Thus, in addition to offering the standard classical curriculum, early NYU was also a center for science. John W. Draper invented modern photography, and the American Chemical Society was founded here.

In the arts and culture, too, it can be argued that the College not only participated in but also generated much of the creative energy that has characterized Greenwich Village. The original University Building housed ateliers that were the forerunners of the current downtown art scene. And although Henry Wadsworth Longfellow was turned down for a teaching post, literature thrived, with University Building even featured in an 1861 novel by Theodore Winthrop.

Finally, this neighborhood and this institution have had a long tradition of social and political activism—from the Stonecutters Riot over the construction of the University’s first building in 1834 to the tragic Triangle Shirtwaist Factory fire in 1911, a major event in U.S. labor history that took place in what is now the Brown Building.

From its earliest days, then, the College on Washington Square has been at the cutting edge of intellectual, cultural, and social developments. In 1895, however, NYU’s great chancellor, Henry McCracken, decided to reserve Washington Square for the professional schools, which had proliferated under his leadership, and to move University College to a beautiful campus in the Bronx—University Heights—designed by Stanford White.

The College’s move to the Heights reflected McCracken’s “Ivy” aspirations for the school and his successful effort to raise quality by attracting the best students nationally. Also relevant was the ascendant, non-urban collegiate ideal of a residential community, with fine teaching, extracurricular activities, fraternities, and intercollegiate athletics.

A few years later, an undergraduate presence was restored downtown with the opening of a Collegiate Division (1903), soon to become Washington Square College (1913). This school had a more diverse student body, opening its doors to women, recent immigrants, commuters, and professional students.

For over 60 years, undergraduate liberal arts education at NYU took place in two locations—University College (and the Engineering School) at the Heights and the College on Washington Square, both offering excellent, but different, educational and social experiences. In the 1970s, the College underwent yet another major transformation. In response to financial pressures, the Heights campus was closed in 1973, and University College merged with Washington Square College. The new institution, which is now known simply as the College of Arts and Science, is the beneficiary of both traditions—the Heights’ residential and collegiate culture and the Square’s progressive urban focus. At that time, a decision was also made to build aggressively for quality—to recruit the very best faculty and students, to update and expand the physical plant, and to create distinguished programs both here and abroad.

In recent years, the College has become recognized as a national leader for its efforts to reinvent a liberal arts education for the 21st century. With a challenging liberal arts foundation, the College Core Curriculum, at the center of the undergraduate experience, the College emphasizes student inquiry and research, offers unique opportunities for international and pre-professional study, and makes use of the city as a site for learning and service. A liberal arts education thus reconceived is not only personally enriching but also eminently practical in developing the skills and perspectives essential to assume a leadership role in the 21st century. As the new millennium proceeds, the College continues to build on its founders’ goal of providing “Useful Knowledge.”
College Directory

ADMINISTRATORS

G. Gabrielle Starr
Seryl Kushner Dean of the College of Arts and Science
Silver Center, Room 910
212-998-8100
E-mail: cas.dean@nyu.edu

Sarah Beth Bailey
Assistant Dean for First-Year Students
Silver Center, Room 905G
212-998-8167
E-mail: cas.firstyear@nyu.edu

Soomie Han
Assistant Dean for Academic Support Services; Director, University Learning Center
Academic Resource Center, Room G111
212-998-8136
E-mail: soomie.han@nyu.edu

Kelli Johnson
Assistant Dean for Preprofessional Advising
Academic Resource Center, Room 901
212-998-8160
E-mail: kelli.johnson@nyu.edu

Richard J. Kalb
Associate Dean for Students
Silver Center, Room 909A
212-998-8140
E-mail: richard.kalb@nyu.edu

Karen Krahulik
Assistant Dean for Academic Affairs
Silver Center, Room 908
212-998-8110
E-mail: karen.krahulik@nyu.edu

William J. Long
Associate Dean for Advising and Student Services
Silver Center, Room 905
212-998-8130
E-mail: willie.long@nyu.edu

James C. Mazza
Assistant Dean for Academic Affairs
Silver Center, Room 908
212-998-8110
E-mail: james.mazza@nyu.edu

Brian C. Paquette
Associate Dean for Administration; School’s Liaison for Undergraduate Global Public Health Programs
Silver Center, Room 910
212-998-8100
E-mail: brian.paquette@nyu.edu

SERVICES

CAS Career Services
Silver Center
100 Washington Square East, Room 901
212-998-8160

Center for Multicultural Education and Programs
Kimmel Center for University Life
60 Washington Square South, Suite 806
212-998-4343

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
212-998-4700

Counseling and Wellness Services
Student Health Center
726 Broadway, Room 471
212-998-4780

Counseling and Wellness Services
College of Arts and Science
Silver Center, Room 920
212-998-8150

Off-Campus Housing Office
Kimmel Center for University Life
60 Washington Square South, Suite 210
212-998-4620

Office of the Bursar
Student Services Center
25 West Fourth Street, 1st Floor
212-998-2806

Office of Financial Aid
Student Services Center
25 West Fourth Street, 1st Floor
212-998-4444

Office of Global Programs
110 East 14th Street, Lower Level
212-998-4433

Office of Global Services
561 LaGuardia Place
212-998-4720

Office of Residential Life and Housing Services
726 Broadway, 7th Floor
212-998-4600

Office of the University Registrar
Student Services Center
25 West Fourth Street, 1st Floor
212-998-4800

Student Health Center
726 Broadway, 3rd and 4th Floors
212-443-1000

Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
212-998-4411

Undergraduate Admissions Office
133 East 13th Street, 2nd Floor
212-998-4730

Wasserman Center for Career Development
212-443-9999
E-mail: wellness.exchange@nyu.edu
www.nyu.edu/999
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Session I</td>
<td>Tuesday–Saturday May 27–July 5</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday May 26</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Monday–Saturday July 7–August 16</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Friday July 4</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday September 1</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday September 2</td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Monday September 15</td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Monday September 22</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday October 6</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday–Tuesday October 13–14</td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Monday November 3</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Sunday November 27–30</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday December 10 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Friday December 12</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday December 15–19</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Sunday December 20–January 4</td>
</tr>
</tbody>
</table>
## Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Term 2015 classes begin</td>
<td>Monday January 5</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday January 19</td>
<td></td>
</tr>
<tr>
<td>January Term 2015 classes end</td>
<td>Friday January 23</td>
<td></td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Monday January 26</td>
<td></td>
</tr>
<tr>
<td>Last day to add a course</td>
<td>Monday February 9</td>
<td></td>
</tr>
<tr>
<td>Last day to drop a course without a “W”</td>
<td>Tuesday February 9</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>Monday February 16</td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Friday February 27</td>
<td></td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Sunday March 16–22</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course (with a “W”)</td>
<td>Friday April 3</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday May 11</td>
<td></td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday May 12</td>
<td></td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Tuesday May 13–19</td>
<td></td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Wednesday May 20 (tentative)</td>
<td></td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday May 25</td>
<td></td>
</tr>
<tr>
<td>Summer Session I</td>
<td>Tuesday–Thursday May 26–July 2</td>
<td></td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Friday–Saturday July 3–4</td>
<td></td>
</tr>
<tr>
<td>Summer Session II</td>
<td>Monday–Saturday July 6–August 15</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Important Calendar Dates

For tuition and fees refund schedules, see under “refund period schedule” in the tuition, expenses, and financial aid section of this Bulletin. Students should also consult the refund schedules posted at [www.nyu.edu/bursar](http://www.nyu.edu/bursar).

For registration and drop/add schedules, consult [www.nyu.edu/registrar](http://www.nyu.edu/registrar) and also the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.
The Core Curriculum of the College of Arts and Science provides a foundational academic experience of general education in the liberal arts for undergraduates at NYU. Through a challenging array of courses, the Core Curriculum heightens cultural awareness, hones critical reading skills, and promotes creative and logical thinking. It also gives students extensive practice writing and speaking English and proficiency in at least one other language. Rather than specifying a fixed canon of knowledge, Core courses focus on modes and methods of humanistic and scientific inquiry. In each case, students are free to pursue particular interests by choosing among a number of courses. Students examine our contemporary culture—its origins and social structures, its modes of expression, and its inherent diversity and evolving patterns of thought. In other classes, they consider the place and importance of modern science—its quantitative and analytical foundations, its processes of reasoning, and its relationship to technology and to our views of the natural world. By helping them to broaden their perspectives, gain new pathways for intellectual inquiry, and develop the skills, background, and social awareness to thrive in dynamic circumstances, the Core Curriculum seeks to prepare students for their later studies and to equip them well for lives as thinking individuals and members of society.

**PROGRAM**

The College Core Curriculum has four components:

1. Study of a foreign language
2. The Expository Writing Program
3. Foundations of Contemporary Culture (FCC)
4. Foundations of Scientific Inquiry (FSI)

Though structured and integrated, the Core Curriculum affords students flexibility in a number of ways. It permits the choice of different tracks in each component, the satisfaction of some courses by examination or Advanced Placement (or equivalent international) credit (foreign language, FSI), and the substitution of departmental courses (FSI, and certain requirements in FCC).

Given this flexibility, students work individually with advisers to plan course schedules that take into account their past preparation, current interests, and longer-term goals. While there is no prescribed schedule of courses that will be appropriate for every student, the following broad guidelines should be kept in mind:

- **Incoming freshmen should complete their Core courses by the end of sophomore year.** This will leave them free in their junior and senior years to focus on their major and elective courses. Some science majors, engineering students, prehealth students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the Core Curriculum for a semester or more. Students who study away may also need to delay completing their Core courses beyond the sophomore year.

- **Students must complete Writing the Essay (EXPOS-UA 1) during their first year.** Those placed into the Liberal Studies Writing or International Writing Workshop sequences must begin in their first semester and must register for their remaining writing course(s) in the semester(s) immediately following.

- **In designing the College Core Curriculum, the faculty sought to ensure that all students would receive a broad exposure to the liberal arts early in their college careers.** With this wide academic horizon, the Core Curriculum encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.
FOREIGN LANGUAGE

The study of foreign languages is an integral part of a liberal arts education. It nurtures an awareness of the diversity of human culture and serves the practical need for language skills in fields such as government, business, and research. New York University is a particularly exciting setting for language study because of its location in a great cosmopolitan city, its international student body, its many renowned language programs and centers, and its numerous opportunities for study away.

In addition to the foreign language courses offered for academic credit, the College offers opportunities for students of modern languages to practice their skills in real-world situations outside the classroom. NYU Speaking Freely is a free, noncredit program that allows students to practice their speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. For more information about this popular program, contact the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909; 212-998-8140; speakingfreely.cas.nyu.edu.

Increasingly, college graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about study away programs, visit the Office of Global Programs, 110 East 14th Street, New York, NY 10003-4170; 212-998-4433; www.nyu.edu/global/global-academic-centers.html; and consult the study away section of this Bulletin.

Requirement

To fulfill the foreign language component of the College Core Curriculum, students must show or attain proficiency in a foreign language through the intermediate level. Ordinarily, this is accomplished by the successful completion of two years of language study in the College, through the second semester of a regular intermediate-level language sequence. Some languages are also taught as intensive courses, allowing students to complete the equivalent of two years of study in a single year.

After two years of college language study or the equivalent demonstrated proficiency, students should have gained a broad competence in a language, but true fluency of written or oral expression will not usually have been developed at this point. For this reason, all students are encouraged to continue their language study beyond the intermediate level. In particular, students studying modern languages will find it most beneficial to immerse themselves in the living culture of a language by studying, traveling, or working abroad. Likewise, students of all languages, whether ancient or modern, are encouraged to continue their studies with elective courses in literature at the advanced level.

Exemptions

Students may fulfill the foreign language component of the College Core Curriculum by presenting outstanding scores on the SAT Subject Test or Advanced Placement Test (or equivalent international examination) in certain foreign languages, or by passing a departmental proficiency examination. For further information on language placement and exemption, see "placement examinations" in the academic policies section of this Bulletin. For Advanced Placement Test and international examination equivalencies, consult the chart in the admission section, also in this Bulletin.

Students whose secondary schooling was in a language other than English and other than a language offered in the College, or who complete the International Writing Workshop I, II sequence (EXPOS-UA 4, 9), are exempt from the foreign language requirement. Also exempt are students in the dual-degree engineering program.

Courses

Listed below are courses covering the second semester of the intermediate level of language study. Intensive courses, which allow students to complete the equivalent of two years of study in a single year, are also listed where available. Completion of any of the following courses will fulfill the foreign language requirement. Please consult the individual departmental listings for information on prerequisite courses.

- Arabic, Intermediate II (MEIS-UA 104)
- Cantonese, Intermediate II (EAST-UA 413)
- Chinese, Intermediate II (EAST-UA 204)
- Chinese, Intermediate for Advanced Beginners (EAST-UA 232)
- Filipino (Tagalog), Intermediate II (SCA-UA 324)
- French, Intermediate II (FREN-UA 12)
- French, Intensive Intermediate (FREN-UA 20)
- German, Intermediate II (GERM-UA 4)
- German, Intensive Intermediate (GERM-UA 20)
Greek: Homer (CLASS-UA 10)
Greek, Modern, Intermediate II (HEL-UA 106)
Hebrew, Intermediate II (HBRJD-UA 4)
Hindi, Intermediate II (MEIS-UA 408)
Irish, Modern, Intermediate II (IRISH-UA 103)
Italian, Intermediate II (ITAL-UA 12)
Italian, Intensive Intermediate (ITAL-UA 20)
Japanese, Intermediate II (EAST-UA 250)
Korean, Intermediate II (EAST-UA 257)
Latin: Vergil (CLASS-UA 6)
Persian, Intermediate II (MEIS-UA 404)
Portuguese, Intermediate II (PORT-UA 4)
Portuguese, Intensive Intermediate for Spanish Speakers (PORT-UA 21)
Quechua, Intermediate II (SPAN-UA 84)
Russian, Intermediate II (RUSSN-UA 4)
Russian, Grammar and Composition II (RUSSN-UA 6)
Spanish, Intermediate II (SPAN-UA 4)
Spanish for Spanish Speakers (SPAN-UA 11)
Spanish, Intensive Intermediate (SPAN-UA 20)
Swahili, Intermediate II (SCA-UA 124)
Turkish, Intermediate II (MEIS-UA 504)
Urdu, Intermediate II (MEIS-UA 304)
Yiddish, Intermediate II (HBRJD-UA 17)

Each department offering language instruction in the College has designated a member of its faculty to coordinate its courses and policies. For more information on specific language classes, placement, or exemption, please contact the language coordinator, director of language programs, or director of undergraduate studies named in the individual departmental sections in this Bulletin.

Thanks to an exchange arrangement with Columbia University, students may also enroll in the following languages, offered through the intermediate level and given at Columbia: Armenian, Bengali, Bosnian-Croatian-Serbian, Catalan, Czech (Elementary I and II are offered in the College; intermediate-level courses are offered at Columbia), Dutch, Finnish, Hungarian, Indonesian, Polish, Pulaar, Punjabi, Romanian, Sanskrit, Swahili, Swedish, Tamil, Modern Tibetan, Ukrainian, Vietnamese, Wolof,Yoruba (Elementary I and II are offered in the College; intermediate-level courses are offered at Columbia), and Zulu. For information about these courses, visit the Office of Academic Affairs, Silver Center, 100 Washington Square East, Room 908; 212-998-8110. Not every language is offered at Columbia every semester.

**EXPOSITORY WRITING**

It is difficult to exaggerate the value of clear and effective writing. The Expository Writing Program at NYU assumes that writing is not merely a useful skill but also a way of learning and knowing. Its courses focus on the examination of evidence, the development of ideas, and the clear expression of those ideas in a variety of different kinds of essays. In these writing courses, students routinely move from exploration to argument as they read and make use of various texts—written, visual, experiential—to create a spectrum of persuasive essays. Examined texts become more complex, and the writing tasks more difficult, as students grapple with intriguing questions that lead to richer ideas and more interesting forms of expression. The essays students write become more formal and argumentative as the semester’s work progresses.

For a complete description of the curriculum, see the Expository Writing Program section of this Bulletin.
The Foundations of Contemporary Culture (FCC) sequence of the College Core Curriculum is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual classes. Overall, the structure of the FCC ensures that every student in the College gains a common core of skills and experience; detailed descriptions of each year's course offerings may be found on the Core Curriculum website.

**Texts and Ideas**
Texts and Ideas introduces students to the ideals of liberal education and the central role of humanistic study in the liberal arts and fosters appreciation of the importance of humanistic learning for society at large. Students become acquainted with some of the literary and philosophical works that have been most influential in shaping the contemporary world and with significant instances in which the ideas in these works have been debated, developed, appropriated, or rejected.

Texts and Ideas is not a survey but, rather, an examination of how texts influence subsequent thinking, create traditions, and reflect societal ideals. Texts and Ideas thus aims to provide a richer understanding of how cultures are constructed, modified, and represented.

**Cultures and Contexts**
Cultures and Contexts prepares students for life in a globalized world by introducing them to the ways in which humans come to understand themselves as members of social, religious, national, and regional collectives and by fostering their appreciation of the dynamics of cultural interaction and influence. Individual sections focus on specific social or cultural groups different from the dominant traditions of contemporary North America. They share a common concern to examine the ways cultures have interacted, for example, through trade, colonization, immigration, religious dispersion, and media representation; how such groups define themselves against internal and external difference; and how the dominant perspective of Western modernity affects comprehension of the ways in which people outside that position understand, experience, and imagine their lives.

Offerings include emergent traditions, diaspora formations, and societies understood as nationally, geographically, or culturally distinct from the dominant traditions of contemporary North America. Courses focusing on ancient civilizations are also included, as are courses that address contemporary challenges to traditional European conceptions of national identity.

**Societies and the Social Sciences**
Over the past several centuries, enormous social transformations have taken place around the world. To understand the complexity of these phenomena, new methods have been developed to study societal structures and human behavior. Each of the courses under Societies and the Social Sciences begins from a particular disciplinary approach, social concern, or topic, in order to orient students to the characteristic methods of these social sciences. Students learn how issues are objectified for study, how data are collected and analyzed, and how new understanding is thereby achieved. Whether through an interdisciplinary approach, consideration of their historical development, or reflection on critical and positivistic debates, the courses help students both to appreciate the unique insights afforded by these methods and to recognize the limits of such inquiry. In this way, students move beyond the particular focus of the class to a broader understanding of methods and problems in the social sciences generally.

**Expressive Culture**
In Expressive Culture, students explore the complexities of artistic expression in various media: sounds, images, words, performance, or film. Each course introduces requisite historical, formal, and critical vocabularies; examines fundamental issues associated with interpretation of the arts making use of these media; and investigates the complex relations between artistic activity and other facets of social organization. The courses also make use, whenever possible, of the rich cultural resources of New York City.
The Foundations of Scientific Inquiry (FSI) component of the College Core Curriculum is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student in the College gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through course work offered in the science majors and the prehealth track, FSI courses are especially designed to meet the needs of nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In addition to the information on the FSI provided in this Bulletin, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

Quantitative Reasoning
Students in Quantitative Reasoning engage mathematical concepts in a variety of contexts in the natural or social sciences. All courses include a substantial amount of problem solving that requires both conceptual and computational work.

Natural Science I
Scientific knowledge has its basis in our natural curiosity about the world around us and our place in it. These courses approach the physical sciences with the intent of asking and trying to answer interesting questions, dealing with topics ranging from the origin of our universe and planet to how human activity affects our environment.

Students consider the important roles played by laws of physics and chemistry in biology, earth and environmental sciences, astrophysics, and cosmology; they also develop an understanding of how the physical sciences inform the natural sciences generally. Mathematics is introduced in each course with frequent applications to the subject matter. Predictions that can be made only with the use of mathematics are clearly delineated, showing the powerful role it plays in our understanding of the universe. Wherever possible, the courses relate science to societal problems and develop a historical perspective.

Natural Science II
The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.
College of Arts and Science Seminars

The College of Arts and Science is one of the most diverse communities anywhere—an exciting, sophisticated center in one of the most dynamic and cosmopolitan cities in the world. Our mission is to prepare students to be thought leaders and successful global citizens. We do this by creating unique academic opportunities for student and faculty engagement that emphasize research and scholarly communication.

The College’s freshman seminars (required of all first-year students) and advanced honors seminars (electives for sophomores, juniors, and—if space permits—seniors) place students in small classes with first-rate instructors to study topics that have the potential to change how we think and how we work. As such, they are ideal gateways for the intellectually stimulating discussions we aim to foster. They challenge students and faculty to engage intensively within and beyond their fields of study, and they inspire intellectual responsibility toward the scholarly community and the wider world.

PROGRAM

Freshman Seminars
The freshman seminars (FS), required of all incoming students, aim to put first-year students into contact with leading thinkers (both distinguished faculty members and eminent visitors), to introduce them to important subjects, to challenge them intellectually through rigorous standards of analysis and oral and written argumentation, and to prepare them to conduct their own research. To that end, the freshman seminars stress demanding readings and writing assignments that introduce students to an essential research skill—such as a literature review, quantitative reasoning, critical use of primary sources, the identification of a research problem, critical analysis of texts, or confrontations with works of art. In addition to participating actively in class discussions, students are often expected to give oral presentations in class. A final paper will typically, though not always, have gone through one or more revisions, perhaps revised with the benefit of in-class comments. In other freshman seminars, the focus may be on individual or group projects.

Advanced Honors Seminars
The advanced honors seminar (AHS) program extends the principles and approach of the freshman seminars to upper-level courses. These courses aim to put undergraduates into contact with leading thinkers (drawn not only from the College’s faculty but also from NYU’s professional schools and from among New York’s professional, cultural, and governmental leaders), to introduce them to important subjects, to challenge them intellectually through demanding standards of analysis and oral and written argumentation, and to prepare them to conduct their own research (for example, a Dean’s Undergraduate Research Fund grant or a senior honors thesis). In some instances, students may count an advanced honors seminar toward their major or minor, if the department considers this appropriate; in other cases, these seminars count as electives. Sophomores and juniors typically have priority in registering for advanced honors seminars; seniors may register if space permits.

General Information
Freshman and advanced honors seminars are offered in both the fall and spring terms, although most FS offerings are in the fall and most AHS offerings are in the spring.
Seminars are capped at 16 to 18 students. The students from two freshman seminars are grouped together into an advising “cohort” of 32 to 36 students, who meet as a group with their CAS adviser several times during the freshman year.
The selection of seminars changes from year to year. Students may find the most up-to-date offerings and descriptions at cas.nyu.edu/page/honorsprograms.
This is a sampling of recent seminars in the program. Except where noted, the seminars do not assume any specific course or background on the student’s part.

**Language and Reality in 20th-Century Science and Literature**  
FRSEM-UA 210  
Ulfers. 4 points.  
Explores the possibility that there exists a common ground between the two cultures of science and the humanities and posits the hypothesis of a correlation between postclassical science (e.g., quantum theory) and "postmodern" literature and philosophy. Among the key notions examined are Heisenberg’s "uncertainty principle" and the "undecidability" of deconstructive theory. The discussion of these notions and of their implications in literary works revolves around their effect on classical logic, the referential function of language, and the traditional goal of a complete explanation/description of reality. Readings include selections from literature and from non-technical texts on quantum and chaos theory.

**The Supreme Court and the Religion Clauses: Religion and State in America**  
FRSEM-UA 218  
Sexton. 4 points.  
Should members of the Native American church be allowed to smoke peyote at religious ceremonies? Can a public high school invite a rabbi to give a benediction and convocation at graduation? Should a state legislator rely on his or her religious convictions in forming a view about the legality of capital punishment or abortion? We divide these questions into three subject areas: religious liberty, separation of church and state, and the role of religion in public and political life. Focuses on how the Supreme Court has dealt with these areas and invites students to construct a new vision of the proper relationship among religion, state, and society in a 21st-century liberal constitutional democracy.

**First Amendment Freedom of Expression**  
FRSEM-UA 235  
Solomon. 4 points.  
Conflicts over freedom of speech erupt into public debate almost every week. A tobacco company sues a major television network for libel. Press disclosures threaten the fair-trial rights of criminal defendants. Although the First Amendment appears on its face to prohibit any governmental restrictions on speech, the Supreme Court in fact balances free and open expression against other vital interests of society. We begin by examining the struggle against seditious libel (the crime of criticizing government or its officials) that was not won in this country until the landmark decision in *New York Times v. Sullivan* in 1964. We then examine such contemporary conflicts as political dissent that advocates overthrow of the government, prior restraints against publication, flag burning, obscenity and pornography, indecency in online services, and hate speech. Students read and analyze important decisions of the U.S. Supreme Court.

**School and Society: NYU in the Sixties and Seventies**  
FRSEM-UA 255  
Tannenbaum. 4 points.  
The 1960s and 1970s brought profound changes in American society, changes mirrored in the history of the nation, academe, and New York University. It was a time that witnessed the struggle for civil rights, assassinations, war abroad and riots at home, and a youth-led revolution in music, dress, and values. Aims to develop an appreciation of those years by examining the events and the reactions as they affected campuses and students across America. Students prepare reports on different aspects of the era. In addition, through shared background reading, class members work on group projects. In both cases, and in the spirit of the times, the topics are self-chosen with the approval of the group and the seminar leader.

**Disease in History: Epidemics and Pandemics from Antiquity to the Present**  
FRSEM-UA 265  
Hull. 4 points.  
Focuses on the historical dimensions of several major epidemics that profoundly affected human societies in Europe, Asia, Africa, and the Americas. Students identify each epidemic and explore its causes, origins, means of transmission, efforts at containment, and impacts on societies, particularly on their cultural development. They examine representations of the epidemic in the arts, media, and literature of the period, as well as assess the effects of each disease on demographics, religions, economies, and lifestyles. To what extent did an epidemic, or plague, accelerate or retard fundamental changes in human relationships within societies and between them, and the ways people viewed themselves and their universe?

**Literary Theory and Its Applications**  
FRSEM-UA 355  
Maynard. 4 points.  
Students read a selection of essays from major thinkers about literature, mainly from the latter half of the 20th century, to learn to consider different approaches to literature. Their final project discusses a work of literature using one or more of the
conceptual approaches they have studied. Emphasis is placed on learning how to analyze theoretical problems and improvise in applying them to new situations. Recommended for students interested in any area of the humanities.

The Art and Architecture of Papal Rome 1490-1610: Two Michelangelos—Buonarroti and Merisi da Caravaggio
FRSEM-UA 366 Walton. 4 points.
Biographies and films about the lives of Michelangelo Buonarroti and Caravaggio provide the starting point for studying the lives and works of these wonderful artists and the remarkable papal patronage that made much of their work possible. The culture of Renaissance and Counter Reformation Rome and the history, art, and religion of this papal capital are examined and discussed in class, while masterpieces of painting and sculpture by the two artists provide the subjects for extensive student research and writing.

The Writer in New York
FRSEM-UA 367 Passaro. 4 points.
Taking on the many images and expressions of the writer in New York over the past century and more, we approach the city as a kind of super-literary event, a vivid aesthetic and social organism that enlarges and tunes the artistic imagination and the writer’s crucial powers of observation. We read primary sources and secondary commentary to examine how a number of writers have negotiated—and how the city has powerfully influenced—the fragile construction of their literary art and their personal identities. Through the readings—from Whitman to James, from Crane to Millay to Fitzgerald, from the Beats to the Downtown writers to recent web postings—we strive to understand the New York writer’s particular forms of misery and joy.

Welcome to College: The Novel
FRSEM-UA 371 Sternhell. 4 points.
Starting college can be exhilarating—and terrifying. A chance for intellectual enlightenment—or intense loneliness. An escape from a suffocating small town of narrow-minded people—or a riot of alcohol, sex, and drugs. We read a selection of college novels from different historical periods, ranging from F. Scott Fitzgerald’s This Side of Paradise (about life at Princeton just before World War I) to Tom Wolfe’s I Am Charlotte Simmons (about the corruption of a brilliant and innocent country girl at a contemporary Ivy League university). We discuss these novels from a variety of perspectives: literary, historical, and journalistic. In addition to presenting reports on the readings, students write about their own experiences as first-year students at NYU in several genres, including fiction and nonfiction.

The Doctor’s Dilemma: Being Both Correct and Right
FRSEM-UA 379 Makover. 4 points.
Dr. Saul Farber, former Dean of the NYU School of Medicine, frequently cautioned that an action or a conclusion might be correct, but would it be right? Ethics, laws, and religious and cultural beliefs intersect in every medical encounter and healthcare issue and affect patients’ options and care. Issues to be studied and debated include: Should doctors help terminal patients die to relieve intractable suffering? Should doctors participate in executions or in the interrogation of terrorists? Do we want to know so much about our genetic makeup that we are faced with terribly difficult consequences of that knowledge? Who should pay for your healthcare? Students submit weekly essays and a long final paper.

Suffering and Comfort: Explorations in Narrative Medicine and Other Sources
FRSEM-UA 393 Shedlin. 4 points.
Scientific advances create heretofore unimaginable opportunities, choices, and dilemmas for all of us as we try to cope with disease, human suffering, and the psychological consequences that are inevitable when illness and care needs create complexity in our lives. We focus on readings in narrative medicine and other sources, including film, newspaper and magazine articles, novels, poetry, and religious texts, and discuss the different ways individuals and cultures view these important dimensions of the human experience. Familiarizes students with the conceptual frameworks used by nurses, physicians, social workers, and clergy as they assist patients.

America's Role in International Affairs since World War II
FRSEM-UA 405 Strick. 4 points.
To provide historical perspective, we first read George F. Kennan's classic book American Diplomacy, 1900–1950. Subsequent topics include the creation of the UN during the late 1940s and some of its more recent activities, including possible reform; the activities of the CIA; the Cuban Missile Crisis of 1962; American involvement in Vietnam in the 1960s and early 1970s; America’s long involvement in the Middle East, including its more than
sixty-year support for the State of Israel and the alleged influence of the "Israel Lobby" on U.S. foreign policy; the current U.S. relationship with Iran; how the U.S. may have inflamed the insurgency in Iraq during the first few years of the war; the imperial presidency (comparing Arthur Schlesinger Jr.'s celebrated 1973 book on the subject with the actions of the Bush 43 administration); and the foreign policy challenges of the Obama administration.

**Branding: People, Places, Things**
FRSEM-UA 422 Lewis. 4 points.
Brands can be magical, prosaic, living, or dead. And while companies manipulate them it's up to us, the audience, to determine if they are successful. They live, breathe, grow, and sometimes (deservedly) die. Brands use a variety of rational and emotional tools to connect with us. Even the brand owners sometimes don’t really know what the glue is that cements the relationships with their audiences. We analyze what makes brands tick: how they’re created, and how time, technology, distribution, competitors, and consumers force them to change. We examine how branding has impacted politics and presidents. Finally, poses the question, how are we perceived? How do we create, change, and live up to our own brands? A marketing course for the rest of us.

**Wiseguys, Spies, and Private Eyes: Heroes and Villains in American Culture, Film, and Literature**
FRSEM-UA 449 Friedfeld. 4 points.
Explores the ways in which specific American archetypes and themes are perceived and articulated—from the rugged Old West individualist, to the persevering underdog who becomes a boxing champ, to the evolving perceptions of government, to the Cold War-era uncertainty that spawned a generation of literary and celluloid superspies. Examines representations of heroes and villains in modern American popular culture and how great films and novels in three particular genres—detective, gangster, spy—influenced our understanding of these archetypes. Moves from the early influences of Hamlet and Macbeth to Sherlock Holmes, Raymond Chandler’s Philip Marlowe, Mario Puzo’s (and Francis Ford Coppola’s) *The Godfather*, James Bond, and Batman.

**What is College For?**
FRSEM-UA 474 Jordan. 4 points.
Why did you decide to attend college? To broaden your intellectual horizons and become a more open-minded person? To gain specialized knowledge in a specific subject? To achieve a more successful and financially rewarding career? To satisfy your parents? Or perhaps some combination of these reasons? We examine historical and contemporary discussions about the personal and societal goals of higher education. At the beginning of the twenty-first century, current models and practices of higher education are receiving increased scrutiny. Topics for discussion: Does higher education need to redefine its academic mission? Should everyone attend college? What is the impact of new technologies? How can students, professors, and administrators all contribute to creating a successful college environment?

**Gender, Sexuality, and the Law**
FRSEM-UA 480 Fischel. 4 points.
In the family, the impact of sex/gender law is felt in marriage, divorce, and family planning. In the workplace, the Civil Rights Act and its progeny have broadened opportunities for women, but not unequivocally. Similarly, Title IX has contained discriminatory practices in education, but courts have checked its substantive reach. Criminal law treats crimes associated with sexuality, rape, domestic abuse, and prostitution in unique and perhaps troubling ways. Finally, in all these spheres, gender identity and sexual orientation have a complicated relationship to sex. Analyzes contemporary doctrinal, judicial, and legislative developments.

**The Cultural Nature of Language**
FRSEM-UA 496 Schieffelin. 4 points.
Accents, pronouns, swearing, and spelling; how one uses language is never value-free. We examine language-using as a social practice and analyze how speakers and their language(s) are evaluated and regulated across a range of contexts and cultures. We look at popular attitudes toward language and the practices by which people regulate its use in the media (e.g., political correctness), in legal and educational institutions (e.g., "English Only"), and in multilingual cities (e.g., Barcelona, Montreal) in order to understand how ideas about language are often tied to issues of inclusion and exclusion. Critically explores issues of identity and authority.

**The New Worlds of Work and Care**
FRSEM-UA 500 Gerson. 4 points.
The early 21st century represents a period of immense social change in both the public world of work and the private world of caring for others. New technologies have blurred the boundary between home and work. New economic opportunities and pressures have sent women into the workplace. The rise of the "new economy" has created jobs
with more short-term flexibility, but less long-term security. And new options in intimate relationships have created more diverse and voluntary, but less predictable, family patterns. What are the major dilemmas created by these changes, and how are people coping with these dilemmas? And what can we do to enhance the opportunities and limit the insecurities of these new social arrangements?

In Search of Lost Time
FRSEM-UA 503  Clements. 4 points.
We will read Proust (in translation) as he should be read: hedonistically—with respect and admiration but also with delectation. A prodigious novel of more than 4,000 pages, In Search of Lost Time is one of modern literature's most challenging reads. Often said to be the first modern fiction, In Search of Lost Time is still unparalleled in how it combines finesse and wit with raw emotion, self-examination with social history, profound psychological acuity with a dazzling portrait of the French beau monde at the outset of modernity, and how it merges an audacious explosion of literary form with explorations of memory, desire, attachment, deception, lust, jealousy, ambition, and disappointment. The novel's vast, thrilling architecture cannot be understood until it has been read once in its entirety. We move at a brisk pace through the entire work (reading assignments average 350 pages per week).

Into the Urban Wild: Nature Writing and the City
FRSEM-UA 522  Parmiter. 4 points.
We examine both the idea and the manifestation of little wildernesses in New York City, questioning the assumptions and the rhetoric we use when talking about the existence, construction, representation, cultivation, or manipulation of nature in our urban environment. We immerse ourselves in classics of American nature writing and then venture into the city, using our texts as lenses for reading such spaces as Central Park, the High Line, the Brooklyn Botanic Garden, and the American Natural History Museum.

Left Brain, Right Brain, Whole Brain: Acts of Knowledge, Discovery, and Creation
FRSEM-UA 531  Ellis. 4 points.
In theory, “left brains”—the analytical, logical, objective among us—become engineers, biologists, and bankers, while “right brains”—intuitive, thoughtful, subjective—are the painters, philosophers, and social workers of the world. In practice, in the science lab or in the artist’s studio, these distinctions may be more porous than we popularly believe. Draws on many disciplines to explore the interplay between reasoning, knowledge, belief, discovery, and creativity—acts of mind common to all fields in the academy. We work towards the goal of “understanding our understanding,” as the artist Matthew Goulish phrases it, in order to exploit the twinned powers of rationality and creativity.

Race and Culture in Brazil
FRSEM-UA 536  Robbins. 4 points.
Whether as an example of presumably more egalitarian race relations, or as a regional culture embodying an exceptional fusion of African, Indigenous, and European elements, Brazil is a model for understanding heterogeneity and difference. And yet it is also a nation frequently cited for its incidence of violence and extreme economic inequality. We trace the history of race relations in the ongoing transformation of Brazilian culture, examining such key examples and events as slavery and the plantation economy, popular music, Carnival, populism, racial democracy, affirmative action, and urban and rural violence. Uses textual, musical, and cinematic sources.

Facing Fascism: The Spanish Civil War and U.S. Culture
FRSEM-UA 539  Prerequisites: AP credit in Spanish and in U.S. history. Fernández. 4 points.
The West is in the grip of the Great Depression, and liberal democracy is in crisis. On the rise: a spectrum of ideologies ranging from anarchism to fascism. July 1936: a right-wing military coup attempts to overthrow a democratically elected left-wing coalition government, and all eyes turn toward Spain. We focus on NYU’s Abraham Lincoln Brigade Archives (ALBA), a vast collection of materials that chronicles the lives of the 2,800 Americans who, between 1936 and 1939, volunteered to fight fascism in Spain. We explore the place occupied by Spain and the Spanish Civil War in American culture from the 1930s forward and how journalists, writers, artists, and citizens reacted to the war in Spain. Each student completes a major research project based on the holdings of ALBA.
This is a sampling of recent seminars in the program. Except where noted, the seminars do not assume any specific course or background on the student’s part.

**The History of Disbelief**
AHSEM-UA 113  Stephens. 4 points.
Takes up an extended history of atheism and doubt (in the context of a history of religion). Begins in Greece and then moves on to a brief discussion of anthropological perspectives on belief, before returning to Greece, to the Hebrews and Rome, to India and Baghdad, and then back to Europe during the Renaissance, the Scientific Revolution, the Enlightenment, and the romantic period. Time is spent in England and America in the 19th century, when disbelief was being tied to radical politics, before moving on to the connection between disbelief and realism, modernism and postmodernism.

**Metapatterns from Quarks to Culture**
AHSEM-UA 154  Cross-listed with Environmental Studies as ENVST-UA 254; counts toward the major in environmental studies. Volk. 4 points.
Metapatterns are structural/functional patterns in systems, which occur across the levels of the universe as it built in a series of steps of “combigenesis” from quarks to culture (about 12 main-path steps, including the emergence of atoms, simplest cells, animal societies, agriculture, the state). Examining these steps, we explore themes such as binaries, borders, centers, alphabetic holarchies, complexity theory, networks, and positive and negative feedbacks. Topics for student projects may include the environment, music, language, biological or cultural evolution, or levels in politics.

**Political Cinema and Representation of the “Other”**
AHSEM-UA 170  Dotan. 4 points.
In contemporary war, the “other” is viewed not only as an enemy to be fought but, often, as one to be eliminated. How do filmmakers fight against or, alternatively, reinforce, such deadly representations? We focus primarily on one of the world’s most conflict-ridden regions—the Middle East—but also explore films from Soviet Russia, Nazi Germany, France and the United States. Examines how the “other” is constructed politically, aesthetically, and ethically. Designed for anyone interested in filmmaking and film criticism, in contemporary politics and history, especially those of the Middle East, in cinema of conflict and violence, and the ethical questions associated with them.

**The Spanish Inquisition**
AHSEM-UA 173  Identical to SPAN-UA 952. Dopico-Black. 4 points.
The Spanish Inquisition has been used as shorthand to denote intolerance, persecution, fanaticism, and cruelty. While some elements of this reputation are well-earned, the history of the Inquisition is far more complex and interesting. We consider the origins of the Inquisition and its key role in nation building, as well as the various targets of inquisitorial suspicion or persecution from the late 15th through late 17th centuries (such as Jews, Protestants, Muslims, witches, and heretics). Readings include transcripts from Inquisitorial trials, edicts and proclamations, historical chronicles, novels, plays, an Inquisitor’s manual, and a witch-hunting treatise. We also examine more contemporary reflections, such as the film adaptation of J. K. Rowling’s *Harry Potter and the Order of the Phoenix*.

**Civil Rights and Civil Wrongs: The Fight for Equality in the United States**
AHSEM-UA 183  Identical to HIST-UA 830. Does not satisfy the advanced research seminar requirement for the history major. Baar. 4 points.
When African-American men were given the vote through the 15th Amendment, the abolitionists felt their work was done. It would take another 50 years before women would be granted the right to vote. Because the fight for human rights does not exist in a vacuum, we examine the intersection of the three major American movements for African-American rights, women’s rights, and gay rights, looking back over 160 years of history. We also consider how events in the United States and around the world informed and changed the dialogue on civil rights as so many fight even today to keep the conversation alive.
### Major in Africana Studies

Africana studies at New York University is an interdisciplinary undertaking devoted to scholarship on the histories, political and cultural movements, institutions, economies, and identities of Africans and the African diaspora across the globe. The curriculum comprises interdisciplinary and cross-cultural teaching and research in the histories, cultures, economies, politics, and languages and cultural practices of Africans in Africa, the Americas (North and South), the Caribbean, Europe, Asia-Pacific, and the Middle East. The program is administered from within the Department of Social and Cultural Analysis, and it maintains close relationships with community programming and research activities at NYU’s Institute of African American Affairs and Africa House.

Africana studies offers programs leading to B.A., B.A./M.A., and M.A. degrees, as well as a suite of joint M.A. programs with journalism, economics, and museum studies.

#### Program

**Major**

The Africana studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as listed below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- One of the following: Approaches to Africana Studies (SCA-UA 101; offered periodically) or Cultures and Contexts: Africa (CORE-UA 505; offered every year) or Cultures and Contexts: The African Diaspora (CORE-UA 532; offered every year) or Cultures and Contexts: The Black Atlantic (CORE-UA 534; offered every year)

Seven elective courses as follows:

- Six designated Africana studies electives focusing on at least three of the areas listed below:
  - Social science: anthropology, economics, linguistics, political science, psychology, and sociology
  - Humanities: history, literature, music, philosophy, religion, and African languages
  - Arts: art history, dance, dramatic writing, film/cinema studies, music, performance studies, photography, studio art, and theatre
  - Science: medicine, dentistry, psychology, and public health
- One common SCA elective (a list will be available each semester)

Two research core courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

Internship Fieldwork and Internship Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective; one Africana language course can count as an elective if taught by SCA faculty.

---

**Director of Africana Studies**

Erich Maria Remarque Professor of Literature
Harper University Professor
WILLIS

**Associate Professors**

Amkpa, Blake, Dent, Guerrero, Singh

**Assistant Professor**

Ralph

**FACULTY**
A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. Studying the modern incarnation of these languages also reveals the cross-cultural and historical forces that have shaped them. The department therefore strongly encourages its students to develop advanced skills in Swahili, Twi, Yoruba, and/or any of the indigenous languages spoken in Africa, or creole languages (e.g., Haitian Creole) spoken throughout the African Diaspora. This can be achieved by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad, especially at the NYU Accra site, in contexts entailing the exercise of key language or linguistic capabilities.

Minor
Five 4-point courses (20 points) are required for the minor in Africana studies. Students must take one of the following introductory courses: Approaches to Africana Studies (SCA-UA 101; offered periodically), or Cultures and Contexts: Africa (CORE-UA 505; offered every year), or Cultures and Contexts: The African Diaspora (CORE-UA 532; offered every year), or Cultures and Contexts: The Black Atlantic (CORE-UA 534; offered every year), plus four designated Africana studies elective courses. One Africana language course can count as an elective if taught by SCA faculty.

Honors Program
Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about the honors program can be found at sca.as.nyu.edu/object/sca.related.honors.

COURSES

**Introductory Core**

**Concepts in Social and Cultural Analysis**
SCA-UA 1 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

**Approaches to Africana Studies**
SCA-UA 101 Cultures and Contexts: Africa (CORE-UA 505) or Cultures and Contexts: The African Diaspora (CORE-UA 532) or Cultures and Contexts: The Black Atlantic (CORE-UA 534) can substitute for this course. SCA-UA 101 is offered periodically; the Core courses are offered every year. 4 points.

Introduces students to a variety of topics and methodologies associated with Africana studies as a field of academic inquiry, including the history of the field and its growth over the course of time. Specific topics may include the question of African retention in the Americas, the comparative study of slavery, the concept of creolization, an understanding of the black Atlantic, and the meaning of diasporic studies, as well as the use of history, sociology, linguistics, anthropology, literature, music, and the arts as ways in which the experiences of black peoples have been documented and transmitted.

**Research Core**

**Strategies in Social and Cultural Analysis**
SCA-UA 20 Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.
### Major/Minor in Africana Studies

#### Senior Research Seminar
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1); either Approaches to Africana Studies (SCA-UA 101), or Cultures and Contexts: Africa (CORE-UA 505), or Cultures and Contexts: The African Diaspora (CORE-UA 532), or Cultures and Contexts: The Black Atlantic (CORE-UA 534); and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.

Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Africana studies. Majors take this course in the fall of their senior year.

#### Honors Program

##### Senior Honors Seminar
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), one of the following introductory courses: Approaches to Africana Studies (SCA-UA 101), Cultures and Contexts: Africa (CORE-UA 505), Cultures and Contexts: The African Diaspora (CORE-UA 532), or Cultures and Contexts: The Black Atlantic (CORE-UA 534), and permission of the department. Offered in the fall. 4 points.

##### Senior Honors Thesis
SCA-UA 93  Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

#### Internship Program

##### Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Requires 10 hours of fieldwork. 2 points.

##### Internship Seminar

#### Independent Study

##### Independent Study
SCA-UA 197, 198  Prerequisite: permission of the program director. Offered every semester. 1 to 4 points per term.

#### Elective Courses

##### Black Urban Studies
SCA-UA 115  Formerly SCA-UA 105. Identical to HIST-UA 90. Offered every year. 4 points.

Introduces students to the tools of cultural criticism and theory, with particular emphasis on black culture, urban environment, and black people's relationships to a variety of social and cultural institutions and practices. The latter may include the mass media, class and poverty, the police, urban development, education, music, art, and sports.

##### The Black Essay
SCA-UA 152  4 points.

Examines the urban experience and black life and culture in New York through a series of writing assignments on African American neighborhoods, institutions, issues, and culture. Students are required to travel throughout the black community, conduct interviews, and do research for essays on the black experience in the city. They are introduced to the research and reporting techniques of journalism and given the chance to employ these techniques in their papers.

##### The Black Body and the Lens
SCA-UA 155  4 points.

Explores the range of ideas and methods used by critical thinkers in addressing the body in photography, video, music, and film. Central to our discussions is a focus on how the display of the black body affects how we see and interpret the world. Using a series of case studies, we consider the construction of beauty, gendered images, race, and hip-hop culture. The historical gaze has profoundly determined the visual construction of the black body in contemporary society. The interplay between the historical and the contemporary, between self-presentation and imposed representation, is fundamental to our discussions. The seminar centers the student within the contemporary world of image making with an emphasis on the black body. Final projects include an imaging project and/or a written essay.

##### Black Feminism
SCA-UA 156  4 points.

Explores the production and practice of black feminist theory in 20th-century America. We examine the written work and the activism of African American women and look at the way that theory and practice historically intersect around questions of race and gender. Because this is a course
on feminism, we also spend a good deal of time interrogating power and thinking about the ways in which systems of oppression both produce and block a black feminist consciousness.

**Hip Hop & Politics**  
SCA-UA 157  **4 points.**
In places ranging from the political theory of Adolph Reed to the comedy of Bill Cosby we find a critique of the “hip hop generation” so dismissive it might be a useful point of departure for further historical and theoretical inquiry. Besides realizing the worst fears of a previous generation who placed its hopes in the aspirations of 60s-era social movements, this new generation’s fashion sensibilities, technological savvy, and strategies for commodifying blackness suggest a demographic now more concerned with the economics of globalization than the political economy of race. This course mixes a diverse set of readings with music and film to interrogate the specific generational tensions that structure popular and intellectual discourses concerning the “hip-hop generation” and the perceived demise of contemporary black politics.

**Race and Reproduction**  
SCA-UA 158  **4 points.**
Examines the connections between gender, racial ideology and history of medicine to consider the range of ways that reproduction—medically, culturally, and experientially—produces and troubles racial ideology. In this course we will explore issues in the history of race and reproduction, focusing primarily (though not exclusively) on North American contexts. Cross-cultural breadth will help us to consider the relationship between biological experiences (which are often portrayed as universal) and sociocultural context. While questions about biology will be central to this history, we will also locate biology within a wider set of issues around social reproduction and the practices of motherhood. Through our readings we will consider how different disciplinary orientations (social history, medical anthropology, feminist theory, art history, etc.) help us to illuminate and problematize the connections between technologies and politics of biology and difference.

**Language and Liberation: At Home in the Caribbean and Abroad**  
SCA-UA 163  Identical to LING-UA 26.  **4 points.**
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. The focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. Discusses the sociohistorical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World.

**The Postcolonial City**  
SCA-UA 166  **4 points.**
Cities have played an important role throughout African history and in various Afrodisporic contexts: from the metropolises of ancient Egypt and the urban centers of well-known West African civilizations (such as Ghana, Mali, and Songhai) to cities such as Port-au-Prince, Havana, and Georgetown in the Caribbean and the urban enclaves in the United States. In attending to the way actors constitute wealth and power—in accounting for the way proximity structures interpersonal experiences—we use ethnographic, sociological, historical, and literary texts to theorize the Afrodisporic city. We explore the contours of these urban matrices through special attention to historical categories that prepare us to theorize the way Afrodisporic populations have experienced and lived history (e.g., the precolonial, the colonial, and the postcolonial). As part of our mission, we consider the historical emergence of the Third World as not simply a broad rubric for African and Asian postcolonies, but instead, a project to reverse the course of European exploitation. Instead of proceeding strictly chronologically, students consider the Afrodisporic urban experience thematically, through a diverse array of readings.

**Topics in Africana Studies**  
SCA-UA 180  **4 points.**
Explores specific issues dealing with the black urban experience, focusing on social and cultural institutions. Possible themes, which vary from semester to semester, include class and poverty, the police, urban development, education, sports, music, and art.

**Topics in Pan-Africanism**  
SCA-UA 181  **4 points.**
Deals with specific themes of Pan-Africanism and their impact on the modern world. Possible themes, which vary from semester to semester, include African unity, black rebellion, colonialism and racism, the African diaspora and culture, and relationships between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentricity.
Language Courses

Elementary Swahili I
SCA-UA 121  4 points.
Provides students with an elementary understanding of Swahili, a Bantu language with a rich oral and written tradition that is spoken by about 100 million people from Somalia to Mozambique and Zanzibar. After a short presentation of Swahili’s history, codification, and relation to other languages, students are drilled in phonetics and grammar. They are also introduced to poems, songs, and oral narratives.

Elementary Swahili II
SCA-UA 122  Prerequisite: Elementary Swahili I (SCA-UA 121) or permission of the instructor.  4 points.
Expands on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features acquired in Swahili I. Allows essential communication skills to develop into conversational ability using simple and familiar situations. Building on the early grasp of the language, students expand the range of conversational ability and understanding of various grammatical concepts associated with this agglutinative language.

Intermediate Swahili I
SCA-UA 123  Prerequisite: Elementary Swahili II (SCA-UA 122) or permission of the instructor.  4 points.
Builds on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features already attained at the introductory level. Aims to strengthen reading, writing, and conversation skills by accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genre. Students are required to familiarize themselves with a novel and a play written in Kiswahili.

Intermediate Swahili II
SCA-UA 124  Prerequisite: Intermediate Swahili I (SCA-UA 123) or permission of the instructor. Offered every year.  4 points.
Aims to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, students would master the intricacies of Kiswahili grammar; acquire a wide range of vocabulary; read Kiswahili fluently; understand Kiswahili poetry, idioms, and proverbs; and use idiomatic Kiswahili in creative writing and translation.

Related Courses

The following courses count as electives for Africana studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AMERICAN STUDIES

Comparative Ethnic Studies
SCA-UA 224  4 points.

Intersections: Gender, Race, and Sexuality in U.S. History and Politics
SCA-UA 230  4 points.

Ethnicity and the Media
SCA-UA 232  4 points.

ASIAN/PACIFIC/AMERICAN STUDIES

The Constitution and People of Color
SCA-UA 366  4 points.

Reading Race and Representation
SCA-UA 368  4 points.

GENDER AND SEXUALITY STUDIES

Transnational Feminism
SCA-UA 474  4 points.

LATINO STUDIES

Class Warfare
SCA-UA 545  4 points.

Afro-Latino Culture and History
SCA-UA 565  4 points.

ANTHROPOLOGY

African Literature
SCA-UA 775  Identical to ANTH-UA 20.  4 points.

Peoples of Sub-Saharan Africa
SCA-UA 776  Identical to ANTH-UA 101.  4 points.

Peoples of the Caribbean
SCA-UA 777  Identical to ANTH-UA 102.  4 points.

Visual Anthropology
SCA-UA 778  Formerly Transcultural Cinema. Identical to ANTH-UA 122.  4 points.

ART HISTORY

Arts of Africa
SCA-UA 787  Identical to ARTH-UA 560.  4 points.

COMPARATIVE LITERATURE

The Postcolonial in African Literature
SCA-UA 779  Identical to COLIT-UA 128.  4 points.
MAJOR/MINOR IN AFRICANA STUDIES

Topics in Caribbean Literature
SCA-UA 780 Identical to COLIT-UA 132, ENGL-UA 704. 4 points.

Colonialism and the Rise of Modern African Literature
SCA-UA 781 Identical to COLIT-UA 850. 4 points.

ENGLISH
18th- and 19th-Century African American Literature
SCA-UA 783 Identical to ENGL-UA 250. 4 points.

20th-Century African American Literature
SCA-UA 784 Identical to ENGL-UA 251. 4 points.

African American Drama
SCA-UA 785 Identical to DRLIT-UA 255, THEA-UT 605. 4 points.

Contemporary African American Fiction
SCA-UA 786 Identical to ENGL-UA 254. 4 points.

HISTORY
Race, Gender, and Sexuality in U.S. History
SCA-UA 729 Identical to HIST-UA 655. 4 points.

Women and Slavery in the Americas
SCA-UA 730 Identical to HIST-UA 660. 4 points.

The History of Religions in Africa
SCA-UA 790 Identical to HIST-UA 566. 4 points.

History of Contemporary Africa
SCA-UA 791 Identical to HIST-UA 567. 4 points.

History of Southern Africa
SCA-UA 792 Identical to HIST-UA 568. 4 points.

African American History to 1865
SCA-UA 795 Identical to HIST-UA 647. 4 points.

African American History Since 1865
SCA-UA 796 Identical to HIST-UA 648. 4 points.

Black Women in America
SCA-UA 861 Identical to HIST-UA 661. 4 points.

Religion, Race, and Gender
SCA-UA 849 Identical to HIST-UA 192. 4 points.

JOURNALISM
Journalism and Society: Minorities and the Media
SCA-UA 702 Identical to JOUR-UA 503. 4 points.

LINGUISTICS
African American English I: Language and Culture
SCA-UA 799 Identical to LING-UA 23. 4 points.

African American English II
SCA-UA 800 Identical to LING-UA 46. 4 points.

Language of American Ethnic Minorities
SCA-UA 847 Identical to LING-UA 47. 4 points.

POLITICS
The Politics of the Caribbean Nations
SCA-UA 802 Identical to POL-UA 532. 4 points.

SOCIOMETRY
Race and Ethnicity
SCA-UA 803 Identical to SOC-UA 135. 4 points.

The American Ghetto
SCA-UA 817 Identical to SOC-UA 139. 4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education

TISCH SCHOOL OF THE ARTS
Theatre of the Black Atlantic
SCA-UA 835 Identical to THEA-UT 741. 4 points.
The Alexander Hamilton Center for Political Economy fosters the development of policy solutions to pressing domestic and international issues. The Center’s teaching and research functions emphasize considerations such as the design of governing institutions, the development and distribution of human capital, and the means by which fundamental policy issues can be resolved or advanced through the promotion of efficient and effective solutions that are sensitive to political, economic, and social realities.

The Center offers a number of undergraduate courses in political economy, in addition to a certificate program.

Certificate

The Alexander Hamilton Center Certificate is a unique credential that demonstrates highly developed skills in political economy analysis. Students interested in careers and/or graduate study in policy will benefit from the rigorous training in analytical methodology provided by the certificate course work.

Applications to the certificate program are rolling, although students typically apply in the spring of their junior year. (They may apply earlier if they have fulfilled the requirements.) The Center welcomes applications from students of all majors. To be considered for admission to the program, students should have an overall GPA of at least 3.3. Students with lower GPAs will be considered if they have a strong recommendation from a faculty member affiliated with the Center.

The prerequisites for admission are Quantitative Methods for Political Science (POL-UA 800), a course in microeconomics, and at least one Hamilton seminar.

The certificate program consists of four Hamilton seminars, in addition to POL-UA 800. Hamilton seminars taken prior to starting the program will count toward the certificate requirements. Students must earn at least a B in each of the seminars and participate in the Alexander Hamilton Center Junior Researchers Conference in May of their senior year. (Note that only one internship may be counted toward the certificate.)

Upon graduation from the College (September, January, or May), students are awarded one of two certificates: the Gold Hamilton Certificate is awarded to students who graduate with at least a 3.7 GPA, and the Silver Hamilton Certificate is awarded to those who graduate with a GPA between 3.3 and 3.7.

For more information about the certificate, please contact the program administrator, Mr. Chris Bowman, at 19 West Fourth Street, 2nd Floor; 212-998-8500.
American studies, which is administered by the Department of Social and Cultural Analysis, is one of the country’s leading programs for the study of U.S. culture and society. The core and affiliated faculty members, drawn from many Faculty of Arts and Science and Tisch School of the Arts departments and programs, constitute one of NYU’s strongest faculty groupings. The program interprets “American” in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus and a distinctive edge among other American studies programs, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

FACULTY

Professor Emerita
Stacey

Erich Maria Remarque
Professor of Literature
Harper

Silver Professor; Professor of Spanish and Portuguese
Pratt

University Professor
Willis

Professors
Dávila, Dinshaw, Duggan, Flores, Molotch, Morgan, Ross, Walkowitz

Associate Professors
Beltrán, Blake, Dent, Gopinath, Guerrero, Parikh, Saldaña, Sandhu, Singh, Tchen, Tu, Zaloom

Assistant Professors
Ralph, Saranillio

PROGRAM

Major

The American studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below.

Two introductory courses—may be taken in any order:

• Concepts in Social and Cultural Analysis (SCA-UA 1)
• Approaches to American Studies (SCA-UA 201)

Seven elective courses:

• Six designated American studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
• One common SCA elective; a list will be available each semester

Two research courses:

• Strategies in Social and Cultural Analysis (SCA-UA 20)
• Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. The department therefore strongly encourages its students to develop advanced skills in language and linguistics by any of the following means: taking elective courses in sociolinguistics; studying a language other than English beyond the minimum level required by the College of Arts and Science; studying languages especially germane to the department’s fields of study; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research away in contexts entailing the exercise of key language or linguistic capabilities.
MAJOR/MINOR IN AMERICAN STUDIES

Minor
Five courses (20 points) are required for the minor in American studies, distributed as follows: the introductory course Approaches to American Studies (SCA-UA 201), plus four electives from the American studies course offerings.

Honors Program
Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about honors can be found at www.sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core
Concepts in Social and Cultural Analysis
SCA-UA 1  4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis (SCA). Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/ American studies, Gender and Sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to American Studies
SCA-UA 201 Offered every year. 4 points.
Key themes and concerns include war’s role in social and political development, the meaning of borders, the politics of entertainment, public interest in private affairs, and the interplay of goods and labor in shaping national (and transnational) conditions of fulfillment and dignity. Serves as a gateway to lines of inquiry and analysis currently animating interdisciplinary study of “America”; as an opportunity to relate current debates to their historical contexts; and as an occasion to interrogate presumptions of the United States’ exceptionality, at a time when its interrelation with broader worlds becomes ever clearer.

Research Core
Strategies in Social and Cultural Analysis
SCA-UA 20 Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), and Approaches to American Studies (SCA-UA 201). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in American studies. Majors take this course in the fall of their senior year.

Honors Program
Senior Honors Seminar
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), Approaches to American Studies (SCA-UA 201), and permission of the department. Offered in the fall. 4 points.
Senior Honors Thesis
SCA-UA 93 Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

Internship Program
The 4-point internship program complements and enhances the formal course work of American studies majors. Students intern at agencies dealing with a range of issues pertaining to their major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms.
The goals of the internship are threefold: (1) to allow students to apply the theory that they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in their exploration of professional career paths. The internship program is open to juniors and seniors and requires an application, an interview, and permission of the director of internships.

**Internship Fieldwork**

SCA-UA 40 Corequisite: Internship Seminar (SCA-UA 42). Requires ten hours of fieldwork. 2 points.

**Internship Seminar**


**Elective Courses**

**Comparative U.S. Ethnic Studies**

SCA-UA 224 4 points.

Serves as an introduction to the interdisciplinary study of race and ethnicity in the United States and to the range of identities and issues inherent in American culture. No previous knowledge of ethnic studies is presumed. Provides students a framework for thoughtful discussion and analysis of race and ethnicity.

**Intersections: Gender, Race, and Sexuality in U.S. History and Politics**

SCA-UA 230 Can be substituted for Approaches to American Studies (SCA-UA 201). 4 points.

Draws on the histories of African, Asian, European, Latino, and Native Americans of many genders and sexualities, from the 17th century through the 20th. Examines the ways that gender, race, and sexuality shaped cultural and political policies and debates surrounding such case studies as the Salem witch trials: slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

**Ethnicity and the Media**

SCA-UA 232 4 points.

Examines media images in relation to the making of ethnic and racial identities in the United States. Surveys some of the theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Looks into the nature and politics of stereotypes; inquires into their reproduction through discourses, representations, and practices; and then specifically examines changes and continuities in images and representation of four minority groups—African American, Asian, Latino, and Native American—in the media.

**Cultures and Economies**

SCA-UA 234 4 points.

Focuses on the interrelatedness and mutual dependence of culture and economic issues—the cultural construction of “the economy” and the economic basis for cultural practices and policies. Examines the historical shift during the 20th century from the rise of corporate capitalism, through the depression and the New Deal, to the rise and challenges of neoliberal policy shifts, financialization, and accelerated globalization since the 1970s. Particular focus on the dynamics of “crisis,” both as an economic and as a cultural phenomenon.

**Marxist Cultural Theory**

SCA-UA 240 4 points.

Studies founding texts in the Marxist critical tradition; reviews Marxist-oriented analyses of literary, musical, and visual productions; and, finally, considers recent work on the import of culture as lived experience. Examines how extensively Marxist thought informs contemporary scholarly criticism and encourages students to use elements of that thought in their own analytical work.

**Couture/Culture: Fashion and Globalization**

SCA-UA 253 4 points.

Explores fashion’s contested histories; its modes of production, consumption, and address; its relationship to colonial enterprises; and its system of meaning-making. Topics (considered against the background of globalization) include the social uses of fashion; the fashion cycle (use, reuse, discard); the relationship between dress and the body; feminist critiques of fashion; the politicization of clothing (from ethnic dressing to green clothing); and the links between style consumption and garment production.

**Topics in American Studies**

SCA-UA 280 Offered every year. 4 points.

In-depth study of a particular problem or research area within American studies. See course schedule for current topic.
Related Courses

The following courses count as electives for American studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AFRICANA STUDIES

Black Urban Studies
SCA-UA 115 4 points.

The Black Essay
SCA-UA 152 4 points.

The Black Body and the Lens
SCA-UA 155 4 points.

Black Feminism
SCA-UA 156 4 points.

Hip Hop & Politics
SCA-UA 157 4 points.

Race & Reproduction
SCA-UA 158 4 points.

Language and Liberation: At Home in the Caribbean and Abroad
SCA-UA 163 Identical to LING-UA 26. 4 points.

The Postcolonial City
SCA-UA 166 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES

Asian-American Literature
SCA-UA 306 4 points.

Asian/Pacific/American Popular Culture
SCA-UA 320 4 points.

Filming Asian America: Documenting Community
SCA-UA 361 4 points.

Multi-Ethnic New York
SCA-UA 363 4 points.

Asian Americans & War
SCA-UA 365 4 points.

The Constitution and People of Color
SCA-UA 366 Offered every year. 4 points.

Reading Race and Representation
SCA-UA 368 4 points.

“Chinatown” and the American Imagination
SCA-UA 370 4 points.

The Immigrant Imagination
SCA-UA 371 4 points.

Topics in A/P/A Studies
SCA-UA 380 Offered every semester. 4 points.

GENDER & SEXUALITY STUDIES

Sex and the City
SCA-UA 420 4 points.

Queer Cultures
SCA-UA 450 4 points.

Theories of Gender and Sexuality
SCA-UA 472 4 points.

Transnational Feminism
SCA-UA 474 4 points.

Queer Histories
SCA-UA 475 4 points.

Queer Literature
SCA-UA 482 4 points.

Topics in Gender and Sexuality Studies
SCA-UA 493 Offered every semester. 4 points.

LATINO STUDIES

Latino/a Popular Culture
SCA-UA 534 4 points.

The Latinized City, New York and Beyond
SCA-UA 540 4 points.

Topics in Latino Studies
SCA-UA 541 Offered every semester. 4 points.

Latino Politics in the U.S.
SCA-UA 542 Offered every fall. 4 points.

Latin Music from Rumba to Reggaeton
SCA-UA 543 4 points.

Class Warfare
SCA-UA 545 4 points.

Latina Feminist Studies
SCA-UA 548 4 points.

Globalization, Immigration, and Postcolonial Identity
SCA-UA 560 4 points.

Revolutionary Cultures of the Americas
SCA-UA 561 4 points.

NAFTA and Narcos
SCA-UA 562 Colloquium. 4 points.

Afro-Latino Culture & History
SCA-UA 565 4 points.

Nationalism & Development in U.S. Literature, 1850 to 1950
SCA-UA 568 4 points.
### MAJOR/MINOR IN AMERICAN STUDIES

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postmodern Travel Fictions</td>
<td>SCA-UA 572</td>
<td>4 points</td>
</tr>
<tr>
<td><strong>METROPOLITAN STUDIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cities in Global Context</td>
<td>SCA-UA 602</td>
<td>4 points</td>
</tr>
<tr>
<td>Urban Cultural Life</td>
<td>SCA-UA 608</td>
<td>4 points</td>
</tr>
<tr>
<td>Law and Urban Problems</td>
<td>SCA-UA 610</td>
<td>4 points</td>
</tr>
<tr>
<td>Community Empowerment</td>
<td>SCA-UA 613</td>
<td>4 points</td>
</tr>
<tr>
<td>Gender in the Urban Environment</td>
<td>SCA-UA 621</td>
<td>4 points</td>
</tr>
<tr>
<td>New York City in Film</td>
<td>SCA-UA 623</td>
<td>4 points</td>
</tr>
<tr>
<td>Landscapes of Consumption</td>
<td>SCA-UA 625</td>
<td>4 points</td>
</tr>
<tr>
<td>Urban Environmentalism</td>
<td>SCA-UA 631</td>
<td>4 points</td>
</tr>
<tr>
<td>Climate Change and Environmental Justice</td>
<td>SCA-UA 632</td>
<td>4 points</td>
</tr>
<tr>
<td>Topics in Metropolitan Studies</td>
<td>SCA-UA 680</td>
<td>Offered every year. 4 points</td>
</tr>
</tbody>
</table>
PROGRAM IN

Ancient Studies

www.ancientstudies.as.nyu.edu • 25 Waverly Place • New York, NY 10003-6790 • 212-998-8592

Adviser
Clinical Associate Professor
Roth (Art History/Hebrew and Judaic Studies)

PROGRAM

The chief intent of this minor is to allow students to do significant and structured interdisciplinary work in ancient studies and to acquire an understanding of several ancient civilizations and the ways in which they are examined and analyzed. The adviser for the minor is responsible for ensuring that each student's program of study remains coherent and logical, although there is considerable flexibility within the bounds of the requirements. Courses may be selected that deal with different periods and methodological approaches, as well as a variety of geographical areas that the requirements demand. Each student's course of study is designed on an individual basis, in accordance with his or her needs and interests.

A number of CAS departments and programs, as well as institutes and centers, are directly involved in this program: anthropology, art history, classics, comparative literature, East Asian studies, English, Hebrew and Judaic studies, history, Irish studies, linguistics, Middle Eastern and Islamic studies, and the Alexander S. Onassis Program in Hellenic Studies. The minor consists of five 4-point courses, which are normally selected from the appropriate offerings of these departments and programs. All five of the courses selected must be offered by departments other than the student's major department, and no more than two may be taken in any one department.

Students are furthermore expected to examine at least three different civilizations or cultures in completing this minor. Language courses may not be used to fulfill the requirements of this minor. If desired, students who choose this minor may complete, as a capstone experience, an independent study course, which is normally the fifth course taken for the minor. The adviser for the ancient studies minor may assist students in designing a project and in finding an appropriate faculty member to direct this independent study.
MINOR IN
Animal Studies

www.animalstudies.as.nyu.edu • 285 Mercer Street, 10th Floor • New York, NY 10003-7112 • 212-992-7999

Director of Animal Studies
Professor Jamieson

NYU’s Animal Studies Initiative promotes and supports research and teaching in the emerging area of animal studies. It does so by administering an undergraduate minor in animal studies, supporting research and teaching, and sponsoring public events and workshops.

The Initiative draws on NYU’s strengths in the Faculty of Arts and Science, as well as in the Steinhardt School of Culture, Education, and Human Development, and the Tisch School of the Arts.

FACULTY

Collegiate Professor; Professor Of English And Drama
Chaudhuri

Assistant Professor
Jerolmack (Sociology/Environmental Studies)

Clinical Associate Professor
Schlottmann (Environmental Studies/Bioethics)

Clinical Assistant Professor
Jacquet (Environmental Studies)

PROGRAM

Minor

To complete a minor in animal studies, students must receive a grade of C (2.0) or better in four of the following 4-point courses (16 points):

• Animals and Society (ANST-UA 200/ENVST-UA 610/SOC-UA 970)
• Animals in Art and Literature (ANST-UA 300)
• Ethics & Animals (ANST-UA 400)
• Animal Minds (ANST-UA 410)
• Food, Animals, and the Environment (ANST-UA 440/ENVST-UA 440)
• Animals and Public Policy (ANST-UA 500/ENVST-UA 630)
• Topics in Animal Studies (ANST-UA 600)
• Primate Behavior and Ecology (ANTH-UA 54)
• Comparative Biology of Living Primates (ANTH-UA 56)
• Prehistoric Art and Symbolic Evolution (ANTH-UA 212)
• Texts and Ideas: Topics—Animal Humans (CORE-UA 400)
• Topics in Performance Studies: Animal Rites (DRLIT-UA 301)
• Animals, People, and Those in Between (ITPG-UT 2746)
• The Performing Animal (OART-UT 408)
• Performing Beyond the Human: Ecology, Animality, and Performance (THEA-UT 801)
• Introduction to Topics in Literary Theory: The Animal Turn (ENGL-GA 1957)

To declare a minor in animal studies, contact the adviser for animal studies at animal.studies.advising@nyu.edu.

COURSES

Animals and Society
ANST-UA 200 Identical to ENVST-UA 610 and SOC-UA 970. Jerolmack. 4 points.

Analyzes how animal and human lives intersect and examines how relationships with animals reflect and shape social life, culture, and how people think about themselves. Explores the myriad and contradictory positions that animals occupy in society (e.g., as pets, pests, mascots, and food) and deconstructs the social origins of these seemingly natural categories. Takes a grounded look at what actually happens when humans and animals interact,
which sheds new light on the nature of human and animal consciousness and troubles some of the assumptions we make about the necessary role of language and symbols in interaction. Fundamentally, students learn how the roles that animals take on in our lives, and the ways that we think about and relate to them, are inherently social processes that are patterned by geography, culture, class, gender, and so on. Central questions include: How do ideas about, and relationships to, animals vary across time and space? What roles do science, literature, and media representations play in shaping how we think about animals? How and why did pets become honorary members of the American family? Why are some animals, but not others, granted moral status and legal protection in society? How do humans and animals coordinate interaction without language?

**Animals in Art and Literature**
ANST-UA 300  Chaudhuri. 4 points.

The anthropologist Claude Levi-Strauss said that animals featured so prominently in myth and ritual “not because they are ‘good to eat’ but because they are ‘good to think.’” The history of art and literature suggests that they are also good to paint, to sculpt, to photograph, to film, and to write about. This course uses methodologies and perspectives offered by the emerging field of animal studies to explore how artists use the figure of the animal and the subject of animality in their work. Studies a range of contemporary representations of animals—in fiction, poetry, film, and the visual arts—with a view to understanding how the contemporary cultural imagination configures the ethics, politics, and aesthetics of the relationship between humans and other animals.

**Ethics & Animals**
ANST-UA 400  4 points.

Examines the morality of our treatment of nonhuman animals, beginning with the nature of moral rights and duties. What are rights, and where do they come from? How do we resolve conflicts among rights? Do animals have rights? Next, what are obligations, and where do they come from? What makes right actions right? Do we have special obligations to members of our own family, nation, or species? Is there a moral difference between killing and letting die? Do we have group obligations as well as individual obligations? We ask how these issues apply to our treatment of nonhuman animals. Are we justified in treating animals as property under the law? Are we justified in using animals for food, clothing, entertainment, research, or companionship? Finally, what are the ethics of animal advocacy? Here we consider abolition vs. regulation, incrementalism vs. absolutism, and legal reform vs. direct action.

**Animal Minds**
ANST-UA 410  4 points.

How do animals experience the world, and how is their experience similar to and different from ours? We need to be able to answer this question for many practical and theoretical purposes, but there seem to be serious limits to our ability to answer it, for reasons that are partly scientific and partly philosophical. This course aims to examine the nature and limits of our understanding of animal minds from a primarily philosophical perspective. We begin with a survey of philosophy of mind and cognitive ethology. What is a mind, and who or what can have one? How can we learn about animal minds, and what are the main research methods that scientists use to study them? We then ask what, as far as we know, animal minds are like. How do animals perceive the world? Do they have memories? Self-awareness? Language? Rationality? Finally, the course considers the philosophical implications of answers to these questions. What, if anything, do they tell us about animal welfare, animal agency, and animal personhood? And more generally, what can we learn from all this about the human/nonhuman divide, and about the nature, value, and meaning of human life?

**Food, Animals, and the Environment**
ANST-UA 440  Identical to ENVST-UA 440. Offered every spring. Schlottmann. 4 points.

Students study human interaction with both food and animals and the environmental impacts and ethical issues that arise from such interaction. Focuses on the moral standing of animals, animals as food, and the environmental impacts of agriculture, transportation, and consumption. Surveys major thinkers in the field, including Michael Pollan, Peter Singer, Jim Mason, Wendell Berry, David Foster Wallace, Jonathan Safran Foer, and Martha Nussbaum. Students engage in collaborative research projects, with possible field trips to local agricultural sites.

**Animals and Public Policy**
ANST-UA 500  Identical to ENVST-UA 630. Offered every fall. Wolfson. 4 points.

Provides an overview of public policy with respect to the somewhat contradictory treatment of animals by humans, with a focus on how public policy is
created and how social change occurs. We consider what public policy consists of and what actors and factors play a role in the creation of public policy; how society views animals; the capacities of animals; how ethics relates to animal treatment; how animals are currently utilized by our society; and political and other efforts to improve or alter the current treatment of animals, including the influence of science, government, business and non-governmental organizations in defining and influencing animal-related policies. We focus on legislation, litigation, regulation, and ballot initiative and consumer campaigns and their effectiveness, as well as other strategies that relate to improving animal welfare. We also discuss the meaning of "animal rights" and the success and impact of the modern animal protection movement.

**Topics in Animal Studies**

ANT-S-UA 600 Jamieson, Schlottmann, Jerolmack, Chaudhuri, Mitsis. 4 points.

Employs social science and/or humanistic perspectives to consider a range of topics, including the sociology of human/animal relations and the cultural meanings of animals. Aims to advance understanding of a specific topic concerning animals’ interaction with humans, their environment, and one another. No prerequisite when offered at the introductory level. For the intermediate version, a relevant prerequisite is required.

**Other Courses**

Many of these courses have prerequisites, which are noted in the course descriptions of the sponsoring departments.

**COLLEGE OF ARTS AND SCIENCE**

**Anthropology (ANTH-UA)**

Primate Behavior and Ecology
ANTH-UA 54 4 points.

Comparative Biology of Living Primates
ANTH-UA 56 4 points.

Prehistoric Art and Symbolic Evolution
ANTH-UA 212 4 points.

**College Core Curriculum (CORE-UA)**

Texts and Ideas: Topics—Animal Humans
CORE-UA 400 4 points.

**Dramatic Literature (DRLIT-UA)**

Topics in Performance Studies: Animal Rites
DRLIT-UA 301 4 points.

**TISCH SCHOOL OF THE ARTS**

Drama (THEA-UT)

Performing Beyond the Human: Ecology, Animality, and Performance
THEA-UT 801 4 points.

Interactive Telecommunications (ITPG-UT)

Animals, People, and Those in Between
ITPG-UT 2746 4 points.

**Open Arts Curriculum (OART-UT)**

The Performing Animal
OART-UT 408 4 points.

**GRADUATE SCHOOL OF ARTS AND SCIENCE**

**English (ENGL-GA)**

Introductory Topics in Literary Theory: The Animal Turn
ENGL-GA 1957 4 points.
The Department of Anthropology is one of the country’s leading graduate and undergraduate centers for cultural anthropology, archaeology, linguistic anthropology, and biological anthropology—the four principal subfields of anthropology studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as medieval archaeology and European, Near Eastern, and South Asian prehistory; biological anthropology areas such as molecular primatology, primate behavioral ecology, and paleoanthropology; linguistic anthropology foci such as discourse analysis and language socialization; and sociocultural anthropology specialties such as the ethnography of North America, Africa, India, China, the Near and Middle East, the Caribbean, Latin America, Europe, Australia, and the South Pacific. Major theoretical emphasis is on the systems of thought and symbolic representation of the self and society; the relation between female and male domains of interaction; changing patterns of social organization and hierarchy within small-scale societies, urban settings, and bureaucratic institutions; medical anthropology: evolutionary approaches to the study of primate and human origins; religion; art; science studies; race and ethnicity; and the problem of ethnographic representation in film and other media.

Departmental resources include an extensive film and video collection as well as teaching and research labs for archaeology, linguistic anthropology, and biological anthropology, which can be used for research by advanced undergraduates. A departmental colloquium series and an undergraduate student association welcome undergraduate participation. Formal and informal cooperative arrangements with museums, zoos, and other academic institutions in the greater New York area place at students’ disposal a group of anthropological scholars, materials, and resources unparalleled in this country.

### Fields of Inquiry

**Sociocultural anthropology** is the study of social organization and the systems of thought and values that both reflect and inform social practice in different cultures. Sociocultural anthropology is interdisciplinary in orientation, analyzing and synthesizing religious, artistic, economic, and political practices through the common medium of culture. Traditionally, cultural anthropology emphasized the study of small-scale societies (often termed “exotic,” indigenous, and/or nonliterate peoples). Contemporary sociocultural anthropology maintains such interests but increasingly applies its insights and methods to complex, urban, and industrialized societies and attends more closely to the production of culture. An emphasis of the department is the ethnographic study of cultural, social, and political processes that shape our lives and those of other people, especially as we are drawn together and influence one another in increasingly transnational and global interactions.

**Linguistic anthropology** focuses on how language is interpreted and used in cultural contexts. Language use is socially organized, and it is a key to understanding the ways in which speakers create and change social...
realities. Studied within historical as well as cultural frameworks and in relation to other social institutions (e.g., politics, education, law, medicine), variation in ways of speaking language(s) adds to our understanding of how social categories such as ethnicity, race, and gender are interactionally constituted across contexts, cultures, and societies.

**Archaeological anthropology** uses artifacts and other material remains to understand human culture. It attempts to breathe life into a material record that at first glance appears static and fragmentary. The research interests of anthropological archaeologists range from the earliest production of durable tools 2.6 million years ago to the refuse currently being generated by modern cities. All aspects of past human existence, including art, technology, religion, gender, economic and social organization, and food-getting strategies, are addressed by researchers in anthropological archaeology.

**Biological anthropology** encompasses the study of human and nonhuman primate biological diversity and includes the anatomy, genetics, behavior, ecology, and evolution of humans and other primates. It is linked to the other subfields of anthropology by its commitment to the study of human biology, behavior, and evolution within the context of culture, society, and ecology. Close ties with the American Museum of Natural History and the Wildlife Conservation Society International at the Bronx Zoo facilitate the department’s diverse research interests in biological anthropology.

The department participates in the University’s Hagop Kevorkian Center for Near Eastern Studies, the Center for Latin American and Caribbean Studies, the Center for Religion and Media, the Center for the Study of Human Origins, the Institute for Study of the Ancient World, the Program in Museum Studies, the Program in Culture and Media, and the Center for Media, Culture, and History.

**Departmental Objectives**

Anthropology courses contribute to undergraduate education in two ways. First, the scope of the discipline’s interests effectively bridges the humanities, the social sciences, and the natural sciences. Anthropology asks basic questions concerning the origins and development of humans and their cultures and divergent systems of thought, belief, and social order. By systematically analyzing various cultural traditions—contemporary as well as historically known—anthropology raises critical questions concerning the bases of both world civilizations. An understanding of the distinctive way anthropology formulates and attempts to answer its basic questions is a necessary component of a comprehensive liberal education.

Second, the department offers concentrated programs of study for the minor, major, or honors student. A minor usually emphasizes one of the four subdisciplines, although students are free to select courses from across the subfields. For the major, the department encourages study in all of the subdisciplines, because each supplements and complements the others in presenting humans as both biological and social beings. The honors program includes in-depth research and writing in one aspect of sociocultural, linguistic, archaeological, or biological anthropology, as well as the pursuit of additional advanced course work at the senior undergraduate or graduate level.

The director of undergraduate studies (DUS) works closely with anthropology majors and minors in designing programs of study that integrate their individual goals with the offerings and intellectual goals of the department and complementary disciplines. Majors should meet with the DUS at least once per semester, typically just prior to registration for the next semester, to discuss their progress through the program, decide on future course work, and discuss post-graduation plans.

The department prides itself on its graduate and undergraduate programs’ integrated nature, which enables major, minor, and honors students to participate in a variety of challenging graduate courses and seminars. Additionally, an active Anthropology Undergraduate Student Association (AUSA) connects students to one another through events and an e-mail forum.
The major in anthropology consists of nine 4-point courses (36 points), which include the following four required courses (16 points):

- Human Society and Culture (ANTH-UA 1)
- Human Evolution (ANTH-UA 2)
- Archaeology: Early Societies and Cultures (ANTH-UA 3)
- Anthropology of Language (ANTH-UA 17; offered only in the spring semester)

The remaining elective courses for the major (five courses/20 points) may be selected from any subfield of anthropology. Students must take at least five courses from the Department of Anthropology at New York University in order to receive a major in anthropology from NYU, and a grade of at least C is required in every course to be counted toward the major. Students are not required to focus on any one of the subfields of anthropology represented in the department, but rather are free to choose elective courses that accommodate their interests as narrowly or broadly as they see fit, in consultation with the DUS. Internships approved by the DUS are encouraged, but internship credits may not be applied toward the major. Independent study courses, conducted under the supervision of a departmental faculty member, are also encouraged and can be applied toward the major. Majors should consult regularly with the DUS in order to take full advantage of the seminars and research opportunities open to them.

**Joint Majors with Classics and Linguistics**

In collaboration with the Department of Classics and the Department of Linguistics, the Department of Anthropology also offers two joint majors. Joint majors consist of 20 points (five 4-point courses) in anthropology and 20 points in the joint department. A grade of at least C is required in every course to be counted toward the joint major. Joint majors should consult regularly with the DUS in anthropology and the DUS in the joint department in order to take full advantage of the seminars and research opportunities open to them.

**Joint major with the Department of Classics:** The joint major in anthropology and classics emphasizes the importance of anthropological approaches to understanding the social orders and institutions of the classical world. One anthropology course, Human Society and Culture (ANTH-UA 1), is required, along with four other anthropology electives chosen in consultation with the DUS of each department. Twenty points are required in classics. See classics section in this Bulletin for additional information. Joint anthropology-classics majors should also consult with Professor Rita Wright in the Department of Anthropology and the DUS in the Department of Classics for aid in developing their program of study.

**Joint major with the Department of Linguistics:** The joint major in anthropology and linguistics emphasizes the complementary nature of anthropological and sociolinguistic approaches to language. Students are required to take five 4-point courses (20 points) each from the Department of Anthropology and the Department of Linguistics, and a grade of at least C is required in every course to be counted toward the joint major.

- Required courses in anthropology are Human Society and Culture (ANTH-UA 1), Anthropology of Language (ANTH-UA 17), either Cultural Symbols (ANTH-UA 48) or Language, Power, and Identity (ANTH-UA 16), and two other cultural or linguistic anthropology courses approved by the Department of Anthropology’s DUS.
- Required courses in linguistics are Language (LING-UA 1), Language and Society (LING-UA 15), and at least two of the following: Bilingualism (LING-UA 18); Language, Literacy, and Society (LING-UA 20); Sex, Gender, and Language (LING-UA 21); African American Vernacular English: Language and Culture (LING-UA 23); Language and Liberation at Home in the Caribbean and Abroad (LING-UA 26); and Language in Latin America (LING-UA 30).

The fifth course in linguistics may be an additional course from the above list or another course that the department offers, chosen in consultation with the DUS in the Department of Linguistics. See linguistics section in this Bulletin for additional information. Joint anthropology-linguistics majors should also consult with Professor Bambi Schieffelin in the Department of Anthropology and Professor John Singler in the Department of Linguistics for aid in developing their program of study.
Global Public Health/Anthropology Major

The College of Arts and Science (CAS) and the Department of Anthropology offer students the opportunity to pursue a major that combines anthropology and global public health. Students pursuing this combined program will complete core and elective courses in both areas.

The major provides interdisciplinary training that embraces the natural convergence of society, culture and health, and draws on the Department of Anthropology’s strength in bridging the social sciences, natural sciences, and humanities. A major in global public health/anthropology prepares students to analyze various cultural traditions through the lens of health; to examine complex relationships within economic, political, cultural, physical, and biological environments; and to apply anthropological approaches to public health problems. The major is designed to prepare students for multidisciplinary careers in a variety of settings and/or for advanced academic training in public health, anthropology or other related fields.

Students in this combined major are strongly advised to talk to an advisor in the Department of Anthropology to work out a course plan. The following are the fifteen courses (60 points) required for the major:

Global public health requirements (seven courses/28 points):
- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics (UGPH-GU 20)
- Epidemiology (UGPH-GU 30)
- Health Policy (UGPH-GU 40)
- Environmental Health (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- One semester of advanced foreign language (above intermediate II level)
- One semester of study away

Anthropology core courses (three courses/12 points):
- Human Society and Culture (ANTH-UA 1)
- Medical Anthropology (ANTH-UA 35)
- Global Biocultures (ANTH-UA 320)

Anthropology elective courses (three courses/12 points), chosen from:
- Human Evolution (ANTH-UA 2)
- Health & Disease in Human Evolution (ANTH-UA 55)
- Emerging Diseases (ANTH-UA 80)
- Human Ecology (ANTH-UA 90)
- Anthropology of Gender and Sexuality (ANTH-UA 112)
- Race, Difference, and Social Inequality (ANTH-UA 323)
- Introduction to Forensic Anthropology (ANTH-UA 326)
- Human Rights and Culture (ANTH-UA 331)
- Culture through Food (ANTH-UA 410)

Major electives (two courses/8 points):
- Two additional electives must be completed in the GPH program or anthropology, by advisement.

For descriptions of GPH (UGPH-GU) courses, please see the global public health section of this Bulletin.

Minor

The minor in anthropology consists of 16 points (any four 4-point courses) in the department. The “principles” courses Human Society and Culture (ANTH-UA 1), Human Evolution (ANTH-UA 2), and Archaeology: Early Societies and Cultures (ANTH-UA 3) are recommended as overviews of the discipline and as prerequisites for more advanced courses. Minors consult with the DUS to design a program that best accommodates their interests. A grade of at least C is required in every course to be counted toward the minor. Students must take at least two courses from the Department of Anthropology at New York University in order to receive a minor in anthropology from NYU.
Honors Program

A degree in anthropology is awarded with honors to selected majors who apply for admission to the program through the DUS during their junior year. Honors program candidates are expected to meet all the requirements for the program and to maintain an overall grade point average of 3.65 and an average of 3.65 in the major. Candidates for the honors program must complete a total of ten 4-point courses (40 points) in anthropology, including the two-semester research/thesis writing sequence, Honors Research I (ANTH-UA 950) and Honors Research II (ANTH-UA 951) taken in the senior year, plus at least one Special Seminar in Anthropology (ANTH-UA 800 or ANTH-UA 801) or a graduate course, typically taken in the junior or senior year. All of these courses count toward the major.

In the fall semester of the senior year, all thesis writers from across departmental subdisciplines enroll in Honors Research I (ANTH-UA 950), a seminar course in which research methods are taught and individualized to fit each student’s topic—e.g., assembling a bibliography; constructing hypotheses; using secondary, primary, and occasionally original sources to generate data; and analyzing data. In the spring semester, all thesis writers enroll in Honors Research II (ANTH-UA 951), a seminar course in which students share their developing theses with the group. Honors candidates are strongly encouraged to formally present posters/papers at the Dean’s Undergraduate Research Conference and within the department. Feedback will be offered at different stages by both faculty and student peers in the seminar. In both semesters, it is the responsibility of the thesis writer to consult with his or her departmental faculty mentor who is supervising the honors project and who will serve as the primary thesis reader.

COURSES

Principles

Human Society and Culture
ANTH-UA 1 Abercrombie, Beidelman, Das, Dávila, Ganti, Grant, Hansen, Khan, Myers, Rademacher, Rapp, Rogers, Stout. 4 points.
Surveys the general aims, methods, and findings of modern cultural anthropology and its ties with the humanities and social sciences. Economic, political, and family organizations and systems of thought, including religion, are covered with equal attention to “primitive,” traditional, and modern complex societies, particularly non-Western societies.

Human Evolution
ANTH-UA 2 Laboratories. Antón, Bailey, Disotell, Harrison, Higham, Williams. 4 points.
Investigates the evolutionary origins of humans. The study of human evolution is a multidisciplinary endeavor involving a synthesis of concepts, techniques, and research findings from a variety of different scientific fields, including evolutionary biology, paleontology, primatology, comparative anatomy, genetics, molecular biology, geology, and archaeology. Explores the different contributions that scientists have made toward understanding human origins and provides a detailed survey of the evidence used to reconstruct the evolutionary history of our own species.

Archaeology: Early Societies and Cultures
ANTH-UA 3 Laboratories. Crabtree, White, Wright. 4 points.
Introduces contemporary archaeology, its theories, practices, and early societies and cultures. Examines current methodological and theoretical viewpoints of archaeological scholarship within the discipline of anthropology. Focuses on key transformations in cultural evolution, such as the origins of modern humans, the emergence of food production, and the development of complex societies, urbanism, and early states. Explores gender roles, landscapes and settlements, technologies, art, cognitive systems, urbanism, and state formation.

Anthropology of Language
ANTH-UA 17 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das, Schieffelin. 4 points.
Taking an anthropological perspective on the role of language in contemporary social life, introduces students to theories and methods for studying communicative practices across a range of societies and settings. Ethnographic studies focus on the role of language in regulating social relations, identity formation, power and politics, verbal art and performance, literacy and education in multilingual and multicultural settings, and the development of new media.
Integrating Perspectives

History of Anthropology
ANTH-UA 45  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Dávila, Ganti, Khan, Martin, Myers, Rapp, Rogers. 4 points.
Explores the development of some of the discipline's defining themes such as the culture concept, understandings of human commonalities and diversity, and participant observation research methods. Considers some of the key persons and institutions associated with these ideas. Focuses primarily on British and American sociocultural anthropology over the 20th century.

Sociocultural and Linguistic Anthropology

Language, Power, and Identity
ANTH-UA 16  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das. 4 points.
Explores how identity is a process of “becoming” rather than a mode of “being” by examining how speakers enact their gender, sexuality, race, ethnicity, nationality, religion, and socioeconomic class through everyday conversations, narratives, performances, literacy activities, and public debates. Also explores the moral and political consequences of people’s identification strategies by examining how their beliefs about language reinforce or contest normative power structures. Readings on the relationship between bilingual education and accent discrimination, multilingualism and youth counterculture, migration and code-switching, media and religious publics, linguistic nationalism and xenophobia, and literacy and neo/liberalism in different areas of the world.

Slavery in Anthropological Perspective: Africa and the Ancient World
ANTH-UA 18  Identical to SCA-UA 18. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Surveys basic anthropological and sociological issues posed by the institution of slavery in Africa and ancient Greece and Rome, including problems of the change from simpler to more complex societies and economies; definitions of person, gender, race, work, and ethnicity; and the relations of ideology and cultural boundaries.

Anthropology and Classical Studies
ANTH-UA 19  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Examines the ways in which anthropology has been employed by classical scholars to understand the society, beliefs, literature, and arts of ancient Greece. Reviews relevant works by anthropologists, sociologists, historians, philosophers, and literary critics, indicating both the advantages and the dangers of interdisciplinary research.

African Literature
ANTH-UA 20  Identical to SCA-UA 21. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Compares traditional oral literature and the writings
of the colonial and postcolonial periods. Discussion
of problems of translation, cultural relativity, and the
search for identity as revealed through novels, poetry,
and theatre.

**Religious Bodies**
ANTH-UA 29  **Identical to RELST-UA 642. Zito.**
4 points.
Explores the relationship between cultures of
religious practices and the human body: the body as
medium both for ritual and religious experience; the
body as locus for virtue and sin; the split between
mind and body. Looks at the body in various
situations—gendered, sexualized, covered, naked,
suffering, disabled, altered, missing—and inter-
rogates notions of representations and ideals, from
the religious ban on representing the human body to
divine anthropomorphism.

**Anthropology of Religion**
ANTH-UA 30  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Abercrombie, Beidelman, Myers, Zito. 4 points.
Examines the cultural nature of basic beliefs and values
manifested in both simple and complex societies.
Discussion of time and space, causality, myth, prophecy
and divination, witchcraft and magic, and mysticism.

**Witchcraft: An Anthropological Approach**
ANTH-UA 31  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Beidelman. 4 points.
Examines witchcraft through interdisciplinary study,
including how theories of causation and reality are
modified by culture and society and the way that
social theorists have judged witchcraft in relation to
social stability, conflict, and change. Considers both
nonliterate, non-Western examples and cases from
Europe and New England where historians have
made extensive use of anthropological techniques.

**Conversations in Everyday Life**
ANTH-UA 32  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Das, Scheffelin. 4 points.
We spend a great deal of our time talking: whether
face-to-face, on the phone, texting, or via another
communicative technology, our feelings and ideas
are constantly being exchanged. Investigates how
conversation shapes our lives in culturally and lin-
guistically diverse urban communities and presents
the theories and methods for analyzing the roles
that talk plays in medical, work, and school settings,
where miscommunication frequently occurs.

**Anthropology of Violence and the Law**
ANTH-UA 33  **Prerequisite: Human Society
and Culture (ANTH-UA 1) or Law and Society
(LWSOC-UA 1). Merry. 4 points.**
Explores the nature of law and of violence from an
anthropological perspective. Law is fundamental to
maintaining state power and to colonial expansion,
yet also provides a way of dealing with conflict that
does not require parties to use violence. Violence is a
complicated concept, including both physical harm
and cultural meanings. Examines law and violence
in the context of non-state societies, colonialism,
and postcolonialism, international law and human
rights, alternative dispute resolution techniques, and
practices of governmentality and audit.

**Salvation and Revolution**
ANTH-UA 34  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Beidelman, Myers. 4 points.
Examines revolutionary movements in both
traditional and industrial societies in terms of how
violence, coercion, prophecy, and radical thought
impel social change. Analyzes utopian communi-
ties, prophetic movements, cargo cults, religious
sects, and terrorism from various social scientific
perspectives.

**Medical Anthropology**
ANTH-UA 35  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Hansen, Martin, Rapp. 4 points.
Analyzes cultural practices and belief systems sur-
rounding illness, suffering, and healing in medical
systems around the globe. Healing specialists may
be trained in both indigenous and cosmopolitan
medicine; patients and healers both confront the
structures of health resources and problems of
improving health care.

**Global Biocultures: Anthropological Perspectives
on Health**
ANTH-UA 36  **Prerequisite: Human Society and
Culture (ANTH-UA 1) or permission of the instructor.**
Hansen. 4 points.
Surveys the mutual shaping of culture and biology
in diverse contexts around the world. Starts with
sociocultural theories of biocultural process and ends
with ethnographies of disability, drugs, food, place,
pain, and biotechnology. Examines the relationship
between larger political economic structures and
individual subjectivities, and examines biological
experience as simultaneously material and sociocul-
turally plastic.
Anthropology of Indigenous Australia  
ANTH-UA 37  Myers. 4 points.
This course introduces some of the current and classical issues in the anthropology of Indigenous Australia, considering a range of Aboriginal Australian forms of social being, ranging historically and geographically, and giving significant focus to the changing relationship between Indigenous people and the settler nation of Australia. Explores how Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination.

Indigenous Australian Art: An Analytical Survey  
ANTH-UA 38  Myers. 4 points.
Surveys some of the principal themes and issues in the development of Indigenous art in Australia. Focuses on some of the regional and historical variations of Aboriginal art in the context of the history of a settler nation, while considering the issues of its circulation and evaluation within contemporary discourses of value. Topics include the cosmological dimensions of the art, its political implications, its relationship to cultural identity, and its aesthetic frameworks.

Family and Kinship  
ANTH-UA 41  Prerequisite: Human Society and Culture (ANTH-UA 1). Abercrombie, Beidelman, Ginsburg, Khan, Martin, Myers, Rapp, Rogers. 4 points.
Explores cross-cultural diversity in the organization of family life and kin relationships. Discusses how anthropology's cross-cultural perspective helps illuminate new or controversial family arrangements in Western societies.

Memory, Heritage, History, and Narrative  
ANTH-UA 43  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of instructor. Abercrombie. 4 points.
Surveys memory, social continuity, and representation of the past and historical change in order to understand the techniques, locations, and kinds of social memory that bridge the gap between remembered personal experience and the externally received representations of museology and history. Focuses on the role of narration and self-narration, embodied public performance, and struggles over remembrance.

Ethnography and Ethnohistory of the Andes  
ANTH-UA 47  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of instructor. Abercrombie. 4 points.
Introduces students to the interdisciplinary field of ethnohistory, through which scholars grapple with the archaeological record, iconography, painting, music, chronicles, archival documents, and the social and cultural legacies of living peoples, in order to understand pre-Columbian societies and trace the transformation of indigenous societies under Spanish colonialism and republican rule. Also introduces contemporary ethnography of the region, including rural indigenous peoples and urban social life.

Cultural Symbols  
ANTH-UA 48  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Myers. 4 points.
Surveys various symbolic systems employed by the world's people, considering their use in myth, ritual, literature, and art and the kinds of anthropological theories applied to explain their power and forms. Approaches theory through case studies, providing a diverse view of world cultures. Uses materials from all continents; emphasizes non-Western, nonliterate societies, though some material from the West is also used.

Peoples of Sub-Saharan Africa  
ANTH-UA 101  Identical to SCA-UA 101. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Beidelman. 4 points.
Surveys the societies and cultures of Africa. Divided between accounts of traditional ways of life, the history of colonial contact with Europe, and consideration of life in contemporary African states. Involves anthropological studies as well as historical works, novels, and autobiographies, many by African authors. African material is related to broader issues of social theory, ethnicity, social change, and the ties between culture, society, and values.

Contemporary Issues in the Caribbean  
ANTH-UA 102  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Khan. 4 points.
Provides an anthropological perspective on Anglophone, Hispanophones, Francophone, and Dutch Antilles societies. Reviews the ways colonial history has structured the race, class, gender, ethnic, and national identities of Caribbean peoples and
examines the ways that these structures have in turn been shaped by the cultures and subjectivities of local communities. Contemporary issues and problems facing the region are emphasized, including tourism, sexuality, the arts, health care, transnationalism, and diaspora. The possibilities for the existence of a "Pan-Caribbean consciousness" are also explored.

**Peoples of Latin America**

ANTH-UA 103  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Dávila, Rosaldo, Stout. 4 points.

Surveys Latin American societies and cultures, placing special emphasis on class, ethnicity, and nationhood. Examines some of the fundamental characteristics of Ibero-American civilization both in its historical development and in its transformations across a variety of regional and class contexts. Discusses the complex interrelationships between country and city and between "popular" and "elite" culture by examining ethnographic case material and a few general interpretative works.

**Anthropology of South Asia**

ANTH-UA 104  Formerly Peoples of India. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Rademacher. 4 points.

Introduces the cultures and societies of the Indian subcontinent. Focuses not only on the history and ethnography of South Asia, but also on the major concepts and debates in the anthropological study of the region. Topics include caste, kinship, gender, nationalism, ethnic conflict, globalization, and popular culture.

**Anthropology of Europe**

ANTH-UA 111  Abercrombie, Rogers. 4 points.

Explores cultural systems and social structures in modern European societies. Provides an introduction to anthropological approaches to the study of Western complex societies. Uses ethnographic case studies and features films to examine issues such as ethnic and national identity; the impact on everyday life of shifting territorial and social borders; ritual, and religious behavior.

**Anthropology of Gender and Sexuality**

ANTH-UA 112  Identical to SCA-UA 112. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Martin, Rapp, Stout. 4 points.

Compares women’s and men’s experiences, activities, resources, powers, and symbolic significance as they vary within and between societies. Social and historical approaches in the analysis of how gender relations are affected by major social transformations. Emphasis on such changes as gender roles, current transnational migrations, social movements, international relations, and the role of the military in a variety of world societies.

**Visual Anthropology**

ANTH-UA 122  Formerly Transcultural Cinema. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.

Explores the history and development of anthropology's relationship to visual practices, focusing on, but not limited to, photography and film, both as a mode for representing culture and as a site of cultural practice. Examines the emergence of, as well as the contestations around, the genre known as ethnographic film and its relationship to wider debates about documentary and nonfictional film practice. One of the central themes of the course is the relationship between representation, power, and knowledge as manifest in cross-cultural representation.

**Anthropology of Media**

ANTH-UA 123  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Ganti, Ginsburg, Stout. 4 points.

Examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, or circulation. Introduces some key concepts in social theory such as ideology, hegemony, the public sphere, and the nation, which have been critical to the study of the mass media by anthropologists and focuses on concrete ethnographic examples. Examines cross-culturally how the mass media have become the primary means for the circulation of symbolic forms across time and space and crucial to the constitution of subjectivities, collectivities, and histories in the contemporary world. Topics include the role of media in constituting and contesting national identities, in forging alternative political visions, in transforming religious practice, and in creating subcultures.
Anthropology of Art
ANTH-UA 125 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Myers. 4 points.
Introduces students to the “classic” literature within the anthropology of art, charts the development and interests of this subdiscipline of anthropology, and uses this material to develop an “anthropological” perspective on art that can be used as a key form of critical inquiry into diverse art forms—even those not conventionally explored in the history of anthropology. The starting point for the anthropology of art is to ask, “What is art?” in comparative cultural perspective. Analyzes aesthetics in cross-cultural context; the notion of style; the relation between art, technology, and skill; the entanglement of primitivism and modernity; the role of class and taste in appreciating art; art and value in the marketplace; art and museum practice; tourist art and the value of authenticity; and colonial and postcolonial art.

Religion and Media
ANTH-UA 220 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Zito. 4 points.
Introduces students to the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Examines more recent electronic media such as cassette, film, television, video, and the Internet. Students should note that an anthropological/historical perspective on studying religion is pursued in the course.

Topical Seminar in Social and Cultural Anthropology I, II
ANTH-UA 320, 321 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Beidelman, Das, Dávila, Gant, Ginsburg, Grant, Hansen, Khan, Martin, Merry, Myers, Radenmacher, Rapp, Rogers, Stout, Zito. 4 points per term.
Analyzes and assesses selected key issues in the discipline theoretically, politically, and epistemologically. See the department’s website for specific topics each term.

Race, “Difference,” and Social Inequality
ANTH-UA 323 Identical to SCA-UA 323. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Khan. 4 points.
Human beings have always grappled with some notion of identity, asking questions about who they are, about who others distinguished from themselves are, and about the ways that perceived similarities and differences are meaningful and important (or not) in social relationships. Examines how historical, social, and cultural contexts shape the forms that identities take, looking in particular at ideas about race and racial identity. We work with two premises: (1) race must be understood in relation to other identity categories: gender, class, sexuality, ethnicity, and so on, and (2) race is expressed in both obvious and subtle ways; thus, racial identity is implicit as well as explicitly expressed. We also consider whether race must necessarily be understood as stigma; discuss nonfiction, fiction, and films; and may visit public exhibitions.

Reimagining Community: Race, Nation, and the Politics of Belonging
ANTH-UA 325 Identical to SCA-UA 200. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Dávila. 4 points.
Critically examines and evaluates the various approaches to studying and interpreting different community formations. Examines different notions of “community” through a variety of disciplinary lenses. Readings are drawn from anthropology, history, feminist studies, cultural studies, ethnic studies, and philosophy. Students are encouraged to examine these texts both as theoretical representations of “community” as well as historically embedded artifacts that are part of the larger machinery in the production of knowledge.

Language and Law
ANTH-UA 329 Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Schieffelin. 4 points.
Arguments and conflicts are part of everyday life, and language is central to both their instigation and resolution. Explores how speakers ranging from small children to litigants in courts attempt to settle their differences. Comparative materials illustrate theories of disputes and dispute resolution, examining the power of language and the language of power in a variety of settings (e.g., mediation, arbitration, trials). Class includes fieldwork trips to small claims court. Students audio-record cases and transcribe and analyze them according to different analytic perspectives. Bilingual students are encouraged to focus on cases that use interpreters.
Gender, Violence, and the Law
ANTH-UA 330  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Merry. 4 points.
Examines the global prevalence of gender violence and the varied meanings of violence against women and changes in terminology over time. Examines ways of theorizing gender and violence, including performative ideas of gender. The creation of gender violence as a social problem is a product of social movements in the United States, Europe, India, and many other parts of the world. It is now understood globally as an important human rights violation. Also examines the forms of intervention that have been developed in the United States and globally for diminishing violence against women, including policing, prosecution, and punishment.

Human Rights and Culture
ANTH-UA 331  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Merry. 4 points.
Offers an overview of the human rights system, looking at its basic elements and studying how it works. Focuses on the relationships between human rights and culture. Human rights campaigns frequently encounter resistance in the name of protecting cultural differences. This is particularly common with issues concerning women, children, and the family. Explores several issues that raise questions of human rights and culture, such as female genital cutting, honor killing, trafficking of persons, and indigenous peoples’ rights to culture. Using these examples, considers how the human rights system deals with tensions between global standards and local ways of life. Examines the meanings of rights and of culture in these debates and shows the implications of adopting an anthropological analysis of these situations.

The Color of Race in the Americas: Post-Racial Mythologies
ANTH-UA 333  Prerequisite: at least one introductory course in cultural anthropology, history, social and cultural analysis, or sociology. Seminar. Offered every other year. Khan. 4 points.
Examines race and color as fundamental social and ideological building blocks of the Americas, as well as the related issues of identity, similarity, and difference in social relations. Considers how race and color are embedded in the cultural landscape and how “mixed race” and “color continuums” do (or do not) democratize social hierarchies. Employs ethnographic and interdisciplinary approaches.

Body, Gender, and Belief in China
ANTH-UA 350  Identical to RELST-UA 350. Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Zito. 4 points.
Examines the roles of the body and gender in shaping and expressing Chinese beliefs. Explores how Chinese people “teach” themselves about the person, the body, and the natural world and thus how social life was constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis as well as Buddhism, especially Ch’yan (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

Transnationalism and Anthropology
ANTH-UA 400  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Das, Ganti, Khan. 4 points.
Examines what is considered “new” in the ongoing reconstruction of world order and its accompanying disorder. Also examines how this changes the ways people earn their livelihoods; how cultures are transmitted and hybridized; how migrating populations maintain connections to their homelands; how group identities are constructed and asserted; and how social movements around newly politicized issues arise. Discusses changing roles of nation-states and the growing significance of transnational, diasporic, and globalized social relations and cultural forms.

Culture Through Food
ANTH-UA 410  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. Abercrombie, Rogers. 4 points.
Explores some of the ways that people use food, cuisines, and eating to organize and engage with social worlds. This focus provides a concrete means for deepening our understanding of alternative models of social explanation. Drawing on ethnographic
DEPARTMENT OF ANTHROPOLOGY

material from a wide range of cultures, as well as feature films and our own observations and interviews, we consider topics such as the material dimensions of food production, distribution, and consumption (e.g., how food scarcity or abundance shapes collective possibilities, expectations, and values; the causes, consequences, forms, and myths of globalization) and the cultural meanings and social distinctions encoded in food practices (e.g., how food is used cross-culturally as a marker of social identity—class, gender, and ethnicity—and as a source of meaning—nostalgia, anxiety, and so on).

Formations of Indigeneity
ANTH-UA 605  Formerly ANTH-UA 320. Prerequisite: Human Society and Culture (ANTH-UA 1) or equivalent. Offered every other year. 4 points. Through a case study of materials concerning indigenous people in Australia and North America, investigates the consequences (cultural, sociological, policy) of a development that has taken place throughout the world. Many of the peoples in whom anthropologists are interested—those organized into small-scale, kinship-based societies—are encapsulated as indigenous minorities within nation states dominated by other cultural traditions. Examines how the capacity and practices of these peoples, who some have characterized as “Fourth World peoples,” to reproduce themselves and their traditions on their own terms has been limited, undermined, co-opted and, on occasion, ironically reinforced.

Roma in East Central Europe
ANTH-UA 9200  Offered at NYU Prague. 4 points. Introduces students to the development of Romany politics and culture from a persecuted minority to the emergence of Romany organizations, with an emphasis on Central and Eastern Europe. Emphasizes the three themes of identity, power, and history, and challenges monocausal and ahistorical explanations for the social situation of Roma. Builds on a diverse selection of empirical material and evidence: ethnographic, historical, artistic, and sociological.

Archaeology
Prehistoric Hunters and Gatherers
ANTH-UA 210  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree. 4 points.
Examines the origin and early development of culture in the Old and New Worlds. Utilizes archaeological materials from the Paleolithic and Mesolithic periods of Africa, Eurasia, and the Paleo-Indian, woodland, and Archaic periods of North America, against a background of related evidence from physical anthropology and ethnology.

First Cities and States
ANTH-UA 211  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, Wright. 4 points. Considers two distinct processes: (1) the origins of food production and consequent development of domesticated plants and animals and (2) the trend toward increasing social, political, and economic complexity that culminates in early states. Several independent examples of each process from both the Old and New Worlds. Special attention to the various theories that have been advanced to account for such developments.

Prehistoric Art and Symbolic Evolution
ANTH-UA 212  Prerequisite: Human Society and Culture (ANTH-UA 1), or Archaeology: Early Societies and Cultures (ANTH-UA 3), or permission of the instructor. White. 4 points. Examines prehistoric art forms, their interpretation, and their evolutionary and behavioral significance. Introduction to Stone Age art—its form, contents, and chronological evolution. Also employs more recent prehistoric case studies. Reviews and assesses competing interpretive frameworks, with emphasis on understanding the social and ideological context within which the art was produced and comprehended.

Topical Seminar in Archaeological Anthropology I, II
ANTH-UA 213, 214  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, White, Wright. 4 points per term.
Explores selected key issues and problems in archaeological anthropology, theoretically and methodologically. See the department’s website for specific topics each term.

Archaeological Theory and Technique
ANTH-UA 215  Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree, White, Wright. 4 points.
Considers both current and past theoretical developments in archaeology, with special attention to the role of innovations in analytical technique as they relate to these developments. Theoretical approaches to the economy, technology, and organization of
hunter-gatherers; early agriculturalists; gender differences; and complex societies. Examines research design, sampling problems, chronometric methods, analysis of paleoenvironments, and typology in terms of modern understanding as well as historical perspective.

Surveys of Regional Prehistory I: Egypt and the Near East
ANTH-UA 216.001 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Wright. 4 points.

Introduces the archaeology of the Near East and Egypt. Examines the archaeological evidence for two major transformations: the origins of food production (the domestication of plants and animals) and the development of cities and states. Focuses primarily on the Tigris and Euphrates and Nile Valleys, but other contiguous regions also are considered. Emphasizes the cultural history of the two regions and how these changes influenced the development of increasingly complex social organization and our present understanding of urbanism and state-level societies.

Surveys of Regional Prehistory II: Prehistoric Europe to the End of the Ice Age
ANTH-UA 216.002 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. White. 4 points.

Prehistories of selected culture areas. Emphasizes the theoretical and methodological foundations of archaeology within a culture area as reconstructed through archaeological methods. The choice of region varies with the interests of individual instructors.

Barbarian Europe
ANTH-UA 217 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Crabtree. 4 points.

Between the end of the Ice Age and the expansion of the Roman Empire, temperate Europe witnessed a series of social and economic transformations that represented a transition from a hunting and gathering way of life to urban chiefdoms. Along the way, these hunter-gatherers became agriculturalists and stockherders, learned to use metals, and developed social structures as complex as any found in Old World civilizations. Examines changes in later prehistoric Europe from about 8000 B.C.E. to the arrival of the Romans.

African Archaeology
ANTH-UA 218 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3). 4 points.

With the longest record of human occupation in the world and a landmass that represents more than one-fifth the habitable area of the globe, Africa plays a central role in our understanding of human evolution, the prehistory of our species, and the development of complex societies. Explores the experiences of ancient human populations in Africa using evidence drawn from archaeology as well as history, ethnography, linguistics, art history, geography, geology, paleontology, biology, and other disciplines. Focuses not only on the material evidence from across the continent and its interpretation, but also an understanding of the major questions, developing methods of inquiry and problem solving, and situating the African data in the broader context of the archaeological evidence for the evolution of human behavioral diversity. The scope of the course spans hominin origins, the study of Stone Age foragers of the first 2.5 million years of human prehistory, and more recent periods characterized by food production, metallurgy, sedentism, and the development of complex societies (e.g., in Egypt, Mali, Zimbabwe, and the East African coast) with influence and contacts across and outside the continent.

Discovering Archaeology in New York City
ANTH-UA 225 Wright. 4 points.

When based on archaeological remains from 10,000 years ago to the beginning of the 20th century, a different perspective on the city in time and space can emerge. Walking around its various boroughs, students learn that our modern landscape is vastly different from that of earlier eras. Along with our gains as a major cultural center, we assess some losses brought about by the destruction of aspects of the city’s past. In particular, students consider the meaning of stewardship in the context of urban development.

Last Hunters-First Farmers
ANTH-UA 608 Prerequisite: Archaeology: Early Societies and Cultures (ANTH-UA 3) or permission of the instructor. Offered every two years. Crabtree. 4 points.

Explores the transition from foraging to agriculture throughout the Eastern Hemisphere and the Americas. Reviews theories that explain the transition from hunting to gathering to farming, as well as the archaeological methods that are used to examine this question. Archaeological evidence
from various regions of the world is closely examined so as to understand reasons for, and consequences of, the transition from foraging to farming and the adoption of agriculture.

**Fieldwork in Archaeology**

ANTH-UA 830  Prerequisite: permission of the instructor. Crabtree, White, Wright. Offered in the summer. 4 points.

Students live and work at the selected prehistoric or historic site, usually in eastern or midwestern North America. Students are instructed in field technique and laboratory procedures. Further background provided through staff and guest lectures.

**Biological Anthropology**

**Fossil Evidence for Human Evolution**

ANTH-UA 50  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Bailey, Harrison, Williams. 4 points.

An in-depth survey of the fossil record for human evolution. Traces the evolutionary history of the human lineage from its origin in the late Miocene of Africa up to the initial differentiation and diversification of anatomically modern humans. Explores debates about phylogenetic relationships, taxonomy, paleobiological interpretations, and models for the origin of human behavior.

**Human Variation**

ANTH-UA 51  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Bailey, Disotell. 4 points.

Humans are the most wide-ranging of all of the species on earth. Our evolutionary history and our ability to adapt to such a broad range of environments result in the patterns of human variability we see today. New techniques have been developed that allow us to explore the different levels of human variation. Focuses on new data and methodologies, including molecular genetic techniques, and the hypotheses and controversies generated by these new perspectives.

**Evolution and Biology of Human Behavior**

ANTH-UA 52  Prerequisite: Human Evolution (ANTH-UA 2). Antón, Bailey, Harrison, Higham, Williams. 4 points.

Introductory survey presenting a synthetic approach to the biological, behavioral, and cultural origins of humans. Explores data and theories from paleoanthropology, archaeology, nonhuman primate behavioral studies, brain research, and sociobiology for their contributions to the study of human behavior.

**Human Genetics**

ANTH-UA 53  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Disotell. 4 points.

In-depth analysis of the genetic component of human variability. Discusses mechanisms of inheritance, gene expression in individuals and populations, and alternative explanations for genetic variability. Explores the implications of modern advances in genetics, such as genetic engineering and gene therapy.

**Primate Behavioral Ecology**

ANTH-UA 54  Prerequisite: either Human Evolution (ANTH-UA 2) or Natural Science Two: Human Origins (CORE-UA 305), or permission of the instructor. Offered periodically. 4 points.

Studies the evolution of primate behavior and primate social and mating systems. How and why primates have evolved to be so social and varied in their social and mating systems, and why they exhibit so many unusual characteristics. Topics considered: primate biology and taxonomy, evolutionary theory and the history and philosophy of primate studies, natural selection and social systems, sexual selection and mating systems, and intelligence and communication.

**Health and Disease in Human Evolution**

ANTH-UA 55  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Disotell. 4 points.

Examines human health and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman primates; prehistoric human populations; and hunting and gathering, agricultural, and industrial groups, with emphasis on the expression of infectious disease in human history and newly (re) emerging diseases.

**Comparative Biology of the Living Primates**

ANTH-UA 56  Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Harrison, Williams. 4 points.

Study of the comparative biology of the primates, our1 definitions of communication and consideration of its major theoretical issues such as the
difference between signals and cues, signal honesty, and concepts of signal information content and evolutionary signal design. Sections of the class focus on communication in different sensory modalities—olfactory, auditory, and visual, as well as multimodal communication—before discussing theories and issues related to the evolution of language. The class finishes by considering some of the most contemporary topics in primate communication.

**Emerging Diseases**

ANTH-UA 80 Disotell, Harrison. 4 points.
Integrates evolutionary biology, genetics, immunology, ecology, and behavioral ecology, along with sociocultural anthropology, politics, and economics, to better understand newly emerging and reemerging diseases as they affect human health. General evolutionary theory and an introduction to Darwinian medicine are provided before the course examines viral, bacterial, parasitic, and prion-based diseases along with their hosts, vectors, and other organisms. Particular attention is paid to how humans have purposely and inadvertently created both biological and cultural environments for the transmission of different diseases. Media representations and misrepresentations are examined throughout the course.

**Human Ecology**

ANTH-UA 90 Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Crabtree. 4 points.
Investigates the degree to which variation in human biology and culture can be understood as adaptations to varying external conditions. Examines the relationship of human systems of action and the natural world to understand the various forms of human adaptation. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.

**Evolution of Language**

ANTH-UA 240 Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. 4 points.
Explores the various hypotheses offered for the evolution of language. Perspectives from different disciplines are discussed. Topics include human evolution and the study of fossil humans, animal and primate behavior and communication, anatomy of the vocal tract, neuroanatomy, language acquisition, language universals, the origins and diversification of modern languages, and the origins of writing.

**Introduction to Forensic Anthropology**

ANTH-UA 326 Prerequisite: Human Evolution (ANTH-UA 2) or permission of the instructor. Antón, Williams. 4 points.
Forensic anthropology is an applied subfield of biological anthropology that provides expert analysis of the skeleton in a medicolegal setting by utilizing methods developed in skeletal biology, archaeology, and the forensic sciences. Forensic anthropologists play critical roles in identifying victims of mass fatalities (such as the World Trade Center and Oklahoma City bombings), in investigating homicides (such as identifying the Russian tsar’s family), and in distinguishing cause of death. The course examines how forensic anthropologists approach modern and historic crimes in the laboratory and the field. Students are introduced to the underlying theory and the applied techniques that forensic anthropologists use to recover and identify individuals and assess cause of death.

**Topical Seminar in Biological Anthropology I, II**

ANTH-UA 511, 512 Open to majors in anthropology with the permission of the director of undergraduate studies or the instructor. Antón, Bailey, Disotell, Harrison, Higham, Williams. 4 points per term.
Explores selected key issues and problems in biological anthropology, theoretically and methodologically. See the department's internal catalog.

**Graduate Courses Open to Undergraduates**

Qualified Anthropology majors may take graduate courses with the permission of the Director of Undergraduate Studies in consultation with the instructor of the course. Consult the current Graduate School of Arts and Science Bulletin and the department’s internal catalog.
Art History

The Department of Art History offers courses in the history, criticism, and theory of the visual arts in major world cultures. There are two majors within the department. In the art history program, students at the introductory level examine works of art and architecture and learn the critical and historical bases for understanding and analyzing them. At the advanced level, majors and non-majors investigate style, iconography, patronage, social and political contexts, and other aspects of the arts in more specific geographical areas and periods. This advanced work, along with foreign language study, provides a solid foundation for those who plan to attend graduate school to prepare for careers in areas such as scholarship, teaching, museums, writing, and the art market.

The urban design and architecture studies program offers an interdisciplinary analytic approach to these subjects. The program provides a broad humanistic perspective on cities’ physical aspects, as well as pre-professional training for future architects, city planners, public administrators, and writers on urban problems.

An internationally renowned faculty and a diverse group of students use the Grey Art Library and Study Center, which includes lecture and seminar rooms, offices, a reference library, computers, and study space.

FACULTY

Professors Emeriti
Hyman, Landau, Walton

Helen Gould Sheppard Professor Emerita of the History of Art
Sandler

Helen Gould Sheppard Professor of the History of Art
Sullivan

William R. Kenan Jr. Professor of the Humanities
Flood

Professors
Brandt, Krinsky, Silver, Smith

Arts Professor
S. Rice (Tisch Photography and Imaging)

Associate Professors
Geronimus, Karmel, Martin, L. Rice

Assistant Professors
Basilio, Khera, Robinson

Clinical Professor
Broderick

Clinical Associate Professor
Roth

Clinical Assistant Professor
Ritter

Affiliated Faculty
Connelly (Classics), Groys (Russian and Slavic Studies), Meltzer (Visual Studies, Gallatin), Mendelson (Spanish and Portuguese), Merjian (Italian), Mirzoeff (Media, Culture, and Communication, Steinhardt), Myers (Silver Professor of Anthropology)

PROGRAM

Art History Major

The major comprises nine 4-point courses (36 points) as follows:

- Survey requirement (one of the following sequences):
  1. History of Western Art I (ARTH-UA 1) and History of Western Art II (ARTH-UA 2)
  2. History of Western Art I (ARTH-UA 1), Renaissance and Baroque Art (ARTH-UA 5), and Modern Art (ARTH-UA 6)
  3. History of Western Art II (ARTH-UA 2), Ancient Art (ARTH-UA 3), and Medieval Art (ARTH-UA 4)
  4. Ancient Art (ARTH-UA 3), Medieval Art (ARTH-UA 4), Renaissance and Baroque Art (ARTH-UA 5), and Modern Art (ARTH-UA 6)

Students who choose option #2 or #3 must take a total of ten 4-point courses to complete the major. Students who choose option #4 must take a total of eleven 4-point courses to complete the major.

- One 4-point advanced course in ancient or medieval art chosen from the following: ARTH-UA 101-105, ARTH-UA 110, ARTH-UA 150, ARTH-UA 201-205, and ARTH-UA 250
DEPARTMENT OF ART HISTORY

- One 4-point advanced course in Renaissance or baroque art chosen from the following: ARTH-UA 301-309, ARTH-UA 311, ARTH-UA 313, ARTH-UA 315, ARTH-UA 316, and ARTH-UA 350
- One 4-point advanced course in modern art chosen from the following: ARTH-UA 404, ARTH-UA 408, ARTH-UA 409, ARTH-UA 412-414, ARTH-UA 431-433, ARTH-UA 450, and ARTH-UA 701
- At least one 4-point course in non-Western art chosen from the following: ARTH-UA 510-511, ARTH-UA 530, ARTH-UA 531, ARTH-UA 540, ARTH-UA 541, ARTH-UA 550, ARTH-UA 560, and ARTH-UA 570
- One Advanced Seminar (ARTH-UA 800) to be taken during the junior or senior year. Students must have completed four art history courses before enrolling in an advanced seminar.
- Two electives chosen from any courses other than those listed under the “survey requirement” above, either offered by the department or any approved course offered in another department or through an NYU Study Away site.

Other proposed substitutions must be discussed with the director of undergraduate studies prior to election of the course in question.

**Major in classics and art history:** For details of this interdepartmental major, refer to the description under classics in this Bulletin. With prior departmental approval, students can count two courses from any single NYU Study Away site toward this major and may count a total of three courses from more than one site.

**Urban Design and Architecture Studies Major**

The requirement for the major is nine 4-point courses (36 points). Students work with the director to achieve career-oriented goals within the major. Course work includes the following:

- Survey requirement (two courses/8 points). Students take both:
  - History of Architecture from Antiquity to the Present (ARTH-UA 601)
  - Shaping the Urban Environment (ARTH-UA 661)
- A combination of core courses and cross-referenced courses, chosen from the following: ARTH-UA 104, ARTH-UA 105, ARTH-UA 205, ARTH-UA 301, ARTH-UA 302, ARTH-UA 408, ARTH-UA 409, ARTH-UA 602, ARTH-UA 650, ARTH-UA 662, and ARTH-UA 663
- Seminar requirement: at least one seminar chosen from ARTH-UA 670-679, ARTH-UA 681

**Minor in Art History or Urban Design and Architecture Studies**

The requirements are any four 4-point courses (16 points) in art history or urban design and architecture studies that do not overlap in material. The student may not receive credit for both History of Western Art I (ARTH-UA 1) and Ancient Art (ARTH-UA 3) or Medieval Art (ARTH-UA 4); or both History of Western Art II (ARTH-UA 2) and Renaissance and Baroque Art (ARTH-UA 5) or Modern Art (ARTH-UA 6), as their contents overlap. Introductory courses are prerequisites for advanced-level courses. Advanced-level courses are those that carry prerequisites, namely, courses listed above as satisfying the survey requirement for the art history major. Urban design and architecture studies minors may take four 4-point courses from URDS offerings.

**Note:** Art history courses taken in the Steinhardt School of Culture, Education, and Human Development may not be double-counted for credit toward an art history minor. However, for Steinhardt students taking a minor in art history, the two-semester Steinhardt survey Art and Contemporary Culture is the prerequisite for advanced Renaissance, baroque, and modern courses. Art and Contemporary Culture II may only serve as the prerequisite for advanced modern courses.

**Studio Art Minor**

For many majors in art history and urban design and architecture studies, understanding the field can be enhanced by the experience of making art. It is valuable for these majors to be exposed to the materials and methods of the visual arts, to obtain information about technical processes, and to gain a direct hands-on appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for art history or urban design and architecture studies majors planning careers in museology, conservation, architecture, city planning, and landmark preservation.
The studio art minor requires 16 points chosen from courses offered by the Steinhardt School of Culture, Education, and Human Development, as summarized below. (Note: Courses at the 1000 level are only open to juniors and seniors.)

Required core courses (12 points) include one introductory course each in drawing, painting, or print (4 points); sculpture or ceramics (4 points); and media (4 points). For an elective (4 points), select any introductory course in the areas listed above that has not been used to satisfy a core requirement. Students may also take certain intermediate-level courses in the Department of Art and Art Professions if they have completed the introductory level prerequisite(s).

For more information, contact:
Professor Ann Chwatsky, Student Adviser
Department of Art and Art Professions
Steinhardt School of Culture, Education, and Human Development
Barney Building, 34 Stuyvesant Street
New York, NY 10003
e-mail: ac31@nyu.edu.

Granting of Credit for Art History and Urban Design and Architecture Studies Majors and Minors
Credit toward the art history and urban design major or minor is granted only for courses completed with a grade of C or higher.

Courses in the College Core Curriculum
Students majoring in art history or urban design and architecture studies are exempt from the College Core Curriculum’s Expressive Culture requirement. Students who wish to have a Core Expressive Culture course (CORE-UA 720, CORE-UA 721, or CORE-UA 722) count for credit toward the art history major must secure the permission of the director of undergraduate studies for art history or the director of the urban design and architecture studies program.

Internship Policy
Under exceptional circumstances, the Department of Art History gives academic credit (2 points) for an internship accompanied by an independent study. Students must find a professor willing to supervise this study. Course work may include a written diary recording the student’s work experience and will include a term paper relevant to the internship, to be approved by the supervising professor. The independent study must also be approved by the director of undergraduate studies. Please request an independent study form from the departmental office in Silver Center, Room 303.

Graduation with Honors
Students may graduate with departmental honors in art history or in urban design and architecture studies by successfully researching and writing a senior thesis. This represents the culmination of the work for the major and provides excellent preparation for graduate school. To be eligible for the honors program, students must have a GPA of 3.65 or higher at the conclusion of the junior year, both overall and in art history or in urban design and architecture studies. A student wishing to write an honors thesis must apply for admission to the program via the department NYU Classes site in early March of the junior year. For a complete description of all the honors thesis requirements, please visit our departmental NYU Classes site for honors-track students.

Work toward the senior thesis consists of two 4-point honors courses (ARTH-UA 801 and ARTH-UA 804) focusing on research methods and writing, accompanied by regular meetings with the supervising professor. The completed thesis, at least 40 pages in length, is read by a committee of three faculty members, including the supervising professor. The committee meets with the student for a thesis defense at the end of the academic year. Satisfactory completion of the thesis, in the committee’s judgment, earns an honors degree. These two honors courses may replace the two electives required for the major.
Art History Survey Courses

No previous study is required for admission to the following courses (ARTH-UA 1 through 6). These courses are the prerequisites for many of the advanced-level courses. Students may not receive credit for both History of Western Art I (ARTH-UA 1) and Ancient Art (ARTH-UA 3) or Medieval Art (ARTH-UA 4); or both History of Western Art II (ARTH-UA 2) and Renaissance and Baroque Art (ARTH-UA 5) or Modern Art (ARTH-UA 6), as their contents overlap.

History of Western Art I
ARTH-UA 1 Identical to MEDI-UA 1. Students who have taken ARTH-UA 3 or ARTH-UA 4 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from ancient times to the dawn of the Renaissance, emphasizing the place of the visual arts in the history of civilization. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Cloisters, and the Brooklyn Museum.

History of Western Art II
ARTH-UA 2 Identical to MEDI-UA 2. Students who have taken ARTH-UA 5 or ARTH-UA 6 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from the early Renaissance to the present day. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Frick Collection, the Guggenheim Museum, the Whitney Museum, and the Museum of Modern Art.

Ancient Art
ARTH-UA 3 Students who have taken ARTH-UA 1 will not receive credit for this course. Offered periodically. 4 points.
History of art in the Western tradition from 20,000 B.C.E. to the fourth century C.E., from the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the classical age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the fourth century C.E. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
ARTH-UA 4 Identical to MEDI-UA 200. Students who have taken ARTH-UA 1 will not receive credit for this course. Offered periodically. 4 points.
An introduction to the arts of the Christian Middle Ages in the Greek East and Latin West ca. 200–1400 C.E. Provides an overview of concepts and developments and the vocabulary necessary for analyzing and understanding the arts of the medieval period in light of the historical, religious, political, and social contexts of their creation. Covers architecture, monumental sculpture, painting, mosaics, stained glass, ivory and metalwork, and panel painting. Topics include the creation of a vocabulary of Christian symbols, imagery, and architectural forms; Christian attitudes toward Judaism and the classical tradition; medieval patrons, artists, and audiences; arts of pilgrimage; arts of monastery and cathedral; and the roles and functions of images in the medieval world. Study of the collections of the Metropolitan Museum of Art and the Cloisters is included.

Renaissance and Baroque Art
ARTH-UA 5 Identical to MEDI-UA 333. Students who have taken ARTH-UA 2 will not receive credit for this course. Offered every year. 4 points.
An introduction to Renaissance and baroque art and architecture, 1400–1750. The course situates major developments in the arts against the context of historical, cultural, religious, technological, and social change. Topics include the emergence of humanism and its engagement with the ancient past; the development of transformative new techniques and technologies for making art; the function of art in religious, public, and domestic settings; the role of the patron; the impact of the Protestant and Catholic Reformations on art and society; the ever-expanding range of iconography; and the proliferation of new genres. Emphasis is placed on the great masters in each phase, and close study of works in the Metropolitan Museum of Art and the Frick Collection is an integral part of the course.

Modern Art
ARTH-UA 6 Students who have taken ARTH-UA 2 will not receive credit for this course. Offered every year. 4 points.
Art in the Western world from the late 18th century to the present. Content includes the neoclassicism and romanticism of David, Goya, Ingres, Turner, Delacroix; the realism of Courbet; the impressionists; parallel developments in architecture; the new
sculptural tradition of Rodin; postimpressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, modernism in architecture in the 20th century, and after the First World War, dadaism and surrealism. Also covers developments since 1945, such as action painting, pop art, minimal art, and numerous strands of postmodernism. Study of the collections of the Metropolitan Museum of Art, the Museum of Modern Art, the Guggenheim Museum, and the Whitney Museum of American Art is included.

Advanced Courses in Ancient Art and Architecture

Birth of Greek Art: From the Bronze Age to the Geometric Period

ARTH-UA 101 Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Surveys the art, archaeology, and culture of the Aegean Bronze Age and early Iron Age: from ancient Thera to the palace-based states of Minoan Crete and the Mycenaean Greek mainland, to developments within communities of the eighth century B.C. Architecture, wall painting, sculpture, ceramics, and narrative in early Greek art are among the topics to be examined, along with absolute and relative chronologies and the development of writing. Emphasis is placed on critical approaches to material culture within the contexts of religion, sociopolitical and economic organization, burial practices, trade networks, and interactions with neighboring cultures.

Archaic and Classical Art: Greek and Etruscan

ARTH-UA 102 Identical to CLASS-UA 312. Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Greek and Etruscan art from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art under the conquests of Alexander the Great. Studies architecture, sculpture, and vase painting within their historical and cultural contexts. Includes study of the Metropolitan Museum of Art collections.

Hellenistic and Roman Art

ARTH-UA 103 Identical to CLASS-UA 313. Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Traces developments in art from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. Includes Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the art of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the art of the Roman Empire. Special emphasis on problems of chronology, choice of styles, and copies. Study of the Metropolitan Museum of Art and Brooklyn Museum collections is essential.

Greek Architecture

ARTH-UA 104 Identical to CLASS-UA 353. Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
History of Greek architecture from the archaic through the Hellenistic periods (eighth to first centuries B.C.E.). Provides a chronological survey of the Greek architectural tradition from its Iron Age origins, marked by the construction of the first all-stone temples, to its radical transformation in the late Hellenistic period, most distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings. The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, building methods, and traditions of architectural patronage.

Roman Architecture

ARTH-UA 105 Identical to CLASS-UA 354. Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
History of Roman architecture from the Hellenistic to the early Christian periods (first century B.C.E. to sixth century C.E.). Provides a chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan
tradiations to the dramatic melding of the divergent trends of late antiquity in the great Justinian churches of Constantinople and Ravenna. The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

 Ancient Egyptian Art
ARTH-UA 110 Offered every year. 4 points.
Traces developments in the sculpture, painting, and architecture of ancient Egypt from predynastic beginnings through the Old, Middle, and New Kingdoms until the conquest of Augustus (3100–40 B.C.E.). Special emphasis on Egyptian art in the context of history, religion, and cultural patterns. Includes study of Egyptian collections of the Metropolitan Museum of Art and the Brooklyn Museum. There is no prerequisite for this course.

Advanced Courses in Medieval Art and Architecture

 Art of the Early Middle Ages
ARTH-UA 201 Identical to MEDI-UA 201.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year.
4 points.
Christian architecture, sculpture, painting, mosaic, manuscript illumination, and luxury arts of the Greek East and Latin West from their origins ca. 200 C.E. through ca. 950 C.E. Considers the visual and material culture of Christianity in the Mediterranean world, Asia Minor, the Middle East, and northern Europe in light of the religious, historical, political, social, and cultural contexts of their creation. Style periods include early Christian, early Byzantine, barbarian, insular, Merovingian, and Carolingian. Monuments studied include the catacombs, the Arch of Constantine, the great mosaic programs of Italy, Hagia Sophia, the Lindisfarne Gospels and Book of Kells, and Charlemagne’s palace chapel at Aachen. Topics include art and the commemoration of the dead; Christian attitudes toward Judaism and the classical tradition; art and theology; the emergence of the cult of saints and its art and architecture; early medieval patrons; arts of pilgrimage and early monasticism; word and image in early medieval culture; and iconoclasm and debates about the role of images in early Christianity.

 Romanesque Art
ARTH-UA 202 Identical to MEDI-UA 202.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year.
4 points.
Examines the architecture, sculpture, painting, manuscript illumination, and treasury arts of the Latin West during the period ca. 950–1200 C.E., including Ottonian, Anglo-Saxon, Mozarabic, First Romanesque, and Romanesque art. Considers the visual arts of Christianity in Spain, France, Germany, Italy, England, and the Crusader States in light of the historical, religious, political, social, and cultural contexts of their creation. Monuments studied include Ottonian and Anglo-Saxon Gospel books; body-part reliquaries; the Hildesheim doors; illuminated Beatus manuscripts; the architecture and sculpture of Santiago, León, Toulouse, Conques, Vézelay, Moissac, Aurun, Aquitaine, Provence, and Tuscany; and the Romanesque bible. Topics include the cult of saints and the arts; the art and architecture of pilgrimage and crusade; monasticism and the arts; Romanesque patrons, artists, and audiences; the Romanesque revival of monumental sculpture; Christian encounters with Islam and Judaism; secular themes in Romanesque art; word and image in Romanesque art; medieval attitudes toward the classical tradition; Romanesque art and social class; and Romanesque attitudes toward the arts.

 Gothic Art in Northern Europe
ARTH-UA 203 Identical to MEDI-UA 203.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year.
4 points.
The art of the “age of the cathedrals”—including architecture, sculpture, stained glass, manuscript illumination, wall painting, luxury arts, and tapestry—from the origins of the Gothic style in the 12th-century Île-de-France through the early 15th century. Considers artistic developments in France, England, Flanders, Germany, and Bohemia in light of the religious, historical, political, social, and cultural contexts of their creation. Monuments include the architecture, sculpture, and glass of St. Denis, Chartres, Amiens, Reims, Canterbury, Wells, Ely, Strasbourg, Naumburg, and Prague; the Gothic apocalypse and moralized bible; and psalters and books of hours. Topics include Gothic patrons,
Artists, builders, and art-making; lay literacy and the patronage and reception of art; the cult of the Virgin and the arts; the Gothic image as bearer of religious, political, and social values and ideologies; humor and marginalia; arts of chivalry and courtly love; art, death, and memory in the Gothic period; naturalism and developments in portraiture; the roles of art in devotional and mystical experience; and Gothic art and late medieval notions of vision and the self.

**Art and Architecture in the Age of Giotto: Italian Art, 1200–1400**

ARTH-UA 204 Identical to MEDI-UA 204.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.

Examines developments in painting, sculpture, and architecture in Italy ca. 1200–1400, with emphasis on Tuscany, Umbria, Rome, Lombardy, and the Veneto. Traces the evolution of the painted altarpiece in relation to its liturgical, devotional, and cultic functions and with consideration of artistic personalities such as Duccio, Simone Martini, and the Lorenzetti. Studies the great fresco cycles in churches and chapels from the point of view of artists (including Giotto, Taddeo Gaddi, Andrea Bonaiuti, and Altichiero), patron(s), and program. Surveys key monuments of religious and civic architecture and their painted and sculpted decoration within the historical and political contexts of the emerging Italian city-states. Monuments studied include San Francesco, Assisi; the Scrovegni Chapel, Padua; the pulpits and tombs of the Pisani and Arnolfo di Cambio; the great Italian cathedrals; Santa Croce, Florence; the Palazzo Vecchio, Florence, and Palazzo Pubblico, Siena; and Santa Maria Novella, Florence. Topics include the mendicant orders and the arts; the Black Death and art; the status of the artist; gender and social class in representation and patronage; and the “eclectic” character of Italian Gothic.

**Medieval Architecture**

ARTH-UA 205 Identical to MEDI-UA 205.
Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.

Surveys the architecture of the Middle Ages in Western Europe with emphasis on the period from ca. 1000–1500 C.E., from the emergence of the Romanesque to the late Gothic period. Examines monumental religious and secular projects, such as the soaring cathedral of Amiens and the civic palaces of communal Italy, from stylistic, technical, functional, iconographic, and ideological perspectives. Topics include regionalism, patronage, the status of the “architect,” and the concept of the multimedia ensemble. Also situates buildings within their social, religious, and political contexts and examines the advantages and shortcomings of different approaches to the study of medieval architecture.

**Advanced Courses in Renaissance and Baroque Art and Architecture**

**Architecture and Urbanism in Renaissance Europe**

ARTH-UA 301 Identical to MEDI-UA 301.
Prerequisite: History of Western Art I (ARTH-UA 1), or History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.

An architectural history of Europe, 1600–1750, with emphasis on the social, cultural, and historical conditions that shaped the built environment. Palaces, churches, villas, gardens, and urban spaces such as streets and piazzas are studied in terms of the life that went on in and around them. Themes include the pursuit of status through architectural patronage; the use of buildings to communicate political power or religious authority; the role of ceremony and spectacle in shaping architectural space and design;
ART HISTORY • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY

DEPARTMENT OF ART HISTORY

and the dissemination of the baroque style beyond Europe to the colonies. Special attention to the contributions of Bernini, Borromini, and Cortona in Rome; Guarini and Juvarrà in Piedmont; Mansart and Le Vau in France; Neumann, the Asam brothers, and others in Germany and Austria; and Jones, Wren, and Hawksmoor in England.

Northern Renaissance Art, 1400–1530
ARTH-UA 303 Identical to MEDI-UA 303.
Prerequisite: History of Western Art I (ARTH-UA 1), or History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Addresses painting north of the Alps, ca. 1380–1530, partly late medieval, partly Renaissance. Examines the connection of breathtaking technique and deeply religious aspects of the art to function, symbolic thought, patronage, and changes in the society to which painting was related. Also explains ways in which we write history when most of the vital written documents are missing or destroyed. Artists discussed include Jan van Eyck, the Master of Flemalle, Rogier van der Weyden, Jean Fouquet, Hugo van der Goes, Enguerrand Quarton, Jerome Bosch, Albrecht Dürer, Matthias Grünewald, and Hans Holbein.

16th-Century Art North of the Alps
ARTH-UA 304 Identical to MEDI-UA 304.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Topics include the development of landscape as a separate subject in art; the Reformation’s effects on subject matter and aesthetics; what northerners learned from the classicizing Italians and what the Italians learned from northern realism; aspects of patronage and the art market; northern ideas about the nude and eroticism; the northern interest in peasant life and in the grotesque; the sociopolitical significance of dress; and the importance of printmaking. As modern nation-states coalesce, we see the development of artistic tendencies that can be called French, Netherlandish, and German. Among the artists to be discussed are the German artists Albrecht Dürer, Matthias Grünewald, Hans Holbein the Younger, and the Cranach family; the Netherlandish artists Hieronymus (Jerome) Bosch, Quentin Massys, Lucas van Leyden, Jan Gossaert, and Pieter Brueghel the Elder; and Jean and François Clouet and other artists associated with the French court.

Italian Renaissance Sculpture
ARTH-UA 305 Identical to MEDI-UA 305.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
The role of sculpture in the visual arts in Italy from ca. 1400–1600, primarily in central Italy, is studied through intensive examination of major commissions and of the sculptors who carried them out. Earlier meetings focus on Donatello and his contemporaries, including Ghiberti, Quercia, Verrocchio, and Pollaiuolo. Thereafter, students examine Michelangelo’s sculpture and compare his works with those of contemporaries and followers, ending with Giambologna.

Early Masters of Italian Renaissance Painting
ARTH-UA 306 Identical to MEDI-UA 306.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
Achievements of the chief painters of the 15th century studied through their major artistic commissions. Special attention is given to the Tuscan tradition. A brief introduction to Giotto and his time provides background for the paintings of Masaccio and his artistic heirs (Fra Angelico, Filippo Lippi, Piero della Francesca, and others). Topics include the role of pictorial narrative, perspective, and mimesis; the major techniques of Renaissance painting; and the relationship of painting to the other visual arts. In the later 15th century, social and cultural changes generated by power shifts from Medici Florence to papal Rome also affected art patronage, creating new tensions and challenges for artists and fostering the emergence of new modes of visualization.

The Age of Leonardo, Raphael, and Michelangelo
ARTH-UA 307 Identical to MEDI-UA 307.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered in the spring. 4 points.
Painting in Florence and Rome from about 1470 to the mid-16th century. From a study of selected commissions by the Pollaiuolo brothers, Andrea del Verrocchio, Leonardo, Perugino, Raphael, Domenico Ghirlandaio, and Michelangelo, we go on to investigate new pictorial modes emerging after 1510 in Andrea del Sarto, Pontormo, Rosso, Parmigianino,
Giulio Romano, and other members of Raphael’s school; we consider their younger contemporaries and successors, including Bronzino and Vasari. The course emphasizes the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical concepts such as high Renaissance, mannerism, and maniera.

**The Golden Age of Venetian Painting**

ARTH-UA 308  Identical to MEDI-UA 308.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

The art of Venice and its surroundings, Emilia and Lombardy. Covers the Bellini family, Giorgione, the young Titian, Sebastiano del Piombo, and their profound impact in Venice and related centers; the itinerant careers of Carlo Crivelli and Lorenzo Lotto; and the origins and implicaions of Correggio’s and his student Parmigianino’s daring artistic experiments. Examines the achievements of the mature Titian and their significance for his contemporaries. Veronese, Tintoretto, Bassano, and, in the 18th century, Tiepolo, bring Venice’s golden age to a close. Stresses artistic reciprocity between northern and central Italy.

**Italian Art in the Age of the Baroque**

ARTH-UA 309  Identical to MEDI-UA 309.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.

Painting and sculpture in Italy, 1580–1700. Highlights major developments in the visual arts and the work of leading artists including Caravaggio, Carracci, Bernini, and Poussin. Focusing on the often paradoxical nature of Baroque art, the course examines the blurring of boundaries between the real and the imaginary, the instantaneous and the infinite, the imitative and the innovative. Special attention is paid to the creative process and the influences on it: the role of the patron, the logistics of site, and the artist’s own thought process as revealed through preparatory drawings and sketches. Students develop the skills necessary to “read” works of art in all their rich complexity of form and meaning.

**Dutch and Flemish Painting, 1600–1700**

ARTH-UA 311  Identical to MEDI-UA 311.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

In Antwerp, Rubens overturned all previous concepts of painting. The first to deserve the term “Baroque,” he dominated Flanders. Van Dyck, his pupil, took Rubens’s style to England. Dutch painters, including Hals, Rembrandt, and Vermeer, moved in a different direction, addressing every aspect of their country and society: the peasant, the quiet life of the well-ordered household, the sea and landscape, views of the cities, and church interiors.

**French Art: Renaissance to Rococo, 1520–1770**

ARTH-UA 313  Identical to MEDI-UA 313.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or permission of the instructor. Offered periodically. 4 points.

Topics include arrival of the Italian Renaissance in France during the reign of Francis I and the completion of the palace at Fontainebleau; the revival of art around 1600 after the religious wars of the Reformation; the impact of Caravaggio in France; Poussin and Claude Lorrain in Rome, and other painters in Paris (for example, Vouet, Champagne, and Le Nain); artistic splendors of the court of Louis XIV at Versailles; and the rococo of Watteau, Chardin, Boucher, and Fragonard.

**Art in Spain from El Greco to Goya**

ARTH-UA 315  Identical to MEDI-UA 315.
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or permission of the instructor. Offered periodically. 4 points.

First focuses on the major figures in the development of early modern Spanish art: El Greco in Italy and Toledo, Velázquez, Zurbarán, Murillo, Ribera, Valdés Leal, and others. Lectures on still life painting and polychrome wood sculpture are also included. The 18th century (the Tiepolo family, Meléndez) is then discussed. The focus then shifts to the art of Francisco de Goya and the projection of Spanish art into the modern era. Seeks to define Spain in the 16th and 17th century as a global power by considering colonial-era art in such New World centers as Mexico City and Lima.
Latin American Art: From Colonial to Modern
ARTH-UA 316  Identical to MEDI-UA 316
Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Not a traditional survey, this course opens with a brief consideration of the achievements of the great pre-Hispanic civilizations (Aztec, Maya, Inca, and others) prior to contact with the Iberian world. Major emphasis is given to colonial painting, sculpture, and architecture in Mexico and Central America, the Caribbean, and the Andes. Painting and sculpture of the 19th century and the secularization of Latin American art is then examined before a discussion of the establishment of modernism that comes about with the formation of academies and the travels of many artists from all parts of Latin America and the Caribbean to Europe and the U.S. from 1900 onward. Important modern artists such as the Mexican muralists, Frida Kahlo, Joaquín Torres-García, Tarsila do Amaral, Wilfredo Lam, and the surrealists will bring the course up to approximately 1950.

Advanced Courses in Modern Art and Architecture
American Art
ARTH-UA 404  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
Examines the art that developed in what is now the United States, from the beginnings of European colonization until the First World War and the internationalizing of American art. Includes painting, sculpture, and architecture, concentrating on the work of Copley, Cole, Winslow Homer, Mary Cassatt, and others. New York City provides major collections of painting and sculpture, as well as outstanding examples of architecture.

Early Modern Architecture: 1776-1914
ARTH-UA 408  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
Focusing on the creation of modern building types such as the bank, state capitol, museum, railroad station, and skyscraper, the course begins in the later 18th century with the idealistic designs of Ledoux and Boulée. After considering the forms and meanings associated with neoclassicism, examines the Gothic revival and subsequent 19th-century movements (e.g., high Victorian Gothic, Second Empire, beaux-arts classicism) as efforts to find appropriate expressions for diverse building forms. Students consider changes resulting from the Industrial Revolution, including developments in technology, and the reforms of art nouveau and secession architecture. Works of Adam, Soane, Jefferson, Schinkel, Pugin, Richardson, and Sullivan; McKim, Mead, and White; Mackintosh, early Frank Lloyd Wright, and others.

Modern Architecture: 1914 to the Present
ARTH-UA 409  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or Early Modern Architecture: 1776-1914 (ARTH-UA 408), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
Chronological account of architecture and ideas since 1914. Considers such subjects as currents on the eve of the First World War, new technology, and the impact of the war; architecture and politics between the wars; the rise of expressionist design; the international style and the concurrent adaptation of traditional styles; art deco design; mid-century glass curtain-wall architecture; brutalism; and reactions to modernism. Includes ideological and political considerations and works by Frank Lloyd Wright, Le Corbusier, Ludwig Mies van der Rohe, Louis Kahn, Alvar Aalto, Philip Johnson, James Stirling, Frank Gehry, and Santiago Calatrava, among others.

Age of Revolutions, 1750-1860
ARTH-UA 411  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
The Enlightenment shaped the visual arts in two seemingly antithetical ways. On the one hand, the period’s valorization of cool rationalism contributed to the rise of neoclassicism as a dominant style during the 18th century. The other course of Enlightenment thinking, exemplified by the writings of J. J. Rousseau, celebrated emotion as the purest form of intellectual as well as spiritual expression. Romanticism, with its emphasis on subjectivity and intense emotionalism, is as much a product...
of the Enlightenment as neoclassicism. Following on the heels of romanticism, realism has been alternately described as a rejection of romanticism and as an extension of it. Focusing on these three stylistic movements, examines how late 18th- and early 19th-century artists negotiated not just the aesthetic ideas of the Enlightenment but its political consequences as well.

**Impressionism and After, 1860-1900**

ARTH-UA 412  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

Beginning by considering how impressionism refined and redirected the artistic aims of 19th-century realism, follows the development of progressive art to the brink of cubism and pure abstraction in the first years of the 20th century. Following impressionism and post-impressionism, close attention is paid to symbolism, aestheticism, art nouveau, the Arts and Crafts movement, fauvism, and expressionism. The aesthetic aims of these movements are analyzed in tandem with the social and cultural conditions that generated them.

**Era of the Avant-Gardes, 1900-1945**

ARTH-UA 413  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

After analyzing the invention of cubism by Picasso and Braque, we examine its international reverberations, including Italian futurism, the later phases of German expressionism, the de Stijl movement in the Netherlands, and suprematism and constructivism in revolutionary Russia. The dada movement in the period during and after World War I is examined as a reaction to the apparent bankruptcy, cultural and artistic, of Western civilization. However, this nihilistic impulse is followed by a “return to order” in the 1920s. Then examines the tensions in the multiple currents of surrealism: metamorphic, academic, and abject. Painting after World War II, from Pollock to Dubuffet, is analyzed as an extension and transformation of prewar trends.

**Postmodern to Contemporary Art, 1970-2014**

ARTH-UA 414  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

First concentrates on the development of contemporary art in New York, London, and Berlin. Discussion of the decade 1975-1985 will be organized around the opposition between art as social critique and art as spiritual expression. Discussion of 1985-1995 will focus on the re-emergence of narrative, and on identity and bodily experience as organizing metaphors. Discussion of 1995-2010 will focus on comic-book imagery, amusement park installation, and allegorical abstraction. Then analyzes the diverse art scenes of Russia and Eastern Europe, Latin America and the Caribbean, Africa, the Middle East, South Asia and Australia, and China from 1989 to the present. Examines the phenomenon of multiple modernities and considers how “Western” art formats have provided vehicles for responding to diverse experiences such as the collapse of Communism, rapid industrialization, and ethnic and religious conflict.

**Aesthetic History of Photography**

ARTH-UA 431  Identical to PHTI-UT 1102. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every spring. 4 points.

Chronicles the history of photography’s complex and symbiotic relationship to the other visual arts: painting, sculpture, architecture, installation, and performance, among others. Beginning with the medium’s invention and the early fights of its practitioners to establish themselves as fine artists, describes photographers’ unique attempts to negotiate their relationships with both artistic movements and the media culture of which they are a part. Robinson, Cameron, Emerson, F. Holland Day, Stieglitz, Moholy-Nagy, Rodchenko, Weston, Álvarez Bravo, Lartigue, De Carava, Cahun, Robert Frank, Diane Arbus, and Cindy Sherman (among others) are seen within the context of their respective art worlds, so the impact of art movements, cultural attitudes, and new technologies on photographers during different historical periods can be assessed.

**Social History of Photography**

ARTH-UA 432  Identical to PHTI-UT 1101. Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every fall. 4 points.

A social and political history of photography, from its beginnings to the present day. Focuses on the popular forms of photographic imagery, such as advertising, fashion, travel photography, family portraiture and snapshots, scientific documents, documentary reform, and photojournalism, and describes the medium’s relationship to Western (and global)
social history during the modern era. Brady, Warhol, Capa, Nadar, Martin Chambi, Atget, Tomatsu, Muybridge, Curtis, Bourke-White, Gordon Parks, Álvarez Bravo, and Berenice Abbott are discussed, and readings include those by Susan Sontag, John Berger, and Roland Barthes.

**Toward a Critical Vocabulary of Photography**

ARTH-UA 433 Identical to PHTI-UT 1129. 
Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every fall. 4 points.

Emphasizes the analysis and synthesis of visual and written information. The readings include essays by critics Roland Barthes, Donna Haraway, Susan Sontag, Boris Groys, and bell hooks, as well as articles or excerpts by Thomas Kuhn, Mircea Eliade, John Berger, and George Kubler. Critical essays are interspersed with other kinds of texts, such as *The Tibetan Book of the Dead*, *Persepolis*, *Black Elk Speaks*, and the novel *Perfume*. This mixture of topics, texts, and issues is designed to broaden students' understanding of important concerns in philosophy, art history, science, literature, and cultural studies that are relevant to photography. Class time is spent in analysis of these texts in relation to historical and contemporary pictures.

**Museums and the Art Market**

ARTH-UA 701 Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered every year. 4 points.

An overview of the history and theory of museums and the art market. Presents a series of lectures and case studies examining such issues as the birth of the museum, the role played by world’s fairs and biennials, the impact of collectors, the art market, and the gallery system. Visits to museums, galleries, and auction houses in New York.

**Courses in Non-Western Art and Architecture**

No previous study is required for admission to the following courses unless a prerequisite is stated in the description.

**East Asian Art I: China, Korea, Japan to 1000 C.E.**

ARTH-UA 510 Identical to EAST-UA 91. Offered periodically. 4 points.

An introduction to the art and culture of the Far East, presented in a chronological and thematic approach corresponding to the major dynastic and cultural changes of China, Korea, and Japan. Teaches how to "read” works of art in order to interpret a culture or a historical period; aims at a better understanding of the similarities and differences among the cultures of the Far East.

**East Asian Art II: China, Korea, Japan from 1000 C.E. to Present**

ARTH-UA 511 Identical to EAST-UA 92. Offered periodically. 4 points.

An introductory survey of the arts in China, Japan, and Korea from approximately 1000 C.E. Emphasizes an overall understanding of the development of art and culture, as well as mastery of specific works of art. East Asian Art I followed the development of the common cultural heritage of the Northeast Asia region. Part of this commonality is due to the extraordinary influence of an early-developing Chinese civilization on Japan and Korea. However, Japan and Korea also developed their own cultures and arts, developments that accelerated in the last millennia up to the present. Topics include Song landscape paintings, Edo “floating world” prints, Koryo celadons, and modern art.

**South Asian Art I: Indus Valley to 1200**

ARTH-UA 530 Offered periodically. 4 points.

An introductory survey of the history of South Asia from 2000 B.C.E. to 1200 C.E., with an emphasis on the Indian subcontinent. From the Indus Valley culture to the present day, artistic production has played a critical role in the transmission of religious beliefs and the development of cultural systems in and around South Asia. Diverse regions were linked by trade, politics, and cultural relationships, and interaction can be charted through the changing forms and functions of art. We consider the historical circumstances surrounding the production of South and Southeast Asian art, as well as the problems that art historians face when trying to interpret the surviving evidence. We look at art in a variety of media, including, but not limited to, architecture, urban form, sculpture, painting, and performance.

**South Asian Art II: 1200 to Present**

ARTH-UA 531 Offered periodically. 4 points.

Begins with the introduction of Islamic artist traditions into the Indian subcontinent through the establishment of the Delhi Sultanate, which effectively integrated itself into a widely diverse and multicultural range of preexisting artistic practices.
Follows the cultivation of new tastes in the Mughal and Rajput courts through the vigorous interaction among Persian, Indic, and European artists and elites. Finally turns to the colonial and postcolonial artistic responses to South Asia’s complex past(s). By looking at art in a range of media—including, but not limited to, painting, sculpture, architecture, and photography—we consider how art actively served as an expression of political authority and cultural identity.

Art in the Islamic World I: From the Prophet to the Mongols
ARTH-UA 540  Offered periodically. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 to 1200 C.E. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise to political prominence of various North African, Iranian, and Central Asian dynasties from the 10th century onward. These political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

Art in the Islamic World II: From the Mongols to Modernism
ARTH-UA 541  Offered periodically. 4 points.
An introduction to the arts of Islam during a period of dynamic cultural and political change in the Islamic world. Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the “gunpowder empires” (the Mughals, Ottomans, Safavids), and European colonialism, to the art of the nation-state in the 20th century.

Arts of Africa
ARTH-UA 560  Identical to SCA-UA 787. Offered periodically. 4 points.
The traditional art of sub-Saharan Africa—its diversity and cultural contexts, as well as its universal aspects. African art is studied in relation to its meaning and function in traditional societies, wherein art has socialized and reinforced religious beliefs, reflected male and female roles, and validated systems of leadership. Covers architecture, sculpture, textiles, paintings, jewelry, and ceramics. Field trips to museums and/or private collections supplement class lectures.

North American Indian Arts
ARTH-UA 570  Offered periodically. 4 points.
An introductory survey of North American Indian and Eskimo art. It covers the following art-producing areas and cultures: Northwest Coast (Ozette, Salish, Nootka, Haida, Kwakiutl, Tlingit); Alaska (Old Bering Sea, Ipiutak, and Yupik Eskimo); Southwest (Hohokam, Mogollon, Anasazi, Hopi, Navajo); Plains (Arapaho, Kiowa, Mandan, Sioux); Woodlands (Adena, Hopewell, Mississippian, Ojibwa, Iroquois); and contemporary art (tradition and innovation in contemporary Native American and Eskimo art).

Other Advanced Courses in Art and Architecture

European and American Decorative Arts:
Renaissance to Modern
ARTH-UA 10  Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance Art (ARTH-UA 5), or Modern Art (ARTH-UA 6), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
History of the design of objects used in daily life. Studies works of art in a social and historical context. Beginning with the Italian, French, and northern Renaissance, surveys the Louis styles in France, international neoclassicism, and the Victorian style. Concludes with the modern period. Stresses the history of furniture, although also covers glass, silverware, tapestries, ceramics, wallpaper, carpets, and small bronzes.

Special Topics in the History of Art
ARTH-UA 150, ARTH-UA 250, ARTH-UA 350, ARTH-UA 450, ARTH-UA 550, ARTH-UA 750, and ARTH-UA 850  Prerequisites vary according to the material chosen for the course. 4 points.
Subjects change from semester to semester and are outside of the usual classification areas. Those that carry prerequisites are normally considered advanced courses in the major, satisfying requirements in the ancient or medieval, Renaissance or baroque, or modern areas.
Note: Any course in the urban design and architecture studies program may be counted as an elective for the art history major.

Advanced Seminar in Art History
Advanced Seminar
ARTH-UA 800  Prerequisite: permission of the director of undergraduate studies. Open to departmental majors who have completed five 4-point art history courses. Offered in the fall and spring. 4 points.
Exposure in small-group discussion format to historical/critical problem(s) of particular concern to
the faculty member offering the seminar. Requires oral report(s) and/or a substantial paper.

**Honors Thesis and Independent Study in Art History**

**Senior Honors Thesis**
ARTH-UA 801 4 points.
Open to departmental majors who have been accepted as candidates for honors in art history in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department's subheading “Graduation with Honors” for eligibility requirements. Students are expected to work on their theses over a period of two semesters by following ARTH-UA 801 in the fall with ARTH-UA 804 in the spring (see Independent Study, below). Applicants must have a GPA of 3.65 in art history courses and an overall GPA of 3.65 as stipulated by the College's honors program regulations.

**Independent Study**
ARTH-UA 803, 804 Prerequisite: written permission of the director of undergraduate studies and of an advisor. 2 to 4 points per term.
Independent study consists of the investigation, under the guidance and supervision of a designated instructor, of a research topic agreed on by the student and instructor and approved by the chair. Requires a substantial report written by the end of the term. Internships receive a maximum of 2 points, and written work is required, just as it is for any other independent study. Prior approval by a faculty member is required for internship credit.

**Graduate Courses Open to Undergraduates**
Juniors and seniors who have a 3.65 grade point average in five art history courses may take, for undergraduate credit, the 1000- and 2000-level courses offered in the Graduate School of Arts and Science at the Institute of Fine Arts, 1 East 78th Street. For more information, please consult the Graduate School of Arts and Science Bulletin or the announcement of courses of the Institute of Fine Arts. Before registering for these courses, students must obtain the permission of the director of undergraduate studies, as well as that of the instructor of the course.

**Urban Design and Architecture Studies: Foundation Courses**

**History of Architecture from Antiquity to the Present**
ARTH-UA 601 Offered every semester. 4 points.
Introduction to the history of Western architecture, emphasizing the formal, structural, programmatic, and contextual aspects of selected major monuments from ancient times to the present. Monuments discussed include the Parthenon, the Roman Pantheon, Hagia Sophia, the cathedral at Chartres, St. Peter's, Palladio's Villa Rotonda, St. Paul's Cathedral, Versailles, the London Crystal Palace, Frank Lloyd Wright's Fallingwater, Le Corbusier's Villa Savoye, the Guggenheim Museum in Bilbao, Mies van der Rohe's Barcelona Pavilion, and others. Lectures analyze monuments within their contexts of time and place. Also considers aspects of city planning in relation to certain monuments and to the culture and events of their time.

**Shaping the Urban Environment**
ARTH-UA 661 Offered every semester. 4 points.
Introduces basic concepts of Western urbanism, focusing primarily on Europe and the United States. Lectures, readings, and course work present both a survey of city form since antiquity and an analysis of contemporary urban issues. Students investigate key elements of urban development, including roads, walls, water, housing, transportation, and open space, as well as factors influencing these elements, such as types and shapes of cities, engineering, and architectural form as an expression of political systems. Special attention is given to real estate development, landmark preservation, city planning, and community participation in New York City.

**Urban Design and Architecture Studies: Architecture and Urban History Courses**

**Greek Architecture**
ARTH-UA 104 Identical to CLASS-UA 353.
Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
See this department's subheading “Advanced Courses in Ancient Art and Architecture.”
Roman Architecture
ARTH-UA 105  Identical to CLASS-UA 354.
Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
See this department's subheading "Advanced Courses in Ancient Art and Architecture."

Medieval Architecture
ARTH-UA 205  Prerequisite: History of Western Art I (ARTH-UA 1), or Medieval Art (ARTH-UA 4), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered periodically. 4 points.
See this department's subheading "Advanced Courses in Medieval Art and Architecture."

European Architecture of the Renaissance
ARTH-UA 301  Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
See this department's subheading "Advanced Courses in Renaissance and Baroque Art and Architecture."

Architecture in Europe in the Age of the Baroque
ARTH-UA 302  Prerequisite: History of Western Art II (ARTH-UA 2), or Renaissance and Baroque Art (ARTH-UA 5), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or a score of 5 on the AP Art History exam. Offered every other year. 4 points.
See this department's subheading "Advanced Courses in Renaissance and Baroque Art and Architecture."

Early Modern Architecture: 1776-1914
ARTH-UA 408  Prerequisite: History of Western Art II (ARTH-UA 2), or Modern Art (ARTH-UA 6), or History of Architecture from Antiquity to the Present (ARTH-UA 601), or Expressive Culture: Architecture in New York Field Study (CORE-UA 722), or a score of 5 on the AP Art History exam. Offered every year. 4 points.
See this department's subheading "Advanced Courses in Modern Art and Architecture."

Architecture in New York: Field Study
ARTH-UA 602  Offered every year. 4 points.
Examines the history of architecture and urbanism through the landmark buildings and neighborhoods of New York City. Students consider key issues of architectural history, including style, building type, patronage, professional education, adaptive reuse, construction techniques, and the process of historic preservation, all within the context of urban and national development. Course meetings consist of classroom lectures and field-study trips, including visits to Broadway/ Battery, South Street Seaport, City Hall area, SoHo, Greenwich Village, Ladies’ Mile/Gramercy, Upper West Side, Grand Central/ 42nd Street, Park Avenue, and Rockefeller Center.

Cities in History
ARTH-UA 662  Prerequisite: Shaping the Urban Environment (ARTH-UA 661) or permission of the program director. Offered every other year. 4 points.
Historical survey of city types, plans, and symbolic meanings from classical Greece to the present. Subjects include ancient towns and planned cities, especially those of the Roman Empire; medieval commercial centers and cathedral towns; Renaissance plazas and baroque street systems; and 19th-century industrial, colonial, and resort cities. Emphasis on European and American cities. Discussion of London, Paris, and Rome throughout.

History of City Planning: 19th and 20th Centuries
ARTH-UA 663  Prerequisite: Shaping the Urban Environment (ARTH-UA 661) or permission of the program director. Offered every year. 4 points.
Examines the history of cities, planning, and urban design in Europe and the United States since 1800. Both a survey of city planning history and consideration of thematic issues. Lectures and readings emphasize the social, political, and economic factors shaping modern cities, including industrialization, housing, sanitation, transportation, social reform, recreation, and infrastructure, as well as cultural and aesthetic debates about style, monumentality, and diversity in cities. Includes readings of primary documents and recent interpretations, individual
research, and field trips to notably planned sites in the New York area.

**Special Topics in Urban Design and Architecture Studies**

ARTH-UA 650 and ARTH-UA 850 Prerequisites vary according to the material chosen for the course. 4 points.

Subjects change from semester to semester and are outside of the usual classification areas.

**Urban Design and Architecture Studies: Seminars**

**Decision Making and Urban Design**

ARTH-UA 670 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.

The impact and limitations of private and public decision-making power on urban design and architecture. City architecture in light of the values and priorities set by a society. Recognition of citizens' groups as increasingly important factors in city planning and related changes. Critically evaluates the complexity of decision making and historical circumstances as related to the built urban environment on the basis of historical and modern American and European examples.

**Architecture in Context**

ARTH-UA 671 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. 4 points.

This course looks at the practice of architecture through the lens of a NYC architectural firm. A range of projects of different typologies will presented through presentations, case studies and site visits. Each week devoted to a theme that illustrates the importance of design and sustainability as it relates to civic engagement and social responsibility, the different phases of project development, the influence of regulations on design, and introduces primary building systems.

**Environmental Design: Issues and Methods**

ARTH-UA 672 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.

Examines the manifold technological considerations that affect urban building and urban environmental quality in cities today. Topics include the specifics of power supply, heating, lighting, ventilation, internal traffic (vertical and horizontal), pollution control, and other topics of immediate significance. Focuses on the potential of technology to resolve urban environmental problems.

**Urban Design: Infrastructure**

ARTH-UA 673 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.

Serves as a laboratory for the investigation of New York City's infrastructure, using the definition of the word as a point of departure. In what ways can the city be perceived as a collective undertaking, with intricate components interwoven in continuous strands? What systems and forces give the city and its neighborhoods their current form, and what influences their future shape? Can these systems be dissected? What do these analyses tell us about the relationship of the city to its inhabitants and to the wider environment? Through lectures, reading assignments, discussions, and field trips, we investigate some of the major components of the city's infrastructure, such as the street grid, water supply, waste disposal, and subway system.

**Urban Design and the Law**

ARTH-UA 674 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.

Relationship between physical surroundings and the basis of society in law. Examines the effects of zoning regulations and building codes; urban renewal legislation; condemnation procedures; real estate law; law concerning tenants; taxation; special bodies such as the Port Authority of New York and New Jersey; preservation and landmarks; licensing procedures for architects, engineers, and planners; and pollution control measures. Special attention to laws of New York City and nearby communities.

**Seminar in Urban Options for the Future**

ARTH-UA 675 Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.

Explores the nature of today's urbanism with an eye on understanding future prospects for cities through
lectures, extensive readings, class discussions/presentations, and “mapping exercises” which take the students out of the classroom and into the city. Topics include investigations into sustainable urban futures, the consequences of dramatic demographic shifts, smart growth practices, landscape urbanism, and the phenomenon of exploding/imploding cities. Periodic guest speakers.

**Drawing for Architects and Others**
ARTH-UA 676  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every semester. 2 points.  
Teaches students to perceive—to record phenomena manually without relying on formulaic methods of drawing perspective, volumetrics, and the like. Students are encouraged to examine proportion, scale, light, shade, and texture, as well as means of expression, the nature and essence of objects, various media, and graphic composition. Assists students in creating a comprehensive series of drawings and in building a portfolio.

**Reading the City**
ARTH-UA 677  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered every year. 4 points.  
Focuses on observation and documentation of a historical section of New York City from its foundation to the present. Students participate in field walks and attend in-class lectures and discussions. Students learn to read the historical stratigraphy of the city by using primary and secondary sources such as maps, prints, and panoramas, as well as City Council minutes and other printed documents.

**Architectural Criticism**
ARTH-UA 678  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. 4 points.  
Combines the reading and writing of architectural criticism. Students read the work of prewar and postwar architecture critics, focusing on those who live(d) and work(ed) in New York City and those who write and wrote for the popular press. Thematic groupings of reviews—on the skyscraper, the museum, urban planning, and more—allows a comparison of critical language, approach, and taste, while also tracking changes in architectural style from 1900 to the present. Includes readings in architectural theory that attempt to define the styles of the past and present century. Students write three reviews themselves, including one on a building, shop, or urban plan of their choice. Offers both an alternative history of 20th-century New York City and an opportunity to think and write about architecture in a new and opinionated way.

**Parks, Plants, and People**
ARTH-UA 679  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered periodically. 2 points.  
Studies the components of successful urban green public spaces designed for and about people. Students participate in numerous site visits to important New York City parks and gardens to study the way people actually use these places. Students also are expected to visit others and report on them to the class. Students study the research and observations of William H. Whyte and the role that good planting and a connection with nature play in improving the quality of life in the city.

**Case Studies in Historic Preservation**
ARTH-UA 681  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered in the spring. 4 points.  
A survey of the history, philosophy, and practice of historic preservation on the national and local levels. Through case studies, students learn about the field as a civic responsibility and public activity. Equips and energizes students to be involved in the quality of the built environment in general and historic preservation in particular wherever they may live, and wherever their professional paths may take them.

**Urban Design and Health**
ARTH-UA 682  Prerequisite: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered in the spring. 4 points.  
Architecture of modern cities, planning procedures, and technology in terms of their relationship to public health. Topics: building legislation; sanitary engineering; problems of pollution engendered and solved; design of mass housing; design of hospitals,
including contemporary controversies and community participation; design and psychological disorder; and medical fact and theory and their relationship to architectural design.

**Ideology and Urban Design**

ARTH-UA 35  Prerequisites: History of Architecture from Antiquity to the Present (ARTH-UA 601), Shaping the Urban Environment (ARTH-UA 661), and permission of the program director. Offered periodically. 4 points.

Examines the building of an urban environment as a reflection of ideology. Examples illustrate simple as well as complex interrelationships of architectural and urban forms and ideological thought. Topics include: the International Style in democratic Europe, 1918-1933; the U.S.S.R. during the years after the revolution of 1917; the U.S.S.R. under Stalin, National Socialism in Germany, 1933-1945; Eastern European socialist countries today; the U.S.A. today; cultural centers, urban and suburban developments, central business districts, and civic centers.

**Honors Thesis and Independent Study in Urban Design and Architecture Studies**

Senior Honors Thesis: Urban Design and Architecture Studies

ARTH-UA 690, 691  Open to departmental majors who have been accepted as candidates for honors in urban design in the first term of their senior year and who have the permission of the director of undergraduate studies. 4 points per term.

See this department’s subheading “Graduation with Honors” for eligibility requirements. Students are expected to work on their theses over a period of two semesters. A GPA of 3.65 in urban design courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations are necessary.

Independent Study

ARTH-UA 803, 804  Prerequisites: written permission of the program director and of an adviser. 1 to 4 points per term.

See this department’s subheading “Honors Thesis and Independent Studies in Art History.”

**Urban Design and Architecture Studies: Courses in Other Departments Acceptable for Major Credit**

**Urban Society**

ANTH-UA 44  Prerequisite: Human Society and Culture (ANTH-UA 1) or permission of the instructor. 4 points.

See description under anthropology.

**Urban Economics**

ECON-UA 227  Identical to SCA-UA 751.  Prerequisite: Introduction to Microeconomics (ECON-UA 2). 4 points.

See description under economics.

**Cities in a Global Context**

SCA-UA 602  4 points.

See description under metropolitan studies.

**Cities, Communities, and Urban Life**

SOC-UA 460  Identical to SCA-UA 760. 4 points.

See description under sociology.

With departmental approval, other courses may be substituted.

**Graduate Courses Open to Undergraduates**

Under special circumstances, students are allowed to enroll for courses in the Graduate School of Arts and Science and in the Robert F. Wagner Graduate School of Public Service. If these courses are credited toward the undergraduate degree, no advanced credit is allowed toward a graduate degree. The Wagner program offers undergraduate courses in management of nonprofit organizations and in the role of government in art production and consumption.
MAJOR/MINOR IN

Asian/Pacific/American Studies

Asian/Pacific/American (A/P/A) studies examines the movements of people, goods, and ideas across the Atlantic and Pacific worlds. One of six programs in the Department of Social and Cultural Analysis (SCA), it provides an interdisciplinary approach to understanding the history and contemporary experiences of Asian/Pacific Americans in the Americas. The category of Asian/Pacific American includes people of East Asia, South Asia, Central Asia, Southeast Asia, and the Pacific Islands living in the United States, as well as in other parts of the Americas.

The two main areas of concentration are urban studies and diaspora studies. Urban studies examines the formation of Asian/Pacific American communities in relation to the various cultural, social, and political institutions in urban settings, with special emphasis on the New York metropolitan area. Diaspora studies investigates the processes that enable Asian/Pacific American communities in the United States and the Americas to sustain ties with communities throughout the world. The analysis of cultural production—social, political, and economical processes—is a central theme, as is cross-cultural conflict and collaboration.

In coordination with A/P/A studies, the A/P/A Institute engages important artists, scholars, writers, and activists to campus. This provides the opportunity for discussion, performance, and reflection with students, faculty, and community members.

FACULTY

Associate Professors
Gopinath, Parikh, Saldaña,
Sandhu, Tchen, Tu

Assistant Professor
Saranillio

Adjunct Faculty
Francia, Hui, Magototo, OuYang

Affiliated Faculty
Shimakawa

PROGRAM

Major

The Asian/Pacific/American studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to the Asian/Pacific/American Experience (SCA-UA 301; offered periodically), or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539; offered every year)

Seven elective courses:

- Six designated Asian/Pacific/American studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective; one A/P/A language course can count as an elective if taught by SCA faculty
- One common SCA elective; a list will be available each semester

Two research courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. Studying the modern incarnation of these languages
reveals the cross-cultural forces that have shaped them. We speak what we are and have been.

The department therefore strongly encourages its students to develop advanced skills in Cantonese, Filipino, and/or any language spoken in the Asia or Pacific regions by any of the following means: taking language courses offered in A/P/A Studies; taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork (offered in, e.g., SCA, Nursing, Gallatin, or Steinhardt) necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Minor

Five 4-point courses (20 points) are required for the minor in A/P/A studies, distributed as follows: one introductory course—either Approaches to the Asian/Pacific/American Experience (SCA-UA 301; offered periodically), or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539; offered every year)—plus four electives from the A/P/A studies course offerings. One A/P/A language course can count as an elective if taught by SCA faculty.

Honors Program

Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about the honors program can be found at sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis

SCA-UA 1  4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to the Asian/Pacific/American Experience

SCA-UA 301  Cultures and Contexts: Asian/Pacific American Cultures (CORE-UA 539) can substitute for this course. (SCA-UA 301 is offered periodically, CORE-UA 539 is offered every year.) 4 points.
An interdisciplinary introduction to the themes of Asian/Pacific American studies featuring class discussions, guest speakers, and visits to community organizations, in addition to traditional classroom methods. Emphasizing historical perspectives, it explores concepts of “home” and “community,” as well as “Asian” and “American” in the context of Asian/Pacific American experiences. Issues covered may include diaspora and migration, colonialism, orientalism, labor, family/community formations, national and international law/policy vis-à-vis Asian/Pacific Americans, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.

Research Core

Strategies in Social and Cultural Analysis

SCA-UA 20  Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar

SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to the Asian/Pacific American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific American Cultures (CORE-UA 539), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students
work individually and collaboratively on part of a class research project pertaining to the major in A/P/A studies. Majors take this course in the fall of their senior year.

**Honors Program**

**Senior Honors Seminar**
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to the Asian/Pacific/American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539), Strategies in Social and Cultural Analysis (SCA-UA 20), and permission of the department. Offered in the fall. 4 points.

**Senior Honors Thesis**
SCA-UA 93  Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

**Internship Program**
The 4-point internship program complements and enhances the formal course work of the A/P/A studies major. Students intern at agencies dealing with a range of issues pertaining to A/P/A studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

**Internship Fieldwork**
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

**Internship Seminar**

**Elective Courses**

**Asian American Literature**
SCA-UA 306  Identical to ENGL-UA 716, COLIT-UA 301. Offered every year. 4 points.
Examines the production of Asian American writing and literary/cultural criticism up to the present. Focuses on significant factors affecting the formation of Asian American literature and criticism, such as changing demographics of Asian American communities and the influence of ethnic, women’s, and gay/lesbian/bisexual studies. Included is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism, and nontraditional forms) by writers from diverse ethnic backgrounds. Explores the ways in which the writers treat issues such as racial and ethnic identity, immigration and assimilation, gender, class, sexuality, nationalism, culture and community, history and memory, and art and political engagement.

**History and Literatures of the South Asian Diaspora**
SCA-UA 313  Identical to ENGL-UA 721, HIST-UA 326. Offered every year. 4 points.
Introduction to the history of the South Asian diaspora in the United States. Highlights work on South Asian immigrant communities in the United States and the little-known history of South Asian immigrants on the east coast of the United States in the context of historical migration to the United States, Canada, and the Caribbean. Offers a multidisciplinary perspective and uses classic as well as new works on South Asians in the United States from history, anthropology, sociology, and cultural studies.

**Asian/Pacific/American Popular Culture**
SCA-UA 320  4 points.
Examines the ways in which Asian/Pacific Americans have constituted and positioned their identities through various mediums of popular culture from the 1930s to the present. In particular, emphasizes popular institutions of representation, including music, theatre, fashion, television, and film, to examine the complex relationship between Asian/Pacific American representational practices and their material experiences in sociopolitical locations. In addition, considers the multiple and differentiated interpretative strategies of Asian American consumers of popular culture. How are Asian/Pacific American consumption and reception practices constituted differently across lines of class, gender, and sexuality?
Filming Asian America: Documenting Community  
SCA-UA 361  4 points.  
Focuses specifically on the Asian American communities of New York and their histories. Presents filmmaking as a mode of community documentation and filmmakers as historians. Students meet as theorists and field researchers. The first phase is largely historical and theoretical, while the latter mainly deals with hands-on filmmaking. Students document various aspects of Asian/Pacific American communities in New York—sociocultural and political issues surrounding them, histories, personal stories, geodynamics of ethnic localities, domestic lives, professions, ethnic festivals and performances, etc. At the end of the course, students have made at least two collective documentaries (10 to 12 minutes each), which may be interrelated or on entirely different subjects.

Multiethnic New York  
SCA-UA 363  4 points.  
As a global city, New York is one of the most ethnically and culturally diverse places in the world. In particular, the growth of migrant populations from Asia, Latin America, and the Caribbean is driving the transformation of New York’s economic, social, and political landscape. Explores the global socioeconomic conditions that facilitate and sustain these migrations and examines the cultural practices, imaginaries, and strategies of migrants as they become part of the city.

Asian Americans & War  
SCA-UA 365  4 points.  
Examines Asian American history and contemporary culture using the theme of “war” as an organizing principle. It considers not only the sociopolitical effects of actual war—between Asian nations, between the United States and Asian nations, and civil wars in Asia—on immigration to the United States, but also the myriad meanings of war and their social and cultural implications for Asian Americans. It examines the ways in which wars have transformed Asian American social organization and influenced shifting alliances, multiple sense of belonging, and racial representations in the United States during World War II and Vietnam as well as the metaphorical presence of war in everyday life.

The Constitution and People of Color  
SCA-UA 366 Offered every year. 4 points.  
Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, and voting rights. Course requirements include attendance at a community function involving constitutional issues, a midterm, and an interactive oral and written final project comparing a present-day issue affecting racial minorities in New York City and proposing measures to collectively address the issue.

Reading Race and Representation  
SCA-UA 368  4 points.  
Much contemporary public discourse characterizes race as a problem that some individuals “have,” or, even, a “card” that some people “play.” It is rarely recognized as a structural or material dimension that comprises everyday experience and knowledge. We ask what it means to “read” race in objects, spaces, and events that for the most part do not seem to be “about” race per se. Addresses a series of such topics, which we consider from an interdisciplinary perspective, engaging historical and legal texts, literature, and film, as well as scholarship from anthropology, sociology, and history. Over the course of the semester, we address concepts and themes related to U.S. ethnic studies and critical race theory, including citizenship, rights, segregation, whiteness, colonialism, labor, migration, and alienness.

“Chinatown” and the American Imagination  
SCA-UA 370 Identical to IDSEM-UG 1229. 4 points.  
What is a “Chinatown”? The word alone evokes many images, sounds, smells, and tastes from many different sensibilities. For recent immigrants, it can be a home away from home; for “outsiders,” an exotic place for cheap eats; for male action-flick fans, Chow Yun-Fat (or Mark Wahlberg) in The Corruptor; and for you? (Fill in the blank.) We explore the nooks and crannies of Chinatown in the American imagination and in its New York real-time, non-virtual existence. How do we know what we know and do not know? What does Chinatown have to do with the formation of normative...
“American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events, creating their own narrative “tour” of this place’s meanings. Novels, history books, tourist guides, films, and pop culture supplement the primary “text” of New York’s Chinatown. This is a collaborative, discussion-intensive, field-research-driven class.

The Immigrant Imagination
SCA-UA 371 4 points.
Examines contemporary immigration through the lens of visual culture. Explores a variety of expressive forms produced by migrant subjects—including film, photography, art, and fashion—and considers how these work to narrate the experiences of travel and displacement; home and exile; leisure and labor. In doing so, students consider how these visual representations seek to express the conditions of contemporary immigration in ways that co-exist with and counter dominant depictions. We ask: How do visual practices—from filmmaking to graffitining—operate within immigrant communities as a mode of story-telling or world-making? How have immigrants employed visual culture to narrate their cross-cultural movements, community-building efforts, political struggles, and cultural memories?

Topics in A/P/A Studies
SCA-UA 380 Offered every semester. 4 points.
Specific topics vary from semester to semester. Former topics have included “Yellow Peril”; Documenting and Understanding Xenophobia; Transnational Feminism; Cultural Politics of Food; and Politics of Fashion in the Asian Diaspora.

Language Courses

Elementary Filipino I, II
SCA-UA 321, 322 Offered every year. 4 points per term.
An introduction to Filipino with an emphasis on mastering basic grammar skills and working vocabulary. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Open to beginning language students, and lessons are modified according to the needs of individual students. Because language is key to connecting with community concerns, the course includes field trips to Filipino neighborhoods in Queens and Jersey City.

Intermediate Filipino I, II
SCA-UA 323, 324 Offered every year. 4 points per term.
At this level, when the basic skills and working vocabulary have been mastered, emphasis can be placed on the linguistic rules that enable the student to communicate with more competence. There is also a focus on translation. Lessons use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. To observe and experience the language at work, the course includes field trips to Filipino centers in the New York/New Jersey area, as well as invited guests who converse with students in Filipino about their life and work.

Elementary Cantonese I, II
SCA-UA 331, 332 Offered every year. 4 points per term.
An introduction to Cantonese with an emphasis on the spoken and written language and conversational proficiency as a primary goal. Emphasizes grammar, listening comprehension, and oral expressions. Designed to give beginning students a practical command of the language. Upon completion of the course, students can expect to converse in simple sentences and recognize and write about 350 Chinese characters. Students with passable conversational ability or native speakers from Cantonese-speaking communities should not enroll in this course.

Intermediate Cantonese I, II
SCA-UA 333, 334 Offered every year. 4 points per term.
An advanced-level language and culture course following Elementary Cantonese. At this level, when the basic skills and working vocabulary have been mastered, emphasis is placed on the linguistic rules that enable students to communicate with more competence. The lessons focus not only on language, but also use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. Because language is key to connecting with community concerns, the course also includes field trips to Chinatown and other Cantonese-speaking neighborhoods.

Related Courses
The following courses count as electives for Asian/Pacific/American studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.
MAJOR/MINOR IN ASIAN/PACIFIC/AMERICAN STUDIES

AMERICAN STUDIES

Comparative U.S. Ethnic Studies
SCA-UA 224  4 points.

Intersections: Gender, Race, and Sexuality in U.S.
History and Politics
SCA-UA 230  4 points.

Ethnicity and the Media
SCA-UA 232  4 points.

Marxist Cultural Theory
SCA-UA 240  4 points.

Couture/Culture: Fashion and Globalization
SCA-UA 253  4 points.

GENDER & SEXUALITY STUDIES

Transnational Feminism
SCA-UA 474  Offered in the fall. 4 points.

SOCIOLOGY

Race and Ethnicity
SCA-UA 803  Identical to SOC-UA 135. 4 points.

STEINHARDT SCHOOL OF CULTURE,
EDUCATION, AND HUMAN DEVELOPMENT

American Dilemmas: Race, Inequality, and the
Unfulfilled Promise of Education
SCA-UA 755  Identical to TCHL-UE 41. 4 points.
The science of biology reveals the workings of life in all its varied forms. Modern biology has been revolutionized with the development of powerful techniques in molecular and cellular biology, genomics, and bioinformatics that are now being applied across the spectrum of the science, from biomedicine to environmental biology. The department's programs of study and research reflect this contemporary view of biology.

The department prepares students for careers in the life sciences, and excels in placing students in graduate, medical, and dental schools. The integrated yet diverse program builds from a solid foundation in molecular and cellular biology, evolution, development, and physiology. Students are exposed to modern concepts and methods from the outset of their studies in introductory courses. A variety of upper-level courses deepen knowledge and skills. Advanced students may enroll in graduate-level courses covering specialized areas of faculty research.

Department graduates include Nobel laureates and many other notable scientists and educators. The department's distinguished, diverse faculty conducts research in state-of-the-art laboratories, including those in the Center for Genomics and Systems Biology and Center for Developmental Genetics. Research collaborations extend to New York institutions, including the American Museum of Natural History, New York Botanical Garden, and Cold Spring Harbor Laboratory.

Chair of the Department
Professor Small

Director of Undergraduate Studies
Associate Professor Siegal

Assistant Director of Undergraduate Studies
Clinical Associate Professor Tan

FACULTY

Professors Emeriti
Dowling, Stotzky

Provost, NYU Abu Dhabi;
Professor of Biology
Piano

Dean for Science; Dorothy Schiff
Professor of Genomics
Purugganan

Dean of Science for NYU Abu Dhabi; Professor of Biology
Scicchitano

Silver Professor; Professor of Biology; Director, NYU Center for Developmental Genetics
Desplan

Professor of Biology; Director, NYU Center for Genomics and Systems Biology
Carlton

Carroll and Milton Petrie
Professor of Biology
Coruzzi

Professors
Azmitia, Blau, Borowsky, Broyde, Fitch, Rampino, Reiss, Rushlow, Small, Tranchina, Volk

Associate Professors
Birnbaum, Bonneau, Eichenberger, Gunsalus, Kussell, Siegal

Assistant Professors
Christiaen, Ercan, Gresham, Hochwagen, Li, Mazzoni, Rockman, Smith, Vogel

Clinical Associate Professor
Kirov, Tan, Velhagen

Clinical Assistant Professors
Brenner, Carrozza, Katari, Killilea, Schneider,

Distinguished Professor in Residence
Desalle

Global Distinguished Professor
Rajewsky

Affiliated Faculty
Center for Neural Science
Aoki, Carter, Klann, Reyes, Sanes, Shapley

Department of Physics
Brujic

Department of Teaching and Learning (Steinhardt)
Kirch

NYU School of Medicine
Martin Blaser

New York Botanical Garden
Amy Litt, Dennis Stevenson

Cold Spring Harbor Laboratory
Rob Martienssen, W. Richard McCombie

PROGRAM

Departmental Objectives

The department offers students the opportunity to explore the various areas of current biology. The major in biology is an integrated yet diverse program that builds a solid foundation in modern biology through coursework in molecular biology, cell biology, evolution, genetics, developmental biology, physiology, immunology, genomics, systems biology, computational biology, ecology, and environmental biology. From the very outset
of their studies, students are exposed to modern concepts and state-of-the-art experimental and analytical methods. Upper-level courses emphasize foundational knowledge as well as laboratory skills, reasoning skills and quantitative skills. Advanced students may register for graduate-level courses, which are most often given in the specialized areas of faculty research.

The department also offers a set of discrete minors in the life sciences, specifically in the areas of molecular and cell biology, genetics, genomics and bioinformatics, and environmental biology. Each minor is designed to hone skills in a particular contemporary area of biology and requires a laboratory experience. The minors permit students to create a course of study that will meet their unique academic and career goals.

This program provides outstanding preparation for careers in research, academia, medicine, dentistry, and related fields. Graduates of the department have a remarkable record of success in acceptance into professional schools and in establishing notable careers in the biomedical sciences.

Other courses offered by the department are designed to acquaint non-science majors with contemporary issues in biology. Such courses are often topical, addressing problems such as environmental pollution, limits of the earth, and human physiology.

Outstanding and highly motivated students are offered special opportunities for honors work, independent study, summer laboratory research, internships, and other enhancements. Upper-level students may become involved in research projects in faculty laboratories through the many formal and informal opportunities afforded by the department. The department has a tradition of important research accomplishment and contains several specialized research and laboratory facilities that are integrated into the educational programs. These include undergraduate labs in molecular biology, cell biology, experimental physiology, genomics, bioinformatics, and ecological analysis. Field studies are carried out at a variety of regional sites. Department faculty are also affiliated with the NYU Center for Genomics and Systems Biology, the NYU Center for Developmental Genetics, NYU Courant Institute of Mathematical Sciences, the NYU School of Medicine, the NYU College of Dentistry, the American Museum of Natural History, the New York Botanical Garden, and Cold Spring Harbor Laboratory.

Students with questions about majoring in biology or minoring in a specific area of biology should visit the office of the Department of Biology. Those declaring a major in biology are assigned a faculty adviser from the department; students meet with that professor to design a program of study, determine course selections, and discuss career goals. The faculty adviser is also available to provide guidance concerning the many options and opportunities afforded by the department for curricular enhancement, including research experiences.

**Major (Bachelor of Arts)**

The department offers two tracks.

- **The standard biology track** provides the major with a broad background in biology with the laboratory, quantitative, and reasoning skills needed for today's modern biology.

- **The ecology track** also provides students with a broad background in modern biology, but with a focus on ecological concepts, approaches, and analytical methods.

In addition to these two tracks, students may pursue a major in global public health/science, with a concentration in biology (see below).

In each of the two tracks, sixteen courses (typically 70 points) completed with grades of C or higher (and a minimum GPA of 2.0 for all courses required by and taken as electives in the major) are required for the major.

To permit the maximal choice of appropriate upper-level courses, we strongly recommend that students take Principles of Biology I and II (BIOL-UA 11, 12), General Chemistry I and II and Laboratories (CHEM-UA 125, 126), and mathematics in their freshman year. Then as sophomores, students in the standard track should take Molecular and Cell Biology I, II (BIOL-UA 21, 22), whereas students in the ecology track should take Molecular and Cell Biology I (BIOL-UA 21) and Fundamentals of Ecology (BIOL-UA 63).

Programs of majors must be approved each term by a department adviser.
Biology Standard Track
Biology core courses (four courses/16 points):

• Principles of Biology I and II (BIOL-UA 11, 12)
  NOTE: Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123).
  It is intended for prehealth students not majoring in biology.
• Molecular and Cell Biology I and II (BIOL-UA 21, 22)
  NOTE: Students may also register for the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).

Five upper-level biology courses (five courses/20 points):

• Biology majors must complete five additional 4-point upper-level biology courses. In consultation with their adviser or with the director of undergraduate studies, students select at least one course from each of the following four skill categories, plus a fifth elective from any one of the categories:
  1. Laboratory skill courses: “At the Bench” or research courses
  2. Quantitative skill courses: math, computer, and modeling courses
  3. Reasoning skill courses: reading intensive courses
  4. Foundational courses

A current list of courses satisfying each category is maintained on the official web site of the Department of Biology.

Additional courses required for biology standard track majors (seven courses/34 points):

• Chemistry (four courses/20 points):
  • General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  • Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)

• Physics (two courses/10 points):
  • General Physics I and II (PHYS-UA 11, 12)

• Mathematics (one course/4 points):
  • Calculus I (MATH-UA 121)

Biology Ecology Track
The ecology track provides students a broad foundation in modern biology as well as a focused education in ecological concepts, approaches and analytical methods. It is primarily intended for students planning to pursue graduate study in ecology or a related field.

Ecology core courses (four courses/16 points):

• Principles of Biology I and II (BIOL-UA 11, 12)
  NOTE: Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123). It is intended for prehealth students not majoring in biology.
• Molecular and Cell Biology I (BIOL-UA 21)
  NOTE: Students may also register for the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).
• Fundamentals of Ecology (BIOL-UA 63)

Five upper-level biology courses (five courses/20 points):

• Biology majors must complete five additional 4-point upper-level biology courses. In consultation with their adviser or with the director of undergraduate studies, students select at least one course from each of the following four skill categories, plus a fifth elective from any one of the categories:
  1. Laboratory skill courses: “At the Bench” or research courses
  2. Quantitative skill courses: math, computer, and modeling courses
  3. Reasoning skill courses: reading intensive courses
  4. Foundational courses
A current list of courses satisfying each category is maintained on the official web site of the Department of Biology. Note that the set of courses that may be used as electives for the ecology track is not identical to the set that may be used for the standard biology track.

Additional courses required for biology ecology track majors (seven courses/34 points):

- Chemistry (four courses/20 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)

- Physics (one course/5 points):
  - General Physics I (PHYS-UA 11)

- Mathematics (two courses/8 points):
  - Calculus I (MATH-UA 121)
  - Calculus II (MATH-UA 122) or Linear Algebra (MATH-UA 140)

**Global Public Health/Science Major with Concentration in Biology**

The College of Arts and Science (CAS) and the Department of Biology offer students the opportunity to pursue a major that combines biology and global public health. Students pursuing this combined program will complete courses to fulfill the global public health/science major, with a concentration in biology that emphasizes one of the following areas: genetics and genomics, infectious diseases, or environmental health.

The global public health/biology major provides a unique opportunity for students to explore cutting-edge life science and how recent advances can help address some of the world's most complex health challenges. Graduates are well prepared to pursue professional studies in medicine, dentistry, public health, and nutrition, as well as academic and research positions.

Students in this combined major are strongly advised to talk to an advisor in the Department of Biology to work out a course plan. The following are the twenty-two courses (94 points) required for the major:

**Global public health requirements (seven courses/28 points):**

- Health and Society in a Global Context (UGPH-GU 10)
- Health Policy (UGPH-GU 40)
- Environmental Health (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- Biostatistics (BIOL-UA 42)
- At the Bench: Epidemiology (BIOL-UA 49)
- One semester of advanced foreign language (above intermediate II level)
- One semester of study away

**Biology core courses (four courses/16 points):**

- Principles of Biology I and II (BIOL-UA 11, 12)
  
  **NOTE: Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123). It is intended for prehealth students not majoring in biology.**

- Molecular and Cell Biology I and II (BIOL-UA 21, 22)
  
  **NOTE: It is strongly recommended that students in this combined major take the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).**

**Biology emphasis area (two courses/8 points):**

- Students select two upper-level biology courses from one of these three areas:
  1. Genetics and genomics
  2. Infectious diseases
  3. Environmental health

A current list of courses satisfying each area is maintained on the official web site of the Department of Biology.

**Additional required courses in science and math (seven courses/34 points):**
Chemistry (four courses/20 points):
- General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
- Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)

Physics (two courses/10 points):
- General Physics I and II (PHYS-UA 11, 12)

Mathematics (one course/4 points):
- Calculus I (MATH-UA 121)

Major electives (two courses/8 points):
- Two additional electives must be completed in the GPH program or in biology. A current list of courses approved as electives is maintained on the official web site of the Department of Biology.

For descriptions of GPH (UGPH-GU) courses, please see the global public health section of this Bulletin.

Minors

The following courses (completed with grades of C or higher and a minimum GPA of 2.0 in all biology courses) are required for the specific minors. Students interested in one of the minors offered in biology should consult the director of undergraduate studies as early as possible to plan a course of study that meets their needs. Each minor track consists of five 4-point courses plus one 1-point lab.

**Minor in molecular and cell biology:** BIOL-UA 11, 12, 21 and 22; either BIOL-UA 123 or BIOL-UA 223; either At the Bench: Applied Molecular Biology (BIOL-UA 36) or At the Bench: Applied Cell Biology (BIOL-UA 37)

**Minor in genetics:** BIOL-UA 11, 12 and 21; either BIOL-UA 123 or BIOL-UA 223; either Genetics (BIOL-UA 30) or Quantitative Methods in Human Genetics (BIOL-UA 45); At the Bench: Laboratory in Genetics (BIOL-UA 31)

**Minor in genomics and bioinformatics:** BIOL-UA 11, 12 and 21; either BIOL-UA 123 or BIOL-UA 223; either Genome Biology (BIOL-UA 38) or Fundamentals of Bioinformatics (BIOL-UA 103); one of the following: Microbiology and Microbial Genomics (BIOL-UA 44), Special Topics: Computing with Large Data Sets (BIOL-UA 120), Bioinformatics for Biologists (BIOL-GA 1007), Biological Databases and Data Mining (BIOL-GA 1009), Bioinformatics and Genomes (BIOL-GA 1127), Systems Biology (BIOL-GA 1128), or Applied Genomics: Intro to Bioinformatics and Network Modeling (BIOL-GA 1130).

**Minor in environmental biology:** BIOL-UA 11, 12; BIOL-UA 123, or the equivalent; one of the following laboratory courses: Ecological Field Methods (BIOL-UA 16), Urban Ecology (BIOL-UA 18), or Ecological Analysis with Geographic Information Systems (BIOL-UA 64); two of the following: Biostatistics (BIOL-UA 42), Evolution (BIOL-UA 58), Fundamentals of Ecology (BIOL-UA 63), Biogeochemistry of Global Change (BIOL-UA 66), or Current Topics in Earth System Sciences (BIOL-UA 332).

Honors Program

Candidates for a degree with honors in biology must have an overall GPA of at least 3.65 and a minimum 3.65 GPA in all science and mathematics courses required for the major. It is the student’s responsibility to secure a faculty member to sponsor the research and to provide laboratory space and equipment. All research credits should be completed by the end of the junior year.

In addition to all courses required for the biology major, students pursuing honors must also complete the following three courses (8 points):
- One semester of either Independent Study (BIOL-UA 997, 998; 4 points per term) or Internship (BIOL-UA 980, 981; 4 points per term). Department approval of laboratory-based research is required. Research credit must be completed before registering for the thesis (BIOL-UA 999). Application forms are available in the department.
COURSES

• Becoming a Scientist (BIOL-UA 995, 2 points): must be taken in the fall semester before graduation.
• Undergraduate Research Thesis (BIOL-UA 999, 2 points): must be taken in the final semester. Students prepare a written thesis based on the research results from their independent study or internship experience and defend the thesis at an oral examination before a faculty committee. Application forms, available at the biology departmental office, must be submitted by the beginning of the final semester.

General Information

Advanced Placement
Students who achieve a score of 4 or 5 on the College Entrance Examination Board Advanced Placement Examination (or have equivalent international exam credits) are exempted from taking the Principles of Biology sequence. However, because of medical, dental, etc. school requirements, students on the pre-health track cannot place out of Principles of Biology.

Suggested Course Plans
For reference, suggested four-year course plans for biology majors, including those on the pre-health track and those in the global public health/science major with concentration in biology, are available on the official web site of the Department of Biology.

Study Away
Opportunities for study away that are appropriate for biology majors are available on the official web site of the Department of Biology.

Graduate Courses
A number of courses in specialized fields are offered at the graduate level. Courses at the BIOL-GA 1000 level are available to undergraduates who have the necessary prerequisites. To take any of the relevant BIOL-GA 1000-level graduate courses in biology, students must obtain the signatures of the course instructor and the director of undergraduate studies and have their registration material approved in the department’s graduate office.

Courses that Do Not Count Toward the Major or Minor

Evolution of the Earth
BIOL-UA 2. Identical to ENVST-UA 210. Does not count toward the major or minor in biology. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the fall. Rampino. 4 points.
Covers the cosmic, geological, and biological history of earth. Subject matter includes the astronomical context of planet earth; the origin of earth and other similar planets; what makes a planet habitable; the major highlights in earth’s development; and the origin and evolution of life and intelligence. Combines lectures, videos, and visits to the American Museum of Natural History.

Human Physiology
BIOL-UA 4. Does not count toward the major or minor in biology. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the summer. Lee. 4 points.
How the human body functions. Overview of cellular structure and function is followed by an in-depth study of the nervous, endocrine, cardiovascular, and other organ systems.

Human Biology
BIOL-UA 6. Does not count toward the major or minor in biology. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the fall. Velhagen. 4 points.
How to critically evaluate reports about familiar and exotic diseases, promising advertisements for dubious treatments, and contradictory opinions on the ethics and efficacy of new health technologies. Examines how the human body and select diseases operate and how our efforts to control or cure our bodies work (or fail). Also considers how treatments are tested, how news about health is reported, and how human activities influence the incidence and spread of diseases.

Practical Human Physiology
BIOL-UA 7. Does not count toward the major or minor in biology. Lecture and laboratory. Offered every summer. Tan. 4 points.
Introduces beginning health professional students to how the human body works and the close interrelationship between anatomy and physiological mechanisms. Students are introduced to both clinical and research methodologies and apply this knowledge in a laboratory setting.

The Living Environment
BIOL-UA 8 Does not count toward the minor or major in biology. Counts toward the minor in earth and environmental science. May not be taken after BIOL-UA 11, 12. Lecture. Offered in the summer. Brenner. 4 points.

Addresses fundamental contemporary matters in life and environmental sciences. Covers such topics as evolution, biodiversity, genetic engineering, the human genome, bioterrorism, climate, pollution, and diseases. Examines the interrelationship between living systems and their environments.

Major/Minor Courses

CORE COURSES IN BIOLOGY

Principles of Biology I, II
BIOL-UA 11, 12 Prerequisite for BIOL-UA 11: high school chemistry. Prerequisite for BIOL-UA 12: BIOL-UA 11 or equivalent. Strongly recommended, at least concurrently: General Chemistry I and II and Laboratories (CHEM-UA 125, 126). Lecture. Biology majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123); it is intended for prehealth students not majoring in biology. Offered in the fall (I), spring (II), and summer (I and II). 4 points per term.

Primarily for science majors and prehealth students. Acquaints students with the fundamental principles and processes of biological systems. Subjects include the basics of chemistry pertinent to biology, biochemistry and cell biology, genetics and molecular biology, anatomy and physiology, neurobiology, ecology, population genetics, and history and classification of life forms and evolution. Laboratory exercises illustrate the basics of experimental biology, molecular biology, biochemistry, and genetics, as well as the diversity of life forms and organ systems.

Principles of Biology I, II in London
BIOL-UA 9011, 9012 Identical to BIOL-UA 11, 12, with the same prerequisites and requirements.

Molecular and Cell Biology I, II
BIOL-UA 21, 22 Prerequisites for BIOL-UA 21: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) and General Chemistry I and II and Laboratories (CHEM-UA 125, 126). Prerequisite for BIOL-UA 22: BIOL-UA 21. Lecture and recitation. Offered in the fall and spring. Siegal, Desplan, staff. 4 points per term.

In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. Provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.

UPPER-LEVEL COURSES IN BIOLOGY

Ecological Field Methods
BIOL-UA 16 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) Lecture. Offered in the spring. Schneider. 4 points.

Provides field experience related to ecology. Study sites include pine barrens, salt marsh, swamp, maritime forest, coastal beach and dune, urban wildlife refuge, and bog. Exercises in carbon storage, effects of biological invasions on native communities, restoration ecology, and wetland processes, combined with careful attention to the identification of the floral and faunal components of each ecosystem, provide the student with strong practical experience that is coordinated with the syllabus for Introduction to Ecology (BIOL-UA 63). Selected current readings from Science and Nature, as well as relevant methodology papers from the scientific literature.

Urban Ecology
BIOL-UA 18 Prerequisites: Introduction to Ecology (BIOL-UA 63), Biostatistics (BIOL-UA 42) or the equivalent, and permission of the instructor. Offered in the summer. 4 points.

Focuses on the interactions between plants, animals, and the environment in an urban setting. Our laboratory includes the streets, parks, and neighborhoods surrounding NYU, where students can ask questions and explore issues of how we define urban ecosystems, how biodiversity and socioeconomics interact, and how biogeochemical and hydrologic cycles function in an urban ecosystem. Intended for highly motivated students who plan to obtain advanced degrees in the area of environmental science.
Vertebrate Anatomy
BIOL-UA 23 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Lecture and laboratory. Offered in the spring. Velhagen. 4 points.
Study of the evolutionary development of backboned animals, with emphasis on the mammals. Treats the major organ systems of vertebrate groups, with stress on structural-functional interpretations. Laboratory work includes detailed dissection of representative vertebrates. Field trips to the American Museum of Natural History help illustrate some of the topics.

Principles of Animal Physiology
BIOL-UA 25 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Lecture and laboratory. Offered in the fall. Velhagen. 4 points.
Comparative approach to vertebrate and invertebrate physiology. Extensive discussion of the anatomy and physiology of the human cardiovascular system, lung, kidney, and brain. Focus on the physiological integration of organ systems, underlying cellular/molecular mechanisms, and adaptation. Ventilation, organism scale and environment, blood, the cardiovascular system, acid-base regulation, osmoregulation, feeding, digestion and absorption, the nervous system and behavior, muscle, endocrine function, and reproduction are studied. Special topics include human physiology in extreme environments (high-altitude and diving), a detailed analysis of mammalian vision, animal sleep and hibernation, and the comparative physiology of animals that live at deep-sea hydrothermal vents. The laboratory includes traditional physiology experiments, as well as an introduction to bioinformatics.

Developmental Biology
BIOL-UA 26 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21); corequisite: Molecular and Cell Biology II (BIOL-UA 22). Offered in the spring. Small. 4 points.
Introduction to the principles and experimental strategies of developmental biology. Covers the cellular and molecular basis for pattern in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events, and how they are identified and studied; and the cellular proteins that affect shape, movement, and signaling between cells. Special emphasis on the experimental basis for our knowledge of these subjects from studies in fruit flies, nematodes, frogs, plants, and mice.

At the Bench: Experimental Physiology
BIOL-UA 27 Prerequisite: Principles of Animal Physiology (BIOL-UA 25). Offered in the spring. 4 points.
Covers three themes in experimental physiology: molecular and cellular systems; nervous and endocrine control of systems; and organ and body systems. The basic structure and function for each system is examined in an experimental setting to demonstrate how a particular system contributes to maintaining homeostasis. Through student-designed experiments, the course introduces the technical foundations of experimental design, critical data analysis, and modeling. Professional skills are honed via readings in the current literature, preparing and presenting research talks, and writing formal papers.

Genetics
BIOL-UA 30 Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012) corequisite: Molecular and Cell Biology I (BIOL-UA 21). Lecture and recitation. Offered in the fall. Rushlow. 4 points.
Introductory coverage of classical genetics, chromosome structure and mutation, gene function and regulation, and aspects of molecular and developmental genetics. Recent studies in human genetics and their applications are also discussed.

At the Bench: Laboratory in Genetics
BIOL-UA 31 Prerequisites: Genetics (BIOL-UA 30) and permission of the instructor. Laboratory. Offered in the spring. 4 points.
Approaches genetic principles through a project-based laboratory. Students characterize mutants genetically and phenotypically. Analyses of dominance, linkage, recombination, dosage effects, and complementation, followed by genetic approaches made possible by the availability of complete genome sequences (genomics). Special note: Although the class is held at the listed hours (as described on Albert) and attendance at the start of each class session is mandatory, the biological nature of the work may require some laboratory time outside the scheduled laboratory session.

Gene Structure and Expression
BIOL-UA 32 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the spring. Broyde. 4 points.
Intermediate examination of the molecular basis of gene action in viruses, prokaryotes, and eukaryotes. Covers topics drawn from the following areas or
other current work: structure and organization of the genetic material, replication, repair, transcription, translation, recombination, oncogenesis, and regulation of gene expression.

**At the Bench: Principles of Light and Electron Microscopy**

BIOL-UA 33  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and permission of the instructor. Enrollment limited. Lecture and laboratory. Offered in the fall. Tan. 4 points.

Provides background and practical experience in scanning electron, transmission electron, fluorescent, and phase/DIC microscopy. Principles and theory of the various types of microscopes currently in use. A histological overview of various tissues is studied in regard to their cellular structure and function. Also explores optical and computational methods of image processing useful to the biomedical scientist.

**At the Bench: Applied Molecular Biology**

DNA Techniques

BIOL-UA 36  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Enrollment limited. Lecture and laboratory. Offered in the fall. Tan. 4 points.

Cloning a gene. Provides experience in basic molecular biology techniques, including gene amplification by polymerase chain reaction (PCR), DNA isolation and modification, bacterial transformation, preparation of plasmid DNA, and restriction enzyme analyses.

**At the Bench: Applied Cell Biology**

BIOL-UA 37  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Laboratory. Offered in the spring. Tan. 4 points.

Introduction to the methodology used to study cell structure and function. The fundamentals of cell biology and the experimental approaches used to examine the cell. Experimental topics cover cellular, subcellular, and macromolecule localization; biochemical analysis of the cell; and cell culture techniques.

**Genome Biology**

BIOL-UA 38  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered every year. Gunsalus. 4 points.

Thanks largely to the Human Genome Project, the ability to collect vast amounts of genome-scale sequence and functional data (genomics) and to analyze them computationally (bioinformatics) allows new approaches to unanswered questions and the posing of new questions about the biology of genomes. Familiarity with these fields is crucial for the next generation of scientists and thinkers in areas such as public policy, medicine, health, and the environment. Introduces students to fundamental concepts and current topics in genome science through lectures and current research articles.

**Biostatistics**

BIOL-UA 42  Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the fall and spring. 4 points.

Provides an introduction to the use of statistical methods for analyzing biological data. Introduces methods for describing and displaying data, the role and use of probability in describing and understanding living systems, hypotheses testing, and how to design experiments. Biological data and R—a free, open-source statistical software package—are used to gain proficiency with these tools.

**Microbiology and Microbial Genomics**

BIOL-UA 44  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall. Eichenberger. 4 points.

Intended for majors and minors in biology as a comprehensive description of microbes, the most abundant and diverse organisms on the planet. Organized into four modules: the microbial cell, microbial genomics, microbial development and adaptation, and microbial interactions with the host and the environment. Through lectures and critical analysis of primary literature students examine how the advent of genomics has revolutionized microbiology, a scientific discipline that is more than a century old.

**Quantitative Methods in Human Genetics**

BIOL-UA 45  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered every year. 4 points.

An introduction to the human genome and the statistical methods that are required for its study. Fundamental concepts in human genetics: inheritance of Mendelian disease, population genetics, multifactorial disease, and functional genomics. Introduction to the statistical concepts and tools that are required to study inheritance, genes, and gene function, including probability and conditional probability, hypothesis testing, ANOVA, regression, correlation, likelihood, and principal component analysis. Integrates weekly exercises using the statistical programming language R.
At the Bench: An Introduction to Epidemiology
BIOL-UA 49  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and Biostatistics (BIOL-UA 42). Offered every year. 4 points.
Epidemiology studies the frequency, distribution, and determinants of health related states or events. Introduces important concepts in the discipline and features hands-on experience analyzing health-related data sets. Data analysis utilizes both R, a statistical software package, and ArcGIS, a geographic information system software. Proficiency with these programs is achieved during lab exercises. Focuses on developing skills in research methods, scientific writing, and presentation of results. Students are expected to complete three case studies during the semester, each with a paper and a presentation.

Immunology
BIOL-UA 50  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall. Reis. 4 points.
Introduction to immunology, with attention to the genetics and molecular and cell biology of antibody production; T-cell mediated immune responses; and innate immunity. Topics include the nature of antigens, hypersensitivities, transplantation, cytokines, autoimmunity, cancer, response to infection, and vaccines.

Evolution
BIOL-UA 58  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered in the fall. Fitch. 4 points.
Introduction to a broad range of topics in modern evolutionary thought and practice, including ecological context of evolutionary change, interpretation of the fossil record, patterns of extinctions, speciations and biogeographic distributions, genetic variation and population structure, natural selection and adaptations, reconstruction of evolutionary history and phylogeny, molecular evolution, evolutionary novelties and the evolution of developmental systems, and human evolution and social issues.

Fundamentals of Ecology
BIOL-UA 63  Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the spring. Schneider. 4 points.
Presents basic ecological principles and concepts, including ecological relationships within ecosystems, energy flow, biogeochemical cycles, limiting factors, community ecology, population ecology, niche, climax, and major ecological habitats. These topics are related to current environmental problems such as habitat destruction, climate change, biological invasions, loss of biodiversity, and overpopulation. Several field trips are scheduled during the regular class periods.

Ecological Analysis with Geographic Information Systems
BIOL-UA 64  Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Offered in the spring. 4 points.
Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. Emphasizes mastery of the basic principles and applications of GIS, including coordinate systems, data transformations, spatial analysis, and accuracy assessment, is emphasized. Laboratory exercises analyze ecological data and examples and provide extensive hands-on experience with ArcGIS, a professional GIS software package.

At the Bench: Investigative Approaches to Microbiology
BIOL-UA 70  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22), Microbiology and Microbial Genomics (BIOL-UA 44), and Immunology (BIOL-UA 50). Offered every fall. 4 points.
For students majoring in biology and those seeking to fulfill requirements for entrance into advanced degree programs. Students culture bacteria from soil and fermented food products. Bacteria are isolated from these sources and identified using a variety of microbiological techniques. These include staining and using the microscope; culturing bacterial isolates under different growth conditions; subjected the bacterial isolates to a range of biochemical differential tests; and DNA sequence analysis of a gene from the isolates. Data obtained from microbiological techniques and comparison of DNA sequences with computer databases are used to identify the unknown bacterial isolates. Also treats such applied microbiology as microbial analysis of water and antimicrobial sensitivity testing.

Introduction to Neural Science
BIOL-UA 100  Identical to NEURL-UA 100. Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). May not be used for the major or minor in biology if BIOL-GA 1110 or BIOL-GA 1111 is taken. Offered in the fall. Movshon. 4 points.
See description under Neural Science.
Bioinformatics in Medicine and Biology
BIOL-UA 103 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Offered every fall. 4 points.
Due to recent advancements in High Throughput Genomics technology, we can study the function of many genes and can compare genes in normal vs. diseased cells so as to better understand the molecular mechanisms of different diseases. Students learn how to program in R, a powerful statistical programming language, use statistical methods to analyze real biomedical data, and learn how to interpret the results.

The Biological Brain
BIOL-UA 115 Offered every summer. 4 points.
Introductory biological examination of the structure and function of the human brain. Begins with a historical overview of the brain and then discusses the anatomy and development of major brain structures including the stem and cortex. The visual, auditory, somatosensory, and chemical systems are presented as point-to-point systems and the serotonin, catecholamine and cholinergic brainstem systems are presented as global systems. Special attention to homeostatic systems and the importance of sleep, nutrition, and mindfulness in brain health. The areas of neurochemistry and neuropharmacology are introduced in units on neurotransmitters and receptors. Topic of interest to students include learning and memory, drug and alcohol addiction, and depression and anxiety.

Principles of Biology Laboratory
BIOL-UA 123 Co-requisite: Principles of Biology II (BIOL-UA 12). Offered every spring and summer session II. 1 point.
Intended for non-biology majors on the prehealth track. Acquaints the student with the fundamental principles and processes of biological systems through application of modern experimental techniques. Laboratory exercises illustrate the basics of experimental biology, molecular biology, biochemistry, and physiology, as well as the diversity of life forms.

Fundamentals of Bioinformatics
BIOL-UA 124 Prerequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered every year. 4 points.
Bioinformatics is the development and application of computational and statistical methods to analyze large data sets from biological and medical experiments. Introduction to the fundamental concepts of major branches of bioinformatics, from the study of DNA sequences to the study of macromolecular structure to the detection of differential gene activity. Students will perform hands-on analyses of publicly available data. There is no computer programming; open-source software applications are used to illustrate concepts and teach students basic skills.

At the Bench: Biological Chemistry–Genomes to Molecular Machines
BIOL-UA 130 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22), and Organic Chemistry I, II and Laboratories (CHEM-UA 225, 226). Offered every spring. 4 points.
Using biochemical and genetic approaches with the yeast *Saccharomyces cerevisiae*, students characterize a large multisubunit protein complex that modifies chromatin and is involved in gene regulation. Affinity chromatography is used to produce purified preparations of wild-type and mutant protein complexes. The purified protein complexes are compared using a wide variety of biochemical techniques, including silver-stained SDS-PAGE, western blot, colorimetric enzymatic assay, and protein interaction assays. Yeast expressing the same mutants is used in genetic experiments to evaluate the importance of the protein complex in cell growth and gene regulation in the cell.

Where the City Meets the Sea: Studies in Coastal Urban Environments
BIOL-UA 140 Offered every fall. 4 points.
Over half of the human population lives within 100 kilometers of a coast, and coastlines contain more than two-thirds of the world’s largest cities. Uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Student teams will use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. Offered simultaneously in New York and Abu Dhabi; during the course, students collaborate extensively with students from their sister campus.

Cellular and Molecular Neuroscience
BIOL-UA 201 Identical to NEURL-UA 210. Prerequisites: Introduction to Neural Science (BIOL-UA 100) and Organic Chemistry I and Laboratory (CHEM-UA 225). Co- or prerequisite: General Physics I (PHYS-UA 11). Offered in the fall. Aoki, Reyes. 4 points.
See description under Neural Science.
Behavioral and Integrative Neuroscience
BIOL-UA 202  Identical to NEURL-UA 220, PSYCH-UA 52. Prerequisites: Introduction to Neural Science (BIOL-UA 100) and Introduction to Psychology (PSYCH-UA 1). Offered in the spring. Rubin. 4 points.
See description under Neural Science.

Molecular and Cell Biology Laboratory
BIOL-UA 223  Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Co-requisite: Molecular and Cell Biology I (BIOL-UA 21). Offered every fall.
1 point.
Applies concepts learned in the Molecular and Cell Biology course (BIOL-UA 21) to a molecular biology research project. Introduces students to such standard genetic and biochemical techniques as DNA isolation, agarose-gel electrophoresis, and transformation. Also provides students with a hands-on understanding of how modern DNA-sequencing technology, along with bioinformatic tools, can be used to discover genetic differences and understand cellular function.

Neurobiology: Genes, Neurons, and Behavior
BIOL-UA 310  Prerequisites: Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012). Highly recommended: Molecular and Cell Biology I (BIOL-UA 21). Offered every other summer. 4 points.
Genetics is now widely used to understand the nervous system. Begins with an introduction to neuronal function and communication and then turns to a study of how neurons function in sensory perception (e.g., olfaction) and behavior (e.g., circadian rhythms). Highlights the role of genetics in identifying key genes and in manipulating specific neurons to understand their function by introducing classic papers from the primary literature. Students also learn how to design novel experiments that build on these papers. Concludes with examples of human nervous system pathologies with their genetic bases.

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution
BIOL-UA 332  Identical to ENVST-UA 332. Offered in the spring. Rampino. 4 points.
See description under Environmental Studies.

Signaling in Biological Systems
BIOL-UA 970  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-UA 22) and permission of the instructor. Offered in the spring. Blau. 4 points.
Introduces students to reading and analyzing papers on signaling from the primary literature. These papers cover a wide range of different biological model systems. Considers scientific ethics, writing fellowship proposals and papers, giving presentations, and lab safety. Equips students with the skills needed for independent research.

SPECIAL COURSES (INCLUDING HONORS)

Special Topics in Biology
BIOL-UA 910, 920  Principles of Biology I, II or Principles of Biology I, II in London (BIOL-UA 11, 12 or 9011, 9012); other prerequisites as applicable depending on course content. 4 points.
Topics vary from semester to semester, and may be broad in scope or focused on a specific aspect of biology. A detailed course description, and the course’s designation as satisfying a quantitative, reasoning or foundational upper-level elective requirement, will be made available when topics are announced.

Internship in Biology
BIOL-UA 980, 981  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-UA 22) and at least two additional upper-level courses in biology, with a minimum GPA of 3.2 overall and in all science and mathematics courses required for the major, and permission of a sponsor and the director of undergraduate studies. Intended only for biology majors. The details of individual internships are established by the director of undergraduate studies. Offered in the fall, spring, and summer. 2 or 4 points.
Field or laboratory research with a sponsor at an organization or institution in the metropolitan area other than the Department of Biology. Students with the necessary background in course work and who, in the opinion of the sponsor, possess intellectual independence and ability may register for an internship in some field of biology. The student must approach an individual at the organization or institution to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. The director of undergraduate studies maintains a file of suitable opportunities and is available to help students identify organizations of interest. The student must submit a lab or research notebook and a final paper.
Becoming a Scientist
BIOL-UA 995  Open exclusively to senior biology majors who are pursuing honors and engaging in independent laboratory research. Non-honors students will require permission of the director of undergraduate studies. Offered every fall. 2 points.
Succeeding in a scientific career requires intelligence and expertise in the laboratory, but also skills in scientific writing, oral communication, and ethics. Undergraduate biology majors conducting independent laboratory-based research projects read scientific papers and communicate scientific results in both oral and written reports. Five modules: inspiring science and scientists, choosing a good scientific problem, defining your scientific strategy (grant writing), giving scientific presentations, scientific ethics and career paths.

Independent Study
BIOL-UA 997, 998 Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, BIOL-UA 22) and a minimum GPA of 3.2 overall and in all science and mathematics courses required for the major; permission of a faculty member in the Department of Biology who will act as a sponsor, and approval of the director of undergraduate studies. Intended primarily for biology majors. Offered in the fall, spring, and summer. 2 or 4 points.
Field or laboratory research with a faculty sponsor in the Department of 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 independent study in some field of biology. The student must approach a faculty member in his or her field of interest to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. Requires a written report on the research.

Undergraduate Research Thesis
BIOL-UA 999 Prerequisites: Independent Study (BIOL-UA 997 or 998) or Internship in Biology (BIOL-UA 980 or 981); a minimum GPA of 3.65 overall; a minimum GPA of 3.65 in all science and mathematics courses required for the major; permission of a sponsor and the director of undergraduate studies. Open to biology majors only. May not be used for the major in biology. Offered in the fall, spring, and summer. 2 points.
For biology majors who have completed at least one semester of laboratory research (BIOL-UA 997 or 998, or BIOL-UA 980 or 981) and are able to expand this work into a thesis. Requires a full literature search of the subject and a formal written report on the research in publication form.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Prerequisite to all graduate courses: completion of Molecular and Cell Biology I, II (BIOL-UA 21, 22). Additional prerequisites are noted below.

Environmental Health
BIOL-GA 1004  Identical to EHSC-GA 1004. May not be taken after BIOL-GA 2305 (EHSC-GA 2305). Lippman. 4 points.
Discusses some of the basic concepts of environmental science and major global environmental problems, such as global warming, soil erosion, overpopulation, and loss of biota. Also focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

Toxicology
Introduction to the science of toxicology, stressing basic concepts essential to understanding the action of exogenous chemical agents on biological systems. Principles underlying the absorption, metabolism, and elimination of chemicals are discussed. Toxicokinetics, specific classes of toxic responses, and experimental methods used to assess toxicity are also examined.

Bioinformatics for Biologists
BIOL-GA 1007 Prerequisites: Introduction to Genomics and Bioinformatics (BIOL-UA 38) and permission of the instructor. Lecture. Gunsalus. 4 points.
Provides introductory theory and hands-on training in bioinformatics for graduate students or advanced undergraduates in biology who have no prior computational experience. Students learn basic computer programming as applied to bioinformatics, as well as foundational concepts and practical tools that provide a starting point for further advanced study in bioinformatics and computational biology.
Advanced Immunology
BIOL-GA 1011  Prerequisite: Immunology (BIOL-UA 50). Lecture. Reiss. 4 points.
Introduction to immunology and its literature. Focuses on the mechanisms that govern the immune response and also trains students in reading and evaluating primary research articles that are published in peer-reviewed journals.

Advanced Topics in Cellular and Molecular Immunology
BIOL-GA 1020  Prerequisite: Immunology (BIOL-UA 50), or Advanced Immunology (BIOL-GA 1011), or permission of the instructor. Reiss. 4 points.
In-depth exploration of a topic in cellular and molecular aspects of immunity, including cellular interactions, antigen processing and presentation, pathogenesis, viral immunology, and cytokines.

Hot Topics in Infectious Diseases
BIOL-GA 1023  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Lecture. Reiss. 4 points.
The course is designed as a detailed survey of some of the most important human microbial pathogens. It investigates these agents in detail and includes the most cutting-edge basic research findings, as well as epidemiology, treatment and prevention of infections. The course is organized as a lecture course but interactivity with the students is greatly encouraged. At the end of the course, students make an oral presentation on a topic of their choice.

Scanning Electron Microscopic Techniques
BIOL-GA 1029  Prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points.
Provides a working knowledge of and experience in scanning electron microscopy (SEM). Emphasis is on understanding the operation of the SEM (including routine maintenance), the design of the SEM, interaction of beam and specimen, a variety of specimen preparation techniques, photographic techniques for microscopy, and photographic procedures for presentation of data. A functional perspective of the ultrastructure as seen through the SEM is also studied.

Experimental Microbiology
BIOL-GA 1037  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or equivalent (corequisite with permission of the instructor). Not open to students who have taken BIOL-GA 1057 or equivalent. Enrollment limited. Laboratory. 4 points.
Acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Protein Biochemistry
BIOL-GA 1045  Prerequisite: Molecular and Cell Biology II (BIOL-UA 22). Hochwagen. 4 points.
Ongoing advances in protein biochemistry are one of the central driving forces supporting the current revolution in cell biology and molecular medicine. Covers the fundamental concepts underlying protein structure and dynamics, as well as the astounding ability of proteins and enzymes to support and catalyze essentially all processes in living organisms. Investigates the kinetic and biophysical properties of protein function, state-of-the-art experimental approaches, and the relevance of proteins and enzymes in health and disease.

Cell Biology
BIOL-GA 1051  Prerequisites or co-requisites: Organic Chemistry I, II and Laboratories (CHEM-UA 225, 226) and written permission of the instructor. 4 points.
Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.
Principles of Evolution
BIOL-GA 1069  Prerequisites: Evolution (BIOL-UA 58) and either Genetics (BIOL-UA 30) or permission of the instructor. Fitch. 4 points.
Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.

Molecular Controls of Organismal Form and Function
BIOL-GA 1072  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22) and General Chemistry I, II and Laboratories (CHEM-UA 125, 126), or permission of the instructor. Coruzzi, Desplan. 4 points.
Covers metabolism, signaling, and development, highlighting use of molecular and genetic studies in model plant and animal systems.

Biotic Resources: Integrative Approaches to Biodiversity and Conservation
BIOL-GA 1073  Prerequisite: permission of the instructor. 4 points.
Covers population genetics, conservation biology, and biogeography.

Animal Virology
BIOL-GA 1080  Prerequisite: Microbiology and Microbial Genomics (BIOL-UA 44) or Immunology (BIOL-UA 50). Reisi. 4 points.
Details the molecular life cycles of viruses that infect mammalian cells. Topics to be covered include disease pathogenesis, immune evasion mechanisms, vaccination, and genetic immunization vectors.

Genes and Animal Behavior
BIOL-GA 1082  Prerequisite: senior standing. Lecture. Blau. 4 points.
Survey of principles and patterns of animal behavior. Covers classical ethological research of Lorenz and others and modern research on the molecular basis of behavior, especially in model systems. Behaviors studied include reproductive behavior, rhythmic behavior, learning and memory, and feeding behavior.

Neuronal Plasticity
BIOL-GA 1101  Prerequisite: Molecular and Cell Biology I, II (BIOL-UA 21, 22) or Introduction to Neural Science (BIOL-UA 100). Azmitia. 4 points.
Introductory survey of neuronal plasticity and the principles of neuroanatomy, pharmacology, and development of the brain and spinal cord. Presents various forms of plasticity from regeneration to neuronal transplantation. Topics include dynamic instability, addiction, depression, hibernation, spinal injury, and Alzheimer’s disease. Covers the role of neurotransmitters and growth factors in regulating brain plasticity. Stresses interactions between neurons, astroglial cells, and other nonneuronal cells. Summarizes animal and human studies of functional and structural recovery.

Advanced Genetics
BIOL-GA 1126  Prerequisites: Genetics (BIOL-UA 30) or equivalent and permission of the instructor. 4 points.
In-depth study of experimental genetics from Mendel to the present, emphasizing methods and data by which genetic principles were developed and the genetic approach to biological research. Covers classic experiments on patterns of inheritance, chromosomes and genetic linkage, genetic variability, mutagenesis, DNA as the genetic material, and the nature of the genetic code. Special topics from both classic and recent literature include (but are not limited to) genetic screens, epistasis analysis, suppressors/enhancers, and mosaic analysis.

Bioinformatics and Genomes
BIOL-GA 1127  Prerequisites: two semesters of calculus, demonstrated interest in computation, and permission of the instructor. Bonneau. 4 points.
The recent explosion in the availability of genome-wide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development. Bioinformatics is becoming a cornerstone of modern biology, especially in fields such as genomics. Emphasizes not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

Systems Biology
BIOL-GA 1128  Prerequisites: Molecular and Cell Biology I, II (BIOL-UA 21, 22). Lecture. Piano, Rockman. 4 points.
Introduction to genomic methods for acquiring and analyzing genomic DNA sequences. Topics: genomic approaches to determining gene function, including determining genome-wide expression patterns; the use of genomics for disease-gene discovery and epidemiology; the emerging fields of comparative genomics and proteomics; and applications of
genomics to the pharmaceutical and agbiotech sectors. Throughout the course, the computational methods for analysis of genomic data are stressed.

**Evolutionary Genetics and Genomics**

BIOL-GA 1129  
*Prerequisites:* Genetics (BIOL-UA 30), Principles of Evolution (BIOL-GA 1069), and permission of the instructor. Borowsky, Purugganan. 4 points.

Explores the genetic and genomic mechanisms underlying evolutionary change. Emphases are on complex trait evolution and its quantitative analysis, and the impact of modern mapping and genomic techniques on evolutionary biology. Topics include, but are not limited to, the genetics of adaptation and character regression; the evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; and methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

**Applied Genomics: Introduction to Bioinformatics and Network Modeling**

BIOL-GA 1130  
*Open to upper-level undergraduate students.* Birnbaum, Gresham. 4 points.

Introduces fundamental methods of analyzing large data sets from genomics experiments. Through a combination of lectures, hands-on computational training, and in-depth discussions of current scientific papers, students learn the conceptual foundations of basic analytical methods, the computational skills to implement these methods, and the reasoning skills to read critically the primary literature in genomics. Analysis focuses on data from genome-wide studies of gene expression using micro-arrays and from genome-wide studies of molecular interactions. Methods covered include clustering, multiple-hypothesis testing, and network inference.

**Biophysical Modeling of Cells and Populations**

BIOL-GA 1131  
*Open to upper-level undergraduate students.* Kassell. 4 points.

Develops the biophysical approach to modeling biological systems, applied to classic problems of molecular biology, as well as to systems of recent interest. Progresses from models of cooperativity in binding and of promoter recognition and activation, proceeds through models of simple and complex networks, and works toward a population-level description of various systems.

**Mathematics in Medicine and Biology**

BIOL-GA 1501  
*Identical to MATH-UA 255.*

*Prerequisite:* one semester of calculus or permission of the instructor. Peskin, Tranchina. 4 points.

Discussion of topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced and developed.

**Computers in Medicine and Biology**

BIOL-GA 1502  
*Identical to MATH-UA 256.*

*Prerequisite:* Mathematics in Medicine and Biology (BIOL-GA 1501) or permission of the instructor. Recommended: familiarity with a programming language such as Fortran or BASIC. Peskin, Tranchina. 4 points.

Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
MINOR IN

Business Studies

A broad liberal arts education, which includes a general education component (the College Core Curriculum) and a major in a liberal arts discipline or interdisciplinary field, provides a solid foundation for many careers in business. The skills and perspectives of the liberal arts are practical as well as personally enriching. Liberal arts students can enhance their preparedness for business by also completing a small number of relevant courses. In consultation with the Undergraduate College of the Leonard N. Stern School of Business, the College of Arts and Science has identified a set of such courses, some offered by CAS and some offered by Stern. By completing the business studies minor, students acquire the core knowledge and quantitative skills that are invaluable assets for success in the business professions.

Intended especially for students interested in the humanities, the minor in business studies is administered by the College of Arts and Science and is available to all students in the University. Students considering the minor should consult with the business studies adviser in the College Preprofessional Advising Office in the Silver Center, 100 Washington Square East, Room 901; 212-998-8160; cas.business@nyu.edu.

PROGRAM AND COURSES

The minor consists of at least six courses (four through CAS and two through Stern). If there are overlapping requirements with a major or another minor (as indicated below), students will need to take one or more additional courses. No more than two of the required courses for the business studies minor may also be used to satisfy requirements for a major or another minor.

CAS Courses

• Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I, 4 points)
• Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II, 4 points)

Note on the economics requirement: Advanced Placement, International Baccalaureate, etc. credit in macroeconomics and/or microeconomics is not accepted toward the business minor. Students can either 1. take Introduction to Macroeconomics and Introduction to Microeconomics and forfeit their AP/IB/etc. credit, or 2. take the second-year courses Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). The prerequisites for the intermediate-level courses (found in the economics section of this Bulletin) are strictly enforced.

• Calculus chosen from the following four options:
  • Mathematics for Economics I (MATH-UA 211; 4 points)
  • Calculus I (MATH-UA 121; 4 points)
  • AP (or equivalent international) credit in calculus
  • Calculus II (Polytechnic Institute of NYU, MA 1124; 4 points)

• Statistics chosen from the following four options (CAS students are advised to take their statistics credits in the College. Advanced Placement or equivalent international credit is not accepted):
  • Statistics (ECON-UA 18; prerequisite: MATH-UA 121 or MATH-UA 211, 4 points); students not majoring in the economics policy track must also take Regression and Forecasting Models (ECON-UA 19; identical to STAT-UB 3, prerequisite: ECON-UA 18 or STAT-UB 1, 2 points)
  • Analytical Statistics (ECON-UA 20; prerequisite: MATH-UA 122 or MATH-UA 212, 4 points). This course is intended for students majoring in the economics theory track. A student who takes ECON-UA 20 but is not majoring in this track must also take Regression and Forecasting Models (ECON-UA 19; identical to STAT-UB 3, prerequisite: ECON-UA 18 or STAT-UB 1, 2 points)
  • Statistics for Business Control (Stern, STAT-UB 1; prerequisite: MATH-UA 121, 4 points); students must also take Regression and Forecasting Models (Stern, STAT-UB 3; identical to ECON-UA 19, prerequisite: ECON-UA 18 or STAT-UB 1, 2 points)
MINOR IN BUSINESS STUDIES

- Statistics for Business Control and Regression and Forecasting Models (Stern, STAT-UB 103; prerequisite: MATH-UA 121, 6 points).

Notes on the statistics requirement: Students pursuing both the business minor and the policy track in the economics major will cover regression analysis in the required major course Topics in Econometrics (ECON-UA 380); therefore, they are not required to take an additional 2-point course in regression and forecasting for the Business minor.

In addition, students pursuing both the business minor and the theory track in the economics major will cover regression analysis in the required major course Introduction to Econometrics (ECON-UA 266); therefore, they are also not required to take an additional 2-point course in regression and forecasting for the business minor.

However, economics majors who wish to take Foundations of Finance (FINC-UB 2) and/or Operations Management (OPMG-UB 1) for the business minor (see below) should note that these two courses have as their prerequisite a course in regression and forecasting. Therefore, they may only be taken after Topics in Econometrics or Introduction to Econometrics. Economics majors may, if they wish, take the 2-point regression course ECON-UA 19. This is not required for the economics major, but it allows economics students to take FINC-UB 2 and/or OPMG-UB 1 earlier in their undergraduate careers.

Stern Core Courses

- Required of all minors: Principles of Financial Accounting (ACCT-UB 1; 4 points)
- One of the following core courses:
  - Management and Organizations (MGMT-UB 1; 4 points) or
  - Introduction to Marketing (MKTG-UB 1; 4 points) or
  - Information Technology in Business and Society (INFO-UB 1; 4 points) or
  - Operations Management (OPMG-UB 1; prerequisites: completion of the statistics requirement and a course in regression and forecasting, 4 points).

Stern Additional Electives

Students registered for the business studies minor must complete a minimum of six courses (at least four through CAS and two through Stern), unless there are overlapping requirements with a major or other minor.

No more than two of the required courses for the business studies minor may also be used to satisfy requirements for a major or other minor. As a general rule, a student must take four non-overlapping courses to complete the business studies minor. (For example, Economics policy majors are required to take ECON-UA 1, 2, and 18 for both their major and this minor; with this overlap of three courses, they are therefore required to take one extra course from the list below, for a total of three courses in Stern.)

Managerial Accounting

Foundations of Finance
FINC-UB 2 Prerequisites: Introduction to Microeconomics (ECON-UA 2) and statistics plus a course in regression and forecasting; corequisite: Principles of Financial Accounting (ACCT-UB 1). 4 points.

Information Technology in Business and Society
INFO-UB 1 4 points.

Management and Organizations
MGMT-UB 1 4 points.

Introduction to Marketing
MKTG-UB 1 4 points.

Operations Management
OPMG-UB 1 Prerequisites: completion of the statistics requirement and a course in regression and forecasting. 4 points.
MINOR IN BUSINESS STUDIES

General Information
A minimum grade of C is required for all courses intended to count toward the minor, and the minimum overall GPA required in the minor is 2.0. AP (or equivalent international) credit is only accepted for calculus. No credit toward the minor can be granted for internships. All transfer credit must be evaluated by the Preprofessional Advising Center in order to determine its applicability toward the minor; submit course syllabi and transcripts to cas.business@nyu.edu. Note that students may not transfer in more than half of the CAS courses (i.e., two) and half of the Stern courses (i.e., one) to count towards the minor.

CAS students should note that all courses taken in Stern for this minor will count toward the 16-point limit on course work in the other divisions of NYU. Students seeking additional non-CAS, non-liberal arts credits beyond the 16-point limit must file a petition with the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909B; 212-998-8140.
The Department of Chemistry has a long tradition in the College of Arts and Science, dating back well before the founding of the American Chemical Society at New York University in 1876. Professor John W. Draper, the first president of the society and chair of the department, was a remarkable polymath: chemist, physician, philosopher, historian, and pioneering photographer.

The department has undertaken a major development plan, strengthening its faculty, instructional laboratories, course offerings, and research facilities in the areas of physical, biophysical, bioorganic, and biomedical chemistry, as well as in chemical biology, nanoscience, and materials sciences. Qualified undergraduates are strongly encouraged to participate in research as early as their sophomore year of study. The department houses state-of-the-art laboratory facilities for its undergraduate chemistry courses.

Majoring in chemistry at NYU provides strong preparation for graduate study in chemistry and biochemistry; professional education in medicine, dentistry, or patent law; and careers in industrial or pharmaceutical chemistry and biotechnology.
DEPARTMENT OF CHEMISTRY

schools of NYU. The programs of study in chemistry prepare students for graduate work toward the master’s degree or the doctorate for careers in research, development, and teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health fields (including forensic science). In addition, both majors prepare students for alternative careers, especially when paired with a minor in economics or business studies: for example, patent law, technology investment, or management in the chemical industry.

The department offers an honors track that satisfies the first-year chemistry sequence required both for majors and for the prehealth curriculum in medicine, dentistry, and basic medical sciences. Students need permission from the department to register for this honors course. Permission is based on several factors, including background in both mathematics and physics, performance in high school chemistry courses, and a placement examination.

**Majors**

Students considering a major in chemistry or biochemistry are strongly urged to seek course advisement from the director of undergraduate studies as early in their academic careers as possible. Chemistry is a sequential subject with courses building on earlier courses. Delay in taking certain key prerequisite courses can make it impossible to complete a major in four years without summer attendance.

A grade of C or better in chemistry and the other required courses is required for the fulfillment of the chemistry or biochemistry major in the department. Students who do not have an average of 2.0 in departmentally required courses by the time they have completed 64 points in all courses will be asked to change their major.

**Core Courses for All Majors in Chemistry and Biochemistry**

The majors in chemistry or biochemistry build on a core of required courses in chemistry, physics, and mathematics. The six required core courses (28 points) in chemistry are:

- General Chemistry I and Laboratory (CHEM-UA 125)
- General Chemistry II and Laboratory (CHEM-UA 126)
- Organic Chemistry I and Laboratory (CHEM-UA 225)
- Organic Chemistry II and Laboratory (CHEM-UA 226)
- Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651)
- Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652)

The advanced and/or majors versions of the general and organic sequences—CHEM-UA 127, CHEM-UA 128, CHEM-UA 227, and CHEM-UA 228 (see course descriptions)—substitute for CHEM-UA 125, CHEM-UA 126, CHEM-UA 225, and CHEM-UA 226, respectively.

In addition to these chemistry courses, the chemistry and biochemistry majors require four courses (18 points) in mathematics and physics:

- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- General Physics I (PHYS-UA 11)
- General Physics II (PHYS-UA 12)

Calculus III (MATH-UA 123) and Linear Algebra (MATH-UA 140) are strongly recommended as preparation for both Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652), as well as for students interested in pursuing chemistry on the graduate level or who have an interest in theoretical chemistry.

The following sequence covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140) in two semesters, and carries a pre-requisite of Calculus I or equivalent:

- MATH-UA 221 Honors Calculus I: Accelerated Calculus with Linear Algebra
- MATH-UA 222 Honors Calculus II: Accelerated Calculus with Linear Algebra

The core, described above, provides a basic background in chemistry. Students normally are required to complete the courses in general chemistry, organic chemistry, physics, and calculus prior to entry into CHEM-UA 651, 652 (physical chemistry) in the third year. Alternative programs are also possible. It is strongly advised, however, that an advanced-level chemistry course be taken in the third year of study, allowing at least three more
semesters to complete all major requirements.

Undergraduate specialization in organic, biochemical, physical, or theoretical chemistry may be accomplished through combinations of advanced elective undergraduate and graduate courses open to undergraduates. These courses should be chosen in consultation with the director of undergraduate studies. For students interested in preparation for careers in the chemical industry, several alternatives are available—for example, pairing the major in chemistry with a minor in economics or business studies.

Students interested in careers in medicine, dentistry, or basic medical sciences may wish to consider the major in biochemistry. Additional courses in biology may be desirable for such students. The appropriate preprofessional adviser should be consulted for details.

The Department of Chemistry offers the following majors:

Major in Chemistry, B.A.
For students entering CAS in and after fall 2013: The minimum major requirements, in addition to the core courses cited above, are completion of the Physical Chemistry Laboratory course (CHEM-UA 661), Inorganic Chemistry (CHEM-UA 711), and two advanced chemistry elective courses for the B.A. degree.

For students who entered CAS prior to fall 2013: The minimum major requirements, in addition to the core courses cited above, are completion of the Physical Chemistry Laboratory course (CHEM-UA 661), Inorganic Chemistry (CHEM-UA 711), and one advanced chemistry elective course for the B.A. degree.

Major in Biochemistry
For students entering CAS in and after fall 2013: The minimum requirements, in addition to the core courses cited above, are Biochemistry I and II (CHEM-UA 881, 882), Experimental Biochemistry and Laboratory (CHEM-UA 885), Advanced Biochemistry (CHEM-UA 890), and one advanced chemistry elective. Students in this major are reminded that these courses must be taken in the proper order. Careful course planning is required to ensure that this can be done within a normal four-year program.

For students who entered CAS prior to fall 2013: The minimum requirements, in addition to the core courses cited above, are Biochemistry I and II (CHEM-UA 881, 882), Experimental Biochemistry and Laboratory (CHEM-UA 885), and Advanced Biochemistry (CHEM-UA 890).

Biochemistry students are strongly encouraged to take Cellular and Molecular Biology I and II (BIOL-UA 21, 22) along with Biochemistry. This is especially important for those students wishing to enter graduate programs in biochemistry.

In addition to these majors, the department offers several programs and options that may be of interest to students:

Program in Chemistry and Engineering
The College of Arts and Science offers a joint B.S./B.S. program with the NYU Polytechnic School of Engineering. For students interested in chemistry, the program leads to the B.S. degree from CAS and the B.S. degree in chemical and biomolecular engineering from the NYU School of Engineering. Further information is available from the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Bachelor of Science (B.S.) in Chemistry
Students who complete the required core courses as outlined above, plus the Physical Chemistry Laboratory course (CHEM-UA 661); Inorganic Chemistry (CHEM-UA 711); three advanced electives in chemistry; at least two semesters of Advanced Independent Study and Research (CHEM-UA 997, 998) or Senior Honors in Chemistry (CHEM-UA 995, 996); and one course in Computer Science (at or above the level of CSCI-UA 2; CSCI-UA 101 preferred) will graduate with the degree of Bachelor of Science (B.S.) instead of the Bachelor of Arts (B.A.). Students should note that the B.S. program is very difficult to complete within a normal four-year academic program and that it confers no particular advantage to students in premedical or predental programs.

Major in Global Public Health/Science with a Concentration in Chemistry (B.S.)
Please see the section on global public health in this Bulletin.
DEPARTMENT OF CHEMISTRY

Minor
Completion of the following four 5-point courses (20 points) constitutes a minor in chemistry: CHEM-UA 125 or 127, 126 or 128, 225 or 227, and 226 or 228. Only three of the four courses may also be used to satisfy the requirements of another department’s major. No grade lower than C will count toward the minor, and an average of 2.0 or better in all chemistry courses is required.

General Information
Laboratory courses in chemistry: Due to the potential hazard of any chemical experimentation, safety goggles, laboratory coats, and other protective gear must be worn at all times in the laboratories (but cannot be worn outside the laboratory). Laboratory equipment loaned to students must be replaced if damaged or broken. Students who do not return borrowed laboratory equipment at the end of a course are charged an additional fee, and their grade may be recorded as incomplete and not released until “checkout” is completed.

Research: The department endeavors to make research opportunities available during the summer and the academic year to well-qualified students at all levels. We strongly urge students who are interested in research to begin as early as freshman year. Students are encouraged to apply for the FAST and DURF grants awarded by the College. To participate in research in the department, students must both meet the prerequisites and register for the research courses Advanced Independent Study and Research (CHEM-UA 997, 998) or, if eligible, Senior Honors in Chemistry (CHEM-UA 995, 996). In either case, permission of the director of undergraduate studies is required before registering in these courses.

Honors Program
The honors program in begins with Advanced General Chemistry I and Laboratory (CHEM-UA 127) and culminates with two semesters of Senior Honors in Chemistry (CHEM-UA 995, 996). Students may graduate with honors without having Advanced General Chemistry or Majors Organic Chemistry courses. However, by the time the student is in the sophomore year, he or she is encouraged to engage in experimental or theoretical research. Depending on the number of credits the student is registered for, the initial exposure to research may or may not be for credit. But there must be, at minimum, one semester of registered Advanced Independent Study and Research (CHEM-UA 997 or CHEM-UA 998) before entering the senior year and conducting senior honors research. Please contact Ms. Carol Hollingsworth, academic program administrator, or Professor Bart Kahr, director of undergraduate studies, for more detailed information.

Candidates for a degree with honors in chemistry must have an overall GPA of 3.65 and a GPA of 3.65 in required courses for the chemistry or biochemistry degree. They must take two semesters of Senior Honors in Chemistry (CHEM-UA 995, 996). A senior thesis based on this work must be prepared, approved by the adviser, and presented in a seminar format during the spring term of the senior year. Students desiring entry into the honors program must obtain the approval of the director of undergraduate studies prior to the end of their junior year.

The following courses are lectures unless otherwise indicated. For those designated “laboratory,” students should see the department’s requirements for laboratories under “general information.”

Introduction to Modern Chemistry and Laboratory
CHEM-UA 120 Not open to students majoring in chemistry. Science majors and prehealth students take CHEM-UA 125, 126 or 127, 128. No prior chemistry is assumed. A knowledge of algebra is desirable. Offered every semester. 5 points.

Selected principles and applications of chemistry, with emphasis on the fundamental nature of chemistry. Basic course dealing with concepts of atomic and molecular structure, chemical bonding, solution chemistry, equilibrium, reaction rates, and properties of gases, liquids, and solids.

General Chemistry I and Laboratory
CHEM-UA 125 Formerly offered as CHEM-UA 101 and CHEM-UA 103. Prerequisites: high school chemistry and placement into Calculus I (MATH-UA 121) or completion of a course in precalculus. Offered every semester. 5 points.

An introduction to inorganic and physical chemistry for science majors, engineers, and the prehealth professions. Emphasizes the fundamental principles
and theories of chemistry. Topics include the theories of atomic structure; stoichiometry; properties of gases, liquids, solids, and solutions; periodicity of the properties of elements; chemical bonding; equilibrium; kinetics, thermodynamics; acid-base reactions; electrochemistry, coordination chemistry, and nuclear chemistry. The underlying unity of chemistry is a basic theme. Laboratories provide an introduction to basic techniques used in experimental chemistry. Many experiments use a computer interface to provide experience in modern methods of data collection and to allow thorough analysis of experimental results. Proper laboratory procedures, chemical safety rules, and environmentally sound methods of chemical disposal and waste minimization are important components. Experiments are selected to provide illustration and reinforcement of lecture topics, including manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry.

General Chemistry II and Laboratory
CHEM-UA 126  Formerly offered as CHEM-UA 102 and CHEM-UA 104. Prerequisite: General Chemistry I and Laboratory (CHEM-UA 125) or Advanced General Chemistry I and Laboratory (CHEM-UA 127) with a grade of C or better. Offered every semester. 5 points.

See General Chemistry I and Laboratory (CHEM-UA 125), above. Laboratories are a continuation of CHEM-UA 125, with emphasis on the analysis of quantitative data rather than its collection. Experiments are selected to provide illustration and reinforcement of the topics covered in lecture, including solution chemistry, kinetics, equilibrium, buffers, solubility, and electrochemistry.

Advanced General Chemistry I and Laboratory
CHEM-UA 127  Formerly offered as CHEM-UA 109 and CHEM-UA 111. Prerequisites: AP Chemistry 5 or equivalent; AP physics 4 or equivalent; AP Calculus AB 4 or equivalent; and permission of the department. Corequisite: Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222). Offered in the fall. 5 points.

Covers the same material as CHEM-UA 125, except that students are selected and a different text is used, covering the material in greater depth. In addition to the core material, whenever possible, current research results pertaining to these topics are included in class discussions. Laboratories provide illustration and reinforcement of lecture topics. Experiments include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermochemistry, equilibrium, electrochemistry, and kinetics. Many experiments are augmented by the use of interfaced computers. Also includes individualized projects intended to provide a research-like experience.

Advanced General Chemistry II and Laboratory
CHEM-UA 128  Formerly offered as CHEM-UA 110 and CHEM-UA 112. Prerequisites: Advanced General Chemistry I and Laboratory (CHEM-UA 127) and permission of the department. Offered in the spring. 5 points.

The kinetic molecular description of the states of matter, chemical thermodynamics, and the rates of chemical processes. Laboratories are a continuation of CHEM-UA 127.

Principles of Organic Chemistry and Laboratory
CHEM-UA 210  Prerequisite: Introduction to Modern Chemistry and Laboratory (CHEM-UA 120) with a grade of C or better. Not open to chemistry majors. Intended primarily for nonscience majors and students in the Steinhardt School of Culture, Education, and Human Development. Offered every semester. 5 points.

Covers such topics as nomenclature, conformations, stereochemistry, chemical reactions, and synthesis of organic compounds. Fundamentals of biochemistry are introduced, including carbohydrates, lipids, amino acids, peptides, and nucleic acids.

Organic Chemistry I and Laboratory
CHEM-UA 225  Formerly offered as CHEM-UA 243 and CHEM-UA 245. Prerequisite: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128) with a grade of C or better. Offered every semester. 5 points.

An introduction to the chemistry of organic compounds. The material is presented in the functional group framework, incorporating reaction mechanisms. Topics include structure and bonding of organic materials, nomenclature, conformational analysis, stereochemistry, spectroscopy, and reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, and carbonyl compounds. Multifunctional organic compounds are covered, including topics of relevance to biochemistry, such as carbohydrates, amino acids, peptides, and nucleic acids. Laboratories provide training in the basic techniques of the organic chemistry laboratory, including crystallization, distillation, extraction, and other separation techniques, such as column
chromatography. Experiments involving the synthesis of organic compounds are introduced, as well as qualitative organic analysis.

**Organic Chemistry II and Laboratory**
CHEM-UA 226  Formerly offered as CHEM-UA 244 and CHEM-UA 246. Prerequisite: Organic Chemistry I and Laboratory (CHEM-UA 225) or Majors Organic Chemistry I and Laboratory (CHEM-UA 227) with a grade of C or better. Offered every semester. 5 points.

A continuation of the study of chemistry of organic compounds. The material is presented in the functional group framework, incorporating reaction mechanisms. Topics include structure and bonding of organic materials, nomenclature, conformational analysis, stereochemistry, spectroscopy, and reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, and carbonyl compounds. Multifunctional organic compounds are covered, including topics of relevance to biochemistry, such as carbohydrates, amino acids, peptides, and nucleic acids. Laboratories provide training in the syntheses of organic precursors in high yields and high purity needed for multistep procedures. An extensive research project involving unknown compounds is conducted. The use of IR and NMR spectroscopy is explored.

**Majors Organic Chemistry I and Laboratory**
CHEM-UA 227  Formerly offered as CHEM-UA 325, CHEM-UA 341, and CHEM-UA 245. Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222); two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended but not required. Offered in the fall. 5 points.

Emphasizes the theory and structures of covalent bonded materials and develops greater insight into reaction mechanisms, plus the challenges and creativity leading to scientific discovery. Open only to declared chemistry and biochemistry majors.

**Majors Organic Chemistry II and Laboratory**
CHEM-UA 228  Formerly offered as CHEM-UA 326, CHEM-UA 342, and CHEM-UA 246. Prerequisites: Majors Organic Chemistry I and Laboratory (CHEM-UA 227) and permission of the department. Offered in the spring. 5 points.

A continuation of CHEM-UA 227. Emphasis on oxygen-bearing functional groups such as ketones, acids, and acid derivatives, and their importance in forming carbon-to-carbon bonds. These topics are further extended to polyfunctional compounds such as carbohydrates. Open only to declared chemistry and biochemistry majors.

**Physical Chemistry: Quantum Mechanics and Spectroscopy**
CHEM-UA 651  Formerly Physical Chemistry I. Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222); two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended but not required. Offered in the fall and spring. 4 points.

An introduction to quantum mechanics—general principles and applications to important model systems. Covers electronic structure of one- and many-electron atoms and theory of chemical bonding in diatomic and polyatomic molecules. Includes principles and applications of molecular spectroscopy: rotational, vibrational, electronic, and nuclear magnetic resonance. Elements of photochemistry are also included. Please note: CHEM-UA 651 and 652 may be taken in either order.

**Physical Chemistry: Thermodynamics and Kinetics**
CHEM-UA 652  Formerly Physical Chemistry II. Prerequisites: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128); Calculus II (MATH-UA 122) or Honors Calculus II (MATH-UA 222); two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. Calculus III (MATH-UA 123) and/or Linear Algebra (MATH-UA 140) are strongly recommended but not required. Offered in the fall and spring. 4 points.

Develops the close connection between the microscopic world of quantum mechanics and the macroscopic world of thermodynamics. Topics include properties of gases, kinetics, elementary statistical thermodynamics, and thermodynamics of single and multicomponent systems. Please note: CHEM-UA 651 and 652 may be taken in either order.
Physical Chemistry Laboratory
CHEM-UA 661  Formerly Experimental Methods. Prerequisite: General Chemistry II and Laboratory (CHEM-UA 126) or Advanced General Chemistry II and Laboratory (CHEM-UA 128). Prerequisites or corequisites: Both Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) and Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652). Laboratory and lecture. Offered in the spring. 4 points.
Introduction to the principles and practices of experimental methods widely used in analytical and research laboratories. Emphasizes understanding of background physicochemical theory, as well as capabilities and limitations of methods and interpretations of data. Covers instrumental methods, such as UV/visible spectroscopy, FT-IR, NMR, and fluorescence, for the systematic characterization of compounds and the use of interfaced computers for data collection and spreadsheet analysis. Studies also include an introduction to computer modeling of molecular properties. Optional experiments include fluorescence studies of protein denaturation and laser studies of excited state kinetics.
Inorganic Chemistry
CHEM-UA 711  Prerequisites: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228) with a grade of C or better, and either Physical Chemistry: Quantum Mechanics and Spectroscopy (CHEM-UA 651) or Physical Chemistry: Thermodynamics and Kinetics (CHEM-UA 652) or permission of the instructor. Offered in the spring. 4 points.
Studies of methods in inorganic chemistry that utilize symmetry to describe bonding and spectra of inorganic compounds. Reactions and kinetics of inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry.
Biochemistry I, II
CHEM-UA 881, 882  Formerly CHEM-GA 1881, 1882. Prerequisite for CHEM-UA 881: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228). Prerequisite for CHEM-UA 882: Biochemistry I (CHEM-UA 881). CHEM-UA 881 offered in the fall and spring; CHEM-UA 882 offered in the spring. 4 points per term.
Introduction to the chemistry of living cells. Topics include structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism, and regulation of enzyme activity, and membrane structure and transport; and mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response. The second term emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration. Please note: two sections of Biochemistry I are offered in the fall term, one restricted to chemistry and biochemistry majors and one intended for non-majors.
Experimental Biochemistry and Laboratory
CHEM-UA 885  Formerly CHEM-GA 1885. Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Majors Organic Chemistry II and Laboratory (CHEM-UA 228). Prerequisite or corequisite: Biochemistry I (CHEM-UA 881). Laboratory. Offered in the fall. 4 points.
Introduction to molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.
Advanced Biochemistry
Overview of physical and chemical principles and their applications to modern topics of biochemical, biomedical and biological interest. The emphasis is on the basic principles of typical biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. Topics include molecular spectroscopic techniques such as light absorption, fluorescence techniques, optical activity, electrophoresis, and nuclear magnetic resonance. Applications from selected areas of biomedicine and biotechnology are described that include examples focused on biomolecular spectroscopy, single molecule spectroscopy and molecular beacons, DNA technology, and fluorescence and magnetic resonance imaging.
Advanced Organic Chemistry  
CHEM-UA 911  Formerly Organic Reactions.  
Prerequisite: Organic Chemistry II and Laboratory (CHEM-UA 226) or Major’s Organic Chemistry II (CHEM-UA 228) with a C or better. Offered in the spring. 4 points.  
Focuses on structure and theory in organic chemistry with a particular emphasis on the application of stereo-electronic and conformational effects on reaction mechanisms, catalysis and molecular recognition.

Senior Honors in Chemistry  
CHEM-UA 995, 996  Prerequisites: completion of the required core courses for the major and permission of the department. Open only to chemistry or biochemistry majors entering their senior year who have maintained an overall average of 3.65 in their course of study and in the courses required for the major. Required for candidates for the degree with honors. CHEM-UA 995 offered in the fall; CHEM-UA 996 offered in the spring. 2 to 4 points per term.  
In consultation with the director of undergraduate studies, the student chooses a faculty member to serve as adviser in an independent program of research in experimental or theoretical chemistry. The student selects an adviser in the spring of the junior year or earlier and undertakes the work that spring, the following summer, and into the senior year. A written progress report at the end of the fall semester of the senior year is required. The research is completed during the spring term, and the student presents the work at the annual College of Arts and Science Undergraduate Research Conference near the end of the term. The research culminates in the writing of a senior thesis that must be approved by the adviser and the director of undergraduate studies.

Advanced Independent Study and Research  
CHEM-UA 997, 998  Prerequisite: permission of the department. Open to students majoring in chemistry or biochemistry who have maintained an average of 3.0 or better in all departmentally required courses and who possess the necessary ability to pursue research in a field of chemistry or biochemistry. The research adviser is selected in consultation with the director of undergraduate studies. CHEM-UA 997 offered in the fall; CHEM-UA 998 offered in the spring. 2 to 4 points per term.  
Individual study in a selected area tailored to the student’s needs, insofar as is possible. Training is provided in current research areas. Requires a written progress report at the end of the fall semester and a final research report at the close of the academic year.

Graduate Courses Open to Advanced Undergraduates  
Graduate courses in chemistry may be taken for undergraduate credit with the permission of the instructor and director of undergraduate studies. For further information, see the director of undergraduate studies and consult the Graduate School of Arts and Science Bulletin.
Child and Adolescent Psychopathology (CAMS-UA 101) is the foundational course required of all CAMS minors. Some CAMS courses (such as advanced seminars) have prerequisites, as specified below, but many of them have no prerequisites and are open to all undergraduates. It aims to heighten students’ awareness of childhood mental health issues and their sustained impact on adolescents and adults. In the CAMS minor, students will (1) explore the relationship between human behavior and its biological and environmental bases; (2) increase their intellectual curiosity and build analytic and problem-solving skills; (3) be challenged to think critically about the concepts of “normal” or “typical” versus “abnormal” behavior and engage in a meta-level analysis of the social, historical, and cultural context of mental health, illness, and diagnosis; and (4) be encouraged to consider focusing their future career in some significant capacity on children and adolescents, especially if they have an inclination toward careers in social work, education and special education, psychology, law, medicine, sociology, nursing, public health, and scientific journalism. Additional information on the CAMS minor can be found by consulting the NYU Child Study Center website, www.aboutourkids.org, or contacting cams@nyumc.org.

The CAMS minor requires five courses (18-20 points) as follows:

- Child and Adolescent Psychopathology (CAMS-UA 101) is required of all minors and is a prerequisite for some advanced courses in CAMS
- At least two more CAMS-UA courses
- The remaining two courses can either be CAMS-UA courses or approved non-departmental courses

Courses taken for the CAMS minor cannot be applied to another major or minor. The only exceptions are made for majors in psychology and social work, who may use one course toward both this minor and their major.

Child and Adolescent Psychopathology (CAMS-UA 101) is the foundational course required of all CAMS minors. Some CAMS courses (such as advanced seminars) have prerequisites, as specified below, but many of them have no prerequisites and are open to all undergraduates.

**Child and Adolescent Psychopathology**

CAMS-UA 101  *Prerequisite: Introduction to Psychology (PSYCH-UA 1) or AP Psychology credit. Offered in the fall, spring, and summer. Shatkin, Evans. 4 points.*

Focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. Offers a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes "normal" versus "pathological" behavior, cognition, and emotion. Students complete one practicum by participating with a clinician (psychologist or psychiatrist) during the evaluation of a child or adolescent patient at the NYU Child Study Center.

**The Treatment of Child and Adolescent Mental Illness**

CAMS-UA 102  *Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101). Offered in the spring. Evans, Henderson. 4 points.*

For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies. Over the past 25 years new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression and dialectical behavior therapy for personality disorders. In addition, strong evidence supports the use of various pharmacological interventions for attention deficit/hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading...
and analyzing much of the original research that established their efficacy.

**Complementary and Alternative Mental Health**
CAMS-UA 103  *Offered in the fall, spring, and summer.* Chai, Lewis. 4 points.
Examines the role of non-conventional care in the mental wellness of children, adolescents, and young adults. We survey the historical, clinical, and scientific aspects of mind-body treatments, biologically based alternative therapies, spirituality, and the traditional medical systems of China and India. In addition, we investigate the social, political, and economic forces influencing the role and status of complementary and alternative practices in America.

**When the Nightmare Is Real: Trauma in Childhood and Adolescence**
CAMS-UA 104  *Offered in the fall, spring, and summer.* Mathewson, Brown. 4 points.
Examines the neurobiological and psychological effects of trauma on children, adolescents, and their families. We investigate the impact of physical, emotional, and sexual abuse and neglect, war, terrorism, natural disasters, bereavement, and medical illness. In addition, we explore the concepts of vulnerability and resilience to discover why most affected children successfully traverse their trauma. Finally, we discuss the treatment modalities commonly employed with traumatized children, adolescents, and their families.

**Mindfulness and Mental Health**
CAMS-UA 105  *Offered in the spring.* Desai, Bianchi, Kurahashi. 4 points.
Have you ever accidentally locked yourself out of your apartment or walked to school or work realizing you have no recollection of what happened along the way? Where is our mind during moments like these, and how can bringing more awareness to ourselves lead to improvements in well being? Can paying closer attention to our thoughts change our brains? We define mindfulness, develop an understanding of its complex mechanisms, reveal the neuroscience behind mindfulness-based practices, and learn its practical applications across the developmental lifespan from infancy into adulthood.

**The Science of Happiness**
CAMS-UA 110  *Offered in the fall, spring and summer.* Schlechter, Lerner. 4 points.
Examines the state of college-student mental health and wellness on a personal and systems level. Young adulthood is a time of great promise, but the transition from child to adult is never easy. We examine how individuals can create positive change by reinterpreting their goals and identifying steps toward a successful college experience. Key findings from the fields of neuroscience and positive psychology inform our study of the biopsychosocial underpinnings of success and happiness, both personal and interpersonal. The final project requires students to promote an area of mental wellness on campus.

**Risk and Resilience in Urban Teens: Mental Health Promotion and Practicum**
CAMS-UA 111, 112  *Prerequisite: none for CAMS-UA 111; for CAMS-UA 112: completion of CAMS-UA 111 with a grade of B or higher. CAMS-UA 111 is offered in the fall; CAMS-UA 112 is offered in the spring.* Diamond, Lewandowski. 4 points per term.
Focuses on school-based mental health promotion, positive youth development, resilience building, and risk-reduction techniques that specifically target behavioral risk factors in adolescents. From tackling cognitive distortions, to stress and anxiety reduction, to effective communication skills and managing difficult conversations, this course provides a powerful, evidence-based toolkit for surviving adolescence. In the spring, students teach a 10 week curriculum to ninth grade students at public high schools in New York City.

**Skepticism and Proof: Research Methods in Child Mental Health**
CAMS-UA 120  *Offered in the fall and spring.* Lucas. 4 points.
Evidence-based clinical care seeks to guide mental health practitioners in the critical appraisal of data on risk factors, prevention, and treatment. Students examine published research, compare and contrast their knowledge with media reports, and draw their own conclusions. They design hypothetical research protocols and present them in a simulation of the research-funding application process. Topics include the apparent “epidemic” of certain diagnoses, the influence of the environment or culture on child mental health, and the risks and benefits of widely prescribed medications.

**Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum**
CAMS-UA 131, 132  *CAMS-UA 131 is offered in summer session I; CAMS-UA 132 is offered in summer session II.* Fleiss. 3 points per summer session.
Provides a broader understanding of the impact of attention deficit/hyperactivity disorder (ADHD)
on children’s functioning and how behavioral treatments can improve their social, academic, and home life. The second summer session is a clinical practicum at the NYU Child Study Center’s Summer Program for Kids, offering 1. experience in applying behavioral principles and procedures and 2. discussion of the clinical expression of symptoms and treatment response. Extends these behavioral treatments to such commonly comorbid conditions as oppositional defiant and conduct disorder.

From Huck Finn to Columbine: Understanding Disruptive Behaviors in Children and Adolescents
CAMS-UA 133 Offered in the fall, spring, and summer. Rosenfeld. 4 points.
What makes kids do bad things? Who is accountable for their acts? How can we prevent childhood violence? Explores the spectrum of “bad” behavior from biological, psychological, and sociological perspectives. Topics include: the nature vs. nurture debate, biased media reporting, medicating disruptive behaviors, media and gaming violence and its influence on children and adolescents, and the growing scientific literature detailing neurodevelopment as it relates to behavior.

Behavioral Problems in School: Impairment to Intervention
CAMS-UA 134 Offered in the fall, spring, and summer. Verduin. 4 points.
Addresses such common causes of disruptive behavior as attention deficit/hyperactivity disorder (ADHD) and related conditions. Offers training in effective, evidence-based behavior management strategies (selective attention, behavioral daily report cards, token economies, and limit setting) and examines the theoretical and research bases for these strategies. One required field trip to the NYU Child Study Center to view these tools in real-life clinical settings.

Child and Adolescent Brain Development: Applications from Neuroscience to Practice
CAMS-UA 141 Offered in the fall and spring. Montalto. 4 points.
Focuses on normal brain functioning, but presents such illustrative pathological developmental and dysfunctional conditions as developmental dyslexia, autistic disorders, and attention deficit/hyperactivity disorder. Considers three methods of examining brain-based activity: observation, assessment, and intervention. Students apply their knowledge of brain-based skill sets to understanding the environmental demands that children and teens confront, including learning in school, handling complex social interactions, and managing emotional reactions.

The Adolescent Paradox: Emotions, Behavior, and Identity
CAMS-UA 142 Offered in fall, spring, and summer. Soffer, Nagula. 4 points.
Biological and psychological changes during puberty that affect emotion regulation, cognition, and consequent risk-taking behavior are at the root of increased morbidity and mortality in adolescence. Is adolescence a developmental period inevitably filled with “storm and stress”? How should current scientific findings inform our understanding of the propensity for risk-taking behavior during this period (including substance use, increasing sexual activity, and disordered eating)?

Sex Matters: Identity, Behavior, and Development
CAMS-UA 143 Offered in the fall and spring. Jansen, Rego. 4 points.
Explores the impact of sexual identity development on the mental health of children and adolescents. Examines the complex interplay of biological, psychological, and sociological components affecting sexual development, beginning with sexual differentiation in utero to development of the primary and secondary sex organs in childhood and puberty.

Looking Back on Growing Up
CAMS-UA 144 Offered in the fall and spring. Liaw. 4 points.
An overview of child development. Seeks to understand the complexity of human growth, adaptation, and responses to adversity by tracing the development of cognitive, emotional, interpersonal, and moral capacities. Reviews historical and modern-day developmental theories, as well as such interpersonal constructs as family systems, peer relations, gender and sexual identity, and cultural variation. Special emphasis on the dynamic interplay between biology and environment.

Morality in Childhood
CAMS-UA 145 Offered in the fall and spring. Kelly. 4 points.
Examines how children negotiate such influences and challenges as celebrity misbehavior, media violence, bullying and privacy invasion on the Internet, and easily accessible drugs, and learn moral principles. Considers perspectives from developmental
neurobiology, evolutionary biology, philosophy, and theoretical frameworks from cognitive and social psychology. Topics include gender, culture, socioeconomic status, education, and parenting and their influence on moral development from infancy through adolescence.

Twentysomething
CAMS-UA 146  Offered in the fall, spring, and summer. Diamond, Diaz. 4 points.
People in most countries are marrying, having children, and becoming financially independent at a later age than in any previous generation. In the last 10 years a critical new developmental period between adolescence and adulthood, "emerging adulthood," has gained recognition as an age of identity exploration, instability, self-focus, feeling "in-between," and infinite possibilities. Critical analysis of this theory and exploration of factors that contribute to diverging developmental pathways. Reviews the typical life of the American twentysomething and uncovers the truth behind the stereotypes.

Children and the Media
CAMS-UA 150  Offered in the fall and spring. Foubister. 4 points.
Children between the ages of 2 and 18 years spend an average of five-and-a-half hours a day using some form of media. Critically reviews the current research literature on how media use affects children's mental health, as well as their cognitive, emotional, and social development. Examines both controversial issues, such as media's effects on children's violent behavior and substance use, and the potential benefits of media.

The Art and Science of Parenting
CAMS-UA 161  Offered in fall, spring, and summer. Gallagher. 4 points.
After spending our early lives with our parents, what can we say about how they influenced our personalities and development? We study parenting styles in detail to identify qualities that foster healthy child development and review research on the importance of parenting practices within a family context. Consideration of how to interact effectively with parents, how to mobilize parents, and what efforts have been successful in changing detrimental parenting actions.

Children of Divorce
CAMS-UA 162  Offered in the fall and spring. Charuvastra. 4 points.
Provides an overview of current research on divorce in American families. Emphasizes how divorce affects children and their capacity to grow into loving, well-functioning, relationship-forming adults. Theories of attachment, intimacy, and communication are examined in the context of successful and failed marital relationships. Consideration of both trauma and resilience.

While You Were Sleeping
CAMS-UA 170  Offered in the fall. Shatkin, Baroni. 4 points.
A comprehensive introduction to sleep and dreams throughout the life cycle. Topics include normal sleep behavior and physiology, the evolution of sleep, circadian and biological rhythms, dreams, and the diagnosis and treatment of sleep disorders. Emphasizes the importance of sleep for mental and physical well-being and how to best establish a healthy sleep routine.

Drugs and Kids
CAMS-UA 180  Offered in the fall, spring, and summer. Kamboukos, Bruzzese. 4 points.
Most individuals with substance use disorders began using during adolescence or even childhood. Briefly reviews the classes of psychoactive substances, including alcohol, tobacco, and illicit drugs, and their basic neurophysiological effects. Explores the historical, social, and psychological factors related to substance use, abuse, and addiction in adolescents and children. Also considers prevention, treatment, and policy issues related to young people.

The Literature of Children and Adolescents
CAMS-UA 191  Offered in fall and spring. Marcus, Montalto. 4 points.
Over the last century, a vibrant, many-faceted literature for young people has grown in tandem with our understanding of child and adolescent psychology to present young readers with an increasingly finely calibrated perspective on such basic developmental issues as the formation of trust, the emergence of a sense of autonomy, and the complexities of family and peer relationships. Students explore these and other topics through a wide range of picture books, longer fiction, and relevant professional literature.
Advanced Seminars

 Unless noted otherwise, the prerequisite for advanced seminars is completion of Child and Adolescent Psychopathology (CAMS-UA 101).

Advanced Seminar: Autism Spectrum Disorders (ASDs)
CAMS-UA 201 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Nishawala, DiMartino. 4 points.

Presents etiological theories and various biological, behavioral, and cognitive paradigms and conceptualizes the developmental links between brain and behavior. Examines epidemiology, diagnostic and treatment strategies, and issues of public policy. Includes a lab practicum at a local school where students work directly with children and adolescents with ASDs (three hours weekly).

Advanced Seminar: Global Perspectives in Child and Adolescent Mental Health
CAMS-UA 202 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Friedland, Lewandowski. 4 points.

Examines how children's development is influenced by chronic poverty, war, HIV/AIDS, child prostitution, and natural disaster. Key concepts include children's advocacy, the social determinants of mental health, trauma and resilience, the influence of culture, and the impact of child mental illness on public health. Students work on a case study of the 2011 Haitian earthquake and outline a practical intervention to address its impact on children.

Advanced Seminar: Eating Disorders
CAMS-UA 203 Prerequisite: Child & Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Fort, McCarthy. Weekly. 4 points.

Childhood and adolescence are critical periods for the formation of our sense of identity and body image. We address why disordered eating develops during these years (considering biological, developmental, and societal contributors) and what can be done both to prevent and treat these deadliest of psychiatric disorders.

Advanced Seminar: Fear Factor: Advanced Seminar in Anxiety Disorders
CAMS-UA 205 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Angelouane, Spindel. 4 points.

Examines anxiety disorders (such as phobias or obsessions and compulsions) by reviewing research and clinical data. How anxiety disorders develop, how they can be successfully treated, and what distinguishes anxiety from other mental health disorders. Students observe a diagnostic assessment of a child or teen with an anxiety disorder and debate the ethics of different treatment modalities.

Advanced Seminar: Family Systems and Child and Adolescent Mental Health
CAMS-UA 204 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the fall and spring. Roffman. 4 points.

Family systems theory emerged in response to individually oriented theories of human experience, development, and psychopathology. From a systems perspective, an individual is always embedded in networks of significant relationships, the most central of which is the family. Presents family systems theory as a powerful tool for understanding families and for working with children and adolescents. Special emphasis on multicultural dimensions of mental health theory and practice.

Advanced Seminar: Attachment Theory and Clinical Practice
CAMS-UA 206 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the spring. Becker-Weidman. 4 points.

Examines how healthy interpersonal attachment is defined, facilitated, and maintained, along with key principles of effective bonding. Considers how early neglect and trauma can lead to a disrupted or fractured attachment style among children. Specific examples from adoption and foster care and adult attachment and their long-term effects on building satisfying relationships.

Advanced Seminar: Transgender Youth
CAMS-UA 207 Prerequisite: Child and Adolescent Psychopathology (CAMS-UA 101) or permission of the instructor. Offered in the spring. Janssen, Erickson-Schroth.

Transgender and gender non-conforming (TGNC) youth are turned out of their homes at disproportionate rates and harassed and bullied in school at higher rates than their gender conforming peers. They have higher rates of suicide, depression, and substance abuse and face unique medical, legal, and social barriers. We examine the scientific research on
TGNC youth in the context of the practical challenges faced by these individuals and their families.

**Internships and Independent Study**

**CAMS Summer Internship Program**
CAMS-UA 300, 301  Prerequisite: none for CAMS-UA 300; for CAMS-UA 301: completion of CAMS-UA 300. CAMS-UA 300 is offered in summer session I; CAMS-UA 301 is offered in summer session II. Students must commit to completing both sessions to participate in this program. Diamond, Shatkin. 2 points per session.

For 12 weeks students undertake part-time, unpaid, supervised internships in various clinical and research settings focusing on child, adolescent, and family mental health. Sites include the NYU Child Study Center, in addition to NYU clinical and research affiliates. Students are mentored by an established faculty or professional staff member at placement sites. Weekly didactics and a poster presentation.

**Independent Study: Advanced Topics in Child and Adolescent Mental Health Studies**
CAMS-UA 997, 998  Offered every semester. 1 to 4 points. Various faculty.

The independent study program offers advanced students the opportunity to investigate a topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training.

**Other Courses**
Up to two courses from the following list may be applied to the minor. (Many of them have prerequisites, which are noted in the course descriptions of the sponsoring departments.)

**COLLEGE OF ARTS AND SCIENCE**

**Neural Science**

**Introduction to Neural Science**
NEURL-UA 100  4 points.

**Behavioral and Integrative Neuroscience**
NEURL-UA 220  Identical to PSYCH-UA 52. 4 points.

**Psychology**

**Introduction to Psychology**
PSYCH-UA 1  4 points.

**Cognitive Neuroscience**
PSYCH-UA 25  4 points.

**Personality**
PSYCH-UA 30  4 points.

**Developmental Psychology**
PSYCH-UA 34  4 points.

**Abnormal Psychology**
PSYCH-UA 51  4 points.

**Behavioral and Integrative Neuroscience**
PSYCH-UA 52  Identical to NEURL-UA 220. 4 points.

**Sociology**

**The Family**
SOC-UA 451  4 points.

**The Sociology of Childhood**
SOC-UA 465  4 points.

**SILVER SCHOOL OF SOCIAL WORK**

**Human Behavior in the Social Environment I**
UNDSW-US 21  4 points.

**Services to Children and Families**
UNDSW-US 53  4 points.

**STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**

**Applied Psychology**

**Introduction to Psychology and Its Applications**
APSY-UE 2  4 points.

**Survey of Developmental Psychology:**
**Introduction**
APSY-UE 10  3 points.

**Abnormal Psychology**
APSY-UE 1038  3 points.

**Introduction to Personality**
APSY-UE 1039  3 points.

**Women and Mental Health:**
**A Life-Cycle Perspective**
APSY-UE 1041  3 points.

**Sexual Identities Across the Life Span**
APSY-UE 1110  3 points.
MINOR IN CHILD AND ADOLESCENT MENTAL HEALTH STUDIES

Psychology of Human Learning  
APSY-UE 1214  4 points.

Developmental Psychology Across the Lifespan  
APSY-UE 1271  3 points.

Adolescent Development  
APSY-UE 1272  3 points.

Families, Schools, and Child Development  
APSY-UE 1278  4 points.

Child Development and Social Policy in a Global Society  
APSY-UE 1279  4 points.

Parenting and Culture  
APSY-UE 1280  4 points.

Theories of Personality  
APSY-GE 19  3 points.

Special Education  
Foundations of Special Education  
SPCED-UE 38  3 points.

Speech-Language Pathology and Audiology  
Introduction to Language Disorders in Children  
CSCD-UE 1207  3 points.

Teaching and Learning  
Language Acquisition and Literacy Education  
TCHL-UE 1030  4 points.
The Department of Cinema Studies at the Tisch School of the Arts holds a preeminent place among cinema studies programs in the country. Its approach to cinema focuses on the processes of understanding film and the moving image in its multiple cultural and interdisciplinary contexts. The undergraduate program treats the study of cinema both as an art form and as a form of mass culture. The study of film, as an art, is concerned with the relationships among film style, narrative form, and the material practices that shape the medium. The study of film as mass culture explores how film reflects societal values and processes of social change. The department offers courses in the history, theory, aesthetics, and criticism of film, as well as film genres and techniques. Certain film courses given in the College of Arts and Science (CAS) may also be approved for the major or minor. Most of the Tisch courses include extensive film screenings and are supplemented by a weekly cinemateque. Students have access to certain Moving Image Archiving and Preservation (MIAP) courses and the Orphans Symposium. Students also have access to extensive film and film-related resources in the department’s George Amberg Study Center. The video collection in the Bobst Library’s Avery Fisher Center for Music and Media provides additional resources. Finally, various New York City institutions make this an extraordinary environment for cinema studies.

The major in cinema studies consists of ten 4-point courses (40 points), divided into four areas of study:

- Tier I consists of a core curriculum of five courses taken in sequence.
- Tier II consists of elective small lecture courses in the areas of film auteurs, genres, historical movements, national cinemas, television studies, and special topics.
- Tier III consists of large survey courses in American and international cinema (each having a two-semester sequence: fall, origins to 1960; spring, 1960 to present).
- Tier IV consists of small theory and practice courses (open only to cinema studies majors) in writing, film criticism, and forms of filmmaking.

Majors are required to complete five courses (20 points) in Tier I:

- Expressive Culture: Film (CORE-UA 750) is the preferred gateway course for CAS students. Note: *Introduction to Cinema Studies (CINE-UT 10) is only open to officially declared majors/minors.*
- Film History: Silent Cinema (CINE-UT 15)
- Film Theory (CINE-UT 16)
- Television: History and Culture (CINE-UT 21)
- One undergraduate advanced seminar (CINE-UT 7XX)

In addition, majors must complete a three-course distribution requirement in film history: one course in U.S. cinema and two courses in non-U.S. cinema.
DEPARTMENT OF CINEMA STUDIES

Advisement

In order to declare the cinema studies major and/or be cleared for registration for the forthcoming semester, students must schedule an appointment with the departmental CAS liaison during the following periods: fall semester entrance/clearance, March 15 to April 15; spring semester entrance/clearance, October 15 to November 15. If a student does not meet with the department during these periods, he or she will be asked to declare during the next semester. Students must also have one year of residency at CAS prior to declaring the major; incoming freshmen and transfers are not eligible for immediate declaration upon entrance to the University.

Cinema Studies Minor

A total of four 4-point courses (16 points) is required for the minor. The first course must be either Expressive Culture: Film (CORE-UA 750), recommended for CAS students, or Introduction to Cinema Studies (CINE-UT 10); the latter is only open to officially declared minors. An additional 12 points must be taken in cinema studies courses (CINE-UT), or in courses from elsewhere in the University and preapproved by the Department of Cinema Studies. Included in these 12 points must be one course on international cinema and one Tier II cinema studies course. CAS students may declare the minor on Albert.

Asian Film and Media Minor

A total of four 4-point courses (16 points) is required for the minor.

- The first course must be chosen from Expressive Culture: Film (CORE-UA 750), recommended for CAS students; Introduction to Cinema Studies (CINE-UT 10), open only to declared minors; Language of Film (FMTV-UT 4); Introduction to Media Studies (MCC-UE 1); or Film: History and Form (MCC-UE 1007).
- Students must also take one Asian film and media core course: either Asian Media and Popular Culture (CINE-UT 112) or Topics in Asian Film History and Historiography (CINE-UT 450). These core courses will be offered in alternating semesters. Students may elect to take both core classes, but it is not required.
- An additional 8 points must be taken from a list of approved electives, which include Indian Cinemas (CINE-UT 105), Asian-American Cinema (CINE-UT 315), The Martial Arts Film (CINE-UT 324), South Asian Media Cultures (CORE-UA 503), East Asian Media and Popular Culture (MCC-UE 1023), and Cinema of the South Asian Diaspora (SCA-UA 313).

See the cinema studies department for an updated list of courses or for advising on the minor. CAS students may declare this minor on Albert.

COURSES

Tier I: Core Courses

Tier I courses are for cinema studies majors only and should be taken in sequence.

Introduction to Cinema Studies
CINE-UT 10 First semester of study. Allen. 4 points.
Designed to introduce the basic methods and concepts of cinema studies to new majors. The first goal is to help students develop a range of analytical skills in the study of film. By the end of the semester, they are fluent in the basic vocabulary of film form, understand the social questions raised by dominant modes of cinematic representation, and grasp the mechanics of structuring a written argument about a film’s meaning. The second goal is to familiarize students with some of the major critical approaches in the field (for example, narrative theory, feminism, cultural studies, and genre). To this end, readings and screenings also provide a brief introduction to some critical issues associated with particular modes of film production and criticism (such as documentary, narrative, and the avant-garde).

Film History: Silent Cinema
CINE-UT 15 Second semester of study. Dibbern. 4 points.
Examines how the history of cinema has been studied and written by taking the period of silent film
as its case study. Explores the historical and cultural contexts that governed the emergence of film as art and mass culture. Investigates the different approaches to narrative filmmaking that developed internationally in the silent period. Screenings include early cinema, works of Hollywood drama and comedy, Russian film and Soviet montage cinema, Weimar cinema, and silent black cinema.

**Film Theory**

CINE-UT 16  *Third semester of study. Straayer.*  
4 points.

Closely examines a variety of theoretical writings concerned with aesthetic, social, and psychological aspects of the medium. Students study the writing of classical theorists such as Eisenstein, Bazin, and Kracauer, as well as such contemporary thinkers as Metz, Mulvey, and Baudrillard. Questions addressed range from the nature of cinematic representation and its relationship to other forms of cultural expression to the way in which cinema shapes our conception of racial and gender identity.

**Television: History and Culture**

CINE-UT 21  *Fourth semester of study. McCarthy.*  
4 points.

Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions, audiences and reception, cultural and broadcast policy, and aesthetic modes and movements.

**Advanced Seminar**

CINE-UT 7XX  4 points.

Involves in-depth study of a specific topic and encourages the student to produce original research.

**Tier II**

See the Department of Cinema Studies section of the Tisch School of the Arts Bulletin for a list and descriptions of tier II courses.

**Tier III**

Tier III classes consist of a two-semester sequence in two vital areas of historical film scholarship: American cinema and international cinema. The fall semester covers the origins of both areas to 1960; the spring semester will evaluate the last 50 years in both areas. These classes are open to all students in cinema studies majors and minors, as well as to all students across the University. Tier III classes are intended to give all students a well-rounded education in the history of world cinema.

**American Cinema: Origins to 1960**

CINE-UT 50  *Offered in the fall.* 4 points.

**American Cinema: 1960 to Present**

CINE-UT 51  *Offered in the spring.* 4 points.

**International Cinema: Origins to 1960**

CINE-UT 55  *Offered in the fall.* 4 points.

**International Cinema: 1960 to Present**

CINE-UT 56  *Offered in the spring.* 4 points.

See the Department of Cinema Studies section of the Tisch School of the Arts Bulletin for current descriptions of Tier III courses.

**Tier IV**

Tier IV courses are small theory and practice courses in writing, film criticism, and forms of filmmaking. They are open only to cinema studies B.A., M.A., and Ph.D. students.

**Film Criticism: Theory & Practice**

CINE-UT 600/CINE-GT 1141  4 points.

Examines the history of American film criticism from the beginning of the silent era to the present. Focuses on the strategies, theories, concepts and methods American critics have used in reviewing a variety of films, from mainstream Hollywood movies to foreign films, indies, and documentaries. Examines differences between American critics and their European counterparts; the differences between film criticism and film reviewing; the role of critics as gatekeepers, tastemakers, and consumer guides; the power of film critics on the film industry (producers, directors, and actors) and audience; the impact of TV, the Internet, and social media on film criticism; and the relevance of serious criticism today. Major critics from such outlets as the *New York Times* and *Salon* are invited to demonstrate their analytic perspective, skills, and writing styles.

**Cell Phone Cinema**

CINE-UT 566/CINE-GT 2566  *Bardosh.* 4 points.

Hollywood in Your Palm, or Filmmaking by Apps: a historical and critical survey of the emergence and exponential growth of global “cell phone cinema”
and a workshop that gives students the opportunity to become practitioners. Organized into crews, students shoot footage on cell phone to download for computerized editing. The final project is comprised of shorts (under three minutes) in a range of genres: news, mini-documentaries, animation, music videos and narratives. Completed student projects may be posted on the Internet and entered into domestic and international mobile phone film festivals to compete for prizes. It is expected that students bring a smart phone capable of recording video.

**Script Analysis**
CINE-GT 1997  *Dancyger. 4 points.*
Plot and character development, dialogue, foreground, background, and story are examined. Using feature films, we highlight these script elements rather than the integrated experience of the script, performance, directing, and editing elements of the film. Assignments include two script analyses.

**Writing Genres: Scriptwriting**
CINE-GT 1145  *Dancyger. 4 units.*
Genre is all about understanding the different pathways available to the writer for conveying his or her vision. Genres each have differing character and dramatic arcs. Students examine different genres and use that knowledge to write two different genre treatments of their story idea. This is an intermediate-level screenwriting class.

**Independent Study**

**Independent Study**
CINE-UT 900 through CINE-UT 905  *Prerequisite: written permission of a faculty adviser. 1 to 4 points per term.*
Students may take a maximum of 8 points of CINE-UT independent study.

**Graduate Courses Open to Undergraduates**
Certain 1000-level graduate courses in cinema studies are open to qualified and advanced cinema studies majors with permission. An undergraduate must have completed the first four core requirements (in tier I) to be considered an advanced student.
The Department of Classics explores all aspects of the Greek and Roman worlds, including their languages and literatures, art and archaeology, history, philosophy, religion, politics, economics, and law. We also feature courses on Egyptian archaeology and culture, comparative studies of the ancient world beyond the Mediterranean, and the modern reception and transformation of classical literature, art, and philosophy. This broad interdisciplinary approach to these cultures that have had a major role in shaping Western values and thought provides an excellent undergraduate education. Similar to other liberal arts majors in philosophy, history, or English, our graduates go on to careers in education, law, medicine, business, politics, and the media.

The department offers courses in both English translation and the original languages. Several majors and minors are available, some in conjunction with other departments (art history and anthropology) and with the Alexander S. Onassis Program in Hellenic Studies. Academic internships, an honors program, opportunities to participate in archaeological excavations in Cyprus and Egypt, study abroad programs, and individualized study are also available.

Classroom instruction is supplemented by a variety of activities. In addition to film screenings, lectures, and field trips sponsored by a lively Classics Club, students have access to the superb collections of antiquities at the Metropolitan Museum of Art, the Brooklyn Museum, the American Numismatic Society, and the Pierpont Morgan Library, as well as to the department’s own collection of antiquities. Finally, opportunities for travel and study abroad are available in Greece, Italy, and other Mediterranean sites.
Classical Civilization and Anthropology
This interdepartmental major may follow one of two tracks, each requiring five 4-point courses (20 points) from the Department of Anthropology and five 4-point courses (20 points) from the Department of Classics. The first track focuses on archaeology and the second track on cultural anthropology. Specific course programs should be devised in consultation with the directors of undergraduate studies in both departments. For more detail and specific requirements, see under anthropology in this Bulletin.

Classical Civilization and Hellenic Studies
This joint major offers the possibility of two different tracks. Both tracks require a total of ten 4-point courses (40 points). For a list of courses in Hellenic studies, see the Alexander S. Onassis Program in Hellenic Studies in this Bulletin. Track A requires ancient Greek through the full intermediate level (typically four 4-point courses), two 4-point courses from the offerings in classical civilization (below), and four 4-point courses offered through the Alexander S. Onassis Program in Hellenic Studies. Track B requires modern Greek through the full intermediate level (typically four 4-point courses), two 4-point courses from the offerings of the Alexander S. Onassis Program in Hellenic Studies, and four 4-point courses from the offerings in classical civilization (below). (Note: A student already proficient through the first- or second-year level of modern Greek will take two or four courses in place of the first and/or second year of modern Greek, with the consent of the appropriate faculty.)

Minors
Latin and Greek
This minor requires five 4-point courses (20 points) to be selected from the offerings of the department. (Courses in elementary languages, modern Greek language, and Hellenic studies do not count toward completion of this minor.) As part of this minor, students must take either Latin or ancient Greek at least through the intermediate two level (CLASS-UA 6 or CLASS-UA 10, respectively). At least two of the required courses in ancient Greek or Latin must be taken in residence at NYU.

Classical Civilization
This minor requires five 4-point courses (20 points) to be selected from the department’s offerings in Latin, ancient Greek, or classical civilization. (Courses in modern Greek language and Hellenic studies do not count toward completion of this minor.)

Honors Program
Students may receive a degree with honors in classics or classical civilization. Honors recognition requires a 3.65 average overall, an average of 3.65 in all classics courses, completion of the fall Senior Honors Seminar (CLASS-UA 295), and completion of the spring Senior Honors Thesis (CLASS-UA 297) under the supervision of the student’s chosen thesis supervisor. For general requirements, please see under honors and awards in this Bulletin.

Study Away
For study abroad opportunities, please see spring and summer study away courses under the department’s course offerings.

COURSES

Latin
Elementary Latin I, II
CLASS-UA 3, 4  Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.
Introduction to the essentials of Latin, the language of Vergil, Caesar, and Seneca. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (CLASS-UA 4) introduces the student to selected readings from standard Latin authors, including Catullus, Cicero, Ovid, and Pliny.
Intensive Elementary Latin  
CLASS-UA 2  Open to students with no previous training in Latin and to others through assignment by placement test. Offered periodically, in the spring term only. 6 points.
Completes the equivalent of a year’s elementary level in one semester.

Intermediate Latin I: Reading Prose  
CLASS-UA 5  Prerequisites: Elementary Latin I and II (CLASS-UA 3 and 4), or Intensive Elementary Latin (CLASS-UA 2), or equivalent. Offered every year. 4 points.
Teaches second-year students to read Latin prose through comprehensive grammar review; emphasis on the proper techniques for reading (correct phrase division, the identification of clauses, and reading in order); and practicing reading at sight. Authors may include Caesar, Cicero, Cornelius Nepos, Livy, Petronius, or Pliny, at the instructor's discretion.

Intermediate Latin II: Vergil  
CLASS-UA 6  Prerequisite: Intermediate Latin I: Reading Prose (CLASS-UA 5) or equivalent. Offered every year. 4 points.
Writings of the greatest Roman poet, focusing on his most celebrated poem, the Aeneid. Students learn to read Latin metrically to reflect the necessary sound for full appreciation of the writing. Readings in political and literary history illustrate the setting in the Augustan Age in which the Aeneid was written and enjoyed, the relationship of the poem to the other classical epics, and its influence on the poetry of later times.

Ancient Greek  
Elementary Ancient Greek I, II  
CLASS-UA 7, 8  Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.
Introduction to the complex but highly beautiful language of ancient Greece—the language of Homer, Sophocles, Thucydides, and Plato. Students learn the essentials of ancient Greek vocabulary, morphology, and syntax. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Greek rather than merely translate it.

Intermediate Ancient Greek II: Homer  
CLASS-UA 10  Prerequisite: Intermediate Ancient Greek I: Plato (CLASS-UA 9) or equivalent. Offered every year. 4 points.
Extensive readings in the Iliad or Odyssey. Proficiency in scansion is expected, as well as a good command of Homeric vocabulary. Relevant topics ranging from the Homeric question to problems of oral tradition through the archaeological evidence of Bronze Age Greece and Troy are discussed in class or developed by the student through oral or written reports.

Advanced Latin and Advanced Ancient Greek  
Each term, the department offers one course in advanced Latin and one course in advanced Greek. Courses are taught on a cycle; students may take up to six consecutive terms without repeating material.

Advanced Latin: Epic  
CLASS-UA 871  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
Extensive readings in Vergil's Aeneid and the other epics of Rome, including Ovid's Metamorphoses, Lucan's Bellum Civile, and Lucretius's De Rerum Natura. Consideration is given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans' construction of their past. Study of the development of the Latin hexameter is also included.

Advanced Latin: Cicero  
CLASS-UA 872  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
Offering extensive readings from the prose works of Cicero, this course provides readings in Latin of a selection from Cicero's speeches, letters, oratorical works, and philosophical works. Cicero's place in the development of Latin literature is also considered, as is the social and political world of the late Republic that he inhabited.

Advanced Latin: Lyric and Elegy  
CLASS-UA 873  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
Provides extensive readings from the works of Rome's greatest lyric and elegiac poets, including
Catullus, Horace, Tibullus, Propertius, and Ovid. The various lyric meters adapted by the Romans are considered, as is the development of the Latin love elegy.

**Advanced Latin: Comedy**
CLASS-UA 874  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
A selection of plays from Plautus and Terence. The development of Roman comedy, its relationship to Greek New Comedy, and its social and cultural place in Roman life are also discussed. Some facility in Plautine and Terentian meter is expected.

**Advanced Latin: Satire**
CLASS-UA 875  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
With extensive readings from Horace’s, Juvenal’s, and Persius’s satires, this course traces the development of the satiric mode from its earliest beginnings in Rome to its flowering under the Empire. The relationship of satire to the social world of Rome, including its treatment of money, women, political figures, and social climbers, is also examined.

**Advanced Latin: Latin Historians**
CLASS-UA 876  Prerequisite: Intermediate Latin II: Vergil (CLASS-UA 6) or equivalent. Offered every three years. 4 points.
Readings from the three masters of Roman historiography, Sallust, Livy, and Tacitus. The course also considers the rise and development of history in Rome, its relationship to myth, and its narrative structure and manner.

**Advanced Individual Study in Latin**
CLASS-UA 891, 892, 893, 894  Prerequisite: permission of the department. Offered every year. 2 or 4 points per term.

**Advanced Greek: Archaic Poetry**
CLASS-UA 971  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Extensive readings from the lyric, elegiac, and iambic poets of Greece. The course studies the use of the various lyric forms, the different meters employed by the archaic poets, and the social functions of archaic poetry.

**Advanced Greek: Greek Historians**
CLASS-UA 972  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Readings from the two fifth-century masters of Greek historiography, Herodotus and Thucydides. The course examines the themes, narrative structure, and methodology of both writers, as well as giving some consideration to the rise of history writing in Greece and its relationship to myth and epic.

**Advanced Greek: Drama**
CLASS-UA 973  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Readings of several plays from among those of Aeschylus, Sophocles, and Euripides. Spoken and choral meter are studied, and the role of performance, drameurgy, and the place of theatre in Athenian society is also examined.

**Advanced Greek: Orators**
CLASS-UA 974  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Readings of several speeches from the major Attic orators (Lysias, Aeschines, and Demosthenes). The course also examines the role of law in Athenian society, procedure in the Athenian courts, and rhetorical education and training.

**Advanced Greek: Philosophy**
CLASS-UA 975  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Readings from the dialogues of Plato and the major philosophical works of Aristotle.

**Advanced Greek: Hellenistic Poetry**
CLASS-UA 976  Prerequisite: Intermediate Ancient Greek II: Homer (CLASS-UA 10) or equivalent. Offered every three years. 4 points.
Offers a selection of authors (including Callimachus, Theocritus, and Apollonius) and genres (pastoral, hymn, epigram, drinking song) from the Hellenistic era.

**Advanced Individual Study in Ancient Greek**
CLASS-UA 991, 992, 993, 994  Prerequisite: permission of the department. Offered every year. 2 or 4 points per term.
Literature (in Translation)

Greek Drama: Aeschylus, Sophocles, and Euripides
CLASS-UA 143  Identical to DRLIT-UA 210. Offered periodically. 4 points.
Of the ancient Greeks’ many gifts to Western culture, one of the most celebrated and influential is the art of drama. This course covers, through the best available translations, the masterpieces of the three great Athenian dramatists. Analysis of the place of the plays in the history of tragedy and the continuing influence they have had on serious playwrights, including those of the 20th century.

The Comedies of Greece and Rome
CLASS-UA 144  Identical to DRLIT-UA 211. Offered periodically. 4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century B.C.E. Athens through later Attic New Comedy and Roman comedy. Authors include Aristophanes (all 11 plays, one may be staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays have only recently been discovered; and Plautus and Terence, whose works profoundly influenced the development of comedy in Western Europe.

Greek and Roman Epic
CLASS-UA 146  Offered periodically. 4 points.
Detailed study of the epic from its earliest form, as used by Homer, to its use by the Roman authors. Concentrates on the Iliad and the Odyssey of Homer and on Vergil's Aeneid, but may also cover the Argonautica of the Alexandrian poet Apollonius of Rhodes and Ovid's Metamorphoses, as well as the epics representative of Silver Latin by Lucan, Silius Italicus, and Valerius Flaccus.

The Novel in Antiquity
CLASS-UA 203  Identical to COLIT-UA 203. Offered periodically. 4 points.
Survey of Greek and Roman narrative fiction in antiquity, its origins and development as a literary genre, and its influence on the tradition of the novel in Western literature. Readings include Chariton’s Chaereas and Callirrhoë, Longus’s Daphnis and Chloe, Heliodorus’s Ethiopian Tale, Lucian’s True History, Petronius’s Satyricon, and Apuleius’s Golden Ass. Concludes with the Gesta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

Classical Mythology
CLASS-UA 404  Identical to RELST-UA 404. Offered every year. 4 points.
Discusses the myths and legends of Greek and Roman mythology and the gods, demigods, heroes, nymphs, monsters, and everyday mortals who played out their parts in this mythology. Begins with creation, as vividly described by Hesiod in the Theogony, and ends with the great Trojan War and the return of the Greek heroes, especially Odysseus. Roman myth is also treated, with emphasis on Aeneas and the foundation legends of Rome.

Greek and Roman History and Culture

Sexuality and Gender in Greece and Rome
CLASS-UA 210  Offered periodically. 4 points.
Deals with constructions of gender and experiences of sexuality in ancient Greece and Rome. Working with texts and representations from varied discourses such as medicine, law, literature, visual art, and philosophy, students explore the ways in which the ancient Greeks and Romans perceived their own bodies in such a way as to differentiate gender and understand desire. The class also discusses how eroticism and gender support and subvert political and social ideologies.

Everyday Life in Ancient Rome
CLASS-UA 212  Offered periodically. 4 points.
Study of daily life as it was lived by the Romans in the period of the late Republic and early Empire: how they worked, worshipped, dressed, fed, and entertained themselves. Looks at questions of family life and social status, at rich and poor, at slaves and free, and at the lives of men, women, and children. Also considers marriage and divorce, crime and punishment, and law and property. All of these issues are examined primarily through original texts such as ancient documents, legal sources, and literary texts in which such Roman authors as Horace, Martial, and Juvenal describe their own lives and those of their contemporaries.

Greek History from the Bronze Age to Alexander
CLASS-UA 242  Identical to HIST-UA 200. Offered every other year. 4 points.
Until a few decades ago, Greek history began with Homer and dealt narrowly with the Greek world. Thanks to archaeology, the social sciences, and other historical tools, the chronological and geographical horizons have been pushed back. The history of the Greeks now starts in the third millennium B.C.E. and is connected to the civilization that lay to the
east, rooted in Egypt and Mesopotamia. This course traces Greek history from the Greeks’ earliest appearance to the advent of Alexander.

**The Greek World from Alexander to Augustus**  
CLASS-UA 243  Identical to HIST-UA 243. Offered every other year. 4 points.
Continuation of the history of ancient Greece from the age of Alexander the Great in the fourth century B.C.E. until Emperor Augustus consolidated the Roman hold over the eastern Mediterranean in the first century B.C.E. These three centuries saw the relationship between Rome and the Near East become most meaningful. This course examines Alexander’s conquests, the states established by his successors (Ptolemies of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

**History of the Roman Republic**  
CLASS-UA 267  Identical to HIST-UA 205. Offered every other year. 4 points.
In the sixth century B.C.E., Rome was an obscure village. By the end of the fourth century B.C.E., Rome was master of Italy, and within another 150 years, it dominated almost all of the Mediterranean world. Then followed a century of unrest involving some of the most famous events and men—Caesar, Pompey, and Cato—in Western history. The course surveys this vital period with a modern research interpretation.

**History of the Roman Empire**  
CLASS-UA 278  Identical to HIST-UA 206. Offered every other year. 4 points.
In the spring of 44 B.C.E., Julius Caesar was murdered by a group of senators disgruntled with his monarchic ways. However, Caesar’s adoptive son and heir, Gaius Octavius, was quickly on the scene, and over the course of the next half-century managed to establish himself as Rome’s first emperor. About three centuries later, Constantine the Great would rise to imperial power and with him came a new state religion—Christianity. This course examines the social and political history of the Roman Empire from the time of Augustus to that of Constantine and also closely observes the parallel growth of Christianity.

**History of Ancient Law**  
CLASS-UA 292  Offered periodically. 4 points.
Examines the development of law and legal systems and the relationships of these to the societies that created them, starting with some ancient Near Eastern systems and working down to the Roman period. The main focus is on the fully developed system of Roman law.

**Art and Archaeology**

**Ancient Art at Risk: Conservation, Ethics, and Cultural Property**  
CLASS-UA 100  Prerequisite: permission of the instructor. 4 points.
Examines the environmental, material, social, and political forces that put ancient art at risk, including exposure to natural elements, acid rain, pollution, dam building, tourism, urban development, armed conflict, looting, theft, and the illicit trade in antiquities. Considers issues of conservation, preservation, and ethics, as well as authenticity and forgery, dating and provenance, and the sourcing of ancient materials. Reviews a range of applied technologies used in the analysis of ancient objects, including radiocarbon dating. Tracks developments in global cultural property laws, international conventions, and the repatriation of cultural materials. Team-taught with physical chemistry professor Norbert S. Baer of the Institute of Fine Arts Conservation Center.

**The Parthenon and Its Reception: From Antiquity to the Present**  
CLASS-UA 150  Identical to ARTH-UA 150.  
Prerequisite: permission of the instructor. 4 points.
Traces the history of the Parthenon and its reception through its transformations from the temple of Athena, to Christian church, to mosque, to ruin, to icon of Western art and culture. The landscape, topography, and topology of the Athenian Acropolis are examined with an eye toward understanding the interrelation of place, myth, cult, and ritual. The architectural phases of the Parthenon, its program of sculptural decoration, its relationship to other monuments on the Acropolis, and the foundation myths that lie behind its meaning are scrutinized. Issues of reception, projection, and appropriation are considered, as well as interventions through conservation and reconstruction. Efforts to secure the repatriation of the Parthenon sculptures are reviewed within the broader context of global cultural heritage law and the opening of the New Acropolis Museum.

**Introduction to Classical Archaeology:**  
**Constructions of the Greek and Roman Past**  
CLASS-UA 305  Offered periodically. 4 points.
An introduction to the archaeology of the Mediterranean world, examining the history and contexts of sites and monuments, as well as the methods, practices, and research models through
which they have been excavated and studied. From Bronze Age palaces of the Aegean, to the Athenian Acropolis, to the cities of Alexander the Great, the Roman forum, Pompeii, and the Roman provinces, we consider the ways in which art, archaeology, architecture, everyday objects, landscape, urbanism, technology, and ritual teach us about ancient Greek and Roman societies. Special focus is placed on reception, the origins of archaeology in the Renaissance, 19th- to 20th-century humanistic and social scientific approaches, and postmodern social constructions of knowledge.

Ancient Art
CLASS-UA 310  Identical to ARTH-UA 3. Offered periodically. 4 points.
Examines the arts of Egypt, Near East, Greece, and Rome within the contexts and diversities of their cultures. Special emphasis is placed on form, function, and style and on the significance of this material for later periods within the history of art. Major monuments and objects are studied within their full historiographical contexts, as well as within the frameworks of current archaeological and art historical theory and methods. Focus is placed on materiality, technique, authorship, patronage, and reception. Serves as a foundation for study of almost any branch of Western humanism.

Birth of Greek Art: From the Bronze Age to the Geometric Period
CLASS-UA 311  Identical to ARTH-UA 101. Offered periodically. 4 points.
Surveys the art, archaeology, and culture of the Aegean Bronze Age and early Iron Age: from ancient Thera to the palace-based states of Minoan Crete and the Mycenaean Greek mainland, to developments within communities of the eighth century B.C.E. Architecture, wall painting, sculpture, ceramics, and narrative in early Greek art are among the topics examined, along with absolute and relative chronologies and the development of writing. Emphasis is placed on critical approaches to material culture within the contexts of religion, sociopolitical and economic organization, burial practices, trade networks, and interactions with neighboring cultures.

Archaic and Classical Art: Greek and Etruscan
CLASS-UA 312  Identical to ARTH-UA 102.
Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or permission of the instructor. Offered every other year. 4 points.
Greek and Etruscan art and archaeology from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art before and during the time of Alexander the Great. Focuses on architecture, sculpture, and vase painting within their full social, religious, and political contexts, with careful attention to material, style, technique, function, iconography, authorship, and patronage. Special topics include the body, votive practice, cult statues, athletic statuary, architectural decoration, portraiture, myth, narrative, landscape, and aesthetics. Includes study of the Metropolitan Museum of Art collections.

Hellenistic and Roman Art
CLASS-UA 313  Identical to ARTH-UA 103.
Prerequisite: History of Western Art I (ARTH-UA 1), or Ancient Art (ARTH-UA 3), or permission of the instructor. Offered every other year. 4 points.
Traces developments in art and archaeology from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. The diversity of the Hellenistic and Roman worlds is examined through careful consideration of Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the arts of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the arts of the Roman Empire. Special emphasis on landscapes; rituals; social and political complexities; problems of chronology, styles, and copies; portraiture and identity; power and empire; luxury and trade; and hybridization. Includes study of the Metropolitan Museum of Art and Brooklyn Museum collections.

Archaeologies of Rome and the Empire
CLASS-UA 351  Offered periodically. 4 points.
Surveys the archaeologies of Rome and the Italian Peninsula, including the cities of Etruria and the Greek settlements of South Italy and Sicily, as well as the Roman provinces, with special focus on Asia and North Africa. Public and private buildings and monuments, including temples, marketplaces, triumphal arches, colonnaded streets, theatres, amphitheatres, baths, water supply systems, luxury villas, apartment blocks, and gardens, are examined. From urban centers to rural landscapes, we consider Roman taste and technologies, identity and traditions, within their full social, cultural, religious, and
economic contexts. With a focus on sculpture, wall painting, mosaics, and decorative arts, developments in Roman visual culture are tracked through the late antique period.

Archaeologies of Greece
CLASS-UA 352  Offered periodically. 4 points.
This survey of Greek landscapes, sites, monuments, and images presents the art and archaeology of the Greek world from the Neolithic to the late antique period. Architecture, painting, sculpture, and decorative arts are studied within their full social, cultural, and religious contexts. From the palaces of the Aegean Bronze Age to the Panhellenic sanctuaries at Olympia, Delphi, Nemea, and Isthmia; to the city of Athens and the monuments of the Athenian Acropolis; to the great Hellenistic cities of Asia Minor, special focus is placed on landscape, myth, memory, materials, and ritual in shaping the visual culture of ancient Greece. The formation of the city-state and its political, economic, and religious institutions are explored within their full urban settings. The development and history of classical archaeology as a discipline are reviewed, along with issues of reception, connoisseurship, critical theory, and methods.

Greek Architecture
CLASS-UA 353  Identical to ARTH-UA 104. Prerequisite: permission of the instructor. Offered periodically. 4 points.
History of Greek architecture from the archaic through the Hellenistic periods (eighth to first centuries B.C.E.). Provides a chronological survey of the Greek architectural tradition from its Iron Age origins, marked by the construction of the first all-stone temples, to its radical transformation in the late Hellenistic period, most distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings. The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

Philosophy, Religion, and Intellectual History

Ancient Political Theory
CLASS-UA 206  Offered periodically. 4 points.
Examines the foundation, interpretation, and modern reception of Athenian democracy and Roman republicanism. Readings include Plato’s Republic, Thucydides’s History of the Peloponnesian War, Aristotle’s Politics, and Cicero’s Republic and Laws.

Introduction to the New Testament
CLASS-UA 293  Identical to RELST-UA 302 and HBRJD-UA 22. Offered periodically. 4 points.
Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament, as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture-hall setting where the professor provides historical context and focuses on significant issues, describes modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

Ancient Religion: From Paganism to Christianity
CLASS-UA 409  Identical to RELST-UA 409. Offered periodically. 4 points.
The period from the beginnings of Greek religion until the spread of Christianity spans over 2,000 years and many approaches to religious and moral issues. We trace developments such as the Olympian gods of Homer and Hesiod; hero worship; public and private religion; views of death, the soul, and afterlife; Dionysus; Epicureanism; and Stoicism. Examines changes in Greek religion during the Roman republic and early empire and the success of Christians in converting pagans in spite of official persecution.
Martyrdom, Ancient and Modern
CLASS-UA 646 Identical to RELST-UA 660. Offered every other year. 4 points.
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the "Columbine martyrs," "martyrdom operations" ("suicide bombers"), political martyrdom, and modern notions of holy war.

Greek Thinkers
CLASS-UA 700 Identical to PHIL-UA 122. Offered periodically. 4 points.
The origins of nonmythical speculation among the Greeks and the main patterns of philosophical thought, from Thales and other early speculators about the physical nature of the world through Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the Neoplatonists.

Special Courses
Special Topics in Classical Studies I, II, III
CLASS-UA 291, 293, 294 Usually assigns readings in English translation. Offered periodically. 2 or 4 points per term.
Seminar topics vary from semester to semester, although the focus is always on a limited aspect of life, history, literature, art, or archaeology of Greco-Roman antiquity. Topics from past semesters include the Trojan War, archaeology and pottery, Alexander the Great, the Etruscans, and crime and violence in the ancient world. Future topics may include Plato and Aristotle, ancient medicine, the Age of Pericles, the Age of Augustus, and Latin love poetry.

Senior Honors Seminar and Senior Honors Thesis
CLASS-UA 295, 297 Prerequisite: permission of the department. 2 or 4 points per term.

Internship
CLASS-UA 980, 981 Prerequisite: permission of the department. Open only to juniors and seniors. Offered every year. 2 or 4 points per term.
Internships with institutions such as the Brooklyn Museum and the American Numismatic Society afford students the opportunity to work outside the University in areas related to the field of classics. Requirements for completion of such internships include periodic progress reports and a paper describing the entire project.

Independent Study
CLASS-UA 997, 998 Prerequisite: permission of the department. 2 or 4 points per term.

Spring and Summer Study Away Courses
Archaeological Fieldwork: Yeronisos Island Excavation Field School, Cyprus
Summer Session I. 4 points.
This five-week field practicum is held on Yeronisos Island, Cyprus, a Ptolemaic sanctuary of Apollo that flourished during the final years of Cleopatra’s reign. Focuses on the aims, scope, and tools of field survey and archaeology; the practice of stratigraphic excavation; and ways of dealing with archaeological evidence. Field training includes surface survey and field walking; principles of stratigraphic excavation; keeping a field book; data entry and the Yeronisos Island Expedition Database; health and safety in the field and on the boat; closing the site for the season and writing final field reports. Afternoon seminars cover pottery washing, conservation, and analysis; drawing stratigraphic sections; drawing pottery profiles, glass, and metal objects; object photography; the history of Cyprus from the Neolithic to Byzantine periods; cult and religion; Hellenistic pottery; and reading Greek inscriptions. Numerous field trips complement the excavation and classroom experiences.

Graduate Courses Open to Undergraduates
Courses in classics offered in the Graduate School of Arts and Science are open to all undergraduates who have reached the required advanced level of Greek or Latin language instruction.
Comparative literature is an innovative major that encourages students to follow their passion for literature by venturing beyond national and disciplinary boundaries. In the spirit of our times, students delve into literature from all over the world and explore its intersections with other media and disciplines, such as cinema studies, art history, philosophy, politics, anthropology, history, and linguistics. Comparative literature departmental course offerings include classes in world literature and interdisciplinary studies that allow students to work intensively with a distinguished faculty of scholars in African, African American, Caribbean, Chinese, classical, European and Anglo-American, Latin American, Middle Eastern and Islamic, and Russian and Eastern European literary and cultural studies. At the same time, the major encourages students to take advantage of the rich offerings of courses in other NYU departments and/or study away sites.

**Chair of the Department**
Professor Lezra

**Director of Undergraduate Studies**
Associate Professor Vatulescu

**FACULTY**

**Professors Emeriti**
Braithwaite, Chioles, Javitch, Reiss

**University Professor; Professor of Comparative Literature and Africana Studies**
Diawara

**University Professor; Professor of Comparative Literature and German**
Ronell

**Professors**
Apter, Baer, Lampolski, Lezra, K. Ross, Sanders, Sieburth, X. Zhang

**Associate Professors**
Basterra, Doppico, Garcia, Vatulescu

**Assistant Professors**
Bianchi, Halim

**Associated Faculty**
Bishop, Fischer, Freccero, Gajarawala, Kay, Kennedy, Pratt, Slatkin, Stam, Tylus, Watson, Young

**Affiliated Faculty**
Dash, El Shakry, Feldman, Galloway, Haverkamp, Hollier, Huber, Krabbenhoff, Levy, Lockridge, Lounsbery, Meisel, Mikhail, Schechner, Shohat, Vitz, Weatherby

**PROGRAM**

**Departmental Objectives**
The major provides an ideal intellectual site for students to draw connections across cultures, periods, genres, and disciplines in a rigorous yet individually designed way. Starting from the assumption that the study of single texts and cultures is enriched by a knowledge of surrounding texts and cultures, we view literature from a broad and inclusive perspective. We explore the intersections of literature with philosophy, politics, anthropology, history, and literary theory; we illuminate crucial comparisons suggested by drama, music, the visual arts, and modern media; and we examine works not ordinarily seen as literary, tracing their effect on cultural representations of gender, race, and class.

**General Information**
The guidelines of our program allow students great flexibility in shaping a course of study suited to their own intellectual goals. While all majors must take four courses originating in the Department of Comparative Literature, our commitment to a global and interdisciplinary outlook means that the remaining six courses required for the major can be taken in other departments or even, by taking advantage of NYU study away opportunities, on other continents. All students planning to major in comparative literature register with the director of undergraduate studies, who works closely with them to develop a coherent sequence of courses suited to their individual interests. Periodical advising sessions with the director of undergraduate studies and a remarkably low student-faculty ratio help our students make the most of the wide range of possibilities that define the major.
To take full advantage of the opportunities provided by comparative literature, students are encouraged to declare the major as early in their academic career as possible. In addition, please note that students planning to study away should consult and declare with the director of undergraduate studies well before their departure.

A comparative literature major could lead to the advanced study of literature at the graduate level but could just as readily be a strong foundation for advanced degrees and/or careers in journalism, publishing, international relations, international law, cultural studies, medicine, philosophy, education, public policy, film and entertainment, and new media.

**Major**

The major has two tracks, each consisting of ten 4-point courses (40 points) organized as follows:

**Track 1: Literature**

This track requires:

- Four courses (16 points) originating in the Department of Comparative Literature. These four courses must be taught by a faculty member of the Department of Comparative Literature on the Washington Square campus; they cannot be cross-listed courses originating in another department. These four courses must include both of the following:
  - Introduction to Comparative Literature (COLIT-UA 116)
  - Junior Theory Seminar (COLIT-UA 200)
- Four courses (16 points) in a national literature department at the 100 level or above, conducted in the language of that literature.
- Two courses (8 points) in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on, and could also be another foreign language or literary area. If the national literature department selected for specialization is English, these two courses must be in a foreign language. The choice of these courses will be made in consultation with the adviser to form a coherent intellectual field and a defined objective in the major.

**Track 2: Literary and Cultural Studies**

This track requires:

- Four courses (16 points) originating in the Department of Comparative Literature. These four courses must be taught by a faculty member of the Department of Comparative Literature on the Washington Square campus; they cannot be cross-listed courses originating in another department. These four courses must include both of the following:
  - Introduction to Comparative Literature (COLIT-UA 116)
  - Junior Theory Seminar (COLIT-UA 200)
- Two courses (8 points) in a foreign literature department conducted in the language of that literature, normally at the 100 level or above.

**Double Major**

As a promoter of interdisciplinary work, the department encourages double majors between comparative literature and other departments. The possibility of pursuing a double major should be discussed with the director of undergraduate studies.

**Minor**

The Department of Comparative Literature welcomes minors. Requirements for a minor in comparative literature consist of four courses originating in the department (i.e., not cross-listed courses originating in other...
departments), which must include Introduction to Comparative Literature (COLIT-UA 116), and reading knowledge of a foreign language.

**Internships**

The department offers its majors and minors elective credit for internships in publishing, at literary agencies, and at other professional offices. Please consult the internship section of our website and contact the director of undergraduate studies for more information.

**Honors Program**

To graduate with honors in the major, a student must maintain at least a 3.65 average in the 10 courses required for the major, earn at least a 3.65 overall GPA in the College of Arts and Science, and write a senior honors thesis in his or her final year. At the end of the junior year, each honors student meets with the director of undergraduate studies for initial advisement and approval. Following this approval, a student may write the honors thesis by taking the Senior Seminar course (COLIT-UA 400) in the fall semester and then enrolling in a thesis writing independent study in the spring semester. This independent study will generally be conducted under the supervision of a faculty member of the Department of Comparative Literature whose area of academic expertise coincides with the focus of the honors thesis. To be awarded honors, a student must complete this two-course sequence and produce a quality senior thesis. The Senior Seminar (COLIT-UA 400) is an 11th course for the major, in addition to the four courses originating in the Department of Comparative Literature and the other six courses for the major. The independent study can count as one of the 10 courses required for the major, pending approval from the director of undergraduate studies.

**COURSES**

**Evolution of Literary Archetypes**
COLIT-UA 104  Offered every one to two years. 4 points.
Investigates such literary archetypes as Prometheus, Orestes, and Hippolytus as developed by modern authors from the 17th century to the present. Consideration of Greco-Roman origins and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alberi, Shelley, Sartre, O’Neill, Gide, Giraudoux, and Eliot.

**Introduction to Comparative Literature**
COLIT-UA 116  Offered at least once a year. 4 points.
Required for all majors in comparative literature. Explores the theory of comparative literature from its inception as a discipline to the present. Readings vary by instructor.

**Studies in Prose Genres**
COLIT-UA 125  Offered every year. 4 points.
Focuses on prose genres that have traditionally been relegated to a marginal position in the literary canon but whose status is now being reassessed: the travel account, autobiography, and fantastic fiction. Examines a different genre each time it is offered and provides students with the opportunity to question what constitutes literature or a literary genre.

**Topics in Popular Culture**
COLIT-UA 136  Offered every one to two years. 4 points.
Addresses topics in modern and contemporary popular culture. Topics vary yearly and may include the detective novel, television, popular music, folklore, visual culture, and romantic fiction.

**Classical Literature and Philosophy**
COLIT-UA 160  Offered every year. 4 points.
Study of the co-emergence of philosophy and various literary genres (epic, lyric poetry, dialogue, tragedy, comedy) in ancient Greece and Rome, as well as the development of literary and rhetorical theory. Close readings of primary texts, including those of Homer, the Presocratic philosophers, Plato, Aristotle, Sappho, Euripides, Aristophanes, Lucretius, Cicero, Horace, Longinus, and Quintilian, as well as various modern and contemporary commentators.

**Topics in 18th-Century Literature**
COLIT-UA 175  Offered every other year. 2 or 4 points.
Addresses topics (varying yearly) in 18th-century literature that are important for comparative study. Offers practical experience in close critical reading and introduces the generic, thematic, and literary historical approaches as methodological and theoretical problems in comparative literature.
Topics in 19th-Century Literature
COLIT-UA 180  Offered every other year. 2 or 4 points.
Addresses topics in 19th-century literature that are important for comparative study. Topics vary yearly and may include the following: the double, the image of Napoleon, detective fiction as a 19th-century genre, and decadence.

Topics in 20th-Century Literature
COLIT-UA 190  Offered every semester. 2 or 4 points.
Addresses topics in 20th-century literature that are important for comparative study. Topics vary yearly and may include modernism, comparative postcolonial literature, and contemporary culture.

Junior Theory Seminar
COLIT-UA 200  Offered every semester. 4 points.
Examines the most influential 20th-century contributions to theories of cultural analysis. Readings are organized into a series of prominent debates: cultural studies, postmodernism, the male gaze, Third World literature, national liberation. Readings from Walter Benjamin, Roland Barthes, Frantz Fanon, Gail Rubin, Laura Mulvey, Fredric Jameson, Aijaz Ahmad, and Claude Levi-Strauss.

Topics in Film and Literature
COLIT-UA 300  Offered every year. 4 points.
Uses the tools of cultural studies to investigate cultural intersections of the modern period. Focus on the street in literature and film includes questions of cultural space, race, identity politics, gender, and territoriality in the metropolis. Represents cultural studies, film studies, black studies, and women's studies.

Senior Seminar in Comparative Literature (Honors Thesis)
COLIT-UA 400  Permission of the director of undergraduate studies required. Must be followed by Independent Study (COLIT-UA 997) to complete the honors thesis. Offered every year. 4 points.
The research and writing of the senior honors thesis for students with a 3.65 or better GPA, both overall and in the major. Examines several critical/theoretical approaches, as many (and more) as are necessary to meet the needs of each student. Student presentations of thesis proposals and the critical positions taken, followed by discussion and feedback.

Readings in Contemporary Literary Theory
COLIT-UA 843  Offered every semester. 4 points.
Introduces students already familiar with the methods of practical criticism to the most important movements in contemporary literary theory. Readings are drawn from structuralism, poststructuralism, Marxism, psychoanalysis, feminism, and new historicism.

Colonialism and the Rise of Modern African Literature
COLIT-UA 850  Offered every year. 4 points.
With the theme of colonialism as the unifying principle, explores and compares the work of a number of African writers of Anglophone, Francophone, and Lusophone traditions.

Independent Study
COLIT-UA 997  Must be approved by the director of undergraduate studies. 1 to 4 points.
For completion of the senior honors thesis by qualified majors.

Independent Study
COLIT-UA 998  Must be approved by the director of undergraduate studies. 1 to 4 points.
For special projects, including internships, contributing to the major.
Computing plays an increasingly important role in almost all fields. It is a very diverse discipline, comprising both theory and applications, and design and analysis of computing technology. The Department of Computer Science is part of the Courant Institute of Mathematical Sciences, a world renowned center for the study of mathematics and computer science.

The department offers three major programs: the computer science major, the joint computer science/mathematics major, and the joint computer science/economics major. The department also offers three minor programs: the computer science minor, the web programming and applications minor, and the joint computer science/mathematics minor. The goal of the majors is to train students in fundamental principles of computer science as well as many practical aspects of software development. Courses combine practical programming experience with techniques for analyzing problems and designing computer algorithms. The goal of the minors is to train students to be proficient users of computers and computer software with less emphasis on the underlying technology and mathematical tools.

Advanced undergraduate students can work on a variety of research projects with the faculty. Outstanding undergraduates may pursue a master's degree through an accelerated five-year program.

**Major in Computer Science**

The major requires twelve 4-point courses (48 points). Requirements include the following five courses (20 points) in the Department of Computer Science:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)

The major also requires two courses (8 points) in mathematics:

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)

Students must also take five elective courses (20 points) to complete the major, selected from courses numbered CSCI-UA 4XX (400 level electives).

Students may replace a 400 level elective with one of the following mathematics classes:

- Calculus II (MATH-UA 122)
- Linear Algebra (MATH-UA 140)
- Probability and Statistics (MATH-UA 235). Prerequisite: Calculus II or equivalent.
A maximum of two classes can be substituted.

Notes on the Major:

- A grade of C or better is necessary in all courses used to fulfill the major requirements; courses graded pass/fail do not count toward the major.
- Students must fulfill the prerequisite Introduction to Computer Programming (CSCI-UA 2) before taking Introduction to Computer Science (CSCI-UA 101), or take a placement test given by the department.
- Students are required to take CSCI-UA 101 through CSCI-UA 202 in sequence.
- Prospective majors must begin the major sequence (CSCI-UA 101) by the first semester of their sophomore year to complete the major requirements in three years. (If they begin the major sequence in their freshman year, they will have time to take additional electives in computer science before graduating in four years.)
- Prospective majors should visit the undergraduate department in Warren Weaver Hall during the fall semester of their freshman year and should declare the major after successfully completing CSCI-UA 101.
- Those interested in the honors program should start the major early enough to take electives first semester of junior year.
- Those interested in spending a semester abroad should work out their schedule with an advisor as early as possible.

Recommended Program of Study for the Major in Computer Science:

First year of major:
Fall term: CSCI-UA 101, MATH-UA 121
Spring term: CSCI-UA 102, MATH-UA 120

Second year of major:
Fall term: CSCI-UA 201, CSCI-UA 310
Spring term: CSCI-UA 202, one computer science elective (not requiring CSCI-UA 202 as a prerequisite)

Third year of major:
Fall term: Two computer science electives
Spring term: Two computer science electives

Joint Major in Computer Science and Economics

This is an interdisciplinary major (twenty-two courses/88 points) offered by the Department of Computer Science with the Department of Economics. Only those students that are following the theory track in economics are eligible to pursue this joint major. The major has requirements in three departments, including mathematics. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The requirements below are for students who entered NYU in fall 2013 or later. Students who entered NYU before fall 2013 should consult the economics section of this Bulletin for the joint major requirements applying to them.

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Two ECON-UA theory electives at the 300 level
- One additional ECON-UA elective
The computer science requirements (nine courses/36 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Plus four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), or by Strategic Decision Theory (ECON-UA 310), Advanced Micro Theory (ECON-UA 365), or Topics in Economic Theory (ECON-UA 375).

The mathematics requirements (four courses/16 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Math for Economics I (MATH-UA 211)
- Math for Economics II (MATH-UA 212)
- Math for Economics III (MATH-UA 213)

**Joint Major in Computer Science and Mathematics**

This is an interdisciplinary major (eighteen courses/72 points) offered by the Department of Computer Science with the Department of Mathematics. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The mathematics requirements (ten courses/40 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
- Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)
- The rest of the ten mathematics courses must include two of the following: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Partial Differential Equations (MATH-UA 263), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), Honors Algebra II (MATH-UA 349), or Differential Geometry (MATH-UA 377).
- All mathematics electives for the joint major must be numbered above MATH-UA 120, and may not include any of the following: Math for Economics I, II, or III (MATH-UA 211, 212, or 213), or Transformations and Geometries (MATH-UA 270).

The computer science requirements (eight courses/32 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Numerical Computing (CSCI-UA 421)
- Two computer science electives at the 400 level

**Minor in Computer Science**

The requirements are these four courses (16 points) with a grade of C or better:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
• Computer Systems Organization (CSCI-UA 201)
• Either Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211)

Minor in Web Programming and Applications
Any four courses (16 points total) offered by the Department of Computer Science and completed with a grade of C or better.

Joint Minor in Computer Science and Mathematics
The requirements are these four courses (16 points):
• Calculus I and II (MATH-UA 121, 122), or Mathematics for Economics I and II (MATH-UA 211, 212).
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)
A grade of C or better is required for courses to count toward the minor. Students who wish to double-count courses for the math portion of the minor and another requirement may count at most two such courses toward the minor. At least two of the courses in total and at least one of the math courses must be taken in residence at New York University.

Joint B.S./B.S. Program with the NYU Polytechnic School of Engineering
The department offers a joint B.S./B.S. program with the NYU Polytechnic School of Engineering. Students in the program receive the B.S. degree in computer science from CAS and the B.S. degree in computer engineering or electrical engineering from the School of Engineering. Further information and advisement are available from Mr. Tyrell Davis, College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Honors Program
A degree in computer science is awarded with honors to selected majors who successfully complete the requirements of the honors program. The requirements (fifteen courses/60 points) include the following computer science courses: CSCI-UA 101, CSCI-UA 102, CSCI-UA 201, CSCI-UA 202, CSCI-UA 310, CSCI-UA 421, and CSCI-UA 453; two semesters of Independent Research (CSCI-UA 520 and 521); two advanced computer science electives at the 400 level; and the following mathematics courses: MATH-UA 120, MATH-UA 121, MATH-UA 122, and MATH-UA 140. Two of the above computer science courses must be completed with honors credit. Research work must culminate in a thesis (typically 40 to 60 pages in length) to be presented at the College’s Undergraduate Research Conference, held every April. An overall and major GPA of 3.65 is required.

Information on honors programs in the joint computer science/mathematics and computer science/economics majors can be found on the department’s website.

Computer Facilities
The Department of Computer Science has access to a variety of computers for both research and instructional use. The primary platforms for instructional use are PC and Mac. Upper-level courses may also use Linux workstations and servers and High Performance Computing resources. Most instructional facilities are operated by NYU Information Technology Services (ITS), and students should visit the ITS website for complete information on services, hours of operation, and conditions of access.

The Department of Computer Science also has its own network of Windows and Linux workstations, used primarily for research purposes. The department operates research laboratories for experimental computer science research in programming languages, distributed computing, computer vision, multimedia, and natural language processing; most are located at 715 and 719 Broadway. Selected undergraduates assist in work on these areas at this facility.
Nonmajor Courses

Computers in Society
CSCI-UA 1  No prior computing experience is assumed. Not intended for computer science majors. Offered in the spring. 4 points.
Addresses the impact of the digital computer on individuals, organizations, and modern society as a whole, and the social, political, and ethical issues involved in the computer industry. Topics change to reflect changes in technology and current events. Features guest lecturers from various fields.

Introduction to Computer Programming
CSCI-UA 2  Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students with any programming experience should consult with the department before registering. Students who have taken or are taking Introduction to Computer Science (CSCI-UA 101) will not receive credit for this course. Does not count toward the computer science major; serves as the prerequisite for students with no previous programming experience who want to continue into CSCI-UA 101 and pursue the major. Offered every semester. 4 points.
A gentle introduction to the fundamentals of computer programming, which is the foundation of computer science. Students design, write, and debug computer programs. No knowledge of programming is assumed.

Introduction to Web Design & Computer Principles
CSCI-UA 4  Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students with computing experience should consult with the department before registering. Offered every semester. 4 points.
Introduces students to both the practice of web design and the basic principles of computer science. The practice component covers not only web design but also current graphics and software tools. The principles section includes an overview of hardware and software, the history of computers, and a discussion of the impact of computers and the Internet.

Database Design and Web Implementation
CSCI-UA 60  Prerequisites: Introduction to Computer Programming (CSCI-UA 2) and Introduction to Web Design & Computer Principles (CSCI-UA 4). Offered in the spring. 4 points.
Introduces principles and applications of database design. Students learn to use a relational database system, learn web implementations of database designs, and write programs in SQL. Students explore principles of database design and apply those principles to computer systems in general and in their respective fields of interest.

Web Development and Programming
CSCI-UA 61  Prerequisites: Introduction to Computer Programming (CSCI-UA 2) and Introduction to Web Design & Computer Principles (CSCI-UA 4). Offered in the fall and spring. 4 points.
Provides a practical approach to web technologies and programming. Students build interactive, secure, and powerful web programs. Covers client and server side technologies for the web.

Topics of General Computing Interest
CSCI-UA 380  Topics determine prerequisites. 4 points.
Detailed descriptions available when topics are announced. Typical offerings include Computing in the Humanities and Arts and Introduction to Flash Programming. Does not count toward the computer science major.

Major Courses

Introduction to Computer Science
CSCI-UA 101  Prerequisite: Introduction to Computer Programming (CSCI-UA 2) or departmental permission assessed by placement exam. Offered in the fall and spring. 4 points.
How to design algorithms to solve problems and how to translate these algorithms into working computer programs. Experience is acquired through projects in a high-level programming language. Intended primarily for computer science majors but also suitable for students of other scientific disciplines. Programming assignments.

Data Structures
CSCI-UA 102  Prerequisite: Introduction to Computer Science (CSCI-UA 101). Offered in the fall and spring. 4 points.
Use and design of data structures, which organize information in computer memory. Stacks, queues, linked lists, binary trees: how to implement them in a high-level language, how to analyze their effect on algorithm efficiency, and how to modify them. Programming assignments.
Computer Systems Organization
CSCI-UA 201 Prerequisite: Data Structures (CSCI-UA 102). Offered in the fall and spring. 4 points.
Covers the internal structure of computers, machine (assembly) language programming, and the use of pointers in high-level languages. Topics include the logical design of computers, computer architecture, the internal representation of data, instruction sets, and addressing logic, as well as pointers, structures, and other features of high-level languages that relate to assembly language. Programming assignments are in both assembly language and other languages.

Operating Systems
CSCI-UA 202 Prerequisite: Computer Systems Organization (CSCI-UA 201). Offered in the fall and spring. 4 points.
Covers the principles and design of operating systems. Topics include process scheduling and synchronization, deadlocks, memory management (including virtual memory), input/output, and file systems. Programming assignments.

Basic Algorithms
CSCI-UA 310 Prerequisites: Data Structures (CSCI-UA 102) and Discrete Mathematics (MATH-UA 120). Offered in the fall and spring. 4 points.
Introduction to the study of algorithms. Presents two main themes: designing appropriate data structures and analyzing the efficiency of the algorithms that use them. Algorithms studied include sorting, searching, graph algorithms, and maintaining dynamic data structures. Homework assignments, not necessarily involving programming.

Numerical Computing
CSCI-UA 421 Prerequisites: Computer Systems Organization (CSCI-UA 201) and Linear Algebra (MATH-UA 140). Offered in the spring. 4 points.
The need for floating-point arithmetic, the IEEE floating-point standard, and the importance of numerical computing in a wide variety of scientific applications. Fundamental types of numerical algorithms: direct methods (e.g., for systems of linear equations), iterative methods (e.g., for a nonlinear equation), and discretization methods (e.g., for a differential equation). Numerical errors: can you trust your answers? Uses graphics and software packages such as Matlab. Programming assignments.

Computer Architecture
CSCI-UA 436 Prerequisites: Computer Systems Organization (CSCI-UA 201) and Discrete Mathematics (MATH-UA 120). Offered in the fall. 4 points.
The structure and design of computer systems. Basic logic modules and arithmetic circuits. Control unit design and structure of a simple processor; speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input/output structures, buses, programmed data transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Theory of Computation
CSCI-UA 453 Prerequisite: Basic Algorithms (CSCI-UA 310). Offered in the fall. 4 points.
A mathematical approach to studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, nondeterministic finite automata, regular expressions) and proof of nonregularity. Context-free languages and pushdown automata; proofs that languages are not context-free. Elements of computability theory. Brief introduction to NP-completeness.

UNIX Tools
CSCI-UA 468 Prerequisite: Computer Systems Organization (CSCI-UA 201). 4 points.
Examines UNIX as an operating system and covers the sophisticated UNIX programming tools available to users and programmers. Shell and Perl scripting are studied in detail. Other topics include networking, system administration, security, and UNIX internals.

Object-Oriented Programming
CSCI-UA 470 Prerequisite: Computer Systems Organization (CSCI-UA 201). Offered in the fall. 4 points.
Introduces the important concepts of object-oriented design and languages, including code reuse, data abstraction, inheritance, and dynamic overloading. Covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design.
Artificial Intelligence
CSCI-UA 472  Prerequisites: Computer Systems Organization (CSCI-UA 201) and Basic Algorithms (CSCI-UA 310). 4 points.
Many cognitive tasks that people can do easily and almost unconsciously have proven extremely difficult to program on a computer. Artificial intelligence tackles the problem of developing computer systems that can carry out these tasks. Focus is on three central areas in AI: representation and reasoning, machine learning, and natural language processing.

Introduction to Cryptography
An introduction to the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudorandom functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), and authentication applications (identification, zero-knowledge).

Special Topics in Computer Science
CSCI-UA 480  Topics determine prerequisites. May be taken for credit in the major sequence more than once when different topics are covered. Offered in the fall and spring. 4 points.
Detailed course descriptions are available when advanced topics are announced each semester. Typical offerings include, but are not limited to, Bioinformatics, Building Robots, Computer Graphics, Machine Learning, Network Programming, Computer Vision, and Multimedia for Majors.

Research and Independent Study
Undergraduate Research
CSCI-UA 520, 521  Prerequisite: permission of the department. 4 points per term.
The student is supervised by a faculty member actively engaged in research, possibly leading to results publishable in the computer science literature. A substantial commitment to this work is expected. The research project may be one or two semesters, to be determined in consultation with the faculty supervisor. Students taking this course for honors in computer science are required to write an honors thesis. All other students need to submit a write-up of the research results at the conclusion of the project.

Independent Study
CSCI-UA 997, 998  Prerequisite: permission of the department. Does not satisfy the major elective requirement. 2 to 4 points per term.
Students majoring in the department are permitted to work on an individual basis under the supervision of a full-time faculty member in the department if they have maintained an overall GPA of 3.0 and a GPA of 3.5 in computer science and have a study proposal that is approved by the director of undergraduate studies. Students are expected to spend about three to six hours a week on their project.

Graduate Courses Open to Undergraduates
A limited number of graduate courses are open to undergraduate students who have maintained a GPA of 3.5 or better in computer science, subject to permission of the director of undergraduate studies. These may be reserved for graduate credit if the student is pursuing the accelerated master's program or substituted for undergraduate elective credit. Consult the department's website for details.
Just steps from where e. e. cummings penned his peculiar punctuations, and Marianne Moore donned her tri-cornered hat, and Willa Cather hailed her pioneers, and Walt Whitman loafed, the undergraduate Creative Writing Program offers students the opportunity to immerse themselves in the writing life with workshops, readings, internships, and events designed to cultivate and inspire. Our popular minor in creative writing provides students with an exciting progression of course work, ranging from an introduction to the fundamentals of the craft to more advanced explorations of specific forms and genres.

The program’s distinguished faculty of award-winning poets and prose writers represents a wide array of contemporary aesthetics. Our instructors have been the recipients of Pulitzer Prizes, MacArthur Genius, Guggenheim, and NEA fellowships, National Book and National Book Critics Circle awards, Pushcart Prizes, the Whiting Writer’s Award, and more.

Undergraduates are encouraged to attend the program’s reading series, which brings both established and new writers to NYU. Writing prizes, special events, and our undergraduate literary journal, West 10th, further complement our course offerings and provide a sense of community for undergraduate writers. If you have questions about the minor in creative writing, please contact us at creative.writing@nyu.edu.

**PROGRAM IN**

**Creative Writing**

Just steps from where e. e. cummings penned his peculiar punctuations, and Marianne Moore donned her tri-cornered hat, and Willa Cather hailed her pioneers, and Walt Whitman loafed, the undergraduate Creative Writing Program offers students the opportunity to immerse themselves in the writing life with workshops, readings, internships, and events designed to cultivate and inspire. Our popular minor in creative writing provides students with an exciting progression of course work, ranging from an introduction to the fundamentals of the craft to more advanced explorations of specific forms and genres.

The program’s distinguished faculty of award-winning poets and prose writers represents a wide array of contemporary aesthetics. Our instructors have been the recipients of Pulitzer Prizes, MacArthur Genius, Guggenheim, and NEA fellowships, National Book and National Book Critics Circle awards, Pushcart Prizes, the Whiting Writer’s Award, and more.

Undergraduates are encouraged to attend the program’s reading series, which brings both established and new writers to NYU. Writing prizes, special events, and our undergraduate literary journal, West 10th, further complement our course offerings and provide a sense of community for undergraduate writers. If you have questions about the minor in creative writing, please contact us at creative.writing@nyu.edu.

**FACULTY**

**Lewis and Loretta Glucksman Professor in American Letters; Professor of English**

Doctorow

**Erich Maria Remarque Professor of Creative Writing**

Olds

**College Professor**

Clements

**Clinical Professors**

Landau, Wachtel

**Clinical Associate Professors**

Rohrer, Strauss

**Visiting Associate Professor**

O’Rourke

**Lillian Vernon Distinguished Writers-in-Residence**

Davis, Safran Foer

**Distinguished Fiction Writers-in-Residence**

Englander, Oates

**Distinguished Poets-in-Residence**

Ashbery, Carson, Simic

**Warren Adler Visiting Writer**

Sayrafiezadeh

**Affiliated Faculty**


**PROGRAM**

**Minor**

The minor in creative writing offers undergraduates the opportunity to sharpen their skills while exploring the full range of literary genres, including poetry, fiction, and creative nonfiction. All students must complete 16 points of coursework in creative writing in order to fulfill the requirements of the minor.

The introductory workshop Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815, 4 points) or the study away course Creative Writing (CRWRI-UA 9815, 4 points) is generally the required foundational course, to be followed by 12 additional points from the program’s CRWRI-UA course offerings.

However, students who begin their minor by taking one of the program’s 8-point summer intensives—Writers in New York (CRWRI-UA 818, 819, or 835), Writers in Paris (CRWRI-UA 9818 or 9819), or Writers in Florence (CRWRI-UA 9828 or 9829)—are not required to take the introductory workshop (CRWRI-UA 815, CRWRI-UA 9815, or equivalent). Following completion of one of these 8-point intensives, students may take
advanced coursework in the same genre as their summer intensive and/or move directly into an intermediate workshop in an alternative genre.

The creative writing minor must be completed with a minimum grade point average of 2.0 (C). No credit toward the minor is granted for grades of C-minus or lower, although such grades will be computed into the grade point average of the minor, as well as into the overall grade point average. No course to be counted toward the minor may be taken on a pass/fail basis.

The introductory workshop and summer intensives may be taken only once for credit. All other workshops may be taken up to three times for credit.

To declare the minor: Students in the College of Arts and Science may declare a creative writing minor by completing the minor declaration form on the program's website. Students in other NYU schools may declare their minors on Albert or as directed by their home schools. The program recommends that all creative writing minors contact the undergraduate programs manager in the semester prior to graduation to verify that their minor declaration is on record and that they have fulfilled (or have enrolled in) all of the appropriate courses for the minor.

Course substitution policy: Students may petition to apply a maximum of one outside course toward the minor, either as the introductory prerequisite (equivalent to CRWRI-UA 815) or as an elective. An outside course is any creative writing course without a CRWRI-UA rubric. To petition to substitute an outside course, students must complete the course substitution petition form (available on the program's website) and provide the course syllabus. The undergraduate programs manager will review the submitted syllabus to verify course level and determine substitution eligibility. Students should petition for course substitution prior to registration.

If the program approves a non-NYU course for substitution, it can be counted toward the minor if 1. The Office of the Associate Dean for Students in CAS has also approved the course credit for transfer, and 2. the student receives a grade of C or better.

Fulfilling minor requirements while studying away: Students wishing to begin the creative writing minor while studying away at an NYU site should register for Creative Writing (CRWRI-UA 9815) or, if studying away in the summer, for one of the 8-point intensives offered in Paris and Florence (CRWRI-UA 9818, 9819, 9828, or 9829). These courses are not considered outside courses and will automatically be counted toward the creative writing minor. All other creative writing courses taken away require a petition for substitution and are subject to approval by the program.

The minor in creative writing offers an introductory course in poetry and fiction, as well as upper-level courses that focus on specific elements of formal and experimental poetry, fiction, and creative nonfiction. In addition to the on-campus creative writing courses offered throughout the year, special January term and summer programs offer students a chance to study intensively and generate new writing in Florence, New York, and Paris.

Creative Writing: Introduction to Fiction and Poetry
CRWRI-UA 815  Identical to CRWRI-UA 9815. Workshop. Offered fall, winter, spring, and summer. 4 points.
An exciting introduction to the basic elements of poetry and fiction, with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. Structured as a workshop: students receive feedback from their instructor and their fellow writers in a roundtable setting and should be prepared to offer their classmates responses to their work.

Intermediate Workshops in Fiction, Poetry, and Creative Nonfiction
CRWRI-UA 816 (Intermediate Fiction Workshop), CRWRI-UA 817 (Intermediate Poetry Workshop), CRWRI-UA 825 (Intermediate Creative Nonfiction Workshop)

Prerequisite for Fiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835)
or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Fiction (CRWRI-UA 860), or equivalent. Workshop. Offered fall, winter, spring, and summer. 4 points.

**Prerequisite for Poetry:** Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Poetry (CRWRI-UA 870), or Live From NYU: American Poetry Now (FRSEM-UA 388), or equivalent. Workshop. Offered fall, spring, and summer. 4 points.

**Prerequisite for Creative Nonfiction:** Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring. 4 points.

Provide students with the opportunity to hone their individual voices and experiment with different aesthetic strategies in genre-specific workshops taught by eminent writers in the field. Focus on revision techniques, the development of sustainable writing processes, and the broadening of students' knowledge of classical and contemporary masters. Each workshop has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.

**Master Classes in Fiction, Poetry, and Creative Nonfiction**

CRWRI-UA 860 (Master Class in Fiction), CRWRI-UA 870 (Master Class in Poetry), CRWRI-UA 880 (Master Class in Creative Nonfiction)

**Prerequisite for Fiction:** Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Intermediate Fiction Workshop (CRWRI-UA 816), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Impossible Writing (FRSEM-UA TBA), or equivalent. Recommended prerequisite: Advanced Fiction (CRWRI-UA 820). Workshop. Application required. Offered fall and spring. 4 points.

**Prerequisite for Poetry:** Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Poetry (CRWRI-UA 870), or equivalent. Workshop. Offered fall and spring. 4 points.

**Prerequisite for Creative Nonfiction:** Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring. 4 points.

Provide budding poets and fiction writers an opportunity to continue their pursuit of writing at the intermediate level. Integrate in-depth craft discussions and extensive outside reading to deepen students' understanding of their chosen genre and broaden their knowledge of the evolution of literary forms and techniques.

**Advanced Workshops in Fiction, Poetry, and Creative Nonfiction**

CRWRI-UA 820 (Advanced Fiction Workshop), CRWRI-UA 830 (Advanced Poetry Workshop), CRWRI-UA 850 (Advanced Creative Nonfiction Workshop)

**Prerequisite for Fiction:** Intermediate Fiction Workshop (CRWRI-UA 816), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Florence: Fiction (CRWRI-UA 9828), or Master Class in Fiction (CRWRI-UA 850), or equivalent. Workshop. Offered fall and spring. 4 points.

**Prerequisite for Poetry:** Intermediate Poetry Workshop (CRWRI-UA 817), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Poetry (CRWRI-UA 9829), or Master Class in Poetry (CRWRI-UA 870), or equivalent. Workshop. Offered fall and spring. 4 points.

**Prerequisite for Creative Nonfiction:** Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Master Class in Creative Nonfiction (CRWRI-UA 880), or equivalent. Workshop. Offered fall and spring. 4 points.

Provide students with the opportunity to hone their individual voices and experiment with different aesthetic strategies in genre-specific workshops taught by eminent writers in the field. Focus on revision techniques, the development of sustainable writing processes, and the broadening of students' knowledge of classical and contemporary masters. Each workshop has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.
PROGRAM IN CREATIVE WRITING

Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Advanced Poetry Workshop (CRWRI-UA 830), or Live From NYU: American Poetry Now (FRSEM-UA 388), or equivalent. Recommended prerequisite: Advanced Poetry (CRWRI-UA 830). Workshop. Application required. Offered fall and spring. 4 points.

Prerequisite for Creative Nonfiction: Creative Writing: Introduction to Fiction and Poetry (CRWRI-UA 815), or Creative Writing (CRWRI-UA 9815), or Writers in New York: Fiction (CRWRI-UA 818), or Writers in New York: Poetry (CRWRI-UA 819), or Writers in New York: Creative Nonfiction (CRWRI-UA 835), or Writers in Paris: Fiction (CRWRI-UA 9818), or Writers in Paris: Poetry (CRWRI-UA 9819), or Writers in Florence: Fiction (CRWRI-UA 9828), or Writers in Florence: Poetry (CRWRI-UA 9829), or Intermediate Creative Nonfiction Workshop (CRWRI-UA 825), or Advanced Creative Nonfiction Workshop (CRWRI-UA 850), or equivalent. Recommended prerequisite: Advanced Creative Nonfiction (CRWRI-UA 850). Workshop. Application required. Offered fall and spring. 4 points.

Taught by acclaimed poets and prose writers to select NYU undergraduates. Manuscript submission is required for admission. Each is limited to 12 students and provides intensive mentoring and guidance for serious and talented undergraduate writers. Each master class has a distinct emphasis and area of exploration; course descriptions are available online prior to registration.

Writers in New York: Fiction, Poetry, or Creative Nonfiction
CRWRI-UA 818 (Writers in New York: Fiction), CRWRI-UA 819 (Writers in New York: Poetry), CRWRI-UA 835 (Writers in New York: Creative Nonfiction) Workshop. Application required. Offered in the summer. 8 points each course.

Offer poets and fiction writers an opportunity to develop their craft while living the writer’s life in Greenwich Village. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings and special seminars led by Paris-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Paris: Fiction or Poetry

Offer poets and fiction writers an opportunity to experience the writer’s life in Paris. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings and special seminars led by Paris-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Florence: Fiction or Poetry
CRWRI-UA 9828 (Writers in Florence: Fiction), CRWRI-UA 9829 (Writers in Florence: Poetry) Workshop. Application required. Offered in the summer. 8 points each course.

A literary retreat in Florence for poets and fiction writers. Students participate in daily workshops and craft classes, are mentored by acclaimed writers, and attend readings and special seminars on all aspects of the writer’s life. Assignments are designed to encourage serious literary study, as well as immersion in the local landscape, and students are expected to work intensively to generate new writing.

Creative Writing Internship
CRWRI-UA 980 Prerequisites: a declared minor in creative writing, two CRWRI-UA courses or the equivalent, and approval of the program. An internship may not be used to fulfill the minimum requirements of the minor. For full policies, registration procedures, and the application form, please visit the program’s website. Offered fall, spring, and summer. 2 points.

Requires 8 to 12 hours of work per week. Must be with an external (non-NYU) organization related to creative writing (e.g., a literary agency, magazine, publisher, or outreach program) and should involve some substantive aspect of writerly work. Requires a final five- to seven-page report, and an evaluation is solicited from the intern’s supervisor. Grading is pass/fail. Students are responsible for finding the internship and receiving program approval before the end of the Albert add/drop period each term.
MAJOR/MINOR IN

Dramatic Literature

Drama, a universal and essential art form, provides a fitting focus of study in a liberal arts education. The special opportunities provided by New York as a world theatre center make the study of dramatic literature at NYU vital and intimately connected to other arts and disciplines. This program, which is administered by the Department of English, brings together courses from the entire University in dramatic literature, theatre production, and playwriting. To all undergraduates, it offers survey courses in the theory and history of drama, as well as electives in more specific subjects. To the major, the program offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York theatre scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

An honors program is available for qualified students, and course credit is offered for internships that allow them to apply their knowledge of dramatic literature and the theatre in a professional setting.

FACULTY

Professor
Chaudhuri

Affiliated Faculty
Amkpa (Tisch), Archer, Chioles, Guillory, Halpern, Lampolski, Lane, Meineck, Reiss, Taylor (Steinhardt), Ziter (Tisch)

Assistant Professors
Blake, Jarcho

PROGRAM

Major

A minimum of ten 4-point courses (40 points) offered by the department, which must include:

- History of Drama and Theatre I (DRLIT-UA 110)
- History of Drama and Theatre II (DRLIT-UA 111)
- One course in dramatic literature before 1900

Of the remaining seven courses, no more than five may be drawn from the areas of cinema and practical theatre combined.

Minor

Any four 4-point courses (16 points) offered by the department. Only two of the four may be in the areas of cinema and practical theatre combined.

Restrictions on Credit Toward the Major and the Minor

Courses used to satisfy requirements for either the major or minor in dramatic literature may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward the minimum requirements for the major or minor. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Please note C is the lowest grade that may be counted toward the major.

Information and Advisement

Students should consult the department’s undergraduate website during pre-registration each term for a list of courses that satisfy the requirements outlined above and for more detailed descriptions of the particular courses offered in a given term. The director of undergraduate studies is available throughout the term, as well as during...
registration periods, to discuss students’ educational and professional goals in general and the dramatic literature program in particular.

**Honors Program**
The department offers an honors program for majors in their junior and senior years who have at least a 3.65 GPA both overall and in the major. The two core courses History of Drama and Theatre I and II (DRLIT-UA 110, 111) must be completed when students apply. The program consists of two courses, a Junior Honors Seminar (DRLIT-UA 905) and a Senior Honors Thesis (DRLIT-UA 925). The honors thesis counts as an 11th course in the major. Dramatic literature majors in honors may also satisfy the seminar requirement by taking, with the instructor’s permission, the Honors Seminar in the undergraduate Department of Drama at Tisch School of the Arts. Majors interested in honors should apply to the director of undergraduate studies.

**Student Organizations**

**The English and Dramatic Literature Organization (EDLO)**
Students organize and manage their own informal discussions, as well as lectures, readings, and parties. All students interested in literature and drama, including nonmajors, are welcome to participate.

**The Minetta Review**
Students are invited to submit creative work in all literary genres and apply for membership on the staff of this literary magazine.

---

**COURSES**

Note: Majors and minors must register under the DRLIT-UA number for the courses listed below and not under cross-listed course numbers. Fulfillment of the College’s expository writing requirement is a prerequisite to all dramatic literature courses.

**Survey Course in Dramatic Literature**

**Introduction to Drama and Theatre**  
DRLIT-UA 101  Offered periodically. 4 points.  
A general introduction to the study of dramatic literature and the place of theatre in our cultural life, both past and present. Topics include the emergence of new dramatic genres and forms, the relation between “high culture” and popular performance, the changing nature and activity of play-going, theories of character and action, the aesthetics of theatre production, the politics of representation, the idea of human and inhuman in performance, the globalization of theatre, and the urbanization of the performing arts, especially in New York. Eight to ten representative plays are read and discussed alongside various writing about the theatre.

**Core Sequence for Majors**

**History of Drama and Theatre I, II**  
DRLIT-UA 110, 111  Core sequence, restricted to dramatic literature majors; non-majors should take Introduction to Drama and Theatre (DRLIT-UA 101). 4 points per term.

Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Indian, Japanese, and Chinese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins in the late seventeenth century and draws from 18th-century comedy and classical German theatre, nineteenth-century works from Germany, Russia, and the U.S., turn-of-the-century realisms, and divergent currents of modernism.

**Advanced Electives in Dramatic Literature**

**Acting Medieval Literature**  
DRLIT-UA 35  identical to MEDI-UA 868. 4 points.  
Approaches medieval literature as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Strongly performance-oriented: students draw on their dramatic and musical skills and interests to stage a medieval play, perform a substantial piece of narrative poetry, sing or play a body of medieval songs, or a similar endeavor.
Naturalism
DRLIT-UA 113  Identical to THEA-UT 705. 4 points.
A study of the origins and development of the most influential dramatic movements of the 20th century. Specific topics vary by term and instructor.

Modern Drama: Confronting the Audience
DRLIT-UA 114  Identical to THEA-UT 602. 4 points.
Questions what is at stake, politically, aesthetically, and philosophically, in the way works of theatre address (or seem not to address) their audience. Readings include plays by Henrik Ibsen, Georg Kaiser, Wyndham Lewis, Gertrude Stein, Bertolt Brecht, Samuel Beckett, Peter Handke, and Suzan-Lori Parks, as well as theoretical work by Stein and Brecht, Antonin Artaud, Walter Benjamin, Michael Fried, Bert O. States, Erika Fischer-Lichte, and Jacques Rancière.

Theory of Drama
DRLIT-UA 130  Identical to ENGL-UA 130. 4 points.
Explores the relationship between two kinds of theories: theories of meaning and theories of practice. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Reading of foundational texts and representative plays.

Gay and Lesbian Theatre
DRLIT-UA 137  Identical to THEA-UT 624. 4 points.
A survey from The Boys in the Band to Angels in America. Focuses on plays and playwrights that have had a significant impact in the representation of homosexual life onstage. Examines the historical, political, and cultural developments from which gay theatre emerged, and the communities that emerged in the process of creating gay theatre.

Popular Performance
DRLIT-UA 138  Identical to THEA-UT 621. 4 points.
A reevaluation of a wide variety of European and American forms that, beginning in the 16th century, were separated from "high culture" theatre. These include fairground performance, commedia dell'arte, mummers' plays, circus, pantomime, minstrel shows, vaudeville, and carnival, puppet, and mask theatre.

Exploration of what popular performance does differently than "high culture" theatre, how it does so, and to whom it addresses itself. Studies characteristic forms and techniques of popular performance, the connection between Western and non-Western forms, and the central role of popular performance in 20th-century theatre.

Topics in Italian Culture: Futurism in Italy
DRLIT-UA 174  Identical to ITAL-UA 173. 4 points. Arguably the first avant-garde movement of the 20th century, futurism saw itself as a violent explosion that would drastically redefine not only the artistic landscape but reality as a whole. The futurists produced a theoretical program to overhaul literature, painting, theatre, architecture, music, politics, and even cooking. The approach of the movement's 100th birthday is an opportunity to assess its relevance for our understanding of modernity.

Tragedy
DRLIT-UA 200  Identical to ENGL-UA 720, COLIT-UA 110. 4 points.
Historical and critical study of the idea and practice of tragedy from Greek times to the present.

Greek Drama: Aeschylus, Sophocles, Euripides
DRLIT-UA 210  Identical to CLASS-UA 143. 4 points.
Of the many gifts of the ancient Greeks to Western culture, one of the most celebrated and influential is the art of drama. Covers—in the best available translations—the masterpieces of Aeschylus, Sophocles, and Euripides, including the place of the plays in the history of the drama and the continuing influence they have had on serious playwrights, including those of the 20th century.

Comedies of Greece and Rome
DRLIT-UA 211  Identical to CLASS-UA 144. 4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century Athens through the Attic New Comedy and Roman comedy. Authors include Aristophanes (11 comedies are studied, and one is staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays were only recently discovered; and Plautus and Terence, whose works profoundly influenced comedy in Western Europe.
Shakespeare I, II
DRLIT-UA 225, 226 Identical to ENGL-UA 410, 411. Either term may be taken alone for credit.
4 points per term.
Introduction to the reading of Shakespeare. Examines about 10 plays each term, generally in chronological order. First term: the early comedies, tragedies, and histories up to *Hamlet*. Second term: the later tragedies, the problem plays, and the romances, concluding with *The Tempest*.

Colloquium: Shakespeare
DRLIT-UA 230 Identical to ENGL-UA 415. Assumes some familiarity with Shakespeare’s works. Beginning students should take DRLIT-UA 225, 226. 4 points.
Explores the richness and variety of Shakespearean drama through an emphasis on the mastery of selected major plays. Six to eight plays are read intensively and examined thoroughly in discussion.

Restoration and 18th-Century English Drama
DRLIT-UA 235 4 points.
A study of the drama written for the London stage from the restoration of the Stuart monarchy in 1660 through to the Stage Licensing Act in 1737. After twenty years of prohibition following the English Civil War, the theatre that developed in this period was both an open forum for new ideas and subversive critique of the dominant culture and a bastion of aristocratic privilege and state hegemony. Examination of urban comedies and classical tragedies, closet dramas and box-office successes, propaganda pieces and broad satires, puritan reform and libertine excess. Playwrights include Dryden, Davenant, Cavendish, Etheredge, Wycherley, Rochester, Milbon, Centlivre, Shadwell, Otway, and Farquhar.

Feminism and Theatre
DRLIT-UA 240 Identical to THEA-UT 623. 4 points.
A study of plays by female playwrights and feminist theatre from the perspective of contemporary feminist theory. Considerations include strategies for asserting new images of women on stage, the dramatic devices employed by female playwrights, lesbian aesthetics, race, class, and the rejection of realism. Readings from such authors as Maria Irene Fornes, Caryl Churchill, Sarah Daniels, Wendy Wasserstein, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Apha Behn, Alice Childress, Tina Howe, Holly Hughes, Karen Finley, Darragh Cloud, and Suzan-Lori Parks.

Modern British Drama
DRLIT-UA 245 Identical to ENGL-UA 614. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Edgar, Brenton, Gems, Churchill, and Daniels.

Modern American Drama
DRLIT-UA 250 Identical to ENGL-UA 650, SCA-UA 842. 4 points.
Study of the drama and theatre of America since 1900, including Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

Theatrical Genres
DRLIT-UA 251 Identical to THEA-UT 632. 4 points.
Content varies by semester. Explores one or more distinctive theatrical genres, such as tragedy, comedy, melodrama, satire, or farce, or plays of distinctive theatrical types, such as theatre of the absurd, the documentary play, or theatre of witness. Considers the role and function of the theatre within societies, as a response to historical, psychological, and spiritual forces.

Major Playwrights
DRLIT-UA 254 Identical to ENGL-UA 652, THEA-UT 618. 4 points.
Content varies by semester. Focuses on two or three related playwrights, for example, Brecht and Shaw, Chekhov and Williams, Churchill and Bond, Beckett and Pinter, Strindberg and O’Neill. In-depth study of their writings, their theories, and the production histories of their plays in relation to biographical, cultural, political, and aesthetic contexts.

African American Drama
DRLIT-UA 255 Identical to ENGL-UA 255, THEA-UT 605. 4 points.
The study of African American dramatic traditions from early minstrelsy to turn-of-the-century musical extravaganzas; from Harlem Renaissance folk plays to realistic drama of the 1950s; from the militant protest drama of the 1960s to the historical and
experimental works of the present. Issues of race, gender, and class; of oppression and empowerment; and of marginality and assimilation are explored in the works of such playwrights as Langston Hughes, Alice Childress, Lorraine Hansberry, Amiri Baraka, Adrienne Kennedy, Charles Fuller, George C. Wolfe, Ntozake Shange, August Wilson, Suzan-Lori Parks, and Anna Deavere Smith. The sociohistorical context of each author is also briefly explored.

Asian American Theatre
DRLIT-UA 256  Identical to THEA-UT 606.  
4 points.
An introduction to the genre of Asian American theatre and an interrogation of how this genre has been constituted. Through a combination of play analysis and historical discussion, considers how Asian American drama and performance intersect with a burgeoning Asian American consciousness. Reviews the construction of Asian American history through such plays as Genny Lim’s *Paper Angels* and Chay Yew’s *A Language of Their Own*. Reading of theoretical and historical texts. Orientalism, media representation, and theories of genealogy inform the discussion.

Political Theatre
DRLIT-UA 258  Identical to THEA-UT 622.  
4 points.
Major forms, plays, and theories of socially engaged theatre exemplifying performance as a site of resistance, social critique, and utopianism. Content may vary by semester, from an examination of activist forms including agit-prop, pageantry, epic theatre, documentary, street theatre, and women’s performance art, to major theoretical perspectives and their practical translations since Brecht, including Boal and feminist and queer theory, to plays and productions by the Blue Blouse, Clifford Odets, Bertolt Brecht, the Living Theatre, Bread and Puppet, El Teatro Campesino, Heiner Mueller, Caryl Churchill, Athol Fugard, Ngugi wa Thiong’o, Split Britches, Tony Kushner, Emily Mann, and others.

17th-Century English Theatre
DRLIT-UA 290  4 points.
Explores plays written by Shakespeare’s collaborators, rivals, and followers. These are plays about world-conquering heroes, murderous conspirators, riotous good-fellows, and star-crossed lovers; they are also about the fast-changing culture of Jacobean and Carolinian England, dealing with new patterns of urban life, emergent notions of republican politics and personal liberty, the discovery of new worlds and new sciences, and the increasing pressures of European war, revolution, and civil war. Plays by Beaumont, Brome, Dekker, Fletcher, Ford, Jonson, Marlowe, Massinger, Middleton, Milton, Shirley, and Webber.

Theatre of Latin America
DRLIT-UA 293  Identical to THEA-UT 748.  
4 points.
The historical reinvention of European-based theatrical forms in the Americas through their continuous interaction with non-European cultural forms in the 20th century. Themes include: the significance of modernist and postmodernist dramatic forms in cultures where industrial modernity is an insecure social context; oppositional theatre in relation to the historical use (or abuse) of theatrical spectacle as a political means to control peoples; “magical realism” as a social poetics of scarcity; and postcolonial theories of culture and art (hybridity, transculturation, and the “aesthetics of hunger”). Readings from leading dramatists: Jorge Diaz, Egon Wolff, and Sergio Vodanovic (Chile); Jose Triana (Cuba); Rene Marquez and Luis Rafael Sanchez (Puerto Rico); Isaac Chocron (Venezuela); Emilio Carballido, Luisa Josefina Hernandez, Sabina Berman, and Elena Garro (Mexico); and Osvaldo Dragun, Eduardo Pavlovsky, Roberto Cossa, and Griselda Gambaro (Argentina).

Theatre in Asia
DRLIT-UA 294  Identical to THEA-UT 744.  
4 points.
Content varies by semester. The influence of major aesthetic texts, such as the *Natyasastra* and the *Kadensho*, in relation to specific forms of theatre. The dramatization of religious beliefs, myths, and legends when examined in a contemporary context. Other topics may include Middle Eastern performance, Japanese theatre, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

The Avant-Garde
DRLIT-UA 295  Identical to THEA-UT 731.  
4 points.
The origins, characteristics, and practical application of techniques of nonliterary/multimedia theatre, performance, and dance theatre. Considers theatrical forms that have been influenced by the theories of Artaud and the European avant-garde, as well as John Cage and visual aesthetics related to American
acting, painting, collage, and environmental and conceptual art. Study of dadaist, surrealist, and futurist plays; multimedia happenings of Karpov, Oldenberg, and Whitman; conceptual self-works and solos of performers such as Vito Acconci, Karen Finley, Spalding Gray, and Diamanda Galas; and the work of avant-gardists such as Richard Foreman, Robert Wilson, Meredith Monk, Ping Chong, Mabou Mines, LeCompte’s Wooster Group, and Pina Bausch.

**Drama in Performance in New York**
DRLIT-UA 300  Identical to ENGL-UA 132.
4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

**Topics in Performance Studies**
DRLIT-UA 301  Identical to THEA-UT 650.
4 points.
Content varies by semester. Uses key theoretical concepts from the field of performance studies to examine a diverse range of performance practices. Topics include ritual studies, interculturalism, tourist performances, discourses of stardom, theatre anthropology, and documentary performances.

**Interartistic Genres**
DRLIT-UA 508  Identical to THEA-UT 634.
4 points.
Content varies by semester. Explores the history and semiotics of one of several hybrid genres, such as opera, dance, drama, film adaptations of plays, or multimedia works.

**Contemporary European Theatre**
DRLIT-UA 609 4 points.
The European theatre scene of the last two decades has witnessed the emergence of a new wave of dramatists who share a dark, desperate, depressive, yet humorous Weltanschauung and style. Works by Sarah Kane, Mark Ravenhill, David Harrower, Roland Schimmelpfennig, Kofi Kwhahule, Yasmina Reza, Juan Mayorga, Biljana Srbljanovi, Gianina Carbunariu, Hristo Boytchev, Matei Visniec, Goran Stefanovski, Vassily Sigarev, and their forerunners Beckett, Ionesco, Orton, Churchill, Koltes, Havel, Mrozek, et al.

**Irish Dramatists**
DRLIT-UA 700  Identical to THEA-UT 603, IRISH-UA 700. 4 points.
The rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Works by John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Anne Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

**Electives in Practical Theatre**

**Stagecraft**
DRLIT-UA 635, 636  Identical to MPAET-UE 9, 10. Either term may be taken alone for credit. 4 points per term.
Comprehensive, practical survey of the various technical aspects of theatrical production. First term explores the planning, construction, and painting of scenery and the architecture of the stage. Second term deals with stage electrics, lighting, crafts, sound technology, and special effects.

**Acting I**
DRLIT-UA 637, 638  Identical to MPAET-UE 27, 28. Either term may be taken alone for credit. 4 points per term.
Class hours are spent in the practice of improvisation, pantomime, and theatre games, as well as brief scenes. Additional hours for rehearsal and performance of scenes.

**Acting II**
DRLIT-UA 639, 640  Identical to MPAET-UE 37, 38. Either term may be taken alone for credit. 4 points per term.
Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as in staff-directed or supervised full-length productions.

**Stage Lighting**
DRLIT-UA 641  Identical to MPAET-UE 1143. 4 points.
Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.
MAJOR/MINOR IN DRAMATIC LITERATURE

Costume Design
DRLIT-UA 642  Identical to MPAET-UE 1175.  
4 points.
Costume design for the modern stage; the history of fashion.

Directing
DRLIT-UA 643, 644  Identical to MPAET-UE 1081, 1082.  Prerequisites: satisfactory work in Acting II (DRLIT-UA 639 or 640) or equivalent, and permission of the adviser. DRLIT-UA 643 is a prerequisite for DRLIT-UA 644. 4 points per term.
Elements of play scripts are analyzed and dramatized. Students may cast and rehearse brief scenes performed on Friday afternoons.

Design for the Stage
DRLIT-UA 645  Identical to MPAET-UE 1017.  
4 points.
Design for today's stage in period and modern styles. Methods of originating and presenting a design conception. Practice in scene sketching.

Styles of Acting and Directing
DRLIT-UA 646, 647  Identical to MPAET-UE 1099, 1100. 4 points per term.
Scenes from period plays (Greek, Roman, Elizabethan, neoclassical French, Restoration, and 18th- and 19th-century European) are studied and performed. A course in performance styles and techniques for those interested in acting, directing, design, theatre history, and criticism, as well as for teachers of acting and directing.

Fundamentals of Acting I
DRLIT-UA 649  Identical to THEA-UT 850.  
4 points.
An introduction to the central tools and skills that make up the actor's art and craft. Through theatre games, structured improvisation, and beginning scene work, students exercise their imaginations, learn how to work as an ensemble, and develop a sense of their bodies as expressive instruments. All techniques covered have been developed by the most celebrated 20th-century theorists, such as Stanislavski, Grotowski, and Bogart, and are the same theories that underlie the training of the Tisch undergraduate acting conservatory. No prior experience necessary.

Fundamentals of Acting II
DRLIT-UA 650  Identical to THEA-UT 851.  
Prerequisites: Acting I and II (DRLIT-UA 637 or 638 and DRLIT-UA 639 or 640), or Fundamentals of Acting I (DRLIT-UA 649), or permission of the instructor. 4 points.
A continuation of Fundamentals of Acting I, focusing on more advanced scene work. Students prepare a series of scenes, and a variety of advanced topics are covered, including text analysis, spontaneity, and character development.

Advanced Workshop in Playwriting
DRLIT-UA 840  4 points.
Principles and practice of writing for the theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

Electives in Cinema

Topics in World Cinema
DRLIT-UA 303  4 points.
Content varies by semester. Topics include Japanese, Chinese, and various East Asian cultures and their interactions with Western culture through the medium of cinema.

Film as Literature
DRLIT-UA 501  Identical to ENGL-UA 170.  
4 points.
Content varies by semester. Introduces the specific choices that a director must make to transform the printed word into a visual and auditory experience. Point of view becomes a challenge of camera shots; a described room becomes a matter of lighting, color, and sound; and the sense of time becomes a product of editing, rhythm, music, and splicing. Works may include Euripides' Medea (Pasolini), Nabokov's Lolita (Kubrick), Tennessee William's A Streetcar Named Desire (Kazan), Paul Schrader's Taxi Driver (Scorsese), Virginia Woolf's Orlando (Potter), and Thomas Hardy's Tess (Polanski).

Italian Films, Italian Histories I
DRLIT-UA 503  Identical to ITAL-UA 174. 4 points.
Studies representations of Italian history, from ancient Rome through the Risorgimento, through the medium of film. Examines the use of filmic history as a means of forging national identity.

Cinema and Literature
DRLIT-UA 504  Identical to FREN-UA 883.  
4 points.
Considers various modes and genres, such as expressionism, social realism, and the projection of
the hero. One film is viewed per week and analyzed through reading assignments that include novels, plays, and poems. Emphasis on the potentiality of different media and discovering the many facets of Europe and European experience on which these media so often focus.

**Italian Cinema and Literature**
DRLIT-UA 505  *Identical to ITAL-UA 282*. 4 points.
Studies the relationship between Italian literature and post-World War II cinema. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, De Sica, and Rosi.

**Italian Films, Italian Histories II**
DRLIT-UA 506  *Identical to ITAL-UA 175*. 4 points.
Studies representations of Italian history, from the unification of Italy to the present, through the medium of film. Fascism, the resistance, 1968, and other events. Considers how film functions with respect to canonical national narratives and dominant systems of power.

**Film Aesthetics**
DRLIT-UA 517  *Identical to CINE-UT 120, CINE-UT 316*. 4 points.
A historical and critical survey of a particular film aesthetic and its impact on film language, production, and culture. Topics include cinematography, camera movement, sound, color, studio art design, and editing.

**Film Theory**
DRLIT-UA 531  *Identical to FMTV-UT 11*. 4 points.
Examines the main schools of film theory and focuses on the question, “What is cinema?” Overview of the basic theories developed by filmmakers (e.g., Eisenstein, Pudovkin) and theorists (e.g., Arnheim, Bazin, Metz). How the theoretical concerns of cinema studies relate to the practice of filmmaking and film criticism.

**Special Courses**

**Senior Honors Thesis**
DRLIT-UA 925  *Prerequisite: a 3.65 GPA (both overall and in the major) and permission of the director of undergraduate studies*. 4 points.

**Senior Honors Colloquium**
DRLIT-UA 926  *Prerequisite: a 3.65 GPA (both overall and in the major) and permission of the director of undergraduate studies*. 4 points.

**Topics in Dramatic Literature**
DRLIT-UA 971  4 points.
Content varies by semester.

**Internship**
DRLIT-UA 980, 981  *Prerequisite: permission of the director of undergraduate studies*. Open to qualified upper-class dramatic literature majors or minors, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term.
Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern’s duties on-site should involve some substantive aspect of work in drama. The student is expected to fulfill the obligation of the internship itself, and a written evaluation is solicited from the outside sponsor at the end. The grade for the course is based on a final project submitted to a faculty director with whom the student meets regularly over the semester to discuss the progress of the internship.

**Independent Study**
DRLIT-UA 997, 998  *Prerequisite: permission of the director of undergraduate studies*. May not duplicate the content of a regularly offered course. Intended for qualified upper-class majors or minors in this department, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term.
Requires a paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate his or her material, drawing conclusions that are discussed in a sound and well-written argument. In the 2-point course, the student is held to the same high standard as the student who is working for 4 points, but the investigation and the paper are of proportionate length.
The Department of East Asian Studies offers students a comprehensive undergraduate program focusing on China, Japan, and Korea. The program combines the teaching of languages with the disciplinary study of diverse forms of cultural production and social practices. The curriculum emphasizes multi-and cross-disciplinary approaches to the study of documents, practices, and texts, and their regional and global interworkings. The department offers four-year language sequences in Chinese, Japanese, and Korean designed to facilitate the rapid acquisition of literacy in the target language. Students are encouraged to integrate their acquired language skills with the in-depth study of particular aspects of East Asian civilization through upper-level seminars, independent study, and, for qualified undergraduates, an honors research program. Students graduating from the Department of East Asian Studies go on to pursue a wide variety of professional careers related to the region, or continue their education at the graduate level in related fields.

**FACULTY**

<table>
<thead>
<tr>
<th>Professor Emeritus</th>
<th>Visiting Assistant Professors</th>
<th>Assistant Research Scholar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harootunian</td>
<td>E. Huang, W. Yi</td>
<td>J. Wang</td>
</tr>
<tr>
<td>Professors</td>
<td>Clinical Associate Professor</td>
<td>Affiliated Faculty</td>
</tr>
<tr>
<td>Roberts, X. Zhang (Comparative Literature)</td>
<td>Lee</td>
<td>Cornyetz (Gallatin), Solt (History), Waley-Cohen (History), M. Young (History), Z. Zhang (Cinema Studies), Zito (Anthropology, Religious Studies)</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>Senior Language Lecturers</td>
<td></td>
</tr>
<tr>
<td>Karl (History), Looser</td>
<td>Hanawa, Jiao, Liao, Matsushima, Na, Nonaka, Park, Q. Shao</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Language Lecturers</td>
<td></td>
</tr>
<tr>
<td>Harkness</td>
<td>Chen, Gao, Hasegawa, Hou, Kuo, Kurokawa, J. Li, X. Li, W. Shao, R. Wei, J. Xu</td>
<td></td>
</tr>
</tbody>
</table>

**PROGRAM**

**Major**

The major in the Department of East Asian Studies (EAS) consists of nine 4-point courses (36 points). Qualified students may choose from two areas of concentration:

**Language and Civilization Major:** Students must complete two courses (8 points) in a language (Chinese, Korean, or Japanese) at the advanced level or above. Elementary and intermediate courses do not count toward the major point total. No compromise on language levels is permitted.

In addition to the fulfillment of the language component, students must take seven civilization courses (28 points) from among Department of East Asian Studies offerings.

- One of these seven courses must be one of the following College Core Curriculum Cultures and Contexts offerings. No other Cultures and Contexts courses are considered as fulfilling this requirement, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the courses listed below.
  - Cultures and Contexts: The Chinese and Japanese Traditions (CORE-UA 506)
  - Cultures and Contexts: Japan—A Cultural History (CORE-UA 507)
  - Cultures and Contexts: China (CORE-UA 512)
  - Cultures and Contexts: Korea (CORE-UA 543)
- Students must have at least one course in each of the three areas: China, Japan, and Korea.
- At least 16 of the 28 civilization points must be taken at the NYU New York campus.

**Civilization Major:** Students must complete nine East Asian Studies civilization courses. In this version, no language course points count toward the major.
One of these nine courses must be one of the following College Core Curriculum Cultures and Contexts offerings. No other Cultures and Contexts courses are considered as fulfilling this requirement, including Eastern Civilization or equivalent in Liberal Studies. Transfer students from Liberal Studies must take one of the courses listed below.

- Cultures and Contexts: The Chinese and Japanese Traditions (CORE-UA 506)
- Cultures and Contexts: Japan—A Cultural History (CORE-UA 507)
- Cultures and Contexts: China (CORE-UA 512)
- Cultures and Contexts: Korea (CORE-UA 543)

Students must have at least one course in each of the three areas: China, Japan, and Korea.

At least 24 of the 36 points must be taken at the NYU New York campus.

**Notes Applying to Both Major Concentrations:**

- Courses must have an East Asian studies course number (EAST-UA) to count toward the EAS major.
- An upper limit of 16 points can be transferred from outside NYU and applied to the major. This includes non-NYU study away credits, as well as credits from other universities in the United States. Transfer students from other universities should meet with the director of undergraduate studies (DUS) to discuss the number of points they can transfer from their previous institution toward the major.
- Cantonese, Vietnamese, and Tibetan languages may not be counted toward either major or minor requirements.
- NYU Shanghai civilization courses may count toward the major on a case-by-case basis. Students must contact the DUS to discuss the courses before or during the process of applying. The director gives final approval for major points after the course has been successfully completed and the student’s work is reviewed.
- Courses listed as “electives” on the EAS departmental website course listings do not count toward the major; CAS Freshman Seminars may count toward the major, although the specific seminar must be approved by the DUS.
- No double-counting of courses will be permitted. Courses to be counted toward the EAS major must be exclusive to the EAS major, whether or not they are cross-listed with another department.

**Minor**

The Department of East Asian Studies offers four distinct minors:

- **East Asian civilization minor:** four civilization courses (16 points) in the Department of East Asian Studies.
- **Chinese minor:** four Chinese language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.
- **Japanese minor:** four Japanese language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.
- **Korean minor:** four Korean language courses (16 points) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements. Typical plan of study: Intermediate I, Intermediate II, Advanced I, and Advanced II.

**Notes Applying to Minor Tracks:**

- Chinese, Japanese, and Korean minors: If Advanced II of the target language is reached prior to fulfilling the 16 points, fourth-year language courses (i.e., past Advanced II) must be taken to fulfill the remaining points.
- No more than two transfer courses (8 points) may be accepted toward any minor, subject to review by and approval of the director of undergraduate studies.
- NYU Shanghai civilization courses may count toward the East Asian civilization minor on a case-by-case basis. Students must contact the director of undergraduate studies (DUS) to discuss the courses before
or during the process of applying. The director gives final approval for minor points after the course has been successfully completed and the student’s work is reviewed.

- No double-counting of courses will be permitted. Courses to be counted toward the EAS minor must be exclusive to the EAS minor, whether or not they are cross-listed with another department.

Honors Program

Eligibility

Students must spend at least two full years in residence at the College of Arts and Science, completing at least 64 points of graded work in the College. Students must maintain a general GPA of 3.65 and a major average of 3.7.

Requirements

1. Substantial completion of the major requirements (24 to 28 points),
2. major GPA of 3.7 or better, and
3. the student must register in his or her senior year for two semesters of independent study, at 4 points per semester (a total of 8 points), under the supervision of a departmental faculty member (or affiliate). This total of 8 points is in addition to the 32 points of the major. The 8-point honors sequence must result in a substantively researched thesis, normally 30 to 50 typed pages. The faculty supervisor and the subject of the honors thesis are chosen by the student in consultation with the director of undergraduate studies, who must approve the topic/adviser in the first semester of the honors sequence.

COURSES

The courses listed below are intended to show the range of choices available; students are not limited to these courses in fulfilling the major or minor.

Language Courses

**Elementary Chinese I**

EAST-UA 201  Prerequisite: none. Offered every semester. 4 points.

Chinese language at first-year level. Designed to develop language skills in listening, speaking, reading, and writing as it relates to everyday life situations. 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 (100 to 150 characters long).

**Elementary Chinese II**

EAST-UA 202  Prerequisite: Elementary Chinese I (EAST-UA 201, 9201) or equivalent. Offered every semester. 4 points.

Continuation of Chinese language at first-year level. Objectives are: to continue mastering the Chinese phonetic system (pinyin and tones); to become further familiar with the construction of commonly used Chinese characters (both simplified and traditional); to understand and use correctly basic Chinese grammar and sentence structures; to continue building up essential vocabulary; to read and write level-appropriate passages (150 to 200 characters long).

**Intermediate Chinese I**

EAST-UA 203  Prerequisite: Elementary Chinese II (EAST-UA 202, 9202) or equivalent. Offered every semester. 4 points.

Chinese language at second-year level. Designed to consolidate and develop overall aural-oral proficiency. Objectives are: to obtain information from more extended conversation; to express and expound on, at greater length, feelings and opinions on common topics; to develop vocabulary needed to discuss common topics and begin learning to decipher meaning of compound words; to develop reading comprehension of more extended narrative and expository passages; to write at greater length (200 to 250 characters long) personal narratives, informational narratives, and comparison and discussion of viewpoints with level-appropriate vocabulary and grammatical accuracy, as well as basic syntactical cohesion.

**Intermediate Chinese II**

EAST-UA 204  Prerequisite: Intermediate Chinese I (EAST-UA 203, 9203) or equivalent. Offered every semester. 4 points.

Continuation of Chinese language at second-year level. Designed to continue consolidating and developing overall aural-oral proficiency, gradually...
focusing more on semi-formal or formal linguistic expressions. Objectives are: to further develop competence in obtaining information from more extended conversation; to express and expound on, at more extended length, feelings and opinions on socio-cultural topics; to develop more specialized vocabulary needed to discuss these topics; to improve ability to decipher meaning of compound words; to further develop reading comprehension of extended narrative, expository, and simple argumentative passages; to learn to solve syntactical problems independently; to write at greater length (250 to 300 characters long) informational narratives and expository and simple argumentative passages with level-appropriate vocabulary and grammatical accuracy, as well as with basic syntactical cohesion.

**Advanced Chinese I**  
EAST-UA 205  
**Prerequisite:** Intermediate Chinese II (EAST-UA 204, 9204) or equivalent. Offered every semester. 4 points.

Chinese language at third-year level. Designed to further consolidate and develop overall language proficiency through studying articles on socio-cultural topics relevant to today's China. Objectives are: to learn to apply formal linguistic expressions in speaking and writing; to acquire specialized vocabulary and patterns necessary for conducting formal discussions of socio-cultural topics; to develop reading comprehension of texts with more advanced syntax; to learn to make context-based guesses about the meanings of new words; to further enhance ability to analyze as well as produce sentences with more complex syntactical features; to further improve ability to write expository and argumentative passages at greater length; to improve ability to effectively employ basic rhetorical devices in writing.

**Readings in Chinese Poetry I**  
EAST-UA 213  
**Prerequisites:** Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Offered every fall. 2 points.

Designed to help students understand and appreciate the linguistic and aesthetic features of Chinese language rendered in poetic form and to improve their ability to read and interpret authentic texts in general. Integrates language learning with poetry study, introduces the formal structure of Chinese classical poetry, and surveys its stylistic variations at different historical conjunctures. Conducted primarily in Chinese, with English translations of the poems provided as references from time to time. For the first part of this one-year course, poems are generally selected from the time of the Book of Poetry (approximately 3,000 years ago) to the Tang Dynasty.

**Advanced Chinese II**  
EAST-UA 206  
**Prerequisite:** Advanced Chinese I (EAST-UA 205, 9205) or permission of instructor. Offered every semester. 4 points.

Continuation of Chinese language at third-year level. Designed to further enhance oral and written communicative competence using formal linguistic expressions; to further expand specialized vocabulary and patterns necessary for conducting formal discussions of socio-cultural topics relevant to today's China; to further improve reading comprehension of texts with more advanced syntax; to further develop competence in making context-based guesses about the meaning of new words; to further enhance ability to analyze as well as produce sentences with more complex syntactical features; to further improve ability to write expository and argumentative passages at greater length; to improve ability to effectively employ basic rhetorical devices in writing.

**Readings in Chinese Culture I**  
EAST-UA 221  
**Prerequisites:** Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Offered every fall. 4 points.

Chinese language at fourth-year level. Designed to enhance Chinese proficiency through studying authentic materials rich in cultural connotations, focusing primarily on reading and writing. Objectives are: to develop language skills needed for semi-formal and formal presentation on academic topics; to further improve reading comprehension
and develop skills needed to conduct textual analysis of passages with sophisticated syntax and semantic nuance; to develop responsiveness to and ability to interpret stylized usage; to advance strategies for autonomous learning of Chinese language from an analytical perspective. For the first part of this year-long sequence, reading materials will generally be selected from China’s modern period (1919–1949).

Readings in Chinese Culture II
EAST-UA 222 Prerequisite: Readings in Chinese Culture I (EAST-UA 221) or permission of the instructor. Offered every spring. 4 points.

Continuation of Chinese language at fourth-year level, with reading materials generally selected from contemporary sources.

Introduction to Classical Chinese
EAST-UA 226 Prerequisite: Advanced Chinese II (EAST-UA 206, 9206) or permission of the instructor. Offered every fall. 4 points.

Designed to give students an introduction to basic syntax, grammar, and vocabulary of classical Chinese through close readings of authentic texts. Almost all are historically significant and canonical texts that are extremely rich in Chinese cultural connotation. They are selected from a variety of genres, such as historical literature, philosophical and political writings, written correspondence, poetry, and essays. Aims to develop students’ reading comprehension skills in this highly stylized form of written Chinese, acquainting students not only with the classical Chinese cultural heritage but also with the underlying working mechanism that is in many ways relevant to the form and usage of today’s Mandarin Chinese.

Country and City: Readings in Modern Chinese Literature and Film
EAST-UA 227 Prerequisites: Readings in Chinese Culture II (EAST-UA 222) and permission of the instructor. Does not count toward the major or minor. Offered every year. J. Wang. 4 points.

Post-advanced-level and intensive readings in Chinese. The aim is to develop students’ skills in reading literary and cultural texts in their original language and sociohistorical context. Organized by an overall theme relevant to Department of East Asian Studies majors’ and graduate students’ training and professional development, such as country and city in modern China or women and revolution.

Reading The Dream of the Red Chamber
EAST-UA 228 Prerequisite: Readings in Chinese Culture II (EAST-UA 222) and permission of the instructor. Offered every year. J. Wang. 4 points.

Focuses on a reading, in its entirety, of The Dream of the Red Chamber, which is, by popular and scholarly consensus, the greatest literary achievement of vernacular fiction from imperial China. Through close reading and small-group discussion, students develop a high level of skill in literary translation, textual and discourse analysis, and critical interpretation, in addition to gaining an intimate knowledge of Chinese language, literary genres, cultural norms, and social conventions. The reading and discussion are conducted in Chinese.

Elementary Chinese for Advanced Beginners
EAST-UA 231 Prerequisite: none. Offered every semester. 4 points.

Intended for students who can converse in Mandarin Chinese about matters related to everyday life situations but cannot read and write at the same level. Students with no language background should enroll in EAST-UA 201, Elementary Chinese I.

Intermediate Chinese for Advanced Beginners
EAST-UA 232 Prerequisite: Elementary Chinese for Advanced Beginners (EAST-UA 231). Offered every semester. 4 points.

Designed for students with intermediate level Mandarin speaking proficiency and who can understand and speak, with near-standard pronunciation and without major grammatical errors, conversational Chinese related to daily life situations and simple sociocultural topics. It aims to further strengthen students’ correct pronunciation and intonation, grammatical accuracy, and overall competence in reading and writing.

Elementary Japanese I, II
EAST-UA 247, 248 No previous training in the language is required for EAST-UA 247. Prerequisite for EAST-UA 248: EAST-UA 247 with a minimum grade of C minus. Offered in the fall and spring. 4 points.

Introductory, first-year course in modern spoken and written Japanese, designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).
Intermediate Japanese I, II
EAST-UA 249, 250  Prerequisite for EAST-UA 249: Elementary Japanese II (EAST-UA 248) with a minimum grade of C-minus. Prerequisite for EAST-UA 250: EAST-UA 249 with a minimum grade of C-minus. Offered in the fall and spring. 4 points.
Continuing study of Japanese at the second-year level. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics. Continues to introduce new Kanji characters.

Advanced Japanese I, II
EAST-UA 252, 253  Prerequisite for EAST-UA 252: Intermediate Japanese II (EAST-UA 250) with a minimum grade of C-plus. Prerequisite for EAST-UA 253: EAST-UA 252 with a minimum grade of C-plus. Offered in the fall and spring. 4 points.
Continuing study of Japanese at the third-year level. Stresses reading comprehension, spoken fluency, and composition; uses original materials, such as newspaper/magazine articles, TV news, and video. Introduces additional Kanji characters. Advanced use of Japanese and character dictionaries.

Elementary Korean I, II
EAST-UA 254, 255  No previous training in the language is required for EAST-UA 254. Prerequisite for EAST-UA 255: EAST-UA 254 or placement exam. Offered in the fall and spring. 4 points.
First-year Korean. Designed to introduce the Korean language and alphabet, Hangul. Provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Students study the language's orthographic and phonetic systems, grammar, syntax, and vocabulary within social and cultural contexts.

Intermediate Korean I, II
EAST-UA 256, 257  Prerequisite for EAST-UA 256: Elementary Korean II (EAST-UA 255) or placement exam. Prerequisite for EAST-UA 257: EAST-UA 256 or placement exam. Offered in the fall and spring. 4 points.
The Korean language at the second-year level: phonetics, grammar, syntax, and vocabulary. Emphasizes the development of communicative skills in speaking, reading, and writing. Develops the language's major social and cultural contexts. Requires students to write about and discuss various topics.

Advanced Korean I, II
EAST-UA 258, 259  Prerequisite for EAST-UA 258: Intermediate Korean II (EAST-UA 257) or placement exam. Prerequisite for EAST-UA 259: EAST-UA 258 or placement exam. Offered in the fall and spring. 4 points.
Designed to assist third-year students of Korean language as they continue to learn skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean websites are integrated as part of instruction.

Media Korean
EAST-UA 261  Prerequisites: Advanced Korean II (EAST-UA 259) and permission of the instructor. Offered every year. 4 points.
Fourth-year Korean. This course is designed to improve students' understanding of written and spoken Korean through exposure to various media sources, such as film, magazine, newspaper, TV, Internet, and user-created content (UCC). Students will learn Korean sentence patterns and vocabularies from the sources, develop advanced communication skills in Korean, and discuss various topics related to contemporary issues in Korea. Class discussions help enhance students' speaking proficiency, as well.

Readings in Contemporary Japanese Writings
EAST-UA 266  Prerequisites: Advanced Japanese II (EAST-UA 253) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points.
Fourth-year Japanese. Close readings of contemporary Japanese writing in such genres as social commentary, history, and literature. Emphasizes further reading and writing skills and, to a lesser extent, speaking and listening. Students develop further strategies for autonomous learning.

Readings in Modern Japanese Writings
EAST-UA 267  Prerequisites: Advanced Japanese II (EAST-UA 253) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points.
Fourth-year Japanese. Designed to further develop students' proficiency in speaking, listening, writing, and reading comprehension. The texts are drawn from modern Japanese literature, social commentary, and history. Students learn and practice a wider range of useful vocabulary and expressions, with reinforcement of previously learned grammatical patterns and structures through student-led discussions, presentations, and papers.
Japanese for Reading Proficiency  
EAST-UA 268  Prerequisites: by placement examination and permission of the instructor only. Offered every semester. 4 points.
Covers all grammatical structures and essential Kanji characters (550+) that are introduced in elementary and intermediate Japanese courses. Intended for students with a post-intermediate level of oral-aural skills, the course is a self-paced study leading to proficiency in reading and writing skills for students seeking exemption from the CAS foreign language requirement or enrollment (by permission) in advanced Japanese courses.

Japanese Language and Structure in Mass Media  
EAST-UA 269  Prerequisites: Intermediate Japanese I (EAST-UA 249) with a minimum grade of C-plus and permission of the instructor. Offered every year. 4 points.
Introduces students to various ways in which Japanese language shapes and is shaped by mass media. Students learn the dynamic challenges posed to the formal structure of the language (for instance, grammar) as it is practiced in multiple mediums such as television, film (including anime), and print culture (graphic novels, and genre literature such as crime novels). The course also addresses the practice of translation—for instance, the grammar of cinematic modes juxtaposed with the grammar of literary language, the vernacular, and so on. Intended for post-Intermediate I through Advanced II students who would like to develop more oral-aural skills at the second-year level. (Post-Advanced II students should take Conversation and Composition in Japanese, EAST-UA 262.)

Writing Japanese in New Media  
EAST-UA 272  Prerequisites: Intermediate Japanese II (EAST-UA 250) or equivalent and permission of instructor. Offered every year. 4 points.
Designed to further develop students’ writing skills using forms of new media, such as wiki and blog. Students will be exposed to various forms of writings and audiovisual materials, and will work on different genres of writing.

Readings in Modern Korean  
EAST-UA 299  Prerequisites: Advanced Korean II (EAST-UA 259) and permission of the instructor. Offered every year. 4 points.
This fourth-year level reading course provides students the opportunity to enhance their Korean literacy skills while doing some concentrated reading on issues, areas, and genres of their own interest. A wide range of texts is used in class, including fiction, poetry, social and cultural criticism, and journalism.

Civilization Courses  
East Asian Art I: China, Korea, Japan  
EAST-UA 91  Identical to ARTH-UA 510. Offered every year. 4 points.
See description under art history.
Topics in World Cinema  
EAST-UA 300  4 points.
Topics vary semester by semester.
Belief and Social Life in China  
EAST-UA 351  Identical to RELST-UA 351. 4 points.
See description under religious studies.
China and Taiwan  
EAST-UA 529  Identical to HIST-UA 529. Karl. 4 points.
Examines 20th-century Taiwan and China, in their interrelationship and their divergent paths. It does not take a diplomatic or international relations approach. Rather, it takes up crucial issues in the history of each polity and society, to allow students to attain an understanding of the complexities of this contested region of the world. It is a seminar, with heavy reading requirements and expectations for student participation.
Mao and the Chinese Revolution  
EAST-UA 535  Identical to HIST-UA 546. Karl. 4 points.
Examines the mutual relationship between Mao Zedong and the Chinese Revolution. Its premise is that the revolution made Mao as much as Mao made the revolution. As such, we investigate Mao’s thoughts and theories, not as products of Mao Zedong alone, but as products of the revolutionary situation in China and the world in the 20th century, and of the revolutionary collective that gathered around Mao prior to and throughout his leadership of the Chinese Communist Party.
Gender and Radicalism in Modern China  
EAST-UA 536  Identical to HIST-UA 536, SCA-UA 536. Karl. 4 points.
See description under history.
History of Modern Japan  
EAST-UA 537  Identical to HIST-UA 537. Solt. 4 points.
See description under history.
Asia's Revolutions: China/India/Vietnam, 1885–1962
EAST-UA 538  Identical to HIST-UA 538. Roberts and Young. 4 points.
Develops a comparative understanding of national independence movements, as well as the context within which they unfolded. Introduces students to some of the figures in modern Asian history who played a major role in the transition of India and Vietnam from colonial subordination to independent nationhood and of China from its semi-colonial status to liberation. Principal figures include Mohandas Gandhi, Mao Zedong, and Ho Chi Minh. Pays due attention to other relevant figures, such as Gokhale, Tilak, Jinnah, and Nehru in the case of India; Li Hongzhang, Sun Yatsen, Chen Duxiu, La Dazhao, and Chiang Kai-shek in the case of China; and Phan Boi Chau in the case of Vietnam.

Seminar: Cold War in Asia
EAST-UA 552  Offered every year. 4 points.
Focuses on U.S. foreign policy in Asia since 1945. The ways U.S. global interests and concerns sought to shape Asian realities (and were shaped in turn by them) are the touchstone for examining the Cold War in Asia. We examine the following topics: the occupation of Japan and early U.S. global economic visions; the U.S. and the Chinese revolution before the Korean War; the Korean War and the isolation of China; the Vietnam War and the Kennedy/Johnson years; Nixon's global geopolitical vision and his policies towards Vietnam, China, and Japan; Carter and the meaning of human rights diplomacy in Asia; Reagan and the Asian issues involved in an intensified Cold War against Russia; George H. W. Bush and Asia's place in "a New World Order"; and finally, the Clinton and George W. Bush years. We examine key declassified National Security documents, interpreting their meaning and language, while carefully assessing the arguments used to justify American policy.

History of Modern Korea
EAST-UA 609  Offered periodically. 4 points.
Starting in the late 19th century, and proceeding through the colonial period (1910–45), national partition (1945), the Korean War (1950–52), and the establishment of a "division system," we look at how various writers wrote about and mobilized around issues of national sovereignty, class and gender, and democracy, issues that many saw as structurally linked. Reading primary and secondary sources on modern Korean history, we also locate the issues being addressed within a broader, East Asian/global context, to better understand how and to what extent texts, practices, and ways of seeing and remembering were shaped by and were reactions to colonialism, the Korean War, the Cold War, and late capitalism.

Korean Modernism
EAST-UA 610  4 points.
Considers the problem of colonial modernism through a close reading of literary and other cultural texts from early 20th-century Korea. Asks what it means to enter modernity under colonial rule by questioning the relationship among imperialism, writing, and subjectivity in particular. Through intensive reading of works from 1920s and 1930s Korea, students obtain an idea of the parameters of modern Korean literature and of the main issues involved in the discussion of modernity in Korea.

20th-Century Korean Literature in Translation
EAST-UA 611  4 points.
Provides an overview of 20th-century Korean literature, tracing its development under the competing influences of tradition, history, and the West. Readings include drama, poetry, and fiction from modern and contemporary periods. Includes occasional lectures on classical forms of Korean literature and drama.

Japanese Cinema
EAST-UA 613  Offered every year. 4 points.
Examines key theoretical and methodological issues in the study of Japanese cinema, such as the connections between Japanese films and cultural traditions, the effect of Americanization and modernization, the formation of national identity and specificity, and the “otherness” of Japanese cinematic form.

Aesthetics and Politics of Vision in Premodern Japan
EAST-UA 615  Loose. 4 points.
Offers a broad cultural history of Japan, roughly from the eighth century through the mid-19th. The focus is on visual regimes—differing conventions and practices of seeing—and on changing roles for what is now thought of as aesthetics; these visual regimes are then taken as a means of understanding fundamental transformations in structures of power, community, and subjectivity. Draws on a range of materials, from literature to landscape gardens, visual arts, architecture, and technologies, as well as on a diversity of disciplinary perspectives.
Approaches to Chinese Cinema  
EAST-UA 618 Button. 4 points.
The development of the cinema in 20th-century China is inextricably linked to the emergence of the modern Chinese nation-state. As early as the 1920s, film became a vital and influential site of cultural production. This course emphasizes the thematic, cultural, and historical content of films, as well as formal issues of filmmaking techniques. All periods of Chinese film are explored, from the earliest Chinese cinema to contemporary fifth- and sixth-generation film, Hong Kong, and contemporary transnational Chinese cinema.

Mass Culture: Japan  
EAST-UA 707 Looser. 4 points.
Looks at transformations in the basic terms and conditions of mass culture in Japan, largely from the early 20th century to life in Japan today. It includes considerations of differing theoretical positions on mass culture, everyday life, and modernity in Japan. Materials taken up in the course include examples from cinema, animation, literature, and theatre, as well as new media and the fine arts. Although the focus is on Japan, a comparative perspective with the rest of Asia and with the West is retained throughout.

Japanese Animation and New Media  
EAST-UA 708 Looser. 4 points.
Looks at the terms and conditions of Japanese animation (primarily, though not exclusively, anime) as, in many ways, a new and unique mode of expression. Examines the ways in which anime might, or might not, shift earlier modes of expression (both literary and animated): the prevalence of mythology in animation and the tension between mythology and ideology; the importance of genre; and the impact of “old” and “new” media on narrative structure and reception. Implications of these conditions for thinking about “Japanese” culture are also considered.

Topics in Japanese Literature  
EAST-UA 719 4 points.
Topics vary semester by semester.

Readings in Chinese Philosophy and Culture  
EAST-UA 722 Formerly Introduction to the Civilization of Imperial China. Roberts. 4 points.
Covers Chinese thought during the period ca. 500 B.C.E. to 280 C.E., starting from the era of Confucius (d. 479 B.C.E.) down to the unification of the realm in 206 B.C.E., the pre-imperial period that is also known as the warring states. During this time the main schools of Chinese philosophy (except Buddhism) were established. We begin with the Analects to establish the key elements of Confucius’ ethical and political philosophy and to explore the implications of his main philosophical terms. We then proceed to examine his critics and followers: the utilitarian Mozi, the metaphysicians Laozi and Zhuangzi, and the legalist Han Feizi are the critics. Mencius elaborates the thought of Confucius, and Xunzi is both a follower and a critic. This brings us to the transition (ca. 200 B.C.E.) from the pre-imperial to the imperial periods. We end with two historical readings: Sima Qian’s Record of the Historian (excerpts) and the novel The Three Kingdoms. The former addresses the moment of transition and the establishment of the Qin and Han dynasties; the latter chronicles the fall of the Han dynasty some four centuries later in 220 C.E. and the reconstitution of a unified realm in 280 C.E.

Historical Epics of China and Japan  
EAST-UA 726 Roberts. 4 points.
We compare two military epics of China and Japan, The Three Kingdoms and The Tale of the Heike; and then two romantic epics, The Tale of Genji and The Dream of Red Mansions. These four readings (of which The Tale of Genji alone was written by a woman) are thematically central to their respective cultures. The military epics raise crucial questions about the nature of dynastic rule and the qualifications for kingship, about the relationship of the ruling dynasty to the territory and the people that it rules, and about how diplomatic and military strategies interact. The romantic epics deal with the intrigues of the royal court and the noble elite, the observations and roles of the female characters, and the problem of generational continuity. The course begins with two short readings: the Vietnamese national classic, Tale of Kieu, which is based on Chinese works, and the Chinese fantasy travelogue Monkey (abridged). Confucianism, Buddhism, and Daoism play a large role in these complex narratives, and due attention is given to how the ideals and doctrines of these three ways of thinking inform the motives and the fates of the characters and the larger design of the authors.

Topics in East Asian Classics  
EAST-UA 728 Offered every two years. 4 points.
Topics vary semester by semester.
Traditional Drama of China & Japan
EAST-UA 729 Roberts. 4 points.
Compares a set of Chinese and Japanese pre-modern dramas, mainly as literature but also as performance, by exploring the contrasts and parallels of incident, character, plot design, and theme of the two theatrical traditions. Attention is given to the historical background of each work and to the social conditions and customs that each reflects. The cultural salience of each work is also considered. Where possible and appropriate, scenes or entire plays are screened for the class or assigned for viewing.

20th-Century Chinese Literature in Translation
EAST-UA 731 Offered every year. 4 points.
Explores the changing trends in literary writing and how it relates to the social and historical contexts of the period. Students study the literature to reflect on the culture and self-understanding of modern China.

Japan Through Its Literature
EAST-UA 734 No knowledge of Japanese required. Roberts. 4 points.
Introduces undergraduate students to approximately 10 major Japanese literary works, starting with the 11th-century Tale of Genji, which became a national classic. We go on to read the Zen diary Essays in Idleness, texts of Noh plays, the Chushingura, and plays of Chikamatsu. In the second half of the course, we read a series of modern novels starting with Urugumo (Japan’s first modern novel), followed by The Broken Commandment, Sound of the Mountain, and The Waiting Years. Brief response papers to each reading are required, in addition to exams and a longer paper.

Vietnam: Its History
EAST-UA 737 Identical to HIST-UA 737. Offered every year. 4 points.
Focuses on the American War in Vietnam—its origins, its development, and the ways it was fought. It examines how and why American geopolitical and military strategies led to, and shaped, the course of the war. Historical accounts are regularly supplemented with a reading of parts of the Pentagon Papers and an oral history of those involved in the Vietnam War as told from all sides. Begins by examining Vietnamese cultural and national identity and the impact of French colonialism. We then examine in greater detail the following topics: the war from 1946-54 between the French and the Viet Minh; the early American OSS links with Ho Chi Minh and the reasons for the Truman administration’s deepening commitments to the French; the policies of the Eisenhower administration—from Dien Bien Phu and the Geneva Conference in 1954 to the decision to back Ngo Dien Diem; the deepening commitment of the Kennedy administration; the escalating war of the Johnson years; and the end of the war under Nixon and Ford. We conclude by discussing the legacies of the war and interpretations of them.

Introduction to Buddhism
EAST-UA 832 Identical to RELST-UA 832. 4 points. See description under religious studies.

Topics in Asian Studies
EAST-UA 950 4 points.
Topics vary from semester to semester.

Topics in Korean Studies
EAST-UA 951 4 points.
Topics vary from semester to semester.

Internship
EAST-UA 980, 981 Offered every semester. 2 or 4 points per term.

Independent Study
EAST-UA 997, 998 Offered every semester. 2 or 4 points per term.
DEPARTMENT OF

Economics

www.econ.as.nyu.edu • 19 West Fourth Street, 6th Floor, New York, NY 10012-1119 • Phone: 212-998-8900

Chairman of the Department
Professor Lizzeri

Director of Undergraduate Studies
Professor Flinn

The Department of Economics prepares students to understand individual and group decision making, the structure of markets and economies, and the relationship between regions within the global economy. Although the department is large, its students enjoy an excellent student-faculty rapport. Many of the faculty members are associated with distinguished research institutions. By being able to study with faculty who are actively engaged in research, students learn not only about the fundamentals of economic theory but also how such theory is utilized. They have the opportunity to conduct research on their own. Honors students are required to write an honors thesis under direct faculty supervision.

Students majoring in economics have many options open to them after graduation. The major prepares them for graduate school in economics, business management, or public administration. Preprofessional students will find that an economics major not only fosters the discipline medical or law school demands, but provides a solid foundation for these and other careers. Employers and professional schools appreciate the skills acquired by economics students and hire economics majors because they can think quantitatively, qualitatively, and analytically. Studying economics at New York University is especially rewarding because of its urban environment. Students often find career opportunities on Wall Street, at the United Nations, or in various corporate, financial, governmental, agency, and nonprofit institutional settings.

FACULTY

Professors Emeriti
Gately, Kirzner

Paulette Goddard Professor of Political Economy
Benhabib

Henry and Lucy Moses Professor of Economics
Gertler

Jay Gould Professor of Economics
Nadiri

William R. Berkley Term Chair of Economics and Business
Ludvigson

Silver Professors; Professors of Economics
Gale, Ray

Professors
Bisin, Caplin, Cogley, Denoon, Easterly, Fernandez, Flinn, Frydman, Jovanovic, Lagos, Leahy, Lizzeri, Nyarko, Ok, Ordover, Pearce, Ramsey, Rubinstein, Sargent, Schotter, Stacchetti, Violante, Vuong, Vytalcl, C. Wilson, Wolff

Associate Professors
Frechette, Midrigan, Prager, Rizzo

Assistant Professors
Allcott, Borovicka, Cesarini, Jenish, Lazarev, Mathevet, Menzel, Montiel Olea, Schaal, Thorn, A. Wilson

Clinical Professors
Bhiladwall, Harper, Kitsikopoulos, Lieberman, Storchmarin

Clinical Associate Professor
Paizis

Clinical Assistant Professors
Fan, Thapar

Global Distinguished Professor
Ljungqvist

PROGRAM

Major in Economics: General Information

A major in economics can be taken in one of two concentrations, policy or theory, as described below. Students with permission from the director of undergraduate studies may change from the policy concentration to the theory concentration, or vice versa; however, certain rules apply. In either case, no course may be taken for which the student does not have the appropriate prerequisites; this includes the mathematics prerequisites.

Students are encouraged to review the Department of Economics website for more information about the economics major. Students should speak with an adviser in the department to help them plan their major. Advisers are located at 19 West Fourth Street, Rooms 836 and 837.

A grade of C or better is required for a course to be counted toward the major in economics, as well as to satisfy the mathematics prerequisites. (No course for the major may be taken pass/fail.) If a student fails a course required for the major, the course must be retaken in the department; a course taken outside the University cannot be substituted for a failed course.
Students must pay close attention to the prerequisites for each course, as they are strictly enforced. Students who do not meet the minimum C requirement in a prerequisite course(s) will be de-enrolled at the beginning of each semester. A grade of P, I, or W does not count as satisfying the minimum grade requirement.

Transfer students should note that transfer credits for the major will be awarded on a case by case basis, and should consult the department’s website for details.

Given the sequential nature of the major, students are strongly advised to begin the major as early as possible. Ideally, six full semesters are required to complete the major. It is impossible for students to complete the economics major in fewer than five semesters.

Beginning fall 2012, new requirements were set for both the policy concentration and the theory concentration in the economics major. Students who entered CAS prior to fall 2012 are grandfathered under the old rules (below).

**Advanced Standing**
Acceptable Advanced Placement (AP), A Level, International Baccalaureate (IB), or equivalent credits place students out of one or both of Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2)—formerly Economics Principles I, II—and also count towards the total number of courses required for the major or minor. For AP credits, a score of 4 or 5 is acceptable. For IB, the College accepts only High Level (HL) exams with a score of 6 or 7; for A Level examinations, CAS accepts a score of B or higher. For more information, or for any other credit by examination, students should consult the tables in the admissions section of this Bulletin or meet with a CAS adviser.

Note that AP, A Level, IB, or equivalent credit in statistics is not acceptable for the economics major. In addition, advanced standing credit in calculus does not substitute for either or both semesters of Mathematics for Economics I, II (MATH-UA 211, 212).

**Exit Exam**
The economics department requires that all economics majors take an exit exam before they graduate. No preparation is necessary for the exam, and the grade has no impact on a student’s academic record. The exam takes only one hour. Students are contacted by the department in their senior year with logistical details. The results will be used by the department to evaluate the major.

**Policy Concentration**
The policy concentration is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. The introductory and intermediate courses provide the student with a solid foundation of economic theory with an emphasis on economic applications. The elective courses allow students to focus on specific problems and topics that match their interests and career plans.

The policy concentration corresponds most closely to the economics major that is offered by other leading colleges and universities. Mathematics is used to build an understanding of economic theory. This concentration is particularly well suited for students planning careers in law, public policy, business, or any other field in which a thorough understanding of the economic way of thinking would be beneficial. Students in the policy concentration can also pursue a Ph.D. in economics or finance if they supplement their course work with additional courses in mathematics.

**Requirements for Policy Concentration for Students Who Enter CAS Fall 2012 or Later**
At least ten courses (40 points) are to be taken in the Department of Economics for the policy concentration, as follows.

Seven core courses are required:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11)
- Intermediate Macroeconomics (ECON-UA 12) or Macroeconomics (ECON-UA 13)
- Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20)
Policy concentration majors must also take three electives in the department. Of these three electives, at most one can be numbered ECON-UA 200-299 and at least two must be numbered ECON-UA 300-399. A student may choose to take two out of the three courses International Economics (ECON-UA 238), Urban Economics (ECON-UA 227), or Money and Banking (ECON-UA 231). One of them will count towards the core course requirement (above), and the other will count towards the 200-level elective requirement.

Mathematics requirement: In addition to the ten ECON-UA courses noted above, policy concentration students are required to complete both Mathematics for Economics I and Mathematics for Economics II (MATH-UA 211, 212) with a C or better. These two mathematics courses are designed especially for economics majors and must be taken at NYU by all economics policy majors; Advanced Placement (or equivalent) credit in Calculus is not a substitute for them and does not allow a student to place ahead in the two-semester sequence. We strongly recommend that students take Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics I (MATH-UA 211) in the same semester to obtain the maximum benefit from these courses. Note that Mathematics for Economics I (MATH-UA 211) is a prerequisite for Mathematics for Economics II (MATH-UA 212).

Prerequisites and restrictions: Algebra and Calculus (MATH-UA 9), or its equivalent, is required for both Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Introduction to Microeconomics (ECON-UA 2), Mathematics for Economics I (MATH-UA 211), and Mathematics for Economics II (MATH-UA 212) are all required for Intermediate Microeconomics (ECON-UA 10). Introduction to Macroeconomics (ECON-UA 1) and Intermediate Microeconomics are the prerequisites for Intermediate Macroeconomics (ECON-UA 12).

Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and Statistics (ECON-UA 18) are not open to seniors.

Preparation for honors: Students considering honors in the major should speak to an economics adviser as soon as possible. Statistics is to be taken as early as possible. Senior-level courses (300 level and above) presume a knowledge of statistics.

Requirements for Policy Concentration for Students Who Entered CAS before Fall 2012

At least ten courses are to be taken in the Department of Economics, as follows.

Six core courses:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Intermediate Microeconomics (ECON-UA 10)
- Intermediate Macroeconomics (ECON-UA 12)
- Statistics (ECON-UA 18; 6 points prior to fall 2012; see note below)
- International Economics (ECON-UA 238)

Plus four electives in the department. Of these four electives, at least two must be numbered ECON-UA 300-399.

Note on statistics: As of fall 2012, Statistics (ECON-UA 18) is a 4-credit course and is no longer 6 points. This is because regression was removed from the syllabus for ECON-UA 18.

Students who entered prior to fall 2012 and who did not take the 6-point ECON-UA 18 statistics requirement will take this course in its new 4-point version. The economics department will waive the 2-credit regression requirement for economic policy students who entered CAS prior to fall 2012. These students need ten economics courses (at least 40 credits) for the economics major.
Mathematics requirement: Students grandfathered under the pre-fall-2012 economics policy major are required to take Calculus I (MATH-UA 121) or equivalent with a grade of C or better.

Prerequisites and restrictions: Algebra and Calculus (MATH-UA 9), or its equivalent, is the prerequisite for the principles classes, Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Students intending to major in economics must have a strong working knowledge of algebra and introductory calculus. Furthermore, Calculus I (MATH-UA 121) is the prerequisite for both Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). Both Economic Principles I (ECON-UA 1) and Economic Principles II (ECON-UA 2) are required for Intermediate Macroeconomics (ECON-UA 12).

Theory Concentration
The theory concentration is intended for the student who wishes to begin the formal study of economic reasoning with an emphasis on mastering the analytical tools. This concentration relies on a higher level of abstraction and focuses on techniques of economic analysis rather than on the understanding of specific economic problems or institutions. It is particularly well suited for students who intend to pursue a Ph.D. degree in economics or higher degrees in quantitative fields such as finance.

Requirements for Theory Concentration for Students Who Enter CAS Fall 2012 or Later
At least ten courses (40 points) are to be taken in the Department of Economics for the theory concentration, as follows.

Six core courses are required:
- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Analytical Statistics (ECON-UA 20)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Introduction to Econometrics (ECON-UA 266)

Theory concentration majors must also take four electives in the department. Of these four electives, at most two can be numbered ECON-UA 200-299 and at least two must be numbered ECON-UA 300-399.

Mathematics requirement: In addition to the ten ECON-UA courses noted above, theory concentration students are required to complete both Mathematics for Economics I and Mathematics for Economics II (MATH-UA 211, 212) with a C or better. These two mathematics courses are designed especially for economics majors and must be taken at NYU by all economics theory majors; Advanced Placement (or equivalent) credit in Calculus is not a substitute for them and does not allow a student to place ahead in the two-semester sequence. We strongly recommend that students take Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics I (MATH-UA 211) in the same semester to obtain the maximum benefit from these courses. Note that Mathematics for Economics I (MATH-UA 211) is a prerequisite for Mathematics for Economics II (MATH-UA 212).

Theory concentration majors are not required to take Mathematics for Economics III (MATH-UA 213) (unless they are pursuing a joint major between economics and either computer science or mathematics; see below). They may take MATH-UA 213 as an elective, especially if they are interested in further coursework in mathematics.

Prerequisites and restrictions: Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Analytical Statistics (ECON-UA 20) are not open to seniors. Students must observe all prerequisites for courses in the theory concentration, as they will be strictly enforced.

Requirements for Theory Concentration for Students who Entered CAS before Fall 2012
At least 40 points (10 courses) are to be taken in the Department of Economics: Introduction to Economic
Analysis (ECON-UA 5), Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Introduction to Econometrics (ECON-UA 266), plus four economics electives. At least two of these electives must be courses numbered ECON-UA 300-399 and designated as theory classes.

Students are strongly advised to pay close attention to the prerequisites for each course, as they will be strictly enforced. Furthermore, students must complete Calculus I (MATH-UA 121), Calculus II (MATH-UA 122), and Calculus III (MATH-UA 123). A grade of C or better is needed to pass both the economics and the mathematics requirements.

**Joint Major in Economics and Computer Science**

This is an interdisciplinary major (twenty-two courses/88 points) offered by the Department of Economics with the Department of Computer Science. Only those students that are following the theory track in economics are eligible to pursue this joint major. The major has requirements in three departments, including mathematics. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

**Requirements for the Joint Major in Economics and Computer Science for Students who Enter CAS Fall 2013 or later**

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Two ECON-UA theory electives at the 300 level
- One additional ECON-UA elective

The computer science requirements (nine courses/36 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Plus four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), or by Strategic Decision Theory (ECON-UA 310), Advanced Micro Theory (ECON-UA 365), or Topics in Economic Theory (ECON-UA 375).

The mathematics requirements (four courses/16 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Math for Economics I (MATH-UA 211)
- Math for Economics II (MATH-UA 212)
- Math for Economics III (MATH-UA 213)

**Requirements for the Joint Major in Economics and Computer Science for Students who Entered CAS before Fall 2013**

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Economic Analysis (ECON-UA 5) or Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Mathematics for Economists (ECON-UA 6) or Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
• Microeconomics (ECON-UA 11)
• Macroeconomics (ECON-UA 13)
• Analytical Statistics (ECON-UA 20)
• Introduction to Econometrics (ECON-UA 266)
• Plus any three economics elective courses, at least two of which must be at the 300 level. One of these electives may be replaced by Introduction to Database Systems (CSCI-UA 444).

The computer science requirements (nine courses/36 points) are as follows:
• Introduction to Computer Science (CSCI-UA 101)
• Data Structures (CSCI-UA 102)
• Computer Systems Organization (CSCI-UA 201)
• Operating Systems (CSCI-UA 202)
• Basic Algorithms (CSCI-UA 310)
• Plus four computer science electives at the 400 level. One of these electives may be replaced by Linear Algebra (MATH-UA 140), or by Strategic Decision Theory (ECON-UA 310), Advanced Micro Theory (ECON-UA 365), or Topics in Economic Theory (ECON-UA 375).

The mathematics requirements (four courses/16 points) are as follows:
• Discrete Mathematics (MATH-UA 120)
• Calculus I (MATH-UA 121)
• Calculus II (MATH-UA 122)
• Calculus III (MATH-UA 123)

Joint Major in Economics and Mathematics
A joint major (eighteen courses) is offered by the Departments of Economics and Mathematics. In the economics department, joint majors with mathematics must take the theory concentration. Nine courses must be taken from each department.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

Requirements for the Joint Major in Economics and Mathematics for Students Who Enter CAS Fall 2013 or Later
The economics requirements (nine courses) are as follows:
• Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
• Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
• Microeconomics (ECON-UA 11)
• Macroeconomics (ECON-UA 13)
• Analytical Statistics (ECON-UA 20) if not taking Mathematical Statistics (MATH-UA 234)
• Introduction to Econometrics (ECON-UA 266)
• Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300-399. Note that students who take MATH-UA 234 instead of ECON-UA 20 for the statistics requirement must take a total of four ECON-UA electives.

Of the nine mathematics courses, the following five are required:
• Math for Economics I (MATH-UA 211) or Calculus I (MATH-UA 121)
• Math for Economics II (MATH-UA 212) or Calculus II (MATH-UA 122)
• Math for Economics III (MATH-UA 213) or Calculus III (MATH-UA 123)
• Linear Algebra (MATH-UA 140)
• Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)

Four additional courses must be completed from the following choices: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Probability and Statistics (MATH-UA 235), Combinatorics
Requirements for the Joint Major in Economics and Mathematics for Students who Entered CAS

Fall 2012—Summer 2013

The economics requirements (nine courses) are as follows:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300-399.

Of the nine mathematics courses (36 points), five are required:

- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis I (MATH-UA 325)

Four additional courses must be completed from the following choices (see the mathematics section of this Bulletin for course titles and descriptions): MATH-UA 141, MATH-UA 224, MATH-UA 233, MATH-UA 234, MATH-UA 235, MATH-UA 240, MATH-UA 248, MATH-UA 250, MATH-UA 252, MATH-UA 262, MATH-UA 264, MATH-UA 270, MATH-UA 282, MATH-UA 326, MATH-UA 343, MATH-UA 344, or MATH-UA 363.

Requirements for the Joint Major in Economics and Mathematics for Students who Entered CAS before Fall 2012

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Economic Analysis (ECON-UA 5) or Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Mathematics for Economists (ECON-UA 6) or Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20)
- Introduction to Econometrics (ECON-UA 266)
- Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300-399.

Of the nine mathematics courses (36 points), five are required:

- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis I (MATH-UA 325)

Four additional courses must be completed from the following choices (see the mathematics section of this

Minior in Economics
Students may minor in economics in either the theory or policy concentration. A minor enables a student to acquire a useful understanding of economic concepts and analysis without the same degree of coverage as would be obtained in a major.

A grade of C or better is required for a course to be counted toward the minor in economics.

If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University cannot be substituted for a failed course. No course for the minor may be taken as pass/fail.

Policy Minor
At least 24 points (six courses) are to be taken in the Department of Economics, including Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I), Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II), Statistics (ECON-UA 18), International Economics (ECON-UA 238), and two additional 4-point courses numbered ECON-UA 200-299. All prerequisites will be strictly enforced, including mathematics prerequisites.

Theory Minor
Requirements for the theory minor for students who enter CAS fall 2012 or later: At least six courses (24 points) are to be taken in the Department of Economics, including Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I), Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II), Analytical Statistics (ECON-UA 20), either Microeconomics (ECON-UA 11) or Macroeconomics (ECON-UA 13), and any other two electives in the theory sequence for which the student has the prerequisites. All prerequisites (including any in MATH-UA courses) will be strictly enforced. Note that Math for Economics I (MATH-UA 211) and Math for Economics II (MATH-UA 212) are prerequisites for Analytical Statistics (ECON-UA 20), Microeconomics (ECON-UA 11), and Macroeconomics (ECON-UA 13).

Requirements for the theory minor for students who entered CAS before fall 2012: At least 24 points (six courses) are to be taken in the Department of Economics, including Introduction to Economic Analysis (ECON-UA 5), Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), either Microeconomics (ECON-UA 11) or Macroeconomics (ECON-UA 13), and any other two electives in the theory sequence for which the student has the prerequisites. All prerequisites (including any in MATH-UA courses) will be strictly enforced.

Honors Program
Honors may be taken in either the policy or the theory concentration. Obtaining honors in economics provides students with the unique opportunity of engaging in a fulfilling capstone experience to their major. Honors students are required to participate in a year-long honors program in their senior year and write a thesis under faculty supervision. Students interested in going to graduate or professional schools are especially urged to pursue honors.

Interested students must consult with the director of undergraduate studies. Ideally, students should speak to the economics department advisers early in their sophomore year to begin planning for honors.

A 3.65 overall GPA and a 3.65 average in economics courses are both required.

Students who wish to obtain honors register for a three-course sequence beginning no later than the spring semester of their junior year: Topics in Econometrics (ECON-UA 380) or Introduction to Econometrics (ECON-UA 266), Honors Tutorial (ECON-UA 410), and Honors Thesis (ECON-UA 450). Students pursuing
Honors are strongly encouraged to take Advanced Econometrics (ECON-UA 402).

Honors students are required to take at least eleven courses (44 points) in either the policy concentration or the theory concentration, as outlined below.

**Honors in Policy Concentration**
- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Statistics (ECON-UA 18)
- Intermediate Microeconomics (ECON-UA 10)
- Intermediate Macroeconomics (ECON-UA 12)
- International Economics (ECON-UA 238)
- Topics in Econometrics (ECON-UA 380)
- Two electives (at least one of which must be a 300-level elective)
- The two honors courses, Honors Tutorial (ECON-UA 410) and Honors Thesis (ECON-UA 450)

**Honors in Theory Concentration**
- Introduction to Economic Analysis (ECON-UA 5) or Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Mathematics for Economists (ECON-UA 6) or Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Analytical Statistics (ECON-UA 20)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Introduction to Econometrics (ECON-UA 266)
- Three electives (at least two of which must be 300-level electives)
- The two honors courses, Honors Tutorial (ECON-UA 410) and Honors Thesis (ECON-UA 450)

**COURSES**

Some courses are designated either “P” or “T” (or both). “P” alone represents courses to be taken only by students in the policy concentration; “T” alone represents courses to be taken only by students in the theory concentration; and “P, T” represents courses that may be taken by students in either concentration. Students in the policy concentration can take courses in the theory concentration with permission of the instructor.

Economics courses for majors fall into several categories: introductory and intermediate core courses; elective courses at the 200 and 300 level; and honors and independent study. Students must pay careful attention to prerequisites, as they are strictly enforced in this sequential major.

Students should refer to Albert for up-to-date listings of 200 and 300 level elective course offerings each semester.

**Introductory Core Courses**

*Introduction to Macroeconomics (P, T)*
ECON-UA 1  Formerly Economic Principles I.
Prerequisite: Algebra and Calculus (MATH-UA 9) or equivalent. Offered every semester. 4 points.
Focuses on the economy as a whole (the “macroeconomy”). Begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production), then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; and the role of government policy.

*Introduction to Microeconomics (P, T)*
ECON-UA 2  Formerly Economic Principles II.
Prerequisite: Algebra and Calculus (MATH-UA 9) or equivalent. Offered every semester. 4 points.
Focuses on individual economic decision-makers—households, business firms, and government agencies—and how they are linked together. The
emphasis is on decision making by households and firms and how these decisions shape our economic life. Explores the different environments in which businesses sell their products, hire workers, and raise funds to expand their operations; the economic effects of trade between nations; and the effects of various government policies, such as minimum-wage legislation, rent controls, antitrust laws, and more.

Statistics (P)
ECON-UA 18  Prerequisite for students who enter CAS fall 2012 or later: Mathematics for Economics I (MATH-UA 211). Prerequisite for students who entered CAS before fall 2012: Calculus I (MATH-UA 121) Restrictions: not open to any student who has taken Analytical Statistics (ECON-UA 20); not open to seniors. Offered every semester. 4 points.
Topics: descriptive statistics; introduction to probability; sampling; statistical inferences concerning means, standard deviations, and proportions; analysis of variance; linear regressions; and correlation. Laboratory periods cover sample problems drawn primarily from economics. Meets three times a week, plus a lab session.

Analytical Statistics (T)
ECON-UA 20  Prerequisite for students who enter CAS fall 2012 or later: Mathematics for Economics II (MATH-UA 212). Prerequisite for students who entered before fall 2012: Calculus II (MATH-UA 122), with corequisite Calculus III (MATH-UA 123). Restrictions: not open to any student who has taken Statistics (ECON-UA 18); not open to seniors. Offered in the spring. 4 points.
Topics covered include descriptive statistics, calculation of moments, probability theory, an introduction to distribution theory, and an introduction to inference. Lab sessions enable the student to run a wide variety of computer experiments and to simulate all distributions that are discussed, as well as to experiment with a variety of statistical procedures.

Intermediate Core Courses
Note applying only to students who entered CAS before fall 2012: Topics in Econometrics (ECON-UA 380) is an elective course, not a core course for the policy concentration.

Intermediate Microeconomics (P)
ECON-UA 10  Prerequisites for students who enter CAS fall 2012 or later: Introduction to Microeconomics (ECON-UA 2) and Mathematics for Economics I (MATH-UA 121). Prerequisites for students who entered CAS fall 2012 or later: not open to seniors. Offered every semester. 4 points.
Examines the manner in which producers, consumers, and resource owners acting through the market determine the prices and output of goods, the allocation of productive resources, and the functional distribution of incomes. The price system is seen as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

Intermediate Macroeconomics (P)
ECON-UA 12  Prerequisites for students who enter CAS fall 2012 or later: Introduction to Macroeconomics (ECON-UA 1) and Intermediate Microeconomics (ECON-UA 10). Prerequisites for students who entered CAS before fall 2012: Introduction to Macroeconomics (ECON-UA 1), Introduction to Microeconomics (ECON-UA 2), and Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211). Restriction only for students who enter CAS fall 2012 or later: not open to seniors. Offered every semester. 4 points.
Study of aggregate economic analysis with special attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them.
Macroeconomics (P, T)
ECON-UA 13  Prerequisite for students who enter CAS fall 2012 or later: either Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Prerequisites for students who entered CAS before fall 2012: Mathematics for Economists (ECON-UA 6), Analytical Statistics (ECON-UA 20), and Calculus III (MATH-UA 123). Restriction: not open to seniors. Offered in the spring. 4 points.
Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in ECON-UA 12.

International Economics (P)
ECON-UA 238 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every semester. 4 points.
Focuses on international trade in goods, services, and capital. It serves as an introduction to international economic issues and as preparation for Topics in the Global Economy (ECON-UA 324). The issues discussed include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

Introduction to Econometrics (P, T)
ECON-UA 266 Prerequisite: either Statistics (ECON-UA 18) or Analytical Statistics (ECON-UA 20). Restriction: not open to any student who has taken Topics in Econometrics (ECON-UA 380). Offered in the fall. 4 points.
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, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is provided.

Topics in Econometrics (P)
ECON-UA 380 Prerequisite: Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and Statistics (ECON-UA 18). Restriction: not open to any student who has taken Introduction to Econometrics (ECON-UA 266). Offered every semester. 4 points.
Examines a number of important areas of econometrics. The topics covered include identification and estimation of simultaneous equations models; model specification and testing; estimation of discrete choice models; and the analysis of duration models. In addition to covering the relevant theoretical issues, applies these methods to economic data.

Elective Courses: 200 Level
Economic History of the United States (P, T)
ECON-UA 205 Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). Offered every year. 4 points.
Analytic survey of the structure of the U.S. economy. National income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.

History of Economic Thought (P, T)
ECON-UA 206 Formerly ECON-UA 106. Prerequisite: Introduction to Macroeconomics (ECON-UA 1). Restriction: not open to any student who has taken ECON-UA 106. Offered every semester. 4 points.
Begins with a short introduction to mercantilism, then moves to the classical school’s main figures (Smith, Malthus, Ricardo, Mill, and others). Ends with Marx’s reaction to classical doctrines and the Marginalist Revolution of the late 19th century, which set the foundation of modern neoclassical economics. Focus on the normative aspects of the debate on the factors determining the value of commodities and the related issue of the principles that ought to govern the allocation of wealth, as well as on various theories of economic growth and historical change, including predictions about the future of capitalism.

Ethics and Economics (P, T)
ECON-UA 207 Prerequisite: Introduction to Microeconomics (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). Offered every year. 4 points.
Specific topics include a brief overview of various ethical ideas, an analysis of the ethical presuppositions of modern economic theory (especially welfare economics, social welfare functions, distributive justice, and ethical implications of basic economic theory).
economics), utilitarian ethics, the moral status of free exchange, the ethical implications of imperfect knowledge between bargaining parties, cost-benefit analysis and human rights, the economic content of the "general welfare," and laissez-faire.

**Policy Ideas in the History of Economic Thought (P)**

ECON-UA 208  *Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year.* 4 points.

Selected policy recommendations drawn from classical to present-day economic thought. Some of the thinkers are Adam Smith, Jeremy Bentham, John Stuart Mill, Philip Wicksteed, Arthur C. Pigou, John Maynard Keynes, Friedrich Hayek, and such modern behavioral economists as Richard Thaler. Policies and writers may vary each year. Topics range widely: the protection of domestic industry, use of taxes to deal with external effects, property rights, the government direction of investment, and alternatives to revealed preference as a welfare standard.

**Game Theory and Strategy (P)**

ECON-UA 216  *Prerequisites: Introduction to Microeconomics (ECON-UA 2), and Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211). Offered every year.* 4 points.

Provides a mostly applied overview of game theoretical concepts and emphasizes their use in real-world situations. By the end of the course, students should have developed tools that will allow them to formally analyze outcomes in strategic situations and apply game theoretical analysis to a variety of disciplines.

**Financial Crises (P)**

ECON-UA 225  *Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year.* 4 points.

Examines the origin and evolution of financial crises. Various policy options that may prevent and mitigate financial crises and the restructuring of the global financial architecture to prevent or limit future crises are examined. Focuses primarily on the United States and on the most recent financial crisis, but also treats earlier financial crises in the U.S. (such as the Great Depression) and past financial bubbles, such as the 17th-century Dutch tulip mania and the 1997 Asian crisis.

**Urban Economics (P, T)**

ECON-UA 227  *Identical to SCA-UA 751.*  
*Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). Offered every semester.* 4 points.

The city as an economic organization. Urbanization trends, functional specialization, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; and special problems within the public sector.

**Money and Banking (P, T)**

ECON-UA 231  *Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2), or Introduction to Economic Analysis (ECON-UA 5). Offered every semester.* 4 points.

Money supply; banking as an industry; banks as suppliers of money; the Federal Reserve System and monetary control; monetary theory; and contemporary monetary policy issues.

**Poverty and Income Distribution (P, T)**

ECON-UA 233  *Prerequisites: Introduction to Macroeconomics (ECON-UA 1) or Introduction to Economic Analysis (ECON-UA 5). Offered every year.* 4 points.

Defines poverty and welfare. Analyzes who the poor are, why some people are rich and others poor, equality of opportunity, income and status, inequality, trends in the degree of inequality, government's role in income distribution, and international comparisons of inequality.

**Gender and Choices (P, T)**

ECON-UA 252  *Identical to SCA-UA 719.*  
*Prerequisite: Introduction to Microeconomics (ECON-UA 2) or Introduction to Economic Analysis (ECON-UA 5). Offered every year.* 4 points.

Examines important economic influences on decisions women make concerning labor force participation and family. Theory of labor market behavior and discrimination, as well as public policy options.
Privatization (P)
ECON-UA 270  Prerequisites: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
Analyzes the principles and practices underlying the privatization of public enterprises and governmental functions. Evaluates the criticism directed at public ownership and examines an alternative to privatization: reforming state-owned enterprises and public administration, using examples from the United States, Great Britain, and New Zealand. Issues of privatization are discussed both in principle and via examples from industrial, transitional, and less-developed economies, and may include: the roles of ownership and competition in stimulating efficiency, the implications of separation of ownership from management in distinguishing between private and public enterprises, conditions for successful divestiture programs, privatization’s employment impact, and contracting out of government services.

Topics in Economic Analysis I (P)
ECON-UA 290  Prerequisite: Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2). Offered every year. 4 points.
For department or visiting faculty who wish to give courses in fields that are not in the permanent course offerings. The topic is announced before registration each year. A specific topic presented in any one semester is unlikely to be repeated. Students may count only one such “topics course” for the major.

Politics and Finance: Honors Seminar (P)
ECON-UA 296  Identical to POL-UA 396. Prerequisites: Introduction to Microeconomics (ECON-UA 2), Power and Politics in America (POL-UA 300), 3.5 GPA, and permission of the Department of Politics. Offered every year. 4 points.
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 is placed on the United States, with some international comparisons. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

Elective Courses: 300 Level
Note: For all courses listed below, Statistics (P) (ECON-UA 18) is a prerequisite for policy electives, and Introduction to Econometrics (T) (ECON-UA 266) is a prerequisite for theory electives. Additional prerequisites are listed for each course.

Strategic Decision Theory (T)
ECON-UA 310  Prerequisite: Microeconomics (ECON-UA 11). Offered every year. 4 points.
Introduction to noncooperative game theory. Focuses on a rigorous development of the basic theory with economic applications such as competition among oligopolists, how standards are set, auction theory, and bargaining. The formal topics include games in strategic form, Bayesian games, and games in extensive form.

Industrial Organization (P)
ECON-UA 316  Prerequisite: Intermediate Microeconomics (ECON-UA 10). Offered every semester. 4 points.
Analysis of the structure, conduct, and performance of firms and industries. Involves the development of a theoretical basis for evaluating performance. Analysis of competition as a state of affairs versus competition as a process. The effects of advertising, economic concentration, and innovation on prices and production. Overall survey of contemporary antitrust law and economics.

Market Structure and Performance (T)
ECON-UA 317  Prerequisite: Microeconomics (ECON-UA 11). Offered every other year. 4 points.
Relies extensively on game-theoretic tools to model strategic market behavior and econometric methods for testing hypotheses regarding firm conduct and market performance. Analyzes profit-maximizing business strategies of firms with market power, as well as strategic interactions among firms in various types of imperfectly competitive markets. Addresses both static modes of competition and dynamic competition in research and development and product design. Examines the scope of effective public policies designed to improve market performance.

Economic Development (P; T)
ECON-UA 323  Prerequisites: Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and International Economics (ECON-UA 238); or Microeconomics (ECON-UA 11) and Macroeconomics (ECON-UA 13). Offered every year. 4 points.
Studies economic underdevelopment, with special reference to the countries of Asia, Latin America, and Africa. Macroeconomic topics include economic growth, income distribution, and poverty, with particular emphasis on underdevelopment as a circular, self-reinforcing trap. Microeconomic topics include the study of particular markets that are especially relevant to developing countries: those for land, labor, and credit. Notions of market fragmentation, limited information, and incentive problems receive emphasis. Ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

**Economics of Energy and the Environment (P, T)**
ECON-UA 326  Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered every year. 4 points.
Economic analysis of major policy issues in energy and the environment, both domestic and international. Emphasis on market solutions to various problems and market limitations in the allocation of environmental resources. Energy issues focus on OPEC and world oil markets, with attention to reducing oil import vulnerability; 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.

**Ownership and Corporate Control in Advanced and Transition Economies (P, T)**
ECON-UA 340  Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered every year. 4 points.
Discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. Corporate control mechanisms in the United States, Germany, Japan, and the emerging market economies of Eastern Europe and the former Soviet Union are reviewed. Particular attention is paid to the role of capital markets (takeovers and other shareholder control devices), banks and other financial institutions, and various corporate institutions (such as boards of directors and meetings of shareholders) in facilitating or hindering corporate control and the efficient allocation of resources.

**Behavioral Economics (P)**
ECON-UA 342  Prerequisites: Topics in Econometrics (ECON-UA 380) and Calculus II (MATH-UA 122) or Mathematics for Economics II (MATH-UA 212); or Microeconomics (ECON-UA 11) and Introduction to Econometrics (ECON-UA 266). Offered every year. 4 points.
The field of behavioral economics seeks to insert more behavioral realism into economic theory. Topics covered include prospect theory, mental accounting, other-regarding preferences, and hyperbolic discounting. We examine evidence of departures from the assumptions made in the canonical economic model and then ask how such departures can be formalized theoretically and how the resulting models can be tested empirically.

**Political Economy (T)**
ECON-UA 345  Prerequisite: Microeconomics (ECON-UA 11). Offered every year. 4 points.
Analyzes the interplay of political science and economics. First focuses on the formal modeling of political behavior and political institutions: the theory of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action) are analyzed. Then discusses the connection between politics and economics and investigates the effect of political variables on the determination of economic outcomes. Raises such questions as: How can special groups of individuals enhance their well-being by political action? What is lobbying? What is the effect of contributions on political outcomes?

**Labor Economics (P, T)**
ECON-UA 351  Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered every semester. 4 points.
Analyzes the functioning of the labor market in both theoretical and statistical terms. Examines the determinants of wage and employment levels in perfect and imperfect labor markets, including the concept of education and training as human capital. Models of labor market dynamics are also examined, including those of job search and matching. The role of public policy in the functioning of labor markets is highlighted throughout.

**Public Economics (P, T)**
ECON-UA 353  Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered every semester. 4 points.
In alternate years, stresses policy implications and the development of theory. Analysis of government
economic policies and behavior. Normative and positive economics; the fundamental welfare theorems. What goods should the government provide (public goods)? When should the government tax private behavior (externalities)? Income redistribution and the welfare program. Who pays the tax (tax incidence)? The role of debt policy. On what should taxes be levied (optimal taxation)?

**Experimental Economics (P, T)**

ECON-UA 360  
Prerequisite: Intermediate Microeconomics (ECON-UA 10) or Microeconomics (ECON-UA 11). Offered every year. 4 points.  
Pредicated on the belief that economics, like other sciences, can be a laboratory science where economic theories are tested, rejected, and revised. Reviews the methodology of such laboratory experiments and investigates the use of experiments in a wide variety of fields. These include competitive markets, auctions, public goods theory, labor economics, game theory, and individual choice theory.

**Elements of Financial Economics (T)**

ECON-UA 363  
Prerequisite: Microeconomics (ECON-UA 11). Restriction: open to students from the Stern School of Business only if FINC-UB 43 has not been taken. Offered every year. 4 points.  
Provides theoretical tools for understanding the operation and economic role of asset markets in the financial system. Develops the theory of decision making under uncertainty and techniques for portfolio choice and efficient risk sharing. Develops static and dynamic models of asset markets with applications to efficiency, arbitrage pricing, and the use and pricing of derivative securities.

**Advanced Micro Theory (T)**

ECON-UA 365  
Prerequisite: Microeconomics (ECON-UA 11). Offered every other year. 4 points.  
Introduces some of the main model-building techniques developed by microeconomists. Three basic topics are covered: the static theory of consumer behavior both in a certain world and in an uncertain world; the theory of general equilibrium; and the theory of dynamic optimization. The advanced mathematical techniques needed to understand the material are reviewed.

**Advanced Macroeconomics and Finance (T)**

ECON-UA 367  
Prerequisites: Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Analytical Statistics (ECON-UA 20), or permission of the instructor. Offered every year. 4 points.  
Studies dynamic theories of equilibrium with optimizing agents who face risky returns and uncertain government policies that influence their decisions. We study inflations and hyperinflations; theories of pricing bonds and equity and how well they work empirically; Social Security reform; causes and cures of financial panics; theories of optimal monetary and fiscal policy; and search theory and other applications of dynamic programming.

**Financial Economics (P)**

ECON-UA 368  
Prerequisite: Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12). Restriction: not open to students from the Stern School of Business. Offered every year. 4 points.  
Provides theoretical and practical tools for understanding the operation of financial markets, the meaning of risk, and its relation to financial return. Also develops concepts of systematic versus idiosyncratic risk, market efficiency, the equilibrium determination of interest rates both in the overnight, interbank lending market and in the market for corporate debt, term and default premia in the bond market, and average excess stock returns in the equity market.

**Topics in Economic Theory (T)**

ECON-UA 375  
Prerequisites: Microeconomics (ECON-UA 11) and Macroeconomics (ECON-UA 13). May not be taken for credit in addition to ECON-UA 370. Offered every year. 4 points.  
Explores issues in economic theory using the tools learned in macroeconomics and microeconomics. Focuses on a particular issue each term.

**Topics in Economic Analysis II (P)**

ECON-UA 390  
Prerequisites: Intermediate Microeconomics (ECON-UA 10) and/or Intermediate Macroeconomics (ECON-UA 12). Offered every year. 4 points.  
For department or visiting faculty who wish to give courses in fields that are not in the permanent course offerings. The topic is announced before registration each year. A specific topic presented in any one semester is unlikely to be repeated. Students may count only one such “topics course” for the major.

**Advanced Econometrics (P, T)**

ECON-UA 402  
Prerequisite: Introduction to Econometrics (ECON-UA 266) or Topics in Econometrics (ECON-UA 380). Offered every year. 4 points.  
Designed for honors economics majors, but students who are not pursuing honors but still satisfy the
GPA requirements (3.65 overall and in economics courses) and meet the prerequisite are encouraged to enroll. Prepares students for carrying out empirical research in economics, emphasizing the relationship between economic models and observable data. Covers nonlinear methods and a selection of topics in panel and time-series data.

**Honors and Independent Study**

**Honors Tutorial (P, T)**
ECON-UA 410  Prerequisites: Intermediate Microeconomics (ECON-UA 10), Intermediate Macroeconomics (ECON-UA 12), and Topics in Econometrics (ECON-UA 380); or Microeconomics (ECON-UA 11), Macroeconomics (ECON-UA 13), and Introduction to Econometrics (ECON-UA 260); 3.65 GPA in the major and overall; permission of the instructor required. Restriction: open only to students in the honors track. Offered in the fall. 4 points.
Trains students to write on economic topics and perform economic analysis efficiently, as well as to develop theoretical skills. Serves as preparation for and prerequisite to Honors Thesis (ECON-UA 450). Students present papers on their original research, and must revise their work in response to student and instructor critique of the content and form of the paper as well as the presentation.

**Honors Thesis (P, T)**
ECON-UA 450  Formerly ECON-UA 400.
Prerequisite: Honors Tutorial (ECON-UA 410); 3.65 GPA in the major and overall. Restriction: open only to students in the honors track. Offered in the spring. 4 points.
Students interested in pursuing an honors thesis should meet with the director of undergraduate studies in the spring semester of their junior year.

**Independent Study (P, T)**
ECON-UA 997, 998 Prerequisites: Intermediate Microeconomics (ECON-UA 10) and Intermediate Macroeconomics (ECON-UA 12); or Microeconomics (ECON-UA 11) and Macroeconomics (ECON-UA 13); 3.5 GPA; and permission of the director of undergraduate studies. Restrictions: No more than a total of 8 points of independent study may be taken; independent study does not count toward major requirements. Offered every semester. 1 to 4 points per term.
The student engages in intensive independent study of an important economic topic under the direction of a departmental faculty member. The results of the study are embodied in a report or paper to be specified by the instructor.
Since the fall of 2010, the College’s dual degree program with the NYU Polytechnic School of Engineering has offered highly qualified and motivated students who are technically oriented the opportunity to pursue both a liberal arts program with a major in science and a traditional engineering program. The program is ideal for the student interested in science and engineering who is also eager for a liberal arts experience before entering an undergraduate engineering environment. Upon completion of this five-year program, students receive both a B.S. degree from the College of Arts and Science and a B.S. degree from the NYU Polytechnic School of Engineering. Students with this combination of degrees are likely to find excellent employment opportunities.

The available dual degree combinations are as follows:

- B.S. in Biology/B.S. in Chemical and Biomolecular Engineering
- B.S. in Chemistry/B.S. in Chemical and Biomolecular Engineering
- B.S. in Computer Science/B.S. in Computer Engineering
- B.S. in Computer Science/B.S. in Electrical Engineering
- B.S. in Mathematics/B.S. in Civil Engineering
- B.S. in Mathematics/B.S. in Computer Engineering
- B.S. in Mathematics/B.S. in Electrical Engineering
- B.S. in Mathematics/B.S. in Mechanical Engineering
- B.S. in Physics/B.S. in Civil Engineering
- B.S. in Physics/B.S. in Computer Engineering
- B.S. in Physics/B.S. in Electrical Engineering
- B.S. in Physics/B.S. in Mechanical Engineering

Students in the program complete all of the College Core Curriculum requirements, with the exception of the foreign language requirement, from which they are exempted. (Their required mathematics and science courses automatically satisfy the Core’s foundations of scientific inquiry requirements.) There is usually some flexibility concerning the semester in which a given course can be taken, and students with Advanced Placement credit may be able to lighten some of their semester course loads and/or have room for more electives.

Detailed programs of study for each of the curricula are available from Mr. Tyrell Davis, the adviser for all students in the various programs. He may be contacted at the College Advising Center, Silver Center, 100 Washington Square East, Room 905, 212-998-8130.

Application materials for this dual degree program may be requested from New York University, Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339.
program after the first year is very difficult. Students must maintain satisfactory performance and must complete the required courses in a timely fashion to remain in the program. Their records are reviewed yearly by a faculty committee.

The Program

Students accepted into the program spend their first three years of study in the College of Arts and Science. In the first year at the College, the different curricula require many of the same foundational courses. This gives students time to consult with faculty in both CAS and the NYU Polytechnic School of Engineering before committing themselves to a particular science/engineering major combination.

In the first three years of the program, students satisfy their College Core Curriculum requirements (except foreign language) and also take some of the engineering courses in their field of interest. This is also when students select a major area from the CAS disciplines of biology, chemistry, computer science, mathematics, and physics.

After an orientation program in the spring of the third year, the final two years of study are undertaken at the NYU Polytechnic School of Engineering in downtown Brooklyn, across the East River and a short subway ride from NYU’s Greenwich Village campus.

Here, students complete the remaining technical courses required for their engineering major. Programs in engineering available to students in the dual degree program include chemical and biomolecular engineering, civil engineering, computer engineering, electrical engineering, and mechanical engineering.

Students may elect to withdraw from the dual degree program in engineering and complete only the College of Arts and Science Core and major requirements, thus earning one undergraduate degree from CAS.
The study of English and American literature fosters the kind of intellectual training central to a liberal arts education and useful in all professions. By learning to read critically and write with analytical precision, students who major in English prepare themselves to participate intelligently in their culture while forging a lifelong, enriching relationship with literature.

The department’s offerings are bolstered by the strong literature collections available on campus at the Elmer Holmes Bobst Library, which also houses the Fales Collection of English and American Literature. Students are also encouraged to make use of the research opportunities presented by the excellent collections of the New-York Historical Society and the New York Public Library.

The department provides opportunities for specialized research through seminars, independent study courses, and an honors program that culminates in the writing of an honors thesis during the senior year under the supervision of a faculty member. The department also offers elective credit for internships at magazines, publishers, literary agencies, and other organizations. The rich cultural life of New York City, and of Greenwich Village in particular, makes NYU an ideal location for the study of English and American literature.
DEPARTMENT OF ENGLISH

Major
A minimum of ten 4-point courses (40 points), distributed as follows:

- Four required core courses. These are Literary Interpretation (ENGL-UA 200), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230). Note that Literary Interpretation should be the first course taken in the major; it may be taken concurrently with either British Literature I, British Literature II, or American Literature I.
- One course in critical theories and methods. The following courses are typically used to fulfill this requirement: ENGL-UA 130, ENGL-UA 712, ENGL-UA 735, ENGL-UA 755, ENGL-UA 970.
- One course in British literature before 1800. The following courses are typically used to fulfill this requirement: ENGL-UA 143, ENGL-UA 310, ENGL-UA 320, ENGL-UA 410, ENGL-UA 411, ENGL-UA 415, ENGL-UA 440, ENGL-UA 445, ENGL-UA 450, ENGL-UA 500, ENGL-UA 505, ENGL-UA 510, ENGL-UA 512, ENGL-UA 515, ENGL-UA 950, ENGL-UA 951-953, ENGL-GA 1060, ENGL-GA 1061.
- One seminar, usually taken in the senior year. Students must first complete the four core courses to be eligible to enroll in seminars.

The remaining courses may be drawn from any combination of intermediate courses, advanced courses, or seminars.

Minor in English and American Literature
Beginning fall 2014, this is a five-course (20-point) minor. The requirements are:

- Literary Interpretation (ENGL-UA 200)
- One of the following:
  - British Literature I (ENGL-UA 210)
  - British Literature II (ENGL-UA 220)
  - American Literature I (ENGL-UA 230)
- Plus three additional ENGL-UA courses.

Restrictions on Credit toward the Major and the Minor
Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward any of the department’s major or minor programs. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Students must receive a C-plus or better in Literary Interpretation (ENGL-UA 200) to proceed with the major. All other courses for the major must be completed with a C or better.

Honors Program
The requirements consist of:

- A senior seminar chosen from ENGL-UA 950-955, ENGL-UA 960-965, ENGL-UA 970-976.
- Enrollment in Seniors Honors Thesis (ENGL-UA 925) and completion of a thesis (on a topic of the student’s choosing) under the direction of a member of the Department of English faculty.
- A yearlong Senior Honors Colloquium for thesis writers (ENGL-UA 926).

Students should apply for admission to the honors program when they have no more than four and no fewer than three semesters until graduation. Applications are available on the department’s undergraduate website and at the department offices.

Accelerated Bachelor’s/Master’s Program
The English department offers qualified students the opportunity to earn an accelerated master’s degree in conjunction with the bachelor’s degree. Please see the description of the program in the section on preprofessional, accelerated, and specialized programs in this Bulletin. Interested students should consult the director of
undergraduate studies once they have completed 48 credits. To be considered, students must submit applications to the College Advising Center before they have completed 96 credits or six semesters, whichever comes first.

Study Away
The Department of English encourages its majors to take advantage of NYU’s many opportunities for study away. NYU London offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of both ENGL-UA and non-ENGL-UA courses offered by the various NYU study away programs that may be counted toward specific requirements for the major can be found on the department’s website each term. English majors should consult a departmental adviser before making plans to study away.

COURSES

Core Courses for Majors and Minors

Literary Interpretation
ENGL-UA 200 Prerequisite: completion of the College’s expository writing requirement. Restricted to declared and prospective English majors and minors. 4 points.
Conducted in a seminar format. Gateway course to the major that introduces students to the demands and pleasures of university-level investigation of English literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers. Students must receive a C-plus or better to proceed with the major.

British Literature I
ENGL-UA 210 Prerequisite or corequisite: Literary Interpretation (ENGL-UA 200) or equivalent approved by the course instructor. 4 points.
Survey of English literature from its origins in the Anglo-Saxon epic through Milton. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

British Literature II
ENGL-UA 220 Prerequisite or corequisite: Literary Interpretation (ENGL-UA 200) or equivalent approved by the course instructor. 4 points.
Survey of English literature from the Restoration to the 20th century. Close reading of representative works with attention to the historical, intellectual, and social contexts of the period.

American Literature I
ENGL-UA 230 Prerequisite or corequisite: Literary Interpretation (ENGL-UA 200) or equivalent approved by the course instructor. 4 points.
A survey of American literature and literary history, from the early colonial period to the eve of the Civil War. Topics include the relation between history and cultural mythology, the rise of “literature” as a discipline unto itself, the meaning of American individualism, the mythology of American exceptionalism, the dialectic of freedom and slavery in American rhetoric, the American obsession with race, the ideology of domesticity and its link to the sentimental, and the nature of the American Renaissance.

Courses in Literature for Majors and Minors Open to All Undergraduates
The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement. Some courses carry additional prerequisites (noted below).

Major British Writers
ENGL-UA 60 Offered each term. 4 points.
Major writers of the 19th to 20th centuries, including the romantic poetry of Keats and Shelley, the industrialized British Empire celebrated and criticized in the works of Victorian writers like Dickens and Tennyson, the modernist writers Eliot, Yeats, Joyce, Woolf, and contemporary writers.

Major American Writers
ENGL-UA 65 Offered each term. 4 points.
Acquaints the student with major texts in American literature as aesthetic achievements and as documents of dramatic points in the development of American culture.
Film as Literature
ENGL-UA 70  Formerly ENGL-UA 170. Identical to DRLIT-UA 501. Offered every year. 4 points.
The development of the film as a major art form and its relationship to other art forms. Particular
attention to the language of cinema, the director and screenwriter as authors, and the problems of translating
literature into film, with extensive discussion of the potentials and limitations of each art form.
Milestone films are viewed and analyzed.

Theory of Drama
ENGL-UA 130  Identical to DRLIT-UA 130. Offered every year. 4 points.
Explores the relationship between two kinds of theories: theories of meaning and theories of
performance. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis,
new historicism, and postmodernism. Theories of practice include naturalism, Dadaism, futurism, epic theatre,
theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative
plays.

Drama in Performance in New York
ENGL-UA 132  Identical to DRLIT-UA 300. Offered every year. 4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation,
both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see
approximately twelve plays, covering classical to contemporary and traditional to experimental theatre. On occasion, films or videotapes of plays are used to supplement live performances. Readings include plays and essays in theory and criticism.

Dante and His World
ENGL-UA 143  Identical to MEDI-UA 801, ITAL-UA 160. 4 points.
See description in the medieval and Renaissance studies section of this Bulletin.

The American Short Story
ENGL-UA 240  Offered periodically. 4 points.
Study of theme and technique in the American short story through readings in Irving, Hawthorne, Poe,
Melville, James, Hemingway, Faulkner, Porter, and others, including representative regional writers.

Introduction to Drama and Literature
ENGL-UA 252  Identical to DRLIT-UA 101. Offered periodically. 4 points.
An introduction to a variety of dramatic forms, styles and traditions; to the cultural relevance of theatre and its history; and to the theory and practice of drama and theatre more broadly.

Shakespeare I, II
ENGL-UA 410, 411  Identical to DRLIT-UA 225, 226. Either course may be taken alone for credit.
Offered every year. 4 points per term.
Introduction to the reading of Shakespeare.
Examines approximately ten plays each term. The first term covers the early comedies, tragedies, and
histories up to Hamlet. The second term covers the later tragedies, the problem plays, and the romances,
concluding with The Tempest.

English Drama to 1642
ENGL-UA 420  Offered periodically. 4 points.
Reading of major non-Shakespearean drama, including plays by Marlowe, Jonson, Middleton, Webster,
and others, with attention to both formal and historical questions. Among issues to be addressed are genre, gender and sexuality, status, degree,
and nation.

17th-Century English Literature
ENGL-UA 440  Identical to MEDI-UA 440. Offered every other year. 4 points.
Introduction to the prose and poetry of the 17th century—an age of spiritual, scientific, and political
crisis. Readings in Jonson, Donne, Bacon, Herbert, Marvell, Milton, Browne, and others.

The English Novel in the 19th Century
ENGL-UA 530  Offered every year. 4 points.
Studies in the forms and contexts of the 19th-century English novel.

The British Novel in the 20th Century
ENGL-UA 605  Offered every other year. 4 points.
Studies in the forms and contexts of the 20th-century British novel.

20th-Century British Literature
ENGL-UA 606  Offered every other year. 4 points.
Poetry, fiction, and drama since World War I.
Selected major texts by modernist, postcolonial, and postmodern writers.

American Fiction from 1900 to World War II
ENGL-UA 635  Offered every year. 4 points.
Close reading of fictional works by Dreiser, Anderson, Stein, Hemingway, Dos Passos, Fitzgerald, West, Wright, Hurston, Faulkner, and others. Studies the texts in light of traditional critical approaches and recent developments in literary theory. Considers the cultural and aesthetic
background, each writer's biography, and the articulation of distinctly American themes.

**American Fiction After World War II**  
ENGL-UA 640  *Offered every year. 4 points.*  
Examination of representative works by contemporary novelists. Authors generally include Barthelme, Bellow, Ellison, Gaddis, Hawkes, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

**Asian American Literature**  
ENGL-UA 716  *Formerly SCA-UA 301. Identical to SCA-UA 306, COLIT-UA 301. Offered every year. 4 points.*  
See description in the Asian/Pacific/American studies section of this Bulletin.

**Tragedy**  
ENGL-UA 720  *Identical to COLIT-UA 110, DRLIT-UA 200. 4 points.*  
See description in the comparative literature section of this Bulletin.

**Science Fiction**  
ENGL-UA 728  *Offered periodically. 4 points.*  
Considers contemporary science fiction as literature, social commentary, prophecy, and a reflection of recent and possible future trends in technology and society. Writers considered include such authors as Asimov, Ballard, Butler, Clarke, Delany, Dick, Gibson, Heinlein, Herbert, Le Guin, Stephenson, and Sterling.

**Queer Literature**  
ENGL-UA 749  *Identical to SCA-UA 482. 4 points.*  
See description in the gender and sexuality studies section of this Bulletin.

**Topics in Irish Literature**  
ENGL-UA 761  *Identical to IRISH-UA 761. 4 points.*  
See description in the Irish studies section of this Bulletin.

**Advanced Courses in Literature**  
The following courses have departmental prerequisites (as noted below). Colloquia are restricted to majors only. Qualified nonmajors may enroll with the permission of the instructor.

**18th- and 19th-Century**  
**African American Literature**  
ENGL-UA 250  *Identical to SCA-UA 783.*  
Prerequisite: African American Literary Cultures (ENGL-UA 185) or American Literature I (ENGL-UA 230). Offered periodically. 4 points.  
Survey of major autobiographies, fiction, and poetry from the early national period to the eve of the New Negro Renaissance. Writers considered typically include Equiano, Wheatley, Jacobs, Brown, Douglass, Harper, and Wilson.

**20th-Century African American Literature**  
ENGL-UA 251  *Identical to SCA-UA 784.*  
Prerequisite: African American Literary Cultures (ENGL-UA 185) or American Literature I (ENGL-UA 230). Offered periodically. 4 points.  
Survey of major texts—fiction, poetry, autobiography, and drama—from Du Bois’s *Soul of Black Folk* (1903) to contemporary writers such as Baraka, Walker, and Morrison. Discussion of the Harlem Renaissance and its key figures, including Wright, Baldwin, Hughes, and Ellison.

**Contemporary African American Fiction**  
ENGL-UA 254  *Identical to SCA-UA 786.*  
Prerequisite: African American Literary Cultures (ENGL-UA 185) or American Literature I (ENGL-UA 230). Offered periodically. 4 points.  
Focuses on major novels by African American writers from Richard Wright’s *Native Son* (1940) to the present. Readings generally include novels by Ellison, Baldwin, and Himes, as well as more recent fiction by Gaines, Widerman, Walker, Morrison, and others.

**Medieval Literature in Translation**  
ENGL-UA 310  *Identical to MEDI-UA 310.*  
Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.  
Introduction to the culture and literature of the medieval world through translations of diverse texts written in Latin, French, German, Italian, Icelandic, and other vernacular languages. Texts are selected according to the theme or focus chosen by the instructor.

**Medieval Romance**  
ENGL-UA 311  *Prerequisite: ENGL-UA 121. Offered periodically. 4 points.*  
Study of selected medieval romances and how these tales of adventure, love, and magic both construct and deconstruct ideals of selfhood, masculinity, femininity, heterosexuality, nationality, geography,
temporality, religion, spirituality, nature, nonhuman species, and the function and performance of linguistic discourse. Consideration is also given to the boundaries romances share with other genres, such as saints’ lives, chronicles, travel writing, allegory, and exempla. Readings include works in Middle English and in translation.

**Introduction to Old English Language and Literature**
ENGL-UA 315  Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.
An introduction to the Old English language and literature as well as the culture of England before the Norman Conquest of 1066. Students learn the grammar and vocabulary of this earliest surviving form of English, while being introduced to topics such as the heroic code; conversion and cultural syncretism; the rise of English national identity; monasticism and spirituality; the law and customs of the Anglo-Saxons; the Viking invasions and the Norman Conquest; and hybridity and multilingualism. Concludes with reading excerpts from *Beowulf* in the original and orally performing scenes from the poem.

**Colloquium: Chaucer**
ENGL-UA 320  Identical to MEDI-UA 320. Prerequisite: British Literature I (ENGL-UA 210). Offered every year. 4 points.
Introduction to Geoffrey Chaucer’s major poetry, with particular attention to *The Canterbury Tales*. Chaucer’s language and versification are studied briefly but intensively so that students are able to read his 14th-century London dialect with comprehension and pleasure. Special critical attention is given to his narrative skills, methods of characterization, wide range of styles and forms, and other rhetorical strategies. Students are also encouraged to explore Chaucer’s artistry as a reflection of late medieval social and cultural history.

**Colloquium: Shakespeare**
ENGL-UA 415  Identical to DRLIT-UA 230, MEDI-UA 415. Prerequisite: British Literature I (ENGL-UA 210) or History of Drama and Theatre I (ENGL-UA 125). Offered every year. 4 points.
Intensive reading of six to eight plays of Shakespeare chosen from among the comedies, tragedies, and histories, with attention to formal, historical, and performance questions.

**Colloquium: The Renaissance Writer**
ENGL-UA 445  Identical to MEDI-UA 445. Prerequisite: British Literature I (ENGL-UA 210). Offered periodically. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

**Colloquium: Milton**
ENGL-UA 450  Identical to MEDI-UA 450. Prerequisite: British Literature I (ENGL-UA 210). Offered every other year. 4 points.
Emphasis on the major poems—Paradise Lost, Paradise Regained, and Samson Agonistes—with some attention to the early poems and the prose. Traces the poet’s sense of vocation, analyzes the gradual development of the Miltonic style, and assesses Milton’s position in the history of English literature, politics, and theology.

**Restoration and Early 18th-Century Literature**
ENGL-UA 500  Prerequisite: British Literature II (ENGL-UA 220). Offered periodically. 4 points.
Introduction to major literary works of the period 1660-1740. May include poetry, satire, essays, drama, and fiction, and authors such as Behn, Dryden, Addison and Steele, Pope, Swift, Montagu, Defoe, and Haywood. Typical concerns include irony and the “golden age” of English satire; poetic form, especially the heroic couplet; neoclassicism and the perceived conflict with increasingly popular “modern” genres such as novels or periodical journalism; social questions such as the position of women, particularly in relation to the institution of marriage; and the birth of Grub Street and the professional literary marketplace.

**Colloquium: Mid- and Late 18th-Century Literature**
ENGL-UA 501  Prerequisite: British Literature II (ENGL-UA 220). Offered periodically. 4 points.
Introduction to major literary works of the period 1740-1800. May include poetry, drama, essays, fiction, satire, travel writing, and biography, and authors such as Richardson, Fielding, Johnson, Boswell, Gray, Goldsmith, Sheridan, Smollett, Radcliffe, Burney, and Austen. Typical concerns may include the role of literary texts in forging the United Kingdom of Great Britain and Ireland; sentimentalism, social satire, and the comedy of manners; the development of the novel and of literary biography; the ballad revival and its influence on the poetic tradition; and the position of women.
Restoration and 18th-Century Drama
ENGL-UA 505  Identical to DRLIT-UA 235.
Prerequisite: British Literature I (ENGL-UA 210) or History of Drama and Theatre I (ENGL-UA 125).
Offered periodically. 4 points.
Development of English drama from 1660 to 1780, illustrating the comedy of manners (both sentimental and laughing), the heroic play, and tragedy. Playwrights may include such writers as Behn, Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

Colloquium: The 18th-Century British Writer
ENGL-UA 515  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

The Romantic Period
ENGL-UA 520  Prerequisite: British Literature II (ENGL-UA 220). Offered every year. 4 points.
Study of late 18th-century and early 19th-century genres. Authors might include Burns, Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Byron, Percy Shelley, Mary Shelley, Barbauld, Keats, Scott, Hemans, De Quincey, and Clare.

19th-Century Writers
ENGL-UA 525  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Readings in the genres of 19th-century writing.

From Victorian to Modern
ENGL-UA 540  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Study of late Victorian and early modernist literature and culture.

Colloquium: The 19th-Century British Writer
ENGL-UA 545  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

19th-Century American Poetry
ENGL-UA 550  Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
A survey of 19th-century American verse. Considers both popular (that is, forgotten) and acknowledged major poets of the period, with an eye toward discerning the conventions that bind them to and separate them from one another.

Colloquium: 19th-Century American Writers
ENGL-UA 565  Prerequisite: American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

Modern British and American Poetry
ENGL-UA 600  Prerequisite: British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), or American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Readings from major modern American, British, and Irish poets from the middle of the 19th century to the 1920s—specifically, from Whitman’s Leaves of Grass (1855) to Eliot’s The Waste Land (1922). Poets considered generally include Whitman, Dickinson, Hardy, Hopkins, Yeats, Pound, Stevens, Frost, Williams, and Eliot.

Contemporary British and American Literature
ENGL-UA 601  Prerequisite: British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), or American Literature I (ENGL-UA 230). Offered every other year. 4 points.
Readings in modern American, British, and Irish poets from 1922 to the present. Poets considered generally include the middle and later Eliot, Crane, Auden, Empson, Thomas, Lowell, Bishop, Olson, Ashbery, and others.

Contemporary British Literature and Culture
ENGL-UA 607  Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Studies in contemporary British fiction, exploring postwar British culture in an era of profound political and economic change and social upheaval. Examines a range of avant-garde, neorealist, postcolonial, and popular texts that challenge received notions of “Englishness.” Particular attention is paid to the interaction between literature and other cultural forms, such as cinema, popular music, and sport.

Modern British Drama
ENGL-UA 614  Identical to DRLIT-UA 245.
Prerequisite: British Literature II (ENGL-UA 220) or History of Drama and Theatre II (ENGL-UA 126). Offered every other year. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard,
Bond, Friel, Storey, Hare, Adgar, Brenton, Gems, Churchill, and Daniels.

**Transatlantic Modernism**

ENGL-UA 615  *Colloquium. Offered every year.*  
*4 points.*

A general introduction to the study of dramatic literature and theatre. Students read a wide range of representative plays from different periods and traditions as well as some key selections of writings about the theatre, including literary theory, performance theory, public arts policy debates, memoirs (actors, playwrights, directors), theatre mission statements, and critical and historical essays. These readings will be organized around multiple topics: characters; audiences; aesthetics; plots; productions; theatres; controversies; texts; and contexts.

**The Irish Renaissance**

ENGL-UA 621  *Identical to IRISH-UA 621.*  
*Prerequisite: British Literature II (ENGL-UA 220). Offered every other year.*  
*4 points.*

Seeks to understand the achievements of Irish writers in the last decade of the 19th and the first third of the 20th century. Wide readings in different genres—poetry, polemic, short story, novel, drama. Authors read include Wilde, Joyce, Yeats, Shaw, Gregory, Synge, O’Casey, Bowen, and O’Brien. Addresses a number of salient issues, including the nature and cultural forms of Irish nationalism, the violence of civil war, the social position of literature and of intellectuals in projects of national reconciliation and national identity, as well as the clash between revolutionary anti-imperialism and conservative Roman Catholicism, rural and urban identities, and provincialism and cosmopolitanism as strategies for literary self-fashioning.

**Irish American Literature**

ENGL-UA 622  *Identical to IRISH-UA 622.*  
*4 points.*

Examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants to the American experience. The works of writers such as Fitzgerald, O’Neill, O’Connor, O’Hara, and Kennedy are explored, as are the connections between ethnic and literary cultures.

**Colloquium: Joyce**

ENGL-UA 625  *Prerequisite: British Literature II (ENGL-UA 220). Offered every year.*  
*4 points.*

An in-depth consideration of the major works, from the early short stories of *Dubliners* to the late experimental prose/poetry of *Finnegans Wake*, and including a detailed and systematic reading of *Ulysses*. The biographical and social/historical contexts of Joyce's work are investigated alongside consideration of his path-breaking formal experiments and his relations with the many currents of literary and artistic modernism. Discussion of *Ulysses* is complemented by consideration of the many forms of literary and critical theory that have been fashioned around readings of the book.

**Colloquium: The Modern American Writer**

ENGL-UA 626  *Prerequisite: American Literature I (ENGL-UA 230). Offered every other year.*  
*4 points.*

Topic varies each term. Consult the department’s undergraduate website for further information.

**American Poetry from 1900 to the Present**

ENGL-UA 630  *Prerequisite: American Literature I (ENGL-UA 230) or American Romanticism (ENGL-UA 550). Offered every other year.*  
*4 points.*

Survey of the development of 20th-century American poetry.

**Modern American Drama**

ENGL-UA 650  *Identical to DRLIT-UA 250.*  
*Prerequisite: History of Drama and Theatre I (ENGL-UA 125), History of Drama and Theatre II (ENGL-UA 126), or American Literature I (ENGL-UA 230). Offered every other year.*  
*4 points.*

Study of the drama and theatre of America since 1900, including O'Neill, Glaspell, the Group Theatre, Wilder, Williams, Miller, Albee, Shepard, Mamet, Fornes, and Hwang.

**Irish Dramatists**

ENGL-UA 700  *Identical to IRISH-UA 700, THEA-UT 603, DRLIT-UA 700.*  
*4 points.*

A study of the rich dramatic tradition of Ireland since the days of Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include Synge, O’Casey, Beckett, Behan, Friel, Murphy, McGuinness, and Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

**Colloquium: The Postcolonial Writer**

ENGL-UA 708  *Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every other year.*  
*4 points.*

Focuses each term on the works of a single author from the field of postcolonial literature. Some of the most important and interesting Anglophone writers of recent times belong to Britain’s former colonies.
in Africa, South Asia, or the Caribbean, whether living in the countries of their origin or in the West. The postcolonial literary canon includes writers who have won international recognition, marked by awards like the Nobel Prize for Literature (Soyinka, Naipaul, Walcott) or the Man Booker Prize in Britain (Rushdie, Roy, Desai).

Major Texts in Critical Theory
ENGL-UA 712 Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every year. 4 points.
Major texts in critical theory from Plato to Derrida, considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader theory, deconstruction, and historicism.

South Asian Literature in English
ENGL-UA 721 Prerequisite: British Literature II (ENGL-UA 220). Offered every other year. 4 points.
Explores the rich cross-cultural perspectives of 20th-century Indian English literature, moving from the classic British writers about India (Kipling and Forster) to the contemporary voices of Rushdie, Narayan, Desai, Sidhwa, Suleri, Seth, Mukherjee, and others. Focuses on key experiences of empire, the partition of India and Pakistan, and diaspora, and themes such as identity, memory, alienation, assimilation, resistance, and encountering/crossing boundaries. Defines culture, nation, and language in complex interrelations and links Indian English literature to writing in other colonial/postcolonial settings in Asia, Africa, and Latin America.

Readings in Contemporary Literary Theory
ENGL-UA 735 Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every year. 4 points.
Topic varies each term. Consult the department’s undergraduate website for further information.

Representations of Women
ENGL-UA 755 Identical to SCA-UA 734. Prerequisite: Literary Interpretation (ENGL-UA 200). Offered every other year. 4 points.
Surveys representations of sexual and gender difference in literary and cultural production, focusing especially on texts authored by women. Students consider theories of gender and sexuality that enable us to consider how literature depicts and engages social relations and, conversely, how our reading practices enact (or transform) social conventions regarding gender difference.

Seminars
All majors must take one of the following courses, which offer research, criticism, and class discussion in a seminar format. Topic and instructor vary each term. Students should consult the department’s online listing of courses to determine which courses and topics are being offered each term.

Prerequisites for all seminars: completion of the four core courses Literary Interpretation (ENGL-UA 200), British Literature I (ENGL-UA 210), British Literature II (ENGL-UA 220), and American Literature I (ENGL-UA 230), or permission of the instructor.

Topics: Medieval Literature
ENGL-UA 950 Identical to MEDI-UA 953. 4 points.

Topics: Renaissance Literature
ENGL-UA 951 Identical to MEDI-UA 954. 4 points.

Topics: 17th-Century British Literature
ENGL-UA 952 Identical to MEDI-UA 955. 4 points.

Topics: 18th-Century British Literature
ENGL-UA 953 4 points.

Topics: 19th-Century British Literature
ENGL-UA 954 4 points.

Topics: 20th-Century British Literature
ENGL-UA 955 4 points.

Topics: Early American Literature
ENGL-UA 960 4 points.

Topics: 19th-Century American Literature
ENGL-UA 961 4 points.

Topics: 20th-Century American Literature
ENGL-UA 962 4 points.

Topics: African American Literature
ENGL-UA 963 4 points.

Topics: Emergent American Literatures
ENGL-UA 964 4 points.

Topics: Transatlantic Literature
ENGL-UA 965 4 points.

Topics: Critical Theories and Methods
ENGL-UA 970 4 points.

Topics: Dramatic Literature
ENGL-UA 971 4 points.
Topics: Genre Studies
ENGL-UA 972 4 points.

Topics: Interdisciplinary Study
ENGL-UA 973 4 points.

Topics: Poetry and Poetics
ENGL-UA 974 4 points.

Topics: World Literature in English
ENGL-UA 975 4 points.

Topics: New York Literature
ENGL-UA 976 4 points.

Honors Courses

Senior Honors Thesis
ENGL-UA 925  Prerequisites: successful completion of the major’s seminar requirement and permission of the director of undergraduate studies. 4 points.

Individual tutorial. The student chooses a topic (typically at the beginning of the senior year) and is guided through the research and writing by weekly conferences with the faculty thesis director. Students enrolled in this course are also expected to enroll in a yearlong colloquium for thesis writers (ENGL-UA 926). Students should consult the director of the honors program about the selection of a topic and a thesis director. Information about the length, format, and due date of the thesis is available on the department’s website.

Senior Honors Colloquium
ENGL-UA 926  Prerequisites: Successful completion of the major’s seminar requirement and permission of the director of undergraduate studies. 2 or 4 points.

Two terms required of all honors seniors. Meets approximately eight times each term.

Internship and Independent Study

Internship
ENGL-UA 980, 981  Prerequisite: permission of the department’s internship director. Restricted to English majors and minors. May not be used to fulfill the minimum requirements of either the major or the minor. Graded pass/fail. 2 or 4 points per term, with a maximum of 8 total internship points allowed.

Requires a commitment of 8 to 15 hours of work per week in an unpaid position approved by the department’s internship director. The intern’s duties on-site should involve some substantive aspect of literary work, whether in research, writing, editing, or production (e.g., at an archive or publishing house, or with a literary agent or an arts administration group). A written evaluation is solicited from the intern’s supervisor at the end of the semester. The grade for the course is based on internship seminar attendance, a final reflection paper, and other shorter assignments submitted to the department’s internship director.

Independent Study
ENGL-UA 997, 998  Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified junior and senior English majors or minors, but may not be used to fulfill the minimum requirements of either the major or the minor. 2 or 4 points per term.

Requires a paper of considerable length that should embody the result of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate material, and to reach conclusions that are discussed in a sound and well-written argument. Proposals, approved by the student’s faculty director, must be submitted to the director of undergraduate studies in advance of the registration period for the term in which the independent study is to be conducted.

Graduate Courses Open to Undergraduate English Majors

Junior and senior English majors may take 1000-level ENGL-GA courses in the Graduate School of Arts and Science with permission from the director of undergraduate studies. Consult the department’s graduate website for descriptions of 1000-level courses being offered in a given term.
The Department of Environmental Studies aims to provide students with the breadth of understanding and skills necessary for resolving environmental questions and creating a sustainable future on scales ranging from local to global. It does so through integrated, problem-oriented study and a broad range of courses across disciplines and schools. The major and minor draw on NYU’s strong faculty base in the College of Arts and Science (FAS), the Center for Atmosphere Ocean Science (CAOS, Courant Institute of Mathematical Sciences/FAS), the Center on Environmental and Land Use Law (School of Law), the M.A. Program in Bioethics: Life, Health, and Environment (GSAS), and the Environmental Conservation Education program (Steinhardt School of Culture, Education, and Human Development), as well as in the Wagner Graduate School of Public Service, the Stern School of Business, the Gallatin School of Individualized Study, and the School of Medicine.

The department offers opportunities to develop interests in a number of areas, including environmental science; environmental values, policy, and law; earth system science; public health; urban environmental problems; climate change; energy systems; environmental justice; and our complex relations with both domesticated and wild nature.

**Major**

The major in environmental studies requires eight 4-point courses (32 points). Students must also complete a minor (or a second major) in a related field (for approved minors and majors, see below).

All students majoring in environmental studies must take these four core courses (4 points each):

- Environmental Systems Science (ENVST-UA 100)
- Environment and Society (ENVST-UA 101, or ENVST-UA 9101 at NYU Berlin)
- Internship in Environmental Studies (ENVST-UA 800, or NODEP-UA 9981 at NYU Washington, D.C.), taken during the junior year
- Environmental Studies Capstone Seminar (ENVST-UA 900), taken during the senior year

Students choose one of two tracks in the major: environmental science, or environmental values and society.
Environmental Science Track
Completing a major in environmental studies in the environmental science track requires:

- The four core courses (16 points), as listed above
- Three electives (12 points) on the environmental science distribution list (see below). Only one of these can be at the 200 level.
- One elective (3 or 4 points) on the environmental values and society distribution list (see below).
- A minor in one of the following CAS departments: biology, chemistry, computer science, mathematics, physics, or psychology. A second major in biochemistry, biology, chemistry, computer science, computer science and mathematics, economics and mathematics, mathematics, neural science, physics, or psychology will also count as fulfilling this requirement.

Environmental Values and Society Track
Completing a major in environmental studies in the environmental values and society track requires:

- The four core courses (16 points), as listed above
- Three electives (typically 12 points) on the environmental values and society distribution list (see below)
- One elective (4 points) on the environmental science distribution list (see below)
- A minor in one of the following subjects: anthropology, business studies, economics, history, metropolitan studies, philosophy, politics, psychology, sociology, or studio art (Steinhardt). A second major in anthropology, economics, history, journalism, metropolitan studies, philosophy, politics, psychology, or sociology will also count as fulfilling this requirement.

A course cannot satisfy more than one requirement for the environmental studies major. Students must earn a C or better in all courses for the major. Pass/fail courses cannot count toward the major.

Environmental Science Track Distribution List (CAS Courses)
Please note that courses are not necessarily offered every year and may carry prerequisites. This is a partial list; for a full distribution list that includes courses in the other divisions of NYU (both undergraduate and graduate), contact the department.

**ENVIRONMENTAL STUDIES**

**Evolution of the Earth**
ENVST-UA 210  Identical to BIOL-UA 2. 4 points.

**Climate Change**
ENVST-UA 226 4 points.

**Topics in Environmental Science**
ENVST-UA 250 4 points.

**Where the City Meets the Sea: Studies in Coastal Urban Environments**
ENVST-UA 275  Identical to BIOL-UA 140, COREI-AD 16. 4 points.

**Advanced Topics in Environmental Science**
ENVST-UA 300 4 points.

**New York Underground**
ENVST-UA 327 4 points.

**Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution**
ENVST-UA 332  Identical to BIOL-UA 332. 4 points.

**Limits of the Earth: Issues in Human Ecology**
ENVST-UA 333 4 points.

**Earth System Science**
ENVST-UA 340  Formerly ENVST-UA 200. 4 points.

**The Global Carbon Cycle**
ENVST-UA 345 4 points.

**Energy and the Environment**
ENVST-UA 350 4 points.

**Fundamental Dynamics of Earth’s Atmosphere and Climate**
ENVST-UA 360  Identical to MATH-UA 228. 4 points.

**Biogeochemistry of Global Change**
ENVST-UA 370  Identical to BIOL-UA 66. 4 points.

**At the Bench: Ecological Analysis with Geographic Information Systems**
ENVST-UA 372  Identical to BIOL-UA 64. 4 points.
Special Topics: Introduction to Fluid Dynamics
ENVST-UA 380  Identical to PHYS-UA 800.
4 points.

ADVANCED HONORS SEMINAR
Metapatterns from Quarks to Culture
AHSEM-UA 154  4 points.

Environmental Values and Society Track Distribution List (CAS Courses)
Please note that courses are not necessarily offered every year and may carry prerequisites. This is a partial list; for a full distribution list that includes courses in the other divisions of NYU (both undergraduate and graduate), contact the department.

ENVIRONMENTAL STUDIES
Ethics and the Environment
ENVST-UA 400  Identical to PHIL-UA 53. 4 points.
Climate Change and Environmental Justice
ENVST-UA 405  Identical to SCA-UA 632. 4 points.
Economics and the Environment
ENVST-UA 410  4 points.
Environmental History of the Early Modern World
ENVST-UA 415  Identical to HIST-UA 115. 4 points.
Environmental History of New York City
ENVST-UA 420  Identical to HIST-UA 275. 4 points.
History of Ecology and Environmentalism
ENVST-UA 425  4 points.
Education and the Environment
ENVST-UA 430  4 points.
Food, Animals, and the Environment
ENVST-UA 440  Identical to ANST-UA 440. 4 points.
Topics in Environmental Values and Society
ENVST-UA 450  4 points.
European Environmental Policy
ENVST-UA 460  4 points.
Climate and Society
ENVST-UA 470  4 points.
Urban Political Ecology
ENVST-UA 490  4 points.
Journalism and Society: Covering the Earth
ENVST-UA 503  Identical to JOUR-UA 503. 4 points.

BIOLOGY
Field Laboratory in Ecology
BIOL-UA 16  4 points.
Introduction to Ecology
BIOL-UA 63  4 points.

Readings in Contemporary Literary Theory:
Eco Criticism
ENVST-UA 510  Identical to ENGL-UA 735. 4 points.
Animals and Society
ENVST-UA 610  Identical to ANST-UA 200, SOC-UA 970. 4 points.
Animals and Public Policy
ENVST-UA 630  Identical to ANST-UA 500. 4 points.

ECONOMICS
Economics of Energy
ECON-UA 326  4 points.

HISTORY
Topics: American Environmental History
HIST-UA 750  4 points.

METROPOLITAN STUDIES (DEPARTMENT OF SOCIAL AND CULTURAL ANALYSIS)
Cities in a Global Context
SCA-UA 602  4 points.
Urban Environmentalism
SCA-UA 631  4 points.
Topics in Metropolitan Studies: Cultural Politics of Sustainable Cities
SCA-UA 680  4 points.

POLITICS
Controversies in Public Policy: Issues and Methods
POL-UA 315  4 points.

URBAN DESIGN AND ARCHITECTURE
Environmental Design: Issues and Methods
ARTH-UA 672  4 points.
To complete a minor in environmental studies, a student must complete five courses (20 points) with a grade of C or better (courses graded pass/fail cannot count toward the minor):

- Environmental Systems Science (ENVST-UA 100)
- Environment and Society (ENVST-UA 101)
- Plus three electives chosen from the distribution lists.

Honors Program

Students who maintain a GPA over 3.65 (both in the major and overall) and complete the Honors Seminar in Environmental Studies (ENVST-UA 950) will graduate with departmental honors.

Core Courses

Environmental Systems Science
ENVST-UA 100 Offered in the fall. Jacquet, Killilea, Schneider, Volk. 4 points.
Topics examined include human population; the global chemical cycles; ecosystems and biodiversity; endangered species and wildlife; nature preserves; energy flows in nature; agriculture and the environment; energy systems from fossil fuels to renewable forms; earth’s waters; earth’s atmosphere; carbon dioxide and global warming; urban environments; wastes; and paths to a sustainable future.

Environment and Society
ENVST-UA 101 (or ENVST-UA 9101 at NYU Berlin) Offered in the spring. Anker, Jamieson, Jerolmack, Rademacher, Schlottmann. 4 points.
Topics examined include 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; public goods and collective action problems; regulatory regimes; environmental politics; environmental values; environmental movements, protest, and disobedience; and the future of environmentalism.

Internship in Environmental Studies
ENVST-UA 800 (or NODEP-UA 9981 at NYU Washington, D.C.) Offered every semester. Schlottmann. 4 points.
Must be completed during the junior year. Provides experience in environment-related organizations such as nonprofits, research institutes, and governmental organizations. Students and the internship adviser agree to a learning contract that establishes specific goals and a schedule for achieving them.

Interns meet collectively during the semester to share their experiences and present brief reports.

Environmental Studies Capstone Seminar
ENVST-UA 900 Prerequisite: Internship in Environmental Studies (ENVST-UA 800). Offered every semester. 4 points.
Students work collaboratively on a current environmental problem. Tasks include characterizing the problem, analyzing possible solutions, and publicly presenting the results. Sample topics include Air Pollution and Biofuels in New York City, Greening NYU, Greening New York City’s Transportation, Greening the Gowanus Canal, Stormwater Management, and Beyond Manhattan: Historical Ecology of NYC.

Honors Seminar in Environmental Studies
ENVST-UA 950 Prerequisites: Environmental Systems Science (ENVST-UA 100), Environment and Society (ENVST-UA 101), Internship in Environmental Studies (ENVST-UA 800), senior standing, and a GPA of 3.65 both in environmental studies and overall. Offered in the spring. Jacquet, Rademacher, Volk. 4 points.
Students pursue independent research projects and workshop them under the supervision of a core faculty member. Projects can be continuations of work performed in the Capstone Seminar (ENVST-UA 900).

Electives

Evolution of the Earth
ENVST-UA 210 Identical to BIOL-UA 2. Only one 200-level science elective can count toward the science track. Offered in the spring. Rampino. 4 points.
 Begins with the cosmic context of earth history: the large-scale structure and history of the universe and
the origins of stars and planets. Major topics include the origin of the earth, highlights in the development of the planet, the geological and climatological history of the earth, the origin and history of life on the earth, evolution and natural selection, and the origin of intelligence on the earth and possibly elsewhere in the universe.

**Climate Change**

ENVST-UA 226  
*Only one 200-level science elective can count toward the science track. Offered in the spring.* Soter. 4 points.

Provides the basic scientific and historical background to understand the nature, causes, and consequences of global warming and the proposed solutions. Topics include the nature of energy and fossil fuels; the growth of population and energy consumption per capita; weather and climate; ice ages and their astronomical cause; the greenhouse effect; evidence for abrupt climate changes in the past and their human impact; modeling and prediction of climate change; and the environmental and social consequences of unchecked global warming. Explores a range of proposed solutions.

**Topics in Environmental Science**

ENVST-UA 250  
*Only one 200-level science elective can count toward the science track. Offered every other year.* 4 points.

Topics vary by term but may include environmental systems, design, planning, monitoring, and modeling.

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

ENVST-UA 275  
*Identical to BIOL-UA 140, COREI-AD 16, and ENVST-UA 9275. Only one 200-level science elective can count toward the science track. Offered in the spring.* Killilea. 4 points.

Uses the built and natural environments of coastal cities as laboratories to examine the environmental and ecological implications of urban development in coastal areas. Student teams use field-based studies and Geographic Information System (GIS) data to examine patterns and processes operating in coastal cities. Offered simultaneously at Washington Square New York and NYU Abu Dhabi, and students collaborate extensively with students from their sister campus.

**Advanced Topics in Environmental Science**

ENVST-UA 300  
*Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered every year.* 4 points.

Topics vary by term but may include environmental systems, design, planning, monitoring, and modeling.

**Introduction to Marine Ecology and Conservation**

ENVST-UA 323  
*Prerequisite: Environmental Systems Science (ENVST-UA 100).* Jacquet. 4 points.

First focuses on ecological relationships between marine organisms and their environment, and then turns to such anthropogenic impacts as overexploitation, pollution, invasive species, and climate change, and proposed and tested solutions for these problems.

**New York Underground**

ENVST-UA 327  
*Prerequisite: Environmental Systems Science (ENVST-UA 100).* Schneider. 4 points.

Life and resources underneath New York City, considered under four headings: water, energy, transportation, and biology. Examines the mechanics, history, and significance of the infrastructure and explores the biotic components of this unique and fascinating subterranean environment. Field trips are scheduled throughout the semester.

**Evidence-Based Conservation**

ENVST-UA 330  
*Prerequisite: Environmental Systems Science (ENVST-UA 100).* Jacquet. 4 points.

Begins with an overview of the major drivers of planetary change that reveals the enormity of the challenges facing environmental policy makers, conservation practitioners, and citizens. Moves to the science of environmental problem-solving. Students design, implement, and measure the effectiveness of their own conservation project, and present the results to the class.

**Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution**

ENVST-UA 332  
*Identical to BIOL-UA 332.*

*Prerequisites: Earth System Science (ENVST-UA 340) or Evolution of the Earth (ENVST-UA 210), or permission of the instructor. Offered in the spring.* Rampino. 4 points.

Students read, discuss, and report on original recent journal articles (as well as articles that take conflicting views) and texts that review the subject matter as already known. Students acquire an understanding of the dynamic nature of scientific knowledge and a deeper understanding of current questions in earth system science and biological evolution.
Limits of the Earth: Issues in Human Ecology
ENVST-UA 333 Prerequisite: Environmental Systems Science (ENVST-UA 100). Volk. 4 points.
The growing intensity of the interaction between humanity and the natural systems of the earth necessitates a better understanding of the dynamics of nature’s life-support systems and the past, present, and future of our dependency on those systems. Topics covered include energy, agriculture, water, population, consumption and waste production, and indicators of sustainability.

Earth System Science
ENVST-UA 340 Formerly ENVST-UA 200. Offered in the fall. Rampino. 4 points.
Examines our current view of the earth, in its cosmic setting, as a system involving interactions among the atmosphere, oceans, solid earth, and life. Emphasis is placed on the dynamics and evolution of these systems over time and predictions for the future. Topics include geophysics and plate tectonics; the circulation of the oceans and atmosphere; cycles of elements essential for life; and the coevolution of climate and life on earth over the past 4,500 million years. Emphasis on current global environmental problems, such as the greenhouse effect from increasing atmospheric carbon dioxide and other gases, the effects of deforestation, and the depletion of the stratospheric ozone layer.

The Global Carbon Cycle
ENVST-UA 345 Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered every other year. Killilea, Volk. 4 points.
Provides a look at fossil-fuel-generated CO2 and the carbon cycle that is both detailed and big-picture in scope. We examine the dynamics of marine and terrestrial ecosystems, the circulation of atmosphere and ocean, and the soil. To project the future of atmospheric CO2, we also examine relationships among wealth, energy use, and CO2 emissions and explore how the emissions are tied to the present and future trends of the global economy.

Energy and the Environment
ENVST-UA 350 Prerequisite: Environmental Systems Science (ENVST-UA 100). Offered in the spring. Rugg. Soter. 4 points.
Energy generation and its impact on our environment. Utilizes the technical vocabulary of energy, including the concepts of work, energy, and power. Some basic chemistry and thermodynamics are introduced, permitting students to perform comparative analysis of energy systems. An introduction to life-cycle cost estimation is included, and associated environmental-impact calculations for energy systems are presented.

Fundamental Dynamics of Earth’s Atmosphere and Climate
ENVST-UA 360 Identical to MATH-UA 228. Prerequisite: Calculus I (MATH-UA 121) or equivalent with a B-minus or higher. Recommended: General Physics I (PHYS-UA 11) or equivalent. Pauluis, Smith. 4 points.
Introduces the dynamical processes that drive the circulation of the atmosphere and ocean, and their interaction—the core of climate science. Provides an understanding of the unifying principles of planetary fluid dynamics. Topics include the global energy balance, convection and radiation (the greenhouse effect), effects of planetary rotation (the Coriolis force), structure of the atmospheric circulation (the Hadley cell and wind patterns), structure of the oceanic circulation (wind-driven currents and the thermohaline circulation), and climate and climate variability (including anthropogenic warming).

Biogeochemistry of Global Change
ENVST-UA 370 Identical to BIOL-UA 66. Prerequisite: Environmental Systems Science (ENVST-UA 100), or Principles of Biology I and II (BIOL-UA 11 and 12), or permission of the instructor. Killilea. 4 points.
Biogeochemistry is the study of biological controls on the chemistry of the environment and geochemical regulation of ecological structure and function. Introduces fundamental principles and explores specific case studies in global biogeochemical changes (e.g., acid precipitation, nitrogen deposition, eutrophication of the oceans).

At the Bench: Ecological Analysis with Geographical Information Systems
ENVST-UA 372 Identical to BIOL-UA 64. Prerequisite: Environmental Systems Science (ENVST-UA 100), or Principles of Biology I and II (BIOL-UA 11 and 12), or permission of the instructor. Killilea. 4 points.
Being able to organize and analyze ecological data is an essential research tool. Geographic information systems (GIS) are computerized systems for the capture, storage, management, analysis, and display of geographically referenced data and their attributes. Students learn the basic principles and applications of GIS, including coordinate systems, data
transformations, spatial analysis, and accuracy assessment. Laboratory exercises use ecological data and examples to provide extensive hands-on experience with ArcGIS, a professional GIS software package.

Special Topics: Introduction to Fluid Dynamics
ENVST-UA 380 Identical to PHYS-UA 800. Prerequisite: Mathematical Physics (PHYS-UA 106). Zwanziger. 4 points.
Fluid dynamics is a fundamental branch of physics. Interest in this subject has increased of late, as environmental and climate issues become more pressing. The main emphasis is on the basic principles of fluid dynamics. Prepares students for work in any of the varied fields where fluid dynamics is important, such as astrophysics, ocean-atmosphere science, blood flow, aerodynamics and many others.

Ethics and the Environment
ENVST-UA 400 Identical to PHIL-UA 53. Offered in the fall. Franks, Jamieson. 4 points.
Environmental philosophy is a large subject that involves questions in metaphysics, the philosophy of science, and the history of philosophy, as well as in such normative areas as ethics, aesthetics, and political philosophy. Presents basic concepts in value theory and introduces some major controversies in environmental philosophy.

Climate Change and Environmental Justice
ENVST-UA 405 Identical to SCA-UA 632. Ross. 4 points.
Readings from climatologists, economists, anthropologists, geographers, cultural analysts, and activists. Examines the natural and social impact of global warming in the context of the climate justice movement, which is modeled on American-derived principles of environmental justice in the 1990s and poses a legal and humanitarian challenge to those who place their faith in market-driven solutions. Examines how populations are unevenly affected by climate change, and how this imbalance is being addressed by advocates of decarbonization.

Economics and the Environment
ENVST-UA 410 Prerequisite: Environment and Society (ENVST-UA 101). Offered in the spring. 4 points.
Studies how the earth’s scarce resources are allocated by individuals and society, and how economic tools can contribute toward solutions to environmental challenges. Broad concepts considered include market failure; sustainability; valuation of social benefits provided by the environment; estimating social costs and benefits of alternate environmental policies; determining desirable levels of pollution control and choosing policies to achieve it; and managing natural resources, both renewable (e.g., forests, fisheries, and water) and nonrenewable (e.g., oil and minerals).

Cooperation and the Commons
ENVST-UA 412 Prerequisite: Environment and Society (ENVST-UA 101). Jacquet. 4 points.
Examines the strengths and limitations of cooperative efforts to overcome environmental problems, with particular emphasis on research into human behavior. Begins with theory and foundational literature in cooperation research, then turns to applied research and how to change social norms. To better understand behavioral phenomena and answer how humans share and consume resources, we review some of the latest studies in evolutionary biology, experimental economics, and psychology. We also turn to evolutionary biology for insights into the intricacies and origins of cooperation.

Environmental History of the Early Modern World
ENVST-UA 415 Identical to HIST-UA 115. Appuhn. 4 points.
The early modern period (ca. 1500-1800) marks a moment of sudden and unprecedented global transformation. Rising core populations created increasing demand for food and natural resources, which in turn led to major alterations to the landscape as states and individuals sought to derive greater benefits from nature. Analyzes how this process unfolded in different parts of the world and considers the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

Environmental History of New York City
ENVST-UA 420 Identical to HIST-UA 275. Needham. 4 points.
Investigates topics from the 17th century to the present. Environmental history is a relatively new field of history that attempts to take nature and natural forces seriously as key components of historical change. Through readings, site visits, and research and writing assignments, introduces students to the field and investigates the history of our and NYU’s immediate environment.
History of Ecology and Environmentalism
ENVST-UA 425  Offered in the fall. Anker. 4 points.
Starts with natural history collecting in the 18th century and discusses environmental issues in the British, German, Scandinavian, African, and American contexts in subsequent centuries. The chief focus is on more recent U.S. experience with pollution, asthma, global warming, and other problems. Critical discussion of ecological understandings of human philosophy, race, gender, fear, religion, sociology, and the economy. Readings include texts by scientists such as Linnaeus, Arthur Tansley, and Julian Huxley, as well as social and philosophical writings of authors such as H. G. Wells, John Muir, Jan Smuts, and Arne Naess.

Education and the Environment
ENVST-UA 430  Prerequisite: Environment and Society (ENVST-UA 101). Schlottmann. 4 points.
Addresses four primary questions: What forms does environmental education take? What values inform environmental education? What might an ethically defensible, effective form of environmental education look like? How much do concepts and arguments matter in better understanding and implementing environmental education?

Food, Animals, and the Environment
ENVST-UA 440  Identical to ANST-UA 440.
Prerequisite: Environment and Society (ENVST-UA 101). Offered in the spring. Schlottmann. 4 points.
Studies human interaction with both food and animals, as well as the environmental impacts and ethical issues that arise from such interaction. Focus is on the moral standing of animals, animals as food, and the environmental impacts of agriculture, transportation, and consumption. Surveys major thinkers in the field, including Michael Pollan, Peter Singer, Jim Mason, Wendell Berry, David Foster Wallace, Jonathan Safran Foer, and Martha Nussbaum. Possible field trips to local agricultural sites.

Topics in Environmental Values and Society
ENVST-UA 450  (or ENVST-UA 9450 at NYU Shanghai and NYU Sydney). Prerequisite: Environment and Society (ENVST-UA 101) or permission of the instructor. Offered every semester. Anker, Frank, Jamieson, Rademacher, Schlottmann. 4 points.
Topics vary by semester and may include Thinking Globally, Acting Locally; Economics and the Environment; History of Ecology and Environmentalism; Environmental Education; and Food and Animals.

European Environmental Policy
ENVST-UA 460  (or ENVST-UA 9460 at NYU Berlin)  Prerequisite: Environment and Society (ENVST-UA 101). Offered in the fall; offered every spring at NYU Berlin. 4 points.
Offers an historic overview of the emergence and development of European environmental policy and law. Considers the European Union policy-making process and the implementation of environmental policy in the member states. Examines such case studies as the regulation of chemicals, waste management, air pollution, and GMO, as well as general challenges for European environmental policy and their international context.

Climate and Society
ENVST-UA 470  Prerequisite: Environment and Society (ENVST-UA 101). Recommended: Climate Change (ENVST-UA 226). Offered in the fall. Schlottmann. 4 points.
Analyzes the values, assumptions, and perceptions that contribute to our understanding of climate change. The main topics are: ethics, justice and responsibility; definitions of nature; cost-benefit analysis and the precautionary principle; geo-engineering; contrarianism; framing and communication; social engagement; and education. Central questions include: Is climate change a technical or social problem? Who is responsible, and what moral implications does this have? What assumptions about values, behavior, economics, and nature do we make when discussing climate change?

Introduction to Urban Political Ecology
ENVST-UA 490  Prerequisite: Environment and Society (ENVST-UA 101). Offered every spring. Rademacher. 4 points.
Explores the gap between aspirations for, and the enactment of, urban sustainability. Drawing from theories, methods, and research techniques associated with political ecology, we consider how contests over environmental knowledge, sociocultural ideology, and discourse shape human engagement with urban nature, and in turn influence social and natural transformation. Lays the theoretical groundwork for political ecological inquiry before turning to methodological techniques and research approaches designed to illuminate these dimensions of urban environmental change.
Journalism and Society: Covering the Earth (Journalism)
ENVST-UA 503 (or ENVST-UA 9503 at NYU Sydney and NYU Washington, D.C.) Identical to JOUR-UA 503. Prerequisite: permission of the instructor. Fagin. 4 points.
As web-based platforms increasingly dominate mass media, what specific forms should the “new” environmental journalism take? Traces the development of traditional environmental journalism from John Muir to John McPhee and looks closely at how the field is adapting to a fast-changing media landscape. Examines thorny questions about environmental advocacy, citizen media, issue framing, risk balancing, and the scientific process and requires intensive journalistic writing assignments.

Readings in Contemporary Literary Theory: Ecocriticism
ENVST-UA 510 (or ENVST-UA 9510 at NYU Sydney) Identical to ENGL-UA 735. Chaudhuri. 4 points.
Traces the origins and development of key tropes of ecological thought—such as wilderness, pastoralism, pollution, and catastrophe—in literary and cultural texts ranging from the Sumerian Epic of Gilgamesh to the Hollywood eco-blockbuster Avatar. We apply the lenses of environment and species to classics like Euripides’ The Bacchae, Shakespeare’s The Tempest, and Thoreau’s Walden, as well as to works that exemplify new conjunctions between ecological thought and contemporary discourses on globalization, environmental justice, and queer theory, such as novels like Animal’s People by Indra Sinha and Lives of the Animals by J. M. Coetzee, and films like Brokeback Mountain and The Yes Men Fix the World.

Animals and Society
ENVST-UA 610 Identical to ANST-UA 200 and SOC-UA 970. Offered every spring. Jerolmack. 4 points.
Examines how relationships with animals both reflect and shape social life, culture, and how people think about themselves. We explore the myriad and contradictory positions that animals occupy in society and deconstruct the social origins of these seemingly natural categories. We also take a grounded look at what actually happens when humans and animals interact, which sheds new light on the nature of human and animal consciousness. Central questions include: How do ideas about, and relationships to, animals vary across time and space? What roles do science, literature, and media representations play in shaping how we think about animals? Why are some animals, but not others, granted moral status and legal protection in society?

Animals and Public Policy
ENVST-UA 630 Identical to ANST-UA 500. No prerequisites. Offered in the fall. Wolfson. 4 points.
Topics include: how society views animals; the capacities of animals; how ethics relates to animal treatment; how animals are currently utilized by our society; and political and other efforts to improve or alter the current treatment of animals, including the influence of science, government, business, and nongovernmental organizations in defining and influencing animal-related policies. We focus on legislation, litigation, regulation, and ballot initiative and consumer campaigns and their effectiveness, as well as other strategies that relate to improving animal welfare. We also discuss the meaning of “animal rights” and the success and impact of the modern animal protection movement.
The Center for European and Mediterranean Studies offers an interdisciplinary major and minor in European and Mediterranean studies focusing on contemporary patterns of politics, culture, and society, as well as historical developments in Europe. Both the major and minor are designed for students seeking preprofessional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The center offers and supports a wide array of activities, including lectures, workshops, and conferences dealing with both Western and Eastern Europe. New York City, which is an international focus for diplomacy, finance, media, and cultural exchange, is an ideal setting for the center and enriches its programs.

**Director of the Center**  
Professor Wolff

**FACULTY**

**2014–2015 Max Weber Chair for German and European Studies**  
To be appointed

**Professors**  
Fleming (History), Schain (Politics), Wolff (History)

**Associate Professor**  
Shaw (European and Mediterranean Studies/Philosophy)

**Assistant Professor**  
Gross (History/European and Mediterranean Studies)

**PROGRAM**

**Major**

With the help of the European and Mediterranean studies adviser, students prepare a preliminary program outline at the time they declare their major. Although there are no formal tracks, courses are normally organized around the interests of a student in one of two ways:

- an emphasis on contemporary European and Mediterranean societies—their problems and policies;
- or an emphasis on contemporary European and Mediterranean cultures—their ideas, values, and artistic and literary trends.

The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. A typical problem might include such subjects as the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and changing society in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the major research project.

Ten 4-point courses (40 points) beyond the introductory level that deal with Europe and the Mediterranean are required:

- Two courses in history
- Two courses in culture (literature, philosophy, art history, or cinema)
- Two courses in the social sciences (politics, anthropology, sociology, or economics)
- Two additional courses in any of the three preceding categories
- One senior honors seminar in European studies
- One independent study during the final semester, in which students complete and earn a grade for the senior thesis

The interdisciplinary senior honors seminar should be taken during the first semester of the senior year.
Majors are also required to complete at least one semester of study away. Students may petition the director of the center for exemption from this requirement.

Majors in European and Mediterranean studies must have or attain advanced-level knowledge of a major European language other than English (such as French, Spanish, Portuguese, Italian, German, Greek, or Russian). To demonstrate this knowledge, students must successfully complete an advanced-level language course. The alternative to this is to pass the College of Arts and Science (CAS) proficiency exam prior to graduation.

Minor

All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language above the intermediate level (such as French, German, Italian, Portuguese, Spanish, or Greek). They must also take four 4-point courses (16 points) as follows: one course in European history; one course in European culture (literature, philosophy, art history, or cinema); one course in social sciences (politics, anthropology, sociology, or economics); and one additional course in any of the three preceding categories. All course programs must be designed in consultation with the center's undergraduate program adviser.

B.A./M.A. Program

This program offers qualifying majors in European and Mediterranean studies the opportunity to earn both the B.A. and the M.A. degrees at reduced tuition cost. By completing some of their graduate requirements while still undergraduates, students can finish the program in five years. In the graduate portion of the program, students can qualify for a scholarship that covers up to half of the tuition for the courses required for the M.A.

European and Mediterranean studies majors may apply for admission to the program after they have completed at least 48 points in the College, but not more than 96 credits or six semesters. Students apply for admission to the B.A./M.A. program through the CAS Advising Center. Applications are reviewed by the Graduate Admission Committee of the Center for European and Mediterranean Studies, using the normal criteria for the M.A. program, except that applicants are not required to take the GRE. The committee bases its decision on students' undergraduate records and recommendations of NYU instructors.

A working knowledge at an advanced level of a European language (other than English) is required to complete the program, and knowledge of a second European language is encouraged. Students must spend at least one semester in an approved academic program in Europe, normally during their junior year. Students are also required to write a senior honors thesis and a master's thesis or special project (see below) to earn the two degrees.

The program requires a total of eighteen courses: ten undergraduate courses and eight graduate courses. For the first four years, students focus their work on a “problem area” that will eventually become the subject of their master's thesis, should they choose this option. The senior honors thesis is an integrative project within the problem area developed by the student and his or her adviser. It may be an expansion of a research paper written for an undergraduate course.

The graduate portion of the degree comprises three tracks—European politics and policy, European culture and society, and Mediterranean studies—and students must choose one of these by the beginning of their fifth year. Of the eight graduate courses, two are required: a graduate research seminar in European and Mediterranean studies, as well as the introductory graduate course What Is Europe? (EURO-GA 2301). Students select six additional graduate courses in their chosen track. A 4-point internship, approved by the center, is recommended.

Each student's program is organized with his or her adviser at the time that the student enters the program. The first draft of the thesis is developed in the Undergraduate Research Seminar (EURO-UA 300), taken in the fall semester of the fourth year. The master's thesis may be a revision of this project and is further developed in the graduate Research Seminar (EURO-GA 3000), taken in the spring semester of the fifth year. The M.A. thesis or special project will be defended at an oral examination during the spring semester of the fifth year.
EUROSIM

EUROSIM is an annual model European Union simulation designed to enhance students’ classroom knowledge of the workings of a politically and economically integrated Europe. The simulation exercise models the legislative procedure of the European Union from the introduction of a draft resolution by the European Commission to the acceptance (or rejection) of an amended document by the European Council.

Each year, New York State colleges and universities send a delegation of undergraduate students to EUROSIM to represent one of the member states of the European Union and the European Commission. The legislation on which delegates work is focused on one main theme chosen for its relevance to current European issues. Students individually play the roles of real-life government ministers, members of the European Parliament, and members of the Economic and Social Committee and the Committee of the Regions.

EUROSIM is held in alternating years in the United States and in Europe. In addition, several European universities send students to be part of their respective member-state delegations alongside the American students. In this way, U.S. students receive a “home-grown” perspective on the issues that they are debating.

COURSES

Global History of WWII: The Zenith and End of Empire
See description under history.

Europe Since 1945
EURO-UA 156  Identical to HIST-UA 156. 4 points.
See description under history.

Contemporary Italy
EURO-UA 164  Identical to ITAL-UA 166. 4 points.
See description under Italian studies.

History of Poland
EURO-UA 178  Identical to HIST-UA 178. Wolff. 4 points.
See description under history.

History of Modern Ireland, 1800 to the Present
EURO-UA 183  Identical to IRISH-UA 183, HIST-UA 183. Reilly. 4 points.
See description under Irish studies.

Mozart’s Vienna
EURO-UA 200  Wolff. 4 points.
Uses Mozart’s life, letters, compositions, and especially his operas as a starting point for understanding the urban culture of Vienna and the political role of the Habsburg dynasty in the 1780s and, more generally, the society and culture of Europe at the end of the ancien régime. Particular attention to The Abduction from the Seraglio, The Marriage of Figaro, and The Magic Flute.

Culture and Communism in Eastern Europe
EURO-UA 263  Identical to HIST-UA 263. Offered every other year. Wolff. 4 points.
See description under history.

Twentieth Century European Capitalism
EURO-UA 272  Gros. 4 points.
Traces the evolution of European capitalism during the twentieth century, from a laissez-faire to a social market economy. Examines the Great Depression; the world wars; alternative ways of organizing economic life under fascism and communism; the stagnation of the 1970s; and finally the European economic integration.

Contemporary France
EURO-UA 288  Identical to FREN-UA 164. 4 points.
See description under French.

European Integration in the Global Context
EURO-UA 294 & EURO-UA 9294  Offered every spring at NYU Prague and occasionally at the Washington Square campus. 4 points.
Developments leading to the establishment of the European Union and determining its further evolution are examined alongside the rise of today’s emerging economic powers, the Eurasian giants of China and Russia. Particular focus on the EU’s eastward enlargement as a potentially significant departure from previous integration models—one that opens up Europe’s bridgehead to resource-rich Eurasian regions.

Undergraduate Research Seminar
EURO-UA 300  Prerequisite: permission of the instructor. Offered in the fall. 4 points.
Trains undergraduates interested in European studies in approaches to research, in the sources and uses of research materials on Europe, and in the process of research.
Western European Politics  
EURO-UA 510  Identical to POL-UA 510. 4 points.  
See description under politics.

Internship  
EURO-UA 981  Prerequisite: permission of the department. Offered every semester. 4 points.  
Advanced students in European and Mediterranean studies can earn academic credit for a structured and supervised professional work-learn experience within an approved organization.

Topics: European Governments and Societies  
EURO-UA 983  4 points.  
Examines the formation and functioning of modern European democracies, including the transitions in post-communist Europe; compares the role of governments, parties, and citizen participation in different countries in Europe; and studies the significance of the European Union and the role of nation-states within the Union.

Topics: European Political Thought Since Rousseau  
EURO-UA 983  Shaw. 4 points.  
Examines the development of political thought in Europe from the second half of the 18th century to the start of the 20th, looking at the Kantian, Hegelian, and Marxist developments in this tradition. Focuses on the important role played by differing conceptions of freedom, human nature, and history.

Topics: Youth Culture and Politics in Mediterranean Europe: Greece, Yugoslavia, Spain, and Portugal  
EURO-UA 983  Kornetis. 4 points.  
Explores how countries under authoritarian regimes, such as Greece under the Colonels, but also Spain under Franco and Yugoslavia under Tito, experienced a wave of student protest and youth radicalization similar to the countercultural tension of France, West Germany, and the U.S. Particular emphasis given to such phenomena as urbanization, cultural transfer and the emergence of a globalized popular culture across these disparate societies.

EUROSIM Seminar  
EURO-UA 990  Offered every year. 4 points.  
Teaches the politics and policy of the European Union to prepare students for the annual interuniversity simulation conference held in alternating years in Europe and in New York State.

Independent Study  
EURO-UA 998  Prerequisite: permission of the department. Offered every semester. 4 points.

European Civil Society  
EURO-UA 9530  Offered at various NYU Study Away sites. 4 points.  
Explores the unique social space occupied by civil society in Europe and the role of civil society organizations in governance—the process by which governments and nongovernmental groups contend to steer, control, and influence groups such as charities and nonprofits working to benefit the societally marginalized. Traces the roots of the concept of civil society over two centuries of European political philosophy and analyzes its crucial role in the fundamental changes sweeping contemporary Europe.
Expository Writing Program

www.nyu.edu/cas/ewp • 411 Lafayette Street, 4th Floor, New York, NY 10003-7032 • 212-998-8860

The Expository Writing Program (EWP) offers writing courses for undergraduates throughout the University, as well as tutorial help in the Writing Center for the entire University community. The program is nationally recognized for faculty development and innovative teaching. Faculty members regularly present their ideas at national conferences for writing teachers and conduct writing workshops throughout the NYU Global Network University.

Program

All students (except those in the Arthur O. Eve HEOP or C-STEP program) must complete Writing the Essay (EXPOS-UA 1), or Writing the Essay: Art and the World (EXPOS-UA 5) for Tisch School of the Arts students, or International Writing Workshop I and II (EXPOS-UA 4 and 9) for qualifying English as a second language (ESL) students. Special sections of EXPOS-UA 1 are offered and vary by semester. These include sections for science students, sections in selected residence halls, and sections linked to the Texts and Ideas requirement of the College Core Curriculum.

International students may be eligible to complete their expository writing requirement with the sequence International Writing Workshop I and II (EXPOS-UA 4 and 9). HEOP/CSTEP students take Writing I and II (WRI-UF 1001 and 2002) in the Liberal Studies Program. Writing Tutorial (EXPOS-UA 13) provides additional work in writing for undergraduates across the University and is required for transfer students who do not successfully complete the University’s writing proficiency exam requirement.

Students in the College of Nursing, NYU Polytechnic School of Engineering, Silver School of Social Work, Steinhardt School of Culture, Education, and Human Development, and Tisch School of the Arts must complete a second semester of writing. The Advanced College Essay (EXPOS-UA 2) is for NYU School of Engineering students; The Advanced College Essay: Education and the Professions (ACE-UE 10) is for Steinhardt students; and The Advanced College Essay: The World Through Art (ASPP-UT 2) is for Tisch students.

Courses

Writing the Essay
EXPOS-UA 1 Required of all College of Arts and Science, College of Nursing, NYU Polytechnic School of Engineering, Silver School of Social Work, Steinhardt, and Stern freshmen, and for transfer students who have not completed an acceptable, equivalent course at another college. Special sections are offered (one focused on science, one linked to Texts and Ideas in the College Core Curriculum, and several in the residence halls) which require permission from the Expository Writing Program (EWP). No exemptions. May not be taken on a pass/fail basis. 4 points.

Foundational instruction and practice in critical reading, creative and logical thinking, and clear, persuasive writing. Students learn to analyze and interpret written texts; to use texts as evidence; to develop ideas; and to write exploratory and argumentative essays. Exploration, inquiry, reflection, analysis, revision, and collaborative learning are emphasized. Discusses appropriate conventions in English grammar and style as part of instructor feedback.
International Writing Workshop: Introduction
EXPOS-UA 3  Prerequisite: EWP permission. A preliminary course in college writing for undergraduates for whom English is a second language. Permission to register is based on CAS assessment of writing proficiency. 4 points.
Provides instruction in essay writing while increasing fluency, sentence control, and confidence. Emphasizes pre-writing strategies (exploratory writing, reflective writing, free-writing) and provides practice in close reading and writing about experiential, written, and visual texts. Students learn to make use of evidence, ideas, and the incorporation of texts as they draft and revise essays of their own. Instructor feedback includes discussion of appropriate conventions in English grammar and style.

International Writing Workshop I
EXPOS-UA 4  Prerequisite: EWP permission. The first of two courses for students for whom English is a second language. The College Core Curriculum writing requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop II (EXPOS-UA 9). 4 points.
Provides instruction in critical reading, textual analysis, exploration of experience, the development of ideas, and revision. Stresses both the importance of inquiry and reflection and the use of texts and experience as evidence for essays. Reading and writing assignments lead to essays in which students analyze and raise questions about written texts and experience, and reflect upon text, experience, and idea in a collaborative learning environment. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

Writing the Essay: Art and the World
EXPOS-UA 5  Required of all Tisch School of the Arts freshmen. 4 points.
Designed to engage all Tisch freshmen in a broad interdisciplinary investigation across artistic media. Provides instruction and practice in critical reading, creative thinking, and essay writing. Students learn to analyze and interpret written texts, art objects, and performances; to use written, visual, and performance texts as evidence; and to develop ideas. The course stresses exploration, inquiry, reflection, analysis, revision, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

International Writing Workshop II
EXPOS-UA 9  Prerequisite: International Writing Workshop I (EXPOS-UA 4) or Writing the Essay (EXPOS-UA 1) or Writing the Essay: Art and the World (EXPOS-UA 5). The second of two courses for students for whom English is a second language. The College Core Curriculum writing requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop I. 4 points.
Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

Writing Tutorial
EXPOS-UA 13  May not be taken on a pass/fail basis. 4 points.
Offers intensive individual and group work in the practice of expository writing for those students whose writing proficiency examination reveals the need for additional, foundational writing instruction. Aims to better prepare admitted transfer students for the rigorous work they will have to complete in either Writing the Essay or International Writing Workshop (above). Concentrates on foundational work (grammar, syntax, paragraph development) leading to the creation of compelling essays (idea conception and development, effective use of evidence, understanding basic forms, and the art of persuasion). Discusses appropriate conventions in English grammar and style as part of instructor feedback.

A Spectrum of Essays
EXPOS-UA 15  Prerequisite: Writing the Essay (EXPOS-UA 1) or Writing the Essay: Art and the World (EXPOS-UA 5), and permission of EWP. 4 points.
Provides advanced instruction in essay writing. Emphasizes the development of analytical, reflective, and imaginative skills that lead to accomplished essays in any academic discipline. Stresses curiosity and investigates the relationship in a written text between empirical evidence and thoughtfulness, inquiry and judgment, and exploration and decisiveness. Content and topics may vary. Discusses appropriate conventions in English grammar and style as part of instructor feedback. Fulfills the pre-health requirement of a second course in writing.
Advanced Essay Writing for Science  
**EXPOS-UA 16**  Prerequisite: Writing the Essay (EXPOS-UA 1). Offered in the spring. 4 points. Offers science and pre-health students the opportunity to design and conduct intensive individual research, write honors-level essays for the public and for the academy, and deliver a professional presentation. Students are encouraged to present their own research at the College’s Undergraduate Research Conference and to submit completed essays for publication in *Mercer Street*, EWP’s journal of student work. Discusses appropriate conventions in English grammar and style as part of instructor feedback. Fulfills the pre-health requirement of a second course in writing.

Writing in Community  
**EXPOS-UA 17**  Prerequisite: Writing the Essay (EXPOS-UA 1) and permission of EWP. Does not substitute for the Advanced College Essay requirement for NYU School of Engineering or Steinhardt students. Offered in the spring. 4 points.

Intended for students who are passionate about writing and community service and would like to explore the dynamic relationship between these two pursuits. As a team, we head off campus each week to mentor under-served high school students in essay writing. Back on campus, we have weekly meetings to help us enhance our writing and mentoring skills as we develop our own ideas into essays. We study writers, artists, and filmmakers whose service and/or community engagement has become a basis for work that documents and reflects on pressing social concerns. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

Writing and Speaking in the Disciplines  
**EXPOS-UA 18**  Prerequisite: Writing the Essay (EXPOS-UA 1). Offered in the spring. 4 points. Introduces students to professional discourse in their chosen disciplines; the specific curriculum is tailored each year to the students who enroll. Students practice observing, analyzing, and assessing the broad structure and elements of academic research, writing, and presentations in the humanities, social sciences, and natural sciences. They then pursue their own research projects through oral presentations and written assignments. Those intending to participate in the College’s Undergraduate Research Conference in April are especially encouraged to enroll as part of their preparation. Discusses appropriate conventions in English grammar and style as part of instructor feedback. Fulfills the pre-health requirement of a second course in writing.

Additional Courses for English as a Second Language (ESL) Students

Reading and Writing Workshop I  
**EXPOS-UA 20**  Identical to Workshop in College English (DESL1-DC 9174) offered by the American Language Institute (ALI). Entrance by placement exam only. Cannot substitute for International Writing Workshop I or II (EXPOS-UA 4 and 9). 4 points.

Offers a more advanced level of instruction for near-fluent English as a second language students, preparing them for particular university situations in which formal written and spoken presentations are required. The primary outcomes are to develop skills in analysis of and commentary on primary texts in fiction and non-fiction. Students learn to analyze and synthesize ideas from multiple sources and practice argument and commentary while receiving intensive feedback on clarity, coherence, and correctness.

Writing Proficiency Examination

The Expository Writing Program administers the writing proficiency examination to students who receive a C-minus or lower (including F) in Writing the Essay (EXPOS-UA 1) or International Writing Workshop I (EXPOS-UA 4). Students who fail the exam are required to complete Writing Tutorial (EXPOS-UA 13).
The Foundations of Contemporary Culture (FCC) sequence of the College Core Curriculum seeks to provide students with the perspective and intellectual methods to comprehend the development of our human cultures. The four FCC courses introduce students to the modes of inquiry by which societies may be studied, social issues analyzed, and artistic activity explored. Together, they give undergraduates a broad methodological background on which to draw when later engaged in the more focused work of their major courses of study. As a result, students receive a richer education than any single major could provide.

Through this core experience in humanistic and social-scientific inquiry the FCC framework allows students to enter into dialogue with one another despite differences in their course schedules, and in this way also encourages lifelong habits of intellectual curiosity and engagement.

As they learn the sound employment of the academic approaches at the center of their FCC classes, students develop their abilities to read critically, think rigorously, and write effectively. By building these skills and an appreciation of the diversity of human experience, the FCC seeks to prepare students for their continued learning in and beyond college, for active participation in their communities, and for lives in a rapidly changing world.

All FCC courses are taught by regular faculty, including some of the University’s most distinguished professors. In addition to two lectures a week, every FCC course includes weekly recitation sections, allowing for small-group discussion of the readings, close attention to students’ written work, and personal concern for students’ progress.

### PROGRAM

**Prerequisites and Sequencing**

During their first year, students normally complete a class from Texts and Ideas (CORE-UA 4XX) and one from Cultures and Contexts (CORE-UA 5XX), in either order. In the sophomore year, students choose classes from Societies and the Social Sciences (CORE-UA 6XX) and from Expressive Culture (CORE-UA 7XX), again in either order.

Students should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (EXPOS-UA 4).

**Exemptions and Substitutions**

Because of the importance the faculty places on assuring every student a core experience in the Foundations of Contemporary Culture, there are no exemptions or substitutions for Texts and Ideas or Cultures and Contexts.

Students who complete a designated major or minor program in the social sciences are exempt from Societies and the Social Sciences. Those who complete a designated major or minor program in the humanities are exempt from Expressive Culture. Students who complete majors in each area, who complete a joint major designated in both areas, or who complete a major in one area and a minor in the other, may satisfy both components. A list of the area designations of major and minor programs in the College of Arts and Science (CAS) may be found on the Core Curriculum website.

CAS students can also satisfy Societies and the Social Sciences by completing an approved departmental course. For a current list of approved courses, consult the Core Curriculum website.
In addition to the information below, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

**Texts and Ideas**

**Texts and Ideas: Topics**
CORE-UA 400  Offered every semester. 4 points.
Recent topics include: Objectivity, Liberation, the Deliberating Citizen, Animal Humans, Utopias and Dystopias, Freedom and Oppression, and Literature in Wonderland. Consult the Core Curriculum website for descriptions of each term’s offerings.

**Texts and Ideas: Antiquity and the Middle Ages**
CORE-UA 401  Offered occasionally. 4 points.

**Texts and Ideas: Antiquity and the Renaissance**
CORE-UA 402  Offered every semester. 4 points.

**Texts and Ideas: Antiquity and the Enlightenment**
CORE-UA 403  Offered every semester. 4 points.

**Texts and Ideas: Antiquity and the 19th Century**
CORE-UA 404  Offered every semester. 4 points.

**Cultures and Contexts**

**Cultures and Contexts: Islamic Societies**
CORE-UA 502  Offered every year. 4 points.
For Muslims, Islam is not simply a set of beliefs or observances, but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the pre-modern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

**Cultures and Contexts: Africa**
CORE-UA 505  Offered every other year. 4 points.
Key concepts related to understanding sub-Saharan African cultures and societies, concentrating in particular on teaching students how to think critically and consult sources sensibly when studying non-Western cultures. Topics include problems in the interpretation of African literature, African history, gender issues, African thought and values, the impact of the slave trade and colonialism on African societies and culture. Among the readings are novels, current philosophical theory, and feminist interpretations of black and white accounts of African societies and the place of women in them. Issues are approached with the use of analyses from history, anthropology, sociology, literary theory, and philosophy.

**Cultures and Contexts: The Chinese and Japanese Traditions**
CORE-UA 506  Offered every other year. 4 points.
Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

**Cultures and Contexts: Japan—A Cultural History**
CORE-UA 507  Offered every other year. 4 points.
A consideration of the prehistory to Japan’s modernist transformation through an analysis of key literary, religious, and artistic texts. Concentrates on the historical experiences that produced elements of a national culture before there was a nation and on the consciousness of being Japanese before there was a “Japan.” Examines how key cultural elements were used to make a modern nation-state.
Cultures and Contexts: The Caribbean
CORE-UA 509  Offered every other year. 4 points.
The Caribbean is where today's global economy began, some 500 years ago. Its sugar economy and history of slave labor and colonialism made it the site of massive transplantations of peoples and cultures from Africa for more than four centuries and from Asia since the mid-19th century, and of a sizable influx of peoples from Europe all along. Readings examine the history of the region's differing forms of colonialism; the present postcolonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, and gender roles and ideologies; and ways in which national, community, and group identities are expressed today.

Cultures and Contexts: Middle Eastern Societies
CORE-UA 511  Offered every other year. 4 points.
Questions examined in depth include the following: What variety of sources do people in the Middle East draw on to define their sense of who they are—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being transformed? Do people of the Middle East experience their region's politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

Cultures and Contexts: China
CORE-UA 512  Offered every other year. 4 points.
Fundamental concepts and practices of Chinese society and culture, examined using primary sources in translation whenever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values and issues of Chinese civilization and how these have affected and continue to have an impact on the way people think and live.

Cultures and Contexts: Ancient Israel
CORE-UA 514  Offered every semester. 4 points.
The culture of the ancient Israelite societies of biblical times, covering the period from about 1200 B.C.E. to the conquests of Alexander the Great, in the fourth century B.C.E. Topics include the achievements of these societies in the areas of law and social organization, prophetic movements, Israelite religion, and ancient Hebrew literature. The Hebrew Bible preserves much of the creativity of the ancient Israelites, but archaeological excavations in Israel and neighboring lands, as well as the discovery of ancient writings in Hebrew and related languages, have added greatly to our knowledge of life as it was lived in biblical times. The civilizations of Egypt and Syria-Mesopotamia also shed light on Israelite culture. Of particular interest is the early development of Israelite monotheism, which, in time, emerged as ancient Judaism, the mother religion of Christianity and Islam.

Cultures and Contexts: Latin America
CORE-UA 515  Offered every other year. 4 points.
Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on such themes as indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin America and its political culture, competing ideologies of economics and social development, and construction of collective identities based on region, race, ethnicity, gender, and class. Readings consist mostly of primary sources and allow students to hear diverse voices within Latin American society. Works by European conquerors, Inca and Aztec descendants in the colonial period, and African and creole slaves are studied. Novels, short stories, films, photographs, and music are also included.

Cultures and Contexts: India
CORE-UA 516  Offered every other year. 4 points.
Considers the paradoxes of modern India: ancient religious ideas coexisting with material progress, hierarchical caste society with parliamentary democracy, and urban shantytowns with palatial high-rises. Integrates research on India’s cultural values with social-scientific perspectives on their contemporary relevance. Examines problems such as protective discrimination for lower castes and cultural nationalism. Shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.
Cultures and Contexts: Contemporary Latino Cultures
CORE-UA 529 Offered every year. 4 points.
Examines the growth and development of “Latino” as a distinct category of identity out of the highly diverse populations of Latin American background in the United States, paying particular attention to the social processes shaping its emergence. Provides a detailed examination of the processes of cultural creation behind the rising growth of transnational cultures and identities worldwide, and of the forces that are fueling their development. Begins by exploring the immigration of Latin American peoples to U.S. cities, then turns to three case studies of emerging Latino communities, and ends by examining contemporary issues involving Latinos in urban centers such as New York.

Cultures and Contexts: The African Diaspora
CORE-UA 532 Offered every year. 4 points.
The dispersal of Africans to various parts of the world and over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and non-African influences.

Cultures and Contexts: Indigenous Australia
CORE-UA 536 Offered every other year. 4 points.
The indigenous people of Australia have long been the subject of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics, and they have entered into representations as distinctively “other”—whether in negative or positive formulations of the “primitive.” These representations—in feature films about them such as Walkabout and Rabbit-Proof Fence, in New Age literature, or in museum exhibitions—are now also in dialogue with their own forms of cultural production. At the same time, Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination. We explore the historical and geographical range of Aboriginal Australian forms of social being through ethnographic texts, art, novels, autobiographies, film, and other media, and consider the ways in which identity is being challenged and constructed.

Cultures and Contexts: Modern Israel
CORE-UA 537 Offered every year. 4 points.
Despite its small size and population, Israel is a diverse, dynamic, and complex society. To understand its ethnic, religious, and political divisions, the different ethnic origins of the Jewish population over the last 150 years are examined, and the growing role of the Arab population (approaching 20 percent) in Israeli society is discussed. The special role of religion in the secular state, the development of Hebrew-speaking culture, the political system, the settlement movement and the peace movement, gender issues, and the role of the army in everyday life are all addressed, concluding with a survey of the debate on whether Israel is a Jewish state or a state of all its citizens. Although the controversial issues that keep Israel in the headlines are touched on, the focus is on the character of Israeli society and the impact on everyday life of living in the international limelight.

Cultures and Contexts: Asian/Pacific/American Cultures
CORE-UA 539 Offered every year. 4 points.
Major issues in the historical and contemporary experiences of Asian Pacific Americans, including migration, modernization, racial formation, community-building, and political mobilization. Asian Pacific America encompasses a complex, diverse, and rapidly changing population of people. Particular attention is given to Asian Americans’ use of cultural productions (films, literature, art, media, and popular culture) as an expression and reflection of their cultural identities, historical conditions, and political efforts.

Cultures and Contexts: New World Encounters
CORE-UA 541 Offered every year. 4 points.
What was America before it was called America? How did indigenous cultures understand and document their first encounters with Europeans? We focus on peoples, events, and cultural expressions associated with the conquest and colonization of the Americas, concentrating on three key areas: central Mexico, home to several pre-Columbian societies, most notably the Aztec Empire, and later the seat of Spanish power in northern Latin America (the Viceroyalty of New Spain); the central Andes, home of the Incas and later the site of Spanish power in southern Latin America (the Viceroyalty of Peru); and finally, early plantation societies of the Caribbean, where the violent history of enslaved Africans in the new world unfolded. On one hand, we explore how those subjugated by conquest and colonialism interpreted,
resisted, and recorded their experience. On the other, we ask what new cultural forms emerged from these violent encounters, and consider their role in the foundation of "Latin American" cultures. Readings balance a range of primary documents and art created during the "age of encounter," including maps, letters, paintings, and testimonials, along with historical and theoretical texts.

Cultures and Contexts: Korea
CORE-UA 543 Offered every other year. 4 points.
A multi-disciplinary introduction to Korean society and culture, surveying Korean history from antiquity to the present though a wide range of primary sources from the past, including archaeological relics, written records, and works of art, as well as contemporary materials by Korean authors, directors, and other cultural producers. Considers the origins of Korean "tradition," the formation and development of social relations, popular beliefs, and systems of thought that have shaped the Korean way of life, in order to locate their resonances and ramifications in modern Korea, particularly in cultural representations. Continues with Korea's "transformation" through its encounter with the West, its modern experiences and national struggle under colonial rule, social upheavals after liberation, and the Korean War. Concludes by tracing the enduring impacts of the unresolved past on contemporary society, Korea "today" in terms of economic development and crisis, the democracy movement and its limitations, relations with North Korea and with the US, and sociocultural diversification in the age of globalization. To forge critical perspectives on Korean history, society, and culture, students are encouraged to situate these topics within the broader contexts of East Asia and the world.

Cultures and Contexts: Spain
CORE-UA 544 Offered every year. 4 points.
What does Spanish culture look like? What are the different materials that Spanish artists and writers have chosen to articulate the often complex understandings they have of themselves, their nation(s), their relation to modernity (its opportunities and challenges), and the broader international community? We approach Spanish culture critically by learning about specific works and the contexts within which they exist, focusing on the mid-nineteenth century through the late twentieth century, including fiction, poetry, film (fiction and documentary), painting, poster art, photography, performance, and architecture. Students actively engage in an informed analysis of cultural works from Spain in order to better understand and question the relation between cultural forms and questions of national identity, tradition, modernity, and authorship as they relate to the historical moment and location in which they are produced.

Cultures and Contexts: Egypt of the Pharaohs
CORE-UA 545 Offered every year. 4 points.
The archaeology, literature, and art of ancient Egypt all offer insights into its culture. Subjects of special interest are ancient Egyptian religious experiences and ethics, as well as constructions of gender, class, and ethnicity. Settlements that are particularly well documented through both archaeological and textual remains—such as Kahun and Deir el-Medina—yield extensive information about the varieties of social experience in these societies. Lives differed tremendously based on gender, profession, and locality (both spatial and temporal). Likewise, we explore how Egyptians, regardless of social standing, attempted to alter their socio-political circumstances through avenues such as concerted political action, magic, revolt, or the construction of well-crafted satire. Primary sources include letters, wisdom literature, love poetry, ancient house plans, tomb scenes, and physical anthropology.

Cultures and Contexts: Global Asia
CORE-UA 546 Offered every other year. 4 points.
Explores the expansive transformation of Asian cultures from ancient times to the present, focusing on networks of mobility, interaction, social order, and exchange that form the particularity of Asian cultures through entanglements with others. Beginning in the days of Alexander the Great and the formation of the Afro-Eurasian ecumene, follows the tracks of Buddhist, Confucian, Hindu, and Muslim expansion and then turns to the age of early modern landed empires, Ottoman-Safavid-Mughal-Ming/Ching, and their interactions with seaborne European expansion. Studies truly global formations of culture in the flow of goods, ideas, and people among world regions, during the age of modern empires and nationalism, including the rise of the nation as a cultural norm, capitalism in Asia, and Japanese expansion around the Pacific Rim. Concludes by considering cultural change attending globalization since the 1950s, focusing on entanglements of Asian cultures with the globalizing culture of the market, consumerism, and wage labor, and transnational labor migration, as well as Asian cultural spaces in and around New York City, including our nearby Chinatown.
Cultures and Contexts: Italy
CORE-UA 554  Offered every year. 4 points.
Italian culture seen through the lens of its most emblematic site and subject: Rome ancient and modern, mythical and historical, visual and verbal. Epitomizing the very notion of cultural perpetuity, Rome—in its artifacts and images, its politics and its myths, its models of democracy and empire—lurks at the heart of Italian identity. We examine the Eternal City in its aesthetic and historical specificity—its importance as an actual place—and also as an idea and an ideal, put to various political and cultural ends in the formation of Italians’ visions of themselves. We thus consider the enduring and shifting significance of Rome for Italian self-understanding, beginning with the founding and development of the city, through its various “rebirths” in the Renaissance, the Italian Risorgimento, and the Fascist regime, and also briefly consider the vitality of Rome and its histories/myths in other national traditions, political movements, and aesthetic programs, from France to the United States.

Societies and the Social Sciences
Note that the prerequisite for all Societies and the Social Sciences courses is completion of Texts and Ideas (CORE-UA 4XX) and Cultures and Contexts (CORE-UA 5XX), as well as completion of (or exemption from) Writing the Essay (EXPOS-UA 1), Writing II (WRI-UF 2002), or International Writing Workshop II (EXPOS-UA 9).

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
CORE-UA 600  Offered occasionally. 4 points.
Examines social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary each term and may include, for example, human migration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.

Expressive Culture
Note that the prerequisite for all Expressive Culture courses is completion of Texts and Ideas (CORE-UA 4XX) and Cultures and Contexts (CORE-UA 5XX), as well as completion of (or exemption from) Writing the Essay (EXPOS-UA 1), Writing II (WRI-UF 2002), or International Writing Workshop II (EXPOS-UA 9).

Expressive Culture: Words
CORE-UA 710  Offered occasionally. 4 points.
What is literature or the literary? Is there a literary language that works differently from ordinary language? What is literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these?

Expressive Culture: The Graphic Novel
CORE-UA 711  Offered every other year. 4 points.
Examines the interplay between words and images in the graphic novel, a hybrid medium with a system of communication reminiscent of prose fiction, animation, and film. What is the connection between text and art? How are internal psychology, time, and action conveyed in a static series of words and pictures? What can the graphic novel convey that other media cannot? Authors include Alan Moore, Art Spiegelman, Peter Milligan, Charles Burns, and Carla Speed McNeil.

Expressive Culture: Images
CORE-UA 720  Offered every year. 4 points.
What is the place of art in an image-saturated world? We begin by considering the power and taboo of images and the ways in which individuals and institutions that constitute “the art world” classify some of these images as works of art; turn to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and conclude with a selection of problems raised by art today. Students develop the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

Expressive Culture: Painting and Sculpture in New York Field Study
CORE-UA 721  Offered every spring. 4 points.
New York’s public art collections contain important examples of painting and sculpture from almost every phase of the past, as well as some of the world’s foremost works of contemporary art. Meets once a week for an extended period and combines on-campus lectures with group excursions to the museums or other locations where these works are exhibited.
Expressive Culture: Architecture in New York Field Study
CORE-UA 722  Offered every fall. 4 points.
New York's rich architectural heritage offers a unique opportunity for firsthand consideration of the concepts and styles of modern urban architecture, as well as its social, financial, and cultural contexts. Meets once a week for an extended period and combines on-campus lectures with group excursions to prominent buildings. Consideration is given both to individual buildings as examples of 19th- and 20th-century architecture, as well as to phenomena such as the development of the skyscraper and the adaptation of older buildings to new uses.

Expressive Culture: Sounds
CORE-UA 730  Offered every semester. 4 points.
Our lives pulsate with patterns of sounds that we call music. We encounter these sounds in our homes, cars, stores, and exercise salons; they accompany us to the grocery store, the dentist's office, and the movies. Yet we rarely think consciously about what they mean. Through a series of specific case studies, we investigate the function and significance of music and the musician in human life. We raise basic questions about how music has been created, produced, perceived, and evaluated at diverse historical moments, in a variety of geographical locations, and among different cultural groups. Through aural explorations and discussion of how these vivid worlds "sound" in time and space, we assess the value of music in human experience.

Expressive Culture: Performance
CORE-UA 740  Offered every other year. 4 points.
Examines "performance" both as a practice and as a theoretical tool with which to understand today's world. The broad spectrum of live performance is explored by means of lectures, discussions, and field trips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, students are introduced to "speech acts," "restored behavior," "ritual process," and "play." Students see a broad variety of performances, such as Native American powwow, Indian Hindu ritual drama, off-Broadway theatre and dance, African American gospel, street performers, and courtroom trials.

Expressive Culture: Film
CORE-UA 750  Offered every semester. 4 points.
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.

Expressive Culture: La Belle Époque
CORE-UA 761  Offered every other year. 4 points.
La Belle Époque, that period in the life of France's pre-World War I Third Republic (1871-1914) associated with extraordinary artistic achievement, saw Paris emerge as the undisputed Western capital of painting and sculpture; it also was the most important production site for new works of musical theatre and, arguably, literature. It was during these decades that Impressionism launched its assault on the academic establishment, only itself to be superseded by an ever-changing avant-garde associated first with the nabis, then with fauvism and cubism; that the operas of Bizet, Saint-Saëns, and Massenet and the plays of Sardou and Rostand filled the world's theatres; and that the novels of Zola and stories of Maupassant were translated into dozens of languages. Finally, this was the society that gave birth to one of the greatest literary works of all time, Marcel Proust's Remembrance of Things Past, the first volume of which appeared just as the First World War was about to bring the Belle Époque to a violent end. Sources include reproductions of paintings, recordings of chamber music, opera and mélodies, and several of the most significant novels of the period.
Science and technology play such a central role in the modern world that even individuals not directly engaged in scientific or technical pursuits need to have solid skills in quantitative and analytical reasoning and a clear understanding of scientific investigation. Even more than their forebears, citizens of the 21st century will need competence and confidence in dealing with the approaches and findings of science if they are to make informed decisions on vital political, economic, and social issues. Rather than striving for encyclopedic coverage of facts, Foundations of Scientific Inquiry (FSI) courses in the College Core Curriculum stress the process of scientific reasoning and seek to illustrate the role of science and mathematics in our understanding of the natural world. The objectives of the FSI sequence are to give students who will not be science majors a positive experience in scientific inquiry and to encourage learning about how science is done. The quantitative component of these courses emphasizes the critical role of mathematics in the analysis of natural phenomena.

The courses within FSI are organized into three groups: Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most distinguished professors, and each course includes a weekly workshop or related laboratory section.

**Prerequisites and Sequencing**

In the FSI sequence, students choose one course in Quantitative Reasoning (CORE-UA 1XX), followed by one in the physical sciences from the Natural Science I grouping (CORE-UA 2XX), and then one in the biological sciences from the Natural Science II grouping (CORE-UA 3XX).

Completion of the Quantitative Reasoning requirement is a prerequisite for both Natural Science I and II. It is recommended that students complete Natural Science I before Natural Science II.

**Exemptions and Substitutions**

Students who major in a natural science, who complete the prehealth curriculum, or who complete the combined dual-degree program in engineering are exempt from the FSI requirements. In addition, Quantitative Reasoning, Natural Science I, and Natural Science II can each be satisfied by appropriate Advanced Placement (AP), International Baccalaureate, or A-Level credit, or by substituting specific courses, as listed below. For AP and other examination equivalencies, consult the admission section of this Bulletin.

There are no CAS exemption or placement examinations for Quantitative Reasoning, Natural Science I, or Natural Science II.

**Quantitative Reasoning**

This requirement is satisfied by one of the following options:

- AP or equivalent credit in calculus (Mathematics AB or BC, 4 or 8 points)
- AP or equivalent credit in statistics (4 points)
- A score of 700 or higher on the SAT Subject Examination in Mathematics (Level 1 or 2)
- Completion of one of the following:
  - Quantitative Reasoning (CORE-UA 1XX)
  - Biostatistics (BIOL-UA 42)
  - Statistics (ECON-UA 18)
  - Analytical Statistics (ECON-UA 20)
  - Calculus I (MATH-UA 121)
• Mathematics for Economics I (MATH-UA 211)
• Honors Calculus I (MATH-UA 221)
• Quantitative Methods in Political Science (POL-UA 800)
• Statistics for the Behavioral Sciences (PSYCH-UA 10)
• Biostatistics in Public Health (UGPH-GU 20)

Natural Science I and II
This sequence is satisfied by one of the following options:
• AP or equivalent credit for Biology (8 points), Chemistry (8 points), Physics B (10 points), or both Physics C-Mech (3 points) and Physics C-E&M (3 points)
• Completion of one of the following sequences:
  • Natural Science I and II (CORE-UA 2XX and CORE-UA 3XX)
  • General Chemistry I and Laboratory (CHEM-UA 125) and General Chemistry II and Laboratory (CHEM-UA 126)
  • Advanced General Chemistry I and Laboratory (CHEM-UA 127) and Advanced General Chemistry II and Laboratory (CHEM-UA 128)
  • General Physics I and II (PHYS-UA 11, 12)
  • Physics I and II (PHYS-UA 91 and 93) and Introductory Experimental Physics I and II (PHYS-UA 71, 72)

Natural Science I
This requirement is satisfied by one of the following options:
• AP or equivalent credit for Physics C-Mech (3 points) or Physics C-E&M (3 points)
• AP credit for Environmental Science (4 points)
• Completion of one of the following:
  • Natural Science I (CORE-UA 2XX)
  • General Chemistry I and Laboratory (CHEM-UA 125)
  • Advanced General Chemistry I and Laboratory (CHEM-UA 127)
  • General Physics I (PHYS-UA 11)
  • Physics I (PHYS-UA 91) and Introductory Experimental Physics I (PHYS-UA 71)

Natural Science II
This requirement is satisfied by one of the following options:
• Natural Science II (CORE-UA 3XX)
• Principles of Biology I (BIOL-UA 12) and Principles of Biology Laboratory (BIOL-UA 123)
• Human Evolution (ANTH-UA 2)

COURSES
In addition to the information listed below, detailed descriptions of each year’s course offerings may be found on the Core Curriculum website.

Quantitative Reasoning
Quantitative Reasoning: Mathematical Patterns in Nature
CORE-UA 101 Offered every year. Hanhart.
4 points.
Examines the role of mathematics as the language of science through case studies selected from the natural sciences and economics. Topics include the scale of things in the natural world; the art of making estimates; cross-cultural views of knowledge about the natural world; growth laws, including the growth of money and the concept of “constant dollars”; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why things are the size they are; the cosmic distance ladder; and the meaning of “infinity.” Calculator-based and designed to help you use mathematics with some confidence in applications.
Quantitative Reasoning: Elementary Statistics
CORE-UA 105  Offered every year. 4 points.
Understanding and use of statistical methods. Mathematical theory is minimized. Actual survey and experimental data are analyzed. Computations are done with desk or pocket calculators. Topics: description of data, elementary probability, random sampling, mean, variance, standard deviation, statistical tests, and estimation.

Quantitative Reasoning: Probability, Statistics, and Decision Making
CORE-UA 107  Offered every year. 4 points.
Elementary probability theory from the point of view of games and gambling. Topics include probability, expectation, introduction to game theory, gambler’s ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

Quantitative Reasoning: Mathematics and Computing
CORE-UA 109  Offered every year. Marateck. 4 points.
Teaches mathematical concepts using the Python programming language. Introduces students to use the basic features of Python operations with numbers and strings, variables, Boolean logic, control structures, loops, and functions. These operations are then applied to the mathematical principles of growth and decay, geometric progressions, compound interest, exponentials, permutations, and probability.

Quantitative Reasoning: Great Ideas in Mathematics
CORE-UA 110  Offered every year. Hanhart. 4 points.
A variety of topics chosen from the following broad categories. A survey of pure mathematics: What do mathematicians do and what questions inspire them? Great works: What are some of the historically big ideas in the field? Who were the mathematicians that came up with them? Mathematics as a reflection of the world we live in: How does our understanding of the natural world affect mathematics (and vice versa)? Computations, proof, and mathematical reasoning: Quantitative skills are crucial for dealing with the sheer amount of information available in modern society. Mathematics as a liberal art: Historically, some of the greatest mathematicians have also been poets, artists, and philosophers. How is mathematics a natural result of humanity’s interest in the nature of truth, beauty, and understanding?

Natural Science I
Note that the prerequisite for all Natural Science I courses is completion of (or exemption from) Quantitative Reasoning (CORE-UA 1XX).

Natural Science I: Energy and the Environment
CORE-UA 203  Offered every semester. Jerschow, Kallenbach, Walters. 4 points.
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the composition of the atmosphere, the ozone layer and its depletion, global warming and public policy, and acid rain. Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein’s Universe
CORE-UA 204  Offered every year. Adler, Brujic, Budick, Dvali, Sokal, Weiner. 4 points.
Addresses the science and life of Einstein in the context of 20th-century physics, beginning with 19th-century ideas about light, space, and time to understand why Einstein’s work was so innovative. Einstein’s most influential ideas are contained in his theories of special relativity, which reformulated conceptions of space and time, and general relativity, which extended these ideas to gravitation. Both these theories are quantitatively explored, together with wide-ranging applications of these ideas, from the nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.

Natural Science I: Exploration of Light and Color
CORE-UA 205  Offered every other year. Adler. 4 points.
Color science is an interdisciplinary endeavor that incorporates both the physics and perception of light and color. This introduction to color and the related topics of light and optics includes their applications to photography, art, natural phenomena, and technology. Topics include how color is described and measured (colorimetry); how light is produced; how atoms and molecules affect light; how the human retina detects light; and how lenses are used in cameras, telescopes, and microscopes. Our investigation necessarily touches on aspects such as the anatomy of the eye and aspects of human vision that influence how we see color. Laboratory projects include additive and subtractive color mixing, pinhole photography, cow-eye dissection, colorimetric measurements, and color-classification schemes.
Natural Science I: From Quarks to Cosmos
CORE-UA 209  Offered every year. Adler, Cranmer, Mincer, Modjaz, Weiner. 4 points.
Modern science has provided us with some understanding of age-old fundamental questions, while at the same time opening up many new areas of investigation. How old is the universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter, and how do they combine to form the contents of the universe? We consider how measurements and chains of scientific reasoning have allowed us to reconstruct the Big Bang by measuring little wisps of light reaching the earth, to learn about subatomic particles by use of many-mile-long machines, and to combine the two to understand the universe as a whole from the subatomic particles of which it is composed.

Natural Science I: How Things Work
CORE-UA 214  Offered every year. Adler, Grier, Stein. 4 points.
Do you know how electricity is generated? How instruments create music? What makes refrigerator magnets stick? For that matter, why ice skating is possible, how wheels use friction, and why someone can quickly remove a tablecloth without moving any dishes? All of the devices that define contemporary living are applications of basic scientific discoveries. The principles underlying these devices are fascinating as well as useful and help to explain many of the features of the world around us. Covers basic principles of physics by examining selected devices such as CD and DVD players, microwave ovens, the basic electronic components of computers, lasers and LEDs, magnetic resonance imaging as used in medicine, and even nuclear weapons.

Natural Science II
Note that the prerequisite for all Natural Science II courses is completion of (or exemption from) Quantitative Reasoning (CORE-UA 1XX). Completion of (or exemption from) Natural Science I (CORE-UA 2XX) is recommended as a prerequisite.

Natural Science II: Human Genetics
CORE-UA 303  Offered every year. Blau, Rockman, Small. 4 points.
We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insight into the role of heredity. Begins with an overview of the principles of inheritance, where simple Mendelian genetics is contrasted with the interactions of genes and environment that influence complex physical or behavioral traits. Descending to the molecular level, we investigate how genetic information is encoded in DNA and examine the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. Concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

Natural Science II: Human Origins
CORE-UA 305  Offered every year. Anton, Bailey, Diotell, Harrison. 4 points.
The study of “human origins” is an interdisciplinary endeavor that involves a synthesis of research from a number of different areas of science. Introduces students to the various approaches and methods used by scientists to investigate the origins and evolutionary history of our own species. Topics include reconstructing evolutionary relationships using molecular and morphological data; the mitochondrial Eve hypothesis; ancient DNA; human variation and natural selection; the use of stable isotopes to reconstruct dietary behavior in prehistoric humans; solving a 2,000-year-old murder mystery; the importance of studies of chimpanzees for understanding human behavior; and the four-million-year-old fossil evidence for human evolution.

Natural Science II: Brain and Behavior
CORE-UA 306  Offered every semester. Fenton, Glimcher, Hawken, Kiorpes, Suzuki. 4 points.
Begins with the basic elements that make up the nervous system and how electrical and chemical signals in the brain work to affect behavior. Examines how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain's plasticity. Other key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain and how drugs can alter behavior and brain function.

Natural Science II: The Molecules of Life
CORE-UA 310  Offered every year. Jordan, Kallenbach. 4 points.
Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that
lower cholesterol to those that influence behavior. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. Examines the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Begins with the principles of chemical binding, molecular structure, and acid-base properties that govern the structure and function of biomolecules. Applies these principles to study the varieties of protein architecture and how enzymes facilitate biochemical reactions. Concludes with an overview of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches in diagnosing disease and designing drug treatments.

**Natural Science II: Lessons from the Biosphere**
CORE-UA 311  *Offered every year. Volk. 4 points.*
Provides a foundation of knowledge about how Earth's biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. Major topics: (1) Evolution of Life: How did life come to be what it is today? (2) Life's Diversity: What is life like today on the global scale? (3) Cycles of Matter: How do life and the nonliving environment interact? (4) The Human Guild: How are humans changing the biosphere, and how might we consider our future within the biosphere? Includes laboratory experiments and an exploration at the American Museum of Natural History.

**Natural Science II: The Brain: A User's Guide**
CORE-UA 313  *Offered every year. Azmitia. 4 points.*
The human brain is the most complex organ. Despite the central position it has in nearly every aspect of our daily lives, it remains to many a mystery. How does it work? How can we care for it? How long will it function? We learn about the functions of the cortex in higher learning and memory, as well as discuss the basic work of the brain stem in regulating the internal environment of the body. The importance of nutrition on neurotransmitter synthesis, the function of sleep on memory and why we need so much of it, and the effects of alcohol and drugs on brain harmony and the meaning of addiction are covered. We look at brain development and the special needs of children, as well as brain aging and illness and the difficulty of helping. Laboratories provide hands-on experience in exploring the structure of the brain, as well as learning how to measure brain function.

**Natural Science II: Genomes and Diversity**
CORE-UA 314  *Offered every other year. Siegal. 4 points.*
Millions of species of animals, plants, and microbes inhabit our planet. Genomics, the study of all the genes in an organism, is providing new insights into this amazing diversity of life. We begin with the fundamentals of DNA, genes, and genomes. We then explore microbial diversity, with an emphasis on how genomics can reveal many aspects of organisms, from their ancient history to their physiological and ecological habits. We follow with examinations of animal and plant diversity, focusing on domesticated species, such as dogs and tomatoes, as examples of how genomic methods can be used to identify genes that underlie new or otherwise interesting traits. Genomics has also transformed the study of human diversity and human disease. We examine the use of DNA to trace human ancestry, as well as the use of genomics as a diagnostic tool in medicine. With the powerful new technologies to study genomes has come an increased power to manipulate them. We conclude by considering the societal implications of this ability to alter the genomes of crop plants, livestock, and, potentially, humans.
With a staff of internationally known scholars and teachers, the Department of French offers a broad range of courses in French and Francophone studies, language, literature, and civilization. The program promotes oral and written fluency in French, imparts strong analytical and interpretative skills, and works toward an enhanced understanding of cross-cultural changes. Most courses are taught in French. La Maison Française brings French culture into focus with films, lectures, and concerts, as well as library facilities and a periodicals reading room. Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City. Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Global Academic Center in Paris, which provides immersion in French culture and offers courses with professors from the French university system as well as distinguished NYU faculty members.

### Major in French

The prerequisite for admission to the program is a satisfactory knowledge of the French language. This is normally interpreted as the satisfactory completion of Conversation and Composition (FREN-UA 30) with the grade of B-minus or better (or an equivalent course or exam). No grade lower than C may be counted toward the major. The overall GPA in French courses must be 2.0 or above. All students who wish to major in the Department of French must declare with the department and consult a departmental adviser prior to any registration.

The major consists of nine 4-point courses (36 points), distributed as follows:

- **Written Contemporary French** (FREN-UA 105). Advanced Composition (FREN-UA 9106, taught in Paris) may be substituted.
- **Three core courses.** Every major must take at least one course in the two-course sequence Readings in French Literature I: From the Middle Ages to the French Revolution (FREN-UA 120) and Readings in French Literature II: From 1800 to the Present (FREN-UA 121). The other core courses to choose from are: Approaches to Francophone Literature (FREN-UA 145), French Society and Culture from the Middle Ages to the Modern Period (FREN-UA 163), and Contemporary France (FREN-UA 164).
- **Four electives.** Up to two electives may be advanced language courses chosen from: Spoken Contemporary French (FREN-UA 101), Phonetics (FREN-UA 103), Translation (FREN-UA 107), Advanced Techniques of Translation (FREN-UA 108), Acting French (FREN-UA 109), and Business French (FREN-UA 110). The other electives must revolve around French and Francophone literature and civilization. With permission of the adviser, students may take some electives at the same time as core courses.
courses. With permission, students may also substitute additional core courses, or a graduate course, for electives. Approved courses taken in French universities may count as electives.
• A Senior Seminar. The Senior Seminar (FREN-UA 991, 992) is typically taken in the fall or spring of senior year.

At least one of the courses completed in fulfillment of the major (either a core course or an elective) must focus on the period preceding 1800. Majors may count one of the department’s English-language courses toward the major, but only if they do the written work in French.

Transfer students must complete at least five courses (20 points) of the nine courses required for the French major at the College of Arts and Science or at NYU Paris.

A student who fulfills the requirements above may thereby fulfill the state minimum of 24 credits required for certification to teach French in New York State junior or senior high schools. For information on minors in education, please see the section on cross-school minors in this Bulletin.

Major in Romance Languages
See the Romance languages section of this Bulletin for details and requirements.

Major in French and Linguistics
This joint major requires a total of nine 4-point courses (36 points).

The French part of this major is satisfied by taking four 4-point courses (16 points) as follows:
• One advanced language course chosen from the following:
  • Spoken Contemporary French (FREN-UA 101)
  • Phonetics (FREN-UA 103)
  • Translation (FREN-UA 107)
  • Advanced Techniques of Translation (FREN-UA 108)
  • Acting French (FREN-UA 109)
  • Business French (FREN-UA 110)
• One course in advanced written French (usually Written Contemporary French, FREN-UA 105)
• Two courses in French literature (in French), to be determined in consultation with the director of undergraduate studies

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):
• One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
• Sound and Language (LING-UA 11)
• Grammatical Analysis (LING-UA 13)
• And a total of two additional courses from two different fields of linguistics, chosen from the following (please see linguistics section in this Bulletin for course titles and descriptions):
  • Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  • Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  • Phonology (LING-UA 12)
  • Semantics (LING-UA 4)
  • Computational linguistics (LING-UA 3, LING-UA 24)
  • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minors in French
All students who wish to minor in the Department of French must declare with the department and consult a departmental adviser prior to any registration.

Students may choose one of four programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.
French Studies
This minor consists of four courses (16 points) above the intermediate level to be determined in consultation with the director of undergraduate studies. Students pursuing a French studies minor can focus either on language courses or on language and literature courses. Only courses taught in French can count toward this minor. In addition, no grade lower than C counts toward this minor.

French Literature in Translation
This minor is for students who have an interest in French literature but do not yet have the linguistic preparation to read this literature in French. This minor consists of four courses (16 points) taught in English that focus on French literature. The courses are to be chosen in consultation with the director of undergraduate studies. No grade lower than a C counts toward this minor.

Literature in Translation
See the section on literature in translation in this Bulletin.

Francophone Studies
This minor is for students with an interest in French-language literature and culture outside of France (e.g., in Africa, the Caribbean, Canada, the U.S., or the Far East). This minor consists of four courses (16 points). Approaches to Francophone Literature (FREN-UA 145) is required; the three other courses must be taught in French and chosen in consultation with the director of undergraduate studies. With permission of the French department, a course taught in English can be counted toward this minor if the coursework is completed in French. Courses focusing on the literature or culture of France do not count toward this minor. No grade lower than a C counts toward this minor.

Internships
In addition to the basic requirements for the major, students also have the opportunity to participate in internships sponsored by the Department of French. Recent internships have been completed at the French cultural services office, the French music office, and the French film office. For more information, please contact the undergraduate administrative aide. Internships and independent studies do not count toward the French major, except with special permission of the department.

Honors Program
Eligibility
A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at NYU Paris counts toward such residence. The student must maintain an overall GPA of at least 3.65 and a major average of 3.65 or higher. Students who wish to pursue honors should apply to the departmental director of honors during their junior year.

Requirements for Honors
• Completion of all major requirements (above).
• In addition to enrollment in a Senior Seminar (FREN-UA 991, 992), candidates for French honors must also enroll in Honors Thesis (FREN-UA 995), a 4-point course taken over both semesters of the senior year (2 points in the fall, 2 points in the spring). This Honors Thesis course sequence cannot count toward completion of the credit requirements for the French major.
• The honors thesis should be a work of scholarship and/or criticism in the field of French or Francophone literature or culture. The thesis is ordinarily written in French (25 pages minimum); exceptionally, students may petition to write it in English (40 to 60 pages). The seminar professor and the thesis adviser determine based on this work and an oral defense whether to recommend the student for an honors degree. A grade of at least A-minus is required for the award of honors in French.
Accelerated B.A./M.A. Program in French or French Studies

The Department of French and the Institute of French Studies offer qualified students the opportunity to earn the B.A. and M.A. degrees in a shortened period of study. While still undergraduates, students enrolled in the program may earn up to 12 points toward the M.A. by completing three graduate courses in the Department of French or at the Institute of French Studies. To earn advanced standing, these points may not be counted toward an undergraduate degree, and must be in excess of the 128 points required for the B.A.

Under normal circumstances, this can be achieved by students who register for the maximum allowable number of points in their senior year. Earned in this manner, advanced standing has the additional advantage of enabling qualified students to start graduate work at an earlier stage and in the most cost-efficient way.

Admission to the program is open to students who have completed between 48 and 96 credits with an overall GPA of at least 3.5 and a GPA of 3.5 or higher in the major. Application to the program can be made through the director of undergraduate studies in the Department of French. Final acceptance into the graduate sequence of the program is contingent on successful completion of the B.A., formal admission into the Graduate School of Arts and Science, and acceptance of the student's application. For more information on the B.A./M.A. in French studies, please consult www.ifs.as.nyu.edu/object/ifs.bama.

Facilities

The University has two special facilities for students of French.

La Maison Française
This attractive house in the old and picturesque Washington Mews is open to students of French. It has a comfortable lounge, a small reading room opening onto a terrace, and a soundproof music room. Programs of lectures and recreational activities free to all students interested in French are given here.

Institute of French Studies
Adjacent to La Maison Française in Washington Mews, the institute offers graduate courses in contemporary French society and culture that are open to undergraduates with special permission. The institute has a large newspaper and periodical collection and a wide range of videotapes; it also organizes frequent lectures and seminars by visiting scholars, political personalities, and business and administrative leaders from France.

NYU Paris
For NYU Paris, see information in the study away section of this Bulletin.

Placement in French Language Courses
Refer to the department's website for information on placement in French language courses.

Fulfillment of the College Core Curriculum Language Requirement
The language requirement in French may be fulfilled either by an intensive sequence of two 6-point courses (FREN-UA 10 and FREN-UA 20) for a total of 12 points, or by an extensive sequence of four 4-point courses (FREN-UA 1, FREN-UA 2, FREN-UA 11, and FREN-UA 12) for a total of 16 points. A student may also follow a plan of study combining two 4-point courses with one 6-point course (FREN-UA 1, FREN-UA 2, FREN-UA 20; or FREN-UA 10, FREN-UA 11, FREN-UA 12) for a total of 14 points. Students planning to continue their study of French beyond the College Core Curriculum requirement are advised to follow the intensive sequence, since this permits completion through the intermediate level in two semesters.

Introductory Language Courses

Elementary French I
FREN-UA 1  Open to students with no previous training in French. Not equivalent to FREN-UA 10. Only by following FREN-UA 1 with FREN-UA 2 can a student complete the equivalent of FREN-UA 10 and then continue on to the intermediate level. Offered every semester. 4 points.
Elementary French II
FREN-UA 2 Continuation of FREN-UA 1. To continue on to the intermediate level, a student must complete both FREN-UA 1 and FREN-UA 2. This two-semester sequence is equivalent to FREN-UA 10. Offered every semester. 4 points.

Intensive Elementary French
FREN-UA 10 Open to students with no previous training in French. Completes the equivalent of a year's elementary level in one semester. Offered every semester. 6 points.

Intermediate French I
FREN-UA 11 Prerequisites: Elementary French II (FREN-UA 2) or Intensive Elementary French (FREN-UA 10). Open to students who have completed the equivalent of a year's elementary level and to others on assignment by placement test. Not equivalent to FREN-UA 20. Only by following FREN-UA 11 with FREN-UA 12 can a student complete the equivalent of FREN-UA 20 and then continue on to the post-intermediate level. Offered every semester. 4 points.

Intermediate French II
FREN-UA 12 Continuation of FREN-UA 11. To fulfill the College Core Curriculum requirement and continue on to the post-intermediate level, a student must complete both FREN-UA 11 and FREN-UA 12. This two-semester sequence is equivalent to FREN-UA 20. Offered every semester. 4 points.

Intensive Intermediate French
FREN-UA 20 Prerequisites: Elementary French II (FREN-UA 2) or Intensive Elementary French (FREN-UA 10). Open to students who have completed the equivalent of a year's elementary level and to others on assignment by placement test. Completes the equivalent of a year's intermediate level in one semester. Offered every semester. 6 points.

Conversation and Composition
FREN-UA 30 Prerequisite: Intermediate French II (FREN-UA 12) or Intensive Intermediate French (FREN-UA 20). Open to students who have completed the equivalent of a year's intermediate level and to others who have passed the proficiency examination and who wish to review and develop their French in order to take advanced courses in language, literature, and civilization. Offered every semester. 4 points. Systematizes and reinforces the language skills presented in earlier-level courses through an intensive review of grammar, written exercises, an introduction to composition, lexical enrichment, and spoken skills.

Advanced Language Courses and Language Electives

Spoken Contemporary French
FREN-UA 101 Prerequisite: Conversation and Composition (FREN-UA 30), assignment by placement test, or permission of the department. Assumes a mastery of the fundamental structures of French. May be taken concurrently with Written Contemporary French (FREN-UA 105). Offered every semester. 4 points. Helps the student to develop vocabulary, improve pronunciation, and learn new idiomatic expressions. Introduction to corrective phonetics and emphasis on understanding contemporary French through a study of such authentic documents as radio and television interviews, advertisements, and spontaneous oral productions.

Phonetics
FREN-UA 103 Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the instructor. Offered every semester. 4 points. Provides advanced French language students with the opportunity to improve their pronunciation through a detailed analysis of the sound systems of both French and English.

Written Contemporary French
FREN-UA 105 Prerequisite: Conversation and Composition (FREN-UA 30), assignment by placement test, or permission of the department. Offered every semester. 4 points. Designed to improve the student's written French and to provide advanced training in French and comparative grammar. Students are trained to express themselves in a variety of written genres (for example, diaries, transcriptions, narrations, letters). Focuses on the distinction between spoken and written styles and the problem of contrastive grammar. Emphasis on accuracy and fluency of usage in the written language.

Translation
FREN-UA 107 Prerequisite: Written Contemporary French (FREN-UA 105). Offered every semester. 4 points. Practice of translation through French and English texts taken from a variety of sources to present a range of contrasting grammatical and stylistic problems. Also stresses acquisition of vocabulary.
Advanced Techniques of Translation
FREN-UA 108  Prerequisite: Translation (FREN-UA 107). Offered every year. 4 points.
Provides intensive practice in translating. Every week is devoted to a different genre of writing (such as poetry, prose, journalism, or subtitling) or a different set of issues related to translating (such as cultural, grammatical and sentential, phonics/graphic and prosodic, or language variety).

Acting French
FREN-UA 109  Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the department. Offered every year. 4 points.
Use of dramatic situations and readings to help students overcome inhibitions in their spoken French. The graduated series of exercises and activities is designed to improve pronunciation, intonation, expression, and body language, via phonetic practice, poetry recitation, skits, improvisation, and memorization of dramatic texts. Reading, discussion, and performance of scenes from plays by renowned dramatists. Extensive use of audio and video material.

Business French
FREN-UA 110  Prerequisite: Conversation and Composition (FREN-UA 30) or permission of the department. Offered every semester. 4 points.
Designed for students who wish to learn the specialized language of the French business world. Emphasis on oral and written communication, as well as the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm (for example, advertising, transportation, banking). Stresses group work in simulated business situations and exposure to authentic spoken materials.

Core Courses (conducted in French)
The following courses are open to students who have successfully completed Written Contemporary French (FREN-UA 105), who are assigned by placement test, or who have the permission of the director of undergraduate studies.

Readings in French Literature I: From the Middle Ages to the French Revolution
FREN-UA 120  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. Offered every semester. 4 points.
Introduction to central works in medieval and early modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era's larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focuses on analytical writing and literary analysis. Authors studied may include Marie de France, Rabelais, Marguerite de Navarre, Montaigne, Corneille, Diderot, and Voltaire.

Readings in French Literature II: From 1800 to the Present
FREN-UA 121  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. (FREN-UA 120 is not a prerequisite for this course.) Offered every semester. 4 points.
Introduction to central works in modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era's larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focuses on analytical writing and literary analysis. Follows but does not require completion of Readings in French Literature I. Authors studied may include Flaubert, Maupassant, Zola, Colette, Simone de Beauvoir, Kateb Yacine, Georges Perec, and Marguerite Yourcenar.

Approaches to Francophone Literature
FREN-UA 145  Prerequisite: Written Contemporary French (FREN-UA 105) or permission of the department. Offered every year. 4 points.
Examines literature from a network of French-speaking countries that form a Francophone space. Addresses the colonial past, as well as the anticolonial and postcolonial situations in which French colonialism is replaced by more complex relationships and ideologies. Special attention is paid to language and the role of the writer in elaborating a postcolonial national identity. Writers studied may include Edouard Glissant and Patrick Chamoiseau of Martinique, Jacques Roumain of Haiti, Ahmadou Kourouma of the Ivory Coast, and Assia Djebar of Algeria.

French Society and Culture from the Middle Ages to the Modern Period
FREN-UA 163  Offered every semester. 4 points.
Retrospective and introspective view of French civilization from the early to the modern period through the interrelation of history, literature, fine arts, music, and philosophy. Study of major historical forces, ideas, and tensions; the formation of collective identities (territorial, religious, political,
and so on); France’s diversity and formative conflicts; France and the outer world; and the relationship between state, nation, and citizenry. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondances.

**Contemporary France**

FREN-UA 164  *Offered every semester. 4 points.*

An introduction to French history, politics, and social relations from 1900 to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

**Electives in French Literature and Civilization**

The following courses are conducted in French unless otherwise noted, and are open to students who have successfully completed Written Contemporary French (FREN-UA 105), who are assigned by placement test, or who have the permission of the director of undergraduate studies. When conducted in English, the following courses are open to all students, but French majors must reach an agreement with the instructor to complete written assignments and as many reading assignments as possible in French in order to receive credit toward their major requirements. French studies minors are not able to count courses conducted in English toward their minor requirements; Romance language majors are not able to count courses conducted in English toward the French portion of their major requirements.

**Versailles: Life as Art in the Age of Grandeur**

FREN-UA 150  *When conducted in English, numbered FREN-UA 850; also open to French majors who read the works in the original and do their written work in French. Offered periodically. 4 points.*

Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, serves as an introduction to the study of major aspects of 17th- and 18th-century culture and French influence on European civilization. Approaches the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, memoirists, and historians from Descartes to Voltaire. Films, field trips, and multimedia presentations of music and art.

**La Belle Époque: Modes of Artistic Expression and Life**

FREN-UA 166  *When conducted in English, numbered FREN-UA 866. Offered periodically. 4 points.*

Focuses on the dazzling cultural life of turn-of-the-century Paris. Explores the ascent of symbolism, postimpressionism, art nouveau, cubism, futurism, and other creative concepts. Views the social, intellectual, and artistic aspects of the period through the works of contemporary writers, dramatists, and artists such as Zola, Huysmans, Maupassant, Proust, Colette, Apollinaire, Toulouse-Lautrec, Cézanne, Picasso, Debussy, Diaghilev, Sarah Bernhardt, and Gertrude Stein. Extensive use of audio and video material.

**The 18th-Century French Novel**

FREN-UA 532  *Offered periodically. 4 points.*

The novel comes into its own during the 18th century. It fought for recognition as a “worthy genre.” The development of the novel as an aesthetic form and the social and moral preoccupations it reveals are studied in a variety of authors, such as Marivaux, Voltaire, Diderot, Rousseau, Laclos, and Sade.

**French Thought from Montaigne to Sartre**

FREN-UA 562  *Offered periodically. 4 points.*

Deals with the various currents of ideas and the transformations in values, taste, and feeling that constitute French intellectual history from the early modern period and Enlightenment to the 20th century. Pays particular attention to the personality, writings, and influence of Montaigne, Descartes, Montesquieu, Voltaire, Diderot, Rousseau, and Sartre.

**19th-Century French Novel and Society**

FREN-UA 632  *Offered periodically. 4 points.*

Study of Balzac, Stendhal, Flaubert, and Zola as a means of identifying the individual’s changing relationship to the environment and the social, political, and intellectual contexts of his or her epoch. Problems of the 19th-century novel, narrative structure, point of view, invention, and observation.

**Contemporary French Novel**

FREN-UA 731  *When conducted in English, numbered FREN-UA 831. Offered periodically. 4 points.*

In the 20th century Proust and Gide developed a first-person-singular narrative with the reader as participant; Breton used the novel for a surrealist exploration; and with Céline and Malraux the novel of violent action mirrored the human condition in a chaotic time and led to the existentialist work...
of Sartre and Camus, beyond which lay Beckett’s sparse, complex narratives and Robbe-Grillet’s “new” novels. Works are studied with respect to structure, technique, themes, and language.

**Existentialism and the Absurd**
FREN-UA 767 *When conducted in English, numbered FREN-UA 867. Offered periodically. 4 points.*
Main expressions of existential thought in Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. Attention to the French existentialists’ concern for commitment in political and social affairs of the times. Examines absurdist literature since the 1950s in the “theatre of the absurd,” in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthelme).

**Proust**
FREN-UA 771 *When conducted in English, numbered FREN-UA 871. Offered periodically. 4 points.*
Reading of Remembrance of Things Past. Major topics include the novel as confession, the unconscious and creation, perception and language, sexuality, decadence, the artistic climate in Europe and France from the end of the 19th century through World War I, and the hero as artist.

**Beckett**
FREN-UA 774 *When conducted in English, numbered FREN-UA 874. Offered periodically. 4 points.*
Study of Samuel Beckett’s diverse output and two complementary components of the human condition as he treats it: the impossibility of existence and the need to voice that impossibility. Works include Molloy, The Unnamable, Waiting for Godot, Endgame, Cascando, Not I, How It Is, Krapp’s Last Tape, and First Love.

**History of French Cinema**
FREN-UA 778 *When conducted in English, numbered FREN-UA 878. Offered periodically. 4 points.* Surveys French cinema from 1895 to the present day. Formal issues are discussed in the context of French civilization and history. Topics include: the Lumière brothers’ realism versus Méliès’s transformation of reality; the international avant-garde of the 1920s (impressionism, surrealism, dadaism); poetic realism (Vigo, Carné, Renoir); the New Wave (Truffaut, Godard, Resnais); political modernism in the context of May 1968; the advent of the “Cinéma du Look”; and postmodernity (Besson, Beineix).

**Metaphors of Modern Theatre**
FREN-UA 822 *Identical to DRLIT-UA 267. Conducted in English. Offered periodically. 2 points.* A close reading of the classics of contemporary theatre, with emphasis on their use of vivid metaphors of the human condition and on the theatre as both metaphor and artistic process. Analyzes plays in detail, thematically and stylistically. Views each play as a highlight of nonrealistic theatre and as a brilliant example of the sensibilities of European artists and thinkers from the period just after World War I (Pirandello) to World War II (Sartre) to the post-Hiroshima generation (Beckett).

**Theatre in the French Tradition**
FREN-UA 929 *When conducted in English, numbered FREN-UA 829. Offered periodically. 4 points.* Study of the theatrical genre in France, including the golden-age playwrights (Corneille, Racine, Molière), 18th-century irony and sentiment, and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, the development of stagecraft, and romanticism and realism. Also considers the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

**Women Writers in France**
FREN-UA 935 *Identical to SCA-UA 740. When conducted in English, numbered FREN-UA 835. Offered every other year. 4 points.* How women’s writing reveals its authors’ individuality and their important social and cultural role in France from the 12th century to the present. Studies both the changing sociohistorical context of these writers and the common problems and themes that constitute a female tradition. Writers include Marie de France, Christine de Pisan, Marguerite de Navarre, Madame de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras.

**TopiCs in French Culture**
FREN-UA 965 *When conducted in English, numbered FREN-UA 865. Offered every year. 4 points.* Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the current class schedule. Recent topics include Paris in history, art, and literature, and Paris and the birth of modernism.

**Topics in French Literature**
FREN-UA 968 *When conducted in English, numbered FREN-UA 868. Offered every year. 4 points.* Courses on subjects of special interest by either
DEPARTMENT OF FRENCH

a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include French 17th-century masterpieces and the theatre of the absurd.

Interdisciplinary Course(s)
The Department of French sponsors the following interdisciplinary course(s) and, in some cases, cosponsors such courses with other departments. No knowledge of French is required. These interdisciplinary courses may be counted toward the minor in French literature in translation or toward the minor in literature in translation, but not toward the major in French or toward the minors in French studies or Francophone studies.

Cinema and Literature
FREN-UA 883  Identical to DRLIT-UA 504. Conducted in English. Does not count toward the major or minor in French but does count toward the minor in French literature in translation or the minor in literature in translation. Offered every semester. 4 points.
Exposes the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and intellectual the climate of Europe on which these media so often focus.

Special Courses
Internship in French
FREN-UA 980, 981  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
Working closely with a sponsor and a faculty adviser, upper-level students pursue internships in such diverse areas as international trade, banking, publishing, and law. Interested students should apply to the department early in the semester before they wish to begin their internship.

Senior Seminar
FREN-UA 991, 992  Prerequisite: permission of the department. 4 points.

Senior Honors Thesis Seminar
FREN-UA 995  Prerequisites: FREN-UA 991 or FREN-UA 992 and permission of the department. Offered in the fall and spring. 4 points over two semesters.
This research and writing workshop is a requirement for seniors seeking to submit an honors thesis and graduate with honors in French.

Independent Study
FREN-UA 997, 998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Graduate Courses Open to Undergraduates
Courses in the Graduate School of Arts and Science are open to seniors with a 3.5 average in three 4-point courses (12 points) of advanced work in French. If these courses are offered toward the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.
A complete list of graduate courses open to qualified seniors is available in the department each semester.
**MAJOR/MINOR IN**

**Gender and Sexuality Studies**

Gender and sexuality studies is administered by the Department of Social and Cultural Analysis (SCA), offering a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience. It encourages students to question the meanings of “male” and “female,” “masculine” and “feminine,” “straight” and “queer,” “deviant” and “normal,” in both Western and non-Western societies. Courses seek to explore the ways gender and sexuality come into being and shape social and cultural divisions such as race, class, dis/ability, religion, nationality, and ethnicity.

**FACULTY**

**Professor Emerita**

Stacey Erich Maria Remarque

Professor of Literature

Harper

**Professors**

Dinshaw, Duggan, Morgan, Pratt

**Associate Professors**

Gopinath, Parikh, Saldaña

**Assistant Professor**

Ralph

**PROGRAM**

**Major**

The gender and sexuality studies major comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as listed below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Gender and Sexuality Studies (SCA-UA 401)

Seven elective courses:

- Six designated gender and sexuality studies courses; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are not required, but are highly recommended and together can count as an elective
- One common SCA elective; a list will be available each semester

Two research courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. The department therefore strongly encourages its students to develop advanced skills in language and linguistics by any of the following means: taking elective courses in sociolinguistics; studying a language other than English beyond the minimum level required by the College of Arts and Science; studying languages especially germane to the department’s fields of study; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

**Minor**

A gender and sexuality studies minor requires five 4-point courses (20 points); the introductory course Approaches to Gender and Sexuality Studies (SCA-UA 401), plus four electives from the gender and sexuality studies course offerings.
Honors Program

Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about the honors program can be found at sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to Gender and Sexuality Studies
SCA-UA 401 Offered every year. 4 points.
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. Engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20 Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Honors Seminar
SCA-UA 92 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Approaches to Gender and Sexuality Studies (SCA-UA 401), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in gender and sexuality studies. Majors take this course in the fall of their senior year.

Honors Program

Senior Honors Thesis
SCA-UA 93 Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

Internship Program

The 4-point internship program complements and enhances the formal course work of the gender and sexuality major. Students intern at agencies dealing with a range of issues pertaining to the major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors and requires an application.
Internship Fieldwork
SCA-UA 40 Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

Internship Seminar

Independent Study
Independent Study
SCA-UA 496, 497 Prerequisite: permission of the director of undergraduate studies. Offered in the fall and spring respectively. 2 or 4 points per term.

Elective Courses
Sex and the City
SCA-UA 420 4 points.
Explores the regulation, organization, suppression, and celebration of sexuality in cities around the globe, with a special focus on New York City. Begins with an examination of the history of the concept “sexuality,” then considers the history of urban sex work, sexual migration, sexual minorities and cultural production, and sex law from the 19th century to the present. Special focus on the ways that the politics of sexuality have intersected with the politics of race, gender, class, religion, and citizenship.

Queer Cultures
SCA-UA 450 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401) or permission of the instructor. 4 points.
Develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychology, and sexology professions; intersections of race, ethnicity, class, gender, sex, and sexual orientation in literary and visual texts; homophobia; hate crimes; outing; activism; and performativity.

Theories of Gender and Sexuality
SCA-UA 472 Prerequisite: Approaches to Gender and Sexuality Studies (SCA-UA 401), Sex and Gender (SOC-UA 21), or permission of the instructor. 4 points.
Allows students to explore theoretical issues in gender and sexuality studies on an advanced level. Theoretical arenas vary and may include feminist theory; queer theory; psychoanalysis; postcolonial theory; border theory; social movements; postmodernism; performativity; theories of history, culture, and representation; intersectionality. See course schedule for current description.

Transnational Feminism
SCA-UA 474 4 points.
The limits and possibilities of transnational feminist practices and theories. What does it mean to be “transnationally literate” in relation to gender and sexuality? How do notions of gender and sexuality shift in the context of the gendered travel, displacements, and diasporas created by globalization? How are these contemporary movements shadowed by prior movements precipitated by earlier histories of colonialism, indentured labor and slavery? We explore these questions by looking at a variety of theoretical essays, novels, films, and other cultural texts.

Queer Histories
SCA-UA 475 4 points.
Does history matter in contemporary queer politics? Does the history of marriage as an institution make any difference in the fight over gay marriage? Do histories of medieval gender-crossing matter for transgender politics today? Do the historical legacies of the racial politics of public health shape organizing for HIV prevention and treatment around the world today? Topics are critically examined within a global context, and related to histories of modernity, capitalism and imperialism. Students will also consider the significance of historical hierarchies of race, gender, class and nation in interaction with histories of sexuality. Topics include cultures and subcultures, sexual practices and meanings, legal regulation, science/biology, public policy, and politics and activism.

Queer Literature
SCA-UA 482 Identical to ENGL-UA 749.
Prerequisite: one course in literature, or Approaches to Gender and Sexuality Studies (SCA-UA 401), or permission of the instructor. 4 points.
Develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, American, Commonwealth) may vary; consult the schedule of classes for current focus.
Medieval Misogyny
SCA-UA 488  Prerequisite: one English course, one gender and sexuality studies course, or permission of the instructor. 4 points.
Beginning with the biblical story of creation and moving through the powerful gendered tradition established by Saint Paul, examines key texts of the Western Middle Ages (in modern English translation) in which men lay down the law, and occasionally women talk back. Other works we will take up include the letters of Abelard and Heloise, the ficitve but larger than life Wife of Bath, and the imagined feminine utopia of Christine de Pizan.

Topics in Gender and Sexuality Studies
SCA-UA 493  Offered every semester. 4 points.
In-depth study of a particular problem or research area within gender and sexuality studies. See course schedule for current topic.

Related Courses
The following courses count as electives for gender and sexuality studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AFRICANA STUDIES
Black Feminism
SCA-UA 156  4 points.

Race and Reproduction
SCA-UA 158  4 points.

AMERICAN STUDIES
Intersections: Race, Gender, and Sexuality in U.S. History
SCA-UA 230  4 points.

Cultures and Economies
SCA-UA 234  4 points.

Couture/Culture: Fashion and Globalization
SCA-UA 253  4 points.

LATINO STUDIES
Latina Feminist Studies
SCA-UA 548  4 points.

Postmodern Travel Fiction
SCA-UA 572  4 points.

METROPOLITAN STUDIES
Gender in the Urban Environment
SCA-UA 621  4 points.

ANTHROPOLOGY
Family and Kinship
SCA-UA 705  Identical to ANTH-UA 41. 4 points.

Anthropology of Gender and Sexuality
SCA-UA 711  Identical to ANTH-UA 112. 4 points.

CLASSICS
Sexuality and Gender in Greece and Rome
SCA-UA 843  Identical to CLASS-UA 210. 4 points.

COMPARATIVE LITERATURE
Classical Literature and Philosophy: Gender and Genre
SCA-UA 860  Identical to COLIT-UA 160. 4 points.

DRAMATIC LITERATURE
Gay and Lesbian Performance
SCA-UA 714  Identical to DRLIT-UA 137, THEA-UT 624. 4 points.

Feminism and Theater
SCA-UA 726  Identical to DRLIT-UA 240, THEA-UT 623, Martin. 4 points.

EAST ASIAN STUDIES
Gender and Radicalism in Modern China
SCA-UA 827  Identical to EAST-UA 536 and HIST-UA 536. 4 points.

ECONOMICS
Gender and Choices
SCA-UA 719  Identical to ECON-UA 252. Prerequisite: ECON-UA 2. 4 points.

ENGLISH
Representations of Women
SCA-UA 734  Identical to ENGL-UA 755. 4 points.

HEBREW AND JUDAIC STUDIES
Sex, Gender, and the Bible
SCA-UA 743  Identical to HBRJD-UA 19. 4 points.

HISTORY
Women in European Society Since 1750
SCA-UA 716  Identical to HIST-UA 196. 4 points.

Women and Slavery in the Americas
SCA-UA 730  Identical to HIST-UA 660. 4 points.

Race, Religion, and Gender in 20th Century France
SCA-UA 849  Identical to HIST-UA 192. 4 points.
MAJOR/MINOR IN GENDER AND SEXUALITY STUDIES

Black Women in America
SCA-UA 861  Identical to HIST-UA 661. 4 points.

JOURNALISM
Journalism and Society: Women and the Media
SCA-UA 733  Identical to JOUR-UA 720. 4 points.

LINGUISTICS
Sex, Gender, and Language
SCA-UA 712  Identical to LING-UA 21. 4 points.

POLITICS
Gender in Law
SCA-UA 723  Identical to POL-UA 336. 4 points.

RELIGIOUS STUDIES
Religion, Sexuality, and Public Life
SCA-UA 812  Identical to RELST-UA 650. 4 points.

SOCIOLOGY
Sex and Gender
SCA-UA 704  Identical to SOC-UA 21. 4 points.
The Family
SCA-UA 724  Identical to SOC-UA 451. 4 points.
Sexual Diversity in Society
SCA-UA 725  Identical to SOC-UA 511. 4 points.
The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. The department offers a major in German literature and culture, a joint major in German and linguistics, and a minor in German language.

Along with its German language program, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, art, and literature for students not yet proficient in the German language.

The department sponsors the activities of the German club, Goethes Tisch, as well as a series of annual awards in recognition of outstanding achievement by undergraduate students in the study of German language and literature. Deutsches Haus, the German cultural center at NYU, provides a varied program of films, concerts, lectures, and exhibitions.

The Department of German places high priority on fostering personal contact between faculty and students, maintains relatively small class sizes (15 or fewer students, on average), and offers comfortable spaces for socializing, studying, and holding informal meetings. Advanced courses and some basic language courses are taught by full-time faculty members, all of whom are also involved in student advising.

The prerequisite for all majors in the department is completion of German language training through the full intermediate level (GERM-UA 4 or GERM-UA 20). Students who have equivalent language training or proficiency may satisfy the prerequisite with the CAS placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, usually the director of undergraduate studies, with whom they should consult before registering each semester.

The major in German Literature and Culture consists of eight 4-point courses (32 points) at the 100 level or higher, three of which may be in English and represent a coherent area of concentration (such as history, politics, or philosophy); courses in English outside of the department must have approval of the program adviser. No courses may be counted toward the requirements of another major or minor.

The eight courses are to be distributed as follows:

- Two required courses at the 100 level:
  - German Conversation and Composition (GERM-UA 111)
  - Introduction to German Literature (GERM-UA 152)
DEPARTMENT OF GERMAN

• One optional third course at the 100 level, chosen from the following:
  • Advanced Composition and Grammar (GERM-UA 114)
  • German Culture 1890-1989 (GERM-UA 133)
  • Techniques of Translation (GERM-UA 153)
• Five or six courses above the 100 level (three of which may be in English)

Students are strongly encouraged to fulfill some of the program requirements through a semester or year of study away.

Students eligible for honors are required to pursue a two-semester, 8-point sequence, in which they take the Honors Seminar (GERM-UA 999) in the fall and the Honors Thesis (GERM-UA 500) in the spring of their senior year. (See “honors program,” below, for details.)

With the permission of the director of undergraduate studies, up to 4 points of independent study, work-study in Germany, or internship work may also be counted toward the major.

Major in German and Linguistics

This joint major requires a total of nine 4-point courses (36 points).

The German part of this major is satisfied by taking four 4-point courses (16 points) beyond the intermediate level:

• An advanced conversation or composition course chosen from:
  • German Conversation and Composition (GERM-UA 111)
  • Advanced Composition and Grammar (GERM-UA 114)
• One additional course at the 100 level in conversation, composition, or culture
• Introduction to German Literature (GERM-UA 152)
• An additional advanced literature course, in German, to be selected from among departmental offerings.

The linguistics part of this major is satisfied by taking the following five 4-point courses (20 points):

• One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
• Sound and Language (LING-UA 11)
• Grammatical Analysis (LING-UA 13)
• And a total of two additional courses from two different fields of linguistics, chosen from the following (please see Linguistics in this Bulletin for course titles and descriptions):
  • Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  • Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  • Phonology (LING-UA 12)
  • Semantics (LING-UA 4)
  • Computational linguistics (LING-UA 3, LING-UA 24)
  • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minor

The minor program requires five 4-point courses (20 points) in German, including at least two courses at the 100 level or above. Courses taught in English and independent studies do not count toward the minor.

Honors Program

Eligibility

The departmental honors program is open to students majoring in German. Students are admitted to the program on the basis of superior work after at least two semesters of study in German at the advanced level. The minimum eligibility requirements for the honors program are an overall GPA of 3.65 and an average of 3.65 in the major. Each student in the honors program should select an honors adviser from among the undergraduate teaching faculty of the department.
Requirements for Honors in German

In the senior year, students must register for Honors Seminar (GERM-UA 999) in the fall and Honors Thesis (GERM-UA 500) in the spring, and work under the guidance of a faculty member to produce a research paper of 40 to 60 pages. The thesis can be written in German or English. If it is written in English, the student must also write an abstract of five to seven pages in German. There will also be a one-hour oral defense of the senior thesis with two faculty members.

Departmental Awards

The Department of German sponsors a series of annual awards in recognition of excellence and achievement in the study of German: the Auguste Ulfers Memorial Prize, the Donald Parker Prize, and the Ernst Rose-G. C. L. Schuchard Anniversary Prize. For further information, see the honors and awards section of this bulletin.

Combined B.A./M.A. Program in German

The B.A./M.A. program in German is designed to prepare undergraduate students for career choices requiring advanced knowledge of German language, literature, and culture or a sophisticated understanding of the German intellectual and critical traditions. The four-year undergraduate component of the program includes one semester of study away and leads to the B.A. degree. Students in this portion of the program develop their language skills and cultural awareness and examine significant works and authors of German literature.

Eligibility

Students must have completed 48 points of credit of undergraduate work, with at least 16 of these points completed at NYU, but not more than 96 points. They must be approved by the director of undergraduate studies for application to the combined degree program. Students must also meet the following minimum requirements for admission to the program:

- Primary major in German
- GPA of at least 3.5 overall and at least 3.6 in German
- Satisfactory completion at NYU, by the start of the first semester in the program, of at least two 4-point courses in German at the advanced level
- Evidence of overall language competency in German sufficient for successful advanced undergraduate and graduate study

Requirements

Study away: Undergraduates accepted into the B.A./M.A. program are required to spend at least one semester studying away in one of the NYU exchange programs in a German-speaking country. The study away requirement may be waived by the department in consideration of special circumstances. Summer study in an approved program may be used to satisfy the study away requirement.

Master’s Thesis

Students are required at the end of the fifth year of the program to submit a master’s thesis, which should represent the culmination of a longer-term research effort.

Facilities

Deutsches Haus at NYU

Located directly across the street from the department at 42 Washington Mews, Deutsches Haus provides a broad program of cultural and intellectual enrichment for students of German through lectures, concerts, films, exhibitions, and readings. Deutsches Haus offers students many opportunities to meet, practice their German, and learn from prominent artistic, literary, business, and political figures of German-speaking countries.

German Club (Goethes Tisch)

This student-run group is open to interested undergraduates at all levels of German language ability. Goethes Tisch sponsors several activities each month during the academic year, including conversation hours, films, restaurant visits, and parties.
Study Away

Students pursuing the major in German are encouraged to complete some of the requirements by spending a semester or year away.

NYU Berlin (Academic Year Programs)

NYU Berlin is a semester- or year-long study away program affiliated with the prestigious Humboldt University, located in the heart of the city. Course offerings focus on the society, politics, history, and culture of Germany, as well as contemporary Western Europe. The program features NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin's wider academic community. The program is designed for students of German, as well as history and the social sciences. All content courses, taught in English, will count either for credit in the department in which they are listed or toward the three courses in English allowed as part of the German literature and culture major. Several advanced content courses taught in German are offered each year and are applicable toward the major. At least one course must be taken in German. Contact the director of undergraduate studies for advising and course requirement issues.

Exchange Programs

NYU students can participate in exchanges with universities in Berlin (Freie or Humboldt University), Bonn, or Vienna. NYU financial aid can be applied to the costs of living and studying at any of these exchange institutions, and NYU academic credit is awarded directly for courses taken. Students may study away for one semester or a full year, usually in the junior year, with the approval of the major department(s). The minimum requirement for any of the exchange programs is successful completion of 64 points of undergraduate course work and a 3.0 GPA. Both programs in Berlin require proficiency in German; the programs in Bonn and Vienna offer some courses in English.

Arts and Science Summer in Berlin

The department offers a six-week summer program in Berlin. The program consists of language courses and culture courses (in English), which may be applied to the major or minor. Contact the director of undergraduate studies for advising and course requirement issues.

Placement in German Language Courses

All students with previous study of German must take the CAS placement examination before registering for their first course in this language. The departmental placement process consists of a consultation with the director of language programs to choose the level of language instruction most appropriate to the individual student's needs and abilities.

Fulfillment of the College Core Curriculum Language Requirement

The department offers courses allowing students to complete the College of Arts and Science language requirement in German. Students may choose either the extensive sequence of four 4-point courses or the intensive sequence of two 6-point courses. Students planning to major in German are advised to follow the intensive sequence.

Basic Language Courses in German

All German language courses use communicative methodology. Elementary-level courses introduce students to essential linguistic and social conventions of contemporary spoken German, with an emphasis on establishing conversational skills. Intermediate-level courses introduce more complex features of the language and focus on building reading and writing skills, while continuing to develop conversational ability.

Extensive Sequence

Elementary German I

GERM-UA 1  Open only to students with no previous training in German; others require permission of the department. Offered every semester. 4 points.

Elementary German II

GERM-UA 2  Prerequisite: Elementary German I (GERM-UA 1), assignment by placement examination, or permission of the department. Offered every semester. 4 points.

Intermediate German I

GERM-UA 3  Prerequisite: Elementary German II (GERM-UA 2), Intensive Elementary German (GERM-UA 10), assignment by placement examination, or permission of the department. Offered every semester. 4 points.
Intermediate German II
GERM-UA 4  Prerequisite: Intermediate German I (GERM-UA 3), assignment by placement examination, or permission of the department. Offered every semester. 4 points.

Intensive Sequence

Intensive Elementary German
GERM-UA 10  Open to students with no previous training in German and to others on assignment by placement examination or with permission of the department. Offered every semester. 6 points. Completes the equivalent of a year’s elementary work (GERM-UA 1 and GERM-UA 2) in one semester. Emphasizes spoken and written communication skills. Introduces students to the basic conventions, idioms, and structures of contemporary spoken German.

Intensive Intermediate German
GERM-UA 20  Prerequisite: Intensive Elementary German (GERM-UA 10) or Elementary German II (GERM-UA 2) with a B or better, assignment by placement examination, or permission of the department. Offered every semester. 6 points. Completes the equivalent of a year’s intermediate work (GERM-UA 3 and GERM-UA 4) in one semester. Continuing emphasis on developing spoken and written communication skills. Students learn more-advanced features of the language and begin to read longer and more-complex texts.

Post-intermediate Courses in Language, Culture, and Literature (100 Level)
These are “bridge” courses between basic language study and more advanced courses. The common goal of courses at this level is to consolidate students’ command of spoken and written German, to review advanced structures of the language, and to provide core information that will be needed in advanced study of literature and culture. Particular emphasis is placed on the development of complex reading and writing skills and their integration with speaking skills. All courses at this level are conducted in German. All German courses at the 100 level require successful completion of GERM-UA 4 or GERM-UA 20, or permission of the department.

German Conversation and Composition
GERM-UA 111  Offered every year. 4 points. Required for the German major. Aims to improve students’ proficiency in writing and speaking German in three functional areas: description, narration, and argumentation. Grammar and vocabulary are reviewed and practiced as appropriate. Students examine and discuss texts of various genres, then draft and present work of their own in each genre. Discussion and writing components are closely coordinated. Activities include presentations, peer review, guided writing, and editing.

Advanced Composition and Grammar
GERM-UA 114  Offered periodically. 4 points. Improves students’ proficiency in writing German at an advanced level. Students develop skills in the functional areas of analysis, interpretation, and argumentation. The composition endeavor is constructed as a process of drafting, peer review, guided editing, and redrafting. Includes a systematic review of advanced grammar, idioms, and structures necessary for the effective written expression of abstract concepts.

German Culture 1890–1989
GERM-UA 133  Offered periodically. 4 points. Explores 20th century German culture, literature, politics, and media as a mirror of our contemporary experience. Addresses a variety of media to discuss the experience of modernity: poetry, film, advertising, journalism, short stories, and drama. Emphasis on refining written expression, honing listening and reading skills, and a review of grammar.

Austria: Culture, History, Society
GERM-UA 145  Offered periodically. 4 points. The works of Austrian writers, artists, architects, composers, and thinkers against the backdrop of the political and social climate of the Habsburg monarchy’s final years. Works from a wide variety of fields—including literary texts (poetry, prose, and drama), film, music, art, architecture, philosophy, and psychology—and study of such figures as Sigmund Freud, Arthur Schnitzler, Hugo von Hofmannsthal, Gustav Klimt, Arnold Schönberg, Gustav Mahler, Adolf Loos, Theodor Herzl, and Berta Zuckerkandl.

Introduction to German Literature
GERM-UA 152  Offered every year. 4 points. Required for the German major. Representative authors and works of German literature, with emphasis on the modern period. Basic conventions
of literature and literary interpretation, as well as strategies for the effective reading of shorter and longer prose works, drama, and poetry. Guided writing assignments focus on developing the language skills necessary for effective written analysis and interpretation of literary texts in German.

Techniques of Translation
GERM-UA 153  Offered periodically. 4 points.
The history, theory, and practice of translation through German and English texts taken from a variety of cultural backgrounds. Diverse grammatical, syntactical, and stylistic problems foster a deeper understanding of the German language. Also stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression.

Advanced Literature and Culture Courses Conducted in English (200 Level)
Courses at the 200 level are conducted in English. Literature-oriented courses at this level may count in fulfillment of the College's minor in literature in translation. Many of these courses are cross-listed with other NYU departments or programs. No knowledge of German is required for courses at this level, and there are no prerequisites.

Introduction to German Culture
GERM-UA 220  Offered periodically. 4 points.
Crucial periods and events in German cultural history since the Enlightenment and important figures in modern intellectual and aesthetic history. The philosophies of Kant and Nietzsche; the music of Mozart and Wagner; the literary contributions of Lessing, Goethe, Fontane, and Brecht; and the art movements of dada and Bauhaus all serve as the basis for a discussion of the complex constellation of Kultur, politics, and power in the German intellectual tradition.

Marx, Nietzsche, Freud
GERM-UA 240  Offered periodically. 4 points.
Examines the work of these three seminal authors by focusing on their notions of interpretation, history, subjectivity, politics, religion, and art. The seminar does not present their work chronologically, but rather creates a dialogue between the authors around each topic and, thereby, delineates the origins of much modern thought.

The German Intellectual Tradition
GERM-UA 244  Offered periodically. 4 points.
Designed to familiarize students with the major currents of German intellectual and literary history. Organized thematically, conceptually, or according to the trajectories associated with crucial thinkers. Special emphasis is placed on the impact those thinkers have had on literary and aesthetic phenomena.

Introduction to Theory
GERM-UA 249  Offered periodically. 4 points.
Focuses on crucial theoretical developments in German literary and philosophical discourses. Introduces students to contemporary theoretical issues at the forefront of academic debate and seeks to give students a grounding in the origins of current discussions. Includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

Topics in German Cinema
GERM-UA 253  Offered periodically. 4 points.
Selections are studied generically, thematically, or by historical period. Emphasis is also placed on issues of film analysis and theory. Possible course topics are new German cinema, film and feminism, early German film, and film and nationalism.

Modernism
GERM-UA 265  Offered periodically. 4 points.
Focuses on the emergence of mass culture and shows how the modernist and avant-garde movements questioned the very institution of art in their work. Materials include works of literature, theory, film, and the visual arts.

Madness and Genius
GERM-UA 285  Offered periodically. 4 points.
Explores the relationship among talent, inspiration, and psychological instability in works of the 19th and 20th centuries. Considers the link between inspiration and possession, Western culture's valorization of originality, the political purpose of characterizing originality as psychologically transgressive, and the allegorization of the creative process through depictions of madness.

Topics in 19th-Century Literature
GERM-UA 297  Identical to COLIT-UA 180. Offered periodically. 4 points.

Topics in 20th-Century Literature
GERM-UA 298  Offered periodically. 4 points.
Advanced Literature and Culture Courses Conducted in German (300 Level)

Courses at this level provide a broad historical overview of specific periods in German literary and cultural development. Advanced German language skills are practiced, with particular emphasis on the ability to summarize and on the expression of supported opinion. Students read more texts of greater linguistic and conceptual complexity than those used at the 100 level. Readings are drawn from literary and nonliterary sources.

Students must complete GERM-UA 152 or the equivalent before enrolling in courses at the 300 level.

Romanticism

GERM-UA 349  Offered periodically. 4 points.
Traces the development of romanticism in Germany in the period 1789-1830. Examines the philosophy of idealism and its aesthetic effect on the various phases of the romantic movements. Considers the Jena, Heidelberg, and Berlin schools in light of their works and their artistic and sociopolitical theories. Representative writings include poetry, novellas, fairy tales, and essays.

German Literature of the 19th Century

GERM-UA 355  Offered periodically. 4 points.
Study of German prose and drama from the end of romanticism to the development of expressionism before the turn of the century. Selected texts deal with poetic realism, the rise of new literary forms leading to naturalism, and Austrian and German manifestations of impressionism and expressionism.

20th-Century German Prose

GERM-UA 366  Offered periodically. 4 points.
Investigates significant prose texts of German-language authors from 1900 to the present. Genres discussed include the short story, the novella, and the novel.

Post-1945 German Literature

GERM-UA 369  Offered periodically. 4 points.
Examines works by some of the major German-language writers in the decades following World War II. Treats the historical and intellectual background of the period and the confrontation with both the past and the future in representative works.

Modern German Drama

GERM-UA 377  Offered periodically. 4 points.
Development of German-language drama from the early plays of Brecht. Concerns include political motivations of dramatic development, problems in writing 20th-century tragedy, meaning of the grotesque and the absurd, and neonaturalist elements.

German Poetry

GERM-UA 385  Offered periodically. 4 points.
Survey of significant authors and developments in German poetry, with emphasis on the 19th and 20th centuries. Traces basic themes and examines narrative, dramatic, and lyric structures in poetry.

Topics in 19th-Century Literature

GERM-UA 397  Offered periodically. 4 points.
Emanates various intersections between cultural, social, and scientific discourse. Study of German novellas and drama from romanticism to realism and naturalism with a focus on form, genre, and narrativity.

Advanced Seminars Conducted in German (400 Level)

These courses examine authors, groups of works, and intellectual, aesthetic, and social movements of particular significance in the development of German literature and culture. These courses have a narrower focus than those at the 300 level; the emphasis is on in-depth examination rather than on overview. Readings are longer and more linguistically demanding than those used at the previous level. Language work focuses on conjecture and the expression of abstract concepts, in both written and spoken German.

Goethe

GERM-UA 455  Offered periodically. 4 points.
Examines Goethe as the pivotal literary figure of his time. Considers Goethe’s prose, poetry, and drama from the late Enlightenment through storm and stress to classicism and beyond.

The Age of Goethe

GERM-UA 456  Offered periodically. 4 points.
Examines German reaction to the Enlightenment in the literature of storm and stress and of classicism. Considers irrationalism, social protest, and Humanitätssichtung as successive stages of the expansion of consciousness in an age in which Goethe was the central, but not the only significant, literary figure. Readings include Herder, Von der Urpoesie der Völker and selected poems; Lenz, Die Soldaten; Schiller, Die Räuber, Kabale und Liebe, Maria Stuart, and selected poems; and Hölderlin, selected poems.
Faust  
GERM-UA 457  Offered periodically. 4 points.  
Examines the figure of Faust in legend and literature,  
beginning with its first appearance in the 16th cen-  
tury. Discussion of the influence of Faust in German  
and other European literary traditions. Readings  
include excerpts from the 1587 Historia von D.  
Johann Fausten; Goethe’s Urfaust and excerpts from  
his later dramatic versions (Faust, Ein Fragment;  
Faust I and II); and Thomas Mann’s Doktor Faustus.  

Literature of the Weimar Period  
GERM-UA 468  Offered periodically. 4 points.  
The chaotic Weimar period (1918-33) began with  
revolution and ended with the Nazi takeover.  
During these few years, German modernism evolved  
from expressionism to the aesthetics of “new sobri-  
ety” (Neue Sachlichkeit). From the more traditional  
(Thomas Mann, Hermann Hesse) to the experi- 
mental and revolutionary (Bertolt Brecht, Anna Seghers),  
the works of this period problematize its subsequent  
glorification as the golden ’20s. Readings include  
works by Brecht, Hesse, Roth, Seghers, Klaus Mann,  
and Thomas Mann.  

Minority Discourses  
GERM-UA 475  Offered periodically. 4 points.  
In recent years, literary productions have emerged  
that fall under the heading of “minority” literatures,  
often understood as texts written in German by  
so-called foreigners. Critical analysis of this notion  
and of the impact of individual works in relation to  
current debates on multiculturalism, integration,  
and national identity.  

Seminar on 19th-Century Authors  
GERM-UA 487  Offered periodically. 4 points.  

Seminar on 20th-Century Authors  
GERM-UA 488  Offered periodically. 4 points.  
Each of these seminars provides advanced students  
of German with an in-depth knowledge of one  
major author of either the 19th or 20th century.  

Works by the chosen author are examined in terms  
of how he or she contributes to, and possibly chal-  
lenges, prevailing aesthetic, political, and cultural  
trends of his or her time.  

Honors, Internship, and  
Independent Study  

Honors Thesis  
GERM-UA 500  Prerequisite: permission of the  
department. Offered in the spring. 4 points.  

Honors Seminar  
GERM-UA 999  Prerequisite: permission of the  
department. Offered in the fall. 4 points.  
Advanced seminar for honors students.  

Internship  
GERM-UA 977, 978  Prerequisite: permission of the  
department. Offered periodically. 2 or 4 points  
per term.  

Work-Study in Germany  
GERM-UA 985  Prerequisite: permission of the  
department. Offered periodically. 2 to 6 points.  
Consult the director of undergraduate studies for  
information.  

Independent Study  
GERM-UA 990  Prerequisite: permission of the  
department. May be repeated for credit. Offered every  
semester. 2 or 4 points.  

Graduate Courses Open to  
Undergraduates  

Graduate courses offered by the department are  
open to seniors with the permission of the director  
of undergraduate studies and the professor of the  
course. A student wishing to take a graduate course  
conducted in German must be able to demonstrate  
sufficiently advanced German language ability.
COMBINED MAJORS IN

Global Public Health

www.anthropology.as.nyu.edu • 25 Waverly Place, New York, NY 10003-6790
www.biology.as.nyu.edu • Silver Center, 10th Floor, New York, NY 10003-6688
www.chemistry.as.nyu.edu • Silver Center, 10th Floor, New York, NY 10003-6688
www.history.as.nyu.edu • 53 Washington Square South, New York, NY 10012-1098
www.sociology.as.nyu.edu • 295 Lafayette Street, New York, NY 10012-9605

The highly selective, demanding undergraduate majors in global public health (GPH) allow CAS students to choose a course of study that is a combination of public health and an academic discipline housed in the College (GPH is not a stand-alone major), and also provide them with instructors and courses drawn from the entire University. This unique structure responds to the ever-increasing demand for interdisciplinary public health practitioners both in the U.S. and abroad. The coursework is integrated with experiential learning and study away requirements to ensure that students are broadly trained and uniquely prepared for a variety of careers.

The majors’ global public health courses are offered by the NYU Global Institute of Public Health (GIPH; 41 East 11th Street, 7th floor; http://giph.nyu.edu) and taught by expert faculty from around the University. The institute delivers truly interdisciplinary public health education at the undergraduate, master’s, and doctoral level. The GIPH builds on the global reach of NYU’s unique Global Network University; draws strength from the entrepreneurial spirit of NYU’s many talented faculty and students; and serves as a conduit for groundbreaking research and education that advances and promotes equitable health for all.

Overview and Global Public Health Core Courses

Students in CAS may choose one of the following combinations for a GPH major:

- Global public health/anthropology (B.A.)
- Global public health/history (B.A.)
- Global public health/sociology (B.A.)
  - Global public health and science (B.S., with a choice of three concentrations):
    - Biology concentration
    - Chemistry concentration
    - Prehealth concentration

In all of these majors, students take six 4-point courses (24 points) in the core public health areas:

- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics for Public Health (UGPH-GU 20)
- Epidemiology for Global Health (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- Undergraduate Global Public Health Internship (UGPH-GU 60)

Note: in the GPH/biology concentration, students substitute BIOL-UA courses in biostatistics and epidemiology for UGPH-GU 20, 30 (see details below).
Students also take courses in their chosen field within CAS, with the exact number of courses varying by major and concentration (see below for the exact requirements for each track). Students fill out their coursework with two relevant electives in global public health and/or the CAS disciplinary field (chosen in consultation with a CAS departmental adviser to complement individual interests and career paths). In addition, every combined GPH major must take one course in a foreign language past the intermediate level and study away for one semester at an NYU global academic center.

Programs of study are planned with the director of undergraduate studies in the chosen CAS department. The e-mail address for general inquiries from CAS students is cas.gph@nyu.edu.

Students must earn a C or better in all courses for their joint major. Courses graded pass/fail cannot be counted toward the major.

**Global Public Health/Anthropology**

The major provides interdisciplinary training that embraces the natural convergence of society, culture, and health, and draws on the Department of Anthropology's strength in bridging the social sciences, natural sciences, and humanities. A major in global public health/anthropology prepares students to analyze various cultural traditions through the lens of health; to examine complex relationships within economic, political, cultural, physical, and biological environments; and to apply anthropological approaches to public health problems. The major is designed to prepare students for multidisciplinary careers in a variety of settings and/or for advanced academic training in public health, anthropology or other related fields.

This major requires fifteen 4-point courses (60 points) completed with a C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points)
- Anthropology core courses (three courses/12 points):
  - Human Society and Culture (ANTH-UA 1)
  - Medical Anthropology (ANTH-UA 35)
  - Global Biocultures (ANTH-UA 320)
- Anthropology elective courses (three courses/12 points), chosen from:
  - Human Evolution (ANTH-UA 2)
  - Health & Disease in Human Evolution (ANTH-UA 55)
  - Emerging Diseases (ANTH-UA 80)
  - Human Ecology (ANTH-UA 90)
  - Anthropology of Gender and Sexuality (ANTH-UA 112)
  - Race, Difference, and Social Inequality (ANTH-UA 323)
  - Introduction to Forensic Anthropology (ANTH-UA 326)
  - Human Rights and Culture (ANTH-UA 331)
  - Culture through Food (ANTH-UA 410)
- Major electives (two courses/8 points):
  - Two additional electives must be completed in GPH or anthropology, by advisement.

**Global Public Health/Biology**

Students pursuing this combined program will complete courses to fulfill the global public health/science major, with a concentration in biology that emphasizes one of the following areas: genetics and genomics, infectious diseases, or environmental health.

The global public health/biology track provides a unique opportunity for students to explore cutting-edge life science and how recent advances can help address some of the world's most complex health challenges. Graduates are well prepared to pursue professional studies in medicine, dentistry, public health, and nutrition, as well as academic and research positions.
The major in GPH/science with a concentration in biology requires twenty-two courses (94 points) completed with a grade of C or better, as follows:

- Four required 4-point UGPH-GU courses (16 points; UGPH-GU 10, 40, 50, 60 as outlined above)
- Biostatistics (BIOL-UA 42), substituted for UGPH-GU 20 (4 points)
- At the Bench: Epidemiology (BIOL-UA 49), substituted for UGPH-GU 30 (4 points)
- One foreign language course past the intermediate two level (4 points)
- Biology core courses (four courses/16 points):
  - Principles of Biology I and II (BIOL-UA 11, 12) \textit{NOTE: majors are not required to register for the 1-credit Principles of Biology Lab (BIOL-UA 123).}
  - Molecular and Cell Biology I and II (BIOL-UA 21, 22) \textit{NOTE: it is strongly recommended that students in this combined major also take the optional 1-credit Molecular and Cell Biology Lab (BIOL-UA 223) concurrently with MCB I (BIOL-UA 21).}
- Biology emphasis area (two courses/8 points). Students select two approved upper-level biology courses from one of these three areas (see official web site of the Department of Biology):
  - Genetics and genomics
  - Infectious diseases
  - Environmental health
- Additional required courses in science and math (seven courses/34 points):
  - Chemistry (four courses/20 points):
    - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
    - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
  - Physics (two courses/10 points):
    - General Physics I and II (PHYS-UA 11, 12)
  - Mathematics (one course/4 points):
    - Calculus I (MATH-UA 121)
  - Major electives (two courses/8 points):
    - Two additional electives must be completed in GPH or in biology. A current list of courses approved as electives is maintained on the official web site of the Department of Biology.

\textbf{Global Public Health/Chemistry}

Students pursuing this combined program will complete courses to fulfill the global public health/science major with a concentration in chemistry—the central natural science that interfaces physics and mathematics with the life sciences.

The major in GPH/science with a concentration in chemistry requires seventeen courses (72 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points)
- Chemistry core courses (six courses/28 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
  - Biochemistry I and II (CHEM-UA 881, 882)
- Additional required courses in science and math (two courses/8 points):
  - Mathematics (two courses/8 points):
    - Calculus I and II (MATH-UA 121, 122)
  - Major electives (two courses/8 points):
    - Two additional electives must be completed in GPH and/or in chemistry.
Global Public Health/History

The global public health/history major provides a unique opportunity to unite the study of human experience in relation to particular times and places with the study of health of populations around the world. The major draws on the expertise of the CAS Department of History in providing students with the tools needed to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—and to organize them into a coherent whole, presented clearly in written or oral form. Students will study a variety of topics such as environmental history, ethnicity, sexuality, gender, and social movements. NYU’s global public health/history major provides a unique set of skills that may be applied in a variety of careers including law, teaching, public health, business, film, international affairs, and medicine and science.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points)
- History requirements (two courses/8 points):
  - Historical Interpretation (HIST-UA 101)
  - One capstone seminar (HIST-UA 400-499)
- History electives (four courses/16 points):
  - Four courses numbered above HIST-UA 101. At least one course must be taken in each of these three regions: U.S., non-Western, and European, and at least one must be a pre-1800 course.
- Combined major electives (two courses/8 points):
  - Two courses chosen from history and/or GPH, by advisement.

Global Public Health/Prehealth

Students pursuing this combined program will complete courses to fulfill the global public health/science major with a concentration in prehealth. The major prepares them to pursue professional studies in medicine, dentistry, public health, and nutrition and encourages them to view the healthcare professions within a larger context.

For advising on this combined major, students should visit the College’s Preprofessional Advising Center, Silver 901, 212-998-8160. All advisers in the Preprofessional Advising Center are able to advise students in the global public health/science prehealth concentration.

The major in GPH/science with a concentration in prehealth requires twenty courses (87 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points)
- Prehealth requirements (eleven courses/ 51 points):
  - General Chemistry and Laboratory I and II (CHEM-UA 125, 126)
  - Organic Chemistry and Laboratory I and II (CHEM-UA 225, 226)
  - Biochemistry I (CHEM-UA 881)
  - Principles of Biology I and II (BIOL-UA 11, 12), plus the 1-point Principles of Biology Lab (BIOL-UA 123)
  - General Physics I and II (PHYS-UA 11, 12)
  - Calculus I (MATH-UA 121)
  - English elective (ENGL-UA xx)
- Major electives (two courses/8 points):
  - Two additional electives must be completed in GPH and/or in prehealth.
COMBINED MAJORS IN GLOBAL PUBLIC HEALTH

Global Public Health/Sociology

The global public health/sociology major prepares students to study social structures and interactions through the lens of public health issues and principles. The major draws on the Department of Sociology’s strength in theoretical creativity and substantive empirical research on important social issues. Students will study a variety of topics such as race, ethnicity, gender, immigration, wealth and poverty, family dynamics, and social policy. Global public health/sociology graduates may go on to a diverse array of careers in law, health, public administration, and social service, as well as further graduate study in sociology, public health, or other related disciplines.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

- Six required 4-point UGPH-GU courses (24 points; as outlined above)
- One foreign language course past the intermediate two level (4 points)
- Sociology requirements (four courses/16 points):
  - Introduction to Sociology (SOC-UA 1)
  - Sociological Theory (SOC-UA 111)
  - Research Methods (SOC-UA 301)
  - Advanced Seminar in Sociology (SOC-UA 934)
- Sociology electives (two courses/8 points), to be chosen from:
  - Sex and Gender (SOC-UA 21)
  - Race and Ethnicity (SOC-UA 135)
  - Wealth, Power, Status: Inequality in Society (SOC-UA 137)
  - Social Policy in Modern Societies (SOC-UA 313)
  - Sociology of Medicine (SOC-UA 414)
  - The Family (SOC-UA 451)
  - Immigration (SOC-UA 452)
  - Cities, Communities, and Urban Life (SOC-UA 460)
- Two additional electives in GPH and/or sociology, by advisement (8 points)

COURSES

Global Public Health Courses
The core GPH courses are offered by the Global Institute of Public Health and taught by expert faculty from around the university. In Albert, these courses are found under the heading of University College.

Health and Society in a Global Context
UGPH-GU 10  4 points.
Examines social, behavioral and cultural factors that have an impact on public health in community, national, and global contexts. Considers how health is influenced by factors such as age, gender, culture, race and ethnicity, sexual orientation, and social class. Public health problems and their solutions are analyzed in light of individual risk factors as well as larger structural forces.

Biostatistics for Public Health
UGPH-GU 20  4 points.
Introduces basic concepts and techniques in the analysis of public health data. Emphasizes applications and the use, interpretation, and limits of statistical analysis. Real world examples are used as illustrations. Integrates computer-based data analysis.

Epidemiology for Global Health
UGPH-GU 30  4 points.
Epidemiology is the study of the distribution and determinants of health and illness in human populations worldwide. Introduction to the history, principles, and methods of epidemiology in a global context. Examines epidemiological theories, analytic approaches, and tools from a global health perspective. Emphasizes critical interpretation and appraisal of published epidemiological studies and evaluation and synthesis of information from mass media sources.
COMBINED MAJORS IN GLOBAL PUBLIC HEALTH

**Health Policy in a Global World**  
UGPH-GU 40  Recommended prerequisites: Health and Society in a Global Context (UGPH-GU 10) and Epidemiology for Global Health (UGPH-GU 30).  
4 points.  
Key concepts in health policy formation, implementation, and evaluation in a global context. Using a comparative lens, explores organization, financing, and delivery of health care services and health systems. Examines the role of governmental and non-governmental agencies in delivering care and contributing to a health care infrastructure. Case studies from the developing world, as well as the U.S. Takes a multidisciplinary approach and employs sociological, political, economic, and ethical perspectives.

**Environmental Health in a Global World**  
UGPH-GU 50  4 points.  
Focuses on how environmental health issues are defined and approached by civic groups, governmental officials, and researchers. Highlights how environmental threats come to the attention of the public and weighs the options for addressing these threats. Underscores the need for multi-disciplinary approaches in understanding these threats and crafting solutions. Finally, focuses on prevention of environmentally mediated diseases and discusses challenges to effective prevention.

**Undergraduate Global Public Health Internship**  
UGPH-GU 60  4 points.  
Requires a minimum of 90 hours of fieldwork, as well as in-class seminar sessions. Integrates didactic and practical experiences and provides opportunities to critically reflect on the fieldwork experience, complete a public health project that is mutually beneficial to the student and the organization, and synthesize public health knowledge, skills, and attitudes.

**College of Arts and Science Courses**  
For descriptions of the CAS courses that are required for the combined global public health majors, please see the relevant departmental sections of this Bulletin.
The Skirball Department of Hebrew and Judaic Studies seeks to present an integrated program in Hebrew language and literature as well as a full range of offerings in Jewish history, philosophy, and the arts. The department draws together the vast resources of New York University in this growing field. Qualified students are encouraged to enroll in appropriate graduate courses. Students from other departments have the opportunity to broaden their knowledge and understanding of major events and ideas that shaped the development of Jewish civilization and culture. Courses are taught by a diverse faculty whose fields include biblical studies, post-biblical and Talmudic literature; modern Hebrew literature; history of the Jews in the medieval, and modern periods; Jewish philosophy; Jewish mysticism; and the history, politics, society and culture of the modern State of Israel.

Students are also encouraged to study at the NYU academic center in Tel Aviv, Israel, which offers a variety of courses on Israel and Jewish studies.

The Skirball Department sponsors a wide range of conferences, lectures, and colloquia that expose students to current research and thought in the various areas of Jewish studies. Many special programs are conducted by the Taub Center for Israel Studies and the Goldstein-Goren Center for the Study of American Jewry, which are headed by members of the department. The department also collaborates closely with the Departments of History, English, Classics, Comparative Literature, Social and Cultural Analysis, and Middle Eastern and Islamic Studies, as well as with the Kevorkian Center for Near Eastern Studies and the Programs in Ancient Near Eastern and Egyptian Studies, Metropolitan Studies, Global Liberal Studies, and Religious Studies.

The Bobst Library at New York University contains extensive holdings of Judaica and Hebraica. The nearby Hebrew Union College-Jewish Institute of Religion opens its library to NYU students by special arrangement. In general, New York City offers students interested in Hebrew and Judaic studies a wide range of resources, both academic and cultural.
PROGRAM

Major

A major in Hebrew and Judaic studies requires a minimum of nine 4-point courses (36 points). At least one course must be completed in each of four chronological divisions: biblical, ancient/rabbinic, medieval, and modern. Students must also demonstrate proficiency in Hebrew language equivalent to Intermediate Hebrew II (HBRJD-UA 4). A minimum of five courses (20 points) must be taken in residence at NYU or at one of NYU’s Global Academic Centers (including NYU Tel Aviv). Only one course may be double-counted toward the requirements of another department.

Minor

A minor in Hebrew and Judaic studies requires the completion of four 4-point courses (16 points) from the department’s offerings. All Hebrew courses may be counted toward the minor. A minimum of two courses (8 points) must be taken in residence at NYU or at an NYU Global Academic Center. Only one course may be double-counted toward the requirements of another department.

Honors Program

Students who have been in residence at New York University for at least two full years, completed 64 points of graded work, and maintained GPAs (overall and major) of at least 3.65, may apply for the honors program. As part of their major requirements, honors students must complete at least two graduate courses or honors seminars in the department. In addition to the major requirements, students must register for Independent Study (HBRJD-UA 997 or HBRJD-UA 998, 4 points) for the purpose of writing an honors thesis under the supervision of a department faculty member. The subject of the honors thesis and the faculty advisor are to be chosen in consultation with the director of undergraduate studies.

COURSES

Hebrew Language Courses:

General Information

The College Core Curriculum foreign language requirement can be fulfilled by completion of either the standard four-semester sequence of Elementary and Intermediate Hebrew (HBRJD-UA 1 through HBRJD-UA 4) or the three-semester sequence of Intensive Elementary Hebrew (HBRJD-UA 6) followed by Intermediate Hebrew I and II (HBRJD-UA 3 and HBRJD-UA 4).

All students wishing to enroll in a Hebrew language course must take a placement examination whether they have formally studied Hebrew previously or not. Placement of students in Hebrew language courses is explained in the academic policies section of this Bulletin under the heading “placement examinations.” Under no circumstances may students decide on their own in which level of Hebrew they belong.

Introductory Language Courses

Elementary Hebrew I

HBRJD-UA 1 Offered every semester. 4 points.

Active introduction to modern Hebrew as it is spoken and written in Israel today. Presents the essentials of Hebrew grammar, combining the oral-aural approach with formal grammatical concepts. Reinforces learning by reading of graded texts. Emphasizes the acquisition of idiomatic conversational vocabulary and language patterns.

Intermediate Hebrew I

HBRJD-UA 3 Offered every semester. 4 points.

Continuation of Elementary Hebrew I (HBRJD-UA 1). Open to students who have completed HBRJD-UA 1 or who have been placed at this level through the placement examination.
Intermediate Hebrew II  
HBRJD-UA 4  Offered every semester. 4 points.  
Continuation of Intermediate Hebrew I (HBRJD-UA 3). Open to students who have completed HBRJD-UA 3 or who have been placed at this level through the placement examination.

Intensive Elementary Hebrew  
HBRJD-UA 5  Offered occasionally. 6 points.  
Completes the equivalent of a full year of elementary Hebrew in one semester. For description, see Elementary Hebrew I (HBRJD-UA 1).

Advanced Language Courses  
The prerequisite for all advanced language courses is Intermediate Hebrew II (HBRJD-UA 4) or the equivalent.

Advanced Hebrew: Conversation and Composition  
HBRJD-UA 11  Offered every other year. 4 points.  
Aimed at training students in exact and idiomatic Hebrew usage and at acquiring facility of expression in both conversation and writing. Reading and discussion of selections from Hebrew prose, poetry, and current periodical literature.

Advanced Hebrew: Structure of Modern Hebrew Grammar  
HBRJD-UA 12  Offered every other year. 4 points.  
Designed to provide a thorough grounding in Hebrew grammar with special emphasis on phonology, morphology, and syntax. Concentrated study of vocalization, accentuation, declensions, conjugations, and classification of verbs.

Advanced Hebrew: Writing and Reading Contemporary Hebrew  
HBRJD-UA 13  Offered every other year. 4 points.  
Reading and discussion of modern literary and expository works. Focuses on the many stylistic registers that modern Hebrew has developed. Intended to train students in fluent expository writing and advanced reading comprehension, concentrating on Hebrew idiom and vocabulary, emphasizing literary form and style of composition.

Hebrew of the Israeli Communications Media  
HBRJD-UA 73  Offered periodically. 4 points.  
Extensive selections from a representative range of Israeli media, including newspapers, magazines, and broadcasting. Stresses study of various approaches in the different media, as well as practical exercises in comprehending Israeli press styles.

Modern Hebrew Literature (in Hebrew)  
Self and Other in the Israeli Short Story  
HBRJD-UA 78  In Hebrew. Offered every other year. Feldman. 4 points.  
Developments in the perception of the “other” from 1948 to the present in ideologically engaged literature.

Literature of the Holocaust  
HBRJD-UA 690  In Hebrew. Offered every other year. Feldman. 4 points.  
Examines representations of the Holocaust in Hebrew fiction/poetry. Among issues to be explored are the differences between responses of the Jewish community in Palestine at the time of the event and later reconstruction by survivors and witnesses, and the new perspectives added since the 1980s by children of survivors, who have made the Holocaust a central topic in contemporary Israeli culture.

Israeli Women Writers: The Second Wave  
HBRJD-UA 783  Identical to SCA-UA 735. In Hebrew. Offered every other year. Feldman. 4 points.  
In 1997, books by women writers reached the top of Israel’s best-seller list for the first time ever. What made the contemporary boom in Israeli women’s fiction possible? This course explores the place of national ideologies in Israeli culture and their conflict with feminist aspirations. Readings include writings by Israeli women, with special emphasis on the so-called second wave of the 1980s and 1990s through the present.

Modern Hebrew Literature in Translation  
From Hebrew to Israeli Literature  
HBRJD-UA 76  Identical to MEIS-UA 713. Offered every third year. Feldman. 4 points.  
Comprehensive introduction to representative works of modern Hebrew literature from the writers of the Hebrew national renaissance of the late 19th century to the present. Focuses on thematic and structural analysis of texts in light of social and intellectual movements of the period. Readings include selections from Peretz, Berdichevsky, Ahad Ha’am, Gnessin, Brenner, Agnon, Hazaz, Yehoshua, and Appelfeld.
Israel: Fact through Film and Fiction
HBRJD-UA 780  Identical to MEIS-UA 698. Offered every other year. Taught in English. 4 points.
Israeli Cinema has finally come of age. It has recently scored numerous awards and world-wide recognition not only for its artistic achievements but also for its gutsy in-depth engagement with political, social, and sex-and-gender borders and boundaries that are local and universal at one and the same time. We explore some of the high points of recent Israeli cinema and ask how its treatment of these issues compares to and differs from analogous literary representations in contemporary Hebrew fiction.

Jewish History and Civilization

Ancient Israel
CORE-UA 514  Offered every semester. Fleming, Smith. 4 points.
See description under Foundations of Contemporary Culture in this Bulletin.

Sex, Gender, and the Bible
HBRJD-UA 19  Identical to RELST-UA 19. Offered every third year. Feldman. 4 points.
Investigates a series of problems regarding the mutual constitution of male and female in the Hebrew Bible. Through close readings of a range of biblical texts (narrative, law, wisdom literature), we address such issues as the absence of the goddess in monotheism, the literary representation of women and men, the construction of gender ideals, and the legislation of sex and bodily purity.

The Bible as Literature
HBRJD-UA 23  Identical to RELST-UA 23. Offered periodically. 4 points.
Over the past few decades, many readers have come to a fuller appreciation of the emotional and imaginative power of the Bible's narratives, which still speak with remarkable clarity to our own sensibilities, leading one critic to characterize the Bible as a “full-fledged kindred spirit” of modernism. We examine this “kindred spirit,” using a broadly literary approach as our guide. While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, examines one modernist engagement with the Bible: Kafka's Amerika.

Jewish Backgrounds to the New Testament
HBRJD-UA 25  4 points.
Introduces students to the Jewish literary, cultural and historical backgrounds to the New Testament. Special attention will be given to the textual and archaeological evidence that helps to shape one's understanding of the landscape of Jewish thought, in particular those issues and themes that parallel the texts of the New Testament. Students are given the opportunity to read primary sources in translation (e.g., the New Testament, Dead Sea Scrolls, Apocrypha, Pseudepigrapha, Rabbinic texts) and to gain an understanding of the world out of which nascent Christianity and Ancient Judaism develop.

Global Jewish Communities: New York
HBRJD-UA 85  Offered every two years. 4 points.
Explores the historic impact of New York upon the Jews, and conversely, how the Jews since the seventeenth century have left their mark upon New York. Organized chronologically, the course will examine the economic, political, cultural, and social symbiosis between the city and its massive Jewish population, which at its height constituted almost one-third of New York's residents.

History of Judaism: The Classical Period
HBRJD-UA 100  Identical to HIST-UA 109, MEIS-UA 680, RELST-UA 680. Offered every year. Rubenstein. 4 points.
History of Judaism during its formative periods. Hellenistic Judaism, Jewish sectarianism, and the ultimate emergence of the rabbinic system of religion and law.

Modern Jewish History
HBRJD-UA 103  Identical to HIST-UA 99. Offered every year. Engel. 4 points.
Major developments in the history and culture of the Jews from the 16th to the 20th centuries, emphasizing the meanings of modernity in the Jewish context, differing paths to modern Jewish identity, and internal Jewish debates over the relative merits of modern and traditional Jewish values.

Foundations of the Christian-Jewish Argument
HBRJD-UA 106  Identical to MEDI-UA 160, RELST-UA 192. Offered every other year. Chazan. 4 points.
Illustrates the complexity of the relationship between Jews and Christians in the Middle Ages by examining both Christian and Jewish perspectives and delineating the variety of responses within each religious community to the other. The primary focus is
on the European Middle Ages, but the origins of the argument a millennium earlier are also considered.

**Judaism: From Medieval to Modern Times**

HBRJD-UA 111  Identical to HIST-UA 98, MEDI-UA 683, MEIS-UA 680, RELST-UA 683. Offered every year. 4 points.

Intellectual-historical examination of continuities and discontinuities between medieval and modern Judaism as revealed in selected texts produced during the last thousand years. Emphasis is placed on how the interactions of Jewish thinkers with the cultures of their surroundings affected their understandings of Judaism.

**The Jews in Medieval Spain**

HBRJD-UA 113  Identical to HIST-UA 549, MEDI-UA 913, RELST-UA 113. Offered every other year. Chazan. 4 points.

The 700 years from the Muslim conquest of Spain in the eighth century to the expulsion of the Jews in 1492 saw the greatest levels of mutual toleration and coexistence among Jews, Christians, and Muslims achieved at any time during the Middle Ages. Uses contemporary sources, from philosophical treatises to religious polemics to erotic love poetry, to introduce the history of this important Jewish community and its relationship to the Muslim and Christian societies that surrounded it. Considers economic, cultural, and religious interactions; mutual influence; and violent conflict.

**Jews in the Islamic World in the Modern Period**

HBRJD-UA 114  Identical to HIST-UA 521, MEIS-UA 616, RELST-UA 610. Offered every third year. 4 points.

Presents a broad, chronologically organized survey of the history of the Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics include the organization and operation of Jewish communities; interaction between Jews and Muslims; the effects of the twin processes of modernization and Westernization on these communities; and the relocation of the vast majority of Middle Eastern Jewry to the State of Israel in the 20th century. Concludes with a brief look at the Jewish communities that continue to live in the Middle East.

**Biblical Archaeology**

HBRJD-UA 120  Identical to RELST-UA 120. Offered periodically. Fleming, Smith. 4 points.

Examination of the methods and conclusions of archaeological research and excavation as applied to the Bible and history of Israel in antiquity. Topics include the historicity of the exodus and the Israelite conquest of Canaan, the empires of David and Solomon, and the nature of Israelite religion. Investigates how archaeology provides evidence for evaluating the biblical text and reconstructing early Israelite history and concentrates on the period from the exodus and conquest of the Land of Israel through the Babylonian exile.

**Ancient Near Eastern Mythology**

HBRJD-UA 125  Identical to MEIS-UA 607, RELST-UA 125. Offered every third year. Fleming. 4 points.

The myths of the ancient Near East represent the earliest literary expressions of human thought. Students read myths from ancient Egypt, Mesopotamia, Ugarit, Anatolia, and Israel, studying the myths themselves as literary works, as well as exploring the ideas and broader issues that shaped them. These myths, including both extensive literary masterpieces such as the Epic of Gilgamesh and shorter works such as the Flight of Etana to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of modern Western culture.

**Modern Perspectives on the Bible**

HBRJD-UA 126  Identical to MEIS-UA 809, RELST-UA 809. Offered every year. Fleming, Smith. 4 points.

Introduces students to the modern study of the Bible from historical, literary, and archaeological points of view. Reading and analysis of texts in translation.

**The Oldest Diplomacy: How International Relations Shaped the Ancient Near East**

HBRJD-UA 127  Offered every third year. 4 points.

The ancient Near East includes the world from Babylonia to the edges of Egypt, a region that gave us the two oldest writing systems in the world and the first explosion of cities and their civilizations. Its history can be overwhelming. Instead of attempting to address every aspect of this universe in detail, we enter the history of the Near East through its international relations. Works from a single principal text and then probes that material through
reading and discussion of other bibliography and primary evidence.

**The Dead Sea Scrolls, Judaism, and Christianity**  
HBRJD-UA 131  Identical to RELST-UA 807, MEIS-UA 807. Offered every year. 4 points.  
Survey of the importance of the Dead Sea Scrolls for the history of early Judaism and Christianity. Reading and discussion of English translations of the major texts.

**Topics in Criticism: Holocaust Literature**  
HBRJD-UA 133  Identical to ENGL-UA 711. Offered every other year. 4 points.  
Considerations of the formal and ethical questions raised by authors, filmmakers, critics, and theorists about the representation and memorializing of the Nazi genocide of European Jews and its aftermath. Focuses on stylistically inventive literature, with some incursions into popular media such as cinema, television, comic books, and video games, including work by Cynthia Ozick, Edward Lewis Wallant, David Grossman, Georges Perec, Raymond Federman, Art Spiegelman, and Quentin Tarantino.

**Ancient Egyptian Mortuary Traditions**  
HBRJD-UA 134  Offered every third year. Roth. 4 points.  
Ironically, the mummies, tombs, and pyramids that furnish most of our evidence for life in ancient Egypt can be understood only in the context of the Egyptians’ beliefs about death. Surveys these beliefs and their evolution, examining translations of their mortuary texts and the art, artifacts, and architecture they created to deal with death. This interdisciplinary approach is then applied to the study of ancient Egyptian life and society.

**The Land of Israel Through the Ages**  
HBRJD-UA 141  Identical to HIST-UA 540, MEIS-UA 609, RELST-UA 609. Offered every other year. 4 points.  
Surveys the history of the Land of Israel with special attention to its various inhabitants and cultures from prehistoric times to the present. Archaeological findings receive thorough attention.

**Judaism, Christianity, and Islam**  
HBRJD-UA 160  Identical to MEDI-UA 25, MEIS-UA 800, RELST-UA 102. Offered every other year. 4 points.  
For course description, see under religious studies in this Bulletin.

**Jerusalem: The City, The Shrine, and Conflict**  
HBRJD-UA 165  Identical to MEIS-UA 810, RELST-UA 810. Offered every third year. 4 points.  
Jerusalem is a unique metropolis. The object of intense religious devotion given its role in the histories of three major religions, Jerusalem has become the focus of a bitter nationalist struggle between Arabs and Jews, Israelis and Palestinians. It is both a political symbol and the focus of fervid imaginings for millions of people around the world. But in everyday life, Jerusalem is home to 750,000 Jews and Arabs in an ethnically segregated but prosperous binational city. Begins with a survey of the history of Jerusalem, focusing on the late-Ottoman, British, partitioned Israeli and Jordanian eras, before considering the growth of a united city under exclusive Israeli control since 1967.

**American Jewish History**  
HBRJD-UA 172  Identical to HIST-UA 689. Offered every other year. Diner. 4 points.  
Study of the major events and personalities in American Jewish history since colonial times: the waves of Jewish immigration and development of the American Jewish community.

**Israel and American Jewry**  
HBRJD-UA 174  Offered every other year. 4 points.  
Examines the relations between the Jewish community in Israel (including Palestine before the establishment of the state) and the American Jewish community from 1914 to 1992. Considers ideological issues (especially different views of Jewish collectivity), as well as political and diplomatic developments in the relations between Israel and the American Jewish community in the generation prior to the Six-Day War of 1967. Concludes with an examination of the internal Israeli political debates that have invoked the greatest concern among American Jews: the Law of Return, the peace process, and “who is a Jew?”

**Jewish Migrations in the Modern Era**  
HBRJD-UA 176  Identical to HIST-UA 809. Offered every other year. 4 points.  
Explores international migration as a shaping force in modern Jewish history. Since the 17th century, Jews have been involved in an ongoing process of shifting residences en masse from and within Europe, as well as from the Islamic lands. They have relocated to North and South America, South Africa, and Australia, as well as to Israel. Explores many of the issues raised by the prominence of migration as
a feature of modern Jewish migrations, including the similarities and differences between Jewish and non-Jewish migrations of the same time, the causes and structures of the migrations, and the impact of migration on the various aspects of integration in the receiving societies.

Zionism in Communist Europe
HBRJD-UA 179  Offered periodically. 4 points.
Presents a broad, chronologically organized survey of the history of Zionism and anti-Zionism in communist countries of Europe. The primary focus is on the Soviet Union, particularly on the emigration movement in the post-Stalinist period, but the developments in post-Holocaust Poland, Romania, Czechoslovakia, Hungary, and Bulgaria are also considered. Concludes with a brief look at the immigrants in Israel.

Ethnicity in the Jewish People in the State of Israel
HBRJD-UA 181  Zweig. 4 points.
Examines the interactions and relationships between the various Jewish ethnic groups in Israel: communities from the Middle East, North Africa, and Europe. The roots of ethnic identity are discussed, and the influences of modernization and nationalism are examined. Issues studied include the Zionist movement's attitudes toward "negation of the diaspora," the "melting-pot" approach to immigrant absorption during the 1950s and 1960s, the Sephardic protest, the identity struggle, ethnic politics and the emergence of the Shas Party, and the Russian and Ethiopian immigrations.

Zionism and the Origins of Israel
HBRJD-UA 183  Identical to RELST-UA 83. Offered every year. Engel, Zweig. 4 points.
The history of Jewish nationalism in 19th-century Europe, the growth of the Jewish National Home in Palestine, and the role of political Zionism in the creation of the State of Israel.

Topics in Jewish History and Literature: Talmud
HBRJD-UA 184  Offered every year. 2 points.
In-depth study of the Hebrew-Aramaic text of a selected chapter of the Talmud. Traditional and modern commentaries are employed to discuss legal and historical issues raised by the text.

History of Jewish Women in America
HBRJD-UA 185  Identical to HIST-UA 541. Diner. 4 points.
Explores the history of Jewish women in America. It asks how their experiences differed from those of Jewish women in Europe, from those of Jewish men in America, and from other American women. It examines the economic, religious, educational, and cultural patterns of Jewish women from the earliest settlement of Jews in America in the 17th century through recent decades.

The War of 1948
HBRJD-UA 189  Offered every three years. 4 points.
The first Arab-Israeli war of 1948 still provokes multidimensional debates, in both academic and public circles. In the Palestinian and Arab collective memory, the war is engraved as the Nakba—the catastrophe—while Israel celebrates it as its day of independence. For both, it is the formative event of their history. In recent decades, Israel's "New Historians," alongside other researchers, have contributed to changes in the way historians, and even the Israeli public, see their past. We attempt to provide students with basic knowledge and analytical tools to understand what "really happened," beyond narratives and memories.

Russian Jewish History
HBRJD-UA 191  Offered every other year. Estraikh. 4 points.
Focuses on Jewish history in imperial Russia, from the end of the 18th century to the beginning of the 20th. It also gives an overview of the Soviet and post-Soviet periods. Topics include the government's policies toward Jews; attempts to integrate them into the larger society; the establishment and development of Russian Jewish civil society; Jewish participation in the revolutionary movement; aspects of Jewish social, economic, and cultural life in villages, town, and cities; the role of women in family and communal life; military service; anti-Jewish violence; and emigration.

Jewish Women in European History
HBRJD-UA 653  Offered every other year. Kaplan. 4 points.
Approaches Jewish women's history from the perspective of social history. Considers the normative role of women in Judaism. Surveys the roles of Jewish women in the Middle Ages and early modern Europe, using memoir sources and secondary literature. Mostly focuses on Jewish women in modern Europe, analyzing their history in a variety of countries from the French Revolution through the period of Emancipation, the bourgeois 19th century, World War I, the interwar years, the Nazi era, and postwar Europe.
Jewish Life in Weimar and Nazi Germany  
HBRJD-UA 656  Identical to HIST-UA 165. Offered every other year. Kaplan. 4 points.  
Explores the interactions of Jews and other Germans during the Weimar Republic, noting the extraordinary successes of the Jews, as well as the increase in anti-Semitism between 1918 and 1933. Examines the rise of Nazism, popular support for and opposition to the regime, the persecution of the Jews, the role of bystanders, and the ways in which the Jewish victims reacted inside Germany.

Jews and Germans from Emancipation through World War I  
HBRJD-UA 657  Identical to HIST-UA 807. Offered every other year. Kaplan. 4 points.  
Explores Jewish life in 19th-century Germany, looking particularly at the ways in which Jews and Germans interacted. Describes the Jews’ quest for emancipation, their economic profile, and their social lives. Changes within the Jewish community; debates over religious reform, integration, and identity; and the growing problem of anti-Semitism are discussed.

Soviet Jewish Life through the Prism of Literature and Film  
HBRJD-UA 663  Offered every third year. Estraikh. 4 points.  
Examines Jewish life in the former Soviet Union, focusing on the cultural and ideological transformation of Russian Jews in the 20th century from pious Yiddish-speaking shtetl-dwellers to secular Russian-speaking urbanites. Studies the campaigns for Jewish republics in the Crimea and Birobidzhan in the pre-Holocaust Soviet Union. Analyzes how Soviet social engineering affected traditional shtetl communities. The contemporary Russian Jewish diaspora is treated. Readings (in English) include memoirs and other works originally written in Yiddish, Russian, Hebrew, German, and English by Soviet and non-Soviet authors.

Yiddish Literature in Translation  
HBRJD-UA 664  Offered every year. Estraikh. 4 points.  
Introduction to the literary and cultural activity of modern Yiddish-speaking Jewish communities in Eastern Europe, the Soviet Union, and the United States from 1890 to 1950. Focuses on the distinct role that Yiddish played in modern Jewish culture during the first half of the 20th century, when the language was the vernacular of the majority of world Jewry. Examines how “Yiddish modernism” took shape in different places and spheres of activity during a period of extraordinary upheaval.

The Holocaust: The Third Reich and the Jews  
HBRJD-UA 685  Identical to HIST-UA 808. Offered every year. Engel. 4 points.  
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, for the situation of Jews under the rule of the Third Reich.

Jewish Life in Post-Holocaust Europe  
HBRJD-UA 689  Identical to HIST-UA 18. Offered every year. Estraikh. 4 points.  
Concentrates on the social, political, and cultural forces that shaped Jewish life in post-1945 Europe. Topics include reconstruction of Jewish communities, repression and anti-Semitic campaigns in the Soviet Union and Poland, the impact of Israel, emigration and migration, Jewish-Christian relations, and assimilation and acculturation. Also examines various reactions to the Holocaust.

Israeli Politics and Society  
HBRJD-UA 710  4 points.  
Examines the power structure and mechanisms of contemporary Israeli politics beginning with the emergence of the provisional government in 1948. Traces how Israel’s national institutions, key basic bills and the legislation mechanism, and electoral system developed. The course also examines key fault lines in Israeli social, political, and economic life, including Jewish-Arab relations; the balance between the welfare state and economic liberalism; Union workers and gender relations.

Jews and Other Minorities in Nazi Germany  
HBRJD-UA 720  Offered every three years. 4 points.  
The destruction of European Jewry has been a focus in the study of Nazi extermination policies. Looks at Nazi policies toward the Jewish people and examines how the “racial state” dealt with those it deemed “racially unfit” to belong to the German Volk. Considers the ways in which the Nazis sought to create a nation based on blood and race. Examines policies toward the “enemies” of the Third Reich, including Jews, Sinti and Roma (Gypsies), Afro-Germans, homosexuals, the physically and mentally disabled, and “asocials,” as well as how these policies interacted with each other. Also examines measures to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder many of these minorities.
American Jewish Literature and Culture
HBRJD-UA 779  Offered every other year. Diner. 4 points.
Explores the body of imaginative literature (novels, short stories, poetry, and drama) written by American Jews. Links these literary works to the changing position of Jews within American society.

Topics in Israel Studies
HBRJD-UA 948  Offered every semester. 4 points.
This course utilizes the expertise of visiting professors and NYU faculty to examine diverse topics in Israel's culture and history in the modern era.

Introduction to Jewish Literature and Thought
HBRJD-UA 77  Identical to RELST-UA 77. Offered every other year. Gottlieb, Wolfson. 4 points.
Introduces students to major forms of Jewish literature including the Bible, Midrash, Talmud, philosophy, and Kabbalah and to major intellectual trends within Judaism from the Bible to today.

A Book Forged in Hell: Spinoza’s Theological-Political Treatise and the Birth of Modern Judaism
HBRJD-UA 107  Formerly Spinoza and Jewish Philosophy. Identical to RELST-UA 107. Offered every other year. Gottlieb, Wolfson. 4 points.
Baruch Spinoza (1632–1677) has been called the quintessential modern religious critic. We examine Spinoza's critique of Judaism in light of his medieval Jewish philosophical predecessors. Among the questions we explore: Are miracles possible? What is prophecy? Are the Jews the chosen people? Is Jewish law (halakha) obligatory?

Modern Jewish Thought
HBRJD-UA 112  Offered every other year. Wolfson. 4 points.
Comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the effects of modernity on traditional Judaism. Topics include Enlightenment and the rationalistic identity; the role of ethics in religion; the emergence of Reform, neo-Orthodox, and Conservative Judaism; liberal rationalist theology and the possibility of revelation; religious and secular Zionism; the Holocaust; and the creation of the modern State of Israel.

Early History of God
HBRJD-UA 116  Identical to RELST-UA 220. Offered every year. Fleming, Smith. 4 points.
Explores evidence concerning the appearance of monotheism in ancient Israel, including the Hebrew Bible, ancient writing from Israel and its neighbors, and a range of other artifacts. The premise of the course is that Israel was not alone in ascribing priority of power to a single god, and Israel's result is comprehensible only in the context of these wider currents.

Jewish Ethics
HBRJD-UA 117  Identical to RELST-UA 117. Offered every year. Rubenstein. 4 points.
Surveys Jewish ethical perspectives on leading moral issues, including capital punishment; business ethics; self-sacrifice, martyrdom, and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and politics. Explores philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

Religion, Magic, and the Jewish Tradition
HBRJD-UA 212  Identical to RELST-UA 212. Offered every third year. Wolfson. 4 points.
Examines models for understanding the nature of magic as a phenomenon in society, then applies those models to help understand the different kinds of magic in Jewish history, from biblical times to the present.

Spinoza’s Theological-Political Treatise and Its Aftermath
HBRJD-UA 424  Prerequisite: some background in medieval Jewish philosophy or early modern philosophy is recommended, though not mandatory. Offered periodically. Gottlieb. 4 points.
An in-depth study of Spinoza's main political work, the Theological-Political Treatise. Among the topics to be discussed are prophecy and prophets, miracles and laws of nature, Spinoza and biblical criticism, Spinoza’s view of the Jewish Law, his political theory, and the book's influence on the Enlightenment.

Jewish Philosophy in the Medieval World
Readings (in translation) and analysis of representative selections from the writings of the major Jewish philosophers of the Middle Ages. Emphasizes the Kuzari of Yehuda Halevi and the Guide of the Perplexed of Moses Maimonides. Special attention is paid to the cultural context in which these works were produced.
Jewish Mysticism and Hasidism  
HBRJD-UA 430  Identical to MEDI-UA 430, RELST-UA 104. Offered every year. Wolfson. 4 points.  
Introduction to the history of the Kabbalah and Hasidism, emphasizing the impact of these ideas on the history of Judaism.

Modern Jewish Philosophy  
HBRJD-UA 640  Offered every other year. Gottlieb, Wolfson. 4 points.  
Explores seminal debates about Judaism and Jewishness from the 18th century to today. Topics discussed include the existence of God, the authority of Jewish law, and Jewish chosenness. Special attention is paid to the impact of major historical and ideological developments, including Enlightenment and Emancipation, the Holocaust, the founding of the State of Israel, and feminism.

Gender and Judaism  
HBRJD-UA 718  Identical to MEIS-UA 807, RELST-UA 815, SCA-UA 732. Offered every other year. Wolfson. 4 points.  
Investigates the ways in which Jews have constructed gender during the rabbinic, medieval, and modern periods. Examines the implication of these constructions for the religious and social lives of Jewish women and men.

Jewish Responses to Modernity: Religion and Nationalism  
HBRJD-UA 719  Identical to RELST-UA 470. Offered every third year. Wolfson. 4 points.  
Examination of the impact of modernity on Jewish life and institutions in the 18th and 19th centuries. Readings in English from the works of Moses Mendelssohn, Theodor Herzl, Simon Dubnow, and the leading figures of the early Reform, Conservative, and neo-Orthodox movements. The convergence and divergence of nationalistic and universalist sentiments are studied.

Seminars  
Israeli Music and National Identity  
HBRJD-UA 294  Offered every two years. 4 points.  
Examines changes in Israeli identity and politics through the lens of Israeli pop music—from the country’s Zionist routes to the contemporary period. A cultural “reading” of new forms of Israeli music—Mizrachi (Middle Eastern Jewish)-infused pop music, Israeli rock, Palestinian hip hop, Arab fusion, and religious pop music—can point us toward current contestations of Israeli identity. In addition to listening to music (in Hebrew with English translations) and viewing representations of music in Israeli pop culture, we will read and discuss scholarly works on Israeli music, national culture, and globalization to provide a historical and cultural lens for understanding the meaning of these cultural products.

Jews in the Muslim World in the Middle Ages  
HBRJD-UA 104  Offered every two years. 4 points.  
Explores aspects of the history of the Jews in the medieval Islamic world, beginning with the historiographical debate about this contentious subject. Moves from a discussion of 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. Examines how the famous Cairo Geniza documents illuminate Jewish economic life, and how the realities of economic life affected developments in the halakha. Also considers the organization and functions of the Jewish community, with its foundations in the Geonic period. Through a discussion of the problem of adjudication we will address the large problem of how much autonomy the Jews actually had. Where relevant, comparisons will be drawn with the situation of the Jews in medieval Latin Europe. In addition to discussion of secondary readings, classes will focus on the close reading of seminal primary sources in English translation.

Israeli Politics in Comparative Perspective  
HBRJD-UA 711  Offered every two years. 4 points.  
One of the most characteristic themes in Israeli politics is that of Israel’s uniqueness, in its security needs, in its cultural and political identity, and in its relationship to the international community. This widespread perception of separateness readily contributes to and is at least partially constituted by the state’s history of strategic insecurity and political isolation in the Middle East as well as its characteristic form of democratic governance. Objective (and a central methodological concern of political science) is to critically examine the assumption of Israel as a “case apart” and to degree to which Israel’s “unique” characteristics may be understood as “normal” politics in the world at large. In doing so, we seek both to better understand the Israeli case and to explore diverse paths to conflict resolution. Attempts to address the growing interest in comparative analysis of Middle Eastern politics, with a focus on the State of Israel.
Israeli Territorial Politics: Between Security & Identity
HBRJD-UA 712  Prerequisite: general knowledge of contemporary Israeli/Middle Eastern politics. Offered every two years. 4 points.
Explores the evolution of and conflict between different concepts of borders in Israeli domestic discourse and their respective impact on Israel's territorial policies and international boundaries. After considering the role of security and identity in shaping broad domestic understandings of territory in Israel, examines how these concepts have uniquely influenced Israeli compromise or lack thereof in the Sinai Peninsula, Southern Lebanon, the Gaza Strip, the Golan Heights, Jerusalem, and the West Bank. Incorporates a range of scholarly historical and political readings on Israel as well as films and regular student-led discussions on relevant current events.

Advanced Readings in Modern Hebrew Literature
HBRJD-UA 782  In Hebrew. Offered every other year. Feldman. 4 points.
In-depth study of selected masterpieces by 20th-century Hebrew writers. Appreciation of artistic achievements against the sociohistorical background and general cultural currents of the period. Selections include fiction, poetry, and literary criticism by and about several of the following writers: Agnon, Brenner, Gnessin, Yizhar, Alterman, Bialik, and Greenberg.

The Gender of Peace and War
HBRJD-UA 784  Offered every third year. Feldman. 4 points.
Is there a "natural" fit between the sexes and the pacifist or military impulse? This question has been at the core of the discourse about women and peace ever since its inception in the 19th-century European peace movements. This course traces the history of this debate, placing it within the general theoretical discussion over essentialism versus social and cultural constructivism (or, more commonly, "nature" versus "nurture"). Readings include fiction, poetry, and essays by activists and theorists alike, from Europe, America, and the Middle East.

Independent Study
HBRJD-UA 997, 998  Open to honors and nonhonors students. Prerequisite: permission of the instructor. Offered every semester. 1 to 6 points.
The Alexander S. Onassis Program in Hellenic Studies provides students with a comprehensive and interdisciplinary understanding of the language, literature, history, and politics of Greece. Through a wide range of courses, students are exposed to a polyphony of viewpoints that help elucidate the historical and political experiences of Byzantine, Ottoman, and modern Greece; the ways in which Greece has borne its several pasts and translated them into the modern era; Greece and its relations to Western Europe, the Balkans, the Middle East, and Mediterranean cultures; and the distinguished literary and artistic traditions of a country that many regard as the birthplace of Western civilization, even as these traditions exhibit their multicultural contexts.

NYU’s Arts and Science summer program in Athens combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions that introduce students to all aspects of Greek life. The program offers a wide range of courses on such subjects as the Greek language, Greek literature and photography, Greek drama, Greek political history, the city of Athens, and the archaeology of Greece. Classes are held at the Al Andar Center, a three-story Bauhaus building located in the historical center of Athens. Activities include walking tours of Athens, visits to monuments and museums, and evening outings to dramatic and musical performances. Weekend excursions include trips to several Greek islands and to important historical and archaeological sites. Relevant courses taken in this summer program may count toward the major or minor as regular courses.

**FACULTY**

**Professors**
Fleming, Mitsis

**Associate Professor**
Smyrlis

**Clinical Professor**
Theodoratou

**Language Lecturer**
Lalaki

**Affiliated Faculty**
Connolly, Geroulanos, Konstan, Kornetis, Kotsonis, Kowalzig, Peirce

**PROGRAM**

**Major**
The major consists of ten 4-point courses (40 points). Courses taken in NYU’s Arts and Science summer program in Athens may count toward the major as regular courses. A solid foundation in the modern Greek language is a requirement for all majors. Upon declaring the major, a student is expected to enroll in Elementary Modern Greek I (HEL-UA 103) or take a placement examination. By the end of their program, all students must demonstrate competence in modern Greek at the intermediate level through successful completion of two semesters of Intermediate Modern Greek (HEL-UA 105, 106) or performance on a placement examination.

**Programs of Study**
Qualified students may choose from three areas of concentration (tracks) within the major:

**Track A: Language, Literature, and Culture**
This track provides students with a solid foundation in the modern Greek language and provides a comprehensive introduction to medieval and modern Greek literature and culture.

**Track B: Politics and History**
This track provides students with an interdisciplinary social science perspective on the medieval and modern Greek experience. Students may choose to concentrate their studies in history or politics, or create their own combination in consultation with the director of undergraduate studies.

**Track C: The Classical Legacy**
This track provides students with an interdisciplinary perspective on the reception of classical Greek thought in postclassical Greece.
Students in tracks A and B who have placed out of Intermediate Modern Greek I and II (HEL-UA 105, 106) are encouraged to take Advanced Modern Greek I and II (HEL-UA 107, 108). Track C students who place out of Intermediate Modern Greek are encouraged to take two semesters of ancient Greek in the Department of Classics.

All majors, regardless of their track, are expected to enroll in:

- the Seminar on Modern Greek Culture (HEL-UA 130);
- and two specifically designated survey courses offered within the program.

Which two survey courses they choose depends on the disciplinary concentration (track) that they select upon completion of their first year in the program. Every student must take at least one designated survey course in his or her own track of concentration and one designated survey course from another track. (Students in track A should also take a track B survey; students in track B should also take a track A survey; and students in track C should also take one survey in track A or B.)

The following is a list of designated survey courses. One survey course from each track will be offered each academic year:

**Track A**
- Memory, History, and Language in Modern Greek Poetry (HEL-UA 120)
- Narrative, History, and Fiction in the Modern Greek Novel (HEL-UA 190)

**Track B**
- Modern Greek History (HEL-UA 159)
- History of the Byzantine Empire (HEL-UA 283)
- Modern Greek Politics (HEL-UA 525)

**Track C**
- Memory, History, and Language in Modern Greek Poetry (HEL-UA 120)
- Ancient Political Theory (CLASS-UA 206)

**Electives**
Three to five additional Hellenic studies courses are required. The exact number of electives varies according to a student's level of language proficiency upon entrance to the major. Subject to the approval of the director of undergraduate studies, cognate offerings in other departments or an approved internship may be counted toward the major. A sample list of cognate courses is available from the program office.

**Honors Program**
A degree in Hellenic studies is awarded with honors to students who complete ten courses (40 points) of graded work while maintaining an overall GPA of 3.65 and an average in the major of 3.65, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study (HEL-UA 997) under the supervision of a program faculty member. The thesis topic and the faculty adviser are chosen in consultation with the director of undergraduate studies. The average length of the paper is 40-60 pages. Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic studies.

**Minor**
A minor in Hellenic studies can be obtained by completing four 4-point courses (16 points) offered by the program. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II (HEL-UA 106). Elementary Modern Greek I and II do not count toward the minor.

Students should consult the director of undergraduate studies of the program prior to registering for courses in the minor.
Prize
The Rae Dalven Prize is a monetary prize awarded annually for the best term paper in the field of Hellenic studies. Submissions are not limited to Hellenic studies majors or minors.

Arts and Science Summer in Athens
For information about this program, please visit our website.

COURSES

Language and Literature

Elementary Modern Greek I, II
HEL-UA 103, 104  Open to students with no previous training in Greek and to others by permission of the instructor. Elementary I offered in the fall; Elementary II offered in the spring. 4 points per term.

An introduction to modern Greek. Fundamentals of grammar, syntax, oral expression, listening comprehension, reading, and composition. Students develop the skills and vocabulary necessary to read simple texts and hold basic conversations. Students are introduced to modern Greek culture, history, and society, so as to enrich our understanding of multiple, living Greek realities through the language. Teaching materials include current newspaper articles, graded literary passages, songs, and various linguistic games.

Intermediate Modern Greek I, II
HEL-UA 105, 106  Prerequisite for HEL-UA 105: Elementary Modern Greek II (HEL-UA 104); prerequisite for HEL-UA 106: HEL-UA 105, or permission of the instructor. Intermediate I offered in the fall; Intermediate II offered in the spring. 4 points per term.

Students are expected to be acquainted with the most significant structures of grammar and syntax and to have acquired the foundations for basic conversation in Greek. Introduces more complex linguistic and grammatical analysis, advanced composition, and graded reading. Provides further practice in speaking and vocabulary acquisition. Readings and discussions of selected works of prose, poetry, and theatre serve as an introduction to aspects of modern Greek civilization and as an occasion for comprehensive discussions of contemporary Greek society.

Advanced Modern Greek I, II
HEL-UA 107, 108  Prerequisite for HEL-UA 107: Intermediate Modern Greek II (HEL-UA 106); prerequisite for HEL-UA 108: HEL-UA 107, or permission of the instructor. Advanced I offered in the fall; Advanced II offered in the spring. 4 points per term.

Focus on advanced composition and oral practices, with the aim of refining an understanding and general facility with written and spoken Greek. Enhances and perfects reading, speaking, conversational, and writing skills through the close study of selected modern Greek literary texts, current newspaper articles and essays, films, advertisements, and comprehensive discussions of contemporary Greek society. Explores current social and political issues, events, and controversies in Greece; Greece’s position “in the margins of Europe” and at the crossroads of East and West; gender politics; the educational system; the political landscape; discourses on the question of Greek identity; and topics in popular culture.

Memory, History, and Language in Modern Greek Poetry
HEL-UA 120  No prerequisite. Offered every other year. 4 points.

A survey of 20th-century Greek poetry in a historical and cultural context. Among the poets studied are C. P. Cavafy; the Nobel laureates George Seferis and Odysseus Elytis; the Lenin Prize-winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Sahtouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsi Hatzi-zarou and Kiki Dimoula. Note: All texts are available in both Greek and English; critical texts and class discussion in English only. No background specific to Greece is required.

Seminar on Modern Greek Culture
HEL-UA 130  Offered every year. 4 points.

Topics: Modern Greek Culture and Literature
HEL-UA 140  Offered every year. 4 points.

Greek Drama: Aeschylus Sophocles, Euripides
HEL-UA 143  Identical to CLASS-UA 143. 4 points. See course description under classics.

Narrative, History, and Fiction in the Modern Greek Novel
HEL-UA 190  Identical to COLIT-UA 190. No prerequisite. Offered every other year. 4 points.
A survey of the modern Greek novel, and to a lesser extent the short story, structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece’s turbulent modern history. Readings include some of the masterpieces from this tradition, as well as the work of some promising contemporary writers. Selections also suggest some recurrent perspectives on questions of language, gender, and nation in Greece. Comparative reference is made to other Balkan, Mediterranean, European, and world literatures. Note: All texts are available in both Greek and English; critical texts and class discussion in English only. No background specific to Greece is required.

The 20th-Century Balkans and Balkanization through Literature and Film
HEL-UA 193  Identical to COLIT-UA 193. Offered every other year. 4 points.
A selective study of the representation of the 20th-century Balkans through some of the most celebrated literary works and films of the region. Considers the presentation of, and contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Also examines the region's political and aesthetic relation to the West in this century.

Yannis Ritsos and the Tragic Vision
HEL-UA 229  Offered every other year. 4 points.
Composed of a series of dramatic monologues that move between the past and the present, the dead and the living, Ritsos's poem The Fourth Dimension demands that we think about the relations between memory, history, and language. Examines Ritsos's poetic strategies by reading and reconstructing the classical intertexts that inform his work and analyzes his appropriations, distortions, revisions, and translations of classical texts.

Greek Diaspora: Odyssean Metaphors from Homer to Angelopoulos
HEL-UA 333  Identical to COLIT-UA 333. Offered every other year. 4 points.
Examines how the structuring metaphors and foundational narratives of home and exile and of dispersal, settlement, and return have informed Greek myth and story in a variety of geographical and historical contexts, such as the diasporic communities of Greeks in Renaissance Venice, in certain European urban centers prior to nation-building in the 18th-century Enlightenment, in Alexandria and Smyrna (now Izmir) during the late 19th and early 20th centuries, in Cyprus, and in the United States.

From Classicism to Afrocentrism: Greece in the West, 1453 to the Present
HEL-UA 444  Identical to COLIT-UA 444. Offered every other year. 4 points.
An introductory, selective survey and critical interpretation of Western conceptions of the idea of Greece, the Hellenic, and the Greeks in a variety of contexts: classical humanism, classical philology, philhellenism, exoticism, orientalism, hellenophobia, Hellenism as paganism, aesthetics, homosexuality, romantic nationalism, racism, the Hellenic and the Hebraic, political correctness and political chauvinism, and Afrocentrism. Readings from a range of European literary, critical, and theoretical texts, as well as modern Greek appropriations of, and resistances to, such projections.

Greek Thinkers
HEL-UA 700  Identical to CLASS-UA 700. 4 points. See course description under classics.

Politics
Modern Greek Politics
HEL-UA 525  Offered periodically. 4 points.

Politics of Southern Europe
HEL-UA 527  Offered periodically. 4 points.

History
See course descriptions under history.

Byzantine Civilization
HEL-UA 112  Identical to HIST-UA 112, MEDI-UA 112. 4 points.

Modern Greek History
HEL-UA 159  Identical to HIST-UA 159. 4 points.

Topics: Byzantine History
HEL-UA 283  Identical to HIST-UA 283. 4 points.

Greece and Western Europe
HEL-UA 297  Identical to HIST-UA 297. 4 points.

Special Courses
Topics: Modern Mediterranean Region:
Myth or Reality?
HEL-UA 901  4 points.

Internship
HEL-UA 980  2 or 4 points.

Independent Study
HEL-UA 997  2 or 4 points.

Senior Honors Seminar
HEL-UA 999  4 points.
History is the study of human experience of all kinds, considered in relation to particular times and places. It is also a method of thinking characterized by its attention to the contexts in which people have lived and worked. By mastering this method of thinking, students of history gain invaluable skills and knowledge. They learn to analyze and interpret many different kinds of evidence (cultural, social, economic, and political) as well as to organize it into a coherent whole and present it clearly and with style in written or oral form. In doing so, students also learn to justify and question their own and others’ conclusions, for history is always an argument about what actually happened. Indeed, rethinking and revising accepted historical conclusions is one of the most important—and most interesting—tasks of the historian.

Notable among the department’s areas of strength are American urban, social, labor, and ethnic history; medieval, early modern, and modern European history; Latin American history; sub-Saharan African history; early and modern Asian History; and American and European women’s history. The department also pays particular attention to the transnational and global aspects of the discipline.

At the core of the undergraduate experience are Historical Interpretation (HIST-UA 101) and the capstone seminar. In Historical Interpretation 101, students learn about the practice of history through both lectures and an intense workshop experience. In the capstone seminar, usually taken in the senior year, students research and write an original paper (typically 20-25 pages). Through independent study and the honors program, students may find challenging opportunities for special concentrations and individual research. The internship program enables students to engage in supervised historical projects for credit. Many of the projects are at cultural institutions in New York and at the United Nations.

The University’s Elmer Holmes Bobst Library is rich in works of history, and students also utilize the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.
The major requires a minimum of nine 4-point courses (36 points) with a grade of C or better in each course.

- All majors must take Historical Interpretation (HIST-UA 101).
- The remaining eight courses are to be distributed among three fields of history—U.S., European, and non-Western (Latin American, Near Eastern, African, and Asian)—so that the student will complete at least two courses in each field.
- Students must also take one capstone seminar (HIST-UA 400-499; prerequisite: HIST-UA 101).
- One course must be in a period before 1800.
- No student may take more than three introductory courses (numbered below HIST-UA 100).

Note that transfer students must take at least five history courses (20 points) in this department.

Certain courses in the College Core Curriculum may also count toward the history major as introductory courses. These are Texts and Ideas and Cultures and Contexts, if they are taught by professors in the Department of History. Also, majoring in history exempts students from taking the Societies and the Social Sciences component of the Core Curriculum.

Two Liberal Studies courses, Social Foundations I and II, may count toward the major and fulfill the pre-1800 and a European requirement. No other LS courses may count toward the major. These courses count as introductory.

**Global Public Health/History Major**

The global public health/history major provides a unique opportunity to unite the study of human experience in relation to particular times and places with the study of health of populations around the world. The major draws on the expertise of the CAS Department of History in providing students with the tools needed to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—and to organize them into a coherent whole, presented clearly in written or oral form. Students will study a variety of topics, such as environmental history, ethnicity, sexuality, epidemiology, health policy, gender, and social movements.

NYU’s global public health/history major provides a unique set of skills that may be applied in a variety of careers including law, teaching, public health, business, film, international affairs, and medicine and science.

This major requires fifteen 4-point courses (60 points) with a grade of C or better, as follows.

**Global public health requirements (seven courses/28 points):**
- Health and Society in a Global Context (UGPH-GU 10)
- Biostatistics for Public Health (UGPH-GU 20)
- Epidemiology for Global Health (UGPH-GU 30)
- Health Policy in a Global World (UGPH-GU 40)
- Environmental Health in a Global World (UGPH-GU 50)
- GPH Internship (UGPH-GU 60)
- One semester of advanced foreign language (above intermediate II level)
- One semester of study away

**History requirements (two courses/8 points):**
- Historical Interpretation (HIST-UA 101)
- One capstone seminar (HIST-UA 400-499)

**History electives (four courses/16 points):**
- Four courses numbered above HIST-UA 101. Students must take at least one pre-1800 course and at least one course in each of these three regions: U.S., non-Western, and European.

**Combined major electives (two courses/8 points):**
- Two courses chosen from history and/or GPH.

For descriptions of GPH (UGPH-GU) courses, please see the global public health section of this Bulletin.
Minor
The minor requires at least four 4-point courses (16 points), of which three courses (12 points) must be taken in the Department of History. No more than 4 points may be taken in introductory-level courses. Advanced Placement, International Baccalaureate, and other advanced standing credit does not count toward the minor.

Note: Students should consult the director of undergraduate studies for possible minor programs, course offerings, and course descriptions. A complete listing of history courses currently offered may be found in the current class schedule available on the department website.

Honors Program
Students with strong academic records (a GPA of 3.65 in history and 3.65 overall) may apply to the director of undergraduate studies for admission to the history honors program. Students must be declared history majors or have already taken Historical Interpretation (HIST-UA 101) to apply for the program.

This two-course, 8-point program affords qualified students the opportunity to work closely with faculty members and to conduct extensive research on a topic of their choice. The program is completed in two consecutive semesters. It is possible to take the history honors sequence beginning in either the fall or spring terms. The sequences run (1) spring to fall or (2) fall to spring, and this model accommodates students graduating in either December or May.

The program consists of a small Honors Seminar (HIST-UA 994), followed by an individualized Honors Tutorial (HIST-UA 996). The Honors Seminar (which satisfies the capstone seminar requirement for the major) is taken in the first semester of the sequence. In the seminar, students define a thesis topic of their choice, develop a bibliography, read broadly in background works, and begin their research. A substantial part of the research, usually including a rough draft of the thesis, should be completed by the semester's end. The Honors Tutorial, in which students work one-on-one with a faculty director, follows in the second semester of the sequence.

The honors thesis varies in length from 40 to 70 pages, depending on the nature and scope of the subject. The completed thesis, approved for defense by the director, is defended before a committee consisting of the director and at least one additional faculty member. A grade of at least A-minus on the thesis is required for the award of honors in history. Students who receive a lower passing grade are simply awarded 8 points toward the major.

Study Away
The NYU history department encourages undergraduate history majors and minors to study away during the fall or spring semester of their junior year. Studying away at one of New York University's many international or domestic academic centers affords students the invaluable opportunity to pursue the discipline of history in an alternative academic and cultural setting. Studying away can help open doors to the discovery of unexpected areas of interest, as well as provide new insight about already established historical perspectives and research topics. Some courses offered by NYU for study away, as well as other approved programs outside NYU, may be eligible for inclusion into the history major. History majors should consult the director of undergraduate studies and the global programs administrator before making plans to study away.

COURSES
Some of the following designated courses are offered in other departments and are cross-listed with the Department of History, as indicated below. For the most up-to-date information on courses, please check the schedules on the department’s website.

Required Course for History Majors

Historical Interpretation
HIST-UA 101  Offered every semester. 4 points.
A combination of general lectures and topical workshops treating specific historical periods, regions, and themes that vary by semester. Themes may include: revolution, warfare, slavery, capitalism, or empire. Lectures offer an overview of approaches, theories, and methods, while the workshop addresses contemporary historiography as well as the practical experience of research, analysis, critical reading, and writing. Particular focus on the use of primary and secondary sources in forming historical questions and determining research strategies for answering them.
Introductory Courses

The United States to 1865
HIST-UA 9 Offered every fall and every other summer. Eustace, Hodes. 4 points.
Main currents of American historical development from the precolonial epoch to the Civil War. Analysis of the country’s economic and political growth, intellectual traditions, and patterns of social development. Historical development, not as a series of discrete events, but as an unfolding process. Topics: Puritanism, mercantilism, the colonial family, the War for Independence, political party systems, the Jeffersonian and Jacksonian eras, free labor and slavery, Native American cultures, attitudes of race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

The United States since 1865
HIST-UA 10 Offered every spring. Montoya. 4 points.
Main developments in American civilization since the end of the Civil War. Topics: urbanization; industrialization; American reform movements (populism, progressivism, the New Deal, and the War on Poverty); immigration; and the role of women and blacks in American history. Beginning with 19th-century American expansion through the Spanish-American War, traces the rise of America to world power, including World Wars I and II and the Cold War. Emphasizes broad themes and main changes in American society.

The Civilization and Culture of the Middle Ages
HIST-UA 11 Identical to MEDI-UA 11. Offered every other year. Bedos-Rezak, Griffiths, Stoller. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through literature, slides, and museum visits.

Modern Europe
HIST-UA 12 Offered every other year. Ortolano, Berenson, Ben-Ghiat. 4 points.
A survey of Europe from 1789 to the present. Investigates the political, social, economic, and cultural developments that shaped and continue to shape the modern age. Emphasis is on the evolution of the nation-state, on industrialization and its impact on society and politics, and on the intellectual responses to the rapid changes these developments inspired. Topics include Europe and the French Revolution; the rise of the nation-state, 1848–1914; and the impact of totalitarian ideologies on 20th-century Europe.

Renaissance and Early Modern Europe
HIST-UA 22 Offered every other year. Appuhn, Shovlin. 4 points.
Concentrates on culture, society, and politics and explores such critical topics and themes as the Italian and Northern Renaissance, the age of religious reform and religious wars, Europe’s “discovery” of other worlds and cultures, the origins and development of national states, the scientific revolution, the European Enlightenment, and the origins of the French Revolution.

World War II
HIST-UA 45 Offered every year. 4 points.
Describes and analyzes the history of World War II chronologically from 1939 to 1945. Not simply a study of battles; all aspects of the war, from the great civilian and military leaders to the common soldiers, are discussed, as are social, cultural, and economic changes on the various home fronts. Illustrates personalities and events through slides, contemporary literature, photos and posters, and the music of the time.

Introduction to American Education: Historical and Contemporary Perspectives
HIST-UA 60 Identical to HSED-UE 1005. Offered every year. Zimmerman. 4 points.
Introduces the central themes, issues, and controversies in American education. What is the purpose of “school”? How did schools begin in the United States, and how have they evolved across time? How do children learn? How are they different from each other, and why and when should that matter? How should we teach them? And how should we structure schools and classrooms to promote learning?

What Is Islam?
HIST-UA 85 Identical to MEIS-UA 691, RELST-UA 85. 4 points.
See description under religious studies.

Topics in European History
HIST-UA 91 Offered every other year. 4 points.
Topics vary from semester to semester.

Topics in Asian History
HIST-UA 95 Offered every other year. 4 points.
Topics vary from semester to semester.
Modern Jewish History
HIST-UA 99  Identical to HBRJD-UA 103. Engel. 4 points.
See description under Hebrew and Judaic studies.

Advanced Courses

History of Judaism: The Emergence of Classical Judaism
HIST-UA 109  Identical to HBRJD-UA 100, RELST-UA 680, MEIS-UA 680. 4 points.
See description under Hebrew and Judaic studies.

The Crusades
HIST-UA 113  Identical to MEDI-UA 113. Offered every other year. Smyrlis. 4 points.
The history of the Crusades (1095–1291 C.E.) is an important first chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and Western worlds.

The High Middle Ages
HIST-UA 114  Identical to MEDI-UA 114. Offered every other year. Griffiths, Stoller. 4 points.
Covers the period from the late 11th century to the close of the 14th century. Major topics and themes: the explosion of energy in the 12th century and the expansion of Europe on all levels, geographic (including the Crusades) as well as intellectual; development of agriculture and cities; the diversity that gave rise to our university system; movements of reform and dissent; and the waning of the Middle Ages.

Environmental History of the Early Modern World
HIST-UA 115  Offered every other year. Appuhn. 4 points.
The early modern period marks a moment of sudden and dramatic environmental change across the globe. Analyzes the ways in which this process unfolded in different parts of the world, while familiarizing students with basic problems in environmental history, including the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

The Renaissance
HIST-UA 121  Offered every other year. Appuhn. 4 points.
The history of the Renaissance from its origins in the 14th century to its waning at the end of the 16th century. Focuses on developments in Italy, especially the development of republican city-states, the social basis for the explosion in artistic and intellectual production, and the emergence of new forms of political and scientific analysis.

Science and Society in Early Modern Europe
HIST-UA 135  Offered every other year. Appuhn. 4 points.
The history of Western scientific thought from its origins in the ancient Near East until the death of Isaac Newton. Covers the development of science as a distinctive way of understanding the natural world, as well as the relationship between science and Western society.

European Intellectual History
HIST-UA 136  Geroulanos. 4 points.
The history of European ideas and culture from the aftermath of the French Revolution to the First World War, or, differently put, from Condorcet and Hegel to Lenin and Freud. Aims to provide students with an understanding of philosophy in the European nineteenth century, its influence, its political involvements, and its cultural resonance. Thinkers are examined in the context of cultural and political transformations: the emergence of modern nations and nationalism; secularization and the "death of God"; the evolution of empires and classes; scientific positivism; the place of cities; the status and understanding of modernity; wars and revolutions; liberalism, communism, and mass movements; technological and scientific theorizations of mankind; musical and literary achievements; and the major European avant-gardes.

The French Revolution and Napoleon
HIST-UA 143  Offered every other year. Shovlin. 4 points.
Following an analysis of cultural, social, political, and economic conditions in France before 1789, follows the Revolution through its successive phases. Narrates and analyzes the rise of Napoleon and his consolidation of France, his conquests and the spread of his system, and his eventual overthrow.

Europe Since 1945
HIST-UA 156  Prerequisite: at least one course in European history. 4 points.
Covers the impact of World War II, the postwar division of Europe, the onset of the Cold War, the economic recovery and transformation of Western Europe, Stalinism in Eastern Europe, the 1960s and events of 1968, the origins and development of the European community, the cultural and intellectual life of European nations in this period, the Eastern European revolutions of 1989 and their significance, and the reunification of Germany.

**Russian Empire: The Politics of Difference, 1700-1917**

HIST-UA 157  Identical to RUSSN-UA 157. Burbank. 4 points.

From Peter the Great to Nicholas the Second, the emperors of Russia ruled an enormous multi-ethnic empire. What kept this empire together for centuries, and what were the challenges to its survival?

Topics include the policies and personal lives of autocratic emperors and empresses, the actions of Russia as a great power in world politics, the lives of peasants (the majority of the population at all times) as well as of other social groups, the regulation of religion and of national minorities, the ideas of both supporters and opponents of the government, the state's reforms, imperial law and courts, the repression of dissent, the exile system, student activism, the emancipation of serfs, the women's liberation movement, policing and terror, and the causes of the 1905 and 1917 revolutions.

**Imperial Cities: Rome, Constantinople, Istanbul**

HIST-UA 160  Offered every other year. 4 points.

A comparative study of the capitals of the most powerful empires of the Mediterranean from antiquity to the modern period. Beyond the history and architecture of these cities, also explores key issues of urban history, including the role of cities as stages for the projection of imperial ideology, the position of religion within the cities, professions, neighborhoods, women, minorities and marginals, revolts, disease and healthcare, and finally, entertainment.

**Modern Britain**

HIST-UA 162  Offered every year. Ortolano. 4 points.

Introduces major developments and themes in British history since 1688. During this period, Britain emerged as the world's first industrial nation and a primary imperial power, fought two world wars partly in an effort to maintain that position, and unevenly accommodated the changed realities of the late 20th century. Situates the social and political history of Britain within these wider European and global contexts.

**Contemporary France**

HIST-UA 169  Identical to FREN-UA 164, EURO-UA 288. Offered every year. 4 points.

See description under French.

**Seminars: Italian Fascism**

HIST-UA 171  Identical to ITAL-UA 165. Offered every two to three years. Ben-Ghiat. 4 points.

An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

**Italian Films, Italian Histories II**

HIST-UA 176  Identical to DRLIT-UA 506, ITAL-UA 175. May be taken independently of Italian Films, Italian Histories I (ITAL-UA 174). Offered every two to three years. Ben-Ghiat. 4 points.

Studies representations of Italian history through the medium of film from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

**History of Poland**

HIST-UA 178  Offered every other year. Wolff. 4 points.

The cultural, political, and religious history of Poland from the Middle Ages to the present. Begins with the foundation of the Polish state in the 10th century, discusses the early modern Polish-Lithuanian Commonwealth, and then considers the modern history of Poland, including the period of the partitions in the 18th century, the evolution of modern nationalism in the 19th century, and the experiences of war and communism in the 20th century.

**The Holocaust: the Third Reich**

HIST-UA 179  Identical to HBRJD-UA 685. Offered every year. 4 points.

See description under Hebrew and Judaic studies.

**The Irish and New York**

HIST-UA 180  Identical to SCA-UA 758, IRISH-UA 180. 4 points.

See description under Irish studies.

**Topics in Irish History**

HIST-UA 181  Identical to IRISH-UA 181. 4 points.

See description under Irish studies.
DEPARTMENT OF HISTORY

History of Modern Ireland I, 1580–1800  
HIST-UA 182  Identical to IRISH-UA 182. Truxes.  
4 points.  
See description under Irish studies.

History of Modern Ireland II, 1800 to the Present  
HIST-UA 183  Identical to IRISH-UA 183. 4 points.  
See description under Irish studies.

Seminar in Irish History  
HIST-UA 185  Identical to IRISH-UA 185. 4 points.  
See description under Irish studies.

The Irish in America  
HIST-UA 187  Identical to IRISH-UA 187. 4 points.  
See description under Irish studies.

Women and Gender in 20th Century Europe  
HIST-UA 188  Offered every other year. Nolan.  
4 points.  
Why were women denied citizenship in the French Revolution? Where did women work before the Industrial Revolution and where after? What did war do economically and politically to women? How were sexuality, femininity, and masculinity defined under different political regimes and for different classes? How did communism try to emancipate women? Why did Nazism try to put women back in the home? How is the welfare state gendered? How have Americanization and globalization reshaped European conceptions of gender and family?  
Explores these questions and surveys the history of women and gender in Europe from the late eighteenth century to the present.

Race, Religion, and Gender in 20th Century France  
HIST-UA 192  Identical to FREN-UA 865,  
SCA-UA 849. Offered every year. Chapman. 4 points.  
Explores how the French grappled with questions of race, religion, and gender during the 20th century. It begins with the Dreyfus Affair, a national convulsion over anti-Semitism and a miscarriage of justice that influenced debates over prejudice in France for decades thereafter. It then turns to the experiences of women and men during the First World War, including soldiers and workers recruited from the colonies. After examining the dynamics of discrimination against Jews, colonial subjects, and women during World War II, concludes with the French-Algerian war (1954–62), when issues of race, religion, and gender surfaced with explosive force in metropolitan France, as well as in Algeria.

Liberal Visions of Empire  
HIST-UA 195  Offered every other year. Sartori.  
4 points.  
Explores the changing relationship between British liberal thought and Britain’s expanding empire from the 17th to the 20th centuries. Liberal conceptions of equality and freedom are generally understood to be fundamentally anti-imperialistic in impulse, as historically complicit with imperialist agendas, and as inherently and logically disposed to imperialist domination. The course attempts to put these different claims into historical context and to periodize their applicability.

The History of Western Medicine  
HIST-UA 202  Offered every other year. Appuhn.  
4 points.  
Covers the history of Western medicine and medical thought, from antiquity to the present. It familiarizes students with basic questions and concepts in the history of medicine and models for understanding the historical development of medical thought; the varied historical relationships between medicine and other healing practices such as religion, alchemy, and homeopathy; the influence of culture and politics on the development of medical thought; and the role that the emergence of a medical profession characterized by formal training and a coherent scientific viewpoint played in the development of Western societies.

History of Rome: The Republic  
HIST-UA 205  Identical to CLASS-UA 267. 4 points.  
See description under classics.

Culture and Communism in Eastern Europe  
HIST-UA 263  Offered every other year. Wolff.  
4 points.  
Studies the history of communism in Eastern Europe since World War II and especially focuses on issues of intellectual history—that is, the ways in which the intellectuals of Eastern Europe, as representative of their national cultures, responded to the crises, challenges, and constraints of communism between 1945 and 1989. Issues include the nature of political dissidence under authoritarian governments in Eastern Europe. Focuses on writers from Poland, the former Czechoslovakia, and the former Yugoslavia.
Twentieth Century European Capitalism
HIST-UA 272  Identical to EURO-UA 272. Offered every other year. Gross. 4 points.
Nineteenth century Europe was the birthplace of economic liberalism. The gold standard, the night watchman state, and the writings of the classical economists laid the foundation for a golden age of laissez-faire capitalism. More than a century later we see Europe as the birthplace of the modern welfare state and social market economy, a pioneer of organized capitalism, and the center for a supranational experiment in economic cooperation: the European Union. Key themes and turning points that shaped Europe’s economic development include the Great Depression; the World Wars; alternative ways of organizing economic life under fascism and communism; the stagnation of the 1970s; and European economic integration.

Colloquium: Topics in Early Modern Europe
HIST-UA 279  Identical to MEDI-UA 279. Offered every year. Appuhn, Shovlin. 4 points.
The specific subjects treated in this colloquium vary according to student and instructor interest.

European Enlightenment: A Revolution of the Mind
HIST-UA 286  Offered every other year. Shovlin. 4 points.
Students examine classic texts in Enlightenment studies as well as interpretations of the Enlightenment that place these texts in cultural context and larger historical perspective. Topics include the philosophers and the gods, the social and political sciences, ethical thought, utopian literature, and popular culture.

Global Asia
HIST-UA 300  Offered every year. Ludden. 4 points.
History for students in the world of globalization. Explores the interconnected histories of Asian social spaces, from the Mediterranean to the Pacific, and from the Silk Road around the Indian Ocean, from ancient times to the present. Traces interconnections among cultures, economics, politics, and technologies moving together along routes of human mobility, and together forming territorial domains of social experience, from small kingdoms and vast empires to contemporary nations and metropolitan regions. Focuses particularly on strategic sites and routes of travel, mobility, and intensive social investment, including NYU’s two new hometowns, Abu Dhabi and Shanghai, and many neighborhoods in between.

History of the Byzantine Empire I, 4th-9th Centuries
HIST-UA 304  Offered every year. Smyrlis. 4 points.
A survey of Byzantine history from the foundation of Constantinople in 330 to the end of the Iconoclastic controversy in 843. It traces the transformation of the Eastern Roman Empire into the medieval Byzantine Empire and examines major political, social, economic, and cultural developments. It focuses on such topics as the spread of Christianity, heresy, the rise of Islam, the collapse of Late Antique urban culture and the passing into the Middle Ages, as well as the role of Byzantium as a major power in Europe and the Near East.

History of the Byzantine Empire II, 10th-15th Centuries
HIST-UA 307  Identical to HEL-UA 283. Offered every year. Smyrlis. 4 points.
Surveys the main political developments in Byzantium from the end of the 9th century to the fall of Constantinople to the Ottomans in 1453. Parallel to the study of the historical framework, adopts a diachronic approach to examine some of the essential concepts, institutions, and cultural themes of Byzantium, such as imperial ideology, church and monasticism, family and women, the economy, and the cultural and artistic revivals of the middle and late periods.

History and Literatures of the South Asian Diaspora
HIST-UA 326  Identical to SCA-UA 313. Sandhu. 4 points.
See description under Asian/Pacific/American studies.

Colloquium: Pirates and Buccaneers: Seaborne Terrorism in the Early Modern World
HIST-UA 369  Identical to EURO-UA 181, IRISH-UA 182. Offered every year. Truxes. 4 points.
The myths and realities of the “Golden Age of Piracy.” The emergence of Spain as a political and economic superpower in the early sixteenth century bred waves of French, English, and Dutch interlopers, contraband slave traders, seaborne raiders, freebooters, and privateers eager to thwart her attempt at hegemony and expropriate her wealth. Their success gave rise to a multinational and cross-cultural underworld of violence and crime on the high seas that flourished nearly unchecked from the mid-seventeenth century until its suppression in the early decades of the eighteenth century. The response of the early modern world to piracy and
buccaneering is embedded in the “Law of Nations” and the “Law of the Sea,” progenitors of modern international law.

The Ottoman Empire and the World around It
HIST-UA 515  Identical to MEIS-UA 650, MEDI-UA 651. Offered every year. Peirce. 4 points. See description under Middle Eastern and Islamic studies.

Zionism and the State of Israel
HIST-UA 516  Identical to HJBRD-UA 180. Engel. 4 points. See description under Hebrew & Judaic studies.

Problems in Contemporary China
HIST-UA 517  Identical to EAST-UA 517. Recommended prerequisite: one content course on modern China. Offered periodically. Karl. 4 points. Explores various problems in contemporary China. Starts with an overview of contemporary China, then concentrates on social, intellectual, and environmental issues. The specific areas of inquiry change with changing circumstances. The reading load is heavy, and students are asked to write frequently.

Gender, Culture, and Society in the Ottoman World
HIST-UA 519  Identical to MEIS-UA 650. Offered every other year. Peirce. 4 points. Explores facets of gender identity and the lives of males and females in the domains of the Ottoman Empire (both European and Middle Eastern) from the 14th through the 18th centuries. Primary and secondary sources, as well as images from the period, are used to study various contexts for and influences on women’s and men’s lived experiences, including class and religious identity; law and politics; wealth and charity; crime and punishment; and gendered spaces.

Islam and the West
HIST-UA 520  Identical to MEIS-UA 694. 4 points. See description under Middle Eastern and Islamic studies.

The Chinese Cultural Revolution
HIST-UA 526  Identical to EAST-UA 526. Prerequisite: One non-language course in a relevant discipline or field at NYU. Offered periodically. Karl. 4 points. China’s Great Proletarian Cultural Revolution (GPCR, 1966-1976) was one of the most important political and cultural events of the twentieth century. For various reasons, including the highly contested nature of the decade-long struggle and the difficulty of pursuing serious scholarship on the issue in the PRC, studies of the GPCR remain partial, disorganized, and highly polemical. Nevertheless, there has been an explosion of new work on the topic for students to explore. Intended for students who have at least some background in the study of Chinese history, literature, or culture.

History of U.S.-Japan Relations
HIST-UA 527  Offered every other year. Solt. 4 points. Begins with the first official contacts in the mid-19th century, and continues to the present. Studies changes and continuities in Japanese images of the United States, and American images of Japan. Considers the opinions and works of political leaders, academics, military figures, popular writers, filmmakers, social activists, and minorities in studying the evolution of exchange and mutual representation. The aim is to address the broader question of how images of others and the self are mutually constituted and are always affected by the changing relations of power.

The Emergence of the Modern Middle East
HIST-UA 531  Identical to MEIS-UA 690. Offered every other year. 4 points. Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis is on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Palestine, Zionism, Israel
HIST-UA 532  Identical to MEIS-UA 697. Lockman. 4 points. See description under Middle Eastern and Islamic studies.

Modern China
HIST-UA 535  Offered periodically. 4 points. China from the late sixteenth century to the present. In political terms, this time period includes the Ming and Qing dynasties (1368-1644, 1636-1911), the so-called Republican period (1912-1949), and the People’s Republic under Communist rule (1949-present). To examine historical change and continuity in Chinese society during this period, primary and secondary works are supplemented by visual materials and film screenings. Combines lecture and discussion.
Gender and Radicalism in Modern China
HIST-UA 536 Identical to EAST-UA 536, SCA-UA 827. Offered every year. Karl, 4 points.
Examines the interrelated rise of political, ideological, and cultural radicalisms and of gender issues as a major subject and object of transformative social activity in 19th- and 20th-century China. Introduces approaches to gender theory and historical analysis through the use of primary and secondary sources on China, as well as through films and other visuals. Emphasis is on synthesizing contradictory material and on historical analytical issues. Includes a heavy writing and class discussion component.

History of Modern Japan
HIST-UA 537 Identical to EAST-UA 537. Offered every other year. Solt, 4 points.
Emphasizes historical problems in Japan's economic development, their challenge to political and social institutions, and their role in shaping foreign policy. Focuses on Japan’s transition from an agrarian economy to commercial capitalism, from hierarchical social organization to constitutional authority, and from isolation from the rest of the world to involvement with Western culture and diplomatic relations. Traces Japan’s development into an industrial giant fully engaged in world affairs.

Mao and the Chinese Revolution
HIST-UA 546 Offered every two years. Karl, 4 points.
Introduces the historical relationship established in the 20th century between Mao Zedong, his philosophy of history and revolution, and the Chinese Revolution in global context. The working premise is that the revolution made Mao as much as Mao made the revolution. We investigate Mao’s thought and theories, as well as his revolutionary practice, not as biographical artifacts but as products of and contributors to the revolutionary situation in China and the world in the 20th century. We end with Mao’s afterlives. This is a reading- and writing-intensive course.

Food and Drugs in Chinese History
HIST-UA 547 Offered periodically. Waley-Cohen, 4 points.
Food and drugs in Chinese social, cultural, economic and material life from earliest times down to the present. Food topics include: taste and the senses; health and diet; food in religious and ritual practice; gluttony and addiction; famine and cannibalism; gastronomy; restaurant culture; imperial dining practices; food and drugs in fiction; and food, drugs and identity, including the global association of China with food and opium. Goal is to elucidate food and drugs' central role in Chinese culture and its representations, to examine Chinese society and culture through the lens of consumption, and to draw out some comparisons with the experience of other cultures.

Seminar: Topics in Middle Eastern History
HIST-UA 550 Identical to MEIS-UA 688. 4 points.
See description under Middle Eastern and Islamic studies.

Topics in Chinese History
HIST-UA 551 Identical to EAST-UA 551. Offered every year. Karl, Waley-Cohen, Young, 4 points.
Specific topics vary and may include Women and Gender in Chinese History; Rebellion and Revolution in China, 1683-1864; The Manchus in China; Urban China; American Wars in Asia; China in Revolution, 1949-Present; China After Mao; Maoism and China.

Seminar in Chinese History
HIST-UA 552 Identical to EAST-UA 552. Offered every year. Karl, Waley-Cohen, Young. 4 points.
Specific topics include China and the Global Economy, 1492–1842; China and Christianity; Culture and Politics in Qing History; Republican Shanghai; Modern Chinese Intellectual History; Frontiers of China; Politics and Culture of the 1950s; Nationalism in Asia; The Cultural Revolution.

Truth or Fiction? The Middle East in Novels, Autobiography, and Historical Scholarship
HIST-UA 555 Offered every other year. Peirce, 4 points.
Approaches representations of the Middle East and the various cultures of its polyglot populations by reading historical scholarship and fiction in tandem. Autobiographies and travel memoirs will occasionally provide additional questions about the quest for historical veracity. Should historians be skeptical of historical fiction? What might fictional histories be able to do that scholarly historical studies cannot? How trustworthy are travelogues and autobiography, or is that even a good question to ask about such writings? Authors of fiction whom we will read include Amin Maalouf, Tariq Ali, Orhan Pamuk, and Ivo Andric; autobiographies include those of Leila Ahmad and Sattareh Farman Farmaian.
Africa Since 1940
HIST-UA 567  Identical to SCA-UA 791. Offered every year. Cooper. 4 points.
Examines how Africa got to be where it is now. Covers the period from the beginning of the crisis that shook colonial empires in the 1940s through the coming to power of independent African governments on most of the continent in the 1960s to the fall of the last white regime in South Africa in 1994, by which time the already independent countries of Africa had found themselves in deep crisis. By bridging the conventional divide between “colonial” and “independent” Africa, opens up questions about the changes in African economies, religious beliefs, family relations, and conceptions of the world around them during the last half century.

History of South Africa
HIST-UA 568  Identical to SCA-UA 792. Offered every other year. Hull. 4 points.
Exploration and analysis of the political, social, and economic development of African nations south of the Zambezi River from 1700 to the present. Focuses on South Africa, Namibia, Zimbabwe, Botswana, and Mozambique.

Warfare in Africa
HIST-UA 571  Identical to SCA-UA 871. Offered periodically. Hull. 4 points.
The emphasis is on the Imperial, Colonial, and Post-Colonial eras of the 20th century. International and civil warfare have been recurrent themes in African history, especially during the turbulent era of the Atlantic slave trade. Today, many regimes in Africa are controlled or dominated by armed forces. Argues that the origin of some key conflicts in postcolonial Africa are to be found in the continent’s past while others have grown out of the post-Cold War era.

Environmental History of New York City
HIST-UA 596  Offered every other year. Needham. 4 points.
Investigates topics from the seventeenth century to the present. From the city’s origins as a harbor city at the intersection of the Hudson River and the Atlantic, to the Manhattan bedrock that anchors modern skyscrapers, natural geography has determined urban possibility. Infrastructure that has become “second nature” brings water and electricity to the city and carries its waste to distant landfills. The park lands that dot the city have become both playgrounds where New Yorkers seek green space and battlegrounds where they fight over the proper ways to enjoy those spaces.

American Colonial History to 1763
HIST-UA 601  Offered every other year. Eustace. 4 points.
Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean. Attention to the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement, as well as the evolution of slavery and the development of new political structures, changing religious beliefs, and evolving family relationships in America. Assesses the imperial context of these developments.

Experiences of the American Civil War
HIST-UA 607  Hodex. 4 points.
Social history of the Civil War and Reconstruction with crucial attention to politics and economics. Focuses on sectional conflict over systems of free labor and slave labor, with close attention to class conflicts within the North; conflicts between slaves and masters in the South; conflicts among white Southerners; and conflicts among African American freed people, white Northerners, and white Southerners after the war. Concludes with an assessment of the era’s legacies.

America in the Early 20th Century
HIST-UA 609  Offered every other year. Soffer. 4 points.
The political, economic, and foreign-relation developments in the period from the Spanish-American War through the Hoover years. Topics such as imperialism, the Progressive Era, issues of war and peace, dissent, political suppression, and economic collapse. Emphasis on the conflicting perceptions and evaluations of these events among historians.

Postwar America: 1945 to the Present
HIST-UA 612  Offered every other year. Needham. 4 points.
Major themes include links between domestic concerns and foreign-policy goals, especially concerning communism and the Cold War; growth of a postindustrial state with a significant impact on the economy and daily life; demands for social equality and diversity in postwar life; and underlying social, economic, and demographic changes shaping American lives in the postwar era.

The Cold War
HIST-UA 622  Nolan. 4 points.
The Cold War as global conflict. Focuses on Europe and the Third World, as well as on the United States
and the Soviet Union, looking at 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.

**History of the U.S. West**
HIST-UA 625  
Offered periodically. St. John. 4 points.
A vast and varied region stretching from the Great Plains to the Pacific Ocean, the West has both been characterized by its diversity and bound together by a shared regional identity and history. Beginning on the eve of European expansion in the 17th century, but concentrating on the nineteenth and twentieth centuries, focuses on the historical processes that have defined the West and its place within the United States. Debates over access to land, natural resource management, federal power, racial and ethnic diversity, and the public good are central to western history. Considers the relationship between the western past and the myths and stories that have secured the region's prominent place in the American imagination.

**Power and Poverty**
HIST-UA 634  
Offered every year. Ludden. 4 points.
Focuses on dynamics of inequality during economic development under globalization. We begin with Amartya Sen's entitlement approach to famine. We then consider contemporary global issues. Our third task is to bring health into understandings of poverty and power. Last, we consider political struggles as potentially productive forces inside inequality environments.

**Gender and Women in the U.S. since 1865**
HIST-UA 635  
Identical to SCA-UA 727. Offered every year. Gordon. 4 points.
Examines two themes: how maleness and femaleness (gender) have changed in the last 150 years, and how women's lives in particular have been transformed. Emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. Looks at women and gender in politics, in work, in family and personal relationships, in sexuality, and in culture.

**New York City: A Social History**
HIST-UA 639  
Identical to SCA-UA 831. Offered every other year. Walkowitz. 4 points.
Examines key themes in the social and population growth, its social structure and class relations, ethnic and racial groups, municipal government and politics, family and work life, and institutions of social welfare and public order.

**African American History to 1865**
HIST-UA 647  
Identical to SCA-UA 795. Offered every year. Mitchell. 4 points.
Survey emphasizing living conditions, attitudes and theories about race, culture, and the emergence of African American identities. Includes topics such as African ways of life, initial contact between Africans and Europeans, the Atlantic slave trade, slavery and indentured servitude in colonial North America, restrictions on black mobility in a slave society, the domestic slave trade, abolitionism, slave resistance, free blacks, gender, and the impact of slavery on national politics during the antebellum period.

**African American History since 1865**
HIST-UA 648  
Identical to SCA-UA 796. Offered every year. Mitchell, Sammons. 4 points.
Survey emphasizing themes such as freedom and equality, migratory movements, immigration, cultural contributions, military participation, politics, gender dynamics, and contemporary conditions. Topics include Reconstruction, discrimination and racialized violence, black thought and protest, institution building, racial segregation, World War I, the Harlem Renaissance, communism, World War II, civil rights, black power, nationalism, and crises surrounding busing and affirmative action.

**The “Culture Wars” in America: Past, Present, and Future**
HIST-UA 651  
Identical to HSED-UE 1033. Offered every year. Zimmerman. 4 points.
Examines the origins, development, and meanings of so-called cultural conflict in the United States. Why do cultural issues divide Americans? How have these issues changed over time? And how can Americans find common ground amid their stark cultural differences? Special topics include abortion, same-sex marriage, drug control, and school prayer.

**Women and Slavery in the Americas**
HIST-UA 660  
Identical to SCA-UA 730. Offered every other year. Morgan. 4 points.
Examines the history of African and African American women enslaved in the United States and Caribbean. Begins with African slavery and the emergence of the Atlantic slave trade and then follows the forced migration of African women to the Americas. Readings address issues such as resistance, religion, labor, and reproduction and also cover
theoretical questions about the dynamics of ideas of status, race, and gender. Ends with a section on the legacy of slavery in contemporary representations of African and African American women.

**Black Women in America**  
HIST-UA 661  Offered every year. Mitchell. 4 points.  
Explores varieties of African American women’s experiences (including class, ethnicity, sexuality, region, and generation). Endeavors to go beyond the black/white binary by considering black women’s relationships to both intraracial and broader communities. Also assesses how gender, race, and class have influenced black women’s work, activism, political involvement, and creative output in the United States. Takes an interdisciplinary approach by drawing from history, memoir, sociology, feminist theory, film studies, legal theory, and the popular press.

**Empire and Globalization**  
HIST-UA 662  Offered every year. Ludden. 4 points.  
Considers empire as a feature of globalization in the long term and in the present. First, we establish a critical perspective on modern world history. Next, we explore British imperialism. Finally, we analyze the problem of imperialism in a world covered with legally sovereign nation-states. Throughout, historical capitalism provides a concept that connects empire and globalization.

**Indians, Empires, and Nations in North America**  
HIST-UA 663  Offered every other year. Montoya, St. John. 4 points.  
A rapidly expanding and vibrant field, borderlands history focuses on the interactions of peoples, nations, and empires across the boundaries of Mexico, the United States, and Canada. Beginning with the earliest European claims to the continent, we explore recent writings on the interactions of Europeans and Native peoples as Spain, Britain, and France attempted to conquer North America. Also considers the transition from empires to nation-states in North America and explores how Mexico, the United States, and Canada worked to assert state power and create national space and citizens in the borderlands between nations.

**War Films and American History**  
HIST-UA 665  Offered every other year. Sammons. 4 points.  
How visual representations of war in various media and genres have influenced, challenged, and, in some ways, transformed national identity and citizenship in the United States. War films do more than tell stories and entertain audiences. Films convey the social values and the mores of the period in which they are produced and address attitudes not only toward war, but also toward topics closely associated with war, such as the morality of fighting, the justness of war, the definition of heroism, and the responsibility of the individual to exhibit ethical behavior.

**U.S. History in Transnational and Global Perspective**  
HIST-UA 667  Prerequisite: at least one college course in American history. Offered every year. Bender. 4 points.  
Reframes American history, placing major events into the context of transnational and global history and showing that we share more history with the rest of the world than notions of American “exceptionalism” allow. Examines the way transnational and global historical developments are not only similar to U.S. developments but are part of a larger history that we share and can often be partial but important causes of events in U.S. history, including the Revolution, the Civil War, social reform movements, intellectual and cultural trends, and economic development.

**Consumption and Consumer Culture in Comparative Perspective**  
HIST-UA 671  Offered every other year. Nolan. 4 points.  
Readings range from the seventeenth to the twentieth century and focus primarily, but not exclusively, on Europe and the United States. Topics include the production and consumption of particular commodities; middle-class and working-class consumer cultures in the nineteenth century; and mass production and mass consumption in the twentieth century. We examine protests and popular movements organized around issues of consumption; examine how products from the non-European world transformed European and American consumption; and how European, and especially American, patterns of consumption shaped consumption elsewhere.

**Reading and Writing Experimental History**  
HIST-UA 672  Hodes. 4 points.  
Investigates and evaluates the ways in which scholars attempt to expand the boundaries of writing history. Focuses on the relationship between historical evidence and the writing of history in new ways; relation between scholar and subject; connections between history and speculation; use of
unconventional voices; re-creation of past worlds and lives; and connections between history and storytelling.

**Race and Reproduction**
HIST-UA 681  Identical to SCA-UA 158. Offered periodically. Morgan. 4 points.
See description under social and cultural analysis.

**American Jewish History**
HIST-UA 689  Identical to HBRJD-UA 172. Offered every other year. Diner. 4 points.
Surveys the history of the Jewish people in America from the middle of the 17th century until the present. Focuses on the social, cultural, political, and religious development of the Jewish community against the backdrop of American history. Seeks to identify and explain both the preservation of tradition and patterns of innovation. Examines both the inner lives of American Jews and their communities and the kinds of relationships they had with the larger American world.

**Women, the Entertainment Industry, and the Blacklist Era**
HIST-UA 695  Offered every year. 4 points.
One of the darker epochs of American history were the years most commonly known as the McCarthy era, although the senator from Wisconsin played only a small part in the investigations of the entertainment industry. History also chooses to remember only the men whenever discussions of this period are presented. Long forgotten, more accurately ignored, many women in entertainment were named and appeared before the various Un-American Activities Committees from 1938-1958. We examine an important piece of the American story through a new lens, giving a fascinating group of women their place in the history of this period.

**Sport and Film in American History**
HIST-UA 698  Offered every year. Sammons. 4 points.
Investigates how a visual medium (film), subject to the conventions of drama and fiction, and a popular activity/institution (sport), often associated with frivolity, violence, and puerility, might be used as serious vehicles for conceptualizing and analyzing the past.

**Cold War in Asia**
HIST-UA 709  Identical to EAST-UA 552. Offered every fall semester. 4 points.
Focuses on U.S. foreign policy in Asia since 1945. The ways U.S. global interests and concerns sought to shape Asian realities (and were shaped in turn by them) will be the touchstone for examining the Cold War in Asia. Examines the occupation of Japan and early U.S. global economic visions; the U.S. and the Chinese revolution before the Korean War; the Korean War and the isolation of China; the Vietnam War and the Kennedy/Johnson years; Nixon’s global geopolitical vision and his policies towards Vietnam, China, and Japan; Carter and the meaning of human rights diplomacy in Asia; Reagan and the Asian issues involved in an intensified Cold War against Russia; George H. W. Bush and Asia’s place in “a New World Order”; and finally, the Clinton and George W. Bush years. Close reading of key de-classified National Security documents and carefully assessment of the arguments used to justify American policy.

**Japan and World War II in Asia**
HIST-UA 710  Identical to EAST-UA 710. Offered every other year. Solt. 4 points.
Takes up a watershed event in Japanese history, the greatest single preoccupation of Japanese historians. The war is dealt with in two senses: its meaning for Japan’s international history and its impact on the domestic landscape. Readings are drawn from both primary and secondary sources so that interpretative controversies as well as texts may be discussed. Six main themes: (1) the great debates over Japanese fascism and ultranationalism; (2) the China War; (3) the Pacific War; (4) the Coprosperity Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

**Jews and Other Minorities in Nazi Germany**
HIST-UA 720  Identical to HBRJD-UA 720 and AHSEM-UA 199. Kaplan. Offered periodically. 4 points.
See description under Hebrew & Judaic studies.

**Vietnam: The War and its History**
HIST-UA 737  Identical to EAST-UA 737. Roberts, Young. 4 points.
See description under East Asian studies.

**History of Colonial Latin America**
HIST-UA 743  Offered every other year. Thomson. 4 points.
Introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. Follows the unfolding and demise of a new social order under European rule, over a period from the 16th-century conquest through the early-19th-century wars of independence. Specific topics include Inca and Aztec worlds;
Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

Contemporary Latin America
HIST-UA 745  Offered every year. Ferrer, Grandin, Weinstein. 4 points.
A comparative survey of Latin American social, economic, cultural, and political history from 1800 to the present.

Topics in Latin American and Caribbean History
HIST-UA 750  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
Focuses on varying groupings of historical experiences in selected countries of Latin America and the Caribbean or on thematic issues on the history of the region. Recent topics include Race and Ethnicity in Latin America, History and Revolution in Cuba, Latin American Populism, and Latin America and the Caribbean in the Age of Revolution.

History of the Andes
HIST-UA 753  Offered every other year. Thomson. 4 points.
An introduction to one of the core regions of Latin America from preconquest to modern times. Course themes include Andean regional and cultural identity; ecology and peasant agriculture; native society and the Inca; colonialism, nationalism, and race; global commodity production (from silver to coca) and economic dependency; and Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

Cuba: History and Revolution
HIST-UA 755  Ferrer. 4 points.
Cuba was one of the first territories colonized by Spain and among the last to secure its independence. It was among the last territories in the hemisphere to abolish slavery, yet home to the first black political party in the Americas. Its struggle for independence from Spain helped usher in an age of U.S. imperialism. It is the hemisphere’s first and last socialist state. This brief description hints not only at the complexities of Cuban history but also at its significance for international histories of nationalism and imperialism, race and slavery, the Cold War and socialist revolution. In-depth focus on the major themes that have shaped modern Cuban history in the 19th and 20th centuries: race and slavery, nationalism and imperialism, reform and revolution. Particular attention is paid to the revolution of 1959.

Histories of the U.S.-Mexico Border
HIST-UA 756  Offered periodically. St. John. 4 points.
The border between the United States and Mexico is both a meeting ground and a dividing line between two nations, cultures, and people. It has been a site of conflict and coexistence from the time it was created until the present. In the media the border most often appears as a site of controversy, violence, and national control that is defined by U.S. and Mexican policies concerning trade, immigration, and national security. But the border is more than this; it is a place where individuals, families, and communities have made their lives. The history of the border then is found not only in the pages of government reports and statistics, but in the memories, songs, and stories of border people.

History of the Caribbean
HIST-UA 759  Offered every year. Ferrer. 4 points.
The Antilles and the Guianas, from the arrival of Columbus to the present. A survey organized chronologically and thematically around such topics as colonialism, slavery and emancipation, U.S. intervention, social revolution, and economic development.

Topics in Latin America and the Caribbean
HIST-UA 799  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.
Recent topics have included African Slavery in Latin America and the Caribbean; Haiti and Cuba: Connections and Comparisons; the Cold War in Latin America; and Memory and Violence in Latin America, American Exceptionalisms: Latin America and the U.S., Historical Consciousness of Latin America. Students choose a research topic related to the semester’s theme, conduct primary source research in area libraries, and produce a final, original research paper.

Topics in Women’s History
HIST-UA 820  Identical to SCA-UA 737. 4 points.
Topics vary from term to term.

Urban Modernism in Twentieth-Century Cities
HIST-UA 828  Offered every third year. Ortolano. 4 points.
Examines the history of urban modernism in a range of national contexts during the 20th century.
The goal is to understand the ambitions behind developments that are now often controversial. The cities examined include Brasilia, Chandigarh, Los Angeles, Marseilles, and New York, and the theorists considered include Ebenezer Howard, Corbusier, Reyner Banham, Jane Jacobs, David Harvey, and Mike Davis.

**Topics in Environmental History**


**Capstone Seminars**

The capstone seminar (HIST-UA 400-499) is the culminating intellectual experience for the history major. Having taken the relevant lecture and readings courses to provide historical background and context, the seminar student undertakes the research and writing of an original paper. These are small classes in which students present their own work and discuss the work of others. The below list is a selection from a larger range of courses offered each semester.

Historical Interpretation (HIST-UA 101) is a prerequisite for all history capstone seminars. Any additional prerequisites are noted in the course descriptions below.

**Topics in History**

HIST-UA 401 Offered every year. 4 points. Topics vary from semester to semester.

**Topics in Environmental History**

HIST-UA 403 Offered periodically. 4 points. Topics vary from semester to semester.

**The Place of Regions in U.S. History**

HIST-UA 414 Offered every year. 4 points. Readings will move between regions and through time, exploring such themes as environment, geography, economics, politics, and culture. In their research students are encouraged to draw on a wide range of materials, ranging from music, films, and physical objects to political reports and historical monographs.

**Capital and Labor and the Making of Modern America**

HIST-UA 416 Offered every other year. Montoya. 4 points. Students investigate U.S. labor history, which includes not only the study of the workplace but also how families interacted and reacted to labor conditions as they lived their domestic lives. Emphasizes the craft of history: archival research, historical analysis, and construction of historical narratives.

**Liberalism and Conservatism since the New Deal**

HIST-UA 418 Offered every year. 4 points. The historical development of the key ideologies of postwar American politics and their differing engagements with the central historical developments of that time period: the Cold War, civil rights movement, metropolitan development, feminism, environmentalism, and fiscal and monetary policy. How liberalism and conservatism reshaped American society and politics at the various scales of American governance: grass-roots, state, regional, and national.

**Topics in Medieval History**

HIST-UA 442 Offered periodically. Bedos-Rezak, Griffiths. 4 points. Topics vary by semester.

**Britain since World War II**

HIST-UA 451 Open to history majors who have completed Historical Interpretation (HIST-UA 101), or by permission of the instructor. Ortolano. 4 points. Since the end of the Second World War, Britain has faced many of the challenges typical of Western societies, as well as more particular obstacles resulting from its status as a recent imperial power. British history since 1945 has thus been characterized by the creation of the welfare state, the end of the British Empire, immigration and racial conflict, “Swinging London” and 1960s second-wave feminism, labor unrest and the decline of heavy industry, neo-liberal economics, and Tony Blair’s New Labour.

**Topics in Modern Middle East History**

HIST-UA 472 Identical to MEIS-UA 688. 4 points. Topics vary by semester.

**Topics in Japanese History**

HIST-UA 474 Offered every other year. Solt. 4 points. Topics vary from semester to semester.
Honors Program

Honors Seminar
HIST-UA 994  Offered in the fall. 4 points.
Students define and research their thesis topic.
Satisfies the capstone seminar requirement for
the major.

Honors Thesis/Tutorial
HIST-UA 996  Offered in the spring. 4 points.
Students work one-on-one with their faculty director
to complete and defend their senior thesis. A grade
of at least A-minus on the thesis is required to
receive honors in history.

Independent Study

Independent Study
HIST-UA 997, 998  Prerequisites: permission of the
instructor and the director of undergraduate studies.
Students may not take more than one independent
study course per term. No more than two may count
toward the major. Instructors are limited to two inde-
pendent study students per term. Offered every term,
2 or 4 points per term.

Internship Program

Internship
HIST-UA 980, 981  Prerequisite: permission of the
director of undergraduate studies. Open only to junior
and senior history majors. Offered every term. 4 points
per term.
Enables advanced and qualified students to work on
historical projects for credit for up to 12 hours per
week in approved agencies or archival centers.

Graduate Courses Open to
Undergraduates

certain courses in the Graduate School of Arts and
Science are open to qualified undergraduates each
semester, who are encouraged to enroll in those
that fit the needs of their program. Permission of
the instructor of the course and of the director of
undergraduate studies is required.
MAJOR IN

International Relations

www.politics.as.nyu.edu/page/internationrelations • 19 West Fourth Street, 2nd Floor, New York, NY 10012 • Phone: 212-998-8500

Director
Associate Professor Satyanath

International relations (IR) is an honors major offered through the Wilf Family Department of Politics that seeks to provide students with an understanding of the global system’s past, the tools to function effectively in the present, and the ability to respond to future developments. The program recognizes the changing nature of the contemporary political and economic environment and seeks to lay an interdisciplinary basis for understanding these changes. It provides students with an opportunity to study the complex web of transnational politics in an in-depth, interdisciplinary fashion. The breadth of courses is designed to match the breadth of knowledge and skills that the field requires. Fluency in a foreign language and a semester of study away are required of all majors to help ensure that they acquire a deeper understanding of a country’s culture and institutions. In their junior or senior year, majors are also encouraged, though not required, to take advantage of the many internship opportunities that are available in New York City to students of international relations.

FACULTY

Professors
Brams, Bueno de Mesquita,
Denoon, Downs, Hsiung, Smith,
Stasavage

Associate Professors
Chandra, Gilligan, Rosendorff,
Satyanath

PROGRAM

Admission and Eligibility

Admission to the international relations major is by application only. Interested students must submit a formal application by October 15th of their sophomore year; application forms can be found at the international relations website. The number of students who can be admitted is limited to 25 to 30 per year.

Criteria for admission include: a strong academic record at NYU (GPA of 3.65 or better), completion of International Politics (POL-UA 700) and either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2), and commitment to the field.

A briefing session on the IR honors major takes place every September. Freshmen and sophomores wishing to apply to IR should attend the briefing session to learn more about the application process and requirements.

Advanced Placement, International Baccalaureate, and A Level Credits

Students with advanced standing credits for macroeconomics and/or microeconomics may use them for application to the IR major. However, if accepted to the program, these credits will not count toward the IR major; students in IR must take both Introduction to Macroeconomics (ECON-UA 1) and Introduction to Microeconomics (ECON-UA 2) at NYU to complete the major.

Please note that statistics credit from AP, IB, or A Levels does not satisfy the IR major’s statistics requirement.

Transfer Students

Students transferring to NYU from other colleges and universities cannot apply to the IR honors major until they are formally enrolled in the College of Arts and Science.

Students transferring into CAS from another undergraduate division within NYU may, in certain cases and with permission of the program director, apply up until the fall of their junior year. Students must have taken and received grades in at least two of the required core courses at NYU before applying.
MAJOR IN INTERNATIONAL RELATIONS

Both external and internal transfer students should meet with the IR undergraduate student adviser (in the Department of Politics) to have their records reviewed and to receive a preliminary assessment of their prospects of being admitted to this major.

Major
As this is an honors major, it is expected that students will maintain a GPA of 3.65 or better throughout their time as a major and complete an honors thesis in their senior year.

All majors must complete a total of fourteen 4-point courses (56 points). They must complete four core courses, plus four courses in the international relations environment and two courses in a regional specialization. Students must also demonstrate proficiency in a foreign language (two courses past the intermediate level) and complete a semester in a study away program. Finally, students must complete the two-course senior honors sequence.

Core Courses
All international relations majors must take the following (advanced standing credits are not accepted):

- Introduction to Macroeconomics (ECON-UA 1)
- Introduction to Microeconomics (ECON-UA 2)
- International Politics (POL-UA 700)
- One course in statistics chosen from:
  - Statistics (ECON-UA 18)
  - Quantitative Methods in Political Science (POL-UA 800)
  - Statistics for the Behavioral Sciences (PSYCH-UA 10)
  - Statistics for Social Research (SOC-UA 302)

International Relations Environment
See under course offerings.

Regional Specialization
Majors must complete two courses focusing on a particular world region in a variety of disciplines, including economics, history, politics, sociology, and area studies. These courses are normally taken during the term away. Whether taken at Washington Square or away, both courses must be approved in advance by the program director or the undergraduate adviser for IR.

Foreign Language
Students satisfy this requirement by completing two courses beyond the intermediate level. It is recommended that the language be related to the regional specialization and/or the study away site (but not, for example, if the site is London), but it is not required. We encourage students who are already fluent in English and another language to study an additional language at the advanced level. If a student considers himself or herself fluent in a foreign language, he or she can 1) complete the requirement with a third language or 2) take two advanced courses (literature or advanced translation) in the foreign language of the student's fluency. In either case, the student would have to take the two courses past the intermediate level.

Senior Honors
The IR major constitutes an honors track with emphasis on quantitative methods and techniques. All majors must complete the requirements for departmental honors by taking the two semester Senior Seminar sequence (INTRL-UA 990, 991) and researching and writing a thesis.
MAJOR IN INTERNATIONAL RELATIONS

Study Away
All majors in IR must spend a semester at an NYU academic center or at one of the universities around the world with which NYU has an exchange agreement. For the most up-to-date information on study away opportunities, please see www.nyu.edu/global.html. Permission to study at any other site must be petitioned in advance in the Office of the Associate Dean for Students (Silver Center 909, 212-998-8140), after approval by the IR program. Students may study abroad for an entire year, so long as the year abroad will still permit the student to complete the necessary requirements for the major. The student should consult the undergraduate adviser for IR to discuss the possibility of an entire year away. Due to the yearlong senior honors sequence, students will not be able to study away in their senior year.

COURSES

Core Courses
Students are required to complete International Politics (POL-UA 700) and either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2) prior to application. They may present advanced standing credit in macroeconomics and/or microeconomics for purposes of application, but if accepted to the IR major, they must complete ECON-UA 1 and ECON-UA 2 at NYU.

Majors must complete four core courses, comprising ECON-UA 1, ECON-UA 2, POL-UA 700, and one statistics course from the list below. For course descriptions and prerequisites, see the economics, politics, or sociology sections of this Bulletin, as appropriate.

Introduction to Macroeconomics
ECON-UA 1 Liberal Studies students may substitute ECI-UF 1001. Offered every semester. 4 points.

Introduction to Microeconomics
ECON-UA 2 Liberal Studies students may substitute ECI-UF 1002. Offered every semester. 4 points.

International Politics
POL-UA 700 Offered every semester. 4 points.

Choose one statistics course from the four options below (advanced standing credit in statistics is not accepted):

Statistics (Economics)
ECON-UA 18 Offered every semester. 4 points.

Quantitative Methods in Political Science
POL-UA 800 Offered every semester. 4 points.

Statistics for the Behavioral Sciences (Psychology)
PSYCH-UA 10 Offered every year. 4 points.

Statistics for Social Research (Sociology)
SOC-UA 302 Offered every semester. 4 points.

The International Relations Environment
Majors must complete four IR environment courses from the approved list of courses below. Please note that courses may be added or deleted from semester to semester. For the most up-to-date list of courses, please consult the IR website. For course descriptions and prerequisites, see under the appropriate academic departments in this Bulletin.

ECONOMICS

International Economics
ECON-UA 238 Offered every year. 4 points.

Economic Development
ECON-UA 323 Offered every year. 4 points.

Topics in the Global Economy
ECON-UA 324 Offered every year. 4 points.

International Trade
ECON-UA 335 Offered every other year. 4 points.

POLITICS

Immigration and Politics in Western Europe
POL-UA 511 4 points.

U.S. Foreign Policy
POL-UA 710 Offered every year. 4 points.

National Security
POL-UA 712 Offered every year. 4 points.

American Primacy
POL-UA 715 Offered every year. 4 points.

Diplomacy and Negotiation
POL-UA 720 Offered every other year. 4 points.

International Organization
POL-UA 730 Offered in the fall. 4 points.

International Law
POL-UA 740 Offered in the spring. 4 points.
MAJOR IN INTERNATIONAL RELATIONS

War, Peace, and World Order
POL-UA 741  Offered every year. 4 points.

Terrorism
POL-UA 742  Offered every other year. 4 points.

International Politics of the Middle East
POL-UA 760  Offered every other year. 4 points.

International Relations of Asia
POL-UA 770  Offered every other year. 4 points.

International Political Economy
POL-UA 775  Offered every year. 4 points.

Inter-American Relations
POL-UA 780  Offered every other year. 4 points.

Undergraduate Field Seminar:
International Relations
POL-UA 795  Offered every year. 4 points.

Undergraduate Field Seminar: American Empire
POL-UA 796  Offered every year. 4 points

Games, Strategy, and Politics
POL-UA 844  Offered in the fall. 4 points.

International Relations Senior Honors Sequence

Senior Seminars
INTRL-UA 990, 991 Offered in fall and spring respectively. 4 points per term.
The international relations major’s two-semester capstone experience. In the fall term, students acquire the skills required to write an excellent international relations thesis. They learn how to develop explanations for international phenomena and derive testable hypotheses, and then how to develop research designs capable of testing these hypotheses. The honors thesis is written in the spring term.
MINOR IN

Irish Studies

www.irelandhouse.as.nyu.edu  •  Glucksman Ireland House  •  One Washington Mews  •  New York, NY 10003-6691  •  212-998-3950

Director
Professor Lee

Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience: its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives.

The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, the Arts and Science summer program in Dublin gives students the opportunity to study in Ireland.

Through the generosity of Lewis L. and Loretta Brennan Glucksman, two landmark houses in Washington Mews were renovated to serve as the home for Ireland House. Since its official opening in 1993, Glucksman Ireland House has become one of the most vibrant centers of Irish and Irish American arts and learning in North America. It offers a lively array of programs that are free to students, including evening courses, public lectures, conferences, films, exhibits, and readings.

FACULTY

Glucksman Chair of Irish Studies
Lee

Clinical Associate Professor
Truxes

Clinical Assistant Professors
Casey, Waters

Global Distinguished Professor
Moloney

Irish Language Lecturer
Ó Cearúill

PROGRAM

Minor

Four 4-point courses (16 points) to be chosen from the list of Irish studies course offerings. Courses must be chosen from at least two areas, and one course in the Irish language may count toward the minor. (Independent study courses are also available. Graduate courses are open to undergraduates with permission.)

Arts and Science Summer in Dublin

The focus of this summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

B.A./M.A. Program

NYU undergraduates with a 3.5 GPA may apply, in their junior year, to be accepted as B.A./M.A. candidates in the Irish and Irish-American studies M.A. program. This allows students to complete a B.A. in an undergraduate major in the College of Arts and Sciences and the M.A. degree in five years. A tuition discount may apply.
MINOR IN IRISH STUDIES

If accepted, B.A./M.A. candidates will take a graduate course, Irish Studies Seminar I, in the fall semester of their senior year. Application to the M.A. is made via the College of Arts and Science Advising Center, Silver Center 905, 212-998-8130. Students with questions about the B.A./M.A. degree in Irish studies should contact gus.irishstudies.ma@nyu.edu.

COURSES

Basic Language Courses in Irish
The focus is on learning Irish (sometimes referred to as Gaelic) as it is spoken in the Irish-speaking regions of Ireland, known as the Gaeltacht. The courses utilize conversation and song, aiming to promote fluency in spoken Irish, as well as proficiency in reading and writing. Students progress to conversation, translations, compositions, and readings from contemporary Irish literature. They also participate in Irish-speaking events at Glucksman Ireland House. Intermediate Irish II (IRISH-UA 103) fulfills the College Core Curriculum language requirement. M.A. level courses are open by application to advanced undergraduate students.

Elementary Irish I
IRISH-UA 100  Identical to EURO-UA 100. Open to students with no previous training in Irish. 4 points.
Introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. A history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures.

Elementary Irish II
IRISH-UA 101  Identical to EURO-UA 101.
Prerequisite: Elementary Irish I (IRISH-UA 100), assignment by placement examination, or permission of the department. 4 points.
Builds on the grammatical lessons of Elementary Irish I and expands into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed, and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Intermediate Irish I
IRISH-UA 102  Identical to EURO-UA 102.
Prerequisite: Elementary Irish II (IRISH-UA 101), assignment by placement examination, or permission of the department. 4 points.
For the more advanced student of Irish. Focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish.

Intermediate Irish II
IRISH-UA 103  Identical to EURO-UA 103.
Prerequisite: Intermediate Irish I (IRISH-UA 102), assignment by placement examination, or permission of the department. 4 points.
Focuses on conversational fluency, reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.

Content Courses in Irish Studies

Introduction to Celtic Music
IRISH-UA 152  Identical to MUSIC-UA 182.
Lecture. Offered every fall. Moloney. 4 points.
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

Global Diaspora: The Irish Case
IRISH-UA 170  Lecture. Offered every year. Nyhan. 4 points.
Aims at a systematic exploration of the dispersal of Irish people around the world, focusing on their interaction with the various host cultures they have encountered both as settlers and in other roles. Particular attention given to the movements of Irish on the European continent and in Britain; the United States, Canada, and the Caribbean; Australia and New Zealand; and South America. We study the consequences of emigration for Ireland and for the receiving nations, as well as Ireland’s transformation in the late twentieth century from emigrant nursery to emigrant destination. After a chronological focus, moves on to a geographic concentration on some of the most prominent Irish diasporic communities.
The Irish and New York
Explores the symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries, as well as the impact of political, social, and cultural changes in Ireland and America on a transnational population. Factors beyond race and language, which help define and preserve ethnic group identity, as well as the city's role in the creation of a pseudo-Irish identity that is disseminated on both sides of the Atlantic, are also explored. Readings are broadly drawn from immigration, urban, and social history. Primary documents, literature, and film are also used as texts.

Topics in Irish History
Emphasis varies by semester, to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included imagery and ideology of Irish nationalism, Irish American popular folk culture, and the Irish in America. Recently, focus has concentrated on comparative study of famine and emigration in Irish and world history, and on the distinctive contributions of Irish migrants to the development of European and Atlantic cultures in the early modern world.

History of Modern Ireland I, 1580–1800
IRISH-UA 182  Identical to HIST-UA 182. Lecture. Offered every fall. Truxes. 4 points.
Examines the English conquest of Ireland from the reign of Elizabeth I to the last meeting of the Irish Parliament. Key themes include the plantation of Ireland with settlers from England, Scotland, and Wales; the decline of the Gaelic political order and culture; the religious reformation and Counter-Reformation; Ireland as a site of English and European wars; the imposition of a penal code; and the vain attempt to rebel against British rule in the late 18th century, resulting in the Act of Union and disestablishment of the Irish Parliament in Dublin.

History of Modern Ireland II, 1800 to the Present
IRISH-UA 183  Identical to HIST-UA 183. Lecture. Offered every spring. Wolf. 4 points.
Introduces the general themes that have shaped Irish history from 1800 to the present. Particular attention is paid to the complex geopolitical relationship between Ireland and Britain. Examines the place of historical memory in fashioning inherited identities shaped most explicitly by nationalism and unionism; the two state-building projects that emerged on the island in the aftermath of revolution, a bitter civil war and partition; and the Irish experience in the context of world history.

Seminar in Irish History
IRISH-UA 185  Identical to HIST-UA 185. Casey, Lee, Truxes, Wolf. 4 points.
Intensive examination of specific areas of Irish history, with an emphasis on critical reading and individual research projects. Past themes include the development and modernization of the Republic of Ireland with particular consideration of the economy; the Great Famine of 1845–51, which was an immediate and long-term catastrophe for the Irish people but also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.

The Irish in America
Examines the Irish experience in the United States by considering the relationship from both sides of the Atlantic. Encompasses the period from 1845 to the present: the years from the potato famine to the Celtic Tiger. Considers the political, social, and economic forces in Ireland that prompted emigration; the demographic patterns of immigration; the role of religion and the Catholic Church in the development of the community; Irish immigrant influence and involvement in the American political system and labor movement; the persistence of the Irish nationalist movement in America; and how the Irish experience in America is reflected in literature and on stage and screen. Course materials range from readings in immigration history and original source material to Irish American drama and film.

Oral History of Irish America
IRISH-UA 203  Seminar. Offered every fall. Almeida. 4 points.
Introduces students to the techniques and practice of the oral history interview, including background research, drafting questions, conducting the interview, and creating supporting documentation. Examines ethical issues and the significance of oral history for historical literature. Students conduct one supervised interview and create all supporting documentation to create a final web-based project for the Archives of Irish America in NYU’s Bobst Library.
MINOR IN IRISH STUDIES

Cinematic Representations of Irish Americans
IRISH-UA 204 Seminar. Casey. 4 points.
Concentrates on the variety of images, particularly feature films since 1900, that have been used to characterize the Irish who live in the United States. Analyzes the roots of that imagery and the implications of cinematic representation for Irish American history. Students learn how to “read” American cinema as documentary evidence of the visual construction of ethnicity. The skills acquired in this seminar translate into a heightened awareness of the relationship between ethnicity and all forms of media in contemporary American popular culture.

Contemporary Irish Politics and Society
IRISH-UA 515 Identical to EURO-UA 515. 4 points.
Examines the politics of contemporary Ireland, north and south. Focuses on political, governmental, and constitutional developments in the Republic of Ireland since independence, and discusses the causes of conflict and the prospect of resolution in Northern Ireland.

The Irish Renaissance
IRISH-UA 621 Identical to ENGL-UA 621. Lecture. Waters. 4 points.
See description under English.

Irish American Literature
IRISH-UA 622 Identical to ENGL-UA 622. Lecture. Almeida. 4 points.
Examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants as they strove to understand and contribute to the American experience. The works of writers such as F. Scott Fitzgerald, Eugene O'Neill, Flannery O'Connor, John O'Hara, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: Joyce
IRISH-UA 625 Identical to ENGL-UA 625. Seminar. Offered every year. Waters, Bender. 4 points.
See description under English.

Irish Dramatists
IRISH-UA 708 Identical to DRLIT-UA 700, ENGL-UA 700, THEA-UT 603. 4 points.
A study of the rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Marina Carr. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

Topics in Irish Literature
IRISH-UA 761 Identical to ENGL-UA 761. Lecture. 4 points.
Emphasis varies by semester, to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included contemporary Irish fiction and poetry, Irish women writers, and Northern Irish poetry.

Topics in Irish Literary, Visual, and Performing Arts
IRISH-UA 902 4 points.
Topics vary by semester; please consult Albert course listings.

Independent Study
IRISH-UA 998 Prerequisite: permission of the director of undergraduate studies. 2 or 4 points.
Independent study with an Irish studies faculty member.
ITALIAN STUDIES • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY

DEPARTMENT OF

Italian Studies

The Department of Italian Studies at New York University is one of the country’s leading centers for Italian studies and offers both undergraduate and graduate degrees. With a faculty of internationally renowned scholars and the regular presence of prominent visiting professors from Italy, the Department offers a complete and interdisciplinary program of study and training in Italian language, literature, culture, history, and society. In a rigorous yet welcoming academic environment, students will master the language and obtain a thorough understanding of Italian history, culture and society. Courses are offered in both Italian and English and range from Dante to contemporary cinema and society; from women writers of the Renaissance to futurist performance art. Students will find that a major or minor in Italian is an excellent complement to studies in other areas, including economics, political science, law, history, comparative literature, music, art, drama, and film. Students majoring or minoring in Italian are strongly encouraged to spend at least one semester at NYU’s Global Academic Center in Florence, which provides immersion in Italian culture and language and offers courses with professors from the Italian university system as well as distinguished NYU faculty members. Located in Greenwich Village and Florence, areas abounding in international flavor, artistic tradition, and intellectual vivacity, the department is committed to fostering intellectual inquiry and discovery.

FACULTY

Professors
Ben-Ghiat, Cox, Forgacs, Freccero, Tylus

Associate Professors
Appuhn, Ardizzone

Assistant Professors
Merjian

Clinical Associate Professor
Albertini

Global Distinguished Professor
Bolzoni

Affiliated Faculty
Edelstein (NYU Florence), Hendin (English), Rice (Art History)

Senior Language Lecturers
Anderson-Tirro, Bonfield, Bresciani, Cipani, Marchelli, Scarcella Perino, Sebastiani, Visconti di Modrone

PROGRAM

Major in Italian Studies

The major consists of nine 4-point courses (36 points). Qualified students choose one of two tracks of study within the major: Italian language and literature, or Italian language, culture, and society.

Italian Language and Literature

This track consists of the following:

• Advanced Review of Modern Italian (ITAL-UA 30)
• One conversation course: Conversations in Italian (ITAL-UA 101); Italian through Cinema (ITAL-UA 107); or Italian through Opera (ITAL-UA 108)
• One composition course: Creative Writing in Italian (ITAL-UA 103); Advanced Composition (ITAL-UA 105); or Translation (ITAL-UA 110)
• Two “readings in literature” courses: both Readings in Medieval and Renaissance Literature (ITAL-UA 115) and Readings in Modern Italian Literature (ITAL-UA 116)
• Three advanced literature courses
• One culture and society course
DEPARTMENT OF ITALIAN STUDIES

Italian Language, Culture, and Society

This track consists of the following:

• Advanced Review of Modern Italian (ITAL-UA 30)
• One conversation course: Conversations in Italian (ITAL-UA 101); Italian through Cinema (ITAL-UA 107); or Italian through Opera (ITAL-UA 108)
• One composition course: Creative Writing in Italian (ITAL-UA 103); Advanced Composition (ITAL-UA 105); or Translation (ITAL-UA 110)
• One "readings in literature" course: either Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116)
• Three culture and society courses
• One additional Italian culture and society course, chosen from the relevant course offerings of other departments, such as history, medieval and Renaissance studies, music, politics, or Italian graduate courses open to seniors
• One advanced literature course

The prerequisite for introductory literature, advanced literature, and culture and society courses conducted in Italian is Advanced Review of Modern Italian (ITAL-UA 30), or permission of the instructor.

Transfer students must complete at least five courses (20 points) of the nine courses (36 points) required for the Italian major while in residence at New York University.

All prospective majors should consult with a department adviser prior to registration.

Internships do not count toward the Italian major.

Major in Romance Languages

See the Romance Languages section of this Bulletin for details and requirements.

Major in Italian and Linguistics

This joint major requires a total of nine 4-point courses (36 points).

The Italian part of this major is satisfied by taking four 4-point courses (16 points) as follows:

• Advanced Review of Modern Italian (ITAL-UA 30)
• One advanced Italian language course (ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, ITAL-UA 107, ITAL-UA 108, or ITAL-UA 110)
• Two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies

The linguistics part of this major is satisfied by taking the following five courses (20 points):

• One introductory course: Language (LING-UA 1) or Language and Mind (LING-UA 28)
• Sound and Language (LING-UA 11)
• Grammatical Analysis (LING-UA 13)
• A total of two additional courses from two different fields of linguistics, chosen from the following (please see linguistics in this Bulletin for course titles and descriptions):
  • Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  • Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  • Phonology (LING-UA 12)
  • Syntax and semantics (LING-UA 4)
  • Computational linguistics (LING-UA 3, LING-UA 24)
  • Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

Minor

All students who wish to minor in Italian must contact the department and consult a departmental adviser prior to registration. The minor typically consists of four courses beyond Intermediate Italian II (ITAL-UA 12) or
Intensive Intermediate (ITAL-UA 20). These courses consist of the following:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced language course (ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, ITAL-UA 107, ITAL-UA 108, or ITAL-UA 110)
- Two courses in literature and/or culture and society, to be chosen in consultation with an adviser

Note: Internships do not count toward the minor.

Honors Program in Italian Studies

Eligibility
To qualify for honors in Italian studies, a student must maintain an overall GPA of 3.65 and a major GPA of 3.65 or higher. Students who wish to pursue honors should contact the director of undergraduate studies or a departmental adviser for an application during their junior year.

Requirements
Students complete an 8-point sequence consisting of the Senior Honors Seminar (ITAL-UA 999), taken in the fall of senior year, and the Honors Independent Study (ITAL-UA 990), taken in the spring of senior year. Both of these courses may be counted as advanced courses for the major. The subject of the Senior Honors Seminar changes each year and is chosen by the faculty member teaching the seminar. Students select and work on an individual basis with a departmental faculty member who becomes the honors thesis adviser. The adviser is chosen in consultation with the director of the honors program. The thesis should be a work of scholarship and/or criticism in the field of Italian studies and should be from 40 to 60 double-spaced pages in length. In consultation with an additional faculty member who also evaluates the thesis, the student's thesis adviser determines whether or not to recommend him or her for honors in Italian. A grade of at least A-minus is required for the award of honors in Italian. Students receiving a lower grade will simply be awarded 8 credits toward the major.

Internships
In addition to the basic requirements for the major, students also have the opportunity to participate in internships in a variety of areas such as international trade, banking, publishing, community organizations, and television and radio programs. For more information, please contact the department. Please note that internships do not count towards the major or minor.

Accelerated B.A./M.A. Program in Italian Studies

The Department of Italian Studies offers qualified students the opportunity to earn the B.A. and M.A. degrees in a shortened period of study. Undergraduates with a cumulative GPA of 3.5 or higher are eligible for the five-year program in Italian Studies, with the fifth-year M.A. taken in either Florence or New York. For full-time students in CAS, tuition for the fifth year in Florence is offered at a 50 percent discount, and the application fee and GRE exam is waived.

Undergraduates majoring in Italian studies may apply to the program once they have completed between 48 and 96 credits toward the B.A. Students in the program must satisfy all of the requirements of both the B.A. and M.A.; there is no double-counting of courses. To complete the program in five years, students are required to finish at least a fourth of the master's requirements (two graduate courses) before the beginning of the fifth year.

While enrolled in the B.A./M.A. program, students in the fifth year can take courses during the fall and spring semesters in Florence with resident faculty from the Department of Italian Studies, the Università di Firenze, and the Istituto Italiano di Scienze Umane. With the assistance of a senior academic adviser, B.A./M.A. students visit research institutions, such as the Biblioteca Nazionale, Villa I Tatti, and Archivio di Stato, and attend biweekly seminars at Villa La Pietra led by distinguished Italian and American scholars. While in Florence, they may have the opportunity to work as a peer adviser in one of the undergraduate dorms and receive free room and board; otherwise, they are entitled to receive assistance with housing options from the University.

Current majors in Italian at NYU are encouraged to begin thinking about the B.A./M.A. program in their junior year and should plan to register for two graduate-level seminars before graduating. For further
information about the M.A., students should contact Professor David Forgacs (df77@nyu.edu), the director of graduate studies. A designated adviser in the College of Arts and Science (CAS) Advising Center in the Silver Center for Arts and Science (100 Washington Square East, Room 905; 212-998-8130) is also available for assistance with the B.A./M.A. program.

**Casa Italiana Zerilli-Maramò**
The Department of Italian Studies is located in Casa Italiana Zerilli-Maramò at 24 West 12th Street. Once the residence of General Winfield Scott, it is a national historic landmark. Donated to NYU by Mariuccia Zerilli-Maramò in memory of her husband, the late Baron Guido Zerilli-Maramò, Casa Italiana is now a widely recognized center for Italian cultural and social activities. Students are encouraged to participate in the many lectures, conferences, concerts, and film series that Casa Italiana and the Department of Italian Studies offer.

**NYU Florence at Villa La Pietra**
NYU’s Global Academic Center in Florence is situated on a hillside just north of the city. A magnificent 57-acre Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection and one of the most beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated classrooms, computer labs, e-mail and Internet access, and other facilities. Students are lodged in villas at La Pietra or in private apartments and households in residential areas.

Students can study at NYU Florence for the fall or spring semester, as well as for the full academic year. A full course load is typically four courses per semester (16 to 18 points) or 32 to 36 points for the academic year. While most courses are taught in English, NYU Florence is also proud to offer an Italian immersion program for majors and minors in Italian, as well as for those whose language abilities are sufficiently advanced. Students are eligible to take upper-level content courses in Italian, taught at the Villa, as well as courses at the Università di Firenze. They may live at Casa Fiorentina, an Italian-speaking-only residence located in the city center, which offers special events and trips for students, or they may choose to live with an Italian family. Students may also participate in one of the many internship possibilities in Italian schools, museums, or with the elderly in a “meals on wheels” program.

Additionally, NYU Florence offers a six-week summer program for NYU undergraduates and visiting students. Students can attend Italian language as well as literature, cinema, opera, and art history courses. Courses include all levels of intensive Italian language classes and offer a chance to experience the city of Florence in its different aspects. Students live in the modern residences that surround Villa La Pietra and participate in weekend excursions and cultural activities.

**COURSES**

Note: Placement in Italian language courses is explained under “placement examinations” in the academic policies section of this Bulletin.

**Fulfillment of the College Core Curriculum Language Requirement**
The language requirement in Italian may be fulfilled either by two 6-point intensive courses (ITAL-UA 10 and ITAL-UA 20) for a total of 12 points, or by the extensive sequence of four 4-point courses (ITAL-UA 1, ITAL-UA 2, ITAL-UA 11, and ITAL-UA 12) for a total of 16 points. A student may also follow a plan of study combining two 4-point courses with one 6-point course (ITAL-UA 1, ITAL-UA 2, and ITAL-UA 20; ITAL-UA 10, ITAL-UA 11, and ITAL-UA 12) for a total of 14 points. All students planning to study in Florence or continue their study of Italian beyond the Core requirements are strongly advised to take ITAL-UA 10 and ITAL-UA 20, since this permits completion of the Core language requirement in two semesters.

**Introductory Language Courses**

**INTENSIVE SEQUENCE**

**Intensive Elementary Italian**
ITAL-UA 10 *Open to students with no previous training in Italian and to others on assignment by placement test. Completes the equivalent of Elementary Italian I and II in one semester. Offered every semester. 6 points.*
Intensive Intermediate Italian
ITAL-UA 20  Prerequisite: Intensive Elementary Italian (ITAL-UA 10), or Elementary Italian II (ITAL-UA 2), or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. Fulfills Core language requirement. Offered every semester. 6 points.

EXTENSIVE SEQUENCE

Elementary Italian I
ITAL-UA 1  Open to students with no previous training in Italian and to others on assignment by placement test. Not equivalent to Intensive Elementary Italian (ITAL-UA 10). Only by combining ITAL-UA 1 with ITAL-UA 2 can a student complete the equivalent of ITAL-UA 10 and then continue on to the intermediate level. Offered every semester. 4 points.

Elementary Italian II
ITAL-UA 2  Prerequisite: Elementary Italian I (ITAL-UA 1) or assignment by placement test. To continue on to the intermediate level, a student must complete both ITAL-UA 1 and ITAL-UA 2. This sequence is equivalent to ITAL-UA 10. Offered every semester. 4 points.

Intermediate Italian I
ITAL-UA 11  Prerequisite: Intensive Elementary Italian (ITAL-UA 10), or Elementary Italian II (ITAL-UA 2), or assignment by placement test. Not equivalent to Intensive Intermediate Italian (ITAL-UA 20). Only by combining ITAL-UA 11 with ITAL-UA 12 can a student complete the equivalent of ITAL-UA 20 and then continue on to the post-intermediate level. Offered every semester. 4 points.

Intermediate Italian II
ITAL-UA 12  Prerequisite: Intermediate Italian I (ITAL-UA 11) or assignment by placement test. Fulfills Core language requirement. To fulfill Core requirements and continue on to the post-intermediate level, a student must complete both ITAL-UA 11 and ITAL-UA 12. This sequence is equivalent to ITAL-UA 20. Offered every semester. 4 points.

Advanced Language Courses

Advanced Review of Modern Italian
ITAL-UA 30  Prerequisite: Intermediate Italian II (ITAL-UA 12), or Intensive Intermediate Italian (ITAL-UA 20), or permission of the instructor. This course is a prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points.

Advanced Review of Modern Italian
ITAL-UA 30  Prerequisite: Intermediate Italian II (ITAL-UA 12), or Intensive Intermediate Italian (ITAL-UA 20), or permission of the instructor. This course is a prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points.

Conversations in Italian
ITAL-UA 101  Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points. Students entering this course should have mastered the fundamental structures of Italian. Designed to help students gain confidence and increase their effectiveness in speaking present-day Italian. Through discussions, oral reports, and readings, students improve pronunciation, become familiar with idiomatic expressions, and develop vocabulary that allows them to communicate with others on topics such as family and student life, politics, the arts, food, and fashion. Useful for students who are planning to study or travel abroad.

Creative Writing in Italian
ITAL-UA 103  Formerly Rewriting Italian. Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points. A creative approach to writing in Italian that emphasizes transformations of texts. Students are encouraged to rewrite, parody, and shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
ITAL-UA 105  Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points. Aims to improve the student’s written Italian and reading comprehension of difficult texts. The approach is threefold: (1) intensive study of the syntactical structures of Italian; (2) reading and analysis of contemporary texts from various sources, such as newspapers, magazines, and literary works; and (3) frequent writing of short compositions stressing grammatical and syntactical accuracy, as well as variety of vocabulary.

Italian through Cinema
ITAL-UA 107  Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every semester. 4 points. Students entering this course should have mastered the fundamental structures of Italian. Aims to enrich knowledge of Italian language, culture, and society through screening and discussion of contemporary
Italian cinema and detailed analysis of selected film scripts. Students are encouraged to use different idiomatic expressions and recognize regional linguistic variety. Special emphasis is placed on developing a more extensive vocabulary and an expressive range suited to discussion of complex issues and their representation.

**Italian through Opera**
ITAL-UA 108  *Prerequisite: Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor. Offered every spring. Scarcella Perino. 4 points.*

Designed to help students increase their understanding of the Italian language and their effectiveness in spoken Italian through exposure to famous Italian operas and to opera culture. Activities spurred directly by primary sources (reading of librettos, listening of *arias*) supplemented with critical materials on reception and on current performances. With the help of opera adaptations, recreations, popularizations, quotes, etc., operatic plots and settings are linked thematically to present day issues, leading to discussion on contemporary social and cultural perspectives.

**Translation**
ITAL-UA 110  *Prerequisites: Advanced Review of Modern Italian (ITAL-UA 30) and one of the following: ITAL-UA 101, ITAL-UA 103, ITAL-UA 105, or ITAL-UA 107, ITAL-UA 108, or permission of the department. Offered every spring. Marchelli. 4 points.*

Introduces students to the theory and practice of translation. While engaging in the craft of translation firsthand, students gain a deeper understanding of the Italian language through the study of contemporary texts, such as Italian novels and short stories. Stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression. A special emphasis is on the analysis of dialogue, style, and linguistic choices of each author, in order to explore the development of the written language, slang, regional expressions, and linguistic differences that have accompanied and defined the evolution of Italian over the past 20 years.

**Introductory Literature Courses**
The prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) or permission of the instructor.

**Readings in Medieval and Renaissance Literature**
ITAL-UA 115  *Identical to MEDI-UA 115. Offered in the fall. 4 points.*

Introductory-level literature course that, through a close reading of authors such as Dante, Boccaccio, Petrarch, Machiavelli, and Ariosto, focuses on how to understand a literary text in Italian. Covers Italian literature from its origins to the 17th century.

**Readings in Modern Italian Literature**
ITAL-UA 116  *Offered in the spring. 4 points.*

Introductory-level literature course that, through a close reading of authors such as Alfieri, Foscolo, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino, focuses on how to understand a literary text in Italian. Covers Italian literature from the 18th century to the contemporary period.

**Introduction to the Middle Ages**
ITAL-UA 117  *Offered every other year. Ardizzone. 4 points.*

Literature and culture of the Middle Ages with a focus on the 13th and 14th centuries. Francis of Assisi, Laudi, the Sicilian poets, the *dolce stil novo*, and Dante’s minor works are examined, as well as Boccaccio’s *Decameron* and Petrarch’s *Rime*. Works are considered in relation to feudal society, the Church, the communes, and other medieval political structures.

**Advanced Literature Courses**
The prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) when the course is conducted in Italian, or permission of the instructor. It is recommended that Readings in Medieval and Renaissance Literature (ITAL-UA 115) or Readings in Modern Italian Literature (ITAL-UA 116) be taken before any advanced literature courses taught in Italian.

**Love and War in Renaissance Italy: Chivalric Romance and Epic**
ITAL-UA 145  *Offered every two to three years. Cox. 4 points.*

Offers the opportunity to study two of the greatest works of Italian literature, Lodovico Ariosto’s *Orlando furioso* (1532) and Torquato Tasso’s *Gerusalemme liberata* (1581). Looks at these poems in their historical context and in relation to the rich literary traditions of romance and epic that converge in them. Thematic focuses include the construction of gender and the representation of religious and racial “otherness.”
Women's Writing in the Italian Renaissance
ITAL-UA 162  Identical to SCA-UA 163. Offered every two to three years. Cox. 4 points.
A study of the remarkable tradition of published writings by women that developed in Italy between the 15th and 17th centuries. Offers an opportunity to look in detail at the works of well-known writers such as Vittoria Colonna, Gaspara Stampa, and Veronica Franco and lesser-known figures such as Moderata Fonte and Maddalena Campiglia. We address the reasons for the emergence of this tradition of writing by women and the dynamics of its relationship with contemporary male literary culture.

Dante's Divine Comedy
ITAL-UA 270  Identical to MEDI-UA 270 when taught in English. Offered every two to three years. Ardizzone, Freccero. 4 points.
Students study The Divine Comedy both as a mirror of high medieval culture and as a unique text that breaks out of its cultural bounds. The entire poem is read, in addition to selections from the Vita Nuova and other complementary minor works.

Boccaccio's Decameron
ITAL-UA 271  Identical to MEDI-UA 271 when taught in English. Offered every two to three years. Ardizzone, 4 points.
A study of Boccaccio's Decameron with particular emphasis on themes, conceptual innovations, and influences on French and English literatures.

20th-Century Italian Poetry
ITAL-UA 272  Offered every two to three years. Ardizzone, 4 points.
Covers the major Italian poets and poetic movements of the 20th century. Works by Ungaretti, Quasimodo, D'Annunzio, Luzi, Zanzotto, and the Lombard school are examined.

Decadent Italy
ITAL-UA 273  Formerly The Romantics. Offered every two to three years. 4 points.
Focuses on the thriving cultural life of the years from Italy's unification in 1870 to the rise of fascism in 1919. Explores the ascent of movements such as scapigliatura, naturalism, decadentism, and futurism. Social, political, and artistic ideas of the period are studied through the works of writers such as Verga, Pascali, D'Annunzio, Marinetti, and Svevo.

Pirandello and the Contemporary Theatre
ITAL-UA 274  Identical to DRLIT-UA 280 when taught in English. Offered every two to three years. 4 points.
An introduction to Luigi Pirandello's major plays as they relate to the foundation of contemporary theatre. Attention is also paid to grotesque and futurist drama. Works studied include Sei personaggio in cerca d’autore, Cosi è (se vi pare), and Enrico IV.

Modern and Contemporary Century Italian Narrative
ITAL-UA 275  Offered every two to three years. 4 points.
Follows the development of Italian narrative from Manzoni and Verga to present-day trends in Italian prose. Emphasizes works of Tabucchi, Maraini, Pasolini, Morante, and Calvino.

Postmodern Italian Fiction
ITAL-UA 276  Formerly Calvino and Postmodernism. Offered every two to three years. 4 points.
Follows the development of the Italian novel from the 1970s to the present day. Readings include contemporary classics from authors such as Morante, Calvino, Volponi, Tondelli, and Tabucchi, as well as novels published in the last few years.

Novel and Society
ITAL-UA 277  Offered every two to three years. 4 points.
Covers the development of the Italian novel in the context of larger social, political, and cultural developments in Italian society. Particular attention is paid to the relations between narrative and shifts in national identity following the unification of Italy in 1870 and at important historical moments of the 20th century. Texts include works by Manzoni, Verga, D'Annunzio, Tomasi di Lampedusa, Vittorini, Moravia, and Volponi.

Women Writers in Contemporary Italy
ITAL-UA 278  Formerly The Italian Woman. Identical to SCA-UA 826. Offered every two to three years. 4 points.
Covers novels written by 20th-century Italian women writers. Attention is paid to concepts of gender, history, self, and the differing narrative strategies chosen to portray Italian society and women's places within it. Texts include works by Banti, Maraini, Corti, Morante, Ginzburg, Bellonci, and Aleramo.
Italian Autobiographies
ITAL-UA 279  Identical to EURO-UA 276. Offered every two to three years. 4 points.
Examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Petrarch, Cellini, Goldoni, Casanova, Alfieri, Pellico, Sciascia, Aleramo, Viganò, and others.

Italian Cinema and Literature
ITAL-UA 282  Identical to DRLIT-UA 505. Offered every two to three years. Albertini. 4 points.
Studies the relationship between Italian literature and post-World War II cinema, including the poetics and politics of the process of cinematic adaptation. Among the authors and directors examined are Lampedusa, Bassani, Sciascia, Visconti, Moravia, De Cepespedes, DeSica, and Rosi.

Other Worlds: Travel Literature in Italy
ITAL-UA 283  Offered every two to three years. 4 points.
Examines a selection of Italian travel narratives within the context of contemporary postcolonial theory. Readings include several early modern accounts of voyages of discovery, as well as 19th- and 20th-century travel narratives, both fictional and nonfictional. Topics to be considered include the relation between power and the production of knowledge as it manifests itself in such narratives; intertextuality and its ideological effects; and modes of representation of racial, cultural, historical, and sexual otherness.

Topics in Italian Literature
ITAL-UA 285  Offered every two to three years. 4 points.
Courses on subjects of special interest taught by either a regular or a visiting faculty member. For specific courses, please consult the current class schedule.

Court Culture in Renaissance Italy
ITAL-UA 311  Offered every two to three years. Cox. 4 points.
Offers the opportunity to study Italian Renaissance art and literature within its social and political contexts, focusing especially on the princely courts of northern Italy, which were among the most dynamic and innovative centers of cultural production in Europe in this period. Secondary source assignments are supplemented with a study of 16th-century literary texts and artworks.

Gender and Performance in the Italian Theatre
ITAL-UA 720  Identical to DRLIT-UA 720. Offered every two to three years. Tylus. 4 points.
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography of the early modern period (1350 to 1700). Topics such as cross-dressing, the emergence of the actress and commedia dell'arte troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well the "revisions" that women playwrights and writers made to a largely male-dominated canon.

Italian American Life in Literature
ITAL-UA 724  Identical to ENGL-UA 724. Offered every two to three years. Hendin. 4 points.
A study of the fiction and poetry through which Italian American writers have expressed their heritage and their engagement in American life. From narratives of immigration to current work by "assimilated" writers, the course explores the depiction of Italian American identity. Challenging stereotypes, it explores changing family relationships, sexual mores, and political and social concerns.

Topics in Renaissance Literature
ITAL-UA 760  Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. For specific course content, see current class schedule.

The Sicilian Novel
ITAL-UA 862  Offered every two to three years. Tylus. 4 points.
Consideration of the Sicilian novel of the 19th and 20th centuries, with particular attention to Sicily's distinct literature and culture. Writers may include Verga, Pirandello, De Roberto, Lampedusa, Sciascia, Mario Puzo, Andrea Camilleri, Dacia Maraini, Elio Vittorini, and Vincenzo Consolo; films may include Cinema paradiso, La terra trema, Il Gattopardo, The Godfather, and Salvatore Giuliano.

The Italian South: Literature, Theatre, Cinema
ITAL-UA 863  Identical to DRLIT-UA 863. Offered every two to three years. Tylus, Rossellini. 4 points.
Examines the works of southern thinkers and writers (Bruno, Campanella, and Vico), as well as the Neapolitan Enlightenment and the southern question. It also engages the works of 20th-century writers from southern Italy or of authors who have
written about it, such as Carlo Levi, Giuseppe Tomasi di Lampedusa, Giovanni Verga, Leonardo Sciascia, and Vincenzo Consolo.

**Petrarch and Petrarchism**
ITAL-UA 872  Formerly Italian Lyric Poetry. Offered every two to three years. Cox. 4 points.
Examines the love poetry of Petrarch, one of the most influential lyric poets of all time and a key figure in Renaissance thought. Also traces Petrarch's influence on later Italian Renaissance poetry, focusing on the 16th century. Poets to be studied include women writers such as Vittoria Colonna and Gaspara Stampa and artists such as Michelangelo and Bronzino.

**Culture and Society Courses**
Prerequisite for the following courses is Advanced Review of Modern Italian (ITAL-UA 30) when the course is conducted in Italian, or permission of the instructor.

**The Courtesan in Italian Renaissance Society and Culture**
ITAL-UA 142  Offered every two to three years. Cox. 4 points.
Examines an intriguing figure within the social panorama of Renaissance Italy, the "honest courtesan" or cortigiana onesta. It contextualizes courtesans' social position and cultural status, embracing elements of social history, literary history, and music and art history. Texts studied include both representations of courtesans, such as the notorious dialogues of Pietro Aretino, and writings by courtesan poets, such as Tullia d’Aragona and Veronica Franco.

**Machiavelli**
ITAL-UA 147  Offered every other year. Albertini. 4 points.
The inventor of modern political science, Niccolò Machiavelli is one of the most original thinkers in the history of Western civilization. Machiavelli’s political, historical, and theatrical works are read in the context in which they were conceived—the much tormented and exciting Florence of the 15th and early 16th centuries, struggling between republican rule and the magnificent tyranny of the Medici family.

**Italian Culture and the Discourses of Early Modern Colonialism**
ITAL-UA 148  Offered every two to three years. Tylus. 4 points.
An overview of the earliest documents relevant to Italian exploration of the “new world,” as well as a consideration of the impact that the explorations had at home. Focuses on early colonial literature, such as the letters of Columbus, Pigafetta, and others, and examines the process of colonization of the Italian subject as evident in works by Machiavelli, Tasso, and Campanella.

**Florence: Literature, Art, Culture**
ITAL-UA 149  Offered every two to three years. Tylus. 4 points.
Covers the jewel of Italian cities, from its Roman origins to the early 20th century. While the focus is on literary works, we also spend considerable time looking at the creation and expansion of the city itself as an architectural unit, as well as at its art works and its cultural florescence during the Renaissance. Ideal for students who plan to study at La Pietra in the near future.

**Dante and His World**
ITAL-UA 160  Identical to MEDI-UA 801, ENGL-UA 143. Offered every two to three years. Ardizzone, Freccero. 4 points.
Interdisciplinary introduction (in English) to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed to literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of the Western tradition, especially the classical background of medieval culture and its transmission to the modern world. Readings include selections from Dante’s works as The New Life, The Divine Comedy, and The Monarchy along with texts by St. Augustine, Severinus Boethius, St. Francis, Brunetto Latini, Thomas Aquinas, and Boccaccio. Works of vernacular poets of 13th century and artists from Romanesque to Gothic will be considered.

**The Civilization of the Italian Renaissance**
ITAL-UA 161  Identical to MEDI-UA 161 when taught in English. Offered every two to three years. 4 points
Study of Italian Renaissance civilization from its roots in the Middle Ages. Concentrates on the major problems of the times: the rise of the city-states and the evolution of the signorie, the birth of new language and art forms, and the changing attitudes toward the classical world, science, and philosophy. Students also explore, through readings of chronicles, letters, and contemporary documents, the effects such transformations had on the people of the times, on their daily lives, and on self-perceptions.
ITALIAN FASCISM
ITAL-UA 165  Formerly Fascism and Culture. Offered every two to three years. Ben-Ghiat. 4 points.
An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

CONTEMPORARY ITALY
ITAL-UA 166  Identical to EURO-UA 164. Offered every two to three years. Albertini, Ben-Ghiat. 4 points.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi’s Forza Italia, Bossi’s Northern League, and Fini’s neofascist Alleanza Nazionale.

ITALIAN COLONIALISM
ITAL-UA 167  Identical to HIST-UA 286, EURO-UA 161. Offered every two to three years. Ben-Ghiat. 4 points.
Studies Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

MODERN ITALY
ITAL-UA 168  Identical to EURO-UA 163, HIST-UA 168. Offered every two to three years. Ben-Ghiat. 4 points.
A survey of Italian history from unification to the present. Examines the political, social, and cultural history of liberalism, fascism, World War II, Christian Democracy, and communism; the political crisis of the early 1990s; and the rise of new regional and rightist parties.

TOPICS IN RENAISSANCE CULTURE
ITAL-UA 172  Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. For specific course content, see current class schedule.

WOMEN MYSTICS
ITAL-UA 172  Offered every two to three years. Tylus. 4 points.
Traces the historical, social, and literary significance of female mystics in late medieval and early modern Italy (from roughly 1200 to 1600) through writings by and about them. Primary materials include letters, autobiographies, and hagiographies, while select secondary sources help to situate these women and their texts within their proper historical, literary, and theological contexts.

TOPICS IN ITALIAN CULTURE
ITAL-UA 173  Offered every two to three years. 4 points.
Courses on subjects of special interest taught by a regular or visiting faculty member. For specific courses, please consult the current class schedule.

ITALIAN FILMS, ITALIAN HISTORIES I
ITAL-UA 174  Identical to DRLIT-UA 503. May be taken independently of Italian Films, Italian Histories II. Offered every two to three years. Albertini. 4 points.
Studies representation of Italian history from ancient Rome to the Risorgimento through the medium of film. Issues to be covered throughout include the use of filmic history as a means of forging national identity.

ITALIAN FILMS, ITALIAN HISTORIES II
ITAL-UA 175  Identical to DRLIT-UA 506, HIST-UA 176. May be taken independently of Italian Films, Italian Histories I. Offered every two to three years. Ben-Ghiat. 4 points.
Studies representations of Italian history from the unification of Italy to the present through the medium of film. We explore the possibilities and limitations of feature films for the representation of history, and ask: What happens when history becomes cinema and when cinema takes on history?

“RENAISSANCE MAN” REVISITED
ITAL-UA 811  Offered every two to three years. Cox. 4 points.
Centers on the study of two key texts of Italian Renaissance social and political thought, Machiavelli’s Il principe, and Castiglione’s Libro del Cortegiano. The human ideals described in these works—Machiavelli’s ruler and Castiglione’s courtier and court lady—are discussed in relation to those found in other texts of the period and in relation to the historic notion of the Renaissance as the age that saw the birth of the modern individual.
Topics in Italian American Culture
ITAL-UA 861  Offered every two years. 4 points.

Internship

Internship
ITAL-UA 980, 981  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.
The internship program offers upper-level students the opportunity to apply their studies to the outside world. Working closely with a sponsor and a faculty adviser, students may pursue internships in such diverse areas as international trade, banking, publishing, community organizations, and television and radio programs. Interested students should apply to the department of their proposed internship early in the semester.

Independent Study

Independent Study
ITAL-UA 997, 998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Honors Courses

Honors Independent Study
ITAL-UA 990  Prerequisite: Senior Honors Seminar (ITAL-UA 999). Offered every semester. 4 points.
Open to students who have been accepted into the honors program in Italian studies and are writing the honors thesis in close consultation with their thesis adviser. (See “honors program in Italian studies” in the program section.)

Senior Honors Seminar
ITAL-UA 999  Prerequisite: permission of the department. Offered in the fall. 4 points.
Seminar with variable content. Prepares students for the senior honors thesis. Primary focus is on research and the application of critical methodologies. Open to students who have been accepted to the honors program in Italian studies. (See “honors program in Italian studies” in the Program section.)

Graduate Courses Open to Undergraduates

Qualified undergraduates may register for graduate courses in Italian with the permission of the director of graduate studies. A complete list of appropriate graduate courses is available in the department each semester.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree. Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach. Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

The institute immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession. New York City is our laboratory—and our inspiration. The very first lesson we offer students is this: Tap into it, with our help. Every day, students move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. Course work begins with the basic skills of reporting, writing, and research, but simultaneously students are taught what journalism at its best can be—and what it should accomplish in a free and democratic society. They are also encouraged to publish their work, with assignments, internships, and online projects geared to this end.

Housed within the arts and sciences core of a leading university, the institute sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Institute facilities include seven state-of-the-art newsrooms, broadcast production facilities, and an array of multimedia equipment, including video cameras, still cameras, digital recorders, and all that is necessary in a rapidly changing news environment.

## Program

### Major

The institute offers two concentrations, in journalism and media criticism. In both concentrations, the major consists of nine 4-point courses, for a total of 36 credits, plus a mandatory second major in another CAS department or program. Thus, all journalism majors are double majors. Students cannot take more than 36 points in journalism, unless they pursue honors, which allows them to take 40 points.
Journalism Concentration

Within the journalism concentration, students choose either the print/online sequence or the broadcast sequence. Journalism students must complete six required courses in their declared print/online or broadcast sequence (two lecture courses and four skills courses), as well as three institute-approved or institute-offered electives.

All majors following this concentration must take these two required lectures:

- Investigating Journalism (JOUR-UA 501)
- Journalism Ethics and First Amendment Law (JOUR-UA 502)

Plus four required skills courses:

- Journalistic Inquiry: The Written Word (JOUR-UA 101)
- Journalistic Inquiry: Multimedia (JOUR-UA 102)
- The Beat (JOUR-UA 201)
- Advanced Reporting (JOUR-UA 301), or the honors sequence of Advanced Reporting (JOUR-UA 351) and the Senior Seminar (JOUR-UA 352).

Notes on lecture and skills courses: Students may begin the journalism concentration by taking Investigating Journalism (JOUR-UA 501), Journalism Ethics and First Amendment Law (JOUR-UA 502), and Journalistic Inquiry: The Written Word (JOUR-UA 101) in any order (or even concurrently) as these three courses are not sequential. Students in the broadcast sequence must take the broadcast sections of The Beat and Advanced Reporting—students may not mix broadcast and non-broadcast sections of these courses.

Plus three electives, one each from any of the following groups:

- Methods and Practice (JOUR-UA 202)
- Methods and Practice: Visual Reporting (JOUR-UA 203)
- Elective Reporting Topics (JOUR-UA 204)
- Production and Publication (JOUR-UA 302)
- Seminar (JOUR-UA 401)
- Journalism and Society (JOUR-UA 503)
- Journalism as Literature (JOUR-UA 504)
- Issues and Ideas (JOUR-UA 505)
- Media Criticism (JOUR-UA 6XX)
- Individual Study (JOUR-UA 9XX)

Certain electives from other CAS departments and programs can, with permission, be approved as journalism electives. Also, because the institute puts a high value on numeric literacy for its journalism graduates, double majors in economics, politics, psychology, and sociology may count any of the following quantitative courses toward their three required electives:

- Economics: Statistics (ECON-UA 18)
- Politics: Quantitative Methods in Political Science (POL-UA 800)
- Psychology: Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Sociology: Statistics for Social Research (SOC-UA 302)

Media Criticism Concentration

Students in the media criticism concentration must complete six required courses (two lecture courses and four skills courses), one seminar, and two electives from a specified list of journalism offerings.

All majors following this concentration must take these two required lectures:

- Investigating Journalism (JOUR-UA 501)
- History of the Media (JOUR-UA 610)
Plus four required skills courses:

- Journalistic Inquiry: The Written Word (JOUR-UA 101)
- Journalistic Inquiry: Multimedia (JOUR-UA 102)
- The Beat: Designated Media Criticism Section (JOUR-UA 201)
- Advanced Reporting: Designated Media Criticism Section (JOUR-UA 301)

Notes on lecture and skills courses: Students may begin the media criticism concentration by taking Investigating Journalism (JOUR-UA 501), History of the Media (JOUR-UA 610), and Journalistic Inquiry: The Written Word (JOUR-UA 101) in any order (or even concurrently) as these three courses are not sequential.

Plus three additional courses:

- One seminar elective, which may be selected from Topics in Media Criticism (JOUR-UA 622), a journalism seminar, or Journalism Ethics and First Amendment Law (JOUR-UA 502)
- Two courses from a specified list of journalism offerings

Notes Applying to Both Major Concentrations

The prerequisite for both Investigating Journalism (JOUR-UA 501) and Journalistic Inquiry: The Written Word (JOUR-UA 101) is completion of the College's expository writing requirement.

Journalistic Inquiry: The Written Word (JOUR-UA 101) is the prerequisite for Journalistic Inquiry: Multimedia (JOUR-UA 102), and both courses are prerequisites for all second-level skills courses. The Beat (JOUR-UA 201) is a prerequisite for all third-level skills courses.

All journalism majors and minors must achieve a grade of C (not C-minus) or better in all journalism courses to meet prerequisite requirements and count them toward the major. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

All majors must complete a capstone piece in the required skills course Advanced Reporting, which allows for assessment of their progress at the conclusion of the major.

Honors Program

Juniors and seniors who have maintained a 3.65 overall GPA and a 3.65 in the journalism major are eligible for the two-course, 8-point honors program. Students take a special section of Advanced Reporting (JOUR-UA 351) followed by the Senior Seminar (JOUR-UA 352) to complete a two-semester capstone project. Students enrolled in honors may take a maximum of 40 credits in journalism.

COURSES

Journalism Concentration

REQUIRED LECTURE COURSES

Investigating Journalism
JOUR-UA 501  Formerly titled Foundations of Journalism. Prerequisite: completion of the College’s expository writing requirement. Required of all students majoring in journalism. Offered every semester. 4 points.

The gateway to the journalism major. Students are introduced to the mission and joy of journalism as a profession (indeed, a calling), as well as to the realities journalists now face in a rapidly changing media environment. Students are exposed to the traditional and changing role of the journalist as democracy's watchdog against both the historic and current media backdrop. Students develop a series of essays to demonstrate their aptitude for and/or understanding of the established values and professional competencies the major seeks to instill.

Journalism Ethics and First Amendment Law
JOUR-UA 502  Offered every semester. 4 points. Divided equally between ethics and the law. Through the weekly lectures and assigned readings, students are exposed to the various ethical and legal issues surrounding the field of journalism and come away with a clear sense of the role of the journalist in society and the issues that affect that mission today.
REQUIRED SKILLS COURSES

**Journalistic Inquiry: The Written Word**  
JOUR-UA 101  
Prerequisite: completion of the College’s expository writing requirement. Required of all students majoring in journalism. Offered every semester.  
4 points.  
Reporting- and writing-based. Emphasizes in-depth research techniques and exposure to the many journalistic forms, including news writing, magazine and feature article writing, reported essays and commentary for both print and online, and what distinguishes one form from the other. Students are introduced to the issues of ethical conduct through the institute’s new policy and pledge, and they also address issues of bias and fairness through reporting and writing.

**Journalistic Inquiry: Multimedia**  
JOUR-UA 102  
Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101). Offered every semester.  
4 points.  
Students learn how to report news and feature stories using photographs, video and audio, with the emphasis on story-telling techniques. Covers development of ideas, reporting techniques using audio and video (including how they differ from written pieces), scripting, audio and visual digital editing, and structuring of broadcast story-telling.

**The Beat**  
JOUR-UA 201  
Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102). Offered every semester.  
4 points.  
Designed to hone the student journalist’s ability to research and report deeply and imagine and develop fresh ideas. Students test their ideas with the strength of their reporting and research, then present them in story form. Different sections of The Beat are offered for students in the media criticism concentration, as well as for students in the print/online sequence and the broadcast sequence of the journalism concentration.

**Advanced Reporting**  
JOUR-UA 301  
Prerequisite: The Beat (JOUR-UA 201). Offered every semester.  
4 points.  
The undergraduate journalism capstone. Emphasis is placed on developing the ability to produce publishable reporting in print, online, or broadcast form with sophisticated story structures. Different sections of Advanced Reporting are offered for students in the media criticism concentration, as well as for students in the print/online sequence and the broadcast sequence of the journalism concentration.

ELECTIVES

**Methods and Practice**  
JOUR-UA 202  
Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor.  
4 points.  
The courses in this group entail a deeper experimentation with journalistic skills, from copyediting and deadline writing to blogging, both print and broadcast. Offerings include the following: Point of View; The Personal Essay; The Art of Editing; From Copyediting to Top Editing; Radio Reporting; and Journalism by the Numbers.

**Methods and Practice: Visual Reporting**  
JOUR-UA 203  
Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor.  
4 points.  
Multimedia and photojournalism courses are offered under this category. Offerings include Photojournalism and Multimedia Reporting.

**Elective Reporting Topics**  
JOUR-UA 204  
Prerequisites: both Journalistic Inquiry: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102), or permission of the instructor.  
4 points.  
This category includes a variety of “back-of-the-book” reporting topics. Examples include Profiles; Data Journalism; The Television and Radio Interview; and Food Writing.

**Production and Publication**  
JOUR-UA 302  
Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201).  
4 points.  
The courses in this group aim to create finished products, both print and broadcast. Offerings include TV Newscast; Travel Writing; and Multimedia Storytelling.

**Seminar**  
JOUR-UA 401  
Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered every semester.  
4 points.  
Explores such concentrated issues as sex and American politics, literary nonfiction, and photojournalism and war. Topics differ by instructor, section,
and semester. Past offerings include Ethnography for Journalists; The Art of Opinion Writing and Polemic; and The Journalism of Empathy.

**Journalism and Society**
JOUR-UA 503  No prerequisites unless indicated. 4 points.
The lectures and seminars in this group include such offerings as the following: Women and the Media; Minorities in the Media; Covering the Earth; and America: Global Hope or Global Menace?

**Journalism as Literature**
JOUR-UA 504  Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101). 4 points.
The courses in this group explore the intersection of literature and journalism. Offerings include the following: Learning from the Best to Be the Best; Storied New York: Journalism and the American Road; and Literary Journalism.

**Issues and Ideas**
JOUR-UA 505  Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101). 4 points.
The courses in this group explore new controversies and ideas that have an impact on journalistic practice, such as Issues in Covering the Middle East; Understanding Broadcast News; Media Past and Future; and God, Science, and the Culture Wars.

**Media Criticism Courses**
JOUR-UA 6XX  Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101) or permission of the instructor. 4 points.
Courses that analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions of courses in the section “media criticism concentration,” below.

**Internship**
JOUR-UA 980  Prerequisite: Investigating Journalism (JOUR-UA 501). Restricted to declared journalism majors. Offered every semester. 1 to 4 points.
Students are given an opportunity to work 10 to 16 hours a week with cooperating metropolitan New York publications and broadcast stations. Their work is edited and evaluated by staff supervisors of the participating media, as well as our career services office. Emphasis is on professionalism. Students may take this variable-credit course more than once, but are limited to a total of 4 points in JOUR-UA internships. As a pass/fail course, the credits do not count toward the journalism major.

**Advanced Individual Study**
JOUR-UA 997  Prerequisites: Investigating Journalism (JOUR-UA 501), Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered every semester. 1 to 4 points.
Students who, in the opinion of the department, possess intellectual independence and ability are permitted to carry on individual work in a field of study selected in conference with members of the faculty. To register, a student must have the written approval of the director of undergraduate studies.

**Honors Courses**
Honors is a yearlong research, reporting, and writing or video sequence for juniors or seniors. Students choose and develop a thesis subject in the first semester and complete the project in the second. Students register for Honors: Advanced Reporting (JOUR-UA 351) in the fall, followed by Honors: Senior Seminar (JOUR-UA 352) in the spring.

**Honors: Advanced Reporting**
JOUR-UA 351  Prerequisites: junior or senior standing, a 3.65 overall GPA and a 3.65 in the journalism major, Investigating Journalism (JOUR-UA 501), Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered in the fall. 4 points.
The honors sections of Advanced Reporting require deeper reporting and more highly polished writing or video work than their non-honors counterparts. Honors students build a portfolio of two or three high-quality pieces (1,200 to 1,500 words, or videos of two to three minutes) that become part of their capstone and help them develop the idea and do the significant preliminary reporting and research necessary for the completion of the capstone project.

**Honors: Senior Seminar**
JOUR-UA 352  Prerequisites: Honors: Advanced Reporting (JOUR-UA 351), a 3.65 overall GPA, and a 3.65 in the journalism major. Offered in the spring. 4 points.
Culminates in each student writing a large feature (6,000 to 8,000 words, or a 15- to 20-minute multimedia or broadcast piece), thus completing the capstone. The student defends his or her work orally before at least two members of the full-time faculty and possibly a member of the profession.
Media Criticism Concentration

REQUIRED LECTURE COURSES

Investigating Journalism
JOUR-UA 501  Formerly titled Foundations of Journalism. Prerequisite: Completion of the College's expository writing requirement. Required of all students majoring in journalism. Offered every semester.  4 points.
See description above.

History of the Media
JOUR-UA 610  Offered in the spring.  4 points.
A historical survey of the media, from the development of language and the earliest uses of images to the web. The emphasis, in an attempt to gain perspective on our own communications revolution, is on the reception, uses, and political, social, and philosophical consequences of different forms of communication.

REQUIRED SKILLS COURSES

Journalistic Inquiry: The Written Word
JOUR-UA 101  Prerequisite: completion of the College's expository writing requirement. Required of all students majoring in journalism. Offered every semester.  4 points.
See description above.

Journalistic Inquiry: Multimedia
JOUR-UA 102  Prerequisite: Journalistic Inquiry (JOUR-UA 101). Offered every semester.  4 points.
See description above.

The Beat: Designated Media Criticism Section
JOUR-UA 201  Prerequisites: Investigating Journalism: The Written Word (JOUR-UA 101) and Journalistic Inquiry: Multimedia (JOUR-UA 102). Offered every semester.  4 points.
If the press monitors the powers that be, who keeps a vigilant eye on the fourth estate, a power unto itself? The “beat,” in this case, is the news media themselves. Delves deep into the issues and ideas that have engaged critics of the news media throughout the modern era, from I. F. Stone to Ben Bagdikian, Noam Chomsky to Ann Coulter. More profoundly, we deconstruct their analytical methods and lay bare their agendas, critiquing the critics. Significant writing load, incorporating both academic argument and journalistic reportage.

Advanced Reporting: Designated Media Criticism Section
JOUR-UA 301  Prerequisites: History of the Media (JOUR-UA 610) and The Beat (JOUR-UA 201). Offered in the spring.  4 points.
Students analyze new forms of media and the new conceptual paradigms implicit in them, and also conduct their own experiments, exploring the expressive possibilities of various media. Culminates in the capstone project: a long-form critique, heavily reported and rigorously argued, of a media-related issue. The project—which should engage the public mind, rather than an academic audience—can be produced in print, in online/interactive media, or in other, experimental forms.

SEMINAR ELECTIVES

In addition to the required courses above, students in the media criticism concentration must choose one seminar elective from the following offerings:

Seminar
JOUR-UA 401  Prerequisites: Journalistic Inquiry: The Written Word (JOUR-UA 101), Journalistic Inquiry: Multimedia (JOUR-UA 102), and The Beat (JOUR-UA 201). Offered every semester.  4 points.
See description above.

Journalism Ethics and First Amendment Law
JOUR-UA 502  Offered every semester.  4 points.
See description above.

Journalism and Society
JOUR-UA 503  No prerequisites unless indicated.  4 points.
See description above.

Issues and Ideas
JOUR-UA 505  Prerequisite: Journalistic Inquiry: The Written Word (JOUR-UA 101).  4 points.
See description above.

Topics in Media Criticism
JOUR-UA 622  Prerequisite: Investigating Journalism (JOUR-UA 501).  4 points.
Topics may include the following: Rise of the Web, Deconstructing Campaign Coverage, and The Rise of Participatory Media.
MAJOR/MINOR IN

Latin American Studies

wwwSPANISH.as.nyu.edu • 13-19 University Place, New York, NY 10003-4573 • Phone: 212-998-8770

The major and minor in Latin American studies allow students to design an interdisciplinary course of study around their interest in the region, drawing on a range of fields including politics, history, literature, anthropology, social and cultural analysis, art history, and more. The College of Arts and Science boasts a distinguished, dynamic faculty in Latin American studies, with leading scholars of the Caribbean, Central America, the Andes, Latino/a studies, and beyond working in areas as diverse as post-conflict human rights debates, Caribbean literature, comparative race and racism across the region, the hemispheric impact of neoliberalism, biopolitics and gender, and visual and performance cultures. Students are introduced to Latin America as both a foreign and a local culture; the program encourages them to study away at NYU Buenos Aires and equally encourages them to experience New York City as an eminently Latino metropolis. NYU boasts a rare and innovative program in the study of Quechua, which students can use to fulfill both their Core language requirement and the language requirement of the major or minor. Students benefit from the ample programming and resources of NYU’s Center for Latin American and Caribbean Studies (CLACS), and the vast resources related to Latin America in the city, including the Americas Society, the Hispanic Society of America, and the Museo del Barrio. The undergraduate program is administered by the Department of Spanish and Portuguese Languages and Literatures.

PROGRAM

Major

An interdisciplinary nine-course major (36 points) that allows students to design a course of study focused on Latin America by drawing on offerings in the Department of Spanish and Portuguese, as well as courses in other departments and programs across the University, including anthropology, art history, cinema studies, comparative literature, economics, history, performance studies, politics, sociology, and more. Individual programs of study are planned with and approved by the director of undergraduate studies.

The required courses are as follows:

- The Iberian Atlantic (SPAN-UA 300)
- One introductory course on Latin America chosen from:
  - Cultural History of Latin America (SPAN-UA 305)
  - Cultures and Contexts: the Caribbean (CORE-UA 509)
  - Cultures and Contexts: Latin America (CORE-UA 515)
- Seven electives pertinent to the study of Latin America, drawn from departments across the University and chosen in consultation with the director of undergraduate studies.

In addition, students are required to demonstrate knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100), as well as knowledge of either Portuguese (at the level of PORT-UA 10 or PORT-UA 11) or Quechua (at the level of SPAN-UA 81).

Minor

An interdisciplinary five-course minor (20 points) that offers students the opportunity to incorporate an interest in Latin America into their overall course of study. Courses are drawn from the Department of Spanish and Portuguese and/or other departments across the university.
MAJOR/MINOR IN LATIN AMERICAN STUDIES

The required courses are as follows:

- One introductory course on Latin America chosen from:
  - Cultural History of Latin America (SPAN-UA 305)
  - Cultures and Contexts: the Caribbean (CORE-UA 509)
  - Cultures and Contexts: Latin America (CORE-UA 515)
- Four additional courses, chosen in consultation with the director of undergraduate studies.

In addition, students must demonstrate proficiency in Spanish, Portuguese, or Quechua, demonstrated by the following: Advanced Grammar and Composition (SPAN-UA 100), Advanced Portuguese (any course above PORT-UA 200), or one semester of Quechua (SPAN-UA 83). Language courses do not count toward the minor.

COURSES

The following are frequently offered courses; consult the relevant department sections in this Bulletin for course descriptions and prerequisites. Students should also consult departmental offerings and websites each semester for updated information. For graduate courses open to undergraduates, see the Center for Latin American and Caribbean Studies (CLACS) website at http://clacs.as.nyu.edu.

AFRICANA STUDIES
Language and Liberation: At Home in the Caribbean and Abroad
SCA-UA 163  Identical to LING-UA 26. Offered every year. 4 points.

The Postcolonial City
SCA-UA 166  Offered every year. 4 points.

ANTHROPOLOGY
Peoples of the Caribbean
ANTH-UA 102  Identical to SCA-UA 106. Prerequisite: ANTH-UA 1 or permission of the instructor. Khan. 4 points.

Peoples of Latin America
ANTH-UA 103  Prerequisite: ANTH-UA 1 or permission of the instructor. Abercrombie, Dávila, Rosaldo, Stout. 4 points.

ART HISTORY
Latin American Art: From Colonial to Modern
ARTH-UA 316  Identical to MEDI-UA 316. Prerequisite: ARTH-UA 2, or ARTH-UA 5, or ARTH-UA 6, or a score of 5 on the AP Art History exam. Offered periodically. 4 points.

COMPARATIVE LITERATURE
Topics in Caribbean Literature
COLIT-UA 132  Identical to SCA-UA 780, ENGL-UA 704. Offered every semester. 4 points.

DRAMATIC LITERATURE
Theatre of Latin America
DRLIT-UA 293  Identical to THEA-UT 748. 4 points.

COLLEGE CORE CURRICULUM
Cultures and Contexts: The Caribbean
CORE-UA 509  4 points.

Cultures and Contexts: Latin America
CORE-UA 515  4 points.

Cultures and Contexts: Contemporary Latino Cultures
CORE-UA 529  4 points.

Cultures and Contexts: The Black Atlantic
CORE-UA 534  4 points.

Cultures and Contexts: New World Encounters
CORE-UA 541  4 points.

Cultures and Contexts: Globalizing the Americas
CORE-UA 550  4 points.

Cultures and Contexts: Brazil
CORE-UA 555  4 points.

HISTORY
Seminar: Topics in Latin American History
HIST-UA 471  4 points.

Women and Slavery in the Americas
HIST-UA 660  Identical to SCA-UA 730. Offered every other year. Morgan. 4 points.

History of Colonial Latin America
HIST-UA 743  Offered every other year. Thomson. 4 points.

History of Modern Latin America
HIST-UA 745  Offered every year. Ferrer, Grandin, Weinstein. 4 points.
Topics in Latin American and Caribbean History
HIST-UA 750  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.

History of the Andes
HIST-UA 753  Offered every other year. Thomson. 4 points.

Cuba: History and Revolution
HIST-UA 755  Ferrer. 4 points.

History of the Caribbean
HIST-UA 759  Offered every year. Ferrer. 4 points.

Seminar: Latin America and the Caribbean
HIST-UA 799  Offered every year. Ferrer, Grandin, Thomson, Weinstein. 4 points.

LATINO STUDIES

Approaches to Latino Studies
SCA-UA 501  4 points.

Latino/a Art and Performance in New York City
SCA-UA 532  4 points.

Latino/a Popular Culture
SCA-UA 534  4 points.

Latino/a Sexualities
SCA-UA 536  4 points.

The Latinized City, New York and Beyond
SCA-UA 540  Prerequisite: SCA-UA 501, any introductory course in the social sciences, or a relevant Core Cultures and Contexts course. Offered every year. Dávila. 4 points.

Topics in Latino Studies
SCA-UA 541  4 points.

Cultural Spaces of Latinidad
SCA-UA 557  4 points.

Afro-Latino Culture and History
SCA-UA 565  Offered every fall. 4 points.

Caribbean Women Writers
SCA-UA 570  4 points.

POLITICS

Politics of Latin America
POL-UA 530  Prerequisite: POL-UA 500. Offered every other year. 4 points.

The Politics of the Caribbean Nations
POL-UA 532  Identical to SCA-UA 802. Prerequisite: POL-UA 500. Offered every other year. 4 points.

Inter-American Relations
POL-UA 780  Formerly Latin America and the World. Prerequisite: POL-UA 700. Offered every other year. 4 points.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Topics in Brazil Studies
PORT-UA 700  When taught in English, carries the number PORT-UA 701. When cross-listed with Spanish, these courses are numbered SPAN-UA 700 (in Spanish) and SPAN-UA 701 (in English). Offered every year. 4 points.

Fiction into Film: Brazilian Novels and their Screen Adaptations
PORT-UA 702  When cross-listed with Spanish, also carries the number SPAN-UA 702. Offered every other year. 4 points.

Narrating Poverty in Brazilian Literature and Film
PORT-UA 704  When cross-listed with Spanish, also carries the number SPAN-UA 704. Offered every other year. 4 points.

The New Brazilian Documentary
PORT-UA 706  When cross-listed with Spanish, also carries the number SPAN-UA 706. Offered every other year. 4 points.

Topics in Brazilian Literature and Culture
PORT-UA 850  When taught in English, carries the number PORT-UA 851. Offered every year. 4 points.

Critical Approaches: Reading, Writing, and Textual Analysis
SPAN-UA 200  Prerequisite: SPAN-UA 100 or equivalent. Taught in Spanish. Offered every semester. 4 points.

Chronics and Travel Literature of the Colonial World
SPAN-UA 273  Identical to MEDI-UA 273. Offered periodically. 4 points.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
SPAN-UA 370  Offered periodically. 4 points.

See It, Read It: Photography and Discourse in Latin America
SPAN-UA 440  Offered every other year. 4 points.

Secret Weapons: Reading Julio Cortázar Today
SPAN-UA 441  Offered periodically. 4 points.
Topics in Spanish American Literature and Culture
SPAN-UA 550  Prerequisite: Critical Approaches (SPAN-UA 200). Taught in Spanish; when conducted in English, this course is numbered SPAN-UA 551. Offered every semester. 4 points.

Transatlantic Avant-gardes: Sites of Modernity
SPAN-UA 625  Offered every other year. 4 points.

Modern Hispanic Cities
SPAN-UA 650  Offered periodically. 4 points.

Literature and Film of the Cuban Revolution
SPAN-UA 795  Offered every other year. 4 points.

Internship
SPAN-UA 980, 981  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered every semester. 2 or 4 points per term.

Independent Study
SPAN-UA 997, 998 or PORT-UA 997, 998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered every semester. 2 or 4 points per term.
Latino studies, administered by the Department of Social and Cultural Analysis (SCA), offers multidisciplinary courses in Latino history and contemporary experiences in the United States and the Americas. The category Latino includes people of Latin American descent in the United States. The most numerous Latino populations are of Mexican, Puerto Rican, and Cuban ancestry, but groups of other national origins are an increasing presence. Latinos are studied in comparative perspective (comparisons within Latino groupings and with other ethnic groups), as well as in transnational perspective in the Americas.

Among central issues in Latino studies are the following: race and racialization across the spectrum of African American, white, and indigenous; sexuality and gender formation; immigration and migration in a climate of increased policing of international borders; electoral politics as the Latino vote has increased numerically; social movements for labor, education, and language rights; Latino/a presence in media and film; expressive and popular culture in music and the arts; language retention and invention in the United States in relation to English, Spanish, indigenous languages, and their combinations; and the failures and successes of schooling for Latinos, including bilingual education and levels of educational attainment.
MAJOR/MINOR IN LATINO STUDIES

Americas by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Minor

Five 4-point courses (20 points) are required for the minor in Latino studies: either Approaches to Latino Studies (SCA-UA 501; offered periodically) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529; offered every year), plus four electives from the Latino studies course offerings.

Honors Program

Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about honors can be found at www.sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

Approaches to Latino Studies
SCA-UA 501 Offered periodically. Please note that Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529) is offered every year and can be substituted for this course. 4 points.
Explores such aspects of the Latino/a presence and experience in the United States as: urban/rural life, freedom/confine ment, memoir as source of voice/other sources of voice, generational separation and identity, and loss and healing. Traces movement through time from masculinist nationalism to the recognition of variations in gender, sexuality, race, class, region, and national origin.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20 Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

Senior Research Seminar
SCA-UA 90 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529), and Strategies in Social and Cultural Analysis (SCA-UA 20). Offered every semester. 4 points.
Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Latino studies. Majors take this course in the fall of their senior year.

Honors Courses

Senior Honors Seminar
SCA-UA 92 Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), either Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529), Strategies in Social and Cultural Analysis (SCA-UA 20), and permission of the department. Offered in the fall. 4 points.
Senior Honors Thesis
SCA-UA 93  Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

Internship Program
The 4-point internship program complements and enhances the formal course work of the Latino studies major. Students intern at agencies dealing with a range of issues pertaining to Latino studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

Internship Fieldwork
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

Internship Seminar

Elective Courses

Latino/a Popular Culture
SCA-UA 534  4 points.
Interdisciplinary examination of contemporary popular culture products—music, film, graphic novels, performance—by and for Latinos, especially issues of production, circulation, and consumption. Is popular culture a site of Latino/a cultural expression? How and in what ways? How is it circulated and consumed, how is it mediated by different culture industries?

The Latinized City, New York and Beyond
SCA-UA 540  Prerequisite: either Approaches to Latino Studies (SCA-UA 501) or Contemporary Latino Cultures (CORE-UA 529), or an introductory course in the social sciences, or a Core Cultures and Contexts course. 4 points.
Considers the economic and political factors that have historically fueled the immigration of Latin American peoples to U.S. cities, their incorporation into U.S. society and culture, and the impact of global economic restructuring of U.S. cities on urban race/ethnic relations and cultural politics. Other topics include the contestation of space and power in the global cities, issues of immigration and citizenship, and the politics of languages. Students develop fieldwork projects on the history and present-day landscapes of Latino New York.

Topics in Latino Studies
SCA-UA 541  Offered every semester. 4 points.
Topics vary and include race and racism, politics, migration and immigration, language, assimilation, education, labor, citizenship, social movements, and expressive culture.

Latino Politics in the U.S.
SCA-UA 542  4 points.
Examines the history, status, and political behavior of Latinos as a minority group in the U.S. political system. Historical analysis of Latino political incorporation, followed by examination of the various activities and efforts to gain political power and influence. Examines identity-based social movements of the 1960s and '70s, depictions of Latinos as a pan-ethnic voting bloc during the 1980s, and the politics of transnationalism, globalization, and immigration today. Utilizes case studies, historical and theoretical monographs, primary documents, and recent poll data surveying Latino political behavior and opinions.

Latin Music from Rumba to Reggaeton
SCA-UA 543  4 points.
Studies the range of styles, movements and practices of U.S. Latin music in historical perspective. Looks closely at selected musical texts and practitioners but primary emphasis is on understanding the social contexts and cultural/political significance of changing musical practices during the course of the 20th century and down to the present. To what extent do these instances of collective artistic taste reflect struggles to affirm ethnic and racial identities? What has been the historical relationship between these styles and the development of popular music in the United States? How are gender, racial, and class relations reflected in and expressed through the music?

Class Warfare
SCA-UA 545  4 points.
Examines how class conflict plays out in international and institutional settings or “complexes” of present-day society, such as neo-liberal politics, incarceration, educational apartheid, and mass deportation of immigrants. Readings in classical and recent social analysis (Rousseau, Marx, Gramsci,
MAJOR/MINOR IN LATINO STUDIES

Barbara Ehrenreich, Michelle Alexander, Naomi Klein) and screening of documentary films by Michael Moore, Charles Ferguson, and Stephanie Black. Considers strategies for change, with a focus on the Occupy Movement and its consequences.

**Latina Feminist Studies**

SCA-UA 548 4 points.

A seminar on contemporary cultural production by Latina feminist artists. Close study of rigorous scholarship offering different theoretical/critical perspectives for interpreting cultural objects as social and political texts, and careful examination of film, fiction, poetry, visual, and performance art. Recurrent tropes and themes include: the borderlands as geographical and psychic boundary; the "mestiza" or "mulata" body as metaphor; assimilation experiences and familial relations; racism and education; revolution and political violence; the literature of exile; the figure of the Malinche/La Llorona as race traitor or victim; and the domestic/maquiladora worker as virgin or whore. Consideration of racial politics within post-nationalist movements for social justice.

**Globalization, Immigration, and Postcolonial Identity**

SCA-UA 560 4 points.

Investigates why people migrate to the "First World" in general (and the U.S. specifically) through economic, sociological, anthropological, cultural, and literary readings. How is the "First World," and particularly the U.S., implicated in migration from the "Third"? What compels people to migrate? Do efforts to "develop" the Third World, such as NAFTA, affect migration? How do waves of the globalization of labor and consumer markets effect U.S. culture? Are we currently paying the price for mistakes in foreign policies in the 1980s and economic policies of the 1990s?

**Revolutionary Culture of the Americas**

SCA-UA 561 4 points.

Examines the U.S. both as a model for revolution and as a neocolonial power that became the object of revolutionary opposition. Considers shared political visions and intellectual exchanges among revolutionary intellectuals in the U.S. and Latin America. Reviews the history of 20th century revolutionary movements and national liberation struggles. Seeks to appreciate the intellectual importance of this literature in shaping possibilities for liberation across the continent, as well as its limitations.

**NAFTA and Narcos**

SCA-UA 562 Colloquium. 4 points.

The political and economic consequences of NAFTA on Mexican and U.S. foreign direct investment, industrialization, labor formation, and immigration. Traces flow of drugs, arms, and profits of the drug economy, as well as the relationship between rising violence, militarization of the Americas, and changes in drug war policy in Mexico and the U.S. Considers gender dynamics of both free trade and the drug economy and critically examines the figure of the narco or drug trafficker in popular culture.

**Afro-Latino Culture and History**

SCA-UA 565 4 points.

Examines the profound sociological and cultural implications of the growing Afro-Latino presence in light of recent theoretical work on race and diasporas. Overview of the historical background of African-descended peoples in the Spanish-speaking Americas and of the longstanding social experience of black Latinos in the United States. Considers migration patterns, community formation, and narrative accounts of Afro-Latino life and traditions of cultural expression. Special attention to Afro-Latino poetry and to the rich history of Afro-Latino music through the generations. Possible theoretical and political consequences of this increasingly self-conscious transnational identity formation.

**Nationalism and Development in U.S. Literature, 1850-1950**

SCA-UA 568 4 points.

Close reading of fiction foregrounding U.S. slavery, western expansion, industrialization, and imperialist adventure as modes of primitive accumulation that contributed to the foundation of the United States as a "developed" nation. Authors offer anti-imperialist, feminist, and minoritarian critiques of this history of U.S. national development.

**Postmodern Travel Fictions**

SCA-UA 572 4 points.

A study of travel narratives by post–World War II authors/filmmakers of the Americas. Investigates the legacy of colonialism; the concept of “freedom” embodied in travel writing and the ideology of conquest engraved in historical memory; the gendered dynamic of travel writing; and literary representation (and the perpetuation of) racialized myths about North and South America. Considers the symbolic meanings of locations and locales that protagonists (white, black, Latino, Asian American, or indigenous), authors, and directors choose to visit.
Related Courses
The following courses count as electives for Latino studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

AFRICANA STUDIES
Language and Liberation: At Home in the Caribbean and Abroad
SCA-UA 163  Identical to LING-UA 26. Offered every year. 4 points.

AMERICAN STUDIES
Ethnicity and the Media
SCA-UA 232  Prerequisite: Approaches to American Studies (SCA-UA 201); or one introductory A/P/A studies, Africana studies, anthropology, or Core Cultures and Contexts course; or permission of the instructor. 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES
The Constitution and People of Color
SCA-UA 366  Identical to POL-UA 801 and LWSOC-UA 327. 4 points.
Reading Race and Representation
SCA-UA 368  Offered every year. 4 points.

COLLEGE CORE CURRICULUM
Cultures and Contexts: Contemporary Latino Cultures
CORE-UA 529  4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755  Identical to TCHL-UE 41. 4 points.

SOCIOLOGY
Race and Ethnicity
SCA-UA 803  Identical to SOC-UA 135. 4 points.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES
Latino Literature in the United States
SCA-UA 815  Identical to SPAN-UA 755. Offered every year. 4 points.
A number of the liberal arts disciplines in the College of Arts and Science provide important perspectives on law and the legal profession. The law and society minor, administered by the Department of Sociology, offers undergraduates a meaningful cluster of these courses. The requirement of five courses allows this interdisciplinary minor to be substantial; the inclusion of a core course enhances its coherence. In addition, the minor gives capable and ambitious students attractive opportunities to pursue advanced or specialized study. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

Students wishing to declare this minor should see Jamie Lloyd, academic administrator for the Department of Sociology, 295 Lafayette Street, Room 4168.

**PROGRAM IN**

**Law and Society**

www.sociology.as.nyu.edu • 295 Lafayette Street, 4th Floor, New York, NY 10012 • Phone: 212-998-8340

**FACULTY**

**Professor Emeritus**
Heydebrand

**Professors**
Benton (History); Bruner (Psychology; Law); Garland (Sociology; Law); Gordon (History); Greenberg (Sociology); Haney (Sociology; Director), Law and Society), Harrington (Politics; Law), Harvey (Politics), Jost (Psychology), Kornhauser (Law), Lukes (Sociology), Merry (Anthropology; Law and Society), Myers (Anthropology), Persico (Economics; Law and Society), Schieffelin (Anthropology)

**Associate Professors**
Dixon (Sociology), Fahmy (Middle Eastern and Islamic Studies), Rizzo (Economics), Solomon (Journalism)

**PROGRAM**

**Minor**

The minor in law and society consists of five 4-point courses (20 points). The requirements are as follows:

- One core course, chosen from:
  - Law and Society (LWSOC-UA 1, section 001), cross-listed with politics (POL-UA 335)
  - Law and Society (LWSOC-UA 1, section 002), cross-listed with sociology (SOC-UA 413)

- One course in Research Methods (SOC-UA 301, or another methods course with approval of law and society director)

- Three elective courses (see under course offerings for a list of approved electives). Students may petition the director to have other courses count toward the elective requirement.

Students who declared a minor in law and society prior to fall 2013 are not required to take Research Methods (SOC-UA 301); they may take a fourth elective instead.

Students who are majoring in sociology must take Research Methods for their major; they may also take a fourth elective instead.

With special permission, exceptional students may be allowed, in their senior year and in consultation with the director, to substitute one of the following for one of the three elective courses: (1) an independent study culminating in a research paper or project, (2) an apprenticeship with a faculty member doing relevant research (with permission of faculty), or (3) a relevant graduate course (with permission of faculty).

Courses applied to this minor cannot be double-counted toward a major or another minor. The pass/fail option is not acceptable for the law and society minor.

**COURSES**

**Core Courses**

**Law and Society**

LWSOC-UA 1.001 *Identical to POL-UA 335. Offered once a year, usually in the fall. 4 points.*

Critical and interdisciplinary examination of how law and a range of legal institutions embody and constitute political, cultural, economic, and social forces. Explores the relationship between law and the
The civil rights movement, the women's movement, and the labor and environmental movements. Emphasis on law as a political process and practice, legal remedies for racial and gender discrimination, and class-action torts. Deals with the politics of rights, social policy, and the limits and possibilities of law as a process for social change.

**Law and Society**
LWSOC-UA 1.002  Identical to SOC-UA 413.  
Offered once a year, usually in the spring. 4 points.  
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 include: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

**Research Methods**
SOC-UA 301  Offered every semester. 4 points.  
Examines the several methodologies employed in sociological analysis. Studies the relationship between the sociological question raised and the method employed. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

**Independent Study**
Independent Study
LWSOC-UA 997, 998  Offered every semester. 4 points per term.

**Elective Courses**
See the relevant departmental sections in this Bulletin for course descriptions and prerequisites.

**ANTHROPOLOGY**
Human Society and Culture  
ANTH-UA 1  4 points.

Human Rights and Anthropology  
ANTH-UA 326  4 points.

Language and Law  
ANTH-UA 329  4 points.

**ASIAN/PACIFIC/AMERICAN STUDIES**
The Constitution and People of Color  
SCA-UA 366  4 points.

**CLASSICS**
The History of Ancient Law  
CLASS-UA 292  4 points.

**ECONOMICS**
Economics of the Law  
ECON-UA 255  4 points.

**JOURNALISM**
Journalism Ethics and First Amendment Law  
JOUR-UA 502  4 points.

**MIDDLE EASTERN AND ISLAMIC STUDIES**
Islam and Politics  
MEIS-UA 674  4 points.

Seminar on Islamic Law and Society  
MEIS-UA 780  4 points.

Women and Islamic Law  
MEIS-UA 783  4 points.

**PHILOSOPHY**
Philosophy of Law  
PHIL-UA 52  4 points.

**POLITICS**
The American Constitution  
POL-UA 330  4 points.

Civil Liberties  
POL-UA 332  4 points.

American Law and Legal System  
POL-UA 334  4 points.

Gender in Law  
POL-UA 336  4 points.

The Politics of Administrative Law  
POL-UA 354  4 points.

Comparative European and U.S. Human Rights  
POL-UA 9994  4 points.

**SOCIOMETRY**
Deviance and Social Control  
LWSOC-UA 502  Identical to SOC-UA 502. 4 points.

Criminology  
LWSOC-UA 503  Identical to SOC-UA 503. 4 points.
Linguistics is the science of human language. It seeks to determine that which is necessary in human language, that which is possible, and that which is impossible. While linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals—properties whose explanatory power reaches across languages. The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field, including topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.

Major in Linguistics

The major consists of nine 4-point courses (36 points). These must include the following:

- One introductory course: either Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- Phonological Analysis (LING-UA 12)
- Introduction to Semantics (LING-UA 4)
- One of the following: Language and Society (LING-UA 15); African American English I: Language and Culture (LING-UA 23); Language in Latin America (LING-UA 30); or Pidgin and Creole Languages (LING-UA 38)
- Three courses freely chosen from the offerings of the department

It is highly recommended that majors and joint majors begin with the first three requirements above, since other courses have these as prerequisites or generally presuppose their content. Note that Sound and Language (LING-UA 11) is only taught in the fall; it is a prerequisite for Phonological Analysis (LING-UA 12), which is also required for the major.
No grade lower than C (or course taken pass/fail) may be counted toward the major or toward a joint major. If any course is used to fulfill the major or minor requirements of any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for any of the linguistics majors.

All linguistics majors, joint majors, and combined majors must select and register for linguistics courses with the advice of the director of undergraduate studies in the linguistics department.

**Joint Majors with a Foreign Language**

The Department of Linguistics offers joint majors with the Departments of French, German, Italian, and Spanish and Portuguese. The major with Spanish requires a total of ten 4-point courses (40 points); the majors with the other languages require a total of nine 4-point courses (36 points).

The linguistics portion of the joint foreign language majors is satisfied by taking the following five courses (20 points):

- One introductory course: either Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 24)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

The foreign language portion of the joint major is satisfied as follows.

**French** requires four 4-point courses (16 points) beyond the intermediate level:

- One advanced language course chosen from:
  - Spoken Contemporary French (FREN-UA 101)
  - Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Advanced Techniques of Translation (FREN-UA 108)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)

- One course in advanced written French (usually Written Contemporary French, FREN-UA 105)
- Two courses in French literature, in French, to be determined in consultation with the director of undergraduate studies in the French department.

**German** requires four 4-point courses (16 points) beyond the intermediate level:

- An advanced conversation or composition course chosen from:
  - German Conversation and Composition (GERM-UA 111)
  - Advanced Composition and Grammar (GERM-UA 114)
- One additional course at the 100 level in conversation, composition, or culture
- Introduction to German Literature (GERM-UA 152)
- An additional advanced literature course, in German, to be determined in consultation with the director of undergraduate studies in the German department.

**Italian** requires four 4-point courses (16 points) as follows:

- Advanced Review of Modern Italian (ITAL-UA 30)
- One advanced language course chosen from:
  - Conversations in Italian (ITAL-UA 101)
  - Italian Through Cinema (ITAL-UA 103)
• Advanced Composition (ITAL-UA 105)
• Creative Writing in Italian (ITAL-UA 107)
• Italian Through Opera (ITAL-UA 108)
• Translation (ITAL-UA 110)

Two advanced courses in either Italian literature or culture and society, to be determined in consultation
with the director of undergraduate studies in the Italian department.

**Spanish** requires five 4-point courses (20 points), consisting of Critical Approaches to Textual and Cultural
Analysis (SPAN-UA 200) and four more advanced courses chosen with the advice of that department’s director
of undergraduate studies. Students may apply one advanced conversation course toward the major. Note that
Advanced Grammar and Composition (SPAN-UA 100) does not count toward the major; this course (or
equivalent, or placement) is a prerequisite for entering the major.

**Joint Major in Anthropology and Linguistics**

The joint major in anthropology and linguistics emphasizes the complementary nature of anthropological and
sociolinguistic approaches to language. Students are required to take 20 points (five 4-point courses) each from
the Department of Anthropology and the Department of Linguistics. A grade of at least C is required in every
course for it to be counted toward the joint major.

**Required courses in anthropology are:**

- Human Society and Culture (ANTH-UA 1)
- Anthropology of Language (ANTH-UA 17)
- Either Cultural Symbols (ANTH-UA 48) or Language, Power, and Identity (ANTH-UA 16)
- Two other cultural or linguistic anthropology courses approved by the director of undergraduate studies
in the Department of Anthropology.

**Required courses in linguistics are:**

- Language (LING-UA 1)
- Language and Society (LING-UA 15)
- Two courses chosen from among the following:
  - Bilingualism (LING-UA 18)
  - Language, Literacy, and Society (LING-UA 20)
  - Sex, Gender, and Language (LING-UA 21)
  - African American English I: Language and Culture (LING-UA 23)
  - Language and Liberation at Home in the Caribbean and Abroad (LING-UA 26)
  - Language in Latin America (LING-UA 30)
- A fifth course in linguistics, which may be an additional course from the above list or another course
  that the department offers, chosen in consultation with the director of undergraduate studies in the
Department of Linguistics.

Joint anthropology-linguistics majors should also consult with Professor Bambi Schieffelin in the Department of
Anthropology and Professor John Singler in the Department of Linguistics for aid in developing their program
of study.

**Joint Major in Language and Mind**

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics,
Philosophy, and Psychology. Ten courses (40 points) are required (four in linguistics, one in philosophy, four in
psychology, and one additional course).

The linguistics component consists of these four courses:

- Language and Mind (LING-UA 3, formerly 28)
- Two courses chosen from the following:
DEPARTMENT OF LINGUISTICS

- Introduction to Semantics (LING-UA 4)
- Phonological Analysis (LING-UA 12) [Note that Sound and Language (LING-UA 11) is a prerequisite for Phonological Analysis and is only offered in the Fall Semester.]
- Grammatical Analysis (LING-UA 13)
- One course, chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
  - Computational Principles of Sentence Construction (LING-UA 24)
  - Form, Meaning, and the Mind (LING-UA 31)
  - Propositional Attitudes (LING-UA 35)
  - Neural Bases of Language (LING-UA 43 or PSYCH-UA 300)
  - Linguistics as Cognitive Science (LING-UA 48)
  - Learning to Speak (LING-UA 54)
  - Introduction to Morphology at an Advanced Level (LING-UA 55)

The philosophy component is a choice of one of the following three courses:
- Minds and Machines (PHIL-UA 5)
- Logic (PHIL-UA 70)
- Philosophy of Language (PHIL-UA 85)

The psychology component consists of four courses:
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course chosen from among the following:
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course chosen from among the following:
  - Perception (PSYCH-UA 22)
  - Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)

The tenth course will be an additional course from the lists above that has not already been taken to satisfy the departmental components. Joint majors should consult with the respective directors of undergraduate studies of the participating departments.

Minor

Four courses (16 points) in linguistics with a grade of C or better in each course. Courses taken pass/fail do not count. If any course is used to fulfill the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics minor.

Recommended Work outside the Department

To meet standards currently set in the linguistics field, as well as graduate school admission requirements, students majoring in linguistics are advised to gain competence in the following areas during their undergraduate studies: (1) one or more foreign languages, (2) psychology, for issues of language and the mind, and anthropology, for issues of language and culture; (3) mathematics or logic, for an understanding of modern algebra and
mathematical logic, (4) philosophy of language, and (5) one or more computer languages. Majors and minors should avail themselves of the NYU study away programs. Note that any course substitution or transfer credit toward a required course for the major must be confirmed by a letter from the director of undergraduate studies.

Honors in Linguistics

The Department of Linguistics offers an honors track. The requirement for graduation with honors in linguistics is an honors thesis of 40 to 50 pages, typically the culmination of a year’s work, and two advanced courses chosen with the honors thesis adviser.

Students who are excelling in the linguistics major are highly encouraged to develop an honors project as early as the second semester of their sophomore year. It is expected that students who pursue honors work in the Department of Linguistics have sufficient preparation and background (i.e., high-level coursework) in a field of linguistics, which is not always the case for students in the joint majors with French, German, Italian, and Spanish.

Admission to the honors program is by application in the second semester of junior year. To be eligible, a student must have a GPA of 3.65 overall as well as in linguistics. Applications are due to the director of undergraduate studies by April 15 and must include a one- to two-page description of the topic that the student wishes to investigate in the senior thesis. The student must identify a faculty member in the Department of Linguistics who has agreed to supervise the project, and the description of the thesis is written in consultation with this faculty adviser. The student will be notified by May 1 about acceptance into the honors program.

If the student is accepted, the faculty member who has agreed to supervise the student’s honors thesis will become the student’s honors adviser, and the two advanced courses for honors will be chosen jointly by the student and the adviser.

Joint Honors

The Department of Linguistics offers joint honors in all programs for which it offers joint majors: language and mind, anthropology and linguistics, French and linguistics, German and linguistics, Italian and linguistics, and Spanish and linguistics.

For the requirements of joint honors in anthropology and linguistics, students should see Professor John Singler.

For the requirements of joint honors in language and mind, students should follow the same procedure for honors in linguistics, except that their proposal should identify faculty members from two departments in the language and mind major (linguistics, philosophy, and psychology), and these two faculty members will be co-advisers. The thesis topic must reflect contributions to both disciplines.

Students interested in pursuing joint honors in linguistics and French, German, Italian, or Spanish should consult with the director of undergraduate studies in linguistics, as well as in the language department, in or before the second semester of their junior year.

COURSES

Language

LING-UA 1  Offered every semester. Baltin, Champollion, Collins, Gallagher, Gouskova, Szabolcsi.

4 points.

Nature or nurture? Linguistics is a science that systematically addresses this puzzle, and it offers a uniquely interesting support for the answer: both. Language is a social phenomenon, but human languages share elaborate and specific structural properties. The conventions of speech communities exist, exhibit variation, and change within the strict confines of universal grammar, part of our biological endowment. Universal grammar is discovered through the careful study of the structures of individual languages, by cross-linguistic investigations, and the investigation of the brain. In this way, linguistics mediates between cognitive science and social science. Introduces some fundamental properties of the sound system and of the structure and interpretation of words and sentences, set into this larger context.
Language and Mind
LING-UA 3 Formerly LING-UA 28. Identical to PSYCH-UA 27. Offered every year. Adriani, Baltin, Davidson, Marantz, Marcus, McElree, Murphy, Pylkkänen, Szabolcsi. 4 points.
Introduces students to the field of cognitive science through an examination of language behavior. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

Introduction to Semantics
LING-UA 4 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), or permission of the instructor. Offered every year. Barker, Szabolcsi. 4 points.
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools and goes on to investigate the empirical linguistic issues of presuppositions, quantification, scope, and polarity. Points out parallelisms between the nominal and the verbal domains.

Introduction to Psycholinguistics
LING-UA 5 Offered occasionally. Davidson. 4 points.
We easily recognize printed and spoken words, understand novel and complex sentences, and produce fluent speech thousands of times each day. It is also remarkable that children seem to learn the sounds and structures of their native languages with little effort. Psycholinguistics aims to understand the mental processes that underlie both the representation and acquisition of language. Topics covered include language acquisition, speech perception, lexical representation and access, sentence production, and the relationship between phonology and orthography.

Sound and Language
LING-UA 11 Offered every fall. Davidson, Gallagher, Gouskova, Guy. 4 points.
Introduction to phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, and phonological processes. Students develop skills to distinguish and produce sounds used in the languages of the world and to transcribe them using the International Phonetic Alphabet.

Phonological Analysis
LING-UA 12 Prerequisite: Sound and Language (LING-UA 11) or permission of the instructor. Offered at least every spring. Davidson, Gallagher, Gouskova. 4 points.
Introduction to phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. The fundamental questions include the following: What do the sound systems of all languages have in common? How can they differ from each other? What is the nature of phonological processes, and why do they occur? Students develop analytical skills by solving phonological problems based on data from a wide variety of languages.

Grammatical Analysis
LING-UA 13 Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), or permission of the instructor. Offered at least every fall. Baltin, Collins, Harves. 4 points.
What determines the sequencing of words in a given language? How can we explain word-order variation within and across languages? Are there universal syntactic properties common to the grammar of all languages? Presents the motivation for the modern generative approach to the scientific study of language and systematically develops a model that will account for the most basic syntactic constructions of natural language. Skills in scientific argumentation and reasoning are developed by analyzing problems in the syntax of English and a number of other languages.

Language Change
LING-UA 14 Offered every other year. Costello. 4 points.
Introduces students to the methods of genealogical classification and subgrouping of languages. Examines patterns of replacement in phonology, morphology, and syntax. Focuses on internal and comparative phonological, morphological, and syntactic reconstruction. Considers phonological developments such as Grimm’s, Grassmann’s, and Verner’s Laws, in detail.

Language and Society
LING-UA 15 Identical to SCA-UA 701. Offered every fall. Guy, Singler. 4 points.
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. Focuses on ways in which social factors affect language. Topics include
language as a social and political entity; regional, social, and ethnic speech varieties; bilingualism; and pidgin and creole languages.

Grammatical Analysis II
LING-UA 16  Prerequisite: Grammatical Analysis (LING-UA 13). Offered every other year. Harves. 4 points.
A continuation of Grammatical Analysis, offering an in-depth examination of various topics in syntax. Introduces students to primary literature in syntactic theory in order to further develop their critical reading and writing skills so that they may carry out an independent research project of their own. Topics will vary from year to year and may include (but are not limited to) binding theory, control, case theory, constraints on movement, antisymmetry, argument structure and applicatives, ellipsis, and derivation by phase.

The Indo-European Family
LING-UA 17  Offered occasionally. Costello. 4 points.
Prepares the phonological and morphological systems of Proto-Indo-European and considers the development thereof in the major branches of the Indo-European family of languages, in particular Indic, Hellenic, Slavic, Italic, and Germanic.

Bilingualism
LING-UA 18  Offered every fall. Vrzic. 4 points.
Examines bilingualism and multilingualism in New York City and around the world, at the level of the individual and of society. Considers the social forces that favor or inhibit bilingualism, as well as the educational consequences of bilingual education (and of monolingual education for bilingual children). Also examines the impact of bilingualism on the languages involved. Special attention is paid to code switching, the practice of using two languages in a single speech event, with particular reference to its psycholinguistic and sociolinguistic aspects.

Sex, Gender, and Language
LING-UA 21  Identical to SCA-UA 712. Offered every spring. Vasvari. 4 points.
Examines gender from a multidisciplinary perspective and in particular as a sociolinguistic variable in speech behavior. How do linguistic practices both reflect and shape our gender identity, and how do these reflect more global socio-cultural relationships between the sexes? Do women and men talk differently? To what degree do these differences seem to be universal or variable across cultures? How does gendered language intersect with race and class-linked language? What impact does gendered language have on the power relationships in given societies? This examines gendered voices—and silences—in folklore and in literature.

African American English I: Language and Culture
LING-UA 23  Identical to SCA-UA 799. Offered every other year. Blake. 4 points.
Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystematically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English, and the educational, attitudinal, and social implications connected with the language.

Computational Principles of Sentence Construction
LING-UA 24  Prerequisite: Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28). Offered every year. Barker, Dougherty. 4 points.
Introduces students to the basic computational tools available for formulating linguistic and psycholinguistic models of competence and performance. Discusses classical problems in perception and description of verb-particle constructions, questions, passives, and garden-path sentences. Considers how parsers operate in structurally different languages such as Chinese and English. Students learn sufficient computer skills (Unix, Lisp, and Prolog) to run public domain programs that model a human being’s language production and perception capacities. Students obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical-based computer languages. They may base their research on existing programs or write their own.

Languages in Contact
LING-UA 25  Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), or permission of the instructor. Offered occasionally. Singler. 4 points.
Prepares a typology of contact, organized both by the nature of the contact and by its linguistic consequences. We consider the impact that contact
can have on existing languages, and we pay special attention to the kind of contact that gives rise to new languages and also to the kind that kills languages. Topics include borrowing, bilingualism, language maintenance and language shift, language birth and language death, code switching, diglossia, pidginization and creolization, new Englishes, and mixed languages.

Language and Liberation: At Home in the Caribbean and Abroad
LING-UA 26  Identical to SCA-UA 163. Offered every other year. Blake. 4 points.
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. Focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. We first discuss the socio-historical conditions that led to the creation of new Caribbean languages called "pidgins" and "creoles" as the English language was transplanted from Britain to the Third World. We then explore the relationship of the English-based creoles to the social, cultural, political, and literary/expressive aspects of the contexts in which they existed and in which they continue to exist today in the Caribbean as well as in Britain and the United States.

Grammatical Diversity
LING-UA 27 Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor. Offered every year. Collins, Kayne. 4 points.
Introduces the syntax of languages quite different from English, from various parts of the world. Considers what they may have in common with English and with each other and how to characterize the ways in which they differ from English and from each other.

Communication: Men, Minds, and Machines
LING-UA 28 Formerly LING-UA 3. Offered every year. Dougherty. 4 points.
Examines signs and symbols in the communication of humans, primates, birds, computers, automata, simulata, and more and discusses definitions of such concepts as sign, symbol, intelligence, artificial intelligence, mind, cognition, and meaning. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by insinuation, and other methods.

Morphology
LING-UA 29 Offered occasionally. Collins. 4 points.
An introduction to the study of the internal structure of words. The two main problems in morphology are (1) how to account for the surface variability of formatives (allomorphy) and (2) how to account for their combinatorial properties (morphosyntax). Beginning from the techniques and problems of structuralist morpheme analysis, two major approaches to allomorphy are introduced: the morpheme-based model and the word-based model. In morphosyntax, we concentrate on the question of to what extent morphological combination is a matter of syntax versus the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

Language in Latin America
LING-UA 30 Offered every other year. Guy. 4 points.
Considers the dialectology of Latin America: how and why American varieties of Spanish and Portuguese differ from European varieties, as well as the distribution and nature of dialect differences in different regions of the Americas. Examines sociolinguistic issues, such as class and ethnic differences in Spanish and Portuguese in the Americas, the origin and development of standard and nonstandard varieties, and the effects of contact with Amerindian and African languages. Considers Spanish- and Portuguese-based creoles and the question of prior creolization in the popular speech of Brazil, Cuba, and other areas with a substantial population of African descent. Other topics include bilingualism, code switching, language attitudes, the impact of contact with English, and the present status of indigenous languages.

Form, Meaning, and the Mind
LING-UA 31 Prerequisites: Introduction to Semantics (LING-UA 4) and Grammatical Analysis (LING-UA 13), or permission of the instructor. Offered every other year. Baltin. 4 points.
Deals with the relationship between cognitive organization on the one hand and the interaction between syntax and semantics in natural language. Focuses on the debate within cognitive science as to whether or not the mind is modular (divided into distinct faculties, such as language, vision, and perhaps others). Discusses the relationship of this debate to the debate within linguistics as to whether or not syntax is an autonomous component of a grammar that feeds semantics but does not depend
on semantics itself for its functioning. Examines works in cognitive science about modularity and works in linguistics that bear on the question of the autonomy of syntax.

**Writing Systems of the World**

LING-UA 33  *Offered occasionally.* Costello. 4 points.

Discusses how various writing systems relate to language and questions whether writing affects language (and if so, how). The fundamental characteristics of writing are discussed: the communicative purpose of writing, the application of graphical marks on a durable surface, and the achievement of communication by virtue of the marks’ conventional relation to language. The evolution of writing is traced. Students compare the writing systems that evolved in Central America, China, Sumer, and Egypt—and their descendants—with respect to their relative advantages and disadvantages, from the points of view of acquisition, the representation of language, and the effective achievement of communication.

**Propositional Attitudes**

LING-UA 35  *Prerequisite: Philosophy of Language (PHIL-UA 85), Introduction to Semantics (LING-UA 4), or permission of the instructor.* Offered occasionally. Barker. 4 points.

Advanced seminar. Investigates the nature of linguistic meaning through an examination of the semantics of sentences that report beliefs and other attitudes toward propositions, such as “Galileo believed that the earth moves.” Such sentences have arguably proven problematic for all theories of meaning. We read and discuss pertinent papers by linguists and philosophers; background lectures are given on related issues, such as the semantics of proper names, pronouns, and demonstratives.

**Indo-European Syntax**

LING-UA 36  *Offered occasionally.* Costello. 4 points.

Students are introduced to the study of comparative (Proto-)Indo-European syntax. Methods of reconstructing a protosyntax are presented and compared. Deals with recent explanations concerning the origin and development of a number of parts of speech, including adverbs and prepositions, and syntactic constructions, including absolute, relative, and periphrastic verbal constructions (for example, the passive) in Proto-Indo-European and its descendant languages. Reanalysis and grammaticalization are addressed in some detail. Questions concerning the motivation of innovations and their implications for the overall evolution of language are discussed.

**The Syntax/Semantics Interface: Hungarian**

LING-UA 37  *Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor.*  
Introduction to Semantics (LING-UA 4) is recommended but not required. Offered occasionally. Szabolcsi. 4 points.

Hungarian is known as a language that wears its semantics on its syntactic sleeve. Word order transparently identifies the topic and the focus of the sentence and disambiguates the scopes of operators such as “always,” “not,” and “everyone.” Studies Hungarian from the perspective of theoretical linguistics and asks what this language tells us about how the syntax/semantics interface works in universal grammar. Reviews the fundamentals of Hungarian morphology and syntax and discusses current literature. Not a language course.

**Pidgin and Creole Languages**

LING-UA 38  *Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), or permission of the instructor.* Offered every other year. Singler. 4 points.

Examines the pidginized and creolized languages of the world. Addresses three central questions: (1) how pidgins/creoles (P/Cs) come into being, (2) why P/Cs have the properties they do, and (3) why P/Cs—regardless of the circumstances of their genesis—share so many features. Examines P/Cs vis-a-vis other types of languages, considers the linguistic and social factors that contribute to the genesis of individual P/Cs, and investigates the linguistic characteristics of P/Cs. Geographic focus is on the Atlantic (creoles from the Caribbean and pidgins from West Africa), but pidgins/creoles from the Pacific are also discussed.

**Language in Use**

LING-UA 41  *Offered occasionally.* Guy. 4 points.

Living languages change across time. This course examines language not from the standpoint of abstract structural description but from the perspective of how it is actively used in a speech community. We consider theoretical issues, such as how to model diversity in language use, and methodological issues, such as how to study language change while it is under way. We study appropriate quantitative methods for investigating variation across linguistic contexts, speakers, settings, and time.
Romance Syntax
LING-UA 42  Prerequisite: Grammatical Analysis (LING-UA 13) or permission of the instructor. Offered occasionally. Kayne. 4 points.
Introduces the syntax of Romance languages, primarily French, Italian, and Spanish, but also various Romance dialects. Considers what they have in common with each other (and with English) and how best to characterize the ways in which they differ from each other (and from English).

Neural Bases of Language
LING-UA 43  Identical to PSYCH-UA 300.  
Prerequisite: Language (LING-UA 1), Language and Mind (LING-UA 3, formerly 28), PSYCH-UA 25, PSYCH-UA 29, or permission of the instructor. Offered every year. Pylkkänen. 4 points.
What are the brain bases of our ability to speak and understand language? Are some parts of the brain dedicated to language? What is it like to lose language? Provides a state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field at the intersection of linguistics, psycholinguistics, and neuroscience. Lectures cover all aspects of language processing in the healthy brain, from early sensory perception to sentence-level semantic interpretation, as well as a range of neurological and development language disorders, including aphasias, dyslexia, and genetic language impairment.

Field Methods
LING-UA 44  Identical to LING-GA 44.  
Prerequisite: Sound and Language (LING-UA 11) and either Phonological Analysis (LING-UA 12) or Grammatical Analysis (LING-UA 13), or permission of the instructor. Offered every year. Collins, Gallagher, Gouskova, Singler. 4 points.
A hands-on approach to learning linguistics. Every year, a different language is chosen to investigate. Students interview a native speaker of an unfamiliar language, usually a nonlinguist, to study all aspects of the language’s grammar: phonetics, phonology, morphology, syntax, semantics. They learn to evaluate and organize real, nonidealized linguistic data and to formulate generalizations that then serve as the basis for a research proposal. A unique opportunity to obtain a rich and complete set of data on a new topic of theoretical interest in any field of linguistics.

Evolution of Intellectual Complexity
LING-UA 45  Offered occasionally. Dougherty. 4 points.
How do human perception, cognition, language, and communication relate to the abilities of animals, fossil records, anthropological and archaeological research, cave painting, and physiology? We broadly try to answer the following: What is a likely scenario for human evolution from animal origins? We argue (with Chomsky, Darwin, D’Arcy, Thompson, Turing, Lorenz, Gould) that evolution proceeds in large jumps (saltations) and that slow, gradual evolution via natural selection (per Pinker, Hauser, Fitch, Lieberman) cannot account for human cognitive evolution. Readings focus on original works by Darwin, Wallace, D’Arcy, Thompson, Freud, Chomsky, Galileo, and Pinker and include studies by zoologists, linguists, anthropologists, archaeologists, and psychologists.

African American English II: Language and Education
LING-UA 46  Identical to SCA-UA 800. Offered occasionally. Blake. 4 points.
African American English is a distinct dialect of American English that has influenced U.S. and world cultures, yet its speakers have faced well-documented educational challenges. Explores contemporary, social, linguistic, and educational issues that arise for speakers of African American English in the United States. Topics covered include a history of African American language behavior, politics, and policies around the language, teacher education, language attitudes, culture and curriculum, and controversies about African American English in the schools.

The Language of America’s Ethnic Minorities
LING-UA 47  Offered every other year. Blake, Singler. 4 points.
Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. In particular, looks for similarities and differences across these communities and considers the role that language experiences play in current models of race and ethnicity.
Linguistics as Cognitive Science
Prerequisite: permission of the instructor. Offered every year. Marantz. 4 points.  
Foundational questions for a science of linguistics are addressed both from within linguistics and from philosophy and psychology. Issues include the nature of the evidence for constructing grammars, the interpretation of grammatical rules as cognitive or neural operations, the significance of neo-behaviorist approaches to language and computational modeling for a cognitive theory of language, the connection between linguistics theory and genetics, and the importance of sociocultural and historical variation for understanding the nature of language. Students are expected to engage in debate over these issues, bringing to the table their own backgrounds in one of the relevant disciplines, as well as what they learn from the assigned readings. Guest speakers with complementary expertise join the primary instructor for several of the lectures.

Endangered Languages
LING-UA 50  Offered occasionally. Collins. 4 points. 
The languages of the world are dying off at an alarming rate. We attempt to answer the following questions during the semester: Why do languages die off? If a language dies, does a culture die with it? How is the structure of a language (phonology, morphology, syntax) affected by language death? Why should we care about language endangerment, and is there anything we can do about it? Each student “adopts” an endangered language and looks into it extensively during the course of the semester.

A Cultural History of Computers, Robots, and Artificial Intelligence
LING-UA 51  Offered every year. Dougherty. 4 points. 
Considers primary source material on the mind-body problem and on linguistic criteria for intelligence, starting with Galileo and Descartes and continuing up to the present day. Examines mechanical analogies of mind developed since 1500. Readings from Galileo, Descartes, Voltaire, Huxley, Darwin, Arnauld, Turing, Kuhn, and Penfield. Focuses on Chomsky’s Cartesian linguistics and the claim that current ideas concerning mind, language, and intelligence parallel closely those of the Cartesians of the 17th century.

Learning to Speak: The First- and Second-Language Acquisition of Sound
LING-UA 54  Prerequisite: Sound and Language (LING-UA 11) or Phonological Analysis (LING-UA 12). Offered occasionally. Adriaans, Davidson. 4 points. 
Focuses on the acquisition of sound systems by first- and second-language learners. In some ways, these tasks are very similar, but they differ in other crucial aspects. We discuss scientific data from both first- and second-language acquisition of sound systems to understand how humans learn language both in infancy and adulthood. Presupposes an introduction to phonetics, phonology, and/or psycholinguistics.

Introduction to Morphology at an Advanced Level
LING-UA 55  Identical to LING-GA 1029.  
Prerequisites: Sound and Language (LING-UA 11) and Phonological Analysis (LING-UA 12). Offered every year. Marantz. 4 points. 
Examines the building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). Provides an introduction to fundamental issues in morphology, including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. The field of morphology currently embraces much of what goes on in linguistics as a whole; syntax, morphology, phonology, semantics, and variation all play an essential role, and their interactions are highlighted here.

Introduction to English Grammar
LING-UA 56  Offered occasionally. Collins. 4 points. 
No prior knowledge of linguistics is assumed. We survey the major areas of English grammar, including the following: parts of speech (verb, noun, adjective, preposition, adverb), participles, auxiliary verbs, count and noncount nouns, definite and indefinite articles, subjects, objects, predicates, types of clauses (declarative, interrogative, exclamative, imperative), passive versus active verbs, negation, and relative clauses. The course is of interest to students of English literature, English grammar, linguistics, computer science, philosophy, and psychology. Also useful to people thinking of going into language teaching and those interested in improving their writing through greater attention to English grammar. Note: This is not an English as a Second Language (ESL) course. Students are expected to be native speakers of English or to have a very high level of proficiency in English.
DEPARTMENT OF LINGUISTICS

Etymology
LING-UA 76  Identical to CLASS-UA 23 and MEDI-UA 76. Offered every other year. Costello. 4 points.
Traces the origin and development of English words. Discusses ways in which new words are created. Introduces concepts of phonological and semantic change, which students apply in identifying cognates linking English with other languages, in particular, but not limited to, Latin and Greek.

Seminar: Research on Current Problems in Linguistics
LING-UA 102  Prerequisite: permission of the instructor. Offered occasionally. 4 points.
Course content varies; see the description of each offering at the department’s home page.

Internship
LING-UA 980, 981  Prerequisite: permission of the director of undergraduate studies. In the term prior to the internship, the student must present a written description of the proposed internship that clearly indicates the linguistic content of the project. 1 to 4 points per term.

Independent Study
LING-UA 997, 998  Prerequisite: permission of the director of undergraduate studies. 1 to 4 points per term.
MINOR IN

Literature in Translation

www.french.as.nyu.edu • 13 University Place, New York, NY 10003-4573 • Phone: 212-998-8700

Adviser
Clinical Associate Professor Moran

MINOR

This minor is for students who have an interest in the literature of several different countries and/or cultures and wish to explore that literature through English translation. This minor consists of four courses (16 points) taught in English with a focus on foreign (i.e., not written in English) literature offered by participating CAS disciplines (classics, comparative literature, dramatic literature, East Asian studies, English, French, German, Hebrew and Judaic studies, Italian, Middle Eastern and Islamic studies, Russian and Slavic studies, Spanish and Portuguese). A student majoring in a specific language cannot take courses in his or her home department for this minor. In addition, a student must take courses from at least two different departments for this minor, with no more than two courses from the same department. No grade lower than a C counts toward this minor. This minor is declared through the Department of French.

COURSES

The following are courses in literature in translation:

- Courses in foreign literature taught in English translation and listed under the relevant foreign language departments, such as The Comedies of Greece and Rome (CLASS-UA 144) or Women Writers in France (FREN-UA 835).
- The courses History of Drama and Theatre I, II (DRLIT-UA 110, 111), offered by the Department of Dramatic Literature, in addition to relevant courses cross-listed with the Department of English or with foreign language departments.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. The faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs which emphasize the applications of mathematics to technology and other branches of science.

In addition to the mathematics major, joint programs are available in mathematics and (1) computer science, (2) economics, and (3) engineering. They lead to the B.A. degree in four years, with the exception of the engineering option, which leads to the B.S. degree from the College of Arts and Science and the B.S. degree from the NYU Polytechnic School of Engineering in five years. These programs are described in more detail below. Special courses in the mathematical aspects of biology and medicine are also available. Outstanding students may join an honors program and be admitted to selected courses at the graduate level. All students have access to the institute’s library, which houses a large, up-to-date collection of books and technical journals in mathematics and computer science.

**CAS Mathematics Requirement (Quantitative Reasoning)**

To satisfy the College Core Curriculum requirement in Quantitative Reasoning (QR), all College of Arts and Science students must either take one semester of an approved course with mathematical content, or use their advanced standing credit or SAT Subject Examination score to exempt from the requirement. (There is no CAS-administered examination to exempt students from QR.)

Advanced Placement (AP), International Baccalaureate (IB; HL only), and Advanced Level (A Level; not AS) credit in calculus, statistics, and mathematics satisfies the QR requirement, as does similar credit in selected international examinations. Consult the admission section of this Bulletin or a CAS adviser for details on which approved examinations and minimum scores confer credit.

A score of 700 or higher on the SAT Subject Examination in Mathematics (either level 1 or 2) satisfies the Core QR requirement. No credit is awarded.

Students in the following majors or tracks of study are required to take calculus and/or statistics courses which also satisfy the Core QR requirement: computer science, economics, engineering, global public health,
international relations, mathematics, the natural sciences, the prehealth track, and psychology. (These majors
differ in whether and how they accept advanced standing credit toward their quantitative requirements; consult
the appropriate sections of this Bulletin.)

CAS students who are not pursuing one of these courses of study, and who cannot present advanced stand-
ing credit or SAT Subject Examination scores for exemption from the QR requirement, must take one of the
Quantitative Reasoning (CORE-UA 1XX) courses offered in the College Core Curriculum.

Alternatively, they may take an appropriate calculus course at the level of Calculus I (MATH-UA 121) or above,
including Mathematics for Economics I (MATH-UA 211). Other CAS courses that satisfy the QR requirement
are posted on the Core Curriculum website, http://core.cas.nyu.edu.

Calculus Placement
Students meeting any of the following criteria may enter Calculus I (MATH-UA 121) or Mathematics for
Economics I (MATH-UA 211). The latter course is intended for majors in economics.

- SAT general mathematics score of 650 or higher
- SAT Subject Examination in Mathematics (level 1 or level 2) score of 650 or higher
- ACT mathematics score of 30 or higher
- Advanced Placement (AP) Calculus AB exam score of 3 or higher (must be 4 or 5 to earn credit)
- AB subscore on the AP Calculus BC exam of 3 or higher (must be 4 or 5 to earn credit)
- AP Calculus BC exam score of 3 or higher (must be 4 or 5 to earn credit)
- A Level Mathematics score of C or higher (must be B or higher to earn credit; anyone who took Further
  Mathematics should consult the mathematics department for placement)
- AS Level Mathematics score of B or higher (no credit is awarded for AS exams)
- International Baccalaureate (IB) HL score of 5 or higher (must be 6 or higher to earn credit)
- IB SL score of 6 or higher (no credit is awarded for SL exams)
- Algebra and Calculus (MATH-UA 9) with a grade of C or higher, or equivalent
- Passing score on the departmental calculus placement exam

Students who do not meet any of these prerequisites are required to take Algebra and Calculus (MATH-UA 9)
before proceeding to calculus.

Advanced Placement with Credit
Freshmen seeking advanced placement in the mathematics major or minor may present results of the Advanced
Placement (AP) Calculus AB or BC Examination given by the College Entrance Examination Board.

- A student who earns a 4 or 5 on the Calculus AB exam (or AB subscore) or a 4 on the Calculus BC exam
  will receive 4 points equivalent to Calculus I (MATH-UA 121) and will be placed into Calculus II
  (MATH-UA 122).
- A student who earns a score of 5 on the Calculus BC exam will receive 8 points, equivalent to both
  Calculus I (MATH-UA 121) and Calculus II (MATH-UA 122), and will be placed into Calculus III
  (MATH-UA 123).

For calculus equivalencies and placement for advanced standing credit in mathematics from International
Baccalaureate (HL only), A Level, and other approved international examinations, please consult the admission
section of this Bulletin or a CAS adviser.

Advanced Placement without Credit
The department also periodically gives its own advanced placement exams for those students who know the
material covered in Calculus I (MATH-UA 121) and/or Calculus II (MATH-UA 122) and who wish to proceed
with Calculus II (MATH-UA 122) or Calculus III (MATH-UA 123). There is also an examination to pass out
of Calculus III (MATH-UA 123). If a student passes any of these exams, he or she is placed into the next course
of the sequence; however, no college credit is given for the courses that are skipped.
Major in Mathematics

The major consists of thirteen 4-point courses (52 points) numbered MATH-UA 120 (Discrete Mathematics) or higher:

Calculus and Linear Algebra Requirement

- Calculus I (MATH-UA 121) or advanced standing credit

And either these three courses:

- Calculus II (MATH-UA 122) or advanced standing credit
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)

Or these two intensive courses (5 points each):

- Honors Calculus I: Accelerated Calculus with Linear Algebra (MATH-UA 221)
- Honors Calculus II: Accelerated Calculus with Linear Algebra (MATH-UA 222)

Analysis and Algebra Requirement

- Analysis (MATH-UA 325)
- Algebra (MATH-UA 343)

Either of these courses can be replaced with its more intensive honors version:

- Honors Analysis I (MATH-UA 328)
- Honors Algebra I (MATH-UA 348)

Restricted Electives

The remaining courses must include at least three of the following:

- Theory of Probability (MATH-UA 233)
- Mathematical Statistics (MATH-UA 234)
- Numerical Analysis (MATH-UA 252)
- Partial Differential Equations (MATH-UA 263)
- Functions of a Complex Variable (MATH-UA 282)
- Honors Analysis II (MATH-UA 329)
- Honors Algebra II (MATH-UA 349)
- Differential Geometry (MATH-UA 377)
- Honors I (MATH-UA 393)
- Honors II (MATH-UA 394)
- Honors III (MATH-UA 397)
- Honors IV (MATH-UA 398)

Notes on the Major in Mathematics

- The following courses do not count toward the major in mathematics: Math for Economics I, II, III (MATH-UA 211, 212, 213) and Transformations and Geometries (MATH-UA 270). Only economics majors pursuing a double major in mathematics may substitute Math for Economics for the regular calculus sequence.
- Any two computer science courses at the level of Introduction to Computer Science (CSCI-UA 101) or higher may be credited toward the thirteen courses required for the major.
- Students who complete the prehealth program may count two physics courses toward the mathematics major: General Physics I, II (PHYS-UA 11, 12), or Physics I, II (PHYS-UA 91, 93).
- However, students are not permitted to count both the physics sequence and the computer science courses toward the major.
- Students may double-count no more than two courses toward both the mathematics major and the requirements of another major or minor.
- Courses taken under the pass/fail option are not counted toward the major. A grade of C or better is required in all courses used to fulfill major requirements.
Students may petition to enroll in graduate mathematics courses and apply them to the undergraduate major. Permission is not granted until the student has completed Analysis (MATH-UA 325) and the available undergraduate course(s) on the same topic.

All mathematics majors and minors are required to see an undergraduate faculty adviser to review their course of study and be advised on appropriate courses for each term. Inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 626 or 627, or call 212-998-3005 for more information.

Joint Major in Mathematics and Computer Science

This is an interdisciplinary major (eighteen courses/72 points) offered by the Department of Mathematics with the Department of Computer Science. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The mathematics requirements (ten courses/40 points) are as follows:

- Discrete Mathematics (MATH-UA 120)
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
- Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)
- The rest of the ten mathematics courses must include two of the following: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Partial Differential Equations (MATH-UA 263), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), Honors Algebra II (MATH-UA 349), or Differential Geometry (MATH-UA 377).
- All mathematics electives for the joint major must be numbered above MATH-UA 120, and may not include any of the following: Math for Economics I, II, or III (MATH-UA 211, 212, or 213), or Transformations and Geometries (MATH-UA 270).

The computer science requirements (eight courses/32 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Numerical Computing (CSCI-UA 421)
- Two computer science electives at the 400 level

Joint Major in Mathematics and Economics

A joint major (eighteen courses/72 points) is offered by the Departments of Mathematics and Economics. In the economics department, joint majors with mathematics may only take the theory concentration. Nine courses must be taken in each department. A grade of C or better is necessary in all courses used to fulfill joint major requirements. Interested students should consult with the director of undergraduate studies in both departments for additional information.

The requirements below are for students who entered NYU in fall 2013 or later. Students who entered NYU before fall 2013 should consult the economics section of this Bulletin for the joint major requirements applying to them.
Of the nine mathematics courses (36 points), the following five are required:

- Math for Economics I (MATH-UA 211) or Calculus I (MATH-UA 121)
- Math for Economics II (MATH-UA 212) or Calculus II (MATH-UA 122)
- Math for Economics III (MATH-UA 213) or Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)

Four additional courses must be completed from the following choices: Theory of Probability (MATH-UA 233), Mathematical Statistics (MATH-UA 234), Probability and Statistics (MATH-UA 235), Combinatorics (MATH-UA 240), Theory of Numbers (MATH-UA 248), Mathematics of Finance (MATH-UA 250), Mathematical Modeling (MATH-UA 251), Numerical Analysis (MATH-UA 252), Ordinary Differential Equations (MATH-UA 262), Partial Differential Equations (MATH-UA 263), Chaos and Dynamical Systems (MATH-UA 264), Functions of a Complex Variable (MATH-UA 282), Honors Analysis II (MATH-UA 329), or Algebra (MATH-UA 343).

The economics requirements (nine courses/36 points) are as follows:

- Introduction to Macroeconomics (ECON-UA 1; formerly Economic Principles I)
- Introduction to Microeconomics (ECON-UA 2; formerly Economic Principles II)
- Microeconomics (ECON-UA 11)
- Macroeconomics (ECON-UA 13)
- Analytical Statistics (ECON-UA 20), if not taking Mathematical Statistics (MATH-UA 234)
- Introduction to Econometrics (ECON-UA 266)
- Plus any three economics elective courses, at least two of which must be theory electives numbered ECON-UA 300 to 399. Note that students who take MATH-UA 234 instead of ECON-UA 20 for the statistics requirement must take a total of four ECON-UA electives.

Minor in Mathematics

The requirements are four 4-point courses (16 points) in the department, numbered MATH-UA 120 (Discrete Mathematics) or higher. Although courses transferred from other colleges may count toward the minor, at least two courses for the minor must be taken at New York University. Students pursuing majors that require mathematics courses may follow this minor, as long as two of the four courses do not apply simultaneously to the requirements for their major.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses counting for the minor.

Advisers are available for consultation on minor requirements before and during registration. Students should consult an adviser if they have any doubt about which courses fulfill their requirements.

Joint Minor in Mathematics and Computer Science

The requirements are these four courses (16 points):

- Calculus I and II (MATH-UA 121, 122), or Mathematics for Economics I and II (MATH-UA 211, 212).
- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)

A grade of C or better is required for courses to count toward the minor. Students who wish to double-count courses for the math portion of the minor and another requirement may count at most two such courses toward the minor. At least two of the courses in total and at least one of the math courses must be taken in residence at New York University.

Minor in Advanced Mathematical Methods

The advanced mathematical methods minor consists of four courses (typically 15 points). Students must take at least one Stern course (typically 3 points) to fulfill this minor. The requirements are as follows:
DEPARTMENT OF MATHEMATICS

- Linear Algebra (MATH-UA 140)
- Numerical Analysis (MATH-UA 252) or Numerical Methods I (MATH-GA 2010)
- Introduction to the Theory of Probability (STAT-UB 14)
- One course chosen from:
  - Ordinary Differential Equations (MATH-UA 262)
  - Partial Differential Equations (MATH-UA 263)
  - Analysis (MATH-UA 325)
  - Statistical Inference and Regression Analysis (STAT-UB 15)
  - Introduction to Stochastic Processes (STAT-UB 21)

If a student has taken a probability course in CAS, then STAT-UB 14 should not be taken. Either STAT-UB 15 or STAT-UB 21 must be substituted.

Note that students who have the equivalent of MATH-UA 140 should substitute a more advanced course from the list above.

**Honors Program in Mathematics**

The honors program is designed for students with a strong commitment to mathematics. It is recommended for those who intend to pursue graduate study in mathematics. Potential honors students are encouraged to register for Honors Calculus I and II (MATH-UA 221, 222), but this is not required.

The requirements for admission into the honors program are (1) maintaining a GPA of 3.65 or higher in the major sequence (including joint honors requirements), (2) maintaining a general GPA of 3.65 or better, and (3) approval of the director of the honors program. Interested students should consult with the mathematics honors adviser.

Students in the honors program must fulfill the requirements of the regular program together with the following additional requirements.

**Honors Electives**

Honors students must take at least four of the following 4-point courses:

- Honors Analysis I (MATH-UA 328)
- Honors Analysis II (MATH-UA 329)
- Honors Algebra I (MATH-UA 348)
- Honors Algebra II (MATH-UA 349)
- Honors I (MATH-UA 393)
- Honors II (MATH-UA 394)
- Honors III (MATH-UA 397)
- Honors IV (MATH-UA 398)

Where applicable, the same course counts toward both the general restricted electives and the honors electives. Students who have taken Analysis (MATH-UA 325) or Algebra (MATH-UA 343) may not take the corresponding Honors Analysis I (MATH-UA 328) or Honors Algebra I (MATH-UA 348) to fulfill this requirement. Under special circumstances and with the permission of the department, certain graduate courses may be substituted for Honors I-IV.

**Honors Project**

This may be satisfied by participation in the Summer Undergraduate Research Experience program (S.U.R.E.) under individual faculty supervision. Students who participate in S.U.R.E. receive financial support for the summer. Alternatively, students may complete up to two semesters of independent study (MATH-UA 997, 998) under faculty supervision. Students should seek approval of their honors project from the director of the honors program.
Joint Honors Program in Mathematics and Computer Science

This is a twenty-course (80-point) interdisciplinary major offered by the Department of Mathematics and the Department of Computer Science. The mathematics requirements (ten courses/40 points) are as follows:

- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Calculus III (MATH-UA 123)
- Linear Algebra (MATH-UA 140)
- Analysis (MATH-UA 325) or Honors Analysis I (MATH-UA 328)
- Algebra (MATH-UA 343) or Honors Algebra I (MATH-UA 348)
- Four Honors courses chosen from Honors Analysis II (MATH-UA 329), Honors Algebra II (MATH-UA 349), Honors I (MATH-UA 393), Honors II (MATH-UA 394), Honors III (MATH-UA 397), or Honors IV (MATH-UA 398)

With permission of the mathematics department, the honors courses may be replaced with two graduate courses.

The computer science requirements (ten courses/40 points) are as follows:

- Introduction to Computer Science (CSCI-UA 101)
- Data Structures (CSCI-UA 102)
- Computer Systems Organization (CSCI-UA 201)
- Operating Systems (CSCI-UA 202)
- Basic Algorithms (CSCI-UA 310)
- Numerical Computing (CSCI-UA 421)
- Theory of Computation (CSCI-UA 453)
- Three computer science courses listed at the CSCI-UA 400 level

Note that four of the computer science courses must be completed with honors credit, one of which must be at the 300 or 400 level.

Guided research, sponsored by either department, should be presented at the College’s Undergraduate Research Conference, which takes place in late April. Students are expected to dedicate 10 to 20 hours per week to their research.

Joint B.S./B.S. Program with the NYU Polytechnic School of Engineering

The department offers a joint B.S./B.S. program with the NYU Polytechnic School of Engineering. Students in the program receive the B.S. degree in mathematics from CAS and the B.S. degree in civil, computer, electrical, or mechanical engineering from the School of Engineering. Further information and advisement are available from Mr. Tyrell Davis, College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Joint B.A./M.S. Program with the Graduate School of Arts and Science

The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Qualifying students are accepted into the program toward the end of the sophomore year or during the junior year before 96 credits are earned. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Applications and general information about the program are available from Mr. Scott Statland, Associate Director, Juniors and Inter-School Programs, College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130. Students should discuss with him as early as possible how the program might fit their long-term plans.
Activities and Awards

Mathematics Club
An active club open to all students interested in the study of mathematics. An organizational meeting is held shortly after classes begin in the fall to plan for the coming academic year. Activities include talks by faculty and guest speakers on a variety of topics, including career opportunities.

Association for Women in Mathematics (AWM)
The mission and purpose of AWM’s NYU chapter is to increase interest in the mathematical sciences and their applications in various industries. More specifically, it focuses on mentoring, encouraging and bringing together women undergraduates in mathematics to increase visibility of women and their contributions in the discipline.

William Lowell Putnam Competition
The Department of Mathematics participates in the annual William Lowell Putnam Competition, a mathematics contest open to all undergraduate mathematics students in the United States and Canada. Interested students should contact the department as early as possible in the school year, as the contest takes place in early December.

Mathematical Contest in Modeling
MCM is a contest in which teams of undergraduates use mathematical modeling to present their solutions to real-world problems. Interested students should contact the department as early as possible in the school year.

Awards
The departmental awards include the Sidney Goldwater Roth Prize, the Hollis Cooley Memorial Prize, and the Perley Thorne Medal. Please see the descriptions under honors and awards in this bulletin.

Courses

Note on Calculus Tracks
Two calculus tracks are available: the standard track of Calculus I, II, and III (MATH-UA 121-123) and the Honors I, II track (MATH-UA 221, 222). The prerequisite for pursuing the honors track is completion of Calculus I (MATH-UA 121) or equivalent, because the honors track covers material from Calculus II and III (MATH-UA 122, 123) as well as from Linear Algebra (MATH-UA 140). The honors courses MATH-UA 221, 222 count as the equivalent of two (not three) mathematics courses. Switching tracks is not encouraged. A student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

Algebra and Calculus
MATH-UA 9 Prerequisites: high school mathematics or permission of the department. Offered every term. 4 points.
Intensive study of intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

Discrete Mathematics
MATH-UA 120 Prerequisite: Calculus I (MATH-UA 121) with a grade of C or better, or permission of the department. Offered every term. 4 points.

Calculus I
MATH-UA 121 Prerequisite: a score of 650 or higher on the mathematics portion of the SAT, a score of 650 or higher on either SAT Subject Test in Mathematics, an ACT mathematics score of 30 or higher, a score of 3 or higher on the AP Calculus AB exam or AB subscore, a score of 3 or higher on the AP Calculus BC exam, a grade of C or higher in Algebra and Calculus (MATH-UA 9) or equivalent, or a passing score on the departmental placement exam. Offered every term. 4 points.
Derivatives, antiderivatives, and integrals of functions of one variable. Applications include graphing, maximizing, and minimizing functions. Definite integrals and the fundamental theorem of calculus. Areas and volumes.
Calculus II
MATH-UA 122  Prerequisite: Calculus I (MATH-UA 121) or equivalent with a grade of C or better, a score of 4 or higher on the AP Calculus AB or BC exam, or a passing score on a departmental placement exam.
Offered every term. 4 points.

Calculus III
MATH-UA 123  Prerequisite: Calculus II (MATH-UA 122) or equivalent with a grade of C or better, a score of 5 on the AP Calculus BC exam, or a passing score on a departmental placement exam.
Offered every term. 4 points.

Set Theory
MATH-UA 130  Identical to PHIL-UA 73. 4 points.
The axioms of set theory; Boolean operations on sets; set-theoretic representation of relations, functions, and orderings; the natural numbers; theory of transfinite cardinal and ordinal numbers; the axiom of choice and its equivalents; and the foundations of analysis. May also cover such advanced topics as large cardinals or independence results.

Linear Algebra
MATH-UA 140  Prerequisite: Calculus I (MATH-UA 121) or Math for Economics I (MATH-UA 211) (for economics majors) with a grade of C or better, or equivalent. Offered every term. 4 points.

Honors Linear Algebra I
MATH-UA 141  Identical to MATH-GA 2110.
Prerequisite: a grade of B or better in Analysis (MATH-UA 325) and/or Algebra (MATH-UA 343), or the equivalent. MATH-GA 2110 is offered every semester but named Honors Linear Algebra I in the fall and summer sessions. 4 points.

Honors Linear Algebra II
MATH-UA 142  Identical to MATH-GA 2120.
Prerequisite: Honors Linear Algebra I (MATH-UA 141). Offered in the spring. 4 points.

Introduction to Computer Simulation
MATH-UA 144  Identical to CSCI-UA 330.
Prerequisite: A grade of C or higher in Calculus I (MATH-UA 121) or Math for Economics II (MATH-UA 212) (for economics majors), and General Physics (PHYS-UA 11). Offered in the spring. 4 points.
Simulations of such phenomena as orbits (Kepler problem and N-body problem), epidemic and endemic disease (including evolution in response to the selective pressure of malaria), musical stringed instruments (piano, guitar, and violin), and traffic flow in a city (with lights, breakdowns, and gridlock). Simulations are based on mathematical models, numerical methods, and Matlab programming techniques taught in class. Emphasizes use of animation (and sound where appropriate) to present the results of simulations.

Mathematics for Economics I, II
MATH-UA 211, 212  Prerequisite for MATH-UA 211: same as for Calculus I (MATH-UA 121).
Prerequisite for MATH-UA 212: completion of MATH-UA 211 with a grade of C or higher. Intended for declared and prospective majors in economics. Economics majors pursuing a double major in mathematics may substitute MATH-UA 211, 212, and 213 for the regular calculus sequence. Cannot apply both standard or honors calculus courses and Mathematics for Economics courses toward the mathematics major.
Offered every term. 4 points per term.
Elements of calculus and linear algebra with examples and motivation drawn from important topics in economics. Topics include derivatives of functions of one and several variables; interpretations of the derivatives; convexity; constrained and unconstrained optimization; series, including geometric and Taylor series; ordinary differential equations; matrix algebra; eigenvalues; and (if time permits) dynamic optimization and multivariable integration.
Mathematics for Economics III
MATH-UA 213  Prerequisite: Mathematics for Economics II (MATH-UA 212). Offered every term. 4 points.
Further topics in vector calculus. Vector spaces, matrix analysis, and linear and nonlinear programming with applications to game theory. Provides economics majors who have taken Mathematics for Economics I, II (MATH-UA 211, 212) with prerequisite knowledge for higher-level mathematics courses.

Honors Calculus I: Accelerated Calculus with Linear Algebra
MATH-UA 221  Prerequisite: either (a) a score of 4 or higher on the Advanced Placement Calculus AB or BC exam, or (b) Calculus I (MATH-UA 121). Requires permission of the instructor. Offered in the fall. 5 points.
First semester of a yearlong sequence that covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140). Sequences and series; Taylor's theorem; power series; linear systems of equations; matrices and LU decomposition; determinants; vector spaces; eigenvalues and eigenvectors; functions of several variables; vector-valued functions; partial derivatives; various applications including maxima and minima.

Honors Calculus II: Accelerated Calculus with Linear Algebra
MATH-UA 222  Prerequisite: Honors Calculus I (MATH-UA 221) with a B or better. Offered in the spring. 5 points.
Second semester of a yearlong sequence that covers the content of Calculus II and III (MATH-UA 122, 123) as well as Linear Algebra (MATH-UA 140). Multidimensional differentiation (e.g. differentials, gradients, Taylor expansions, applications); multidimensional integration (e.g. double and triple integrals, Green's theorem, divergence theorem, applications); differential equations (e.g. first-order linear equations, second-order linear equations, applications); and additional topics in linear algebra (e.g. inner products, orthogonality, applications).

Vector Analysis
MATH-UA 224  Prerequisite: a grade of C or better in Analysis (MATH-UA 325). Offered in the spring. 4 points.
Brief review of multivariate calculus: partial derivatives, chain rule, Riemann integral, change of variables, line integrals. Lagrange multipliers. Inverse and implicit function theorems and their applications. Introduction to calculus on manifolds: definition and examples of manifolds, tangent vectors and vector fields, differential forms, exterior derivative, line integrals and integration of forms. Gauss's and Stokes's theorems on manifolds.

Earth's Atmosphere and Ocean: Fluid Dynamics and Climate
MATH-UA 228  Identical to ENVST-UA 360. Prerequisite: Calculus I (MATH-UA 121) or Math for Economics II (MATH-UA 212) (for economics majors) or equivalent with a grade of B-minus or better, and familiarity with introductory physics (at least at the advanced high school level). Recommended: Calculus III (MATH-UA 123). Offered in the spring. 4 points.
Introduces the dynamical processes that drive the circulation of the atmosphere and ocean and their interaction—the core of climate science. Provides an understanding of the unifying principles of planetary fluid dynamics. Topics include the global energy balance, convection and radiation (the greenhouse effect), effects of planetary rotation (the Coriolis force), structure of the atmospheric circulation (the Hadley cell and wind patterns), structure of the oceanic circulation (wind-driven currents and the thermohaline circulation), and climate and climate variability (including anthropogenic warming).

Introduction to Fluid Dynamics
MATH-UA 230  Identical to PHYS-UA 180. Prerequisite: A grade of C or higher in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors). Recommended: Mathematical Physics (PHYS-UA 106). Offered in the spring. 4 points.
Fluid dynamics is the branch of physics that can describe the flow of blood in the human body, the flight of an insect, or the motions of weather systems. Key concepts include: the formalism of continuum mechanics; the conservation of mass, energy, and momentum in a fluid; the Euler and Navier-Stokes equations; and viscosity and vorticity. These concepts are applied to such classic problems in fluid dynamics as potential flow around a cylinder, the propagation of sound and gravity waves, and the onset of instability in shear flow.
Theory of Probability
MATH-UA 233 Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) or equivalent. Not open to students who have taken Probability and Statistics (MATH-UA 235). Offered every term. 4 points.
Introduction to the mathematical techniques of random phenomena occurring in the natural, physical, and social sciences. Axioms of mathematical probability, combinatorial analysis, binomial distribution, Poisson and normal approximation, random variables and probability distributions, generating functions, Markov chains, applications.

Mathematical Statistics
MATH-UA 234 Prerequisite: a grade of C or better in Theory of Probability (MATH-UA 233) or equivalent. Not open to students who have taken Probability and Statistics (MATH-UA 235). Offered in the spring. 4 points.
Introduction to the mathematical foundations and techniques of modern statistical analysis used in the interpretation of data in quantitative sciences. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; confidence intervals; sequential analysis; correlation, regression, and analysis of variance. Applications to the sciences.

Probability and Statistics
MATH-UA 235 Prerequisite: a grade of C or better in Calculus II (MATH-UA 122) or Math for Economics II (MATH-UA 212) (for economics majors) or equivalent. Not open to students who have taken Theory of Probability (MATH-UA 233) or Mathematical Statistics (MATH-UA 234). Offered in the spring. 4 points.
Combination of MATH-UA 233 and 234 at a more elementary level to acquaint students with both probability and statistics in a single term. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing; radioactive decay. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

Combinatorics
MATH-UA 240 Prerequisite: Calculus II (MATH-UA 122) or Math for Economics II (MATH-UA 212) (for economics majors) with a grade of C or better, or equivalent. Offered every spring. 4 points.
Techniques for counting and enumeration, including generating functions, the principle of inclusion and exclusion, and Polya counting. Graph theory. Modern algorithms and data structures for graph theoretic problems.

Theory of Numbers
MATH-UA 248 Prerequisite: Calculus II (MATH-UA 122) or Math for Economics II (MATH-UA 212) (for economics majors) with a grade of C or better, or equivalent. Offered in the fall. 4 points.

Mathematics of Finance
MATH-UA 250 Prerequisites: Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and one of the following: Theory of Probability (MATH-UA 233), Probability and Statistics (MATH-UA 234), Statistics (ECON-UA 18), or Analytical Statistics (ECON-UA 20) with a grade of C-plus or better and/or permission of the instructor. Offered in the fall. 4 points.

Introduction to Mathematical Modeling
MATH-UA 251 Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) or permission of the instructor. Offered in the spring. 4 points.
Mathematical tools include dimensional analysis, optimization, simulation, probability, and elementary differential equations. Applications to biology, economics, and other areas of science. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.
Numerical Analysis
MATH-UA 252 Prerequisite: a grade of C or better in both Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Offered in the spring. 4 points.
In numerical analysis, one explores how mathematical problems can be analyzed and solved with a computer. As such, numerical analysis has very broad applications in mathematics, physics, engineering, finance, and the life sciences. Theory and practical examples using Matlab are combined to explore topics ranging from simple root-finding procedures to differential equations and the finite element method.

Mathematics in Medicine and Biology
MATH-UA 255 Identical to BIOL-GA 1501.
Prerequisites: Calculus I (MATH-UA 121) or Math for Economics II (MATH-UA 212) (for economics majors) and Principles of Biology I (BIOL-UA 11) or permission of the instructor. Offered in the fall. 4 points.
Intended primarily for prehealth students with interest and ability in mathematics. Topics include control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced and developed as needed.

Computers in Medicine and Biology
MATH-UA 256 Identical to BIOL-GA 1502.
Prerequisite: Mathematics in Medicine and Biology (MATH-UA 255) with a grade of C or better, or permission of the instructor. Familiarity with a programming language such as Pascal, Fortran, or BASIC is recommended. Offered in the spring. 4 points.
Introduces the student of biology or mathematics to the use of computers as tools for modeling physiological phenomena. The student constructs two computer models selected from the following list: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism. The student then uses the model to conduct simulated physiological experiments.

Ordinary Differential Equations
MATH-UA 262 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Offered every term. 4 points.

Partial Differential Equations
MATH-UA 263 Prerequisite: a grade of C or better in Ordinary Differential Equations (MATH-UA 262) or equivalent. Offered in the spring. 4 points.
Many laws of physics are formulated as partial differential equations. Discusses the simplest examples of such laws as embodied in the wave equation, the diffusion equation, and Laplace's equation. Nonlinear conservation laws and the theory of shock waves. Applications to physics, chemistry, biology, and population dynamics.

Chaos and Dynamical Systems
MATH-UA 264 Prerequisite: a grade of C or better in both Calculus II (MATH-UA 122) or Math for Economics II (MATH-UA 212) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Offered in the spring. 4 points.
Topics include dynamics of maps and of first-order and second-order differential equations: stability, bifurcations, limit cycles, and dissection of systems with fast and slow timescales. Geometric viewpoint, including phase planes, is stressed. Chaotic behavior is introduced in the context of one-variable maps (the logistic), fractal sets, etc. Applications are drawn from physics and biology. Computer lab sessions. (Programming experience is not a prerequisite.)

Transformations and Geometries
MATH-UA 270 Prerequisite: a grade of C or better in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) or equivalent. Strongly recommended: Linear Algebra (MATH-UA 140). Offered every other fall. 4 points.
Axiomatic and algebraic study of Euclidean, non-Euclidean, affine, and projective geometries. Special attention is given to group-theoretic methods.

Functions of a Complex Variable
MATH-UA 282 Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Offered in the spring. 4 points.
Analysis
MATH-UA 325  Prerequisites: a grade of C or better in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Offered every term. 4 points.
An introduction to rigorous analysis on the real line. Topics include: the real number system, sequences and series of numbers, functions of a real variable (continuity and differentiability), the Riemann integral, basic topological notions in a metric space, and sequences and series of functions (including Taylor and Fourier series).

Honors Analysis I
MATH-UA 328  Prerequisites: a grade of C or better in Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Recommended: intensive calculus sequence of Honors Calculus I, II: Accelerated Calculus with Linear Algebra (MATH-UA 221, 222). Offered in the fall. 4 points.
An introduction to the rigorous treatment of the foundations of real analysis in one variable, based entirely on proofs. Students are expected to be able to read a mathematical proof. Topics include: properties of the real number system, sequences, continuous functions, topology of the real line, compactness, derivatives, the Riemann integral, sequences of functions, uniform convergence, infinite series, and Fourier series. Additional topics may include: Lebesgue measure and integral on the real line, metric spaces, and analysis on metric spaces.

Honors Analysis II
MATH-UA 329  Prerequisites: a grade of C or better in Honors Analysis I (MATH-UA 328), or a grade of A in Analysis (MATH-UA 325) and permission of instructor. Offered in the spring. 4 points.
Continuation of Honors Analysis I (MATH-UA 328). Topics include: metric spaces, differentiation of functions of several real variables, the implicit and inverse function theorems, Riemann integral on $\mathbb{R}^n$, Lebesgue measure on $\mathbb{R}^n$, the Lebesgue integral.

Algebra
MATH-UA 343  Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Strongly recommended: Analysis (MATH-UA 325). Offered every term. 4 points.
Introduction to abstract algebraic structures, including groups, rings, and fields. Sets and relations. Congruences and unique factorization of integers. Groups, permutation groups, homomorphisms and quotient groups. Rings and quotient rings, Euclidean rings, polynomial rings. Fields, finite extensions.

Honors Algebra I
MATH-UA 348  Prerequisites: a grade of C or better in both Calculus III (MATH-UA 123) or Math for Economics III (MATH-UA 213) (for economics majors) and Linear Algebra (MATH-UA 140), or equivalent. Recommended: intensive calculus sequence of Honors Calculus I, II: Accelerated Calculus with Linear Algebra (MATH-UA 221, 222). Offered in the fall. 4 points.
Introduction to abstract algebraic structures, including groups, rings, and fields. Sets and relations. Congruences and unique factorization of integers. Groups, permutation groups, group actions, homomorphisms and quotient groups, direct products, classification of finitely generated abelian groups, Sylow theorems. Rings, ideals and quotient rings, Euclidean rings, polynomial rings, unique factorization.

Honors Algebra II
MATH-UA 349  Prerequisites: a grade of C or better in Honors Algebra I (MATH-UA 348), or a grade of A in Algebra (MATH-UA 343) and permission of instructor. Offered in the spring. 4 points.
Principal ideal domains, polynomial rings in several variables, unique factorization domains. Fields, finite extensions, constructions with ruler and compass, Galois theory, solvability by radicals.

Topology
MATH-UA 375  Prerequisite: a grade of C or better in Analysis (MATH-UA 325) or permission of the department. Offered in the spring. 4 points.
Metric spaces, topological spaces, compactness, connectedness. Covering spaces and homotopy groups.

Differential Geometry
MATH-UA 377  Prerequisite: a grade of C or better in Honors Analysis II (MATH-UA 329) or permission of the department. Offered in the spring. 4 points.
The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.
Honors I
MATH-UA 393  Prerequisite: honors standing or permission of the director of the honors program.
Offered in the fall of even years. 4 points.
Advanced topics, which vary yearly and are updated from time to time. Detailed course descriptions are available during preregistration.

Honors II
MATH-UA 394  Prerequisite: honors standing or permission of the director of the honors program.
Offered in the spring of odd years. 4 points.
Advanced topics, which vary yearly and are updated from time to time. Detailed course descriptions are available during preregistration.

Special Topics I, II
MATH-UA 395, 396  4 points per term.
Topics vary yearly. Detailed course descriptions are available during preregistration. Covers topics not offered regularly, such as experimental courses and courses offered on student demand.

Honors III
MATH-UA 397  Prerequisite: honors standing or permission of the director of the honors program.
Offered in the fall of odd years. 4 points.
Advanced topics, which vary yearly and are updated from time to time. Detailed course descriptions are available during preregistration.

Honors IV
MATH-UA 398  Prerequisite: honors standing or permission of the director of the honors program.
Offered in the spring of even years. 4 points.
Advanced topics, which vary yearly and are updated from time to time. Detailed course descriptions are available during preregistration.

Independent Study
MATH-UA 997, 998  Prerequisite: permission of the department. 2 or 4 points per term.
To register for this course, a student must seek out a faculty sponsor and draft a brief research proposal to be approved by the director of undergraduate studies.

Graduate Courses Open to Undergraduates
Qualified students may take certain courses in the Graduate School of Arts and Science provided they first obtain permission from the director of undergraduate studies. A sampling of such courses appears below. If these courses are used toward fulfillment of the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. These are all 3-point courses, unless cross-listed as an undergraduate 4-point course.

Numerical Methods
MATH-GA 2010, MATH-GA 2020

Scientific Computing
MATH-GA 2043

Linear Algebra or Linear Algebra I, II
MATH-GA 2111 (for students who have not taken MATH-UA 142) or MATH-GA 2110, 2120

Algebra
MATH-GA 2130, MATH-GA 2140

Number Theory
MATH-GA 2210, MATH-GA 2220

Topology
MATH-GA 2310, MATH-GA 2320

Differential Geometry I, II
MATH-GA 2350, MATH-GA 2360

Real Variables
MATH-GA 2430, MATH-GA 2440

Complex Variables
MATH-GA 2450, 2460

Ordinary Differential Equations
MATH-GA 2470

Introduction to Applied Mathematics
MATH-GA 2701, 2702

Game Theory, Linear Programming
MATH-GA 2731, MATH-GA 2742

Mathematical Topics in Biology
MATH-GA 2850, 2851

Stochastic Calculus
MATH-GA 2902

Probability
MATH-GA 2911, 2912

Mathematical Statistics
MATH-GA 2962
The undergraduate Program in Medieval and Renaissance Studies is part of the Medieval and Renaissance Center (MARC). It focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe, the Atlantic, and the Mediterranean world from the collapse of Roman authority to about 1700 C.E. It is during this important period—which shaped and transmitted the classical heritage—that the social, artistic, intellectual, and scientific culture of present-day Europe and the Middle East was formed.

The curriculum in medieval and Renaissance studies links undergraduates with NYU’s outstanding humanities faculty; with the superb libraries, museums, and collections in the New York area; and with musical and theatrical performances of works from this period that are given regularly in the city. It also enriches students’ intellectual and artistic experience in College of Arts and Science programs away. Students design their own programs in consultation with the program director and faculty; they thus receive individualized attention from a center of excellence situated within the rich offerings of a great university and a vibrant city.

**FACULTY**

**Professors Emeriti**
Bonfante (Classics), Carruthers (English), Claster (History), Donoghue (English), Gans (Chemistry), Hyman (Art History), Ivy (Hebrew and Judaic Studies), Javitch (Comparative Literature), P. Johnson (History), Oliva (History), Regalado (French), Reiss (Comparative Literature), Roesner (Music)

**Professors**
Archer (English), Beaujour (French), Bedos-Rezak (History), Bolduc (French), Boorman (Music), Brandt (Art History), Cannon (English), Chazan (Hebrew and Judaic Studies), Cox (Italian), Cusick (Music), Dinshaw (English/Social and Cultural Analysis), Flood (Art History), Freccero (Italian), Garrett (Philosophy), Gilman (English), Guillory (English), Hoover (English), Kay (French), Kriisky (Art History), Lezra (Spanish and Portuguese/Comparative Literature), Mitsis (Classics), Momma (English), Peirce (History), Rubenstein (Hebrew and Judaic Studies), Tylus (Italian), Vitz (French), Waley-Cohen (History), Wofford (Gallatin), Wolfson (Hebrew and Judaic Studies)

**Associate Professors**
Appuhn (History), Ardizzone (Italian), Crabtree (Anthropology), Dopico-Black (Spanish and Portuguese), Fleming (English), Foreman (Gallatin), Gerominus (Art History), Griffiths (History), Katz (Middle Eastern and Islamic Studies), Kennedy (Middle Eastern and Islamic Studies), Rice (Art History), Rust (English), Smyrnis (History), Rowson (Middle Eastern and Islamic Studies), Smith (Art History)

**Assistant Professors**
El-Leithy (Middle Eastern and Islamic Studies), Romig (Gallatin)

**PROGRAM**

**Objectives**
The program offers an interdisciplinary approach to the histories and cultures of the Middle Ages and the early modern period. It is specifically designed for students wishing to work in more than one field of specialization and to develop individualized programs of study around their own interests rather than those of a single departmental major. Individual advisement enables students to develop a coherent course of study that suits their needs and interests. Among the fields of concentration from which students may draw to develop their programs are (1) language and literature: classics, comparative literature, English, French, Hebrew and Judaic, Italian, Middle Eastern (Arabic), and Spanish and Portuguese, (2) art history, (3) history, (4) music, and (5) philosophy and religion. Other more specialized programs of study may be designed in consultation with the director of undergraduate studies.

Available to majors and minors is the Marco Polo Travel Award (granted to an outstanding student each year to allow her or him to travel abroad for research), as well as a field prize for outstanding work in the major.

Many majors in the Program in Medieval and Renaissance Studies have gone on to graduate work in medieval studies, early modern studies, Celtic studies, archival and/or museum studies, religious studies, history, art
history, English, foreign language literatures and cultures, and music. Other majors have gone on to professional schools (medicine, law, management), as well as to careers in business and education.

**Major**
Ten courses (40 points) in medieval and Renaissance studies, of which at least five must be in a single field of concentration; three courses in one or more secondary field(s) of concentration; and at least one interdisciplinary seminar. In addition, students are expected to show proficiency through course work or examination in a classical language (Latin, ancient Greek, Arabic, or Hebrew) and in another foreign language appropriate to their field of concentration. Students who work in later periods and for whom knowledge of two modern foreign languages is advantageous may petition the director of undergraduate studies to substitute the ancient language requirement with a second modern foreign language.

**Minor**
Five courses (20 points), of which at least two must be in a single field of concentration, one in each of two other fields of concentration, and an interdisciplinary seminar.

**Program Approval and Advisement**
The director meets with students to discuss their general educational and career aims, as well as the specific opportunities provided by the Program in Medieval and Renaissance Studies. All major and minor programs require the approval of the director of the program.

**Honors Program**
To qualify for the honors program in medieval and Renaissance studies, students must maintain at least a 3.65 cumulative average and a 3.65 major average. The honors track is a yearlong 8-point program, during the course of which students write and orally defend an honors thesis. The thesis is an extended research paper written on a topic of the student's choice related to his or her course of study and directed by a faculty adviser. During the fall semester of their senior year, students who qualify for honors enroll in the Senior Honors Seminar (MEDI-UA 998), a colloquium for thesis writers; in the spring semester, they enroll in Honors Independent Study (MEDI-UA 999). The Senior Honors Seminar guides students through the research and writing of the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and web-based research, properly documenting sources, and developing research and writing methods for graduate-level study. In Honors Independent Study, students complete their thesis projects under the supervision of a faculty mentor. Students interested in pursuing the honors program should consult with the director of the program by the second semester of their junior year.

The requirements of the honors program are as follows: completion of all major requirements; successful completion of the honors seminar; completion of an honors thesis; and an oral presentation on the honors thesis and its bibliography.

**Accelerated B.A./M.A. Program**
Qualifying students may apply to earn an accelerated B.A. in medieval and Renaissance studies and an M.A. in a related department. Interested students must consult with the director of the program. Requirements for the B.A./M.A. program are outlined in the pre-professional, accelerated, and specialized programs section of this Bulletin.

**Study Away**
The program prepares and encourages its students to complement their work in medieval and Renaissance studies at one of NYU's academic centers in Florence, London, Madrid, Paris, and Prague, or at one of the Western European exchange universities. Medieval and renaissance studies majors should consult the director when making plans to study away.
The following is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

**The Civilization and Culture of the Middle Ages**
MEDI-UA 11  Identical to HIST-UA 11. Offered every year. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through lectures, class discussions, literature, slides, and museum visits.

**Philosophy in the Middle Ages**
MEDI-UA 60  Identical to PHIL-UA 25. Offered regularly. 4 points.
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

**Medieval Romance**
MEDI-UA 311  Identical to ENGL-UA 311. Offered periodically. 4 points.
Study of selected medieval romances and how these tales of adventure, love, and magic both construct and deconstruct ideals of selfhood, masculinity, femininity, heterosexuality, nationality, geography, temporality, religion, spirituality, nature, nonhuman species, and the function and performance of linguistic discourse. Consideration is also given to the boundaries romances share with other genres, such as saints’ lives, chronicles, travel writing, allegory, and exempla. Readings include works in Middle English and in translation.

**Cervantes**
MEDI-UA 371  Identical to SPAN-UA 371. Offered every other year. 4 points.
Close readings of the principal prose works, particularly Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, the Morisco expulsion, and more.

**The Medieval and Renaissance Love Lyric**
MEDI-UA 420  Offered periodically. 4 points.
The courtly love lyric, one of the most enduring genres of Western literature, portrayed love as an experience ranging from a degrading passion to an ennobling force, often crucial to poetic inspiration. Traces the medieval love lyric from its beginnings in 11th-century Provencal through its developments in Latin, German, Italian, French, Spanish, Portuguese, and English. Examines how the themes and conventions of this lyric are transformed in the Renaissance by such major love poets as Petrarch, Sidney, Shakespeare, and Donne.

**Medieval Misogyny**
MEDI-UA 488  Identical to SCA-UA 488. Offered every other year. 4 points.
Beginning with the biblical story of creation and moving through the powerful gendered tradition established by Saint Paul, examines key texts of the Western Middle Ages (in modern English translation) in which men lay down the law, and occasionally, women talk back. Among other works we take up the letters of Abelard and Heloise, the life of the enclosed Christina of Markyate, the fictive but larger than life Wife of Bath, and the imagined feminine utopia of Christine de Pizan.

**Medieval Theatre**
MEDI-UA 712  Offered periodically. 4 points.
Survey of medieval theatre in Europe: the plays and their contexts in the church, courts, and carnival. A study of the plays themselves, ranging from mystery plays to farces, and a look at techniques of staging and accounts of festive celebrations. Includes videos and attendance at live performances. Texts are taught in translation.

**Arthurian Legend**
MEDI-UA 800  Identical to ENGL-UA 717. Offered regularly. 4 points.
Focuses on masterpieces of French, English, and German medieval literature, beginning with early stories of King Arthur and the knights of the Round Table. Through the European literary tradition, students examine larger problems of the development of medieval literature: the conception of history, the rise of the romance genre, the themes of courtly love, the code of chivalry, and philosophical and theological questions as the Arthurian material is developed through the stories of the Holy Grail.

**Dante and His World**
MEDI-UA 801  Identical to ENGL-UA 143, ITAL-UA 160. Offered every two to three years. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed to literature, art, and
music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of the Western tradition, especially the classical background of medieval culture and its transmission to the modern world.

**Acting Medieval Literature**  
MEDI-UA 868 *Identical to DRLIT-UA 35, FREN-UA 868, THEA-UT 732.* Offered regularly. 4 points.  
Approaches medieval literature as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Strongly performance-oriented: students draw on their dramatic and musical skills and interests to stage a medieval play, perform a substantial piece of narrative poetry, sing or play a body of medieval songs, or a similar endeavor. Works studied/performed include songs of the troubadours and trouvères; *The Song of Roland*; Chretien de Troyes’s romance *Yvain*; French fabliaux; and *Sir Gawain and the Green Knight*.

**Passion and Desire in the Middle Ages**  
MEDI-UA 961 *Identical to RELST-UA 250.* Offered regularly. 2 points.  
Study of the kinds of loves and desires portrayed in medieval literature: passionate love; refined “courtly” love; sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be largely defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love for medieval people.

**Internship**  
MEDI-UA 980, 981 *Prerequisite: written permission of the director of the program. Restricted to majors and minors.* 1 to 4 points per term.  
Working with a faculty director, the student secures a relevant internship and writes a substantial report.

**Topics in Medieval Studies**  
MEDI-UA 983, 984 *Offered regularly.* 4 points.  
Topics vary each term. Recent offerings include Courtly Love, Marriage, and Adultery; The Subversive Bible in Medieval and Renaissance Society; Witch, Heroine, Saint: Joan of Arc; The Middle Ages at the Movies: From Monsters to Mystics; and Singing and Charisma from the Troubadours to Opera.

**Studies in Medieval Culture**  
MEDI-UA 985, 986 *Offered regularly.* 4 points.  
Topics vary each term. Recent offerings include Love, Marriage, and the Family in Medieval Europe; Shakespeare and the London Theatre; The Medieval Manuscript and the Book of Hours; and Medieval Literature in the Movies.

**Interdisciplinary Seminar in Medieval and Renaissance Studies**  
MEDI-UA 991, 992 *Offered every semester.* 4 points.  
Each semester, the course is devoted to a topic chosen for its interdisciplinary character. Recent offerings have included Chaucer’s Italy; The Ballad, Medieval and Early Modern; The Virgin Mary in Medieval Culture; The Bible in the Middle Ages; Renaissance Libraries; Visions of Medieval History; and The Age of Chivalry.

**Topics in Renaissance Studies**  
MEDI-UA 993, 994 *Offered regularly.* 4 points.  
Topics vary each term. Recent offerings include Pride and Power: Renaissance Revolutions in Art and Culture; Material Culture of the Renaissance; and A Renaissance of Curiosity: Travel Books, Maps, and Marvels.

**Studies in Renaissance Culture**  
MEDI-UA 995, 996 *Offered regularly.* 4 points.  
Topics vary each term. Recent offerings include Love in the Renaissance; Cross-Cultural Encounters on the Renaissance Stage; Shakespeare’s Mediterranean; Ancient and Renaissance Festivity; and French Women Writers of the Middle Ages and the Renaissance.

**Independent Study**  
MEDI-UA 997, 998 *Prerequisite: written permission of the director of the program. Restricted to majors and minors.* May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

**Senior Honors Seminar**  
MEDI-UA 998 *Prerequisite: permission of the director of undergraduate studies. Open only to majors.* Offered in the fall. 4 points.  
Provides an opportunity for seniors majoring in medieval and Renaissance studies and who have excelled academically to engage in a substantial, original research project on a topic related to their field(s) of concentration and chosen by them in consultation with a faculty adviser and the director of undergraduate studies. It introduces students to appropriate critical methodologies, to the tools available in Bobst Library for advanced research, to the field standards for preparing research papers (forms of documentation, citation, and bibliography), and to current theories in the field of literary and cultural criticism.
Honors Independent Study
MEDI-UA 999 Prerequisite: permission of the director of undergraduate studies and completion of Senior Honors Seminar (MEDI-UA 998). Open only to majors. Offered in the spring. 4 points.
Students meet regularly with their faculty advisers as they complete the research and writing of the 40-page senior honors thesis.

Cross-Listed Courses
The following courses in individual disciplines are regularly offered at New York University. They are cross-listed with medieval and Renaissance studies and can count toward its major and minor, although students are advised to double-check with the director of the program. See the appropriate departmental sections in this Bulletin for course descriptions.
For cross-listed electives offered at NYU’s global academic centers, see the class directory. Approval of the director of the program is required to count other courses taken away toward the major or minor.

ART HISTORY
History of Western Art I
MEDI-UA 1 Identical to ARTH-UA 1. 4 points.

Art in the Islamic World
MEDI-UA 98 Identical to ARTH-UA 540. 4 points.

Medieval Art
MEDI-UA 200 Identical to ARTH-UA 4. 4 points.

Art of the Early Middle Ages
MEDI-UA 201 Identical to ARTH-UA 201. 4 points.

Romanesque Art
MEDI-UA 202 Identical to ARTH-UA 202. 4 points.

Gothic Art in Northern Europe
MEDI-UA 203 Identical to ARTH-UA 203. 4 points.

Art and Architecture in the Age of Giotto: Italian Art, 1200–1420
MEDI-UA 204 Identical to ARTH-UA 204. 4 points.

Medieval Architecture
MEDI-UA 205 Identical to ARTH-UA 205. 4 points.

Architecture and Urbanism in Renaissance Europe
MEDI-UA 301 Identical to ARTH-UA 301. 4 points.

Architecture and Urbanism in the Age of the Baroque
MEDI-UA 302 Identical to ARTH-UA 302. 4 points.

Northern Renaissance Art, 1400–1530
MEDI-UA 303 Identical to ARTH-UA 303. 4 points.

16th-Century Art North of the Alps
MEDI-UA 304 Identical to ARTH-UA 304. 4 points.

Italian Renaissance Sculpture
MEDI-UA 305 Identical to ARTH-UA 305. 4 points.

Early Masters of Italian Renaissance Painting
MEDI-UA 306 Identical to ARTH-UA 306. 4 points.

The Age of Leonardo, Raphael, and Michelangelo
MEDI-UA 307 Identical to ARTH-UA 307. 4 points.

The Golden Age of Venetian Painting
MEDI-UA 308 Identical to ARTH-UA 308. 4 points.

Italian Art in the Age of the Baroque
MEDI-UA 309 Identical to ARTH-UA 309. 4 points.

Dutch and Flemish Painting 1600–1700
MEDI-UA 311 Identical to ARTH-UA 311. 4 points.

French Art: Renaissance to Rococo, 1520–1770
MEDI-UA 313 Identical to ARTH-UA 313. 4 points.

Renaissance and Baroque Art
MEDI-UA 333 Identical to ARTH-UA 5. 4 points.

CLASSICS
Classical Mythology
MEDI-UA 404 Identical to CLASS-UA 404. 4 points.

COMPARATIVE LITERATURE
Masterpieces of Renaissance Literature
MEDI-UA 17 Identical to COLIT-UA 151. 4 points.

ENGLISH
History of Drama and Theatre I
MEDI-UA 127 Identical to ENGL-UA 125, DRLIT-UA 110. 4 points.
British Literature I
MEDI-UA 210  Identical to ENGL-UA 210. 4 points.

Medieval Literature in Translation
MEDI-UA 310  Identical to ENGL-UA 310. 4 points.

Colloquium: Chaucer
MEDI-UA 320  Identical to ENGL-UA 320. 4 points.

16th-Century English Literature
MEDI-UA 400  Identical to ENGL-UA 400. 4 points.

Shakespeare I, II
MEDI-UA 410, 411  Identical to ENGL-UA 410, 411. 4 points per term.

Colloquium: Shakespeare
MEDI-UA 415  Identical to ENGL-UA 415. 4 points.

17th-Century English Literature
MEDI-UA 440  Identical to ENGL-UA 440. 4 points.

Colloquium: The Renaissance Writer
MEDI-UA 445  Identical to ENGL-UA 445. 4 points.

Colloquium: Milton
MEDI-UA 450  Identical to ENGL-UA 450. 4 points.

Topics: Medieval Literature
MEDI-UA 953  Identical to ENGL-UA 950. 4 points.

Topics: Renaissance Literature
MEDI-UA 954  Identical to ENGL-UA 951. 4 points.

Topics: 17th-Century British Literature
MEDI-UA 955  Identical to ENGL-UA 952. 4 points.

Topics in French Literature
MEDI-UA 869 (in English), MEDI-UA 969 (in French)  Identical to FREN-UA 868 (in English), FREN-UA 968 (in French). 4 points.

HEBREW AND JUDAIC STUDIES

Foundations of the Christian-Jewish Argument
MEDI-UA 160  Identical to HBRJD-UA 106. 4 points.

Jewish Philosophy in the Medieval World
MEDI-UA 425  Identical to HBRJD-UA 425. 4 points.

Jewish Mysticism and Hasidism
MEDI-UA 430  Identical to HBRJD-UA 430. 4 points.

The Jews in Medieval Spain
MEDI-UA 913  Identical to HBRJD-UA 113. 4 points.

HISTORY

The Early Middle Ages
MEDI-UA 111  Identical to HIST-UA 111. 4 points.

The Crusades
MEDI-UA 113  Identical to HIST-UA 113. 4 points.

The High Middle Ages
MEDI-UA 114  Identical to HIST-UA 114. 4 points.

The Renaissance
MEDI-UA 121  Identical to HIST-UA 121. 4 points.

Seminar: Topics in Early Modern Europe
MEDI-UA 279  Identical to HIST-UA 279. 4 points.

ITALIAN

The Civilization of the Italian Renaissance
MEDI-UA 161  Identical to ITAL-UA 161. 4 points.

Dante's Divine Comedy
MEDI-UA 270  Identical to ITAL-UA 270. 4 points.

Boccaccio's Decameron
MEDI-UA 271  Identical to ITAL-UA 271. 4 points.

LINGUISTICS

Etymology
MEDI-UA 76  Identical to LING-UA 76. 4 points.

MIDDLE EASTERN AND ISLAMIC STUDIES

The Making of the Muslim Middle East,
600–1250
MEDI-UA 640  Identical to MEIS-UA 640. 4 points.
Islam and the West
MEDI-UA 694  Identical to MEIS-UA 694,
HIST-UA 250.  4 points.

Masterpieces of Islamic Literature in Translation
MEDI-UA 710  Identical to MEIS-UA 710.  4 points.

The Arabian Nights
MEDI-UA 714  Identical to MEIS-UA 716.  4 points.

Seminar: Introduction to Islamic Texts
MEDI-UA 720  Identical to MEIS-UA 720.  4 points.

Seminar: Women and Islamic Law
MEDI-UA 783  Identical to MEIS-UA 783.  4 points.

The Sufis: Mystics of Islam
MEDI-UA 863  Identical to RELST-UA 863,
MEIS-UA 863.  4 points.

MUSIC
Medieval and Renaissance Music
MEDI-UA 101  Identical to MUSIC-UA 101.
4 points.

PHYSICS
Origins of Astronomy
MEDI-UA 8  Identical to PHYS-UA 8.  4 points.

POLITICS
Topics in Premodern Political Philosophy
MEDI-UA 110  Identical to POL-UA 110.  4 points.

RELIGIOUS STUDIES
Judaism, Christianity, and Islam
MEDI-UA 25  Identical to MEIS-UA 800,
HBRJD-UA 160, RELST-UA 102.  4 points.

SPANISH AND PORTUGUESE LANGUAGES 
AND LITERATURES
Chronicles and Travel Literature of the
Colonial World
MEDI-UA 273  Identical to SPAN-UA 273.  4 points.

Theatre and Poetry of the Spanish Golden Age
MEDI-UA 421  Identical to SPAN-UA 421.  4 points.

Graduate Courses Open to Undergraduates

ENGLISH
Introductory Old English
ENGL-GA 1060  4 points.

Introductory Middle English
ENGL-GA 1061  4 points.

Shakespeare
ENGL-GA 1345  4 points.

FRENCH
Introduction to Medieval French Literature
FREN-GA 1211  4 points.

MUSIC
Collegium Musicum
MUSIC-GA 1001  4 points.

SPANISH AND PORTUGUESE LANGUAGES 
AND LITERATURES
Introduction to Medieval Spanish Literature
SPAN-GA 1211  4 points.
MAJOR/MINOR IN

Metropolitan Studies

www.metropolitanstudies.as.nyu.edu • 20 Cooper Square, 4th Floor • New York, NY 10003-7112 • Phone: 212-992-9650

Major

The major in metropolitan studies comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- Approaches to Metropolitan Studies (SCA-UA 601)

Seven elective courses:

- Six designated metropolitan studies electives; Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
- One common elective; a list will be available each semester

Two research courses:

- Strategies in Social and Cultural Analysis (SCA-UA 20)
- Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. The department therefore strongly encourages its students to develop advanced skills in language and linguistics by any of the following means: taking elective courses in sociolinguistics; studying a language other than English beyond the minimum level required by the College of Arts and Science; studying languages especially germane to the department’s fields of study; pursuing...

Metropolitan studies, part of the Department of Social and Cultural Analysis (SCA), is an interdisciplinary major focused on the study of cities and metropolitan regions in historical and contemporary perspective. Students use New York City and other global metropolitan centers as their laboratories for understanding the processes of urban and regional development, the major institutions of urban life, urban social movements, urban cultural dynamics, and the socio-environmental consequences of worldwide urbanization. The program draws on the expertise of a wide range of urban scholars within SCA and in complementary departments at NYU. In addition, faculty active in the city’s government, community, and nonprofit agencies provide a unique resource for understanding the city. The major provides particularly valuable preparation for students interested in law, health, teaching, journalism, social work, architecture, city and regional planning, public policy, public administration, nonprofit administration, and community organization.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section on preprofessional, accelerated, and specialized programs in this Bulletin.

FACULTY

Professors

Molotch, Walkowitz

Associate Professors

Tu, Zaloom

Assistant Professors

Ralph

Affiliated Faculty

Bender, Broderick, Caey, Cohen, Conley, Horowitz, Klinenberg, Nagle, Poitevin, Rademacher, Townsend, Zhang

PROGRAM
community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research away in contexts entailing the exercise of key language or linguistic capabilities.

**Minor**

The minor in metropolitan studies requires five courses (20 points): the introductory course Approaches to Metropolitan Studies (SCA-UA 601), plus four electives from the metropolitan studies course offerings.

**Honors Program**

Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about the honors program can be found at [www.sca.as.nyu.edu/object/sca.related.honors](www.sca.as.nyu.edu/object/sca.related.honors).

**COURSES**

**Introductory Core**

*Concepts in Social and Cultural Analysis*

SCA-UA 1 4 points.

A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

*Approaches to Metropolitan Studies*

SCA-UA 601 Offered in the fall. 4 points.

A broad and interdisciplinary introduction to the field of urban studies, surveying the major approaches deployed to investigate the urban experience in the social space of the modern city. Explores the historical geography of capitalist urbanization with attention to North American and European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Major topics include urban politics and governance; suburban and regional development; urban social movements; urban planning; and the gendering of urban space and racial segregation in urban space.

**Research Core**

*Strategies in Social and Cultural Analysis*

SCA-UA 20 Offered every year. 4 points.

Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.

**Senior Research Seminar**

SCA-UA 92 Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), and Approaches to Metropolitan Studies (SCA-UA 601). Offered every semester. 4 points.

Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in metropolitan studies. Majors take this course in the fall of their senior year.

**Honors Program**

**Senior Honors Seminar**

SCA-UA 92 Prerequisites: Concept in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), Approaches to Metropolitan Studies (SCA-UA 601), and permission of the department. Offered in the fall. 4 points.

**Senior Honors Thesis**

SCA-UA 93 Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

**Internship Program**

The 4-point internship program complements and enhances the formal course work of the metropolitan studies major. Students intern at agencies dealing with a range of issues pertaining to metropolitan studies and take a corequisite seminar that enables...
them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

**Internship Fieldwork**
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

**Internship Seminar**

**Independent Study**
Independent Study  
SCA-UA 997, 998  Prerequisite: permission of the program director. 2 to 4 points per term.

**Elective Courses**

**Cities in a Global Context**
SCA-UA 602  4 points.  
What is a global city? How does a global perspective shape our understanding of urban spaces and the politics of creating social and spatial order in cities? Draws on ethnographic examples from a range of cultural and geographic contexts to explore 21st-century urbanization. Through examples that range from London to Shanghai, traces how issues like equity, migration, violence, ecology, and citizenship can inform an understanding of modern cities.

**Urban Cultural Life**
SCA-UA 608  4 points.  
Few cities boast as rich a cultural life as New York City, with its plethora of neighborhoods, museums, galleries, theatres, concert halls, and alternative spaces. Through walking tours, attendance at cultural events, and visits to local cultural institutions, students explore the definition of urban culture. Sites include the familiar and the unfamiliar, the Village and the outer boroughs. Students examine the attributes that constitute culture and community from an interdisciplinary perspective.

**Law and Urban Problems**
SCA-UA 610  4 points.  
Interdisciplinary introduction to the law as it interacts with society. Focuses on such areas as housing, zoning, welfare, and consumer affairs, emphasizing the underlying social, economic, and political causes of the problems and the responses made by lawmakers and courts. Readings are drawn from the law and social science. No specific knowledge of law is required.

**Community Empowerment**
SCA-UA 613  4 points.  
Empowerment is defined as those processes, mechanisms, strategies, and tactics through which people, as well as organizations and communities, improve and gain mastery over their lives. It is personal as well as institutional and organizational. We address these issues in a wide variety of community settings.

**Gender in the Urban Environment**
SCA-UA 621  4 points.  
Examines how gender and sexuality produce and are produced by urban space. Explores the ways the anonymity of cities provides spaces for alternative sexualities and nonconformist gender practices; also addresses how the structures and cultures of cities inscribe and regulate normative gender and sexuality. Considers the political, social and cultural impact of larger historical processes: capitalism and globalization; migration and urbanism; social and artistic movements; and the cultural politics of neoliberalism. Particular emphasis will be on the flâneur and flâneuse; freak show and alternative bodies; queer spaces and communities; urban consumption and wealth; sexual danger; racial violence; and housing.

**New York City in Film**
SCA-UA 623  4 points.  
Analyzes the way New York has been portrayed in some of the classic films about the city as well as how these stories have helped shape the city’s image of itself. Emphasizes how each particular film originated at distinct moments in both the city’s history and the history of filmmaking. Combines the perspectives of urban studies and film studies and places films within their cultural, political, and artistic content.

**Landscapes of Consumption**
SCA-UA 625  4 points.  
Examines three key moments: the late 19th century and the invention of urban commodity spectacles, post-war America and the rise of suburban consumer spaces, and contemporary America and the selling of the commodity city. Examines classic theoretical works that probe the relationships between people, things, and cities and discusses changing forms and
practices of consumption and urbanism. Empirical case studies range from the development of the department store, to the fashioning of the commodity city, to the work of shopping, and to the emergence of a thriving urban debt industry.

**Urban Environmentalism**  
SCA-UA 631 4 points.  
Focuses on the practical, everyday realities of environmental issues in cities and towns, why they exist, and what can and should be done to change them. Uses these particularities to consider larger questions about the relationship between human society and the natural world in the urban context. Starting with the analytic tools of sociology, grapples with ideas from economics, political science, philosophy, geography, and natural science to develop a theoretical framework for understanding these issues.

**Climate Change and Environmental Justice**  
SCA-UA 632 Identical to ENVST-UA 405. 4 points.  
Readings from climatologists, economists, anthropologists, geographers, cultural analysts, and activists. Examines the natural and social impact of global warming in the context of the climate justice movement, which is modeled on American-derived principles of environmental justice in the 1990s and poses a legal and humanitarian challenge to those who place their faith in market-driven solutions. Examines how populations are unevenly affected by climate change, and how this imbalance is being addressed by advocates of decarbonization.

**Related Courses**  
The following courses count as electives for metropolitan studies majors and minors. See the departmental or program sections in this Bulletin for course descriptions and prerequisites.

**AFRICANA STUDIES**

Black Urban Studies  
SCA-UA 115 4 points.

Hip Hop and Politics  
SCA-UA 157 4 points.

The Postcolonial City  
SCA-UA 166 4 points.

**AMERICAN STUDIES**

Couture/Culture: Fashion and Globalization  
SCA-UA 253 4 points.

**ASIAN/PACIFIC/AMERICAN STUDIES**

Multietnic New York  
SCA-UA 363 4 points.

“Chinatown” and the American Imagination: A Field Research Course  
SCA-UA 370 4 points.

The Immigrant Imagination  
SCA-UA 371 4 points.

**GENDER AND SEXUALITY STUDIES**

Sex and the City  
SCA-UA 420 4 points.

**LATINO STUDIES**

The Latinized City, New York and Beyond  
SCA-UA 540 4 points.

**COLLEGE CORE CURRICULUM**

Expressive Culture: Images—Architecture in New York Field Study  
CORE-UA 722 4 points.

**ECONOMICS**

Urban Economics  
SCA-UA 751 Identical to ECON-UA 227. 4 points.

**ENGLISH**

Writing New York  
SCA-UA 757 Identical to ENGL-UA 180. 4 points.

**HEBREW AND JUDAIC STUDIES**

Jerusalem: The City, The Shrine  
SCA-UA 865 4 points.

**HISTORY**

New York City: A Social History  
SCA-UA 831 Identical to HIST-UA 639. 4 points.

20th Century Cities  
SCA-UA 862 Identical to HIST-UA 828. 4 points.

**IRISH STUDIES**

The Irish and New York  
SCA-UA 758 Identical to HIST-UA 180, IRISH-UA 180. 4 points.

**POLITICS**

Urban Government and Politics  
SCA-UA 753 Identical to POL-UA 360. 4 points.
MAJOR/MINOR IN METROPOLITAN STUDIES

SOCIOLOGY
Cities, Communities, and Urban Life
SCA-UA 760  Identical to SOC-UA 460. 4 points.

URBAN DESIGN AND ARCHITECTURE
Shaping the Urban Environment
SCA-UA 762  Identical to ARTH-UA 661. 4 points.
Decision Making and Urban Design
SCA-UA 763  Identical to ARTH-UA 670. 4 points.
Environmental Design: Issues and Methods
SCA-UA 764  Identical to ARTH-UA 672. 4 points.
Cities in History
SCA-UA 765  Identical to ARTH-UA 662. 4 points.

Urban Design and the Law
SCA-UA 766  Identical to ARTH-UA 674. 4 points.

Urban Design: Infrastructure
SCA-UA 768  Identical to ARTH-UA 673. 4 points.

History of City Planning: 19th and 20th Centuries
SCA-UA 769  Identical to ARTH-UA 663. 4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT
American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
SCA-UA 755  Identical to TCHL-UE 41. 4 points.
The Department of Middle Eastern and Islamic Studies (MEIS) focuses on the past and present of a vast and culturally diverse region of the world that extends from North Africa to Central Asia and from the Mediterranean to the Indian Ocean. It adopts interdisciplinary and comparative approaches to Middle Eastern societies from antiquity to the present, with particular focus on the period after the emergence of Islam. A Middle Eastern and Islamic studies major offers students the opportunity to master one of the regional languages, including Arabic, Hindi, Persian, Turkish, Urdu, and ancient Egyptian. Students also acquire an interdisciplinary understanding of this pivotal area of the world by studying with the department's specialists in history, anthropology, political science, literature, law, religious studies, and language.

In addition to the courses listed below, students are encouraged to select cross-listed courses in other departments and programs that complement the department's offerings, such as anthropology, art history, comparative literature, Hebrew and Judaic studies, history, politics, religious studies, and sociology.

**FACULTY**

**Professors Emeriti**
Chelkowski, Mcchesney, Mikhail, Peters

**Professors**
Ben-Dor Benite, Gilsenan, Lockman, Shohat

**Associate Professors**
Katz, Kennedy, Keshavarzian, Rowson

**Assistant Professors**
El-Leithy, Halim, Igsiz

**Clinical Professors**
Erol, Ferhadi, Khorrami

**Clinical Associate Professor**
Illeva

**Clinical Assistant Professor**
Uthman

**Global Distinguished Professor**
Khoury

**Senior Language Lecturers**
Credi, Hassan, Naqvi

**Language Lecturer**
Aggarwal

**Associate Research Scholar**
Goellet

**Affiliated Faculty**
Antoon, Challand, Fleming, Flood, Gomez, Ivy, Kapchan, Kazemi, Mirsepassi, Pearce, Peirce, Tawil-Souri

**PROGRAM**

**Major**
The Middle Eastern and Islamic studies (MEIS) major requires ten 4-point courses (40 points). It consists of two components: language study and non-language courses.

**Language Study**
To obtain the B.A. degree with a Middle Eastern and Islamic studies (MEIS) major, students must meet the College of Arts and Science (CAS) language requirement in Arabic, Hindi, Persian, Turkish, or Urdu. This means (1) studying one of these languages through at least the intermediate level (four semesters) at NYU, (2) demonstrating the completion of equivalent course work elsewhere, or (3) satisfying the CAS language requirement by taking the CAS placement exam in one of these languages.

Under exceptional circumstances, the director of undergraduate studies may exempt a student from having to fulfill the language requirement, in which case the student will be required to take ten MEIS non-language courses to complete the major. In any event, every student must always complete at least ten MEIS-approved courses to satisfy requirements for the major.

**Non-Language Course Requirements**
In addition to the language requirement, majors must successfully complete at least six MEIS courses distributed across distinct fields. The six MEIS courses are to be distributed as follows.
Two core courses: To ensure broad knowledge of issues in the discipline, all majors must take two "core courses" among their six non-language courses. It is recommended that students take these courses before they take seminars and topics courses. Core courses are as follows:

- MEIS-UA 690: The Emergence of the Modern Middle East (History)
- MEIS-UA 697: Palestine, Zionism, and Israel (History)
- MEIS-UA 711: Literature and Society in the Middle East (Literature)
- MEIS-UA 728: Women and Gender in Islam (Religion)
- MEIS-UA 750: Middle East Politics (Elective)

The department may choose to designate additional courses as core courses and will announce them accordingly. Core courses must be taken at Washington Square and cannot be taken while studying away at an NYU global academic center.

One topics/seminar course: Also, among the six non-language courses, all majors must take at least one advanced undergraduate seminar; MEIS often offers these under the "topics" rubric (e.g. MEIS-UA 688: Topics in Middle East History). Also, with the permission of the instructor, this requirement may be fulfilled with a graduate seminar.

Distribution fields: All majors must take these six non-language courses (including the core and topics courses) in a manner that is distributed across departmental fields as follows:

- Two courses from the MEIS history list
- One course from the MEIS literature list
- One course from the MEIS religion list
- Two elective courses from the MEIS course list of the student's choice

Note that all core courses cannot fit into specific distribution fields.

Transfer credits: After consultation with the director of undergraduate studies, transfer students may be allowed to apply up to five transfer courses (20 points) toward the major. Please note that NYU Global courses (e.g. NYU Abu Dhabi) may be considered transfer credits and require departmental approval.

Minor

Students who wish to minor in Middle Eastern and Islamic studies must complete either:

- four non-language courses (16 points), including one of the core courses listed above; the courses must be offered or cross-listed by MEIS and approved by the director of undergraduate studies or a MEIS adviser;
- or four courses (16 points) in Arabic, Persian, or Turkish, provided that these courses are not also used to satisfy the CAS foreign language requirement.

After consultation with the director of undergraduate studies, transfer students may be allowed to apply up to two transfer courses (8 points) toward the minor. Please note that NYU Global courses (e.g. NYU Abu Dhabi) may be considered transfer credits and require departmental approval.

Internships

MEIS majors may, with permission of the director of undergraduate studies, pursue an internship for 2 or 4 points (MEIS-UA 980, 981). The application form is available in the MEIS Office.

Honors Program

Eligibility

Any student majoring in the department who has spent at least two full years in residence at the College of Arts and Science, who has completed at least 60 points of graded work in the College, and has a cumulative GPA of 3.65 and a major GPA of 3.65.
DEPARTMENT OF MIDDLE EASTERN AND ISLAMIC STUDIES

Requirements:
- Complete all major requirements
- Complete at least two graduate-level courses with a GPA of 3.0 (these courses may be used to complete part of the major requirements)
- Earn no grade lower than a C in any Middle Eastern and Islamic studies course
- Write an honors paper of 50 to 60 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (MEIS-UA 997, 998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

Awards
The department offers the following awards for excellence:
- The Rumi-Biruni Prize, for excellence in Persian studies
- The Evliya Chelebi Prize, for excellence in Turkish studies
- The Middle Eastern and Islamic Studies Prize, presented to a graduating senior in the honors program
- The Ibn Khaldun Prize, for excellence in Arabic studies
- The Premchand Prize, for excellence in Hindi and Urdu studies

Minor in South Asian Studies
The minor in South Asian Studies is now housed in the Department of History. Please see the section on the SAS minor in this Bulletin.

COURSES

Language Courses
Language placement examinations are held before the first week of the fall and spring semesters and on a regular basis during the academic year. For placement at the appropriate level of language instruction, students should consult the department. Students are advised that if they interrupt their study of a language sequence for one or more semesters, the department may (re)administer the placement exam before allowing them to register for another course in the sequence.

Qualified undergraduates are also eligible to register for advanced language courses. Please consult the current schedule of courses and the Graduate School of Arts and Science Bulletin for information about advanced courses in Arabic, Hindi, Persian, Turkish, and Urdu that are open to undergraduates who have completed the intermediate level of the languages.

Arabic
Elementary Arabic I, II
MEIS-UA 101, 102  Offered every year. 4 points per term.
Builds basic skills in modern standard Arabic, the language read and understood by educated Arabs from Baghdad to Casablanca. Five hours per week of instruction and drills, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II
MEIS-UA 103, 104  Prerequisite for the sequence: Elementary Arabic II (MEIS-UA 102) or equivalent. Offered every year. 4 points per term.
Builds on the skills acquired in Elementary Arabic I and II, with increased emphasis on writing and reading from modern sources, in addition to aural/oral proficiency.

The following two Arabic courses comprise the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

Advanced Arabic I, II
MEIS-GA 1005, 1006  Prerequisite for the sequence: Intermediate Arabic II (MEIS-UA 104) or equivalent. Offered every year. Ferhadi. 4 points per term.
Conducted entirely in Modern Standard Arabic. Further hones the four language skills: speaking, listening, reading, and writing. Principal features of colloquial dialects of Arabic are introduced.
**Departments of Middle Eastern and Islamic Studies**

**Urdu**

**Elementary Urdu I, II**
MEIS-UA 301, 302  Offered every year. 4 points per term.
Introduces the basics of Urdu alphabet, grammar, and sentence structure. All four language skills are emphasized—writing and reading, as well as speaking and listening. Explores not only the language but also the culture in which it is rooted.

**Intermediate Urdu I, II**
MEIS-UA 303, 304  Prerequisite for the sequence: Elementary Urdu II (MEIS-UA 302) or equivalent. Offered every year. 4 points per term.
Along with specific language tasks, criticism and analysis now form part of the curriculum. Dictation, memorizing poetry, comprehension, and engagement in longer sessions of conversation. Students polish skills in reading literary texts, writing short essays, and carrying on a conversation.

**Persian**

**Elementary Persian I, II**
MEIS-UA 401, 402  Offered every year. 4 points per term.

**Intermediate Persian I, II**
MEIS-UA 403, 404  Prerequisite for the sequence: Elementary Persian II (MEIS-UA 402) or equivalent. Offered every year. Khorrami. 4 points per term.
Continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

**Hindi**

**Elementary Hindi I, II**
MEIS-UA 405, 406  Offered every year. Ilieva. 4 points per term.
Development of reading, speaking, listening, and writing skills through a variety of in-class, small-group, and paired activities, as well as through language and computer lab sessions.

**Intermediate Hindi I, II**
MEIS-UA 407, 408  Prerequisite for the sequence: Elementary Hindi II (MEIS-UA 406) or equivalent. Offered every year. Ilieva. 4 points per term.
Further develops fluency in oral and written communication. In addition to the in-class and small-group activities and language and computer lab sessions, students work with native speakers from the community and report on their findings. Reading assignments broaden understanding of content used for oral presentations.

**Farsi/Persian**

**Elementary Persian I, II**
MEIS-UA 401, 402  Offered every year. 4 points per term.

**Intermediate Persian I, II**
MEIS-UA 403, 404  Prerequisite for the sequence: Elementary Persian II (MEIS-UA 402) or equivalent. Offered every year. Khorrami. 4 points per term.
Continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

**Turkish**

**Elementary Turkish I, II**
MEIS-UA 501, 502  Offered every year. Erol. 4 points per term.
Introduction to the written and spoken language of modern Turkey. All texts are in Latin characters and comprise both textual and audio material.

**Intermediate Turkish I, II**
MEIS-UA 503, 504  Prerequisite for the sequence: Elementary Turkish II (MEIS-UA 502) or equivalent. Offered every year. Erol. 4 points per term.
Materials from Turkish newspapers, magazines, literature, and radio provide the basis for developing reading comprehension and conversational ability in modern Turkish.

**History Courses**

**Topics in Middle Eastern History**
MEIS-UA 518 4 points.
Advanced course. Topics vary by semester.
The History of Ancient Egypt, 3200–50 B.C.E.
MEIS-UA 611  Identical to HIST-UA 506. Offered every year. Goel. 4 points.
Political and intellectual history of ancient Egypt, introducing the student to a variety of religious and secular texts and showing how Egyptologists have drawn on biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

A Cultural History of Ancient Egypt
MEIS-UA 614  Identical to HIST-UA 505. Offered every other year. Goel. 4 points.
Survey of the literary, religious, and material culture of ancient Egypt. The Egyptian intellectual world is approached through major monuments (for example, the Great Pyramid) considered in their cultural context. Daily life, as well as the visual and symbolic aspects of the civilization, are illustrated with slides and charts. Historical, literary, and religious texts in translation.

Jews in the Islamic World in the Modern Period
MEIS-UA 615  Identical to HBRJD-UA 114. 4 points.
See description under Hebrew and Judaic studies.

Topics in Islamic History
MEIS-UA 616  4 points.

Istanbul: Culture, Memory, and the City
MEIS-UA 620  Offered periodically. Igsiz. 4 points.
Topics on cultural identification and space in the twentieth century, including social transformation, urbanism, and gentrification; minorities (e.g., Armenians, Greeks, Jews, Kurds, the Roma) and cultural identification; food and memory; nostalgia, commodification, and neighborhoods; museumization of “culture”; exile; cosmopolitanism and migration. Examines ethnographies and studies in cultural and literary history, as well as literature and other primary Screening of films examines how the city and its culture are displayed as “spectacle” or merely “décor” in narrative.

The Making of the Muslim Middle East
MEIS-UA 640  4 points.

Art in the Islamic World II: From the Mongols to Modernism
MEIS-UA 652  Identical to ARTH-UA 541. Offered every year. Flood. 4 points.
An introduction to the arts of Islam during a period of dynamic cultural and political change in the Islamic world. Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the “gunpowder empires” (the Mughals, Ottomans, Safavids), and European colonialism, to the art of the nation-state in the 20th century.

Art in the Islamic World I: From the Prophet to the Mongols
MEIS-UA 653  Identical to ARTH-UA 540. Flood. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 C.E. to 1200 C.E. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise to political prominence of various North African, Iranian, and Central Asian dynasties from the 10th century onward. These political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

The Ottoman Empire and the World Around It, 1300–1700 C.E.
MEIS-UA 680  Peirce. 4 points.

Topics in Middle Eastern History
MEIS-UA 688  Identical to HIST-UA 550. Offered every year. 4 points.
Focuses on a particular aspect of Islamic, Ottoman, or modern Middle Eastern history, with an emphasis on historiographical and comparative issues. Intended primarily for advanced undergraduates in Middle Eastern studies and in history, but other students may register with permission of the instructor.

The Emergence of the Modern Middle East
MEIS-UA 690  Identical to HIST-UA 531. 4 points.
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Islam and the West
MEIS-UA 694  Identical to HIST-UA 520, MEDI-UA 694. 4 points.
Examines the evolution of diplomatic, trade, and cultural contacts between Islam and the West. Particular attention is paid to the complex relationship that developed between these two civilizations and their historical impact on each other.
Zionism and the State of Israel  
MEIS-UA 696  Identical to HBRJD-UA 180.  
4 points.
See description under Hebrew and Judaic studies.

Palestine, Zionism, Israel  
MEIS-UA 697  Identical to HIST-UA 532. Offered every other year. Lockman. 4 points.
Survey of the conflict over Palestine from its origins in the late 19th century until the present. Examines the evolution of this ongoing struggle in its historical context. Discusses the roles of the various parties to the conflict.

Israel: Fact Through Fiction  
MEIS-UA 698  Identical to HBRJD-UA 780. Offered every other year. 4 points.
See description under Hebrew and Judaic studies.

Gender and Sexuality in Medieval Islamic Societies  
MEIS-UA 787  Offered every other year. Rowson. 4 points.
Evaluates the role of culture—whether Middle Eastern or Western—in shaping fundamental sexual attitudes. Attempts to get behind myths of unbridled sensuality and “well-stocked harems” to the realities. Readings include such selected primary sources from the medieval period in English translation as religious treatises on marriage and proper gender roles, love poetry, stories from the Arabian Nights, and works of erotica, supplemented by secondary studies.

Literature Courses  
Except where indicated, there is no language prerequisite for these courses.

Topics in 20th-Century Literature  
MEIS-UA 190  4 points.

Masterpieces of Arabic Literature in Translation  
MEIS-UA 710  Identical to MEDI-UA 710. Offered every year. 4 points.
Survey of the masterpieces of Arabic, Persian, and Turkish literature from pre-Islamic times to the present. Selected texts in translation from the major genres, both in prose and poetry, are studied as works of art in themselves and as a reflection of the societies that produced them.

Literature and Society in the Middle East  
MEIS-UA 711  Offered every year. 4 points.
Examines selected works in translation of leading 20th-century poets, novelists, and short story writers that reflect changing conditions and mores within Middle Eastern and North African societies. Investigates such topics as conflicts between traditionalists and modernists, the impact of urbanization on rural societies, and the existential dilemmas of men and women.

Women and War: Contemporary Arabic Literature and Film  
MEIS-UA 714  Identical to COLIT-UA 714, SCA-UA 731, CINE-UT 714. 4 points.
Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. Investigates the representations of women and war in Arabic literature and film through such topics as the gendering of war; the gender politics of national symbolism and liberation; the politics and aesthetics of documentary film; revolutionary erotic and anti-erotic; and combat and collaboration.

The Arabian Nights  
MEIS-UA 716  Identical to MEDI-UA 714. Kennedy. 4 points.
A study of the Arabian Nights, an essential and dynamic literary meeting point between Arabic/Islamic literature and the Western canon. Literary analysis of the tales includes close reading of the structure of the original, as well as modern variations by authors such as Poe and Rushdie.

Modern South Asian Literature  
MEIS-UA 717  Identical to COLIT-UA 717. Offered every year. Ilieva. 4 points.
Addresses the rich literary product of modern and contemporary South Asia. Offers more advanced undergraduates a window on a rich and culturally varied area of the world, as well as an understanding of aspects of South Asian history and society as represented in translations of modern prose writing (short stories and novels) originally written in South Asian languages.

Introduction to Ancient Indian Literature  
MEIS-UA 718  Offered every year. Ilieva. 4 points.
Acquaints students with the great works of the ancient Indian literary tradition, a major part of which was written in Sanskrit. The earliest form of that language, called Vedic Sanskrit, is the language of the Vedic hymns, especially those of the Rig Veda. Sanskrit has had an unbroken literary tradition for over 3,000 years. This rich and vast literary, religious, and philosophical heritage is introduced
in this course. In addition, students work with excerpts from the Jain and Buddhist canons written in Prakrits and examples of Tamil poetry. Selections from the Vedic literature, classical drama, epics, story literature, and lyric poetry are studied in English translation.

**Middle Eastern Literature**

MEIS-UA 720  *Formerly Topics in Arabic Literature. Identical to MEDI-UA 720. Offered every year. 4 points.*

An introduction to the main stylistic features of classical Arabic for students who have completed two semesters of Arabic. Classical texts that constitute the core of Islam to the present: the Qur’an and the Hadith (Sayings of the Prophet Muhammad). Samples from the Tafsir tradition (Koranic hermeneutics), Sufi/mystical literature (poetry and prose), philosophical novels, and pious tales from the popular sphere (the *Arabian Nights* tradition). The Koran provides a sustained focus, with particular attention paid to its influence on all categories of Arabo-Islamic literature—linguistically, stylistically, thematically, and doctrinally.

**Travel Literature**

MEIS-UA 757  *Identical to COLIT-UA 757. Halim. 4 points.*

Theoretical and critical reflections on travel literature and the historically and culturally changing categories which it should be read: “imaginative geography”; Greek versus Barbarian; the hajj, trade routes, and knowledge seeking as motives; Orientalism, Occidentalism, and ethnography; transnationalism in relation to class and gender; tourism; migrant workers; and exile and narratives of return. Contrasting conventions of representations of travel in different times and places. Focused, albeit not exclusively, on the Middle East.

**Topics in Modern Middle Eastern Culture**

MEIS-UA 798  *Halim. 4 points.*

**Readings in Contemporary Literary Theory**

MEIS-UA 845  *4 points.*

**Religion Courses**

**Religion and Politics in the Muslim World**

MEIS-UA 674  *4 points.*

**History of Judaism: Emergence of Classical Judaism**

MEIS-UA 680  *4 points.*

**What Is Islam?**

MEIS-UA 691  *Identical to HIST-UA 85, RELST-UA 85. Offered every year. 4 points.*

Introduction to the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shi’ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

**Introduction to Ancient Egyptian Religion**

MEIS-UA 719  *Identical to RELST-UA 719. Offered every year. Goelet. 4 points.*

The nature of the gods, syncretism, private religion, theories of divine kingship, the judgment of the dead, cultic practices, the life of priests, the relationship between this world and the afterlife, wisdom literature as moral thought, festivals, funerary practices, creation myths, and foreign gods and influences. Topics are illustrated by Egyptian religious texts or scenes from temples and tombs.

**Women and Gender in Islam**

MEIS-UA 728  *Offered every year. Katz. 4 points.*

Examines the rights, roles, and physical appearance of Muslim women. Investigates the complexity of the messages and models relating to gender in one of the world’s most influential religious traditions. Beginning with the rise of Islam, observes how foundational texts and personalities are interpreted and reinterpreted for changing times.

**Islamic Law and Society**

MEIS-UA 780  *Offered every year. 4 points.*

Introduces students to Islamic law through a reading of its various genres and a study of a selection of secondary sources covering a number of substantive topics (for example, ritual, criminal, and public law). Also focuses on the ways Islamic law has interacted with Islamic societies in historical practice and the way it has adapted, or not adapted, to the challenges of modernity.

**The Qur’an and Its Interpretation**

MEIS-UA 781  *Offered every other year. Katz. 4 points.*

An introduction to the content, themes, and style of the Qur’an. Surveys the diversity of interpretive approaches to the text (legal, mystical, sectarian, literary, and politically engaged) in the medieval and modern periods.
Topics in Islamic Studies
MEIS-UA 782  Offered every year. 4 points.
Examines a particular aspect of premodern Islamic religious, intellectual, or institutional history, with the specific topic varying from year to year. Intended primarily for advanced undergraduates in Middle Eastern and Islamic studies, but other students may register with permission of the instructor.

Women and Islamic Law
MEIS-UA 783  Identical to SCA-UA 736, MEDI-UA 783. 4 points.
How Islamic law has treated women in theory and practice. Medieval and modern legal texts regarding the status of women as believers, daughters, wives, mothers, and legal persons. Case studies from different periods of Islamic history are read and discussed, as well as writings from contemporary anthropology.

Judaism, Christianity, and Islam
MEIS-UA 800  Identical to MEDI-UA 25, HBRJD-UA 160, RELST-UA 102. Offered every year. 4 points.
Comparative study of the three great monotheistic religious traditions, how each understood its origin and evolution, and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

Social Science Courses
Cinema, Politics, and Society in the Middle East
MEIS-UA 678  4 points.

Politics of the Middle East
MEIS-UA 750  Identical to POL-UA 540. Offered every year. Keshavarzian. 4 points.
A survey of modern Middle Eastern and North African politics from the 19th century to the present. Examines the context of current struggles and delves into critical issues facing the peoples of the region.

Topics in Middle East Politics
MEIS-UA 751  Keshavarzian. 4 points.
Topics vary and include such themes as social movements, urban politics, or globalization. Check with the department for current offering.

Internship and Independent Study
Internship
MEIS-UA 980, 981  Prerequisite: permission and placement for departmental majors from the director of undergraduate studies. 2 or 4 points per term.

Independent Study
MEIS-UA 997, 998  Prerequisite: permission of the instructor. 1 to 4 points per term.

Graduate Courses Open to Undergraduates
The Middle Eastern studies courses offered in the Graduate School of Arts and Science are open to qualified undergraduates. Permission of the instructor and the director of undergraduate studies is required. For further information, please consult the Graduate School of Arts and Science Bulletin.
Since its establishment in 1923, the Department of Music at New York University has occupied a central position in American music scholarship. It has since grown into one of the country's most exciting, intellectually vibrant centers for the interdisciplinary study of music and sound. Undergraduate students in the department study, create, and perform music in an environment that combines the benefits of a well-rounded liberal arts education with the resources of a major research university.

University resources include a large number of rehearsal and practice rooms, and the department has its own intimate, loftlike performance space that serves as a recording studio and as a venue for recitals and concerts. The department hosts the Washington Square Contemporary Music Society, the Collegium Musicum, and the Washington Square Harp and Shamrock Orchestra, the only Irish music ensemble in any university in the United States. The department's greatest asset, however, is its location in the heart of New York City, one of the world's great cultural centers. Many of our courses are structured around live performances at venues ranging from the city's top concert halls to its most obscure performance spaces. We also encourage our students to take advantage of our location by pursuing internships with New York City-based recording companies, music magazines, or major performing arts organizations.

Departmental Objectives

The breadth and depth of knowledge offered by the major provide an excellent foundation for academic, creative, and performance work, offering a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major is equally ideal for students seeking careers requiring a solid liberal arts background and strong analytical and critical skills, and for students interested in humanistic fields in which sonic culture is a central element. The music major cultivates the ability to interpret and analyze music as both text and performance. As such, the major program of studies and our faculty's specializations offer superb foundations for further advanced studies in music and disciplines such as American studies, comparative literature, linguistic and cultural anthropology, Native American studies, popular culture, gender studies, Western and Central European culture and history, Slavic studies, Latin American and Latino studies, media studies, performance studies, and theatre.

Major

The major in music requires a total of ten 4-point courses (40 points), designed to give the student a broad understanding of the various issues currently being discussed in musical thinking and research, as well as a theoretical background and the opportunity to compose for himself or herself. Qualified students can undertake advanced supervised research in their senior year, leading to a thesis and the award of a degree with honors.
The ten courses for the major are as follows:

- **Two required courses:**
  - Either Harmony and Counterpoint I or II (MUSIC-UA 201 or 202), offered every semester.
  - Principles of Musical Analysis: Aural Perception (MUSIC-UA 209), typically offered in the fall.
- **Five distribution requirements across the following areas:**
  - “Sonic materials of music”: one course from offerings on studies of sound, or of a genre; possible courses could be on noise, on voice, or on the operatic aria.
  - “Creating music”: one course on composition, improvisation, performance practice (with a practical component), or performance of a particular repertoire.
  - “Music, histories, cultures”: two courses; many courses in musicology and ethnomusicology (the anthropology of music) fit into this category.
  - “Analytical and critical thinking”: one course in either of those areas; courses might be on musical philosophy, on gender or embodiment, or on an analytical issue.
- **Electives:** The remaining three courses are free electives in the department.

Students may count up to four credits of performance classes (in the Steinhardt School's Department of Music and Performing Arts Professions or in our department's Collegium Musicum) toward the music major.

Only courses with a grade of C or better can be counted toward the major.

For instructions on how to declare the major, please visit the department's website. The department welcomes double majors.

**Minor**

A total of four courses (16 points) is required for the music minor:

- One course on music theory chosen from among The Elements of Music (MUSIC-UA 20) or Harmony and Counterpoint I,II (MUSIC-UA 201, 202).
- One course on European music history (MUSIC-UA 101-104 or other appropriate course).
- One course on ethnomusicology or anthropology of music (MUSIC-UA 151, 153, 155, 182).
- One additional course numbered at or above the MUSIC-UA 100 level. Four points of performance (from our department or Steinhardt) may be used for this requirement.

Only courses with a grade of C or better can be counted toward the minor. For instructions on how to declare the minor, please visit the department’s website.

**Honors Program**

Highly motivated students may take part in the department’s honors program, which culminates during the senior year with an independent study supervised by a faculty member. Students must have a 3.65 GPA both in the major and overall to pursue honors. Students wishing to graduate with honors must take the department’s Proseminar in Music (MUSIC-UA 200); they then register for a semester or more of Independent Study (MUSIC-UA 997 or 998) in which they complete a capstone project in musicology or music history, ethnomusicology, analysis, or composition. This might take the form of an analytical or historiographical study of a major work or group of works, the writing of a musical composition of substantial dimensions, or a biographical study of a composer, all under the guidance of a faculty member. A student wishing to pursue departmental honors should apply to the director of undergraduate studies. There are also three departmental prizes that the department awards to exceptional students. These are listed in the awards and prizes section of this Bulletin.

**Performance**

Students pursuing a major or minor in music, and indeed all students in the College of Arts and Science, are encouraged to participate in musical performance, lessons, and ensembles. We believe that the joys of making music, the dedication and study necessary to perform music, and the collective effort required of ensemble participants constitute an inimitable experience that should have a central place in a liberal arts education. Students can participate in the Collegium Musicum early music ensemble, the NYU Orchestra, and many of
DEPARTMENT OF MUSIC

the lesson programs and ensembles associated with the Steinhardt School of Culture, Education, and Human Development's Department of Music and Performing Arts Professions. Students are also urged to attend concerts of the Washington Square Contemporary Music Society.

In addition to participation in the various performance ensembles, the department encourages students to partake vigorously of the cultural life of New York City. Our students are entitled to discounted tickets to the Metropolitan Opera, the New York Philharmonic, concerts of the World Music Institute, concerts of the Kalavant Center for Indian Music and Dance, and many other music-presenting organizations. We work closely with and support the activities of cultural organizations such as the Center for Traditional Music and Dance, Music Before 1800, the Archives of Contemporary Music, and AfroPop Worldwide, among many others. A listing and description of music organizations at New York University is available from the department or the Center for Music Performance.

COURSES

Introductory Courses

These courses are open to all students, but do not count toward the major.

The Art of Listening
MUSIC-UA 3  Offered every semester. 4 points.
Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. Considers the structure and style of influential works in the Western art music repertoire, popular music, or other musical cultures, with attention to the wider social, political, and artistic context.

The Elements of Music
MUSIC-UA 20  Additional recitation section required. Offered every semester. 4 points.
Explores the underlying principles and inner workings of the tonal system, a system that guided all of Western music from 1600 to 1900. It includes a discussion of historical background and evolution and focuses on concepts and notation of key, scale, tonality, and rhythm. Related skills in sight-singing, dictation, and keyboard harmony are stressed in the recitation sections.

Required Foundational Courses for the Music Major

Harmony and Counterpoint I
MUSIC-UA 201  Prerequisite: ability to read music and background in basic concepts of music theory. Additional laboratory section required. Offered every semester. 4 points.
General principles underlying tonal musical organization. Students learn concepts of 18th- and 19th-century harmonic, formal, and contrapuntal practices. Weekly lab sections are devoted to skills in musicianship and are required throughout the sequence.

Principles of Musical Analysis: Aural Perception
MUSIC-UA 209  Prerequisite: departmental permission. Offered every fall. 4 points.
A comprehensive introduction to the dynamics of sound and listening in multiple contexts and registers. Through listening exercises, class discussion, and creative work, students learn how to: (1) discern and analyze musical structures, styles, and other features; (2) explore the relationship between sound (including work of different repertoires) and notation; and (3) think critically about the roles sound and listening play in their lives.

Advanced Courses

Non-majors require departmental permission for all courses below. Specific topics for some of these courses may vary by semester; these changes in content or emphasis determine which distributional major requirements a course satisfies in a given semester.

Music of Bach
MUSIC-UA 15  Boorman. 4 points.
Johann Sebastian Bach is now seen as one of the greatest composers of Western music, but during his life and long after he was not so highly regarded. It was actually two of his sons, Carl Philip Emanuel and Johann Christian, who were considered the greatest living composers. We examine the music of all three: not only as great works worthy of study, but as reflections of the very different cultures in which the three composers lived.

Music of New York
MUSIC-UA 100  Offered every January and summer. 4 points.
Focuses on the everyday practices of musical life in New York City. Examination of these processes of music-making is enhanced by a look at their unique
histories. There is also a historical discussion of the vibrant musical life of New York as a whole, intended to contribute to an understanding of why New York is seen, and sees itself, as a musical city. In-class presentations by local musicians and scholars and attendance at performances throughout the city.

Medieval and Renaissance Music
MUSIC-UA 101  Prerequisite: ability to read music.
4 points.
Topics include the music of the medieval church; the codification and extension of the plainsong repertoire and the emergence and development of polyphony; music of the medieval court (troubadours, trouvères, and minnesingers); the ascendency of secular polyphony in the 14th century and the subsequent Renaissance balance between sacred and secular; mass and motet, chanson and madrigal; and the beginnings of an autonomous repertoire for instruments in the 16th century.

Baroque and Classical Music
MUSIC-UA 102  Prerequisite: ability to read music.
Mueller. 4 points.
Topics include the works of Monteverdi, Vivaldi, J.S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendency of the secular over the sacred resumed and maintained; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the expansion of the span of time music can sustain and, in the instrumental forms of sonata and concerto, a new musical independence from nonmusical ideas; the concert as music’s own occasion; and musical autonomy in the symphonies and quartets of the Viennese classicists.

19th-Century Music
MUSIC-UA 103  Prerequisite: ability to read music.
Mueller. 4 points.
The works of major composers from Beethoven through the late 19th century. Topics include the effect of romanticism on musical forms (symphony, sonata, lied, opera), as well as the central importance of Wagner’s musical ideas.

20th-Century Music
MUSIC-UA 104  Prerequisite: ability to read music.
4 points.
Major revolutions of the early 20th century (Debussy, Schoenberg, Stravinsky, Bartók) and later serialism (Webern, Boulez, Babbitt, Stockhausen).

Discussion of Cage, minimalism, and other recent developments.

Topics in 20th-Century Music
MUSIC-UA 111  Ability to read music suggested.
4 points.
In-depth study of musical practices emerging throughout the 20th century, with an emphasis on mass-mediated musics and their impact on the constitution of new social fields. Topics vary by term.

Wagner
MUSIC-UA 136  Ability to read music suggested.
4 points.
Examines the tumultuous musical, political, and social contexts of Wagner’s oeuvre. Musician, poet, impresario, political activist in the uprisings of 1848-49, supporter of Bismarck, and lightning rod for the controversies surrounding German unification, Wagner’s life is a key to understanding a pivotal moment in European history, as Germany sought to challenge the primacy of more established monarchies and empires.

Exploring the World’s Music Traditions
MUSIC-UA 151  Ability to read music suggested.
4 points.
A concentrated study of music and cultures from around the world. Topics vary by term.

The Anthropology of Music
MUSIC-UA 153  Ability to read music suggested.
Offered every semester. Samuels, Mahon, Daughtry.
4 points.
Focuses on the politics and ethics of ethnographic method. Readings include major texts from disciplines of ethnomusicology and cultural anthropology. Topics vary by semester.

Introduction to Celtic Music
MUSIC-UA 182  Identical to IRISH-UA 152.
Offered every fall. Moloney. 4 points.
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.
Harmony and Counterpoint II
MUSIC-UA 202  Prerequisite: Harmony and Counterpoint I (MUSIC-UA 201) or equivalent, or placement by departmental diagnostic exam. Offered every year. 4 points.
General principles underlying tonal musical organization. Students learn concepts of 18th- and 19th-century harmonic, formal, and contrapuntal practices. Weekly lab sections are devoted to skills in musicianship and are required throughout the sequence.

Principles of Composition
MUSIC-UA 307  Prerequisite: Harmony and Counterpoint I (MUSIC-UA 201) or permission of the instructor. Offered every year. 4 points.
Advanced study of issues of musical construction, production, and reception. Students compose an original piece of music, and pieces are performed in an end-of-semester concert by professional New York musicians. Topics vary by semester.

Special Courses
Proseminar in Musical Research
MUSIC-UA 200  Offered every spring. 4 points.
Discusses recent ideas and issues in all areas of musical research, musicology, ethnomusicology, and theory. Required of all honors students. All faculty members in the department present different topics, discussing both ideas and their application, so that by the end of the semester students are capable of undertaking the advanced research project required for an honors degree.

Special Topics Seminar
MUSIC-UA 901  Open to juniors and seniors or by permission of the department. Offered every semester. 4 points.
Upper-level seminar. Topics vary by term.

Internship
MUSIC-UA 980, 981  Offered every semester. 2 or 4 points per term.
Music majors and minors are eligible to participate in an internship. For details on internship guidelines, please consult the department’s website.

Independent Study
MUSIC-UA 997, 998  Approval of the director of undergraduate studies required. Offered every semester. 2 or 4 points per term.
Open to music majors in the junior and senior years. All other students must have special permission from the department. Students complete a research project or composition and/or written work under the supervision of a faculty member, including (but not limited to) honors projects and theses. Please consult the department’s website for guidelines for independent-study proposals.

Collegium Musicum
MUSIC-GA 1001, 1002  Permission of the department required. May be repeated with permission of the director of undergraduate studies. Offered every semester. Boorman, Panofsky. 2 points per term.
Early music performance group. Participation may include vocal performance or instruments such as the viol or harpsichord.

Graduate Courses Open to Undergraduates
Qualified undergraduates may register for graduate courses with the permission of the instructor and the director of undergraduate studies.
The neural science major requires fifteen courses (63 points), as follows:

- Introduction to Neural Science (NEURL-UA 100)
- Cellular and Molecular Neuroscience (NEURL-UA 210)
- Behavioral and Integrative Neuroscience (NEURL-UA 220)
- General Chemistry and Laboratory I, II (CHEM-UA 125, 126)
- Principles of Biology I, II (BIOL-UA 11, 12)
- Molecular and Cell Biology I (BIOL-UA 21)
- General Physics II (PHYS-UA 12)
- Calculus I (MATH-UA 121)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Three elective courses in neural science (may include NEURL-UA 302, NEURL-UA 305)
- One approved upper-level course in either psychology or biology

Students must see the director of undergraduate studies for approval of elective choices.

Prehealth students must take, in addition to the above, Principles of Biology Lab (BIOL-UA 123), General Physics I (PHYS-UA 11), and Organic Chemistry and Laboratory I, II (CHEM-UA 225, 226).

A grade of B-minus or better in Introduction to Neural Science (NEURL-UA 100), ideally taken in fall of sophomore year, is required for entrance into the major; a grade of C or better must be achieved in all other courses required for the major.
Honors Program
To graduate with honors in neural science, students must achieve a GPA of 3.65 or better in courses required for the major and a 3.65 in all other courses taken for credit.

In the spring semester of their junior year, students seeking honors must complete the Honors Seminar (NEURL-UA 301) with a faculty member affiliated with the Center for Neural Science.

Note that admittance to the laboratory courses associated with Cellular and Molecular Neuroscience (NEURL-UA 210) and Behavioral and Integrative Neuroscience (NEURL-UA 220) is assured and required only for students in the honors track.

Honors students are required to present a paper at the College’s annual Undergraduate Research Conference and to submit an honors thesis that is accepted for honors standing by the faculty sponsor and the director of undergraduate studies.

Introduction to Neural Science
NEURL-UA 100  Identical to BIOL-UA 100.
Prerequisites: Principles of Biology I, II (BIOL-UA 11, 12). Recommended corequisite: Molecular and Cell Biology I (BIOL-UA 21). Offered in the fall. Glimcher, Movshon. 4 points.

Introductory lecture covering such fundamental topics as principles of brain organization, structure and ultrastructure of neurons, neurophysiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of the cerebral cortex, and modeling of neural systems.

Cellular and Molecular Neuroscience
NEURL-UA 210  Formerly NEURL-UA 201. Identical to BIOL-UA 201. Prerequisites: Introduction to Neural Science (NEURL-UA 100), Molecular and Cell Biology I (BIOL-UA 21), and General Physics II (PHYS-UA 12). Laboratory section (2 points) required for neural science majors in the honors track. Offered in the fall. Klann, Reyes. 4 points.

Lectures and laboratories are organized into three areas: cell structure and organization of the vertebrate central nervous system, mechanisms underlying neural signaling and plasticity, and control of cell form and its developmental determinants. Laboratory instruction in anatomical, physiological, and biochemical methods for investigating the biology of nerve cells is offered. Note: Neural science majors on the honors track must register for both the lecture and the laboratory (4 and 2 points, respectively), but these need not be taken simultaneously; nonmajors and non-honors-track students may only register for the lab section with permission of the instructor. A grade of B or better in Introduction to Neural Science (NEURL-UA 100) is required for entrance to the laboratory section. Registration is controlled for all students and requires approved access by the director of undergraduate studies and departmental authorization for enrollment.

Behavioral and Integrative Neuroscience
NEURL-UA 220  Identical to BIOL-UA 220.
Prerequisites: Principles of Biology I, II (BIOL-UA 11, 12) and Introduction to Neural Science (NEURL-UA 100). Laboratory section (2 points) required for neural science majors in the honors track. Offered in the spring. Pesaran, Shapley. 4 points.

Lectures and laboratories cover four main areas: sensory process, learning and memory, motivational and attentional mechanisms, and the motor system. Laboratories employ a range of electrophysiological techniques, lesions and pharmacological manipulations, and various behavioral techniques to examine the integrative processes by which the brain governs behavior. Note: Neural science majors in the honors track must register for both the lecture and the laboratory (4 and 2 points, respectively), but these need not be taken simultaneously; nonmajors and non-honors-track students may only register for the lab section with permission of the instructor. A grade of B or better in Introduction to Neural Science (NEURL-UA 100) is required for entrance to the laboratory section. Registration is controlled for all students and requires approved access by the director of undergraduate studies and departmental authorization for enrollment.
Development and Dysfunction of the Nervous System
NEURL-UA 305  Prerequisites: Introduction to Neural Science (NEURL-UA 100) and Molecular and Cell Biology I (BIOL-UA 21). Offered in the spring. Sanes. 4 points.
Explores how the nervous system develops in normal animals, and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms are interleaved with those on disorders to provide a solid foundation for understanding abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. How current theories can explain the etiology of each disorder and how basic research can best facilitate advances in knowledge and, ultimately, lead to treatments or cures.

Special Courses
Honors Seminar
NEURL-UA 301  Formerly Tutorial Research. Prerequisite: Cellular and Molecular Neuroscience (NEURL-UA 210), Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the director of undergraduate studies. Offered in the spring. Semple. 4 points.
Provides supervised research activities in laboratories connected with the Center for Neural Science.

Undergraduates are matched with a graduate student or faculty member working in an area of interest to the student. Students gain experience in many aspects of research and attend regular meetings to discuss recent advances in neuroscience and research-related issues.

Special Topics in Neural Science
NEURL-UA 302 Prerequisite: Cellular and Molecular Neuroscience (NEURL-UA 210), Behavioral and Integrative Neuroscience (NEURL-UA 220), or permission of the instructor. Offered in the fall and spring. 4 points.
Lectures present background material and address current problems; reading and discussion of review articles and current literature on the topic. Topics vary and may include cognitive neural science, signal processing in neural networks, molecular mechanisms of memory, motor function, vision, and the effects of exercise on the brain. Students may take up to three different sections of this course.

Independent Study
NEURL-UA 997, 998 Offered in the fall and spring. 2 to 4 points per term.
Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy

Philosophy poses general questions about reality, knowledge, reasoning, language, and conduct. The four main branches are metaphysics (What is the ultimate nature of reality? What really exists and what is mere appearance?), epistemology (What, if anything, can be known and how?), logic (What are the principles of correct reasoning?), and ethics (What is moral value? And what moral values should we adopt?). Other, more specific branches of philosophy address questions concerning the nature of art, law, medicine, politics, religion, and the sciences.

Everyone tends to have or assume answers to these questions. The aim of the department is to enable students to identify, clarify, and assess these answers, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, and for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

Major in Philosophy

A major in philosophy requires ten 4-point courses (40 points) in the department. These ten courses must include the following:

- One—and only one—introductory course (PHIL-UA 1, PHIL-UA 2, PHIL-UA 3, PHIL-UA 4, or PHIL-UA 5)
- Logic (PHIL-UA 70)
- History of Ancient Philosophy (PHIL-UA 20)
- History of Modern Philosophy (PHIL-UA 21)
- Ethics (PHIL-UA 40) or Nature of Values (PHIL-UA 41) or Political Philosophy (PHIL-UA 45)
- Epistemology (PHIL-UA 76) or Metaphysics (PHIL-UA 78) or Philosophy of Science (PHIL-UA 90)
- Philosophy of Mind (PHIL-UA 80) or Consciousness (PHIL-UA 81) or Philosophy of Language (PHIL-UA 85)
- One topics course (PHIL-UA 101, PHIL-UA 102, PHIL-UA 103, or PHIL-UA 104)
- The remaining two courses (electives) may be chosen from any departmental offerings, except introductory courses.
All students should begin with one of the introductory courses. Satisfactory completion of any one course at the introductory level is a prerequisite for all of the other courses required for the major, except Logic. It is recommended that those considering a major also take Logic as soon as possible.

No credit toward the major is awarded for a course with a grade lower than C.

**Joint Major in Language and Mind**

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses (40 points) are required (four in linguistics, one in philosophy, four in psychology, and one additional course).

The linguistics component consists of these four courses (16 points):

- **Language and Mind** (LING-UA 3, formerly 28)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Prerequisite: Sound and Language (LING-UA 11), offered only in the fall]
  - Grammatical Analysis (LING-UA 13)
- One course chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
  - Computational Principles of Sentence Construction (LING-UA 24)
  - Form, Meaning, and the Mind (LING-UA 31)
  - Propositional Attitudes (LING-UA 35)
  - Neural Bases of Language (LING-UA 43 or PSYCH-UA 300)
  - Linguistics as Cognitive Science (LING-UA 48)
  - Learning to Speak (LING-UA 54)
  - Introduction to Morphology at an Advanced Level (LING-UA 55)

The philosophy component is any one of the following three courses (4 points):

- Minds and Machines (PHIL-UA 5)
- Philosophy of Language (PHIL-UA 85)
- Logic (PHIL-UA 70)

The psychology component consists of four courses (16 points):

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course from:
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course chosen from:
  - Perception (PSYCH-UA 22)
  - Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
The tenth course (4 points) will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

For advisement, language and mind majors should consult with the directors of undergraduate studies of the participating departments.

**Minor**

A minor in philosophy requires four 4-point courses (16 points) in the department. These four courses must include one (and only one) introductory course (PHIL-UA 1-5), and one course from each of the department's three groups of courses:

- Group 1: History of Philosophy
- Group 2: Ethics, Values, and Society
- Group 3: Logic, Epistemology, Metaphysics, Mind and Language

No credit toward the minor is awarded for a course with a grade lower than C.

**Independent Study**

A student may register for an independent study course (PHIL-UA 301, 302; 2 or 4 points per term) if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the directors of undergraduate studies.

**Honors Program**

Honors in philosophy will be awarded to majors who (1) have an overall GPA of 3.65 and an average in philosophy courses of 3.65 and (2) successfully complete the honors program. This program consists of the following three 4-point courses (12 points). (Note: of these courses, only the first two may be counted toward the ten courses required for the major.)

The **Junior Honors Proseminar (PHIL-UA 200)** should be taken in the spring semester of junior year. It introduces students to core readings in some of the main areas of current philosophy and provides an intensive training in writing philosophy. Admission to this course usually requires a GPA, both overall and in philosophy courses, of at least 3.65, as well as the permission of the director of undergraduate studies. The department will try to make alternative arrangements for students who wish to participate in the honors program but who will be studying abroad in spring of their junior year.

Next, the **Senior Honors Seminar (PHIL-UA 201)** should be taken in the fall semester of senior year. Students begin to develop their thesis projects, meeting weekly as a group under the direction of a faculty member to present and discuss their thesis arguments. Students also select, and begin to meet separately with, their individual thesis advisers—faculty who work in the areas of students’ thesis projects. Entry to this seminar depends on satisfactory completion of the Junior Honors Proseminar—or on the special approval of the directors of undergraduate studies. It also usually requires a GPA of at least 3.65, both overall and in the philosophy major.

Finally, the **Senior Honors Research (PHIL-UA 202)** should be taken in the spring semester of senior year. The seminar no longer meets, but each student continues to meet separately with his or her individual thesis adviser, producing and discussing a series of rough drafts of the thesis. The final version must be submitted by a deadline to be determined, in April. It must be approved by the thesis adviser, as well as by a second faculty reader, for honors to be awarded. The student must also finish with a GPA of at least 3.65 both overall and in the major—and here no exceptions will be made. In addition, the thesis advisers will meet after the decisions by the readers have been made and award some students highest or high honors, based on thesis quality and other factors (including GPA in philosophy courses).
Course Prerequisites
The department treats its course prerequisites seriously. Students not satisfying a course’s prerequisites must seek the permission of the instructor to register.

Introductory Courses
Central Problems in Philosophy
PHIL-UA 1 Formerly PHIL-UA 10. Offered every year. 4 points.
An introduction to philosophy through the study of selected central problems. Topics may include free will; the existence of God; skepticism and knowledge; the mind-body problem. Gives training in philosophical argument and writing.

Great Works in Philosophy
PHIL-UA 2 Offered every year. 4 points.
An introduction to philosophy through the study of some of the most important and influential writings in its history. Authors studied may include Plato, Aristotle, Descartes, Hume, Kant, Nietzsche, Wittgenstein. Gives training in philosophical argument and writing.

Ethics and Society
PHIL-UA 3 Formerly PHIL-UA 5. Offered every year. 4 points.
An introduction to philosophy through the study of selected moral and social issues. Topics may include inequalities and justice; public vs. private good; regulation of sexual conduct and abortion; war and capital punishment. Gives training in philosophical argument and writing.

Life and Death
PHIL-UA 4 Formerly PHIL-UA 17. Offered every year. 4 points.
An introduction to philosophy through the study of issues bearing on life and death. Topics may include the definition and value of life; grounds for creating, preserving, and taking life; personal identity; ideas of death and immortality; abortion and euthanasia. Gives training in philosophical argument and writing.

Minds and Machines
PHIL-UA 5 Formerly PHIL-UA 15. Offered every year. 4 points.
An introduction to philosophy through the study of issues in cognitive science. Topics may include the conflict between computational and biological approaches to the mind; whether a machine could think; the reduction of the mind to the brain; connectionism and neural nets. Gives training in philosophical argument and writing.

Group 1: History of Philosophy
History of Ancient Philosophy
PHIL-UA 20 Prerequisite: one introductory course. Offered in the fall. 4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
PHIL-UA 21 Prerequisite: one introductory course. Offered in the spring. 4 points.
Examination of the major figures and movements in philosophy in Europe from the 17th to the early 19th century, including some of the works of Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.

Philosophy in the Middle Ages
PHIL-UA 25 Identical to MEDI-UA 60. Prerequisite: one introductory course. Offered every other year. 4 points.
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

Kant
PHIL-UA 30 Prerequisite: one introductory course. Offered every other year. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
PHIL-UA 32 Prerequisite: one introductory course. Offered every other year. 4 points.
Study of principal philosophic works by Hegel and Nietzsche, with some attention to some of the following: Fichte, Schelling, Kierkegaard, Schopenhauer, and Marx.

Existentialism and Phenomenology
PHIL-UA 36 Prerequisite: one introductory course. Offered every other year. 4 points.
Examines the characteristic method, positions, and themes of the existentialist and phenomenological movements and traces their development through study of such thinkers as Kierkegaard, Nietzsche, Husserl, Heidegger, Merleau-Ponty, and Sartre.
Recent Continental Philosophy
PHIL-UA 39  Prerequisite: one introductory course. Offered every other year. 4 points.
Surveys and evaluates the ideas of the major figures in continental philosophy in the latter part of the 20th century. Authors include (late) Heidegger, Gadamer, Habermas, Foucault, and Derrida.

Topics in the History of Philosophy
PHIL-UA 101  Prerequisite: History of Ancient Philosophy (PHIL-UA 20) or History of Modern Philosophy (PHIL-UA 21). Offered every year. 4 points.
Careful study of a few topics in the history of philosophy—either one philosopher's treatment of several philosophical problems, or several philosophers' treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in early modern philosophy, and Kant's reaction to Hume.

Group 2: Ethics, Values, and Society

Ethics
PHIL-UA 40  Prerequisite: one introductory course. Offered every semester. 4 points.
Examines fundamental questions of moral philosophy: What are our most basic values, and which of them are specifically moral values? What are the ethical principles, if any, by which we should judge our actions, ourselves, and our lives?

The Nature of Values
PHIL-UA 41  Prerequisite: one introductory course. Offered every year. 4 points.
Examines the nature and grounds of judgments about moral and/or nonmoral values. Are such judgments true or false? Can they be more or less justified? Are the values of which they speak objective or subjective?

Applied Ethics
PHIL-UA 42  Prerequisite: one introductory course. Offered periodically. 4 points.
Explores contemporary debates regarding contentious ethical issues. It has two aims: (1) to identify the moral theories and concepts shaping these debates and (2) to use these debates to refine and evaluate these theories and concepts. Topics may be drawn from areas such as environmental ethics, business ethics, and medical ethics.

Empirical Moral Psychology
PHIL-UA 43  Prerequisite: one introductory course. Offered every other year. 4 points.
Surveys recent empirical studies of how humans make moral judgments and decisions, and assesses the significance of this work for some of the traditional concerns of moral philosophy. Readings are drawn from social psychology, evolutionary biology, cognitive neuroscience, and philosophical texts from the Western ethical tradition.

Political Philosophy
PHIL-UA 45  Prerequisite: one introductory course. Offered every other year. 4 points.
Examines fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.

Medical Ethics
PHIL-UA 50  Offered every year. 4 points.
Examines moral issues in medical practice and research. Topics include euthanasia and quality of life; deception, hope, and paternalism; malpractice and unpredictability; patient rights, virtues, and vices; animal, fetal, and clinical research; criteria for rationing medical care; ethical principles, professional codes, and case analysis (for example, Quinlan, Willowbrook, Baby Jane Doe).

The Idea of Law in the West: From Natural Law to Natural Right
PHIL-UA 51  Offered in the spring. 4 points.
What is the source of the authority of law? How is its authority related to that of morality and the state? This course examines the two main traditions of thought that shaped the Western idea of law from the Middle Ages to the 19th century: the so-called natural law tradition, represented by Thomas Aquinas and others, and the voluntarist or positivist tradition, represented most fully by Thomas Hobbes and Immanuel Kant. Additional readings will be drawn from Ockham, Luther, Suarez, Spinoza, Hegel, Nietzsche, and others.

Philosophy of Law
PHIL-UA 52  Prerequisite: one introductory course. Offered every other year. 4 points.
Examines the nature of law, its relations to morality, and its limits. Topics: positivism and natural law theory; theories of criminal justice and punishment; concepts of liberty, responsibility, and rights.
Considers the views of such thinkers as Austin, Bentham, Dworkin, Fuller, Hart, and Rawls.

**Philosophical Perspectives on Feminism**

PHIL-UA 55  *Offered every other year.* 4 points.
Evaluation of the morality and rationality of typical female and male behavior and motivation, and of the social institutions relating the sexes. Critical examination of proposals for change. Topics include development of gender- and non-gender-typed personalities; heterosexuality and alternatives; marriage, adultery, and the family; concepts of sexism and misogyny; and political and economic philosophies of sex equality and inequality.

**Aesthetics**

PHIL-UA 60  *Prerequisite: one introductory course. Offered every other year.* 4 points.
Introduces problems raised by the nature of art, artworks, and aesthetic judgment. Topics include the expressive and representational properties of artworks, aesthetic attention, and appreciation; and the creation, interpretation, and criticism of artworks. Readings from classical and contemporary sources.

**Topics in Ethics and Political Philosophy**

PHIL-UA 102  *Prerequisite: Ethics (PHIL-UA 40), The Nature of Values (PHIL-UA 41), or Political Philosophy (PHIL-UA 45). Offered every year.* 4 points.
Thorough study of various concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

**Group 3: Logic, Epistemology, Metaphysics, Mind and Language**

**Logic**

PHIL-UA 70  *Offered every semester.* 4 points.
An introduction to the basic techniques of sentential and predicate logic. Students learn how to put arguments from ordinary language into symbols, how to construct derivations within a formal system, and how to ascertain validity using truth tables or models.

**Advanced Logic**

PHIL-UA 72  *Prerequisite: Logic (PHIL-UA 70). Offered every other year.* 4 points.
An introduction to the basic concepts, methods, and results of metalogic, i.e., the formal study of systems of reasoning.

**Set Theory**

PHIL-UA 73  *Prerequisite: Logic (PHIL-UA 70). Offered every other year.* 4 points.
An introduction to the basic concepts and results of set theory.

**Modal Logic**

PHIL-UA 74  *Prerequisite: Logic (PHIL-UA 70). Offered every other year.* 4 points.
Modal logic is the logic of necessity, possibility, and related notions. In recent times, the framework of possible worlds has provided a valuable tool for investigating the formal properties of these notions. This course provides an introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

**Epistemology**

PHIL-UA 76  *Formerly Belief, Truth, and Knowledge. Prerequisite: one introductory course. Offered every year.* 4 points.
Considers questions such as the following: Can I have knowledge of anything outside my own mind—for example, physical objects or other minds? Or is the skeptic’s attack on my commonplace claims to know unanswerable? What is knowledge, and how does it differ from belief?

**Metaphysics**

PHIL-UA 78  *Prerequisite: one introductory course. Offered every year.* 4 points.
Discusses general questions concerning the nature of reality and truth. What kind of things exist? Are there minds or material bodies? Is change illusory? Are human actions free or causally determined? What is a person, and what, if anything, makes someone one and the same person?

**Philosophy of Mind**

PHIL-UA 80  *Prerequisite: one introductory course. Offered every year.* 4 points.
Examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

**Consciousness**

PHIL-UA 81  *Prerequisite: one introductory course. Offered every other year. Block.* 4 points.
Examines conceptual and empirical issues about consciousness. Issues covered may include the explanatory gap, the hard and harder problems of consciousness, concepts of consciousness, phenomenal concepts, the mind-body problem and neutral
correlates of consciousness, higher-order thought theories of consciousness, the inverted spectrum, views of phenomenality as representation, and arguments for dualism.

**Philosophy of Language**

PHIL-UA 85  **Prerequisite: Logic (PHIL-UA 70) and one introductory course. Offered every year. 4 points.**

Examines various philosophical and psychological approaches to language and meaning, as well as their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics. Discusses primarily 20th-century authors, including Russell, Wittgenstein, and Quine.

**Philosophy of Science**

PHIL-UA 90  **Prerequisite: one introductory course. Offered every year. 4 points.**

Examination of philosophical issues about the natural sciences. Central questions include the following: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

**Philosophy of Biology**

PHIL-UA 91  **Prerequisite: one introductory course. Offered every other year. 4 points.**

Examines the philosophical or conceptual issues that arise in and about biology, including the proper role, if any, of teleology in biology; the analysis of biological functions; the structure of the theory of evolution by natural selection and the sense of its key concepts, such as fitness and adaptation; the unit of selection; essentialism and the nature of species.

**Philosophical Applications of Cognitive Science**

PHIL-UA 93  **Prerequisite: one introductory course. Offered in the fall. 4 points.**

The relevance of recent discoveries about the mind to philosophical questions about metaphysics, logic, and ethics. Questions include the following: What is causation? Is there a right way to "carve up" the world into categories? Why do we see the world as consisting of objects in places? Are the rules of logic objective or just the way we happen to think? Is there such a thing as objective right and wrong? Readings are drawn from both philosophy and cognitive science—the latter mostly in cognitive and developmental psychology, with linguistics, anthropology, and neuroscience making up the balance.

**Philosophy of Religion**

PHIL-UA 96  **Prerequisite: one introductory course. Offered every other year. 4 points.**

Analysis of central problems in the philosophy of religion. Among the topics discussed are the nature of religion, the concept of God, the grounds of belief in God, the immortality of the soul, faith, revelation, and problems of religious language. Readings from both classic and contemporary sources.

**Philosophy of Mathematics**

PHIL-UA 98  **Prerequisite: Logic (PHIL-UA 70) and one introductory course. Offered every other year. 4 points.**

Critical discussion of alternative philosophical views as to what mathematics is, such as Platonism, empiricism, constructivism, intuitionism, formalism, logicism, and various combinations thereof.

**Topics in Metaphysics and Epistemology**

PHIL-UA 103  **Prerequisite: Epistemology (PHIL-UA 76) or Metaphysics (PHIL-UA 78) or Philosophy of Science (PHIL-UA 90). Offered every year. 4 points.**

Careful study of a few current issues in epistemology and metaphysics. Examples: skepticism, necessity, causality, personal identity, and possible worlds.

**Topics in Language and Mind**

PHIL-UA 104  **Prerequisite: Logic (PHIL-UA 70) and one of the following: Philosophy of Mind (PHIL-UA 80), Consciousness (PHIL-UA 81), or Philosophy of Language (PHIL-UA 85). Offered every year. 4 points.**

Careful study of a few current issues in language and mind. Examples: theory of reference, analyticity, intentionality, theory of mental content and attitudes, emergence and supervenience of mental states.

**Honors and Independent Study**

**Junior Honors Proseminar**

PHIL-UA 200  **Prerequisite: open to junior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points.**

A seminar taken in spring of junior year. Introduces core readings in selected areas of current philosophy and provides intensive training in writing philosophy papers. See the description of the honors program.
Senior Honors Seminar
PHIL-UA 201  Prerequisite: open to senior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points.
A seminar taken in fall of senior year. Students develop their thesis projects with in-class presentations in the seminar. They also meet individually with their faculty thesis adviser. See the description of the honors program.

Senior Honors Research
PHIL-UA 202  Prerequisite: open to senior majors with approval of the department; see requirements in the description of the departmental honors program. 4 points.
An independent study taken in spring of senior year. Students meet individually with faculty thesis adviser and produces successive drafts of the honors thesis. See the description of the honors program.

Independent Study
PHIL-UA 301, 302  Prerequisite: approval of a faculty supervisor. Available only for study of subjects not covered in regularly offered courses. 2 or 4 points per term.
DEPARTMENT OF

Physics

Chair of the Department
Professor Gabadadze

Director of Undergraduate Studies
Associate Professor Hogg

Physics is the most basic of the natural sciences. It is concerned with understanding the world on all scales of length, time, and energy. The methods of physics are diverse, but they share a common objective to develop and refine fundamental models that quantitatively explain observations and the results of experiments. The discoveries of physics rank among the most important achievements of human inquiry and have had an enormous impact on human culture and civilization. Members of the department conduct research in the fields of astrophysics, biophysics, cosmology, elementary particle physics, gravitation, hard and soft condensed matter physics, and statistical physics, carrying out experimental work in state-of-the-art laboratories in the department and at such national and international facilities as the Large Hadron Collider at CERN and large astronomical observatories.

The educational programs of the department are aimed at providing a range of courses to meet the needs of different student groups. For undergraduate physics majors, there is a rigorous core program, exposure to current frontiers, and opportunities for research. For science majors outside of physics, there are technical courses that emphasize the fundamental physical laws that underpin other sciences; and for nonscience majors, nontechnical courses introduce some of the most important concepts of physics and their impact on the contemporary world.

FACULTY

Professors Emeriti
Bederson, Borowitz, Brown, Glassgold, Hoffert, Hohenberg, Levy, Lowenstein, Richardson, Robinson, Rosenberg, Sculli, Yarmus

Silver Professors; Professors of Physics
Chaikin, Dvali

Professors
Budick, Grier, Grosberg, Huggins, Kent, Nemethy, Percus, Pine, Porrati, Schuckling, Sokal, Stein, Stroke, Zwanziger

Associate Professors
Blanton, Gabadadze, Gruzinov, Hogg, Kleban, MacFadyen, Scoccimarro, Sleator, Weiner, Zhang

Collegiate Professors; Professors of Physics
Farrar, Mincer

Assistant Professors
Bruijc, Cranmer, Dubovsky, Gershow, Haas, Mitra, Modjaz, Wyart

Clinical Associate Professor
Adler

PROGRAM

Departmental Objectives
Majors
The programs for the major are designed to meet a number of goals. They provide good preparation for graduate school; indeed, many of our students go on to some of the world’s best graduate programs. They develop a range of technical skills, most of which relate to the challenging intellectual problems of building quantitative theoretical models and making precise measurements of physically interesting phenomena. The programs are also designed to satisfy curiosity about the fundamental laws that govern every aspect of the world, from the interactions of subatomic particles to the origin and behavior of the entire universe.

The programs are simultaneously very deep and very broad. Course work includes both theoretical subjects and experimental activity in laboratories. The programs are designed to give students flexibility in years three and four to pursue interdisciplinary activities, spend time abroad, or delve into greater depth in a subject or into original research.
DEPARTMENT OF PHYSICS

The department is a collegial place where faculty and students get to know one another well. There are regular formal and informal seminars, as well as a thriving Society of Physics Students, and students and faculty often collaborate on original research problems. Many of the students participate in original research and coauthor scientific publications. For all of these reasons, and in addition to the rigor of the courses, students are extremely well prepared for a wide range of activities—not just in scientific research, but also in professional and engineering pursuits, or any area where abstract thinking and quantitative modeling of real systems are necessary and rewarded.

Nonmajors
For nonscience majors, there are nontechnical courses that introduce some of the concepts and events that are most important to understanding physics and its impact. For science majors outside of physics, there are technical courses that provide a breadth of ideas about the fundamental laws that underpin the other sciences. The department provides courses designed to meet the preprofessional goals of prehealth students and students in engineering disciplines.

Minors
Students who are interested in obtaining significant exposure to the ideas of physics without committing to the major or without obtaining a comprehensive mathematical background can minor in physics or astronomy.

Majors
Bachelor of Arts (B.A.) Program
The major in physics consists of the following eighteen courses (53 to 55 points):

Year 1:
- Calculus I (MATH-UA 121)
- Calculus II (MATH-UA 122)
- Physics I (PHYS-UA 91) and Introductory Experimental Physics I (PHYS-UA 71) (5 points together)
- Physics II (PHYS-UA 93) and Introductory Experimental Physics II (PHYS-UA 72) (5 points together)

Year 2:
- Calculus III (MATH-UA 123)
- Physics III (PHYS-UA 95) and Intermediate Experimental Physics I (PHYS-UA 73) (5 points together)
- Classical and Quantum Waves (PHYS-UA 105) and Intermediate Experimental Physics II (PHYS-UA 74) (5 points together)
- Mathematical Physics (PHYS-UA 106)

Years 3 and 4:
- Advanced Experimental Physics (PHYS-UA 112)
- Quantum Mechanics I (PHYS-UA 123)
- Electricity and Magnetism I (PHYS-UA 131)
- Thermal and Statistical Physics (PHYS-UA 140)
- Two advanced physics electives (3 or 4 points each)

Mathematics requirement: The calculus requirement is satisfied by taking either the Calculus I, II, III sequence (MATH-UA 121-123) or the sequence Honors Calculus I, II: Accelerated Calculus with Linear Algebra (MATH-UA 221, 222; 5 points per term). Potential physics majors should begin their calculus sequence in the fall semester of their freshman year. Variations may be constructed with the approval of the director of undergraduate studies. In addition, students are advised to take advanced mathematics courses—such as Linear Algebra (MATH-UA 140)—as they proceed in the major.

Double major with physics: The major offers flexibility to complete the requirements for a second major in the College. Students may wish to combine a major in physics with a major in a field such as mathematics, computer science, chemistry, economics, or biology. Students should consult the director of undergraduate studies in their freshman year to outline a program that is best tailored to their needs.
Bachelor of Science (B.S.) Program
The B.S. degree provides breadth in the sciences in addition to the physics major. The B.S. degree in physics will be granted to students completing the following:

- The required courses for the B.A. major (see above), including one advanced physics elective
- Computational Physics (PHYS-UA 210)
- Two courses in chemistry at or above the level of General Chemistry I, II and Laboratory (CHEM-UA 125, 126)
- One course in biology at or above the level of Principles of Biology I (BIOL-UA 11), or in chemistry above the level of General Chemistry II and Laboratory (CHEM-UA 126)

Minors

Minor in Physics
Consists of four of the following courses, or three of the following courses plus one of the courses listed under the minor in astronomy:

- Sound and Music (PHYS-UA 10)
- General Physics I (PHYS-UA 11)
- General Physics II (PHYS-UA 12)
- 20th-Century Concepts of Space, Time, and Matter (PHYS-UA 20)
- Any course at or above Physics I (PHYS-UA 91), except for pure laboratory courses

Minor in Astronomy
Consists of four courses. The Universe: Its Nature and History (PHYS-UA 7) is required, plus the three following courses (or two of the following and one of the courses listed under the minor in physics):

- Origins of Astronomy (PHYS-UA 8)
- Observational Astronomy (PHYS-UA 13)
- Astrophysics (PHYS-UA 150)

Honors Program
Candidates for a degree with honors in physics must complete the requirements for the B.A. major described above and attain a 3.65 GPA, both overall and in physics. They must also complete the equivalent of a semester of experimental or theoretical research. Students who wish to fulfill this requirement should discuss possible options, such as independent study courses, with the director of undergraduate studies. A research paper based on this work must be prepared and orally presented.

COURSES

The following courses are lectures unless otherwise indicated.

The Universe: Its Nature and History
PHYS-UA 7 Offered every year. 4 points.
Qualitative introduction to our understanding of the nature and evolution of the universe. Topics include the creation of the cosmos; its explosive evolution, present structure, and ultimate fate; the nature of stars and galaxies; the structure and evolution of our Milky Way; the birth, life, and eventual death of the solar system; our place and role in the universe; and the relationship of modern astronomical ideas to other cultural disciplines.

Origins of Astronomy
PHYS-UA 8 Identical to MEDI-UA 8. Offered every other year. 4 points.
Introduction to the historical development of astronomy, from earliest times through the Copernican revolution. Traces the changes in our perception of the heavens and the influences that led to those changes, from astrology to the discoveries of Galileo and the physics of Newton. Includes descriptive astronomy of the solar system and a trip to the Hayden Planetarium.
Sound and Music
PHYS-UA 10 Assumes high school-level mathematics background. Offered every year. 4 points.
Explores the production of musical sound and how it is perceived by us, dealing mainly with the physical basis of sound. Covers sound waves, resonance, how musical instruments produce sound, the concepts of scales and harmony, physical acoustics, physiological factors of perception, acoustics of auditoria, and sound recording and reproduction. Develops the necessary physics for the course, as needed.

General Physics I
PHYS-UA 11 Prerequisite: Calculus I (MATH-UA 121) or equivalent, or completion of the Mathematics for Economics I and II sequence (MATH-UA 211 and 212), or permission of the instructor. Lecture, laboratory, and recitation. Not open to students who have completed Physics I (PHYS-UA 91) with a grade of C-minus or better. Offered in the fall. 5 points.
Begins a two-semester introduction to physics intended primarily for preprofessional students and for those majoring in a science other than physics, although well-prepared students may wish to take the Physics I, II, III three-semester sequence for majors (with corequisite laboratories), below. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases.

General Physics II
PHYS-UA 12 Prerequisite: General Physics I (PHYS-UA 11) with a grade of C-minus or better or permission of the department. Lecture, laboratory, and recitation. Offered in the spring. 5 points.
Continuation of General Physics I (PHYS-UA 11). Topics include electric charge, field, and potential; magnetic forces and fields; resistive, capacitive, and inductive circuits; electromagnetic induction; wave motion; electromagnetic waves; geometrical optics; interference, diffraction, and polarization of light; relativity; atomic and nuclear structure; elementary particle physics.

Observational Astronomy
PHYS-UA 13 Prerequisite: The Universe: Its Nature and History (PHYS-UA 7) or higher, or permission of the instructor for nonscience majors and minors; no prerequisite for science majors and minors or those who have satisfied the Core Natural Science I requirement. Lecture and laboratory. Offered every year. 4 points.
Introduction to the theory and practice of technical amateur astronomy. The approach is hands-on, with weekly evening laboratory/observing sessions. Topics include astronomical coordinate systems, optics, how to use a telescope, and the phenomena that can be seen in the urban night sky. Observing sessions involve the use of eight-inch telescopes.

20th-Century Concepts of Space, Time, and Matter
PHYS-UA 20 Assumes high school-level geometry and intermediate algebra background. Not open to students who have completed Natural Science I: Einstein’s Universe (CORE-UA 204). Offered every year. 4 points.
The 20th century witnessed two major revolutions in man’s concepts of space, time, and matter. Einstein’s special and general theories of relativity: implications of the special theory for our understanding of the unity of space and time, and of the general theory for our understanding of the nature of gravity. Quantum mechanics: a new picture of the basic structure and interactions of atoms, molecules, and nuclei. Topics include the uncertainty principle, wave-particle duality, and the continuing search for the fundamental constituents of matter.

Introductory Experimental Physics I
PHYS-UA 71 Typically taken with Physics I (PHYS-UA 91). Offered in the fall. 2 points.
Introduces essential experimental techniques, including setup and operation of basic laboratory equipment, elementary experimental design, statistics and inference, and computational data analysis. Experimental techniques are introduced in the context of classic physics experiments.

Introductory Experimental Physics II
PHYS-UA 72 Prerequisite: Introductory Experimental Physics I (PHYS-UA 71). Typically taken with Physics II (PHYS-UA 93). Offered in the spring. 2 points.
Continuation of Introductory Experimental Physics I (PHYS-UA 71).

Intermediate Experimental Physics I
PHYS-UA 73 Prerequisite: Introductory Experimental Physics II (PHYS-UA 72). Typically taken with Physics III (PHYS-UA 95). Offered in the fall. 2 points.
Develops further the experimental techniques introduced in Introductory Experimental Physics I, II (PHYS-UA 71, 72) in the context of more advanced experiments.
Intermediate Experimental Physics II
PHYS-UA 74  Prerequisite: Intermediate Experimental Physics I (PHYS-UA 73). Typically taken with Classical and Quantum Waves (PHYS-UA 105). Offered in the spring. 2 points.
Continuation of Intermediate Experimental Physics I (PHYS-UA 73).

Physics I
PHYS-UA 91  Corequisite: Calculus I (MATH-UA 121) or Honors Calculus I: Accelerated Calculus with Linear Algebra (MATH-UA 221). Physics majors must also register for Introductory Experimental Physics I (PHYS-UA 71). Lecture and recitation. Offered in the fall. 3 points.
With PHYS-UA 93 and PHYS-UA 95, forms a three-semester sequence that must be taken in order, starting in the fall semester. Intended for physics majors and other interested science and mathematics majors. Topics include kinematics and dynamics of particles; energy and momentum; rotational kinematics and dynamics; harmonic oscillators; gravitational fields and potentials; special relativity.

Physics II
PHYS-UA 93  Prerequisite: Physics I (PHYS-UA 91) with a grade of C or better, or permission of the department. Corequisite: Calculus II (MATH-UA 122) or Honors Calculus II: Accelerated Calculus with Linear Algebra (MATH-UA 222). Physics majors must also register for Introductory Experimental Physics II (PHYS-UA 72). Lecture and recitation. Offered in the spring. 3 points.
Continuation of Physics I (PHYS-UA 91). Topics include electrostatics; dielectrics; currents and circuits; the magnetic field and magnetic materials; induction; AC circuits; Maxwell's equations.

Physics III
PHYS-UA 95  Prerequisite: Physics II (PHYS-UA 93) with a grade of C or better, or permission of the department. Corequisite: Calculus III (MATH-UA 123) or Honors Calculus II: Accelerated Calculus with Linear Algebra (MATH-UA 222). Physics majors must also register for Intermediate Experimental Physics I (PHYS-UA 73). Lecture and recitation. Offered in the fall. 3 points.
Continuation of Physics II (PHYS-UA 93). Topics include wave motion; Fourier series; sound; the reflection, refraction, interference, and diffraction of light; polarization; thermodynamics; kinetic theory and statistical physics.

Classical and Quantum Waves
PHYS-UA 105  Prerequisite: Physics III (PHYS-UA 95), and either Calculus III (MATH-UA 123) or Honors Calculus II: Accelerated Calculus with Linear Algebra (MATH-UA 222). Physics majors must also register for Intermediate Experimental Physics II (PHYS-UA 74). Lecture and recitation. Offered in the spring. 3 points.
Topics include linear and nonlinear oscillators, resonance, coupled oscillators, normal modes, mechanical waves, light, matter waves, Fourier analysis, Fourier optics (diffraction), and an introduction to numerical (computer) methods for solving differential equations.

Mathematical Physics
PHYS-UA 106  Prerequisite: Physics III (PHYS-UA 95). Lecture and recitation. Offered in the spring. 3 points.

Electronics for Scientists
PHYS-UA 110  Identical to BIOL-UA 110, CHEM-UA 671. Prerequisite: General Physics II (PHYS-UA 12) or Physics II (PHYS-UA 93) or permission of the instructor. Lecture and laboratory. Offered in the fall. 5 points.
Introduction to basic analog and digital electronics used in modern experiments and computers, for students from any science discipline. Basic concepts and devices presented in lecture are studied in the laboratory. Topics include filters, power supplies, transistors, operational amplifiers, digital logic gates, and both combinatorial and sequential digital circuits. Students learn the functions of modern electronic instrumentation and measurement.

Advanced Experimental Physics
PHYS-UA 112  Prerequisites: Intermediate Experimental Physics I, II (PHYS-UA 73, 74) and Quantum Mechanics I (PHYS-UA 123), or permission of the instructor. Laboratory. Offered every year. 3 points.
Introduces the experiments and techniques of modern physics. Students choose their experiments and may use microcomputers for data analysis. Experimental areas include optical spectroscopy, the Mössbauer effect, cosmic rays, magnetic resonance, condensed matter, and relativistic mass.
DEPARTMENT OF PHYSICS

Dynamics
PHYS-UA 120  Prerequisites: Physics III (PHYS-UA 95) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points.
Intermediate-level course on the principles and applications of dynamics. Emphasis on the formulation of problems and their numerical solution. Topics include conservation laws, central force motion, Lagrange's and Hamilton's equations, normal modes and small oscillations, and accelerated reference frames.

Quantum Mechanics I
PHYS-UA 123  Prerequisite: Classical and Quantum Waves (PHYS-UA 105). Offered every year. 3 points.
Introduction to the experimental basis and formal mathematical structure of quantum mechanics. Topics include foundational experiments, wave-particle duality, wave functions, the uncertainty principle, the time-independent Schrödinger equation and its applications to one-dimensional problems and the hydrogen atom, angular momentum, and spin; Hilbert Space, operators, and observables; time-independent perturbation theory; atomic spectra.

Quantum Mechanics II
PHYS-UA 124  Prerequisite: Quantum Mechanics I (PHYS-UA 123). Offered every year. 3 points.
Continuation of Quantum Mechanics I (PHYS-UA 123). Topics include the time-dependent Schrödinger equation, the Schrödinger and Heisenberg description of quantum systems, time-dependent perturbation theory, scattering theory, quantum statistics, and applications to atomic, molecular, nuclear, and elementary particle physics.

Electricity and Magnetism I
PHYS-UA 131  Prerequisites: Classical and Quantum Waves (PHYS-UA 105) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points.
Introduction to electrodynamics with applications to physical problems. Topics include electrostatics, magnetostatics, Maxwell's equations, electromagnetic forces, electromagnetic waves, radiation from accelerating charges and currents, and special relativity.

Electricity and Magnetism II
PHYS-UA 132  Prerequisite: Electricity and Magnetism I (PHYS-UA 131). Offered every year. 3 points.
Continuation of Electricity and Magnetism I (PHYS-UA 131), with greater depth and emphasis on more complex phenomena and applications.

Topics include solutions to the Laplace and Poisson equations, dielectrics and magnetic materials, gauge invariance, plasmas, Fresnel equations, transmission lines, wave guides, and antennas.

Optics
PHYS-UA 133  Prerequisite: Classical and Quantum Waves (PHYS-UA 105) or permission of the instructor. 3 points.
Introduction to physical and geometrical optics. Wave phenomena including diffraction, interference, first-order and higher-order coherence. Holography, phase contrast and atomic force microscopy, and limits of resolution are some of the subjects included. Topics include atomic energy levels and radiative transitions, and detectors from photon counting to bolometers for infrared radiation.

Condensed Matter Physics
PHYS-UA 135  Prerequisite: Classical and Quantum Waves (PHYS-UA 105) or permission of the instructor. Offered every other year. 3 points.
Designed as an introduction to condensed matter physics for students with knowledge of elementary quantum mechanics. Topics include crystal structure, lattice vibrations, and the energy band theory of metals and semiconductors; the electronic, magnetic, and optical properties of solids; and some modern research topics, such as the physics of nanostructures, soft condensed matter physics, and superconductivity.

Readings in Particle Physics
PHYS-UA 136  Prerequisite: Classical and Quantum Waves (PHYS-UA 105). Offered every other year. 3 points.
The fundamental constituents of matter and the forces between them are microscopic, but also connect to the large-scale realms of astrophysics and cosmology. Close reading of journal articles in which the most important advances in elementary particle physics were first published, with overview lectures, discussion, and student presentations. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification.

Thermal and Statistical Physics
PHYS-UA 140  Prerequisites: Classical and Quantum Waves (PHYS-UA 105) and Mathematical Physics (PHYS-UA 106). Offered every year. 3 points.
Topics include 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.

**Astrophysics**

**PHYS-UA 150**  
Prerequisite: Physics III (PHYS-UA 95) or permission of the instructor. Offered every other year. 4 points.  
Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.

**Physics of Biology**

**PHYS-UA 160**  
Prerequisite: Physics III (PHYS-UA 95). Offered every other year. 3 points.  
Basic biological processes at all levels of organization (molecular, cellular, organismal, and population) in the light of simple ideas from physics. Topics include self-assembly, molecular motors, low Reynolds fluid dynamics, optical imaging, and single-molecule manipulation. Intended for students with a background in mathematics and the physical sciences.

**General Relativity**

**PHYS-UA 170**  
Prerequisite: Dynamics (PHYS-UA 120) or permission of the instructor. Offered in the spring. 3 points.  
Provides an introduction to general relativity, stressing physical phenomena and their connection to experiments and observations. Topics include special relativity, gravity as geometry, black holes, gravitational waves, cosmology, Einstein equations.

**Introduction to Fluid Dynamics**

**PHYS-UA 180**  
Identical to MATH-UA 230.  
Prerequisite: Calculus III (MATH-UA 123); Mathematical Physics (PHYS-UA 106) is recommended. Offered every year. 4 points.  
Key concepts of fluid dynamics: the formalism of continuum mechanics, the conservation of mass, energy and momentum in a fluid, the Euler and Navier-Stokes equations, and viscosity and vorticity. Concepts are applied to such classic problems as potential flow around a cylinder, the Stokes flow, the propagation of sound and gravity waves, and the onset of instability in shear flow.

**Computational Physics**

**PHYS-UA 210**  
Prerequisites: Mathematical Physics (PHYS-UA 106) or permission of the instructor, and knowledge of a scientific programming language (such as C, C++, Fortran, or Python). Offered every year. 4 points.  
Introduction to computational physics, with an emphasis on fields of current research interest in which numerical techniques provide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

**Special Topics in Physics**

**PHYS-UA 800**  
Prerequisites vary with the topic. Offered occasionally. 3 points.  
Covers advanced topics or recent developments in physics. Detailed course descriptions are made available when topics are announced.

**Independent Study**

**PHYS-UA 997, 998**  
Prerequisite: permission of the director of undergraduate studies. Offered in the fall and spring respectively. 2 to 4 points per term.
The Department of Politics offers courses in the fields of analytical politics, political theory, American politics, comparative politics, and international politics. It offers several courses of particular interest to prelaw students, such as The American Constitution, International Law, Law and Society, and Politics of Administrative Law. In addition, the faculty has expertise in the politics of a wide range of countries and regularly offers courses on Latin America, Western Europe, Africa, Russia, India, the Middle East, and China.

The department’s honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their senior year.

Graduates of the Department of Politics have gone on to accept positions with governments, international finance groups, multinational corporations, law firms, nongovernmental organizations (NGOs), and other institutions. Graduates have also attended law school and graduate programs in international affairs, campaign management, public policy, and political science at highly competitive universities.
The following internship and reading and research courses do not count toward the major in politics: Internships in Politics and Government I, II (POL-UA 970, 971) and Readings and Research (POL-UA 990).

The department also administers the major in international relations. For a description of this major, see the section on international relations in this Bulletin.

**Track in American Political Practice and Leadership**

This track (open only to politics majors) offers students the opportunity to gain skills and experience in applied American politics via a study away semester at NYU’s site in Washington, D.C., while also acquiring the substantive, analytical understanding of U.S. politics provided by American politics courses offered at NYU Washington Square.

The requirements for the track are:

- Power and Politics in America (POL-UA 300) at the Washington Square campus
- A semester-long internship with a domestic policy focus (in the government, political, or non-profit sectors), as well as the Internship Seminar and Fieldwork (NODEP-UA 9982), both at the Washington, D.C. campus. *These are the only internship credits allowed to count toward the politics major.*
- Three upper division courses in American politics. At least one must be taken at NYU Washington, D.C. and at least one at the Washington Square campus. In addition, at least one must be in a sub-field related to the student’s internship.

These three upper division courses must be chosen from the following list (check with the Department of Politics for any additions or changes):

- Courses at NYU Washington, D.C.
  - American Constitution (POL-UA 9330)
  - American Public Opinion and Pressure Groups (POL-UA 9342)
  - Campaign Strategy and Media in Domestic and International Campaigns (POL-UA 9994)
- Courses at NYU Washington Square
  - Undergraduate Field Seminar: American Politics (POL-UA 395), with permission of the departmental adviser for this track.

**Minor**

The minor requires five 4-point courses (20 points) in the department, chosen in consultation with politics departmental advisers and completed with a grade of C or better. A minor program may reflect a special emphasis in one of the department’s four fields or subfields. No special emphasis on a particular subfield is required for the minor, however, nor is a choice of subfield reflected on a student’s academic record or transcript. Only courses with a POL-UA number not also counted toward another major or minor can be counted toward the politics minor. No Advanced Placement, International Baccalaureate, or A-Level credits can be used for the minor.

**Honors Program**

For admission to and completion of the department’s honors program, students must have a GPA of 3.65 both overall and in the major. The deadline for applying to the honors program is March 1 in the spring of the junior year. To be eligible for application students must have completed, or be currently enrolled in, Quantitative Methods in Political Science (POL-UA 800) and in either Introduction to Macroeconomics (ECON-UA 1) or Introduction to Microeconomics (ECON-UA 2).

Once admitted to the honors program, students register for Senior Honors I (POL-UA 950) in the fall of their senior year. In this course, honors students prepare a research proposal for their thesis, which they write in the spring of their senior year while taking Senior Honors II (POL-UA 951). The thesis must be approved by both the instructor teaching Senior Honors II and the second reader of the thesis, including approval of an oral defense. Successful completion of all honors requirements permits students to graduate with honors in politics. Detailed information about the program may be obtained from the department.
POLITICS • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY

WILF FAMILY DEPARTMENT OF POLITICS

COURSES

**Prelaw**

Although law schools do not require any particular major or course of study, political science is an especially useful field for students planning legal study and a career in law. For this reason, it is not surprising that, over the years, more law students have majored in this field than in any other. The Association of American Law Schools has suggested that the study of the political organization of societies; democratic processes of Western societies; freedom of individuals; and the art of peaceful, orderly adaptation to change are among the areas of importance in prelegal education. The association also suggests that students develop the power to think both creatively and analytically. We recommend that students interested in a prelaw course of study choose courses in consultation with the College of Arts and Science prelaw adviser in Silver Center, Room 901, 212-998-8160.

**Analytical Politics**

**Quantitative Methods in Political Science**

POL-UA 800  Offered every semester. 4 points.

Begins with a brief review of the basic elements of scientific thinking and their application to the social sciences. Next, students are introduced to probability theory and statistics with a view to testing hypotheses about politics. Students learn to use statistical software to organize and analyze data.

**Political Engineering: The Design of Institutions**

POL-UA 810  Offered every year. 4 points.

Institutions are the rules by which societies govern themselves. The tools of economic theory, game theory, and social choice theory are applied to the rational choice analysis of political institutions, whose consequences for society are derived from assumptions about what individuals seek to maximize.

**Introduction to Political Psychology**

POL-UA 812  Offered every year. 4 points.

Introduces such psychological concepts as personality, the dynamics of social groups, and the effect of emotion on decision making, and then applies them to various topics within political science, including the media and political advertising, race relations, the legitimacy of government institutions, and the formation of opinions and ideologies. Describes political psychology experimentation and considers how the scientific method can be applied to the study of politics.

**Introduction to Game Theory in Political Science**

POL-UA 840  Offered every year. 4 points.

Whenever the choices made by two or more distinct decision makers reciprocally affect their outcomes, the strategic interaction between them is game-theoretic in nature. Widely applied to examine phenomena in economics and biology, game theory is also used in political science to consider the allocation of and competition for such scarce goods as power and wealth.

**Doing Political Economy: Approaches to Public Policy**

POL-UA 842  Offered every semester. 4 points.

Political economy explains political and economic behavior by characterizing the incentives of actors and the context in which these actors make decisions and influence outcomes. Introduces students to these theoretical approaches and demonstrates their application to contemporary policy questions.

**Games, Strategy, and Politics**

POL-UA 844  Offered every year. 4 points.

Uses of strategy in defense and deterrence policies of nations, guerrilla warfare of revolutionaries and terrorists, bargaining and negotiation processes, coalitions and the enforcement of collective action, and voting in committees and elections. Secrecy and deception as political strategies and the uses of power, with some applications outside political science.

**Social Choice and Politics**

POL-UA 845  Offered every other year. 4 points.

Focuses on (1) individual choice, (2) group choice, (3) collective action, and (4) institutions. Examines models of individuals’ voting behavior, the incentive structures of interest groups, and the role of institutions. The emphasis is analytical, though students are not expected to have a background in formal mathematics.

**Experimental Methods in Political Science**

POL-UA 846  Prerequisites: Quantitative Methods in Political Science (POL-UA 800) or equivalent. Offered every other year. 4 points.

Emphasizes several different styles of laboratory experiments, but field experiments (and, briefly, survey experiments) are also discussed.
Undergraduate Field Seminar: Analytical Politics
POL-UA 895  Prerequisites: cumulative GPA of 3.0 and four previous courses in politics or permission of the instructor. Offered every year. 4 points.
Advanced seminar for juniors and seniors in analytical politics. Topics vary.

Political Theory

Political Theory (core course)
POL-UA 100  Offered every semester. 4 points.
The ideas treated offer alternative conceptions of political life, and are examined from both theoretical and historical perspectives. Readings from Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx.

Topics in Premodern Political Philosophy
POL-UA 110  Formerly Political Thought from Plato to Machiavelli. Identical to MEDI-UA 110. Offered every other year. 4 points.
Intensive introduction to the major themes of Western political thought.

Topics in Modern Political Thought: 1500 to the Present
POL-UA 120  Offered every year. 4 points.
Examines the development of political thought from Machiavelli to Nietzsche through a careful study of primary works. Authors include Hobbes, Locke, Rousseau, Hegel, Marx, and Nietzsche.

Ethics, Politics, and Public Policy
POL-UA 130  Offered every year. 4 points.
Evaluates ethically controversial public policy issues using concepts of normative political theory. First considers the means by which policy is implemented: Under what conditions, if any, might we permit political actors to do bad in order to do good? Then considers the ends of public policy: What is it that we want the state to accomplish, and at what cost? Topics vary.

Theories of Justice
POL-UA 138  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points.
Surveys a range of influential approaches to understanding justice, including those advocated by libertarians, utilitarians, egalitarians, feminists, communitarians, and Marxists. Examines and interrogates the underlying moral assumptions on which political convictions rest.

Socialist Theory
POL-UA 140  Offered in the fall. 4 points.
Concentrates on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Presents their major theories and examines the usefulness of such theories in helping us to understand and, in some cases, alter the world in which we live.

Nationalism and Ethnic Conflict
POL-UA 150  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points.
Brings various psychological, economic, anthropological, and sociological theories to bear on the origins and development of nationalist movements. Surveys the historical phases of nationalist development, from the early cases of Great Britain and the United States, through the later cases of Europe and Latin America, the anticolonial cases of Africa and much of Asia, and, finally, the often religiously-based movements of the present era. Considers justifications of nationalism, both in the abstract and in particular cases.

Democracy and Dictatorship
POL-UA 160  Offered every other year. 4 points.
Institutional characteristics and legal foundations, with a focus on ideological and contextual factors. Challenges traditional distinctions between democracy and dictatorship.

American Political Thought
POL-UA 170  Prerequisite: Political Theory (POL-UA 100). Offered every year. 4 points.
Topics include Puritanism, revolution and independence, the framing of the Constitution, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro-slavery and antislavery thought, Civil War and Reconstruction, social Darwinism and laissez-faire, the reformist thought of populism, progressivism and socialism, legal realism, the New Deal and 20th-century liberalism, modern conservatism, civil rights, and anti-war protest.

Undergraduate Field Seminar: Political Theory
POL-UA 195  Prerequisites: Political Theory (POL-UA 100) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA, or permission of the instructor. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in political theory. Topics vary.
American Government and Politics

Power and Politics in America (core course)
POL-UA 300  Offered every semester. 4 points.
Surveys institutions and behavior and introduces a variety of analytical concepts and approaches useful for the study of domestic politics. Topics include public goods and collective action; delegation and the median voter theorem; agenda control; interbranch bargaining; and the mechanisms of private influence on public policy.

Public Policy
POL-UA 306  Prerequisite: Power and Politics in America (POL-UA 300). Offered in the fall. 4 points.
How agendas are set and issues are processed in Washington. Covers Congress, the bureaucracy, program implementation, policy analysis, and budgeting. Close examination of an important current issue (such as Social Security reform, Medicare, and illegal immigration).

The Presidency
POL-UA 310  Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Examines presidential roles, including those of commander-in-chief; director of foreign policy; leader in legislation, administration, and party affairs; manager of the economy; and dispenser of social justice. The president is also viewed as a decision maker and compared with the heads of other governments. Readings include the works of presidents and their associates, analytical commentaries, and biographies.

The Biology of Politics
POL-UA 311  Offered every year. 4 points.
Why do we participate in politics? Who tends to participate? When are we most likely to participate? Political scientists have traditionally focused on factors such as demography, socioeconomic status, motivation, electoral institutions, and social norms to answer these questions. Recently, however, scholars have begun to explore the possibility that genetic differences may, at least in part, help to explain individual differences in political participation.

Controversies in Public Policy: Logic and Evidence
POL-UA 315  Offered in the fall. 4 points.
Uses logic and evidence to analyze issues of public policy. Applies sabermetrics (logic and evidence applied to baseball, as seen in the film Moneyball) to such arenas as improving schools, designing health policy, and dealing with climate change.

Congress and Legislative Assemblies
POL-UA 320  Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Origin, structure, functions, and dynamics of legislatures in the United States. Although some attention is given to state legislatures and municipal lawmaking bodies, the major emphasis is on the Congress. Readings include such official sources as the Congressional Record and Congressional District Data Book, and new behavioral studies and commentaries.

The American Constitution
POL-UA 330  Offered every semester. 4 points.
Close reading of Supreme Court opinions and consideration of their legal and philosophical content. Examines the distribution of constitutional power among Congress, the president, and the federal courts; between the national government and the states; and among the states. Constitutional law and American political and economic development.

Civil Liberties
POL-UA 332  Offered every semester. 4 points.
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution. Topics include freedom of speech and press; free exercise of religion and separation of church and state; the right of privacy; rights of the criminally accused; equal protection of the law against race, gender, and other discrimination; and the rights of franchise and citizenship. Close reading of Supreme Court opinions and consideration of their legal and philosophical content.

The United States Supreme Court
POL-UA 333  Prerequisite: The American Constitution (POL-UA 330) or Civil Liberties (POL-UA 332). Offered every other year. 4 points.
The third branch of government as chief interpreter of the Constitution and reviewer of the work of government. Considers the structure, procedures, personnel, and informal organization of the court, along with the appointment process. Attention to the impact of the court’s decisions and to public opinion about the court. Emphasis on the court’s political role in a democratic polity.
American Law and Legal System
POL-UA 334  Offered every other year. 4 points.
Close reading of actual cases. Topics include the adjudication of conflict, the structure and functions of trial and appellate courts, civil and criminal procedure, judicial remedies, judicial decision making, and the limits of judicial relief. Uses tort, contract, property, divorce, and other law for illustration.

Law and Society
POL-UA 335  Identical to LWSOC-UA 1, SCA-UA 722. Offered every other year. 4 points.
Critically examines the relationship between law and such political and social movements such as the civil rights movement, the women’s movement, and the labor and environmental movements. Emphasis on law as a political process, legal remedies for racial and gender discrimination, and class-action torts. Deals with the politics of rights and the limits and possibilities of law as a process for social change.

Gender in Law
POL-UA 336  Identical to SCA-UA 723. Offered every other year. 4 points.

The Rule of Law
POL-UA 337  Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Political conditions that promote the rule of law, as well as challenges to the rule of law in times of emergency. Topics include the connection between law and morality, the political foundation of the rule of law, the interaction among political institutions in promoting or subverting the rule of law, the rule of law in times of crisis, the effects of emergency powers on the rule of law, and the rule of law and terrorism prevention.

Political Parties
POL-UA 340  Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Development of the two-party system in the United States from its origins to the present. Formal organization of parties on the national and state levels and control of the parties within the state. Party politics in the South, political machines, ethnic politics, nominations for public office, and effects of pressure groups on the party system. The national election from first stirrings of potential candidates through the general election.

Private Influence in Public Policy
POL-UA 341  Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Employs a variety of theoretical and empirical perspectives. Course topics include in-depth analysis of mechanisms of influence (e.g., selection of sympathetic incumbents, the provision of incentives for public officials, and the provision of information); objects of influence (voter choices, legislative behavior, bureaucratic decisions); collective action; and organizational maintenance.

American Public Opinion
POL-UA 342  Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Covers attempts made to define, identify, survey, analyze, and evaluate the influence of what is referred to as public opinion, as well as how citizens unite in interest groups to influence or pressure government. These groups’ roles and methods and their relationship to political parties, elected and appointed officeholders, and the democratic process.

The Election Process
POL-UA 344  Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Utilizes different theoretical approaches to the study of campaigns and elections and the testing of empirical hypotheses. Analyzes campaign strategies of political candidates, the use of polls and media in campaigns, and the effects of issues and personalities on election outcomes. Evaluates the role of presidential primaries and elections in the functioning of a democracy.

Bureaucracy and Public Policy
POL-UA 350  Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
How have public bureaucracies evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we draw on cases of government in action in a number of different public policy areas.
The Politics of Administrative Law
POL-UA 354 Offered every other year. 4 points.
Examines legal, political, and economic issues in government regulation. Covers such classic debates and issues as the historical origins of regulation, the legal philosophy of administrative regulation, the relationship between courts and agencies, the political and social conflicts surrounding regulatory politics, and the role of law in state formation.

Urban Government and Politics
POL-UA 360 Identical to SCA-UA 753. Prerequisite: Power and Politics in America (POL-UA 300). Offered every other year. 4 points.
Evolution of local party organizations, the rise and fall of party “bosses,” and the predicament of the ordinary citizen in the urban community. Patterns of city politics against the background of American social and cultural history, including the impulse toward reform and the effects of reform efforts on the distribution of power in the community. Conceptions of effective leadership in urban politics and the role of the police, the press, and “good government” groups in local political life.

Minority Representation in American Politics
POL-UA 380 Prerequisite: Power and Politics in America (POL-UA 300). Offered every year. 4 points.
Explores whether and how racial and ethnic minorities are able to organize effectively and press their demands through the American political system. Focuses on the political behavior of minority citizens, their relative strength and effect at the polls and in political office, the responsiveness of elected officials, and the legal and constitutional obstacles and instruments that contextualize and shape these phenomena.

The Politics of Poverty and Welfare
POL-UA 382 Prerequisite: Power and Politics in America (POL-UA 300). Offered in the spring. 4 points.
Concentrates on the causes of poverty and dependency among the working-age poor, the history of programs and policies meant to help them, and the enormous impact these issues have had on national politics.

Political Economy: The United States in Comparative Perspective
POL-UA 385 Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Examines various aspects of the role of the American government in the economy. Also considers the political economies of several other advanced industrial nations, such as Britain, France, Germany, Sweden, and Japan. Explores institutional structures, with particular emphasis on government, business, and labor.

Undergraduate Field Seminar: American Politics
POL-UA 395 Prerequisites: Power and Politics in America (POL-UA 300) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA, or permission of the instructor. Offered in the spring. 4 points.
Advanced seminar for juniors and seniors in American politics. Topics vary.

Honors Seminar: Politics and Finance
POL-UA 396 Prerequisites: Power and Politics in America (POL-UA 300), three other politics courses, one course in economics, junior or senior standing, and a minimum 3.5 GPA. Offered every year. 4 points.
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. Assumes exposure to microeconomics and finance but not to political theory, for which a brief introduction is provided. Takes a microeconomics-influenced approach, except that transactions occur through voting institutions rather than economic exchange.

Honors Seminar: Courts, Rights, and Politics
POL-UA 396 Prerequisites: Power and Politics in America (POL-UA 300), three other politics courses, junior or senior standing, and a minimum 3.5 GPA. Offered every year. 4 points.
Reexamines the premise that independent courts have functioned as the best guarantor of civil rights and liberties, particularly against the supposed abuse of legislative majorities. Considers the record of rights protections both in the United States and more globally. Readings of court cases, historical accounts, works of political theory, and statistical analyses. Collection and analysis of data.

U.S. Foreign Policy
POL-UA 710 Offered every year. 4 points.
See description below.

National Security
POL-UA 712 Offered every year. 4 points.
See description below.
Comparative Politics

Comparative Politics (core course)
POL-UA 500  Offered every semester. 4 points.
Principal concepts, approaches, problems, and literature in the field. Considers methodology, both classical theories and the recent behavioral revolution. Addresses personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, and systems analysis. Consideration of national character, elite and class analysis, and problems of conflict, violence, and internal war.

Elections and Voting
POL-UA 505  Prerequisite: Power and Politics in America (POL-UA 300) or Comparative Politics (POL-UA 500). Offered every year. 4 points.
Examines how and why elections differ so much across democracies. Is it because voters are different in these countries? Or is it because the electoral laws differ across countries? American elections are used as the frame of reference for examining the effect of institutions and voting behavior. Other countries are discussed to illustrate how cross-national differences in voting behavior and institutions can affect the electoral process.

Western European Politics
POL-UA 510  Identical to EURO-UA 510. Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Study of the politics of Britain, Ireland, France, and Germany. Compares the historical origins of these systems and analyzes their institutions as manifestations of their social and political culture and traditions. Treats each country's current politics and political trends. Attempts to introduce the basic concepts of comparative political analysis in developing cross-cultural theory.

Immigration and Politics in Western Europe
POL-UA 511  Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Immigration in comparative perspective from the 1960s to the present. Addresses the influence of public policy, notions of citizenship, and party politics, including the emergence of the extreme right and “identity politics.” Analyzes efforts by various states to exercise control over their frontiers and to incorporate immigrants into the national community. Finally, explores the movement within the European Union to develop harmonized policies for asylum seekers and immigration.

East European Government and Politics
POL-UA 522  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Considers political, social, and economic developments during the post-Versailles period. Subjects include the Communist takeover at the end of World War II, uprisings during the era of de-Stalinization, and the collapse of Communism at the end of the 1980s. Also deals with contemporary issues, including the process of democratization.

Politics of Latin America
POL-UA 530  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Analysis of how political power relates to social structure, economic change, and international pressures. Presents case studies of three to five Latin American nations at distinct levels of social modernization. These comparative cases illustrate such trends as the struggle for democracy, military interference in politics, and party competition. Also covers political conditions in Caribbean nations.

The Politics of the Caribbean Nations
POL-UA 532  Identical to SCA-UA 802. Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. Considers the communities of Caribbean nationals in the United States to the extent that the study of these communities is relevant to internal political processes.

Politics of the Near and Middle East
POL-UA 540  Identical to MEIS-UA 750. Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Historical-political background of the Middle East and its contemporary social and political problems, including the impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Specific social, political, and economic problems include the role of the military, the intelligentsia, the religious classes, the legitimization of power, urban-rural cleavages, bureaucracy, and political parties.

Politics and Society in Iran
POL-UA 545  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Examines the relationship between state and society. Recurrence of certain historical and cultural
themes and their political implications from the Constitutional Revolution (1906-1909) to the present. Topics include the rise and demise of the Pahlavi dynasty; the interaction of the Pahlavis with nationalist and religious forces; the Mosaddeq era; the politics of oil nationalization; the Shah's White Revolution and politics, culture, and economics in the 1960s and 1970s; the revolution of 1978-1979 and the establishment of the Islamic Republic; the hostage crisis; export of the revolution and the Iran-Iraq War; and Iran's current regional and international role in the Middle East and Central Asia.

East Asian Politics: China and Japan
POL-UA 560  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Examines the impact of tradition, demands of modernization, ideology, the role of the elite, and social dynamics, as well as political institutions and processes. Compares the Chinese and the Japanese "models" of development and evaluates their relevance to other areas.

Comparative Politics of South Asia
POL-UA 562  Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Analyzes the politics of South Asian countries, including India, Pakistan, Bangladesh, Sri Lanka, and Nepal, individually and in a comparative framework. Readings are chosen from across disciplines, including political science, anthropology, economics, and history. Also uses novels and films on South Asia to illustrate themes highlighted in the readings.

Political and Economic Development in Comparative Perspective
POL-UA 570  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Survey of classical and contemporary theories, ranging from neoclassical to structural to recent endogenous growth theories. Focuses on institutions and governance as conditions for growth and development. Examines the relationship between political and economic change in selected countries, as well as global patterns.

The Political Economy of Institutions
POL-UA 575  Prerequisite: Comparative Politics (POL-UA 500). Offered once a year. 4 points.
Examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. Topics include the creation and assignment of property rights, the rule of law, and the creation of markets. Focuses on theories that advance an economic rationale for institutions and relies on the methodologies of game theory and rational choice, of which no prior knowledge is assumed.

Collective Action: Social Movements and Revolutions
POL-UA 580  Prerequisite: Comparative Politics (POL-UA 500). Offered every other year. 4 points.
Surveys theoretical approaches and focuses on the evolution of forms of collective action and the conditions for the emergence of revolutionary social movements from social protest. Case studies include the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

Contemporary African Politics
POL-UA 584  Prerequisite: Comparative Politics (POL-UA 500). Offered every year. 4 points.
Poses such key questions as: (1) Why are state institutions weaker in Africa than in other developing regions? (2) What explains Africa's slow economic growth? (3) What can be done to improve political accountability on the continent? (4) Why have some African countries been plagued by high levels of political violence while others have not? (5) Can or should the West attempt to “save” Africa?

Undergraduate Field Seminar: Comparative Politics
POL-UA 595  Prerequisites: Comparative Politics (POL-UA 500) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in comparative politics. Topics vary.

Networks and Politics
POL-UA 597  Prerequisites: Comparative Politics (POL-UA 500) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA. Offered every fall. 4 points.
Introduces network analysis, i.e., the analysis of how objects of study—from genes to virus hosts—are influenced by “neighboring” objects. Examines its application by political scientists to situations that involve interactions within a group of people, including segregation, the spread of ideas, learning, institutional design, the adoption of new technologies, epidemics, migration, trade, and revolution.
International Politics

International Politics (core course)
POL-UA 700  Offered every semester. 4 points.
Analysis of state behavior and international political relations; how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, the Cold War, game theory and deterrence, national interests, and world organization.

U.S. Foreign Policy
POL-UA 710  Offered every year. 4 points.
Analysis of the sources of U.S. foreign policy and the major international problems facing the United States today. Considers the role of national interest, ideology, and institutions.

The Politics of Human Rights
POL-UA 711  Prerequisite: International Politics (POL-UA 700). Offered in the fall. 4 points.
Examines the political history of the international human rights regime; the causes of contemporary human rights problems; the economic, social, and political factors associated with human rights progress; and the strategic approaches that are currently being employed to improve human rights in different settings.

National Security
POL-UA 712  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
Analyzes how national security decisions are made in this country, as well as the past and current military strategies used to carry out those decisions. Also examines the particular national security concerns and policies of Russia, China, Germany, and Japan. Queries whether international trade and competition, immigration, illegal drugs, and the environment should be considered national security issues.

American Primacy
POL-UA 715  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.
How did the United States become the world’s dominant nation? Does America differ from most other countries in fundamental ways, and if so, how? Examines how American primacy builds on the earlier ascendency of Britain and Western Europe and considers theories of dominance organized under the general headings of geography, economics, sociology, and political science.

The Politics of International Law
POL-UA 718  Prerequisite: International Politics (POL-UA 700). Offered every other year. Downs. 4 points.
Examines the impact of international politics on the nature, evolution, and impact of international law and the growing role that international law and international institutions play in shaping both international relations and domestic politics.

Diplomacy and Negotiation
POL-UA 720  Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.
Analyzes the theory and practice of diplomacy, especially in times of crisis, with special emphasis on bargaining strategies that nations use to try to settle their differences and avoid wars, including the use of mediators, arbitrators, and institutions like the United Nations. Applies game theory to analyze the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy.

International Organization
POL-UA 730  Prerequisite: International Politics (POL-UA 700). Offered in the fall. 4 points.
Detailed study of the nature, historical development, and basic principles of international organization. Emphasizes the structure and actual operation of the United Nations.

Business and American Foreign Policy
POL-UA 736  Prerequisite: Power and Politics in America (POL-UA 300), International Politics (POL-UA 700), or Intermediate Microeconomics (ECON-UA 10). Offered every other year. 4 points.
Examines competing theories of the relationship between business and government in the conduct of foreign policy. Assesses the applicability of these theories to case studies in East-West trade, the defense procurement process, intervention and development in the Third World, human rights, the effect of trade and investment on the American economy, and security of supply of natural resources.

International Law
POL-UA 740  Prerequisite: International Politics (POL-UA 700). Offered in the spring. 4 points.
The norms that govern states in their legal relations and the current development of law among nations; recognition of states and governments; continuity of states and state succession; jurisdiction over persons, land, sea, air, and outer space; international responsibility and the law of claims; diplomatic privileges and immunities; treaties; regulation of the
use of force; and the challenges posed by new states to the established legal order. Emphasis on the case law method.

**War, Peace, and World Order**

POL-UA 741  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.

Examines the role and use of coercion in global affairs, with emphasis on attempts to substitute negotiation, bargaining, market forces, politics, and law for the resort to massive violence in moderating disputes.

**Terrorism**

POL-UA 742  Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Examines foundational issues and economic, psychological, strategic, and social theories of terrorism, as well as the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of terrorist organizations. Considers terror in the Middle East (with emphasis on Hamas), nationalist terror (ETA and the IRA), and Maoist revolutionary terror (with emphasis on the Shining Path).

**International Politics of the Middle East**

POL-UA 760  Identical to MEIS-UA 752. No prerequisite. Offered every other year. 4 points.

Emphasizes the period since World War II. Examines the relationship among patterns of inter-Arab, Arab-Israeli, and great power politics, and the relationship between domestic and external politics. Attempts to relate the Arab-Israeli conflict to interregional politics, the place and role of Turkey and Iran, and the problems in the Persian Gulf.

**International Relations of Asia**

POL-UA 770  Identical to EAST-UA 770. Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

The relations of and between the principal Asian national actors and the relationship of the Asian “subsystem” to the international system. Covers the traditional Asian concepts of transnational order, the impact of external interventions, modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, the changing patterns of relations in the Asian subsystem traced to the international evolution from bipolarity to multipolarity, and the U.S. role in Asia.

**International Political Economy**

POL-UA 775  Prerequisite: International Politics (POL-UA 700). Offered every year. 4 points.

Introduces some of the main analytical frameworks that political economists use to understand this international system. Familiarizes students with analytical tools that allow a better understanding of the current problems and opportunities facing actors in today's international political economy.

**Inter-American Relations**

POL-UA 780  Formerly Latin America and the World. Prerequisite: International Politics (POL-UA 700). Offered every other year. 4 points.

Focuses on the 20th century and provides a historical, sociological, and economic background of Latin American political development and the role of the United States. Examines the Good Neighbor policy, the Cold War, the Alliance for Progress, the National Security Doctrine, and the democratization wave. The Mexican Revolution and the Guatemalan, Bolivian, Cuban, and Nicaraguan revolutions and their effects on U.S.-Latin American relations are discussed, along with U.S. social, political, and military intervention in the region and its effect on strengthening and/or hindering democracy.

**Undergraduate Field Seminar: International Relations**

POL-UA 795  Prerequisites: International Politics (POL-UA 700) and three other politics courses, junior or senior standing, and a minimum 3.0 GPA. Offered every semester. 4 points.

Advanced seminar for juniors and seniors in international relations. Topics vary.

**Honors Seminar: American Empire?**

POL-UA 796  Prerequisites: International Politics (POL-UA 700) and three other politics courses, junior or senior standing, and a minimum 3.5 GPA. Offered every year. 4 points.

A broad survey of the debate about American power and influence in international affairs that provides sufficient background for completing a major research paper on the topic. Considers whether America is creating an empire, or whether U.S. influence is simply a reflection of the wealth and military might that Americans command.
**Honors, Internships, and Independent Study**

**Senior Honors I**
POL-UA 950  Prerequisite: admission to the honors program. Offered in the fall. 4 points.
Provides students with the skills needed to design a feasible research project in political science and supports them in the development of a detailed research proposal for the senior thesis.

**Senior Honors II**
POL-UA 951  Prerequisite: completion of Senior Honors I (POL-UA 950). Offered in the spring. 4 points.
Supports students in the writing of their senior theses.

**Internships in Politics and Government I, II**
POL-UA 970, 971  Not counted toward the major; students are normally limited to a maximum of eight combined credits from Internships in Politics and Government (POL-UA 970, 971) and/or Readings and Research (POL-UA 990). Prerequisites: open to junior and senior politics majors with a minimum 3.0 GPA who obtain permission of the director of internships. Offered every semester. 2 to 4 points per term.
Integration of part-time working experience in governmental agencies or other political offices and organizations with study of related problems in politics and political science. Relates certain scholarly literature in the discipline to observational opportunities afforded by the internship experience. Internship applications can be obtained through the Department of Politics.

**Readings and Research**
POL-UA 990  Prerequisite: written approval of student's departmental adviser, the instructor, and the director of undergraduate studies. Offered every semester. 2 or 4 points.
Individual readings and research under the direction of faculty supervisor for students with a minimum 3.0 GPA in at least three previous politics courses. Only regular politics faculty members may direct this independent study.

**Topics**
POL-UA 994  Prerequisite: core course in relevant field or permission of the instructor. Offered every semester. 4 points.
Accommodates faculty in the department who wish to give a one-time or experimental course, often taught seminar-style, on subject areas or issues not in the permanent course offerings.

**Graduate Courses Open to Undergraduates**
Courses at the 1000 and 2000 levels are open to exceptional undergraduates with an adequate background in politics. Requires written permission of the instructor or, in the instructor's absence, the director of graduate studies.
Psychology

The Department of Psychology at NYU approaches the study of mind and behavior from many perspectives. Cognitive psychologists focus on perception, memory, attention, language, and thinking. Social psychologists determine how social beliefs, attitudes, and decisions are formed and maintained. Cognitive neuroscientists study features and functions in the brain as they relate to certain mental processes. Developmental psychologists seek to understand factors that affect and influence individuals across various ages. These many perspectives are reflected in undergraduate course offerings, all of which emphasize the scientific basis of psychology.

In addition to its course offerings, the department encourages advanced undergraduates to become involved with the research of individual faculty through the Research Experiences and Methods course and the honors program. Highly qualified students are admitted to the honors program in their sophomore or junior year, take honors seminars, participate in primary research, and write an honors research thesis under close faculty supervision.

NYU psychology majors graduate with an excellent academic foundation in psychology and are well prepared for graduate study in the field. Graduates are accepted by top programs throughout the country. Others go on to careers in law, business, medicine, and education.
Major in Psychology

Ten 4-point courses (40 points) are required:

- Introduction to Psychology (PSYCH-UA 1)
- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Data Analysis and Experimental Design (PSYCH-UA 11)
- Two courses from Core A (psychology as a natural science)
- Two courses from Core B (psychology as a social science)
- One laboratory course from Core C
- Two advanced electives

Note: Developmental Psychology (PSYCH-UA 34) can be selected by a student to count as either a Core A or Core B requirement (but not both).

To declare a major in psychology, a grade of C or better must be earned in both Introduction to Psychology (PSYCH-UA 1) and Statistics for the Behavioral Sciences (PSYCH-UA 10). Credit toward the major is not given for courses completed with a grade of less than C.

General Recommendations

The curriculum offers a variety of possible sequences of courses that proceed from introductory to advanced levels. It is best that Introduction to Psychology be taken first, preferably in the freshman year. Statistics for the Behavioral Sciences should be taken next, as it lays the methodological groundwork for the research to be discussed in the core courses. Statistics must be among the first four psychology courses taken, and Data Analysis and Experimental Design should be taken early on as well. Core A and B courses of greatest interest to the student should be taken as soon as possible as preparation for the relevant Core C laboratory course and advanced electives that follow. For instance, if a student expects to do graduate work in the area of perception, then the Core A course Perception should be taken in the sophomore year, so that Laboratory in Perception and Advanced Seminar in Perception can be taken later. In general, it is advisable that students complete their Core C laboratory course requirement before taking advanced courses, preferably by the spring of the junior year.

Students interested in graduate training in psychology should become involved in research. Research Methods and Experience (PSYCH-UA 999) offers students the opportunity to participate in faculty research, providing students with a supervised research experience, as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

Pursuing an Interest in Clinical Psychology

Students who are particularly interested in graduate work in clinical psychology are encouraged to include Personality (PSYCH-UA 30), Laboratory in Clinical Research (PSYCH-UA 43) or Laboratory in Psychopathology (PSYCH-UA 48), and Abnormal Psychology (PSYCH-UA 51, formerly PSYCH-UA 35) among their course selections. Developmental Psychology (PSYCH-UA 34) is also an appropriate choice. The department provides special advisement for students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

Pursuing an Interest in Experimental Psychology or Industrial and Organizational Psychology

If a student plans to pursue a research career (particularly in Core A areas), in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science may be most useful. If a career in business or organizational psychology is the goal, then in addition to Social Psychology (PSYCH-UA 32) and Laboratory in Social and Organizational Psychology (PSYCH-UA 38), courses in economics, sociology, and mathematics may be most useful.
Joint Major in Language and Mind

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Ten courses (40 points) are required (four in linguistics, one in philosophy, four in psychology, and one additional course).

The linguistics component consists of these four courses (16 points):

- Language and Mind (LING-UA 3, formerly 28)
- Two courses chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Phonological Analysis (LING-UA 12) [Prerequisite: Sound and Language (LING-UA 11), offered only in the fall]
  - Grammatical Analysis (LING-UA 13)
- One course chosen from the following:
  - Introduction to Semantics (LING-UA 4)
  - Psycholinguistics (LING-UA 5)
  - Sound and Language (LING-UA 11)
  - Computational Principles of Sentence Construction (LING-UA 24)
  - Form, Meaning, and the Mind (LING-UA 31)
  - Propositional Attitudes (LING-UA 35)
  - Neural Bases of Language (LING-UA 43 or PSYCH-UA 300)
  - Linguistics as Cognitive Science (LING-UA 48)
  - Learning to Speak (LING-UA 54)
  - Introduction to Morphology at an Advanced Level (LING-UA 55)

The philosophy component is any one of the following three courses (4 points):

- Minds and Machines (PHIL-UA 5)
- Philosophy of Language (PHIL-UA 85)
- Logic (PHIL-UA 70)

The psychology component consists of four courses (16 points):

- Statistics for the Behavioral Sciences (PSYCH-UA 10)
- Cognition (PSYCH-UA 29)
- One course from:
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)
- One course chosen from:
  - Perception (PSYCH-UA 22)
  - Introduction to Cognitive Neuroscience (PSYCH-UA 25)
  - Laboratory in Perception (PSYCH-UA 44)
  - Laboratory in Human Cognition (PSYCH-UA 46)
  - The Psychology of Language (PSYCH-UA 56)
  - Language Acquisition and Cognitive Development (PSYCH-UA 300)
  - Neural Bases of Language (PSYCH-UA 300)
  - Speech: A Window into the Developing Mind (PSYCH-UA 300)

The tenth course (4 points) will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

For advisement, language and mind majors should consult with the directors of undergraduate studies of the participating departments.
DEPARTMENT OF PSYCHOLOGY

Minor
A minor in psychology comprises four 4-point courses (16 points):

- Introduction to Psychology (PSYCH-UA 1)
- One course from the Core A group
- One course from the Core B group
- One advanced elective

The course Developmental Psychology (PSYCH-UA 34) can be selected by a student to count as either a Core A or Core B requirement (but not both).

To declare a minor in psychology, students must have earned a grade of C or better in Introduction to Psychology. Credit toward the minor is not given for courses completed with a grade of less than C.

Honors Program
The honors program affords students in the major an opportunity to engage in closely supervised yet independent research and scholarship.

This program prepares students for graduate-level work in psychology or related professional fields such as business, law, or medicine and provides them with experiences and skills that may be helpful in reaching their career objectives. Students must apply for admission to the honors program in their sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on grades (a minimum overall and major GPA of 3.65) and the ability to benefit from a program that emphasizes independent research projects and seminars that focus on current research topics and issues.

Honors students take the Honors Seminar sequence in either their junior or senior year: Honors Seminar I (PSYCH-UA 200) in the fall and Honors Seminar II (PSYCH-UA 201) in the spring. An honors research thesis, usually based on an expansion of a research project ongoing in a faculty laboratory and serving as evidence of individual thought and creativity, is submitted for faculty approval near the end of the junior or senior year. Details and application forms are available from the department.

Note: Introduction to Psychology (PSYCH-UA 1) or the equivalent is a prerequisite for all courses in psychology, except for Statistics for the Behavioral Sciences (PSYCH-UA 10). Some courses carry additional prerequisites, as noted below.

COURSES

Introductory and Statistics Courses

Introduction to Psychology
PSYCH-UA 1 Offered every semester. Amodio, Coons, Marcus, Rhodes, Phelps. 4 points.
Fundamental principles of psychology, with emphasis on basic research and applications in psychology’s major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Included in the class is direct observation of methods of investigation through laboratory demonstrations and by student participation in current research projects.

Statistics for the Behavioral Sciences
PSYCH-UA 10 Offered every semester. Bauer. 4 points.
Aims to provide students with tools for evaluating data derived from psychological studies. Students gain familiarity with data description, significance tests, confidence intervals, linear regression, analysis of variance, and other related topics. Students learn to analyze psychological data with both handheld calculators and computer software, and learn to interpret the results from randomized experiments as well as correlational studies.

Data Analysis and Experimental Design
PSYCH-UA 11 Prerequisite: Statistics for the Behavioral Sciences (PSYCH-UA 10). Offered every semester. 4 points.
Provides a deeper understanding of the aim and use of various behavioral statistical analyses and procedures. Focuses on the use of statistical tests, software used to analyze data, and empirical methodologies.
Core A: Psychology as a Natural Science
Two Core A courses must be taken for the major, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core A courses.

Perception
PSYCH-UA 22 Offered every semester. Carrasco, Heeger, Landy, Maloney, Pelli. 4 points.
Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Cognitive Neuroscience
PSYCH-UA 25 Offered every semester. Curtis, Davachi. 4 points.
Provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neural underpinnings of a variety of cognitive processes and the research that has led to those theories. In doing so, students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

Cognition
PSYCH-UA 29 Offered every semester. Hilford, Murphy, Rehder. 4 points.
Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

Developmental Psychology
PSYCH-UA 34 Note: This course can count as either a Core A or Core B requirement (but not both). Offered every semester. Adolph, Voloumanos. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

Core B: Psychology as a Social Science
Two Core B courses must be taken for the major, one for the minor. Introduction to Psychology (PSYCH-UA 1) is the prerequisite for all Core B courses.

Personality
PSYCH-UA 30 Offered every semester. Andersen. 4 points.
Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.

Social Psychology
PSYCH-UA 32 Offered every semester. Gollwitzer, Trope, Uleman, West. 4 points.
Introduction to theories and research about the social behavior of individuals, such as perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and environmental psychology.

Developmental Psychology
PSYCH-UA 34 Note: This course can count as either a Core A or Core B requirement (but not both). Offered every semester. Adolph, Voloumanos. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

Core C: Laboratory Courses
One Core C course is required for the major. Introduction to Psychology (PSYCH-UA 1) and Statistics for the Behavioral Sciences (PSYCH-UA 10) are prerequisites for all Core C courses. These laboratory courses carry additional prerequisites, as noted below.

Laboratory in Social and Organizational Psychology
PSYCH-UA 38 Prerequisite: Social Psychology (PSYCH-UA 32) or Personality (PSYCH-UA 30) or Industrial and Organizational Psychology (PSYCH-UA 62). Offered in the fall. Heilman. 4 points.
Acquaints students with research methodology in organizational psychology. They then perform an original study, such as a laboratory experiment or research survey, in one of these areas.
Laboratory in Personality and Social Psychology
PSYCH-UA 39  Prerequisite: Personality (PSYCH-UA 30) or Social Psychology (PSYCH-UA 32) or Abnormal Psychology (PSYCH-UA 51) or Industrial and Organizational Psychology (PSYCH-UA 61). Offered every semester. Balcetis, Gollwitzer. 4 points. Methodology and procedures of personality and social psychological research and exercises in data analysis and research design. Statistical concepts such as reliability and validity, methods of constructing personality measures, merits and limitations of correlational and experimental research designs, and empirical evaluation of theories. Student teams conduct research projects.

Laboratory in Developmental Psychology
PSYCH-UA 40  Prerequisite: Developmental Psychology (PSYCH-UA 34). 4 points. Review of observational and experimental techniques used in studying children. Each student chooses a topic and conducts a short-term study on that topic in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, with a report of the results of the study due at end of term.

Laboratory in Infancy Research
PSYCH-UA 42  Prerequisites: Developmental Psychology (PSYCH-UA 34), and/or to be taken with a second semester of Tutorial in Infant Research (PSYCH-UA 992), and permission of the instructor. Offered every semester. Adolph. 4 points. Part of a yearlong research training program. Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
PSYCH-UA 43  Prerequisites: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Westerman. Offered every semester. 4 points. The process of scientific investigation into issues related to psychopathology, personality dynamics, individual differences, interpersonal interaction, and psychotherapy process. All basic aspects of research methodology are covered. Students complete a set of research exercises and submit writing assignments in APA style.

Laboratory in Perception
PSYCH-UA 44  Prerequisite: Perception (PSYCH-UA 22), Cognitive Neuroscience (PSYCH-UA 25), or Cognition (PSYCH-UA 29). Offered every semester. Carrasco, Landy, Pelli. 4 points. Presents a state-of-the-art introduction to the design and implementation of experiments in perception. By participating in class-designed experiments and by carrying out a research project designed by individual or pairs of students, students learn how to formulate an experimental question, design and conduct an experiment, statistically analyze experimental data using a variety of statistical tests, write up the experiments as research papers, and present a short research talk.

Laboratory in Human Cognition
PSYCH-UA 46  Formerly PSYCH-UA 28. Prerequisite: Perception (PSYCH-UA 22), Cognitive Neuroscience (PSYCH-UA 25), or Cognition (PSYCH-UA 29). Offered every semester. Gureckis, Hilford, Kuhl, McElree. 4 points. Presents a state-of-the-art introduction to the design and implementation of experiments in cognitive psychology as performed on computers. Experiments are performed in the areas of perception, learning, memory, and decision making. Students carry out independent research projects and learn to write research reports conforming to APA guidelines.

Lab in Psychopathology
PSYCH-UA 48  Prerequisite: Personality (PSYCH-UA 30) or Abnormal Psychology (PSYCH-UA 51). Offered every semester. Kellogg. 4 points. Serves as an introduction to research approaches and strategies as applied to the issue of psychopathology and its treatment. Re-creates compelling studies culled from the psychiatric and psychological literatures. Students re-stage these studies in SPSS using both real and simulated data. Lectures cover important issues related to the diagnosis and treatment of psychiatric disorders and the basic principles, methodology, and ethics of psychological research.

Laboratory in Cognitive Neuroscience
PSYCH-UA 300  Prerequisite: Cognitive Neuroscience (PSYCH-UA 25) and Cognition (PSYCH-UA 29), or permission of instructor. Offered every year. Poeppel, Davachi. 4 points. Discussion of the major approaches to cognitive neuroscience from a practical point of view, including imaging and neuropsychological patient...
data. The core component of the class is hands-on: students design, execute, and analyze an electro-physiological experiment using EEG or MEG.

**Laboratory in Infant Cognition I, II**

PSYCH-UA 300  
Prerequisites: Developmental Psychology (PSYCH-UA 34) and permission of instructor. To be taken as a two-semester sequence. Offered every semester. Vouloumanos. 4 points per term.  
A two-semester immersive research training program. Students learn general methods for studying infant development and specific methods for studying infant cognition and communication. Students participate in laboratory research projects, code and analyze data, and report results in presentation and paper formats.

**Advanced Elective Courses**

All advanced elective courses have prerequisites in addition to Introduction to Psychology (PSYCH-UA 1), as noted below.

**Teaching in Psychology**

PSYCH-UA 2  
Prerequisite: admittance by application only. Offered every semester. Coons, Hilford. 2 points.  
Students attend a weekly seminar on teaching psychology, as well as the Introduction to Psychology (PSYCH-UA 1) lecture. Students put their training to immediate use by teaching a weekly Introduction to Psychology recitation.

**Language and Mind**

PSYCH-UA 27  
Identical to LING-UA 3.  
Prerequisite: Cognition (PSYCH-UA 29). Baltin, Marcus, McElree, Pykkänen. Offered in the spring. 4 points.  
Introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

**Abnormal Psychology**

PSYCH-UA 51  
Formerly PSYCH-UA 35.  
Prerequisite: any Core B course or permission of the instructor. Offered every semester. Kellogg, Wölzisky. 4 points.  
The kinds, dynamics, causes, and treatment of psychopathology. Topics include early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; and viewpoints of major psychologists past and present.

**Behavioral and Integrative Neural Science**

PSYCH-UA 52  
Identical to BIOL-UA 202, NEURL-UA 220. Prerequisites: Principles of Biology I and II (BIOL-UA 11, 12), and either Cognitive Neuroscience (PSYCH-UA 25) or Introduction to Neural Science (NEURL-UA 100). Offered in the spring. Rubin, Semple. 4 points.  
See description under neural science.

**Introduction to Psycholinguistics**

PSYCH-UA 56  
Prerequisite: Language (LING-UA 1). Offered every other year. McElree. 4 points.  
Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

**Industrial and Organizational Psychology**

PSYCH-UA 62  
Prerequisites: Introduction to Psychology (PSYCH-UA 1), Statistics for the Behavioral Sciences (PSYCH-UA 10), and one Core B course (PSYCH-UA 30 or 32 or 34). 4 points.  
Psychology applied to work; human behavior from the perspective of employees and employers. Analyzes the workplace in terms of three levels: the individual, the team, and the organization as a whole. Topics include employee engagement, satisfaction, identify, esteem, and career interests, as well as hiring, firing, and motivating and rewarding staff to increase performance and productivity.

**Seminar in Memory**

PSYCH-UA 300  
Prerequisite: Cognition (PSYCH-UA 29). Offered every two to three years. Davachi, McElree. 4 points.  
Examination of the conceptual problems involved in understanding the retention of information. Reviews research findings addressed to those problems, involving studies with humans and animals, and with environmental, psychological, and biochemical variables.

**Special Topics in Psychology**

PSYCH-UA 300  
Prerequisites: at least one Core A and one Core B course. Other prerequisites depending on topic. Offered every semester. 4 points.  
Seminars at an advanced level. Topics vary.
Research Experiences and Methods
PSYCH-UA 999  Prerequisites: Statistics for the Behavioral Sciences (PSYCH-UA 10), two other core courses in psychology, a GPA of 3.0, and permission of the instructor. Recommended: a laboratory (Core C) course in psychology. This course may be repeated for three semesters. It is normally taken for 4 points the first time, but may be approved for fewer points thereafter with permission of the instructor. Offered every semester. McMeniman. 1 to 4 points.
Undergraduate students are paired with faculty, advanced graduate students, or other researchers to pursue common research goals in psychology. Undergraduates serve as apprentices on survey, laboratory, clinical, and field research projects and in return receive guidance in reading and developing research skills. Weekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects. Written assignments include several brief homework assignments and a final journal-style research report.

Honors Courses
Open only to students who have been admitted to the psychology honors program. The Honors Seminars (PSYCH-UA 200 and PSYCH-UA 201) may be counted as the two advanced electives required for the major.

Honors Seminar I
PSYCH-UA 200  Prerequisite: admission to the honors program. Offered in the fall. Murphy, Oettingen, Rehder, Trope. 4 points.
Students read and discuss recent studies and classical papers related to current controversies in psychology. A portion of class time is set aside for discussion of theoretical and technical aspects of each student’s thesis project.

Honors Seminar II
PSYCH-UA 201  Prerequisite: Honors Seminar I (PSYCH-UA 200). Offered in the spring. Murphy, Oettingen, Rehder, Trope. 4 points.
A continuation of PSYCH-UA 200. Students are expected to present preliminary results of their thesis projects and interpret their findings.

Graduate Courses Open to Undergraduates
Certain courses in the Graduate School of Arts and Science are open to junior or senior majors in psychology who have (1) permission of their undergraduate psychology adviser, (2) permission of the Department of Psychology (graduate division), (3) the additional specific prerequisites listed for each course, and (4) permission of the instructor. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.
The Program in Religious Studies explores religious practice as an important aspect of social life in three ways. First, students study the theories and methods through which religion is analyzed today, including psychological, sociological, anthropological, philosophical, historical, legal, and literary approaches. They also approach the study of “religion” as a concept, which has itself been an intellectual object of inquiry and has played a key role in the development of the social and human sciences. Second, students learn empirically about religion in different times and places, either through historical or ethnographic study, using textual, visual, and audio sources. Third, students study religions, approached as lived practices, as a lens for examining other realms in social life, such as gender and sexuality, race, the nation-state, violence, memory, ethics, emotions, politics, economy, power, art, literature, and media. These realms, in turn, have an impact on religions. The Program in Religious Studies is closely affiliated with the Center for Religion and Media. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and does not promote or endorse either religious belief itself or the views and practices of any particular religious tradition.
COURSES

Theories and Methods in the Study of Religion
RELST-UA 1 Offered in the fall. 4 points.
Fundamental theoretical and methodological issues pertaining to the academic study of religion.
Theories of the origin, character, and function of religion as a human phenomenon. Understanding and interpretation of religious phenomena through psychological, sociological, anthropological, historical, and hermeneutical perspectives.

Advanced Seminar: Comparative Topics in the Study of Religion
RELST-UA 15 Prerequisites: junior or senior status, Theories and Methods in the Study of Religion (RELST-UA 1), and at least two other religious studies courses, or permission of the instructor. Offered in the spring. 4 points.
Builds upon Theories and Methods in the Study of Religion (RELST-UA 1), albeit with a higher level of specificity and sophistication. Varying topics with cross-cultural applicability (for example, ritual, the body, sacrifice, religion and the state). Students examine topics within context of their own area of specialization, as well as within other traditions. Formal class presentations.

What Is Islam?
RELST-UA 85 Identical to MEIS-UA 691, HIST-UA 85. Offered yearly. 4 points.
Introduction to the life of the Prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shi’ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Gender, Sexuality, and the Body in Early Christianity
RELST-UA 86 Offered periodically. Becker. 4 points.
Reexamines the light shed by ancient writings (and other evidence) not only on the role(s) of women in ancient Christian groups but also on the ideologies of gender promoted or assumed by those groups. The focus, while predominantly on women, also extends to the way in which gender identities were constructed and adhered to by males and females.

Judaism, Christianity, and Islam
RELST-UA 102 Identical to MEDI-UA 25, MEIS-UA 800, HBRJD-UA 160. Offered yearly. 4 points.
Seeks to uncover the differences and similarities between Judaism, Christianity, and Islam as religious traditions, and to assess their roles and interactions in the formation and functions of human society, culture, and politics. Examines the ancient origins and contemporary relevance of these monotheistic traditions through methodological and theoretical frameworks. Considers the existence of Judaisms, Christianities, and Islams, rather than a trio of theological monoliths.

Jewish Mysticism and Hasidism
RELST-UA 104 Identical to HBRJD-UA 430, MEDI-UA 430. Wollin. 4 points.
See description under Hebrew and Judaic studies.

Jewish Philosophy in the Medieval World
RELST-UA 106 Identical to HBRJD-UA 425. Irvy. 4 points.
See description under Hebrew and Judaic studies.

Biblical Archaeology
RELST-UA 120 Identical to HBRJD-UA 120. Fleming, Smith. 4 points.
See description under Hebrew and Judaic studies.

Foundations of the Christian-Jewish Argument
RELST-UA 192 Identical to HBRJD-UA 160, MEDI-UA 160. 4 points.
See description under Hebrew and Judaic studies.

Religion, Magic, and the Jewish Tradition
RELST-UA 212 Identical to HBRJD-UA 212. Wollin. 4 points.
See description under Hebrew and Judaic studies.

Early History of God
RELST-UA 220 Identical to HBRJD-UA 116. Fleming, Smith. 4 points.
See description under Hebrew and Judaic studies.

Passion and Desire in the Middle Ages
RELST-UA 250 Identical to COLIT-UA 961, MEDI-UA 961. Vitz. 4 points.
See description under medieval and Renaissance studies.

Introduction to the New Testament
RELST-UA 302 Identical to CLASS-UA 293, HBRJD-UA 22. Becker. 4 points.
Examines issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament, as well as other important early Christian documents. Provides historical context, describes
modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

**Religions of India**
RELST-UA 337  Offered yearly. 4 points.
The vibrant religious traditions of South Asia. Examines Hindu, Buddhist, Islamic, Jain, and Sikh traditions, as well as the ancient and modern contexts in which they are situated. Focuses on how various problems (material, intellectual, political) have served as catalysts for the formation and dissolution of communities of interpretation and practice and reexamines the multiple pasts of South Asia without projecting modern categories onto those traditions.

**Belief and Social Life in China**
RELST-UA 351  Identical to ANTH-UA 351, EAST-UA 351. Offered periodically. Zito. 4 points.
The Chinese word for religion means “teaching,” which immediately implies at least two people. Belief in China has always been theorized and practiced as mediated by the presence of others, both miraculous and mundane. Explores what Chinese people “taught” themselves about the person, society, and the natural world and how social life was constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis, as well as Buddhism and the synthesis of the “Three Teachings.” Introduces modern religious life in Taiwan and in the People's Republic.

**Classical Mythology**
RELST-UA 404  Identical to CLASS-UA 404. Meineck. 4 points.
See description under classics.

**Jewish Responses to Modernity: Religion and Nationalism**
RELST-UA 470  Identical to HBRJD-UA 719. 4 points.
See description under Hebrew and Judaic studies.

**Religion and U.S. Political Radicalism**
RELST-UA 484  Offered periodically. Pollick. 4 points.
Explores intersections between religious and political forms of radicalism in the United States, from the mid-19th century to the present. Introduces various models for defining and interpreting radicalism in religion and politics. Topics include labor activism, the women's movement, anti-radical repression, genealogies of socialism and communism, civil rights activism, religious fundamentalism, ethnic and immigrant expressions of radicalism, and the role of religion in Occupy Wall Street and the Tea Party movement.

**Confessional Culture from Augustine to Oprah**
RELST-UA 561  Offered every other year. Pellegrini. 4 points.
Traces the different uses and forms “the confession” has taken in Western culture and its evolution from a specifically religious practice into a genre of self-fashioning in a putatively secular modernity. The range of texts and genres surveyed includes philosophical and religious treatises, political pamphlets, legal history of confession, psychoanalytic case studies, feminist consciousness-raising, coming-out stories, self-help literature, tell-all celebrity autobiographies, TV talk shows, YouTube, and film/video. Explores the differences and similarities between these confessional modes, their cultural locations, their historical moments, and their ideological effects.

**The History of Religions of Africa**
RELST-UA 566  Identical to HIST-UA 566, SCA-UA 0790. Hull. 4 points.
See description under history.

**The Land of Israel Through the Ages**
RELST-UA 609  Identical to MEIS-UA 609, HBRJD-UA 141, HIST-UA 540. Schiffman. 4 points.
See description under Hebrew and Judaic studies.

**Jews in the Islamic World in the Modern Period**
RELST-UA 610  Identical to MEIS-UA 616, HBRJD-UA 114. 4 points.
See description under Hebrew and Judaic studies.
PROGRAM IN RELIGIOUS STUDIES

Jews and Christians in the Ancient World
RELST-UA 611  Identical to CLASS-UA 611, HBRJD-UA 128. Offered periodically. Becker. 4 points.
Provides basic knowledge of the early history of Judaism and Christianity. Explores self-definition and typology in the formulation of religious categories and the use of these categories in examining religious and other social phenomena. Questions the relationship of ideology and literary evidence to social reality.

Religion, State, and Politics
RELST-UA 613  Offered periodically. 4 points.
A comparative and theoretical approach to the debate on secularism. Emergence, development, and close empirical analysis of the secularization paradigm. Different examples of state-religion relationships in historical and religio-cultural context. Considers the scope and limits of secularization theory and current debates on religion.

Religious Bodies
RELST-UA 642  Identical to ANTH-UA 29. No prerequisites. Offered periodically, Zito. 4 points.
Explores some of the rich and often conflicted relationships between cultures of religious practices and the human body: the body as medium both for ritual and religious experience; the body as locus for virtue and sin; the split between mind and body. Examines the body in various situations—gendered, sexualized, covered, naked, suffering, disabled, altered, missing—and interrogates notions of representations and ideals, from the religious ban on representing the human body to divine anthropomorphism.

Religion and Media
RELST-UA 645  Recommended prerequisite: prior course work in religious studies, anthropology, or media studies. Offered periodically. Zito. 4 points.
Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Attention is then devoted to more recent electronic media such as radio, film, television, video, and the Internet. Approaches religion from anthropological and historical perspectives.

Religion, Sexuality, and Public Life
RELST-UA 646  Offered periodically. Pellegrini. 4 points.
The U.S. was founded on the promise of religious freedom, yet laws and policies regulating sexual life draw on specifically religious notions of “good” versus “bad” sex, what bodies are “for,” and what kinds of human relationships are valuable. Considers this apparent contradiction and the implications, for both sexual and religious freedom, of treating sexual life as a special case. Utilizes critical approaches to the study of religion in society and engages with important work in the interdisciplinary field of gender and sexuality studies.

Topics in Religious Studies
RELST-UA 650  4 points.
Topics vary depending on interests of visiting scholars and specialists in particular fields. Past examinations have included Christianity and culture, American evangelicalism, religion and violence, and postcolonialism.

Martyrdom, Ancient and Modern
RELST-UA 660  Identical to CLASS-UA 646. Offered every other year. Becker. 4 points.
Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture: the “Columbine martyrs,” “martyrdom operations” (“suicide bombers”), political martyrdom, and modern notions of holy war.

Perspectives on Islam
RELST-UA 665  Identical to MEIS-UA 665. Katz. 4 points.
See description under Middle Eastern and Islamic studies.

History of Judaism: The Classical Period
RELST-UA 680  Identical to MEIS-UA 680, HBRJD-UA 100. Rubenstein, Schiiffman. 4 points.
See description under Hebrew and Judaic studies.

Judaism: From Medieval to Modern Times
RELST-UA 683  Identical to HBRJD-UA 111, HIST-UA 98, MEIS-UA 680. 4 points.
See description under Hebrew and Judaic studies.
### Introduction to Egyptian Religion
RELST-UA 719  Identical to MEIS-UA 719. Goekler. 4 points.
See description under Middle Eastern and Islamic studies.

### The Civilizations and Religions of the Ancient Near East
RELST-UA 790  Identical to MEIS-UA 790. 4 points.
See description under Middle Eastern and Islamic studies.

### The Dead Sea Scrolls
RELST-UA 807  Identical to HBRJD-UA 131. Schiffman. 4 points.
See description under Hebrew and Judaic studies.

### Modern Perspectives on the Bible
RELST-UA 809  Identical to MEIS-UA 809, HBRJD-UA 126. 4 points.
See description under Hebrew and Judaic studies.

### Gender and Judaism
RELST-UA 815  Identical to HBRJD-UA 718, SCA-UA 732. Wöllken. 4 points.
See description under Hebrew and Judaic studies.

### American Evangelicalism
RELST-UA 820  Offered in the fall. 4 points.
Traces the history of modern evangelicalism from its roots in the transatlantic awakenings of the 18th century to the present. Considers colonial America and religion in the new nation, evangelical reform in the nineteenth century, the clash between fundamentalists and modernists, holiness and Pentecostal movements, African American evangelicalism and the civil rights movement, the Christian right, youth movements, and neo-evangelicalism. Addresses variations in theology and religious practice with particular attention to how evangelicals have negotiated, revised, or defined central tenets of modern Western culture, including contemporary understandings of gender, race and ethnicity, performance, nation, sexuality, and economics.

### Anthropology of Religion
RELST-UA 829  Identical to ANTH-UA 30. 4 points.
See description under anthropology.

### Introduction to Buddhism
RELST-UA 832  Identical to EAST-UA 832. Offered periodically. 4 points.
Study of Buddhist history, teachings, and practices. Discusses its doctrinal development in India, then emphasizes certain local practices: Buddhism and the family in China; Buddhism, language, and hierarchy in Japan; the politics of Buddhist Tibet; and Buddhist art. Finally, the course touches on Buddhism in the United States.

### Tibetan Buddhism
RELST-UA 835  Identical to EAST-UA 833. Offered periodically. 4 points.
An historic and thematic introduction to doctrine and practice. Begins with the principles of the tradition, then moves from the 7th-century arrival of Buddhism in Tibet to the present-day encounter with Western devotees of exiled Tibetan lamas. Topics include doctrinal innovation, ritual, myth, art, sacred geography, revelation, and the role of Buddhism in Tibet’s relationship with its neighbors.

### Internship
RELST-UA 980, 981  Prerequisite: permission of the instructor. 1 to 4 points per term.

### Independent Study
RELST-UA 997, 998  Prerequisite: permission of the instructor. 1 to 4 points per term.

### Cultures and Contexts: Islamic Societies
CORE-UA 502  Counts for the major in religious studies. Offered every year. 4 points.
College Core Curriculum course that examines the common base and regional variations of Islamic societies, past and present, through historical, topical, and regional approaches. The emphasis in the premodern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Primary sources are used throughout.
The Romance languages are the group of related tongues that emerged from spoken Latin after the fall of the Roman Empire in the fifth century. In the High Middle Ages and the Renaissance, they developed and evolved into languages that we recognize as the basis of (among others) modern Italian, French, Spanish, and Portuguese. The great works of literature produced in these centuries became the foundation of the national literatures of their respective cultures.

The major in Romance languages in the College of Arts and Science is a nine-course major administered by the Departments of Italian, French, and Spanish and Portuguese. Students choose a combination of any two of these four languages, taking five courses in one and four in the other. Thus, majors in Romance languages are able to take advantage of the rich course offerings and resources of our world-renowned language departments and to learn from distinguished scholars in two fields.

The major stresses competence in speaking and writing before moving into literary and cultural coursework. To improve students’ facility with their two languages and promote cross-cultural understanding and exposure, study away at NYU Buenos Aires, Florence, Madrid, and Paris is encouraged. While they are at the Washington Square campus, students can take advantage of talks, exhibitions, films, and other events sponsored by the Departments of French, Italian, and Spanish and Portuguese and NYU’s Maison Française, Casa Italiana, and King Juan Carlos I of Spain Center, as well as by cultural institutions in the City.

A major in Romance languages is applicable to careers in international law and business, communications, education, fine arts, tourism, and diplomacy, and also complements majors in such fields as art history, cinema studies, comparative literature, history, international relations, linguistics, medieval and Renaissance studies, and music.

The Romance languages major requires a total of nine 4-point courses (36 points) distributed between two languages, with five courses (20 points) taken in the primary language and four courses (16 points) taken in the secondary language. The combinations of primary-secondary languages are:

- French-Italian
- French-Spanish
- French-Portuguese
- Italian-French
- Italian-Spanish
- Italian-Portuguese
- Spanish-French
- Spanish-Italian
- Spanish-Portuguese
- Portuguese-French
- Portuguese-Italian
- Portuguese-Spanish

For declaration of and advisement in the major, students must visit the departments of both languages they intend to study. They should indicate to both departments which language is primary and which is secondary. Advisement for course sequencing takes place in the relevant departments.
MAJOR IN ROMANCE LANGUAGES

Students must earn a C or better in all courses for the major. Courses graded pass/fail cannot be counted toward the major.

Below are listed the requirements for each of the four languages available in this major.

**French as Primary Language**

Five required courses (20 points):

- Written Contemporary French (FREN-UA 105)
- One of the following:
  - Spoken Contemporary French (FREN-UA 101)
  - French Phonetics (FREN-UA 103)
  - Translation (FREN-UA 107)
  - Advanced Techniques of Translation (FREN-UA 108)
  - Acting French (FREN-UA 109)
  - Business French (FREN-UA 110)
- One of the following:
  - Readings in French Literature I: From the Middle Ages to the French Revolution (FREN-UA 120)
  - Readings in French Literature II: From 1800 to the Present (FREN-UA 121)
  - Approaches to Francophone Literature (FREN-UA 145)
  - French Society and Culture from the Middle Ages to 1900 (FREN-UA 163)
  - Contemporary France (FREN-UA 164)
- Two advanced courses in French literature or linguistics, selected in consultation with the director of undergraduate studies in the Department of French.

*For French as the secondary language, subtract one of the two advanced courses.*

**Italian as Primary Language**

Five required courses (20 points):

- Advanced Review of Modern Italian (ITAL-UA 30)
- One of the following:
  - Conversations in Italian (ITAL-UA 101)
  - Italian through Cinema (ITAL-UA 107)
  - Italian through Opera (ITAL-UA 108)
- One of the following:
  - Creative Writing in Italian (ITAL-UA 103)
  - Advanced Composition (ITAL-UA 105)
  - Translation (ITAL-UA 110)
- One of the following:
  - Readings in Medieval and Renaissance Literature (ITAL-UA 115)
  - Readings in Modern Italian Literature (ITAL-UA 116)
- One advanced course in Italian, selected in consultation with the director of undergraduate studies in the Department of Italian Studies.

*For Italian as the secondary language, subtract the one advanced course.*

**Spanish as Primary Language**

Five required courses (20 points):

- Critical Approaches: Reading, Writing, and Textual Analysis (SPAN-UA 200)
- Four advanced courses in Spanish (one of which may be an advanced language course in creative writing, conversation, or translation), selected in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese.
MAJOR IN ROMANCE LANGUAGES

Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the major; this course (or equivalent, or placement) is a prerequisite for entering the major.

For Spanish as the secondary language, subtract one of the four advanced courses.

Portuguese as Primary Language
Requires five courses (20 points) beyond the level of Intermediate Portuguese II (PORT-UA 4), including courses taken in English with writing assignments completed in Portuguese, approved by the director of undergraduate studies in the Department of Spanish and Portuguese.

For Portuguese as the secondary language, subtract one of the five advanced courses.

Honors in Romance Languages
To be eligible, a student must spend a minimum of three full semesters in residence at the College of Arts and Science (attendance at NYU Buenos Aires, Florence, Madrid, or Paris counts toward such residence). The student must maintain a cumulative GPA of at least 3.65 and a major average of 3.65 or higher. A Romance languages major who meets these requirements and wishes to pursue a senior honors project should apply to the director of undergraduate studies in the language department of his or her intended faculty adviser.

COURSES
For course descriptions and prerequisites, please see under French, Italian, and Spanish and Portuguese in this Bulletin.
The prerequisite for declaring the major is proficiency in Russian or Czech at or above the Intermediate II level. Students with proficiency in Czech at or above the Intermediate II level must also have proficiency in Russian at or above the Elementary II level. Students who are not Russian heritage speakers and have proficiency above Intermediate II must take at least one Advanced Russian or Advanced Czech course. Heritage speakers with proficiency above Intermediate II must consult with the director of undergraduate studies when declaring the major.

The major comprises nine 4-point courses (36 points), as follows:

- At least five courses (20 points) must be chosen from the department’s offerings on culture, literature, or language above the level of Intermediate Russian or Czech II or Russian Grammar and Composition II.
- Of the remaining four courses (16 points), some or all may be satisfied (with departmental permission) with courses pertaining to Russian and Slavic studies in other departments and programs.

No course toward the major may be double-counted toward a major in any other department.

The College Core Curriculum’s Cultures and Contexts course on Russia (when offered) can count toward the Russian and Slavic studies major with permission from the director of undergraduate studies.

Majors can take up to two graduate courses offered by the department with permission from both the director of undergraduate studies and the course instructor.

Russian majors can register for independent study and/or internships. (See the requirements under “independent study” and “internships” below.)

All Russian majors are strongly encouraged to spend a semester or summer in Russia.
Students with an overall GPA of 3.65 or above and a departmental GPA of 3.65 or above are urged to participate in the departmental honors program. (See “honors program” below.)

Minor
The prerequisite for declaring the minor is proficiency in Russian or Czech above the Elementary II level. The minor comprises four 4-point courses (16 points); Russian Grammar and Composition I and II and Intermediate Russian I and II do not count toward the minor. At least 8 points out of the required 16 must be earned by taking courses offered by the Department of Russian and Slavic Studies on culture, literature, or language above the level of Intermediate Russian II or Russian Grammar and Composition II. Up to two courses on topics pertaining to Russian and Slavic studies can be taken in other departments and programs, with departmental permission. The College Core Curriculum’s Cultures and Context course on Russia (when offered) can count toward the Russian and Slavic studies minor with permission from the director of undergraduate studies. Independent study is not open to minors.

Major and Minor Policies Applying to Transfer Students

Major
To obtain a major in Russian and Slavic studies from NYU, a transfer student must take at least five courses (20 points) in language, literature, or culture in the NYU Department of Russian and Slavic Studies. After consultation with the department, transfer credits in these areas may be used to satisfy some or all of the remaining four courses (16 points) needed to complete this nine-course (36-point) major. (See the “major” subheading above.)

Minor
To obtain a minor in Russian and Slavic studies from NYU, a transfer student must take at least two courses (8 points) in language, literature, or culture in the NYU Department of Russian and Slavic Studies. After consultation with the department, transfer credits in these areas may be used to satisfy some or all of the remaining two courses (8 points) needed to complete this four-course (16-point) minor. (See the “minor” subheading above.)

Registration
After transfer credits have been approved by NYU admissions, students should bring their transcripts to the director of undergraduate studies to arrange a program of study.

Independent Study
Credit for Independent Study (RUSSN-UA 997, 998) is available for Russian and Slavic studies majors only, up to a maximum of 8 points. Consult the director of undergraduate studies for additional requirements.

Internships
Credit for Internships (RUSSN-UA 980) is available for undergraduate majors only, up to a maximum of 4 points. Consult the director of undergraduate studies for additional requirements.

College Core Curriculum
Courses in the Core taught by faculty in the Department of Russian and Slavic Studies may be accepted, under certain conditions, toward the undergraduate major or minor. Consult the director of undergraduate studies.

Undergraduate Registration for Graduate Courses
Only undergraduates who are Russian and Slavic studies majors will be admitted to graduate courses in the department. A maximum of two graduate courses (8 points)—not taken in the same semester—may be counted toward the major.

Honors Program
Students wishing to pursue honors in the major must maintain at least a 3.65 average in all Russian and Slavic studies courses and a 3.65 average overall. Applications for admission to the program should be made to the chair of the department prior to the second semester of the junior year. An honors student must either write a
5,000-word thesis or take four additional courses (16 points) related to the major and selected in consultation with the adviser. A departmental honors committee determines, based on the student’s academic work, whether or not to recommend him or her for an honors degree.

**Combined B.A./M.A. Program**

The Department of Russian and Slavic Studies offers a five-year track leading to both a B.A. and an M.A. For more information, please contact the director of graduate studies.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>LANGUAGE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All courses from RUSSN-UA 1 through RUSSN-UA 4 meet three times a week. All lower-division Russian language courses are closed to native speakers except Russian Grammar and Composition I and II (RUSSN-UA 5, 6).</td>
</tr>
<tr>
<td>Elementary Russian I</td>
<td>RUSSN-UA 1 <em>Offered in the fall.</em> 4 points. Intended to give beginners a speaking and reading knowledge of the Russian language. Involves an introduction to the essentials of Russian grammar and the reading of graded texts, with special emphasis on the acquisition of an idiomatic conversational vocabulary. Combines the traditional grammatical approach with a conversational, inductive method.</td>
</tr>
<tr>
<td>Intermediate Russian I</td>
<td>RUSSN-UA 3 <em>Prerequisite: Elementary Russian II (RUSSN-UA 2) or equivalent. Offered in the fall.</em> 4 points. Grammar review, vocabulary building, and drills in spoken Russian.</td>
</tr>
<tr>
<td>Intermediate Russian II</td>
<td>RUSSN-UA 4 <em>Prerequisite: Intermediate Russian I (RUSSN-UA 3) or equivalent. Offered in the spring.</em> 4 points. Vocabulary building, idiomatic expressions, and drills in spoken Russian. Completion of this course satisfies the CAS foreign language requirement.</td>
</tr>
<tr>
<td>Russian Grammar and Composition I</td>
<td>RUSSN-UA 5 <em>Prerequisite: basic competence in spoken Russian. Offered in the fall.</em> 4 points. Designed for students who speak some Russian at home but have virtually no reading and writing skills.</td>
</tr>
<tr>
<td>Russian Grammar and Composition II</td>
<td>RUSSN-UA 6 <em>Prerequisite: Russian Grammar and Composition I (RUSSN-UA 5) or basic competence in reading and writing Russian. Offered in the spring.</em> 4 points. Completion of this course satisfies the CAS foreign language requirement.</td>
</tr>
</tbody>
</table>

The department offers courses in Advanced Russian (RUSSN-UA 107-109). All are repeatable for credit. Topics for these courses are offered on a rotating basis (consult the current schedule of classes):

- Russian film (viewing and discussion of Russian and Soviet films)
- Russian press (reading and discussion of newspaper and magazine articles)
- Readings in Russian literature (reading and discussion of short stories by Russian and Soviet writers)
- Soviet and Russian theatre (reading, viewing, and analysis of Russian dramatic works, with background readings on Russian theatre)
- Social issues in Russian culture (reading and discussion of articles on important social and cultural topics)
Elementary Czech I and II
RUSSN-UA 201, 202 Offered in the fall and spring, respectively. 4 points per term.

Literature and Civilization Courses
All courses are conducted in English unless otherwise noted.

Introduction to Russian Literature I
RUSSN-UA 811 Offered regularly. 4 points.
A survey of Russian literature of the 19th century. All works are read in translation.

Introduction to Russian Literature II
RUSSN-UA 812 Offered regularly. 4 points.
A survey of Russian literature of the 20th through the 21st century. All works are read in translation.

Gogol
RUSSN-UA 828 Offered every other year. 4 points.
A critical examination of the writer’s short stories, plays, and unfinished novel Dead Souls.

Contemporary Central and East European Literature
RUSSN-UA 832 Offered every other year. Borenstein. 4 points.
An examination of contemporary novels and short stories from Central and Eastern Europe (Poland, the former Czechoslovakia, the former Yugoslavia, Albania, and Hungary), primarily from the last 50 years. The problems of “minor” literature, postmodernism, and the attempt to articulate “authentic” experience are emphasized. Authors read include Kafka, Kundera, Hrabal, Kosiński, Schulz, Gombrowicz, Kristof, Kadare, Kiš, Pavić, and Ugrešić. All works are read in translation.

Utopia, Apocalypse, and the Millennium
RUSSN-UA 833 Offered every other year. Borenstein. 4 points.
The development of utopianism in literature, philosophy, and political theory, and attempts to put utopian theory into action. The positing of perfect worlds and their relationship to our less-than-perfect reality, anti-utopianism, and the recent resurgence of utopianism and apocalypticism (for example, millennialist “cults,” the millennium bug). Readings from Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

Chekhov
RUSSN-UA 837 Offered every other year. 4 points.
Major techniques in Chekhov’s short story writing, examination of his influence on the development of the Russian and European novella, and a close analysis of his drama (Three Sisters, The Cherry Orchard, and Uncle Vanya) and its impact on Russian playwrights of the 20th century, as well as its relation to the development of Stanislavsky’s Moscow Art Theatre.

Dostoevsky
RUSSN-UA 839 Offered every other year. 4 points.
Dostoevsky’s major philosophical and religious concerns as reflected in his works. Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov, and major short stories. Examines Dostoevsky’s concepts of freedom, history, and Christianity.

Theory of the Avant-Garde, East and West, 1890–1930
RUSSN-UA 841 Identical to COLIT-UA 841, ENGL-UA 730. Offered every other year. 4 points.
Cultural and historical approach to the theory and practice of the avant-garde, with close readings of some of its key productions. Topics include cubism, Italian futurism, Russian cubo-futurism, imagism and vorticism, dadaism, constructivism, and surrealism. Stresses aesthetic, historical, and political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

Russian Literature in the Original I
RUSSN-UA 847 Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered in the fall. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

Russian Literature in the Original II
RUSSN-UA 848 Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered in the spring. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.
Introduction to Soviet Cinema
RUSSN-UA 850  Offered every year. Iampolski. 4 points.
Examines landmarks of cinematic art and considers the cultural specificity of Russian cinema, questions of cinema and politics (e.g. cinema as a propaganda tool), and cinema and the market. Artists discussed include Eisenstein, Vertov, Pudovkin, Kuleshov, Barne, Shub, Kozintsev, Trauberg, and Tarkovsky. Topics include cinema and revolution, the cinema of the Russian avant-garde and constructivism, cinema and totalitarianism, and socialist realism in film.

Soviet and Post-Soviet Literature
RUSSN-UA 852  Offered periodically. Borenstein. 4 points.
An introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism. The experience of Russia in the 20th century can be viewed as the failed attempt to put radical Bolshevik theory into everyday practice, a grand scheme of social engineering that would inevitably be reflected in the country's literature.

Legacies of Serfdom and Slavery in Russian and American Literature
RUSSN-UA 854  Offered periodically. Lounsbery. 4 points.
How American slaves and Russian serfs wrote and were written about in the two countries' literary traditions. Considers the attempts of subjugated people to represent themselves to the dominant culture and the difficulties that members of the dominant culture confronted in writing about people whose experiences were largely inaccessible to them. Particular attention is paid to how categories such as “slave,” “peasant,” “white,” and “black” have changed over time and to how unfree people worked to turn what were perceived as cultural lacks into aesthetic advantages.

20th-Century Russia: Terror, Survival, and Beautiful Dreams
RUSSN-UA 859  Offered periodically. 4 points.
Encompasses the last years of the tsars and the Russian Revolution and utilizes such diverse media as film, literature, visual art, and music. Topics include: Lenin and communism; Stalinism; the Second World War; the end of Communism and the transition to capitalism. Considers how the fundamentally humanistic ideology of Communism produced one of the most murderous and oppressive regimes of the century and how an international movement became increasingly chauvinistic and nationalistic.

Theories of Symbolic Exchange
RUSSN-UA 860  Offered periodically. 4 points.
In his seminal essay "On the Gift" (1923) Marcel Mauss developed a concept of an alternative, non-market type of economy, based on a non-monetary exchange of such symbolic values as social recognition, sovereignty, and political participation. Today, this concept has acquired a new relevance in relation to the economy of the Internet. Examines various theories of the symbolic that expand the original Maussian model and encompass multiple aspects of culture: from Georges Bataille, Roger Caillois and Mikhail Bakhtin to Jacques Derrida and Jean Baudrillard.

Russia and the West
RUSSN-UA 861  Offered periodically. 4 points.
Explores the question of the West in Russian history and culture since the 17th century. Studies the intellectual products of Russian interactions with the West—constitutional projects, scientific and economic thought, the Westernizer-Slavophile controversy, and revolutions. Substantial emphasis is placed on the role of reading and translation in the making of cultural models. Considers the presence of Western European communities in Russia, and concludes with Russian emigration to Europe and the United States.

Tolstoy's War and Peace
RUSSN-UA 862  Offered periodically. 4 points.
A careful reading of Tolstoy's massive novel (if it is in fact a "novel"), with the goal of understanding how the text works and the techniques it uses to produce the immersive pleasures it offers to readers. Also considers the book's historical context; the sources that Tolstoy drew on; its place in Tolstoy's oeuvre and thought; its place in the Russian tradition and in "world" literature; and the various uses (including political and ideological) that have been made of it since its initial publication.

The Unquiet Dead: Imagining the Afterlife in Film and Fiction
RUSSN-UA 870  Offered periodically. 4 points.
Explores the connections between narrative and imagined scenarios for the afterlife. Examines literary and cinematic treatments of vampires, ghosts, zombies, and, in particular, posthumous narrators, and considers the political and ideological deployment
of afterlife narratives, investigating questions of cultural and sexual purity, collective guilt, and socioeconomic anxiety. Engages both the folklore and fiction of the Slavic world and contemporary American reinterpretations. Readings from Nabokov, Gogol, Ovid, Stoker, and Morrison, accompanied by selected films.

**19th Century Realism: The Case of Russia**

RUSSN-UA 871  *Offered periodically. 4 points.*

Examines competing literary representations of urban and rural spaces in Russian realism as a platform for exploring the era's major cultural and ideological debates. Writers developed widely divergent ideas of Russia and Russianness, focusing on everything from peasant misery and urban squalor to hopeful views of civilized and forward-thinking cities. Readings from Gogol, Turgenev, Dostoevsky, Tolstoy, and others, as well as works of music and visual arts.

**Internship and Independent Study Courses**

Open only to students majoring in the department.

**Internship**

RUSSN-UA 980  *1 to 6 points per term.*

Native speakers of Russian may obtain internship credit by working with Russian language students and assisting language instructors. A maximum of 4 points of internship may be counted toward an undergraduate major (not toward a minor). Consult the director of undergraduate studies for further details. Internship credit in other settings and organizations requires a description of duties and approval of the director of undergraduate studies, as well as a final paper.

**Independent Study**

RUSSN-UA 997, 998  *2 to 4 points per term.*

A maximum of 8 points of independent study may be counted toward an undergraduate major (not toward a minor). Before registering, students must submit a one-page typed description of the proposed project to the director of undergraduate studies and the proposed faculty sponsor.
Science and Society

Science and society is a rich, inherently cross-disciplinary minor, drawing on the course offerings and faculty expertise of the College of Arts and Science, the Gallatin School of Individualized Study, the NYU Polytechnic School of Engineering, and the Steinhardt School of Culture, Education, and Human Development. The minor analyzes how the techniques and methodologies of the humanities and social sciences can be used to illuminate both the context and content of science, technology, and medicine. Drawing upon history, philosophy, anthropology, and sociology, students investigate how culture and society frame—and, indeed, are themselves framed by—science, technology, and medicine.

The current influence of scientific, technological, and medical issues on our lives is unprecedented, altering our notions of race, health, responsibility, ownership, ethics, esthetics, and indeed self. We are therefore obliged to understand these critical interactions with a view to understand, and intervene in, the world. The types of questions this minor poses include: How has gene patenting affected both the content and conduct of molecular biology, as well as intellectual property law? What is the relationship between the mathematical descriptions that physicists employ and the nature of physical phenomena? What are the ethical and political issues involved in human embryonic stem cell research? How do machines shape esthetics? What, if anything, is the difference between a machine and a human? How does nature have a history?

This minor serves as an enlightening complement to pre-health studies, pre-law studies relevant to intellectual property, biotechnology, and environmental and healthcare studies. It also provides a potent training to those interested in pursuing advanced degrees in the history, philosophy, sociology, or anthropology of science, technology, or medicine.


director
Professor Jackson, Gallatin/Faculty of Arts and Science
Steering Committee
Associate Professor Appuhn, Faculty of Arts and Science
Professor Jackson, Gallatin/Faculty of Arts and Science
Assistant Professor Mills, Steinhardt

Program

The minor in science and society requires four 4-point courses (16 points). All minors take the core course, Introduction to Science and Society (HIST-UA 94), and then choose three other courses from an approved list posted on the minor website (nyu.edu/science_and_society).

Many courses in the minor fall into one of the following four clusters: technology, physics, biology/prehealth, and environmental sciences. Students are strongly encouraged, however, to be creative and challenge themselves to think in ways other than those that are strictly categorical. For example, a student interested in understanding the difference between the natural and the artificial might take the following three elective courses in addition to the required Introduction to Science and Society course: Philosophy of Biology; Humans, Machines, and Aesthetics; and Nature and Technology in Modern America.

Students are also strongly encouraged to take courses in the various schools throughout NYU contributing to the minor. This will expose them to a plethora of diverse pedagogical experiences and greatly enhance co-learning. All CAS students may apply 16 points taken in the other schools of NYU toward their degree. Students seeking to raise this limit so as to accommodate the course work of the minor in science and society must file a petition in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Courses

Core Course
Introduction to Science and Society
HIST-UA 94
Jackson. 4 points.
Introduces techniques and approaches used by the humanities and social sciences in studying science, technology, and medicine. Investigates how historians, philosophers, sociologists, and anthropologists apply their methodological toolkits in investigating scientific, technological, and medical knowledge. Invites students to think synthetically, organically, and creatively across several disciplines.
MINOR IN SCIENCE AND SOCIETY

Elective Courses

COLLEGE OF ARTS AND SCIENCE

Anthropology
Medical Anthropology
ANTH-UA 35 4 points.

Computer Science
Computers in Society
CSCI-UA 1 4 points.

Environmental Studies
History of Ecology and Environmentalism
ENVST-UA 425 4 points.

Freshman Seminar Program
Disease in American History
FRSEM-UA 418 4 points.

History
Environmental History of the Early Modern World
HIST-UA 115 4 points.

Premodern Science
HIST-UA 135 4 points.

History of Western Medicine
HIST-UA 202 4 points.

History of Sexuality and Reproduction
HIST-UA 401 4 points.

Topics: Science, Religion, and the Humanities Since Darwin
HIST-UA 443 4 points.

Food and Drugs in Chinese History
HIST-UA 547 4 points.

Topics: American Environmental History
HIST-UA 750 4 points.

Journalism
Journalism and Society: Covering the Earth
JOUR-UA 503 4 points.

Philosophy
Minds and Machines
PHIL-UA 5 4 points.

Ethics and the Environment
PHIL-UA 53 4 points.

Philosophy of Mind
PHIL-UA 80 4 points.

Philosophy of Science
PHIL-UA 90 4 points.

Philosophy of Biology
PHIL-UA 91 4 points.

Sociology
Sociology of Medicine
SOC-UA 414 4 points.

Topics: Young Adult Health
SOC-UA 935 4 points.

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Disease and Civilization
IDSEM-UG 1059 4 points.

The Darwinian Revolution
IDSEM-UG 1156 4 points.

Origins of the Atomic Age
IDSEM-UG 1207 4 points.

The Trial of Galileo
IDSEM-UG 1231 4 points.

Philosophy of Medicine
IDSEM-UG 1294 4 points.

Ecology and Environmental Thought
IDSEM-UG 1298 4 points.

Rethinking Science
IDSEM-UG 1328 4 points.

Foucault: Biopolitics and the Care of the Self
IDSEM-UG 1339 4 points.

Understanding the Universe
IDSEM-UG 1516 4 points.

Biology and Society
IDSEM-UG 1519 4 points.

Lives in Science
IDSEM-UG 1532 4 points.

The Seen and Unseen in Science
IDSEM-UG 1354 4 points.

Science and Religion
IDSEM-UG 1541 4 points.

Science and Theatre
IDSEM-UG 1551 4 points.

History of Environmental Science
IDSEM-UG 1566 4 points.
### MINOR IN SCIENCE AND SOCIETY

<table>
<thead>
<tr>
<th>Course Title</th>
<th>ID/Code</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans, Machines, and Aesthetics</td>
<td>IDSEM-UG 1571</td>
<td>4</td>
</tr>
<tr>
<td>Energy</td>
<td>IDSEM-UG 1575</td>
<td>4</td>
</tr>
<tr>
<td>Nature, Resources, and the Human Condition</td>
<td>IDSEM-UG 1602</td>
<td>4</td>
</tr>
<tr>
<td>Science and Culture</td>
<td>IDSEM-UG 1652</td>
<td>4</td>
</tr>
<tr>
<td>The Artificial and the Natural</td>
<td>IDSEM-UG 1760</td>
<td>4</td>
</tr>
<tr>
<td>Quantification and Social Thought</td>
<td>IDSEM-UG 1760</td>
<td>4</td>
</tr>
<tr>
<td><strong>NYU POLYTECHNIC SCHOOL OF ENGINEERING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The History of Light</td>
<td>HI 2243</td>
<td>3</td>
</tr>
<tr>
<td>From Heat Engines to Black Holes</td>
<td>HI 2253</td>
<td>3</td>
</tr>
<tr>
<td>Physics and Society</td>
<td>HUSS 2223</td>
<td>3</td>
</tr>
<tr>
<td>Space and Spacetime</td>
<td>PL 2273</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of Relativity</td>
<td>PL 2283</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of Quantum Mechanics</td>
<td>PL 2293</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of Science</td>
<td>PL 3253</td>
<td>3</td>
</tr>
<tr>
<td>Physics, Information, and Computation</td>
<td>PL 3263</td>
<td>3</td>
</tr>
<tr>
<td>History and Philosophy of Internet Technology</td>
<td>STS 2113/W</td>
<td>3</td>
</tr>
<tr>
<td>Magic, Medicine, and Science</td>
<td>STS 2233/W</td>
<td>3</td>
</tr>
<tr>
<td>Biology and Society</td>
<td>STS 2253/W</td>
<td>3</td>
</tr>
<tr>
<td>The Rhetoric of Science</td>
<td>STS 2263/W</td>
<td>3</td>
</tr>
<tr>
<td>Science and Sexuality</td>
<td>STS 2273/W</td>
<td>3</td>
</tr>
<tr>
<td>Seminar in Science and Technology Studies</td>
<td>STS 3003/W</td>
<td>3</td>
</tr>
<tr>
<td>Science and Technology in the Literary Sphere</td>
<td>STS 3163</td>
<td>3</td>
</tr>
<tr>
<td>Hypermersion in Context</td>
<td>STS 3173</td>
<td>3</td>
</tr>
<tr>
<td>Humans, Machines, and Aesthetics</td>
<td>STS 3243/W</td>
<td>3</td>
</tr>
<tr>
<td>Science and Difference</td>
<td>STS 3263/W</td>
<td>3</td>
</tr>
<tr>
<td><strong>STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food and Agriculture in the 20th Century</td>
<td>FOOD-UE 1033</td>
<td>3</td>
</tr>
<tr>
<td>Food and Nutrition in a Global Society</td>
<td>FOOD-UE 1180</td>
<td>4</td>
</tr>
<tr>
<td>Science in the Community</td>
<td>LIBAR-UE 141</td>
<td>4</td>
</tr>
<tr>
<td>Disability, Technology, and Media</td>
<td>MCC-UE 1026</td>
<td>4</td>
</tr>
<tr>
<td>On the Phone: Telephone and Mobile Communication Technology</td>
<td>MCC-UE 1036</td>
<td>4</td>
</tr>
<tr>
<td>Visual Culture of Science and Technology</td>
<td>MCC-UE 1411</td>
<td>4</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>NUTR-UE 1184</td>
<td>3</td>
</tr>
<tr>
<td>Health and Society: Introduction to Public Health</td>
<td>PUHE-UE 70</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Public Health Nutrition</td>
<td>PUHE-UE 1315</td>
<td>4</td>
</tr>
<tr>
<td>Environmental Health, Social Movements, and Public Policy</td>
<td>PUHE-UE 1323</td>
<td>4</td>
</tr>
</tbody>
</table>
Self-Designed Honors Major

Students in the College of Arts and Science (CAS) can apply to craft and complete a self-designed honors major, rather than one of the existing majors in the College. This major enables a small number of very capable and highly motivated students to pursue a plan of study that brings together courses from more than one CAS department or program. During their sophomore year, students compose their academic plan for the major in consultation with their two faculty advisers for their self-designed program of study as well as with the associate director of interschool programs and the director of college honors, who serves as the director of undergraduate studies. By spring of the sophomore year, the plan of study must be submitted to and approved by the College’s honors committee.

The self-designed honors major differs from the individualized major that the Gallatin School offers in several ways:

• These two NYU schools have distinct admissions criteria, general education curricula, and other requirements.
• This CAS major serves students who can realize their interdisciplinary goals within CAS (except for the 16 credits of non-CAS courses that CAS already permits), whereas Gallatin students draw heavily on courses from several NYU schools.
• This CAS major is an honors major, which has prerequisites for entry (e.g., 3.75 GPA; students must maintain a 3.65 GPA to remain in the major) and entails a heavy commitment to honors-level work, including independent research under faculty supervision.

Freshmen and sophomores in CAS who are considering the self-designed honors major should contact the College Advising Center (Silver Center, Room 905, 212-998-8130) to schedule an initial advising appointment with the associate director of interschool programs.
Social and Cultural Analysis

The Department of Social and Cultural Analysis (SCA) is transdisciplinary, combining topics and methodologies from the humanities and social sciences. Its faculty and students work in a broad range of fields, analyzing the social and cultural relationships between individuals, groups, institutions, and governments. In the department, a commitment to historical inquiry coexists with applied knowledge about such modern developments as intensified urbanization, transnational trade and exchange, migration of peoples, racial formation, and the nexus of gender and sexuality.

SCA houses and integrates the activities of six interdisciplinary programs—Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies—along with the range of degrees and concentrations offered in these programs. In their teaching and research, SCA students and faculty are encouraged to make intersectional links between the areas of interest on which the programs focus. New York City is a crucible for the department’s work, both in its community orientation and its connections to global networks.

Study in SCA thus provides excellent background for careers in such fields as community organizing, legal advocacy, nonprofit administration, public policy, and urban and regional planning, among many others. SCA students can elect to major or minor in social and cultural analysis, or to major or minor in one of the six interdisciplinary programs listed above. For detailed information, see the entries for these individual programs in this Bulletin.

FACULTY

Chair of the Department
Professor Dinshaw

Director of Undergraduate Studies
Associate Professor Saldaña

Professor Emerita
Stacey

Erich Maria Remarque Professor of Literature
Harper

University Professor
Willis

Silver Professor; Professor of Spanish and Portuguese
Pratt

Professors
Dash, Dávila, Dinshaw, Duggan, Flores, Molotch, Morgan, Ross, Walkowitz, White

Associate Professors
Amkpa, Beltrán, Blake, Dent, Gopinath, Guerrero, Parikh, Sandhu, Singh, Tchen, Tu, Zaloom

Assistant Professors
Ralph, Saranillio

PROGRAM

Major

The major in social and cultural analysis comprises introductory, elective, and research components, which together make up a total of eleven 4-point courses (44 points), as outlined below. Students create a concentration, in consultation with their adviser, from the six program areas within SCA: Africana studies, American studies, Asian/Pacific/American studies, gender and sexuality studies, Latino studies, and metropolitan studies.

Two introductory courses—may be taken in any order:

- Concepts in Social and Cultural Analysis (SCA-UA 1)
- One of the following introductory courses:
  - Approaches to Africana Studies (SCA-UA 101) or Cultures and Contexts: Africa (CORE-UA 505) or Cultures and Contexts: The African Diaspora (CORE-UA 532) or Cultures and Contexts: The Black Atlantic (CORE-UA 534)
  - Approaches to American Studies (SCA-UA 201)
  - Approaches to the Asian/Pacific/American Experience (SCA-UA 301) or Cultures and Contexts: Asian/Pacific/American Cultures (CORE-UA 539)
  - Approaches to Gender and Sexuality Studies (SCA-UA 401)
DEPARTMENT OF SOCIAL AND CULTURAL ANALYSIS

• Approaches to Latino Studies (SCA-UA 501) or Cultures and Contexts: Contemporary Latino Cultures (CORE-UA 529)
• Approaches to Metropolitan Studies (SCA-UA 601)

Seven elective courses:
• Six electives from the designated social and cultural analysis course list (must be taught by SCA faculty); Internship Fieldwork/Seminar (SCA-UA 40/SCA-UA 42) are no longer required but highly recommended and together can count as an elective
• One common SCA elective; a list will be available each semester

Two research courses:
• Strategies in Social and Cultural Analysis (SCA-UA 20)
• Senior Research Seminar (SCA-UA 90)

A note about language/linguistic competency: The type of rigorous intercultural study promoted within the Department of Social and Cultural Analysis requires students to recognize the complex modes of communication at work both within and across different social groups. The department therefore strongly encourages its students to develop advanced skills in language and linguistics by any of the following means: taking elective courses in sociolinguistics; studying a language other than English beyond the minimum level required by the College of Arts and Science (especially one germane to the department’s fields of study); pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

Minor
The minor in social and cultural analysis requires five courses (20 points): the introductory course Concepts in Social and Cultural Analysis (SCA-UA 1), plus four additional courses selected from the designated SCA course list (must be taught by SCA faculty).

Honors Program
Majors who have completed 48 points of graded work in CAS and have a 3.65 GPA or higher (both overall and in the major) are encouraged to register for Senior Honors Seminar (SCA-UA 92) in the fall semester of their senior year. Upon successful completion of the seminar requirements, students will be eligible to register for Senior Honors Thesis (SCA-UA 93) in the spring. Information about the honors program can be found at sca.as.nyu.edu/object/sca.related.honors.

COURSES

Introductory Core

Concepts in Social and Cultural Analysis
SCA-UA 1  4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana studies, American studies, Asian/Pacific/ American studies, gender and sexuality studies, Latino studies, and metropolitan studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each considered within a two-week unit.

For the second introductory course required of SCA majors, consult the list under “program of study” (or the SCA website), and also look under the relevant SCA program or the College Core Curriculum for course descriptions.

Research Core

Strategies in Social and Cultural Analysis
SCA-UA 20  Offered every year. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative. Topics range from ethnography to survey research to social statistics. Includes practical, hands-on application of the research methods. Majors must complete by end of junior year.
**Senior Research Seminar**
SCA-UA 90  Prerequisites: Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), and one of the following introductory core courses: SCA-UA 101 or CORE-UA 505, 532, or 534; SCA-UA 201; SCA-UA 301 or CORE-UA 539; SCA-UA 401; SCA-UA 501 or CORE-UA 529; or SCA-UA 601. Offered every semester. 4 points.

Each student completes an extended research paper that utilizes various methodological skills. Students work individually and collaboratively on part of a class research project pertaining to the major in social and cultural analysis. Majors take this course in the fall of their senior year.

**Honors Program**

**Senior Honors Seminar**
SCA-UA 92  Prerequisites: 3.65 GPA or higher (both overall and in the major), Concepts in Social and Cultural Analysis (SCA-UA 1), Strategies in Social and Cultural Analysis (SCA-UA 20), one of the following introductory core courses: SCA-UA 101 or CORE-UA 505, 532, or 534; SCA-UA 201; SCA-UA 301 or CORE-UA 539; SCA-UA 401; SCA-UA 501 or CORE-UA 529; SCA-UA 601; and permission of the department. Offered in the fall. 4 points.

**Senior Honors Thesis**
SCA-UA 93  Prerequisites: Senior Honors Seminar (SCA-UA 92), 3.65 GPA or higher (both overall and in the major), and permission of the department. Offered in the spring. 4 points.

**Internship Program**
The 4-point internship program complements and enhances the formal course work of the SCA major. Students intern at agencies dealing with a range of issues pertaining to their major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytic tools, and (3) to assist students in exploring professional career paths. The internship is open to juniors and seniors and requires an application, an interview, and permission of the director of internships.

**Internship Fieldwork**
SCA-UA 40  Corequisite: Internship Seminar (SCA-UA 42). Ten hours of fieldwork are required. 2 points.

**Internship Seminar**

**Independent Study**

**Independent Study**
SCA-UA 197, 198  Prerequisite: permission of the program director. Offered every semester. 1 to 4 points per term.

**Elective Courses**
The following courses count as electives for SCA majors and minors. See the program sections in this Bulletin for course descriptions and prerequisites.

**AFRICANA STUDIES**

**Black Urban Studies**
SCA-UA 115  4 points.

**The Black Essay**
SCA-UA 152  4 points.

**The Black Body and the Lens**
SCA-UA 155  4 points.

**Black Feminism**
SCA-UA 156  4 points.

**Hip Hop and Politics**
SCA-UA 157  4 points.

**Race and Reproduction**
SCA-UA 158  4 points.

**Language and Liberation: At Home in the Caribbean and Abroad**
SCA-UA 163  Identical to LING-UA 26.  4 points.

**The Postcolonial City**
SCA-UA 166  4 points.

**Topics in Africana Studies**
SCA-UA 180  4 points.

**Topics in Pan-Africanism**
SCA-UA 181  4 points.

**AMERICAN STUDIES**

**Comparative U.S. Ethnic Studies**
SCA-UA 224  4 points.

**Intersections: Gender, Race, and Sexuality in U.S. History and Politics**
SCA-UA 230  4 points.
Ethnicity and the Media
SCA-UA 232 4 points.

Cultures and Economies
SCA-UA 234 4 points.

Marxist Cultural Theory
SCA-UA 240 4 points.

Couture/Culture: Fashion and Globalization
SCA-UA 253 4 points.

Topics in American Studies
SCA-UA 280 Offered every year. 4 points.

ASIAN/PACIFIC/AMERICAN STUDIES

Asian-American Literature
SCA-UA 306 4 points.

History and Literatures of the South
Asian Diaspora
SCA-UA 313 Identical to ENGL-UA 721, HIST-UA 326. Offered every year. 4 points.

Asian/Pacific American Popular Culture
SCA-UA 320 4 points.

Filming Asian America:
Documenting Community
SCA-UA 361 4 points.

Multi-Ethnic New York
SCA-UA 363 4 points.

Asian Americans and War
SCA-UA 365 4 points.

The Constitution and People of Color
SCA-UA 366 Offered every year. 4 points.

Reading Race and Representation
SCA-UA 368 4 points.

“Chinatown” and the American Imagination
SCA-UA 370 4 points.

The Immigrant Imagination
SCA-UA 371 4 points.

Topics in A/P/A Studies
SCA-UA 380 Offered every semester. 4 points.

GENDER & SEXUALITY STUDIES

Sex and the City
SCA-UA 420 4 points.

Queer Cultures
SCA-UA 450 4 points.

Theories of Gender and Sexuality
SCA-UA 472 4 points.

Transnational Feminism
SCA-UA 474 4 points.

Queer Histories
SCA-UA 475 4 points.

Queer Literature
SCA-UA 482 4 points.

Medieval Misogyny
SCA-UA 488 Prerequisite: one English course, one gender and sexuality studies course, or permission of the instructor. 4 points.

Topics in Gender and Sexuality Studies
SCA-UA 493 Offered every semester. 4 points.

LATINO STUDIES

Latino/a Popular Culture
SCA-UA 534 4 points.

The Latinized City, New York and Beyond
SCA-UA 540 4 points.

Topics in Latino Studies
SCA-UA 541 Offered every semester. 4 points.

Latino Politics in the U.S.
SCA-UA 542 Offered every fall. 4 points.

Latin Music from Rumba to Reggaeton
SCA-UA 543 4 points.

Class Warfare
SCA-UA 545 4 points.

Latina Feminist Studies
SCA-UA 548 4 points.

Globalization, Immigration, and Postcolonial Identity
SCA-UA 560 4 points.

Revolutionary Cultures of the Americas
SCA-UA 561 4 points.

NAFTA and Narcos
SCA-UA 562 Colloquium. 4 points.

Afro-Latino Culture and History
SCA-UA 565 4 points.

Nationalism and Development in U.S. Literature, 1850 to 1950
SCA-UA 568 4 points.

Postmodern Travel Fictions
SCA-UA 572 4 points.

METROPOLITAN STUDIES

Cities in Global Context
SCA-UA 602 4 points.
### Urban Cultural Life
SCA-UA 608  4 points.

### Law and Urban Problems
SCA-UA 610  4 points.

### Community Empowerment
SCA-UA 613  4 points.

### Gender in the Urban Environment
SCA-UA 621  4 points.

### New York City in Film
SCA-UA 623  4 points.

### Landscapes of Consumption
SCA-UA 625  4 points.

### Urban Environmentalism
SCA-UA 631  4 points.

### Climate Change and Environmental Justice
SCA-UA 632  4 points.

### Topics in Metropolitan Studies
SCA-UA 680  Offered every year. 4 points.

### LANGUAGE COURSES

One Asian/Pacific/American studies or Africana studies language course can count as an elective toward the major if taught by SCA faculty.

#### Elementary Swahili I
SCA-UA 121  4 points.

#### Elementary Swahili II
SCA-UA 122  Prerequisite: Elementary Swahili I (SCA-UA 121) or permission of the instructor. 4 points.

#### Intermediate Swahili I
SCA-UA 123  Prerequisite: Elementary Swahili II (SCA-UA 122) or permission of the instructor. 4 points.

#### Intermediate Swahili II
SCA-UA 124  Prerequisite: Intermediate Swahili I (SCA-UA 123) or permission of the instructor. 4 points.

#### Elementary Filipino I, II
SCA-UA 321, 322  Offered every year. 4 points per term.

#### Intermediate Filipino I, II
SCA-UA 323, 324  Offered every year. 4 points per term.

#### Elementary Cantonese I, II
SCA-UA 331, 332  Offered every year. 4 points per term.

#### Intermediate Cantonese I, II
SCA-UA 333, 334  Offered every year. 4 points per term.
C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a "sociological imagination" that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.

Major in Sociology

The sociology major consists of nine 4-point courses (36 points). Students majoring in sociology must fulfill the following requirements:

- One introductory course chosen from the following:
  - Introduction to Sociology (SOC-UA 1)
  - Introduction to Sociology: Honors (SOC-UA 2)
  - Great Books in Sociology (SOC-UA 3)
- Research Methods (SOC-UA 301)
- Statistics for Social Research (SOC-UA 302)
- Sociological Theory (SOC-UA 111)
- Two advanced seminars chosen from: SOC-UA 934, 936, 937, 938. When offered, Research Practicum in Qualitative Methods (SOC-UA 801) may substitute for one of the seminars.
- Three SOC-UA electives

Students must earn grades of C or better in their major courses. Of the nine courses required for the major, transfer students must take at least five (20 points) here in the College of Arts and Science.
Major in Global Public Health/Sociology

Please see the section on global public health in this Bulletin.

Minor

The Sociology minor consists of four 4-point courses (16 points): one introductory course (as above), plus three other courses in sociology. Students must earn grades of C or better in their minor courses.

Of the four courses required for the minor, transfer students must take at least two (8 points) here in the College of Arts and Science.

Honors Program

Students with at least a 3.65 GPA both overall and in the major (or who have permission of the director of undergraduate studies) may elect to participate in our honors program.

In the fall of their senior year, all honors students register for the first term of the Senior Honors Research Seminar (SOC-UA 950), in which they develop and structure their research projects. The faculty member teaching the course assists the students in finding substantive and methodological advisers among the faculty.

Students complete their thesis in the spring semester of senior year. They register for the second term of the Senior Honors Research Seminar (SOC-UA 951) and work under the supervision of their selected adviser.

One semester of the Honors Research Seminar sequence may substitute for one of the two advanced seminars required for the major.

Honors students are also encouraged to take graduate courses when appropriate. These courses should stimulate and deepen understanding of sociology and enhance the quality of the final thesis. This should be done in consultation with their advisers.

Advanced Social Research Methods Honors Program

Students in this specialized honors program take a graduate methods or statistics course in place of one elective course.

Social Theory Honors Program

Students in this specialized honors program take a graduate social theory course in place of one elective course.

COURSES

The courses listed below are open to all interested students. There are no prerequisites unless otherwise specified.

Introduction to Sociological Analysis

Introduction to Sociology

SOC-UA 1  Offered every semester. Arum, Conley, Molotch. 4 points.

Survey of the field of sociology: its basic concepts, theories, and research orientation. Provides the student with insights into the social factors in human life. Topics include social interaction, socialization, culture, social structure, stratification, political power, deviance, social institutions, and social change.

Introduction to Sociology

SOC-UA 2  Honors course. Offered every two years. Lehman. 4 points.

How sociologists view the world compared to common-sense understandings. Exposes students to the intellectual strategies at the center of modern sociology, but also shows that sociological analysis does not occur in a historical vacuum. Sociology attempts to explain events, but it is also a historical product like other human belief systems. Addresses the human condition: where we came from, where we are, where we are headed, and why. Same topics as SOC-UA 1, but more intensive. Recommended for students who would like to be challenged.
Great Books in Sociology
SOC-UA 3  Offered every three years. Corradi. 4 points.
Original thinkers in sociology—their path-breaking works and challenging views. Critical explanation and analysis of the principles and main themes of sociology as they appear in these works. Topics include the social bases of knowledge, the development of urban societies, social structure and movements, group conflict, bureaucratic organization, the nature of authority, the social roots of human nature, suicide, power and politics, and race, class, and gender.

Methods of Inquiry
Research Methods
SOC-UA 301  Offered every semester. Arum, Conley, Gerson, Haney, Jackson, Maisel, Morning. 4 points.
Examines the several methodologies employed in sociological analysis. Studies the relationship between the sociological question raised and the method employed. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

Statistics for Social Research
SOC-UA 302  Only one of these courses—ECON-UA 18, MATH-UA 12, PSYCH-UA 10, and SOC-UA 302—can be taken for credit. Offered every semester. Lee, Maisel. 4 points.

Sociological Theory
Sociological Theory
SOC-UA 111  Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Offered every semester. Abend, Corradi, Lukes. 4 points.
Examines the nature of sociological theory and the value of and problems in theorizing. Provides a detailed analysis of the writings of major social theorists since the 19th century in both Europe and America: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Alexander, and Bourdieu.

Law, Deviance, and Criminology
Law and Society
SOC-UA 413  Identical to LWSOC-UA 1. Offered every year. Dixon, Greenberg. 4 points.
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: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

Deviance and Social Control
SOC-UA 502  Identical to LWSOC-UA 502. Offered every year. Dixon, Greenberg, Horowitz. 4 points.
How statuses and behaviors come to be considered deviant or normal; theories of causation, deviant cultures, communities, and careers. Functioning of social control agencies. The politics of deviance. Consideration of policy implications.

Criminology
SOC-UA 503  Identical to LWSOC-UA 503. Offered every year. Dixon, Garland, Greenberg. 4 points.
Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

Social Psychology and Communications
Communication Systems in Modern Societies
SOC-UA 118  Offered every three years. Maisel. 4 points.
The media and mass communication in social context. Deals primarily with contemporary American media: television, radio, newspapers, magazines, and film. Formal and informal patterns of media control, content, audiences, and effect. The persuasive power of the media, the role of the media in elections, and the effects on crime and violence. Does not deal with instructional media or aesthetic criticism.
Social Psychology
SOC-UA 201  Offered every three years. Horowitz. 4 points.
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual,” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

Sex, Gender, and the Family

Sex and Gender
SOC-UA 21  Identical to SCA-UA 704. Offered every year. Gerson, Haney, Jackson. 4 points.
What forms does gender inequality take, and how can it best be explained? How and why are the relations between women and men changing? What are the most important social, political, and economic consequences of this “gender revolution”? Provides answers to these questions by examining a range of theories about gender in light of empirical findings about women’s and men’s behavior.

Sex and Love in Modern Society
SOC-UA 23  Offered every fall. 4 points.
Illustrates how social factors influence the very personal realms of sex and love and how these topics can be studied scientifically. Focusing on modern societies, topics include dating and romantic relationships; relational and casual sex; contraception and unintended pregnancy; heterosexual, gay, lesbian, and bisexual sexualities; cultural attitudes toward sexuality; and changing meanings of marriage. Students engage with research on the topic and learn how social scientists conduct research and draw conclusions from their data analysis.

The Family
SOC-UA 451  Identical to SCA-UA 724. Offered every year. Gerson, Wu. 4 points.
Introduction to the sociology of family life. Addresses a range of questions: What is the relationship between family life and social arrangements outside the family (for example, in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

Sexual Diversity in Society
SOC-UA 511  Identical to SCA-UA 725. Offered every year. Greenberg. 4 points.
Variation in human sexuality. Explores the social nature of sexual expression and how one arrives at erotic object choice and identity. Past and contemporary explanations for sexual variation. Heterosexuality, homosexuality, bisexuality, transvestism, transgenderism, incest, sadomasochism, rape, prostitution, and pornography. Origin of sexual norms and prejudices. Lifestyles in the social worlds of sexual minorities. Problems of sexual minorities in such institutions as religion, marriage, polity, economy, military, prison, and laws. The politics of sex.

Organizations, Occupations, and Work

Work and Careers in the Modern World
SOC-UA 412  Offered every three years. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and career patterns; how occupations maintain control over members’ behavior; how they relate to the wider community; and how they influence family patterns, lifestyle, and leisure time.

Inequality and Power in Modern Societies

Race and Ethnicity
SOC-UA 135  Identical to SCA-UA 803. Offered every year. Morning, Sharkey. 4 points.
The major racial, religious, and nationality groups in the United States. The social meaning of the concept “race.” Emphasizes social and cultural factors and discusses leading theories on sources of prejudice and discrimination. Considers the changing place of minority groups in the stratification structure, cultural patterns of various minority groups, factors affecting the degree of acculturation and assimilation, social consequences of prejudice for dominant and minority groups, and theories and techniques relating to the decline of prejudice and discrimination.

Wealth, Power, Status: Inequality in Society
SOC-UA 137  Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every year. Chibber, Jackson, Manza, Torche. 4 points.
Sociological overview of the causes and consequences of social inequality. Topics include the concepts,
theories, and measures of inequality; race, gender, and other caste systems; social mobility and social change; institutional supports for stratification, including family, schooling, and work; political power and the role of elites; and comparative patterns of inequality, including capitalist, socialist, and postsocialist societies.

The American Ghetto
SOC-UA 139  Offered every two years. Sharkey. 4 points.
Provides an orientation to classic and contemporary questions about cities. Examines four fundamental frameworks for explaining and interpreting different levels of urban life: experiential and psychological; social and communal; ecological and spatial; and political and economic. Integrates these approaches into a study of evolving forms of urban inequality; the contested meaning of localism; the production and consumption of urban culture; the process of immigration; segregation and ghettolization; suburbanization, fragmentation, and sprawl; the problem of environmental injustice; the spread of insecurity related to disasters and perceived health crises; and the challenge of unchecked metropolitan growth.

Social Movements, Protest, and Conflict
SOC-UA 205  Offered every two years. Goodwin. 4 points.
Why and how do people form groups to change their society? Analyzes reformist, revolutionary, and nationalistic struggles; their typical patterns and cycles; and the role of leaders as well as symbols, slogans, and ideologies. Concentrates on recent social movements such as civil rights, feminism, ecology, the antinuclear movement, and the New Right; asks how these differ from workers’ movements. Examines reformist versus radical tendencies in political movements.

American Capitalism in Theory and Practice
SOC-UA 386  Offered every two years. Chibber. 4 points.
Investigates two governing principles of American society: the fact that it is a market society and the fact that it is a democracy. Examines how the fact of its being a capitalist democracy affects the distribution of goods, rights, and powers. Considers not only the question of whether capitalist markets are efficient, but also the question of whether market outcomes serve the ends of democracy and justice. Explores the ways in which efficiency can sometimes come into conflict with justice, and how just institutions can in turn have a beneficial impact on efficiency.

Politics, Power, and Society
SOC-UA 471  Offered every two years. Ertman, Goodwin. 4 points.
The nature and dimensions of power in society. Theoretical and empirical material dealing with national power structures of the contemporary United States and with power in local communities. Topics include the iron law of oligarchy, theoretical and empirical considerations of democracy, totalitarianism, mass society theories, voting and political participation, the political and social dynamics of advanced and developing societies, and the political role of intellectuals. Considers selected models for political analysis.

The Sociology of Conflict and War
SOC-UA 472  No prerequisites, but is intended for students in their third or fourth year with some background in the humanities and the social sciences. Offered every other year. Corradi. 4 points.
Studies the premise that war is much more than a means to an end (a rational, if very brutal, activity intended to serve the interests of one group by destroying those who oppose that group). Empirical evidence suggests that war exercises a powerful fascination that has its greatest impact on participants but is by no means limited to them. Places war in the larger map of social conflict, to examine both the persistence of warfare and its historical transformations, and to interpret the cultures of war that have grown around its fatal attraction.

Education, Art, Religion, Culture, and Science
Education and Society
SOC-UA 415  Prerequisite: Introduction to Sociology (SOC-UA 1) recommended but not required. Offered every two years. Arum. 4 points.
Examines the relationship between education and other societal institutions in America and other nations. Considers such educational ideas as IQ, merit, curriculum, tracking, and learning, as well as the bureaucratic organization of education as sociologically problematic. Analyzes the role of teachers, their expectations, and how they interact with students—particularly those of different social genders, classes, and ethnic groups.
Sociology of Music, Art, and Literature
SOC-UA 433 Offered every two years. Corradi, Ertman. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

Urban Communities, Population, and Ecology

Social Policy in Modern Societies
SOC-UA 313 4 points.
See description under “social policy and social problems,” below.

Sociology of Medicine
SOC-UA 414 Offered every two years. Jennings. 4 points.
Why do health and illness vary by class and race? Do early life experiences affect one’s chances of having a heart attack as an adult? How large a role does health care play in influencing health disparities? How has the profession of medicine changed over time? How can we improve the quality of health care that hospitals provide? Utilizes a case-based approach.

Immigration
SOC-UA 452 Offered every two years. Jasso. 4 points.
After a brief historical study of immigration trends, focuses on the causes and processes of contemporary international migration; the economic incorporation of new immigrants into the U.S. economy; the participation and impact of immigrants on the political process; the formulation and practice of immigration law; intergroup relations between immigrants and native-born Americans; and the construction of new racial, ethnic, class, gender, and sexual identities.

Cities, Communities, and Urban Life
SOC-UA 460 Identical to SCA-UA 760. Offered every year. Horowitz, Klienenberg, Molotch. 4 points.
Introduction to urban sociology. Historical development of American cities and theories about cities. Ongoing processes of urban community life. Are cities sites of individual opportunity and rich communal life, or are they sources of individual pathology and community decline? What social, economic, and political factors promote one outcome or the other? How do different groups fare in the urban context, and why?

Comparative Sociology

Comparative Modern Societies
SOC-UA 133 Offered every two years. Chibber, Corradi, Ertman, Haney. 4 points.
The theory and methodology of the study of modern societies and their major components. Examines several modern societies with different cultural backgrounds as case studies. Attempts to synthesize sociologically the nature of modernity and its implications for the individual, his or her society, and the world.

Social Change
SOC-UA 141 Offered every two years. Corradi, Hout. 4 points.
Concepts and data tools for the study of social change with an emphasis on the United States. Covers both substance and methods; students’ projects apply what they have learned to public data on social change. Themes include the search for evidence, integrating theory and evidence, and using social science tools for analyzing change.

Social Policy and Social Problems

Social Policy in Modern Societies
SOC-UA 313 Offered every two years. Haney, Heyns. 4 points.
Examination of the controversies and research concerning the development of welfare states and public social provision. Special attention to the U.S. public social spending system, in historical and comparative perspective. Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies.

Contemporary Social Problems
SOC-UA 510 Offered every two years. Chibber, Dixon. 4 points.
Examination of some of the public problems Americans face today, as well as the tools we have for recognizing and attempting to solve them. Aims to create knowledgeable, critical citizens capable of understanding and contributing to public debates. Examines the political, economic, and cultural structures that generate and shape social problems.

Seminars
The Department of Sociology offers a number of seminars each semester. These seminars, with regular and visiting faculty, cover a wide range of topics. Recent seminar topics have included sociology and
science fiction; American families in transition; gender, politics, and law; the welfare state; the sociology of childhood; human nature and social institutions; explaining September 11; and many others. Please consult the department for the seminars offered each semester.

**Advanced Seminar in Sociology**
SOC-UA 934 to SOC-UA 949  Prerequisites: junior standing and three courses in sociology, including Introduction to Sociology (SOC-UA 1), or written permission of the instructor. 4 points.
Please consult the department for current content.

**Senior Honors Research Seminar**
SOC-UA 950, 951  Required for all honors students. Offered in fall and spring respectively. 4 points per term.
Assists students in researching, designing, and completing senior thesis projects and finding appropriate faculty advisers.

**Topics Course**
**Topics in Sociology**
SOC-UA 970, 971  Variable content. Offered every year. 4 points per term.

**Independent Study**
**Independent Study**
SOC-UA 997, 998  Prerequisite: permission of the department. 2 or 4 points per term.
Intensive research under the supervision of a department faculty member.

**Graduate Courses Open to Undergraduates**
Under special circumstances, courses offered in the sociology graduate program are open to qualified sociology majors with the permission of the instructor.
MINOR IN

South Asian Studies

The minor in South Asian studies, which is administered by the Department of History, provides students with a broad comparative perspective on South Asia and the opportunity for greater concentration on a specific topic of interest or geographical locale. There is a wide range of options. Students might choose, for instance, to study a language and its literature, explore aspects of the colonial and postcolonial histories of South Asia, investigate the art and architecture of the region, explore contemporary political dynamics, analyze literary forms and cinema, or track the South Asian diaspora. The course of study encompasses a range of disciplines, including anthropology, art history, history, literature, political science, and two modern languages (Hindi and Urdu). Through a consortial exchange program with Columbia University, students may also study one of the region’s many modern or classical languages.

PROGRAM

The minor in South Asian studies requires the completion of four 4-point courses (16 points) chosen in close consultation with the South Asian studies faculty adviser. Students can pursue three broad areas of concentration:

**Track A: Language and Literature**
This track provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence in either Hindi or Urdu, which cannot also be used to satisfy the CAS foreign language requirement.

**Track B: History, Culture, and Politics**
This track fosters a broad interdisciplinary perspective on South Asia. All four courses must be non-language courses. At least two of these courses must be above the introductory level in their respective disciplines.

**Track C: Culture and Language**
This track combines Tracks A and B. Students must take two language courses at the intermediate level (provided that these courses are not also used to satisfy the CAS foreign language requirement) or advanced level, plus two non-language South Asian studies courses.

**Notes on the Minor**
One College Core Curriculum Cultures and Contexts course on South Asia may be counted toward the non-language minor requirement (in Track B and C).

The South Asian studies faculty adviser will determine the eligibility of courses taught by NYU South Asian faculty which are not currently on the minor course list. One course taken in a study away program or in an institution that is not part of an NYU exchange can be counted, with the adviser’s approval, after examining the syllabus and other documents related to that course, which students must provide.

Transfer students may be permitted to apply up to two transfer courses toward the minor, if such courses are reviewed and approved by the minor adviser.

COURSES

Please note that this list is subject to change, and course offerings may vary by semester.

**COLLEGE OF ARTS AND SCIENCE**

**Anthropology**

**Anthropology of South Asia**
ANTH-UA 104 4 points.

**Art History**

**South Asian Art I: Indus Valley to 1200**
ARTH-UA 530 4 points.
MINOR IN SOUTH ASIAN STUDIES

South Asian Art II: 1200 to the Present
ARTH-UA 531 4 points.

Painting Traditions of South Asia, Past to Present
ARTH-UA 550 4 points.

Cinema Studies
Indian Cinemas
CINE-UT 105 4 points.

College Core Curriculum
Cultures and Contexts: South Asia
CORE-UA 503 4 points.
Cultures and Contexts: India
CORE-UA 516 4 points.

English
Post-Colonial Writers
ENGL-UA 708 4 points.

South Asian Literature in English
ENGL-UA 721 4 points.

History
Topics in South Asian History
HIST-UA 175 4 points.

Global Asia
HIST-UA 533 4 points.

Colonialism and Decolonization
HIST-UA 569 4 points.

Middle Eastern and Islamic Studies I:
Language, Literature, and Culture
Courses at NYU
Elementary Urdu I and II
MEIS-UA 301/302 4 points.
Intermediate Urdu I and II
MEIS-UA 303/304 4 points.
Elementary Hindi I and II
MEIS-UA 405/406 4 points.
Intermediate Hindi I and II
MEIS-UA 407/408 4 points.
Advanced Hindi I and II
MEIS-UA 409/410 4 points.

What Is Islam?
MEIS-UA 691 4 points.

Modern South Asian Literature
MEIS-UA 717 4 points.
Introduction to Ancient Indian Literature
MEIS-UA 718 4 points.

Seminar: Women and Islamic Law
MEIS-UA 783 4 points.

The Sufis: Mystics of Islam
MEIS-UA 863 4 points.

Middle Eastern and Islamic Studies II:
Language Courses through Consortium with Columbia University
Elementary/Intermediate Punjabi I and II
MEIS-UA 422 through MEIS-UA 425 4 points.
Elementary/Intermediate Bengali I and II
MEIS-UA 426 through MEIS-UA 429 4 points.
Elementary/Intermediate Tamil I and II
MEIS-UA 430 through MEIS-UA 433 4 points.

Politics
Comparative Politics of South Asia
POL-UA 562 4 points.

Religious Studies
Religions of India
RELST-UA 337 4 points.

Topics in Religious Studies: Yoga and Tantra in History and Today
RELST-UA 650 4 points.

Introduction to Buddhism
RELST-UA 832 4 points.

Social and Cultural Analysis
History and Literatures of the South Asian Diaspora
SCA-UA 313 4 points.

Theories of Gender and Sexuality
SCA-UA 472 4 points.

GALLATIN SCHOOL OF
INDIVIDUALIZED STUDY
The Invisible Economies of Being: Poverty in the Non-West
FIRST-UG 394 4 points.

Ancient Indian Literature
IDSEM-UG 1266 4 points.

South Asian Writers
IDSEM-UG 1335 4 points.

LIBERAL STUDIES
South Asian Cultures
SAGC-UF 1001 Once matriculated in CAS, students may not take Liberal Studies courses. 4 points.
The department boasts one of the most prestigious and innovative programs in the country. It offers robust training in Spanish or Portuguese language combined with the interdisciplinary study of culture, emphasizing transcultural critical engagement with literature, art, film, performance, and philosophy from Spain, Latin America, and Latino/a migrant cultures around the world. The program teaches Spanish as both a global and local language: learning Spanish allows students to be lively interlocutors with Spanish speakers abroad, or with those here at home in New York City. The department offers the following majors: Spanish and Latin American literatures and cultures, Luso-Brazilian language and literature, Latin American studies, Iberian studies, Romance languages, and Spanish and linguistics. Minors are offered in Spanish, Portuguese, Latin American studies, and Iberian studies. An honors program for qualified students culminates in the writing of an honors thesis during the student’s senior year. Students majoring in the department are encouraged to study away at NYU Madrid or NYU Buenos Aires. Students benefit from the department’s frequent collaboration with NYU’s Center for Latin American and Caribbean Studies, the King Juan Carlos I of Spain Center, and the Hemispheric Institute of Performance and Politics. In addition, the program offers a variety of for-credit internships that prepare students for their careers. Students can also take advantage of a number of unique New York City resources, such as the Instituto Cervantes, the Hispanic Society of America, the Museo del Barrio, and the Repertorio Español.
Program in Spanish

MAJOR

Students may complete one of five majors: Spanish and Latin American literatures and cultures; Latin American studies; Iberian studies; Romance languages; and Spanish and linguistics. Students must discuss and plan their program of study with the director of undergraduate studies. Transfer students must complete at least five 4-point courses (20 points) toward the major in residence at New York University.

Spanish and Latin American Literatures and Cultures

This major comprises nine 4-point courses (36 points) beyond the intermediate level, four of which are required (students may use Advanced Placement Spanish Literature as credits toward the major; entry level depends on level of student):

- Advanced Grammar and Composition (SPAN-UA 100)
- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- The Iberian Atlantic (SPAN-UA 300)
- Either Cultural History of Latin America (SPAN-UA 305) or Cultural History of Spain (SPAN-UA 310)

The remaining five courses are advanced electives in Spanish or Latin American cultural and literary studies. Students may substitute one of these electives with one advanced language elective. Individual programs of study should be planned with and approved by the director of undergraduate studies.

Latin American Studies

This major comprises nine 4-point courses (36 points) drawing on both offerings in this department and courses related to Latin America or Latino studies offered in other departments throughout the University, including anthropology, art history, cinema studies, comparative literature, economics, history, performance studies, politics, social and cultural analysis, and sociology.

The major requires two foundation courses and seven electives, as follows:

- The Iberian Atlantic (SPAN-UA 300)
- One introductory course on Latin America chosen from:
  - Cultural History of Latin America (SPAN-UA 305)
  - Cultures and Contexts: The Caribbean (CORE-UA 509)
  - Cultures and Contexts: Latin America (CORE-UA 515)
- Seven electives pertinent to the study of Latin America, drawn from departments across the University and chosen in consultation with the director of undergraduate studies.

In addition, students are required to demonstrate knowledge of Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100), as well as knowledge of either Portuguese (at the level of PORT-UA 10 or PORT-UA 11) or Quechua (at the level of SPAN-UA 81).

Individual programs of study should be planned with and approved by the director of undergraduate studies. For further details, see the Latin American studies section of this Bulletin.

Iberian Studies

This major comprises nine 4-point courses (36 points) drawing on both offerings in this department and courses related to Spain and/or Portugal from the early modern period to the present offered in other programs or departments throughout the University, including anthropology, cinema studies, comparative literature, European studies, history, medieval and Renaissance studies, and religious studies.

The major requires three foundation courses and six electives. The foundation courses are as follows:

- Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200)
- The Iberian Atlantic (SPAN-UA 300)
- Cultural History of Spain (SPAN-UA 310)

The six electives must be pertinent to the study of Spain and/or Portugal and are drawn from departments across the University. Students may substitute one advanced elective with one language course in Portuguese.
(PORT-UA 10, 11) or in another language of importance to the region, such as Catalan, Gallego, Basque/Euskara, Hebrew, Latin, and Arabic, or any advanced course in Portuguese. Individual programs of study should be planned with and approved by the director of undergraduate studies.

**Romance Languages**

See the Romance languages section of this Bulletin for details and requirements.

**Spanish and Linguistics**

This joint major requires a total of ten 4-point courses (40 points). Students choose five 4-point courses (20 points) in Spanish with the advice of the director of undergraduate studies, consisting of Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200), and four more advanced courses. They have the option of applying one advanced conversation course toward the major. Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the major; this course (or equivalent, or placement) is a prerequisite for entering the major.

In the Department of Linguistics, students must take the following five 4-point courses (20 points):

- One introductory course chosen from Language (LING-UA 1) or Language and Mind (LING-UA 3, formerly 28)
- Sound and Language (LING-UA 11)
- Grammatical Analysis (LING-UA 13)
- A total of two additional courses from two different fields of linguistics, chosen from the following:
  - Historical linguistics (LING-UA 14, LING-UA 17, LING-UA 76)
  - Sociolinguistics (LING-UA 15, LING-UA 18, LING-UA 30, LING-UA 38)
  - Phonology (LING-UA 12)
  - Semantics (LING-UA 4)
  - Computational linguistics (LING-UA 3, LING-UA 24)
  - Psycholinguistics (LING-UA 5, LING-UA 43, LING-UA 54)

**MINOR**

Students may complete a minor in Spanish by pursuing one of five minor tracks. All students who wish to minor in Spanish must register with the department.

**Spanish**

A minor consists of five 4-point courses (20 points) above the intermediate level. The five courses must include Advanced Grammar and Composition (SPAN-UA 100) and Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). The remaining three courses are determined in consultation with the director of undergraduate studies. They may include one advanced language elective; the others must be culture or literature courses.

**Latin American Studies**

This interdisciplinary minor offers students the opportunity to incorporate an interest in Latin America into their overall course of study. The minor consists of five courses (20 points) on Latin America, drawn from the Department of Spanish and Portuguese and/or other departments across the university. Students must take one introductory course chosen from Cultural History of Latin America (SPAN-UA 305), Cultures and Contexts: The Caribbean (CORE-UA 509), or Cultures and Contexts: Latin America (CORE-UA 515); they choose four additional courses in consultation with the director of undergraduate studies. In addition, students must demonstrate proficiency in Spanish, Portuguese, or Quechua, demonstrated by the following: Advanced Grammar and Composition (SPAN-UA 100), Advanced Portuguese (any course above PORT-UA 200), or one semester of Quechua (SPAN-UA 83). Language courses do not count toward the minor.

**Iberian Studies**

This interdisciplinary minor offers students the opportunity to incorporate an interest in Spain and/or Portugal into their overall course of study. The minor consists of five courses (20 points) on Spain and/or Portugal, drawn from the Department of Spanish and Portuguese and/or other departments across the university. Students must
take either Cultural History of Spain (SPAN-UA 310) or Cultures and Contexts: Spain (CORE-UA 544); they choose four additional courses in consultation with the director of undergraduate studies. Students must demonstrate proficiency in Spanish at the level of Advanced Grammar and Composition (SPAN-UA 100). Language courses and advanced language electives do not count toward the 20 points required for the minor.

**Creative Writing in Spanish (CWS)**
A minor consists of four 4-point courses (16 points), which must include Introduction to Creative Writing in Spanish (SPAN-UA 225), Advanced Poetry Workshop in Spanish (SPAN-UA 320), and Advanced Fiction and Non-Fiction Workshop in Spanish (SPAN-UA 325); the fourth course can be either Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200, which is a prerequisite for all CWS courses) or one other advanced course focused on literature or culture and conducted in Spanish. Note that Advanced Grammar and Composition (SPAN-UA 100) does not count toward the minor; this course (or equivalent, or placement) is a prerequisite for entering the minor.

**Honors Program**

**Eligibility**
To qualify for the honors program in the department, students must maintain at least a 3.65 general average and a 3.65 major average. During their senior year, students register for the Senior Honors Seminar (SPAN-UA 995) in the fall and then enroll in the Honors Thesis Seminar (SPAN-UA 996) the following spring, thus completing a yearlong colloquium for thesis writers. The honors thesis is an extended research paper written on a topic of the student’s choice related to his or her course of study and directed by a faculty adviser. The two-semester honors seminar sequence guides students through the process of researching and writing the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and web-based research, properly documenting sources, and developing research and writing methods for graduate- or professional-level study. Students interested in pursuing the honors program should consult with the director of undergraduate studies in the second semester of their junior year.

**Requirements**
Completion or simultaneous completion of the major requirements; successful completion of the two senior-year honors seminars; an honors thesis; and an oral presentation on the honors thesis and its bibliography. For general requirements, please see honors and awards in this Bulletin.

---

**COURSES**

**Portuguese**

**LANGUAGE COURSES**
Elementary-level courses stress the structures and patterns that permit meaningful communication in and outside the classroom. Intermediate-level courses aim to promote fluency in speaking, as well as proficiency in reading and writing. Both include readings and discussions of Portuguese and Brazilian texts, film, and other media. Successful completion of Intermediate Portuguese II (PORT-UA 4) fulfills the College Core Curriculum language requirement.

**Portuguese for Beginners Level I, II**
PORT-UA 1, 2  PORT-UA 1 is open to students with no previous training in Portuguese and no knowledge of Spanish, and to others on assignment by placement test. Prerequisite for PORT-UA 2: PORT-UA 1 or placement test. 4 points per course.

**Intensive Elementary Portuguese**
PORT-UA 10  Open to students with no previous training in Portuguese and no knowledge of Spanish and to others on assignment by placement test. 6 points. Covers the equivalent of PORT-UA 1 and 2 in one semester.

**Intensive Elementary Portuguese for Spanish Speakers**
PORT-UA 11  Prerequisite: native or near-native fluency in Spanish. 4 points. Accelerated introduction to spoken and written Portuguese that relies on the similarities of the
Portuguese and Spanish languages to maximize learning and language acquisition.

**Intermediate Portuguese I**
PORT-UA 3  Prerequisite: Intensive Elementary Portuguese (PORT-UA 10), or Intensive Elementary Portuguese for Spanish Speakers (PORT-UA 11), or Portuguese for Beginners Level II (PORT-UA 2), or assignment by placement test, or permission of the director of undergraduate studies. 4 points.
Continuation of PORT-UA 10 (or 11) and PORT-UA 2.

**Intermediate Portuguese II**
PORT-UA 4  Prerequisite: Intermediate Portuguese I (PORT-UA 3), assignment by placement, or permission of the director of undergraduate studies. 4 points.
Continuation of PORT-UA 3. Satisfies the Core language requirement.

**BRAZILIAN AND PORTUGUESE STUDIES COURSES**

When taught in Portuguese, the following courses have as a prerequisite Intermediate Portuguese II (PORT-UA 4) or the permission of the director of undergraduate studies.

**Topics in Brazil Studies**
PORT-UA 700, 701  4 points.
Topics vary. Focused on Brazilian culture, society, and/or arts and the relationship between them.

**Fiction into Film: Brazilian Novels and their Screen Adaptations**
PORT-UA 702  When cross-listed with Spanish, also carries the number SPAN-UA 702. Offered every other year. 4 points.
Focused on the adaptation of novels into film. Provides an introduction to Brazilian literature (including the work of Machado de Assis, Graciliano Ramos, Mario de Andrade, João Guimarães Rosa, Clarice Lispector, Chico Buarque de Hollanda, Paulo Lins) and to the rich tradition of Brazilian film (from Cinema Novo of the 1960s to its legacy and revision in contemporary film-making). Invites students to reflect on the theoretical and technical dimensions of adapting fiction to film. Conducted in Portuguese.

**Narrating Poverty in Brazilian Literature and Film**
PORT-UA 704  When cross-listed with Spanish, also carries the number SPAN-UA 706. Offered every other year. 4 points.

Literary works in various genres (novels, autobiography, short stories) and Brazilian films (Cinema Novo and after, including documentaries) that narrate the experience of poverty. Explores the politics and poetics of representing scarcity and deprivation in texts by Graciliano Ramos, Carolina Maria de Jesus, Clarice Lispector, Rubem Fonseca, and Patricia Melo and in a range of films including *Barren Lives*, *The Scavengers*, *The Hour of the Star*, *Pixote*, *Bus 174*, *City of God*, *Bahilônia 2000*, and *Black Orpheus*.

**The New Brazilian Documentary**
PORT-UA 706  When cross-listed with Spanish, also carries the number SPAN-UA 706. Offered every other year. 4 points.
Brazilian documentary film-making and critical thinking about this genre from the 1990s to the present. Explores such issues as the uses of fact and fiction and the blurring of lines between them; ethical concerns about the use of other people's images and words; and the construction of layered and complex images of Brazil.

**Modern Brazilian Fiction**
PORT-UA 821  When conducted in English, this course is numbered PORT-UA 820. Offered every other year. 4 points.
Introduction to the fiction of 19th- and 20th-century Brazil. Studies the development of a national literature within the broader context of cultural and literary history.

**The Brazilian Short Story**
PORT-UA 830  Offered periodically. 4 points.
Examines formal aspects of the Brazilian short story while developing skills in written and spoken Portuguese. Authors include Machado de Assis, Lima Barreto, Mário de Andrade, João Guimarães Rosa, Clarice Lispector, Rubem Fonseca, and João Gilberto Noll.

**Topics in Brazil Studies**
PORT-UA 850  When taught in English, carries the number PORT-UA 851. Offered every year. 4 points.
Topics vary. Focused on Brazilian culture, society, and/or arts and the relationship between these. Recent topics include Brazilian architecture, the Amazon, and Brazilian poetry and song.

**Independent Study**
PORT-UA 997, 998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered every semester. 2 or 4 points per term.
Spanish Language Courses

Placement in Spanish Language Courses

The placement of students in Spanish language and literature courses is explained under "placement examinations" in the academic policies section of this Bulletin, as well as on the website of the Department of Spanish and Portuguese. To enroll in a Spanish language course, students must have taken the SAT Subject Test in Spanish, have advanced standing credit for Advanced Placement, International Baccalaureate, A Levels, or equivalent, or have taken the placement examination administered by the University. Students from a Spanish-speaking background who wish to study the language may not enroll in any level of Spanish for Beginners (SPAN-UA 1, SPAN-UA 2, and SPAN-UA 10) or Intermediate Spanish (SPAN-UA 3, SPAN-UA 4, and SPAN-UA 20), but must instead enroll in Spanish for Spanish Speakers (SPAN-UA 11) or Advanced Spanish for Spanish Speakers (SPAN-UA 111) after taking a written placement test in the department.

Fulfillment of College Core Curriculum Language Requirement

Successful completion of Intermediate Spanish II (SPAN-UA 4) or Intensive Intermediate Spanish (SPAN-UA 20) satisfies the Core language requirement. Students from Spanish-speaking backgrounds should instead complete successfully either Spanish for Spanish Speakers (SPAN-UA 11) or Advanced Spanish for Spanish Speakers (SPAN-UA 111).

Admission to Courses beyond Intermediate Spanish

Intermediate Spanish

Students who have completed Intermediate Spanish I and II (SPAN-UA 3 and SPAN-UA 4) or Intensive Intermediate Spanish (SPAN-UA 20) must take Advanced Grammar and Composition (SPAN-UA 100) as a prerequisite for upper-level courses.

Spanish for Beginners I

SPAN-UA 1 Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.

Designed to teach the elements of Spanish grammar and language structure using primarily a proficiency approach involving listening, speaking, reading and writing. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. After completion of this course, students take SPAN-UA 2.

Spanish for Beginners II

SPAN-UA 2 Prerequisite: Spanish for Beginners I (SPAN-UA 1) or placement. Continuation of SPAN-UA 1. 4 points.

Focus is on the basic elements of Spanish grammar not covered in SPAN-UA 1. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom. After completion of this course, students take SPAN-UA 3. Students with a B-plus or higher may enroll in Intensive Intermediate Spanish (SPAN-UA 20).

Intermediate Spanish I

SPAN-UA 3 Prerequisite: Spanish for Beginners II (SPAN-UA 2), Intensive Elementary Spanish (SPAN-UA 10), or placement. 4 points.

Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take SPAN-UA 4.

Intermediate Spanish II

SPAN-UA 4 Prerequisite: Intermediate Spanish I (SPAN-UA 3) or placement. Continuation of SPAN-UA 3. 4 points.

Promotes proficiency in reading and writing as well as oral performance. It focuses on aspects of Spanish grammar, language structure, and culture not covered in SPAN-UA 3. These include readings and discussions of contemporary Hispanic texts and a review of major grammatical concepts. Fulfills the Core foreign language requirement.

Intensive Elementary Spanish

SPAN-UA 10 Open to students with some previous training in Spanish or another Romance language (one year of high school Spanish or the equivalent, or two years of high school French, Italian, or Latin) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. 6 points.

Covers the equivalent of one year of Elementary Spanish (SPAN-UA 1 and SPAN-UA 2) in one semester. Students with a final grade of B-plus or better in SPAN-UA 10 may enroll in SPAN-UA 20. Other students may enroll in SPAN-UA 3.

Spanish for Spanish Speakers

SPAN-UA 11 Prerequisite: permission of the director of the Spanish language program. Offered every semester. 4 points.

A formal introduction to Spanish grammar designed for heritage speakers who understand spoken
Spanish but need to further develop their speaking, reading, and writing skills. In addition to grammar and vocabulary review, incorporates cultural and literary readings in Spanish to develop written and oral communication skills. Fulfills the Core foreign language requirement.

**Intensive Intermediate Spanish**
SPAN-UA 20  Prerequisite: Intensive Elementary Spanish (SPAN-UA 10), Spanish for Beginners II (SPAN-UA 2) with a final grade of B-plus or better, or permission of the director of the Spanish language program. 6 points.
Promotes proficiency in reading and writing as well as oral performance. Covers the equivalent of one year of Intermediate Spanish (SPAN-UA 3 and SPAN-UA 4) in one semester. Fulfills the Core foreign language requirement.

**QUECHUA LANGUAGE COURSES**
Quechua is the most important and widely spoken indigenous language in Latin America. Increasing numbers of Quechua speakers have migrated to Spain, Italy, and the United States (especially to New Jersey and New York City). The goal in the four-course sequence is effective communication in Quechua, which is emphasized in all of the classroom activities. The approach uses all four language skills: listening, speaking, reading, and writing. Successful completion of Intermediate Quechua II (SPAN-UA 84) fulfills the College Core Curriculum language requirement.

**Beginning Quechua I**
SPAN-UA 81  No prerequisite. 4 points.

**Beginning Quechua II**
SPAN-UA 82  Prerequisite: Beginning Quechua I (SPAN-UA 81) or permission of the instructor. 4 points.
Continuation of SPAN-UA 81.

**Intermediate Quechua I**
SPAN-UA 83  Prerequisite: Beginning Quechua II (SPAN-UA 82) or permission of the instructor. 4 points.
Provides students with a deeper understanding of the Quechua language.

**Intermediate Quechua II**
SPAN-UA 84  Prerequisite: Intermediate Quechua I (SPAN-UA 83) or permission of the instructor. 4 points.
Continuation of SPAN-UA 84. Completion of Intermediate Quechua II satisfies the Core foreign language requirement.

**ADVANCED SPANISH LANGUAGE**

**Advanced Grammar and Composition**
SPAN-UA 100  Prerequisite: Intermediate Spanish II (SPAN-UA 4), Intensive Intermediate Spanish (SPAN-UA 20), or permission of the director of the Spanish language program. For non-native speakers only. Native or quasi-native Spanish speakers should register for SPAN-UA 111. Offered every semester. 4 points.

**Advanced Spanish for Spanish-Speaking Students**
SPAN-UA 111  Prerequisite: Spanish for Spanish Speakers (SPAN-UA 11) or permission of the director of Spanish language program. Offered every semester. 4 points.
For native and quasi-native speakers of Spanish with uneven formal training in the language.

**ADVANCED SPANISH LANGUAGE ELECTIVES**

**Advanced Spanish Conversation**
SPAN-UA 101  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered every semester. 4 points.
Intensive work in spoken Spanish, designed to give the student fluency in the use of idiomatic, everyday language as well as a comprehensive, practical vocabulary. For non-native speakers only.

**Advanced Spanish Conversation for the Medical Professions**
SPAN-UA 102  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or equivalent, or permission of the director of Spanish language program. Offered periodically. 4 points.
Designed to expand students’ speaking skills beyond the practical, day-to-day language functions. The goal is a more complex and technical proficiency in Spanish in a medical context, through the practice of pronunciation, vocabulary, idioms, and linguistic structures. For non-native speakers only.

**Techniques of Translation**
SPAN-UA 110  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered in the fall. 4 points.
Theory and practice of translation through comparison of Spanish and English grammar, syntax, and style.
Topics in Advanced Language  
SPAN-UA 190  Workshop and/or seminar.  
Prerequisite: Advanced Grammar and Composition (SPAN-UA 100). Offered periodically. 2-4 points.  
Topics in advanced language study. Varies by semester and instructor, but may include Spanish for the professions (Spanish for law, business, and medicine) or advanced topics in the practical use of the language (public speaking, Spanish for research).  
See department for specific course offerings.

Introduction to Creative Writing in Spanish  
SPAN-UA 225  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every semester. 4 points.  
Students reflect on the creative process while developing their own writing. Students read exemplary poems and short stories by Latin American and Spanish authors, and expand writing skills through related exercises.

Advanced Poetry Workshop in Spanish  
SPAN-UA 320  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.  
Students refine their skills in poetry writing through collaborative work and individual guidance from the instructor, and through close reading of individual poems, excerpts from poetry collections, and complete books of poems written by contemporary Latin American and Spanish poets.

Advanced Fiction and Nonfiction Workshop in Spanish  
SPAN-UA 325  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200) or permission of the instructor. Offered every other semester. 4 points.  
Students refine their skills in fiction and nonfiction writing through close reading of short stories, a novella, and personal essays and excerpts from testimonies and autobiographies written by contemporary Latin American and Spanish authors. Fiction and nonfiction prose are studied side by side, to analyze specific techniques and structures of each particular form.

SPANISH: FOUNDATION COURSES

Critical Approaches to Textual and Cultural Analysis  
SPAN-UA 200  Prerequisite: Advanced Grammar and Composition (SPAN-UA 100) or equivalent. Taught in Spanish. Offered every semester. 4 points.  
Introduction to literary and cultural analysis through close reading of and writing about texts from Spain and Spanish America.

The Iberian Atlantic  
SPAN-UA 300  Taught in English, with one recitation available in Spanish. Offered once a year, typically in the fall. 4 points.  
Explores the Iberian Atlantic world, from Islamic Spain and indigenous America to the era of Spanish and Portuguese conquest and colonization, to understand how the Iberian Peninsula, Western Africa, and the Americas were tied to one another in a vast oceanic inter-culture.

Cultural History of Latin America  
SPAN-UA 305  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Taught in Spanish. Offered once a year, typically in the fall. 4 points.  
Provides an introduction to the making of modern Latin America through the study of key cultural practices in literature, visual art, film, and performance from the 19th century to the present. Organized around key concepts, which may vary by semester and by instructor.

Cultural History of Spain  
SPAN-UA 310  Prerequisite: Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200). Taught in Spanish. Offered once a year, typically in the spring. 4 points.  
Provides an introduction to the making of modern Spain through the study of key cultural practices in literature, visual art, film, and performance from the 19th century to the present. Organized around key concepts, which may vary by semester and by instructor.

SPANISH: ADVANCED COURSES

When the following courses are taught in Spanish, they carry as a prerequisite Critical Approaches to Textual and Cultural Analysis (SPAN-UA 200).

Chronicles and Travel Literature of the Colonial World  
SPAN-UA 273  Identical to MEDI-UA 273. Offered periodically. 4 points.
Chronicles of the encounter between Spain and non-European cultures. Diaries and memoirs of explorers and travelers such as Columbus, Bernal Díaz de Castillo, el Inca Garcilaso, and Cabeza de Vaca.

Reading Realism: La Regenta
SPAN-UA 308 Conducted in Spanish. Offered periodically. 4 points.
Focuses on the Spanish realist novel La Regenta by Leopoldo Alas (1885-1885), a tale of female adultery and a classic of world literature. Approaches this very long text (approximately 700 pages) in manageable sections and explores related issues in realism and 19th-century Spanish culture. Alongside the novel, viewing of the television adaptation (1994-1995) directed by Fernando Méndez-Leite for Spanish state television.

Islam in Spain
SPAN-UA 333 Offered periodically. 4 points.
Explores the key role Spain has played in the relationship between Islam and the West and the mutual influences between Spain and Morocco, from Al-Andalus (the Islamic state in the Iberian Peninsula in the medieval period) to the present. Considers Spanish colonization and de-colonization in Morocco and present-day immigrant communities from Morocco.

Is Spanish One Language?
SPAN-UA 355 Offered every year. 4 points.
Familiarizes students with the historical, geographical, ethnic, and sociolinguistic factors that contributed to the large variety of Spanish dialects spoken in the Americas. Why do people in Costa Rica speak like those in Uruguay and not like their neighbors in Panama? Why do Colombians have a different vocabulary in Bogotá and in Cartagena de Indias? Surveys the wide variations of Castilian in the Americas, a language that was itself subject to drastic changes since its evolution from Latin roots.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
SPAN-UA 370 Offered periodically. 4 points.
Texts from the Aztec, Inca, and Maya civilizations as expressions of their society, religion, and relationship with nature, as well as reflections of a highly developed aesthetic sensibility.

Cervantes
SPAN-UA 371 Identical to MEDI-UA 335. Offered every other year. 4 points.
Close readings of the principal prose works, particularly Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, and the Morisco expulsion.

Theatre and Poetry of the Spanish Golden Age
SPAN-UA 421 Offered every other year. 4 points.
Selected texts from 16th- and 17th-century Spain (traditionally considered the Golden Age of Spanish art and literature), read in the context of Counter-Reformation culture and Spain’s changing place in early modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora. May focus on theatre or poetry (or both).

History of Spanish Art from 1890 to the Present
SPAN-UA 426 When taught in English, carries the course number SPAN-UA 425. Offered every other year. 4 points.
Survey of the major artists, movements, and institutions that shaped Spanish art from the end of the 19th century to the end of the 20th, including Gaudí, Picasso, Miró, Buñuel, Dalí, Tàpies, Crónica, and Almodóvar. Themes include the reception of the European avant-garde; the debate between “pure” and “social” art; the use of history and myth in the construction of national artistic styles; center and periphery; and the role of academies, galleries, exhibitions, and cafés in the formation of artistic identities.

See It, Read It: Photography and Discourse in Latin America
SPAN-UA 440 Offered every other year. 4 points.
An analysis of photography in relation to writing. Explores the tension inherent in the photograph’s dual identity (historical document or work of art) through a study of the history of Latin American photography, and explores the impact of photography on writing through key texts that take photography as their main concern (but where no photographs appear) and texts that play on the page with the relationship between image and word.

Secret Weapons: Reading Julio Cortázar Today
SPAN-UA 441 Offered periodically. 4 points.
Compares Cortázar’s work with that of his contemporaries, establishing connections and influences among them, while at the same time studying the author’s manipulation of high and low culture.
through his involvement with photography, painting, jazz, boxing, almanacs, and music.

**Latin American Theatre**
SPAN-UA 460  When taught in English, carries the course number SPAN-UA 761. Offered every other year. 4 points.
An introduction to the history, theories, and practices of Latin American theatre in the twentieth and twenty-first centuries, paying special attention to special meanings of modernist and post-modernist dramatic forms in cultures where industrial modernity has been an insecure social context. We draw on postcolonial Latin American theories of culture and art, such as transculturation, anthropofagia, and the "aesthetics of hunger," and consider "magical realism" as a social poetics of scarcity, newly relevant for today's neoliberal regimes. Throughout, we consider the theatre in relation to the region's complex social, sexual, and cultural politics.

**Topics in Spanish American Literature and Culture**
SPAN-UA 550  When conducted in English, carries the course number SPAN-UA 551. Offered every semester. 4 points.
Recent topics include new borderlands in Latin America and Spain, cultures of the Mexican Revolution, myth and literature, Hispanic cities, Latin American film, intimacy and precariousness, performance and human rights in Latin America, and literature and animality.

**Transatlantic Avant-gardes: Sites of Modernity**
SPAN-UA 625  Offered every other year. 4 points.
A study of mobility, travel, and cultural transmission in the artistic and literary avant-gardes of the 20th century in Europe and the Americas, with a focus on those sites in which vibrant transatlantic exchange took place among artists and writers from Spain and Latin America.

**Intimacy and Precariousness: Problems of Contemporary Latin American Culture**
SPAN-UA 645  Conducted in Spanish. Offered every other semester. 4 points.
Organized around two axes that condense determining aspects of recent literary work in Latin America. (1) Writings of the "I": the relation between biography and fiction, between intimacy and public exhibition(ism), and new modes of constructing subjectivity are explored in texts by Fernando Vallejo, Roberto Bolaño, Alan Pauls, and Sylvia Molloy. (2) Figures of abandonment, of precariousness, and of disavowal that reflect (directly or obliquely) radical transformations of the political and of the relation between politics and literature are examined through texts by Rodolfo Fogwill, Mario Bellatín, and Martin Kohan, and films of Lucrecia Martel and Eduardo Coutinho.

**Modern Hispanic Cities**
SPAN-UA 650  Offered periodically. 4 points.
Using an interdisciplinary, multimedia, and comparative approach, examines various cities in the Spanish-speaking world and their physical, spatial, literary, musical, and imaginary constructions. Cities covered may include Mexico City, Havana, Lima, Buenos Aires, San Juan, Madrid, Barcelona, and New York.

**Topics in Brazil Studies**
SPAN-UA 700, 701  If taught in Portuguese, the prerequisite is Intermediate Portuguese (PORT-UA 4 or equivalent) or comparable language proficiency. 4 points.
Topics vary. Focused on Brazilian culture, society, and/or arts and the relationship between these. Recent topics include Brazilian architecture, the Amazon, and Brazilian poetry and song.

**Fictions of Power in Spain and Latin America**
SPAN-UA 732  Offered periodically. 4 points.
Topics vary. Details about the texts, authors, and films covered in any particular semester may be found on the department's website and in course descriptions available in the department.

**Literature and Film of the Cuban Revolution**
SPAN-UA 795  Offered every other year. 4 points.

**Topics in Peninsular Spanish Literature and Culture**
SPAN-UA 950  When conducted in English, carries the course number SPAN-UA 951. Offered every semester. 4 points.
Recent topics include culture and memory, experimental documentary from Spain, researching the Abraham Lincoln Brigades, Spanish romanticism, poetics and ethics, Spanish cultural studies, and nineteenth-century novels.
Cross-School Minors

Cross-school minors offer students the opportunity to develop specializations in a number of non-liberal arts fields through structured coursework taken at other NYU schools. These minors, which are open to all students in the College of Arts and Science, are either partly or wholly composed of courses from participating schools, such as the NYU Polytechnic School of Engineering; the Silver School of Social Work; the Steinhardt School of Culture, Education, and Human Development; the Stern School of Business; the Tisch School of the Arts; and the Wagner School of Public Service.

Students interested in pursuing a cross-school minor are encouraged to view minor requirements and to contact a minor representative with any questions. Minor curricula and contact information can be found on the NYU cross-school minors website (www.nyu.edu/cross-school-minors). For additional advising support, CAS students can contact the associate director for interschool programs in the College, or schedule an appointment with the associate director through the College Advising Center (Silver Center, Room 905, 212-998-8130).

With the exception of the cinema studies minor, all courses taken outside the College to complete cross-school minor requirements count toward the 16-point limit on course work in other divisions. Since many of these minors require 16 points of course work outside the College, students are strongly encouraged to develop their course of study in consultation with a CAS adviser. Courses taken within the College (with a “UA” suffix) to complete cross-school minor requirements will not count toward the 16-point limit. Students seeking additional non-CAS credits above the 16-point limit must file a petition in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

The minors offered by other NYU schools that are available to CAS students are listed on the NYU cross-school minors website (nyu.edu/cross-school-minors). For further information about the business studies, child and adolescent mental health studies, cinema studies, law and society, and science and society minors, please consult the relevant sections of this Bulletin.
Preprofessional, Accelerated, and Specialized Programs

THE ROBERT AND ELLEN SALANT PREHEALTH PROGRAM

The prehealth program in the College of Arts and Science is appropriate for any student who plans to apply to medical, dental, veterinary, osteopathic medical, optometry, podiatry, or other health professional schools. The prehealth program of study minimally requires completion of the following courses: Principles of Biology I and II (BIOL-UA 11, BIOL-UA 12); Principles of Biology Laboratory (BIOL-UA 123), for students not majoring in biology; General Chemistry I and Laboratory (CHEM-UA 125); General Chemistry II and Laboratory (CHEM-UA 126); Organic Chemistry I and Laboratory (CHEM-UA 225); Organic Chemistry II and Laboratory (CHEM-UA 226); General Physics I and II (PHYS-UA 11, 12); Writing the Essay (EXPOS-UA 100), plus one elective in English or expository writing; Calculus I (MATH-UA 121) or its equivalent; and Biochemistry I (CHEM-UA 881). Preparation for specific entrance exams may warrant the completion of additional coursework in the social sciences, specifically in the areas of psychology and sociology. Some professional schools may recommend or require additional courses, such as statistics, genetics, or microbiology.

While prehealth students should strive to earn the best grades possible, they must also keep in mind that schools of the health professions evaluate every aspect of a candidate's background when making admission decisions. Therefore, students are encouraged to pursue a major of heartfelt interest, to participate in extracurricular activities of their choosing, and to develop intellectual pursuits and hobbies outside their schoolwork.

Additionally, all prehealth students are very strongly encouraged to obtain work experience, whether as a paid employee or volunteer, in the area they would like to pursue. This practical experience allows students to make an intelligent and informed decision about whether or not they should pursue a career in the health professions. Admissions committees will see that the applicant is dedicated enough to learn about a particular profession, and has been exposed to both its benefits and its challenges.

The College's Preprofessional Advising Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) has developed an extensive evaluation process that culminates in a letter generated by the Committee on Evaluations to Schools of the Health Professions. Students preparing to apply to schools of the health professions participate in the committee interview process during the spring semester of their application year. Students are encouraged to keep in touch with preprofessional advising throughout their time at NYU so that they are aware of deadlines for the Committee process.

Students considering a career in the health professions are strongly urged to discuss their intentions with an academic adviser as early as possible. There is no "premed" major at the College, and the designation will not appear on a student's transcript. Students complete the relevant prehealth courses in tandem with their major, College Core Curriculum, and minor (if any) requirements, and it is this parallel structure that allows students to start or stop their prehealth coursework without impacting the completion of their degree.

While the Preprofessional Advising Center is located in the College of Arts and Science, preprofessional advisors frequently work with students from other NYU undergraduate divisions who wish to follow the prehealth curriculum. Very detailed information about the undergraduate experience as a prehealth student, about prerequisites for health professional schools, and about the committee interview and application process is available on the Preprofessional Advising Center website, http://prehealth.cas.nyu.edu.

ACCELERATED/JOINT PROGRAM IN PREHEALTH

B.A./D.D.S. Program

The B.A./D.D.S. program is a seven-year joint program between the College of Arts and Science and the College of Dentistry at New York University. It is designed for students who are certain that they would like to pursue a career in dentistry. Admission requirements include a minimum high school GPA of 3.5 and combined SAT scores of at least 1370. Students with a wide variety of intellectual pursuits and interests are encouraged to apply.

Students are admitted to the program as incoming freshmen and engage in academic studies and cocurricular activities that will prepare them for the dental school curriculum. They spend the first three years of the program at the College of Arts and Science, where they complete the College Core Curriculum, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall GPA of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the abbreviated biology major. Students are also expected...
to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.

During the fall of the third year, students in the B.A./D.D.S. program take the Dental Admission Test and make formal application to the College of Dentistry. Students enter the College of Dentistry in fall of the fourth year and must maintain matriculation in the College of Arts and Science during their first year of dental school. For the B.A. degree to be awarded, an official copy of the first-year dental school transcript and a statement from the College of Dentistry indicating promotion to the second year of dental studies is forwarded to the associate dean for advising and student services in the College of Arts and Science’s Office of the Dean.

**BARBARA AND EVAN CHESLER PRELAW PROGRAM**

The College endorses the position of the Association of American Law Schools that a single “best” preparation for law school cannot be recommended. As such, there is no prescribed prelaw curriculum, so prelaw students are free to choose from the wide variety of courses offered at the College of Arts and Science.

**Purpose of Prelaw Study**

While the College does not require prelaw students to follow a specific academic curriculum, it does advise enrolling in courses that require extensive reading, research, and writing. The College Core Curriculum is excellent preparation for prelaw students, as it offers a rigorous and multidisciplinary foundation for advanced study in the humanities, social sciences, and natural sciences. The honors programs offered by several departments provide opportunities to complete substantial writing projects during the junior and senior years. No matter which major a student chooses, law schools value a well-rounded liberal arts education, so students should select their electives wisely. For example, the precision of methodology and thought required of students in mathematics, computer science, logic, and the natural sciences will aid in the development of analytic skills, while a background in the behavioral sciences and the humanities (politics, economics, history, literature, philosophy, anthropology, and sociology) will offer a deeper understanding of human institutions and values, as well as opportunities for critical thinking and writing.

**Advising**

The staff of the College’s Preprofessional Advising Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160) can consult with students on general course selection, law school applications, and related issues. The office serves as a clearinghouse for dean’s certification forms, required by a number of law schools as part of their admissions process. The Lawyer Alumni Mentoring Program (LAMP) offers CAS students an opportunity to apply for one-on-one mentoring with experienced attorneys who are alumni of the College. Students should visit http://prelaw.cas.nyu.edu for more information.

**Other Prelaw-Related Activities**

The New York University School of Law, conveniently located across the Square from the College, sponsors many events open to the University community. The school’s proximity allows prelaw students to observe first-year law school classes and to meet and speak informally with students actively pursuing legal studies. The College and the Undergraduate Law Society also sponsor talks by guest speakers on law-related topics and field trips to courts and schools of law, and arrange for representatives from various law schools to visit the College for information sessions. In addition, the Wasserman Center administers sample Law School Admission Tests (LSAT) in the fall and spring of each year.

**ACCELERATED AND JOINT PROGRAMS LEADING TO GRADUATE OR SPECIALIZED DEGREES**

**Joint B.S./B.S. Program in Engineering**

Since the fall of 2010, the College’s dual degree program with the NYU Polytechnic School of Engineering has offered highly qualified and motivated students who are technically oriented the opportunity to pursue both a liberal arts program with a major in science and a traditional engineering program. The program is ideal for the student interested in science and engineering who is also eager for a liberal arts experience before entering an undergraduate engineering environment.

Upon completion of this five-year program, students receive both a B.S. degree from the College of Arts and Science and a B.S. degree from the NYU Polytechnic School of Engineering. Students are admitted to the program as incoming freshmen.

See the section on engineering in this Bulletin for details. For more information, students may consult the academic adviser for the dual B.S./B.S. program in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130).

**Accelerated Bachelor’s/Master’s Program (CAS and GSAS)**

The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students in many departments the opportunity to earn both the bachelor’s and master’s degrees in a shorter period of time and at less cost than is normally the case. Students may even be eligible to complete a master’s degree in a department different than that of their undergraduate major. Qualifying students are typically accepted towards the end of the sophomore year or during the junior year.
Students in the program must satisfy all requirements of both the bachelor's and master's degrees; there is no double-counting of courses. In order to complete the program in five years, students are expected to complete at least a quarter of the graduate courses required for the master's degree before earning the bachelor's. This would mean two graduate courses for a master's program consisting of eight courses, or three graduate courses for a program consisting of nine or more courses. If more credits, a significant thesis, or a capstone project is required for the master’s, students can accelerate more rapidly by taking additional graduate courses before they complete the bachelor's degree.

Students in CAS and Global Liberal Studies (GLS) may apply to the program once they have completed a minimum of three semesters toward the bachelor's degree (at least one semester in CAS is also required for transfer and transition students), and prior to their final two undergraduate semesters. To be eligible, students must have a minimum of two full semesters remaining in CAS or GLS during which they are still working towards completion of undergraduate requirements. Participating departments set minimum GPA requirements for admission to and continuation in the program; neither may be below 3.5.

Students admitted into the bachelor's/master's program are eligible for a tuition scholarship covering 50% of the credits required for the master's portion of the program. The scholarship is provided upon completion of the bachelor’s degree. It is calculated on the basis of (a) the remaining credits needed for the master's degree and (b) additional payments the student may have made in order to accelerate study while matriculated for the bachelor's degree (tuition for more than 18 points during a fall/spring semester due to graduate course enrollment, or for summer graduate courses). The tuition scholarship will remain available for twelve months from the start of the student’s first term in GSAS. Beyond the 50% tuition scholarship, students may be eligible for additional forms of financial aid once they matriculate into GSAS.

Application guidelines are available online at http://cas.nyu.edu/page/bachelorsmasters. For advising on this program, CAS or GLS students can contact the associate director for interschool programs in the College, or schedule an appointment with the associate director through the College Advising Center (Silver Center, Room 905, 212-998-8130).

Accelerated Bachelor’s/Master’s Teacher Education Programs (CAS and Steinhardt)

The College of Arts and Science (CAS) and the Steinhardt Department of Teaching and Learning offer several dual degree programs that allow CAS students in selected majors to complete both their B.A. and an M.A. in teacher education from the Steinhardt School of Culture, Education, and Human Development. Students admitted to one of the B.A./M.A. teacher education programs can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case.

These dual degree programs combine the benefits of a broad liberal arts education at the undergraduate level with a professional education at the graduate level. All programs qualify graduates for initial certification as a teacher in grades 7 through 12 in most states around the country.

At this time, CAS and Steinhardt offer the following dual degree teacher education programs:

- **B.A. in biology/M.A. in clinically rich integrated science program (CRISP), grades 7-12**
- **B.A. in chemistry/M.A. in clinically rich integrated science program (CRISP), grades 7-12**
- **B.A. in English/M.A. in teaching English, grades 7-12**
- **B.A. in history/M.A. in teaching history, grades 7-12**
- **B.A. in mathematics/M.A. in teaching mathematics, grades 7-12**
- **B.A. in physics/M.A. in clinically rich integrated science program (CRISP), grades 7-12**

Students admitted to the bachelor’s/master’s teacher education track will, depending upon their CAS major, complete graduate credits in teacher education as regular electives during their junior or senior years. Students may view required courses for their particular track by visiting Steinhardt’s accelerated B.A./M.A. teacher education program website and may receive additional guidance from Steinhardt’s graduate student advisors (Roberto Martinez, roberto.martinez@nyu.edu, for biology, chemistry, mathematics, and physics; Khanh Le, khanh.le@nyu.edu, for English and social studies). Designated track courses may count toward both the B.A. and M.A. degrees. After graduation and pending admission to Steinhardt, students who have completed the teacher education track as undergraduates can finish the remaining credits required for the M.A. degree in one additional year of study.

The application process for matriculated CAS students consists of two parts. Students first apply to the teacher education track in their major. To be eligible for consideration and admission to the track, a student must have an approved major (see above) and a cumulative GPA of at least 3.0. Students may apply to the track once they have completed a minimum of three semesters toward the bachelor’s degree (at least one semester in CAS is also required for transfer and transition students), and prior to their final two undergraduate semesters. For formal admission to Steinhardt, CAS seniors must also submit the Steinhardt graduate application prior to graduating from CAS. Admission to the teacher education track does not guarantee admission to Steinhardt.

Application guidelines are available online at http://cas.nyu.edu/page/bachelorsmasters. For initial advising, CAS students can contact the associate director for interschool programs in the College, or schedule an appointment with the associate director through the College Advising Center (Silver Center, Room 905, 212-998-8130).


New York University offers students the opportunity to simultaneously pursue a Bachelor of Arts (B.A.) from the College of Arts and Science and a Master of Public Administration (M.P.A.) or Master of Urban Planning (M.U.P.) from the Robert F. Wagner Graduate School of Public Service. Students admitted to the
B.A./M.P.A. or B.A./M.U.P. program can, with careful planning, earn both degrees in a shortened time and at less cost than is normally the case. This program combines the benefits of a broad liberal arts education at the undergraduate level with a professional education at the graduate level.

- CAS undergraduates in any major may apply to the B.A./M.P.A. track. Students choose between two programs in Wagner—either public and nonprofit policy and management, or health policy and management—and then further specialize within either program.

- CAS undergraduates in any one of six approved majors are eligible to apply to the B.A./M.U.P. track; the majors are economics, international relations, metropolitan studies, politics, sociology, and urban design and architecture. Students select an area of specialization within the urban planning program.

Admission to the B.A./M.P.A. or B.A./M.U.P. track is open to CAS students who have completed at least three semesters in the College with a cumulative GPA of 3.0 or higher (at least one semester in CAS is required for transfer and transition students). For formal admission to Wagner, CAS seniors must also submit the Wagner graduate application prior to graduating from CAS; admission to the B.A./M.P.A. or B.A./M.U.P. track does not guarantee admission to Wagner. Application guidelines are available online at http://cas.nyu.edu/page/bachelorsmasters. For initial advising, CAS students can contact the associate director for interschool programs in the College, or schedule an appointment with the associate director through the College Advising Center (Silver Center, Room 905, 212-998-8130).

To gain maximal benefit from the combined degree program, participating students should aim to complete, while still undergraduates, 28 of the 60 points required for the M.P.A. or M.U.P. This advanced standing can be earned by enrolling in approved courses at Wagner or by taking equivalent courses in CAS, a list of which may be obtained at the website above. Designated track courses may count towards both the undergraduate and graduate degrees. Courses are selected in consultation with the associate director for interschool programs or with the director of student services in Wagner. Metropolitan studies majors follow a course of study that allows them to take full advantage of the combined degree program. Interested students should speak with the director of undergraduate studies in metropolitan studies.

**INTERNSHIPS**

One defining characteristic of the New York University educational experience is the opportunity students have to apply their classroom learning to real-life experiences in a variety of professional and community-service settings. New York City provides such opportunities in abundance, and the College of Arts and Science and the University take full advantage of our location in the financial, cultural, scientific, and media capital of the world. Our alumni base, for example, encompasses every conceivable profession, and alumni give generously of their time to undergraduate students seeking experiential learning.

A recent survey by the University’s Wasserman Center for Career Development showed that 83 percent of graduating seniors in the College held a job or internship related to their field of interest during their undergraduate years. Many different types of opportunities are available to students; some are paid, some involve volunteerism on the part of a student, and some carry academic credit—and all of these can be valuable. For the purpose of securing and making the most of such opportunities, students should consider the following criteria as a guide. For further information, contact the Wasserman Center for Career Development (133 East 13th Street, 2nd Floor; 212-998-4730). Career counselors are available by appointment at the Wasserman Center; appointments may also be made through the Wasserman Center to meet with a career counselor in the College offices (100 Washington Square East, 9th Floor).

**Paid Internships**

These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: Some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)

**Voluntary or Community Service**

Certain organizations encourage students to work on a volunteer basis to gain experience and to provide needed assistance to the organization. This type of arrangement is common, for example, in government and not-for-profit organizations. Such internships are valued, sometimes even required, for admission to some professional schools, but the College awards no credit for them.

**Credit-Bearing Internships**

A few departments offer academic internships that directly advance a student’s knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by an appropriate faculty member through an academic department and normally require close faculty supervision, significant research in addition to the practical work experience, a reporting of findings, and a formal assessment of the student’s work. All such internships require permission of the
department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant websites (and sections in this Bulletin) to learn more about the specific policies and procedures pertaining to credit-bearing internships in different CAS departments and programs.

State Law and Credit-Bearing Internships

Owing to recent changes in states’ laws governing out-of-state entities and their right to award credit for certain educational experiences, including internships, within state boundaries (known as "state authorization"), CAS can only award credit for internships that take place in:

- Alaska
- Arizona
- California
- Connecticut
- District of Columbia (Washington, D.C.)
- Hawaii
- Idaho
- Illinois
- Indiana
- Louisiana
- Maine
- Michigan
- Montana
- Nebraska
- New Jersey
- New York
- North Dakota
- Pennsylvania
- South Carolina
- South Dakota
- Utah
- Virginia
- Wyoming

The list above will be updated as NYU obtains authorization in other states.

Independent Study

In some departments, independent study that draws on the activity or environment of the internship may be a possibility. Like a credit-bearing internship, independent study requires a proposal by the student, careful guidance from a faculty member, and a body of work that can be evaluated for course credit.
Arts and Science Summer and Winter Programs

For information on all NYU summer programs, visit www.nyu.edu/summer.
For information on all NYU winter programs (the January term), visit www.nyu.edu/winter.

Students may meet with an adviser in the College Advising Center, Silver Center, Room 905 (212-998-8130) to discuss summer or January course selection. Students with a declared major are required to see their major department adviser for summer or winter registration approval and for advice on which courses, if any, may count toward major requirements.

SUMMER AT WASHINGTON SQUARE

The College of Arts and Science offers a full range of courses in the summer. Over 500 arts and science courses are given on campus in the summer, in subjects ranging from social sciences to natural sciences to humanities. The summer program is divided into two six-week sessions, and students may register for one or both sessions. Please visit www.nyu.edu/summer for more information.

Qualified students may also enroll in courses open to undergraduates in the Graduate School of Arts and Science. Students from other colleges and universities may register as visiting students for the summer session, provided they have the proper prerequisites for the courses they wish to take.

First-year and transfer students who have been accepted for the fall term at NYU may register for courses during the summer session. Interested students should contact the Office of Undergraduate Admissions to begin the process for enrolling in summer courses. They will then be referred to the College Advising Center for advisement and clearance. All students registered for at least one course are guaranteed housing.

SUMMER AWAY

Arts and Science runs several summer away programs. Most programs are six weeks in duration. Led by a member of the distinguished Faculty of Arts and Science, each program meets specific academic goals in the study of the art, architecture, history, politics, language, or literature of the region. The specialized summer programs allow students to pursue concentrated work in creative writing (Florence and Paris), journalism (Ghana), and urban design (London). Study tours and weekend excursions are an integral part of each program. Admissions and curriculum information is available at www.nyu.edu/summer/abroad/cas.

A priority application deadline is specified for each program. Since some programs fill very quickly, applying before this deadline is strongly encouraged.

The Arts and Science summer away programs are:

- Arts and Science Summer in Athens
- Arts and Science Summer in Berlin
- Arts and Science Summer in Dublin
- Arts and Science Summer in Florence
- Writers in Florence
- Journalism in Ghana
- Arts and Science Summer in London
- Urban Design in London
- Arts and Science Summer in Madrid
- Arts and Science Summer in Paris
- Writers in Paris

Arts and Science Summer in Athens

Arts and Science Summer in Athens is a six-week summer program that combines classroom study of the language, history, and culture of Greece with activities and excursions that introduce students to all aspects of Greek life. The interdisciplinary program aims to provide students with an appreciation of Modern Greek language and literature, and an understanding of how Greeks today reinterpret their classical, Byzantine, and Ottoman heritage. Field trips may include walking tours of Athens, visits to monuments and museums, evening outings to performances, and a half-day trip to Attica’s beautiful coastline and Poseidon’s temple at Cape Sounion. Weekend excursions may include trips to Mycenae and Epidaurus as well as Delphi, Olympia, and the Cycladic island of Santorini.

Arts and Science Summer in Dublin

The focus of the Arts and Science summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses include Irish literature, history, politics, visual and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical
evening activities are outings to the theatre, poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

**Arts and Science Summer in Florence**

Arts and Science sponsors an undergraduate six-week summer program that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

**Writers in Florence**

The College of Arts and Science Creative Writing Program offers Writers in Florence, a specialized program at the NYU Global Academic Center in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Course work includes readings and lectures by Florence-based writers and publishing professionals. Program faculty and staff plan literary walking tours as well as visits to parks, restaurants, cafes, and historic homes of famous writers.

**Journalism in Ghana**

Arts and Science offers a summer journalism program for undergraduate students in which students spend six weeks reporting on local issues and culture, both individually and in teams. Seminars are held with local scholars, elected officials, community leaders, artists, and journalists.

**Arts and Science Summer in London**

CAS’s six-week summer program offers students the opportunity to pursue study of British drama, visual arts, literature, and politics with distinguished NYU and local faculty. Students register for 8 points of coursework. The program includes excursions around London and further afield to Canterbury, Bath, Dover Castle, and Stonehenge.

**Urban Design in London**

CAS also offers a specialized three-week summer program called Urban Design in London, a summer study program intended for students interested in a career in architecture, architectural history, art history, urban planning, or architectural preservation. Contemporary British architecture and urban issues are engaged within the context of history and tradition. The course is intensive and involves daily trips over a three-week period throughout London and its environs.

**Arts and Science Summer in Madrid**

The CAS six-week summer session provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program.

**Arts and Science Summer in Paris**

Arts and Science also offers a six-week summer program held at the NYU Paris Global Academic Center. The undergraduate program combines the study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Weekend excursions are also part of the program, which may include the famous Avignon Theatre Festival.

**Writers in Paris**

The College of Arts and Science Creative Writing Program offers Writers in Paris, a specialized program at the NYU Global Academic Center in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Coursework includes readings and lectures by Paris-based writers and publishing professionals. Program faculty and staff plan literary walking tours as well as visits to parks, restaurants, cafes, and historic homes of famous writers.

**JANUARY TERM**

The College of Arts and Science offers a selection of courses during the three-week January term held at the Washington Square campus. These shorter-format courses allow students to focus intensively on specific areas of their academic interests. January term courses also take advantage of the many cultural resources New York City has to offer to enhance the classroom experience. Recent winter course offerings include: Contemporary Art in NYC; Creative Writing: Intro Fiction & Poetry; Film as Literature; and Music of New York. Please visit www.nyu.edu/winter for more information.
New York University Study Away

A College of Arts and Science student with a GPA of 3.0 or higher may apply to study away for one semester or a full academic year at an NYU global academic center or through the international exchange program. Choosing to study away is a simple process designed to help students understand their options and make sure that the courses fit well into their overall academic plan. The NYU global academic centers offer NYU courses in NYU-managed academic facilities, a full-time staff, faculty hired locally and appointed by a committee in New York, and guaranteed student housing assignments. The international exchange program allows students to enroll directly at an approved exchange partner university while remaining as an NYU student paying NYU tuition and retaining the same NYU financial aid award.

First, students should contact the Office of Global Programs (212-998-4433; www.nyu.edu/studyaway) for information on all study away options. Second, they should consult their academic adviser in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130), or, if they have already declared a major, their department, for more detailed and customized advice and approval of a specific course of study. Before students can register for study away courses, their adviser must approve the course work they will complete.

Finally, students who are interested in studying at a NYU global academic center should submit an application online through the Application Center in Albert. Consult www.nyu.edu/studyaway for fall and spring semester application deadlines. Applicants are encouraged to plan ahead and apply early, as some programs fill quickly. Requests are processed and reviewed by the Office of Global Programs, as well as by the Office of the Associate Dean for Students. Considerations used in determining whether the program is appropriate for the applicant include academic and disciplinary standing and progress to degree. Confirmation letters are sent directly to the applicant with instructions for registration, pre-departure arrangements, and orientation information. Students who wish to study away in a non-NYU program must petition the associate dean for students in writing, showing academic justification for choosing the program. After the petition has been reviewed, the student will be informed of the outcome. For further information, contact the Office of the Associate Dean for Students (Silver Center, Room 909B; 212-998-8140).

For application information for the academic year, visit www.nyu.edu/studyaway or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on summer sessions away, visit www.nyu.edu/summer/abroad/cas.

NYU offers study away for a semester or a year at its global academic centers:

- Abu Dhabi, United Arab Emirates
- Accra, Ghana
- Berlin, Germany
- Buenos Aires, Argentina
- Florence, Italy
- London, United Kingdom
- Madrid, Spain
- Paris, France
- Prague, the Czech Republic
- Shanghai, China
- Sydney, Australia
- Tel Aviv, Israel
- Washington, D.C., USA

NYU Abu Dhabi

NYU Abu Dhabi, the University’s first degree-granting campus outside the U.S., is a study away option for students earning their degree in New York. Located in the global crossroads of the Persian Gulf, NYU Abu Dhabi offers study away students the opportunity to continue their education at a comprehensive research university among students who come from all over the world. Small class sizes allow students to develop close relationships with professors. Students can choose from a wide array of courses in liberal arts and sciences, many of which respond to the location of Abu Dhabi and promote an understanding of Middle Eastern history and culture. Language courses in Arabic and Chinese are offered. The NYU Abu Dhabi campus is located on Saadiyat Island. Five hundred meters off the mainland, the island is being planned for a population of 150,000, with a cultural district featuring several museums, including the Guggenheim Abu Dhabi and the Louvre Abu Dhabi. The NYU campus has facilities dedicated to academics and research, residential life, library, dining, performance and the arts, and athletics. In addition to the main campus, the NYUAD Center for Science and Engineering (CSE) provides extensive teaching and research space.
NYU ACCRA

NYU's global academic center in Accra, the capital of Ghana, 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. 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. Many NYU Accra students intern and take part in community service with NGOs, local businesses, and philanthropic groups, helping them to understand social entrepreneurship in a fast-developing city. Numerous cocurricular 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

At NYU Berlin, located in the trendy Prenzlauer Berg neighborhood in central 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—which have 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.

All NYU Berlin students live in the lively district of Kreuzberg in a NYU-managed residence hall. Students share double rooms and enjoy spacious common areas and a film screening studio. Outdoors, there is a well-manicured green space, which invites students to study and relax. Student housing is located just a short walk from two major subway lines, making the commute to classes at the Global academic center about 35–40 minutes by public transport.

In addition, Arts and Science sponsors a six-week summer program that offers students the opportunity to study German language, literature, film, art, and architecture; experience the cultural life of Europe’s most exciting capital city; encounter the traces of German history; and explore the transformation of the former capital of the Cold War into a city that connects Eastern and Western Europe. For more information, please consult www.nyu.edu/summer.

NYU BUENOS AIRES

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, and public health professionals, as well as renowned writers and musicians. The curriculum provides a cultural framework for coursework 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 they possess advanced skills, 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 global 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 field trips, and concerts offer opportunities to go beyond day-to-day cultural experiences and better understand the dynamic past and present of the Argentine capital. Students live in homestays which brings the everyday Argentine way of living to life as students share meals, ideas and activities with their host parents.
NYU FLORENCE

NYU Florence offers a strong and coherent humanities curriculum of art, history, cinema and literature, alongside a focused concentration in social research, public policy and law. Each of these two separate but not unrelated parts takes advantage not only of the extraordinary cultural resources provided by the city of Florence and Italy in general, but also of a unique array of cocurricular lectures and activities through the La Pietra Dialogues series that make the Florence campus a dynamic center for scholarly activity and global policy discussions. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the cocurricular program.

Courses are taught in English. Italian language courses are available at all levels, and an intensive Italian Language Program is available for beginning students who want to accelerate their language acquisition and engage with Florentine culture at the same time. Students with advanced proficiency in Italian may take courses taught in Italian at the NYU global academic center or may directly enroll in courses at the University of Florence for up to half of their coursework.

The academic center is located just north of the city center on a magnificent 57-acre estate bequeathed to the University by Sir Harold Acton, a distinguished patron of the arts. The estate is comprised of five villas, most notably La Pietra, which houses an early Renaissance art and furniture collection, and its grounds feature one of the most authentically restored Renaissance gardens in all of Tuscany.

Some students reside on the estate in one of two villas that have been dedicated to student housing; other students live in downtown Florence in shared residences or in a homestay in an Italian household.

Arts and Science sponsors a six-week summer program in Florence that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

In addition, the College of Arts and Science Creative Writing Program offers Writers in Florence, a specialized program in which students focus on either poetry or fiction and participate in daily workshops and craft classes where they receive guidance from accomplished professional writers. Course work includes readings and lectures by Florence-based writers and publishing professionals. Program faculty and staff plan literary walking tours, as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

For information on either summer program in Florence, please consult www.nyu.edu/summer.

NYU LONDON

Centrally located in Bloomsbury, the heart of London’s university district, 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, prehealth, and psychology. Additionally, NYU is one of the only institutions in London to offer science courses approved by the American Medical College Application Service (AMCAS) for medical school admittance. Fieldwork and site visits are a regular part of many classes and students may enroll in for-credit internships with key institutions in fields including marketing, finance, media, law, politics, health, and theatre.

The global academic center, a converted 18th-century town house, is located on historic Bedford Square near many museums and public parks and gardens. The center offers classrooms, a computer lab, and a student resource room. Students live nearby in NYU-arranged residences close to public transportation, the shops of the Brunswick Center, and the West End (London’s theatre district).

Students can take advantage of guided tours to places such as the British Museum, Shakespeare’s Globe, the Tate Gallery, Westminster Abbey, and the Tower of London. There are also several walking tours focusing on the architecture of districts such as Soho, Bloomsbury, and Westminster, as well as excursions to sites outside of London.

Arts and Science’s six-week summer program in London offers students the opportunity to pursue study of British drama, visual arts, literature, and politics with distinguished NYU and local faculty.

Students register for 8 points of coursework. The program includes excursions around London and further afield to Canterbury, Bath, Dover Castle, and Stonehenge.

CAS also offers a specialized three-week summer program called Urban Design in London, a summer study program intended for students interested in a career in architecture, architectural history, art history, urban planning, or architectural preservation. Contemporary British architecture and urban issues are examined within the context of history and tradition. The program is intensive and involves daily trips over a three-week period throughout London and its environs. For information on either summer program in London, please consult www.nyu.edu/summer.
NYU MADRID

At NYU Madrid students advance their command of Spanish while engaging with European traditions and culture in their coursework. Established in 1958 as NYU’s first global academic center, NYU Madrid offers Spanish language instruction at all levels, as well as courses in economics, politics, Spanish culture, Spanish American literature, history, civilization, anthropology, the social and political sciences, fine arts, and cinema.

For students with no previous knowledge of Spanish, elementary language courses are offered along with a curriculum taught in English. Beginning students may choose to enroll in the Fast Track Spanish for Beginners Program to raise their proficiency levels rapidly in just one semester. Students at the intermediate level can take courses conducted in Spanish designed especially for their skill level. During the spring semester qualified students who are fluent in Spanish may take up to two courses at our affiliated university, Universidad Autónoma de Madrid (UAM).

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.

Many students live in homestays with Spanish host families, which encourages them to build a deeper connection with Spanish culture and provides an opportunity to practice speaking in a more casual environment. Other students live in privately-owned apartments. An Intercambio Program brings NYU Madrid students together with local students to practice their Spanish and make friends.

The Arts and Science six-week summer session in Madrid provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program. For more information, please consult www.nyu.edu/summer.

NYU PARIS

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 courses 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 also have the opportunity to take a course or two through an arrangement at one of the local French universities.

The NYU Paris global academic center is located in the Latin Quarter, the thriving historic and intellectual heart of Paris. Students have the opportunity to benefit from the numerous cultural, artistic, and academic institutions of this wonderful neighborhood. The cocurricular program offers day trips to places outside of the city such as Chantilly, Giverny, and Versailles, and weekend excursions and study-trips to locations such as Avignon, the Loire Valley, and La Rochelle, that allow students to further embrace the richness, depth, and diversity of French history and civilization.

Student housing is arranged in homestays, apartments, and residences around the cit—all commutable to the academic center via public transportation.

Arts and Science also offers a six-week summer program in Paris. The undergraduate program combines the study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Weekend excursions are also part of the program, which may include the famous Avignon Theatre Festival.

The College of Arts and Science Creative Writing Program offers Writers in Paris, a specialized summer program in which students focus on either poetry or fiction and participate in daily workshops and craft classes in which they receive guidance from accomplished professional writers. Coursework includes readings and lectures by Paris-based writers and publishing professionals. Program faculty and staff plan literary walking tours, as well as visits to parks, restaurants, cafés, and historic homes of famous writers.

For information on either summer program in Paris, please consult www.nyu.edu/summer.

NYU PRAGUE

NYU Prague, located in two 15th-century buildings only steps away from the Old Town Square and the historic clock tower, offers students a broad curriculum in art, architecture, film, media, music, photography, politics, business, the humanities, and social science. Courses are taught by a diverse faculty, including noted writers, foreign ambassadors, and leading
NYU SHANGHAI

NYU Shanghai, the University’s second degree granting campus outside the U.S., offers a study away option for students interested in a semester or year studying in this exciting business and cultural center. Located in the Pudong district in the heart of China’s most dynamic city, with a population estimated to be between 16 and 24 million, the NYU Shanghai campus has facilities for academics and research, library, computer labs, and student activities. Students are guaranteed housing in NYU-arranged residences a short transit ride from campus.

Located in a recently renovated historic building in the Rocks area of central Sydney, the NYU Sydney global academic center is a metropolis with strikingly modern architecture. Shanghai is the perfect locale from which to observe the interplay of various forces that have turned China’s economy into one of the world’s largest in a very short time. At NYU Shanghai students will find courses taught in English by prestigious faculty in a variety of disciplines in liberal arts, science, and engineering. Students are drawn to NYU Shanghai from China, the United States, and from around the world, all seeking an academic environment that encourages cross-cultural learning, exploration, and development. NYU Shanghai provides students with access to on-site academic administrators who will advise them during their stay, as well as to a full-time student affairs staff. Studying at NYU Shanghai affords students the exceptional opportunity to learn about the history and culture of this ever-developing country while participating in the vibrant activities of day-to-day life in Shanghai.

NYU SYDNEY

Located in Australia’s largest and most cosmopolitan city, NYU Sydney provides students with the unparalleled opportunity to live and study in a hub of commerce, culture, and communication in the Asia-Pacific region. NYU Sydney students will be able to explore Aboriginal art and culture, products of the longest continuous civilization on the planet. Courses will 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, business, English, environmental studies, journalism, prehealth, psychology, and communications.

The NYU Sydney global academic center is located in a recently renovated historic building in the Rocks area of central Sydney near the renowned harbor. The facility houses the administrative offices, classrooms, computer lab, and reading room. A common area doubles as a study lounge and space for social gatherings. Students are assigned housing in an NYU-arranged residence a short commute on public transit from the academic center.

Leading professors drawn from Sydney and the local region along with NYU staff support students as they engage with the city and local culture. NYU-organized study trips taking students beyond the areas visited by casual tourists are an essential part of the cocurricular program.

NYU TEL AVIV

Tel Aviv, a vibrant Mediterranean metropolis, is the financial and technological center of Israel. Here, students have the opportunity to acquire a sophisticated understanding of Israel and the Middle East, and of the interrelationships between cultures, political movements, and religious traditions.

The curriculum at NYU Tel Aviv is particularly well suited for students studying history, politics, biology, and the social sciences. While students study with great teachers in a variety of fields, they also develop competency in Hebrew or Arabic and, through a credit-bearing internship course, may engage with local cultural and community organizations, businesses, and nongovernmental organizations (NGOs). NYU Tel Aviv has a dedicated faculty that includes established scholars, artists,
College of Arts and Science students have the opportunity to study away for a semester or an academic year at outstanding universities in other countries as part of their NYU education through exchange partnerships arranged between NYU and select institutions. Many of the universities in the exchange program offer courses in English, while some require fluency in the language of the host country. 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 NYU’s Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, computer lab, 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.

In addition to the connections students make at their internship placements, students also have opportunities to become involved with the local community through programming and activities that include visits to places of historic significance, tours of museums, galleries and monuments, and volunteer opportunities in the community. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.

For an up to date list of the exchange partners and to learn more about course offerings and language requirements, visit nyu.edu/studyaway.

**INTERNATIONAL STUDENT EXCHANGES**

**Europe**
- Bocconi University (Milan, Italy; CAS economics majors only)
- Freie University (Berlin, Germany)
- Humboldt University (Berlin, Germany)
- Trinity College (Dublin, Ireland)
- University of Amsterdam (the Netherlands)
- University of Copenhagen (Denmark)
- University of Stockholm (Sweden)
- University of Vienna (Austria)

**Asia**
- Nagoya University (Nagoya, Japan)
- Waseda University (Tokyo, Japan)
- Yonsei University (Seoul, Korea)

CAS students who enroll through the exchange program remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic adviser. For further information, please consult www.nyu.edu/studyaway and contact the College of Arts and Science Advising Center, Silver Center, Room 905, 212-998-8130. Students may also contact global.outgoing.exchanges@nyu.edu.

**NYU WASHINGTON, D.C.**

No global network would be complete without a location in the U.S. capital, the seat of the federal government, home to 174 embassies, headquarters of numerous international policy-making bodies and think tanks, and the site of many museums, monuments, and cultural institutions. At NYU Washington, D.C. students will find study and research opportunities in an array of subjects, including American studies, art history, business, environmental studies, history, journalism, metropolitan studies, politics, prelaw, and public policy, all 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 NYU’s Constance Milstein and Family Global Academic Center, which features seminar rooms, an auditorium, computer lab, 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.

In addition to the connections students make at their internship placements, students also have opportunities to become involved with the local community through programming and activities that include visits to places of historic significance, tours of museums, galleries and monuments, and volunteer opportunities in the community. A large NYU alumni network provides additional opportunities for students, including support for our mentoring program.

For an up to date list of the exchange partners and to learn more about course offerings and language requirements, visit nyu.edu/studyaway.

**INTERNATIONAL STUDENT EXCHANGES**

**Europe**
- Bocconi University (Milan, Italy; CAS economics majors only)
- Freie University (Berlin, Germany)
- Humboldt University (Berlin, Germany)
- Trinity College (Dublin, Ireland)
- University of Amsterdam (the Netherlands)
- University of Copenhagen (Denmark)
- University of Stockholm (Sweden)
- University of Vienna (Austria)

**Asia**
- Nagoya University (Nagoya, Japan)
- Waseda University (Tokyo, Japan)
- Yonsei University (Seoul, Korea)

CAS students who enroll through the exchange program remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic adviser. For further information, please consult www.nyu.edu/studyaway and contact the College of Arts and Science Advising Center, Silver Center, Room 905, 212-998-8130. Students may also contact global.outgoing.exchanges@nyu.edu.
Admission to the College of Arts and Science at New York University is highly selective. Applicants are admitted as freshmen and as transfer students. Candidates are accepted on the basis of predicted success in the specific programs in which they are interested. If the applicant meets formal course requirements, his or her capacity for successful undergraduate work is measured through careful consideration of secondary school and/or college records; recommendations from guidance counselors, teachers, and others; scores on standardized tests; and the personal essay.

Each applicant is reviewed carefully to identify academic strength, potential for intellectual growth and creativity, and promise of fully utilizing the special offerings of the University and the city. Each applicant’s record is considered objectively and evaluated for participation in extracurricular and community services, in addition to scholarly pursuits.

New York University actively seeks students who are varied in interests, talents, and goals, as well as in economic and social backgrounds. Particular attention is paid to the degree to which candidates have made the effective use of opportunities available to them, however great or limited those opportunities may have been. Evidence of character and maturity are regarded as essential in potential students who hope to benefit fully from the unique offerings of the University and its urban environment. Participation in meaningful school and community activities is an important factor.

Applicants who are neither U.S. citizens nor permanent residents should refer to this section’s heading “applicants with international credentials.”

RECOMMENDED HIGH SCHOOL PREPARATION

The quality of an applicant’s secondary school record is more important than a prescribed pattern of courses. The minimum requirements for consideration include four years of English, with heavy emphasis on writing; three to four years of academic mathematics; three to four years of laboratory science; three to four years of social studies; and two to three years of foreign language. Students most competitive for admission will exceed these minimums.

The Admissions Committee pays particular attention to the number of honors, AP, and IB courses the applicant has completed in high school. It is strongly recommended that all applicants take mathematics and language courses in the senior year of high school.

THE ADMISSIONS PROCESS

All candidates for admission to the College must complete the Common Application and the NYU Member Questions and Writing Supplement on the Common Application. Applicants must apply online, as there is no paper version of the application available. Any materials that a student or high school official is unable to submit online may be sent to: Office of Undergraduate Admissions, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339.

A complete application will include:

• The Common Application and the NYU Member Questions

• Official high school transcripts and/or college records for courses for which academic credit has been earned (and General Educational Development test scores, if applicable).

• The Common Application School Report (for freshman applicants) or Registrar Report (for transfer applicants).

• All required testing should be completed and official results forwarded electronically by one testing agency to NYU.

• The NYU code for SAT and TOEFL scores is 2562; the code for ACT scores is 2838.

• At least one Teacher Evaluation.

• Personal statement/essay.

Candidates are urged to complete and file their applications as soon as possible, especially those seeking financial aid and/or housing. (See below for application filing deadlines.) No admissions decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admissions requirements at the discretion of the Admissions Committee. Applications submitted after the filing deadline are unlikely to be considered by the committee, except under special circumstances.
Freshman candidates may choose between Early Decision, Early Decision II, and Regular Decision admission for September admission. Depending on the notification plan, applicants will receive an admissions decision on December 15, February 15, or April 1. Transfer candidates for summer and September admission are notified beginning in early to mid-May. Transfer candidates for January admission are notified on a rolling basis, usually beginning on or around November 15.

**ADMISSIONS APPLICATION FILING DEADLINES**

<table>
<thead>
<tr>
<th>Freshman Applicants for Admission:</th>
<th>Notification Plan</th>
<th>Application Deadline</th>
<th>Notification Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision I</td>
<td>November 1</td>
<td>December 15</td>
<td></td>
</tr>
<tr>
<td>Early Decision II</td>
<td>January 1</td>
<td>February 15</td>
<td></td>
</tr>
<tr>
<td>Regular Decision</td>
<td>January 1</td>
<td>April 1</td>
<td></td>
</tr>
</tbody>
</table>

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1. Applications for admission received after these dates are unlikely to be considered for admission except under special circumstances. Please contact the Office of Undergraduate Admissions or call 212-998-4500 for information regarding program availability.

**CAMPUS VISITS**

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday and many Saturdays, except during University holidays. Visit the undergraduate admissions website or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended. It is suggested that reservations be made well in advance of your visit.

For information about booking accommodations for your visit to NYU, please be sure to check the "visit us" section of the admissions website.

**STANDARDIZED TESTS**

NYU seeks talented students from every corner of the globe. Applicants are expected to demonstrate their talents and mastery of subject matter to support their applications and to marshal their best case for admission to NYU. As a result, NYU has one of the most flexible testing policies of any college or university.

To be eligible for admission, applicants are expected to submit results from one of the following testing options:

- The SAT Reasoning Test; or
- The ACT (with Writing Test); or
- Three SAT Subject Test scores; or
- Three AP exam scores; or
- The International Baccalaureate Diploma; or
- Three IB higher-level exam scores (if you are not an IB Diploma candidate); or
- Students may instead elect to submit results from a nationally accredited exam that is considered locally to signify the completion of secondary education and is administered independently of the student’s school.

**Note:** SAT Subject Test, AP, or IB scores (for students not submitting an IB diploma) must be submitted in the form of: one in literature or the humanities; one in math or science; and one test of the student’s choice in any subject.

The following country-specific examinations are all accepted as admission credentials; note, however, that only a few of them also carry advanced standing credit (see details under “credit by examination” section, below):

- Australia: Australian Capital Territory Year 12 Certificate, New South Wales Higher School Certificate (HSC), Northern Territory Certificate of Education and Training (NTCET), Queensland Certificate of Education (QCE), South Australian Certificate of Education (SACE), Tasmanian Certificate of Education (TCE), Western Australian Certificate of Education (WACE), or Victorian Certificate of Education (VCE);
in addition to Australian Tertiary Admissions Rank (ATAR) or Overall Position (OP) positioning
- Bangladesh: Higher Secondary Certificate (HSC) Exams
- Bhutan: Bhutan Higher Secondary Education Certificate Examination (BHSEC)
- Brazil: Certificado de Conclusao de Ensino Medio + Vestibular (University Entrance Exam) or Exame Nacional do Ensino Médio/ Middle Education National Examination (ENEM)
- Brunei: Brunei Matriculation Examination
- Bulgaria: Matura
- Caribbean: Caribbean Advanced Proficiency Examination
- Chile: Prueba De Seleccion Universitaria
- China: Chinese National Higher Education Entrance Examination (Gao Kao)
- Colombia: Examen de Estado para Ingreso a la Educacion Superior (Salb 11)
- Costa Rica: Bachillera Nacional
- Cote D’Ivoire: Baccalauréat
- Croatia: Matura
- Cyprus: Πανελλήνιες Εξετάσεις (Pancyprian Examinations)
- Czech Republic: Maturitní zkouška
- Denmark: Students may submit either of the following exams:
  - Studentereksamen
  - Højere Forberedelseseksamen
- Estonia: Riigiksemitsitumistus
- Ethiopia: Ethiopian Higher Education Entrance Examination
- Europe: European Baccalaureate (EB)
- Finland: Ylioppilaatutkintotodistus
- France: Baccalauréat
- Germany: Abitur
- Greece: Apolytirion
- Hong Kong: Hong Kong Diploma of Secondary Education (HKDSE)
- Hungary: Érettségzi vizsga
- India: Indian School Certificate (ISC), All India Senior School Certificate Examination (AISSCE) or Higher Secondary School Certificate (HSC). Other state examinations may be considered on request.
- Indonesia: National Examination
- Ireland: Irish Leaving Certificate
- Israel: Teudat Bagrut
- Italy: Diploma Di Esame Di Stato
- Jordan: Tawjihi
- Korea: College Scholastic Ability Test (CSAT)
- Lebanon: Lebanese Baccalaureate Certificate of Secondary Education
- Macedonia: Државна матура (Državna matura)
- Malaysia: Sijil Tinggi Persekolahan Malaysia (STPM)
- Maldives: General School Certificate Examination (G.C.E.)
- Malta: Advanced Level Matriculation Certificate
- Mexico: CENEAVAL EXANI II
- Montenegro: Maturski I struci ispit-drzavna matura
- Nepal: Higher Secondary Education Board Examination (HSEBE)
- Netherlands: Staatsexamen voorbereidend wetenschappelik onderwijs (Staatsexamen vwo)
- New Zealand: National Certificate of Educational Achievement (NCEA)
- Pakistan: Students may submit one of the following exams:
  - Higher Secondary School Certificate (HSSC) II in Sciences (FSc)
  - Higher Secondary School Certificate (HSSC) II in Arts (FA)
- Poland: Egzamin maturalny (exam), Świadectwo Dojrzałości (certificate)
- Puerto Rico: Prueba de Aptitude Academia (PAA)
- Romania: Baccalaureate
- Scotland: Advanced Highers (Highers meet minimum requirements, Advanced Highers is recommended)
- Senegal: Baccalauréat
- Singapore: Singapore-Cambridge GCE A-Levels
- Slovakia: Maturita
- Slovenia: Matura
- Spain: Prueba de Acceso a la Universidad (Selectividad)
- Sri Lanka: General Certificate Exam Advanced Levels
- Switzerland: Swiss Federal Maturity Certificate
- Taiwan: General Scholastic Ability Test (GSAT)
- Tanzania: Advanced Certificate of Secondary Education
- Uganda: Uganda Advanced Certificate of Education (UACE or A-Level)
- United Kingdom (British Curriculum): GCE Advanced Level Examinations or equivalent combination of AS-Level and A-Level examinations; Pre U Examinations
- West Africa: West African Senior School Certificate Examination
- Zimbabwe: ZIMSEC ‘A’ Level Examination

The list of examinations by country above is not an exhaustive one and will be updated as new examinations are approved. If you have a question as to whether or not an examination offered in your country would meet our testing requirements, please send an email to admissions.ops@nyu.edu and we will confirm. You should not assume that any examinations will meet our testing requirements unless they are listed above.

**Submitting Scores/Examination Results**

Test scores or examination results should be submitted by the appropriate application deadline. If final examination results are unavailable at the time of application, predicted results may be sent (except in the case of SAT, SAT Subject, ACT, or AP scores, which must be final when submitted). Predicted results, which may be subject to additional verification, may only be submitted by a school official, via one of the following methods:

- Navigence/Common Application website;
- Mailed on official school letterhead, in a sealed and signed envelope; or
- E-mailed from a clearly identifiable school e-mail address.

If predicted results are submitted in place of final results, NYU reserves the right to withdraw an offer of admission if final results are not within close range of the predicted results.

Students are welcome to submit evidence
of national or international academic accomplishments that they feel may further support their application.

International students applying to our campus in New York should also review NYU’s English language testing requirements at the Admissions website. Official test scores should be sent directly to NYU from the testing agencies. The NYU code for the College Board (SAT Reasoning Test, SAT I, SAT II Examinations/Subject Tests, and TOEFL) is 2562; the ACT code for NYU is 2838.

SAT SUBJECT EXAMINATIONS AND THE COLLEGE CORE CURRICULUM

<table>
<thead>
<tr>
<th>SAT Subject Examination</th>
<th>Score</th>
<th>Core Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>French</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>German</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Hebrew (Modern)</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Italian</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Japanese</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Korean</td>
<td>700 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Latin</td>
<td>650 and up</td>
<td>Foreign language</td>
</tr>
<tr>
<td>Mathematics Level 1 or 2</td>
<td>700 and up</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Spanish</td>
<td>660 and up</td>
<td>Foreign language</td>
</tr>
</tbody>
</table>

1No credit is awarded for any examination on this table. Some of the foreign language examinations are offered both with and without a listening component; Core exemption (and, if applicable, placement) scores are the same.
2Scores in these languages may only be used for Core exemption, not for placement. Students who intend to register for any of these languages at NYU must take the CAS placement examination.
3Scores in these languages may be used either for Core exemption or for placement in the proper level of study. Consult the website of the relevant CAS language department or the CAS Office of Academic Affairs, Silver 908; 212-998-8110.
4A score of 650 or better on either mathematics subject examination (or on the mathematics section of the SAT general test) places students into Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211) if they intend to register for these courses.

FINANCIAL AID APPLICATION

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All freshman students applying for financial aid must file the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service/Financial Aid PROFILE (CSS PROFILE). We recommend that students apply electronically; see our NYU website. There is no fee charged to file the FAFSA but a fee is associated with the CSS PROFILE. When completing the CSS PROFILE, students will be made aware of the form whether they qualify for a fee waiver. Students must include the NYU federal school code number 002785 in the school section of the FAFSA and CSS PROFILE to ensure that their submitted information is transmitted by the processor to New York University. Transfer students applying for financial aid need only complete the FAFSA.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.nyu.edu/admissions/undergraduate-admissions/financial-aid.

Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.

EARLY DECISION FOR ENTERING FRESHMEN

NYU offers two Early Decision application options for freshman applicants who are certain that NYU is their first-choice university. Students applying as Early Decision candidates will receive their admission decision after December 15th (Early Decision I) or after February 15th (Early Decision II).

An Outline of NYU’s Early Decision Philosophy and Process

NYU’s Early Decision programs are, in fact, binding agreements, whereby if an applicant is offered admission and provided with a financial aid package that enables the student to enroll, the student must withdraw any previously submitted applications and accept NYU’s admission offer—roughly
Students are not offered more or less financial aid based on when they apply for admission.

For Early Decision I candidates, we use information students share with us via the CSS/Financial Aid PROFILE online to provide admitted students with an estimated financial aid package after December 15th. For Early Decision II candidates, we use this information to provide admitted students with an estimated financial aid package after February 15th. Students are then provided with their official financial aid award in late April, assuming students have completed their Free Application for Federal Student Aid (FAFSA) by February 15th.

Students will only be released from the Early Decision agreement if they believe their estimated financial aid package does not enable them to attend. Students must be aware that applying Early Decision will not enable them to compare financial aid packages from other universities. If comparing financial aid packages will be necessary for a student, the student should apply under our Regular Decision program. NYU will still reserve the majority of our admission offers for students applying for Regular Decision, so students should not feel pressure to apply Early Decision if finances are of concern.

**Early Decision Application Process**

1. Complete the Common Application and NYU Supplement online, and check either the Early Decision I or II option.
2. Download and sign the Early Decision Agreement from the Common Application website. Secure the signature of your parent or guardian and your college adviser/guidance counselor. When you apply online, the Early Decision Agreement may be submitted along with your high school transcript. Alternatively, it may be faxed to 212-995-4911 by your counselor.
3. Submit all supporting materials, such as transcripts and standardized test scores, to the Office of Undergraduate Admissions by the appropriate deadline.

**TRANSFER APPLICANTS**

A student may be admitted by transfer from another college or university in September, January, or May. (See “the admission process,” above.) Credit will be granted for most collegiate work completed with a grade of C or better within the last 10 years that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the College.

Within these provisions, applicants from regionally accredited colleges are eligible for admission.

Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must follow the testing requirements listed on the Admissions website. All transfer applicants are encouraged to submit scores from two SAT Subject Tests if previously taken while in high school.

**TRANSFER APPLICANTS WITHIN THE UNIVERSITY**

Students who wish to transfer from one school to another within the University must file an Internal Transfer Application available online prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall term).
THE ENROLLMENT PROCESS

To be enrolled, an admitted undergraduate candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.
2. If applicable, pay the required nonrefundable housing deposit.
3. Have his or her high school and/or college forward a final transcript(s) to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Make an appointment with the individual school or division for academic advisement.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.

SPECIAL (VISITING) STUDENTS

Undergraduate matriculated students who are currently attending other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for courses taken at the University. The approval as a special undergraduate student is for two terms only and cannot be extended. The Special Student Application Form for undergraduate students may be obtained online. A $70 application fee is required. Deadlines for applications are as follows:

- Fall: August 1
- Spring: December 1
- Summer: April 1

All special students must meet the regulations of the Faculty Committee on Undergraduate Academic Standards regarding grades and program.

APPLICANTS WITH INTERNATIONAL CREDENTIALS

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the Application for Admission to Undergraduate Study available online. Please indicate on the application for admission your country of citizenship, and if you are currently residing in the United States, your current visa status.

Freshman applicants (those who are currently attending or who have previously completed secondary school only) seeking admission for the spring (January) semester must submit their applications and all required credentials on or before November 1. Applications will not be processed until the Office of Undergraduate Admissions receives all supporting credentials.

All freshman applicants are required to submit official test results. Please visit the Admissions website to learn about the admissions requirements.

If the applicant’s secondary education culminated in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either original or copies certified by authorized persons. A “certified” photocopy or other copy is one that bears either an original signature of the registrar or other designated school officials or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Pearson Test of English Academic (PTE Academic). Information concerning these examinations may be obtained by visiting the website. Each student must request that his or her score on this examination be sent to the NYU Undergraduate Admissions Processing Center, code 2562.

Applicants residing in the New York area may elect to take the English proficiency test of the University’s American Language Institute, located at 7 East 12th Street, Suite 821, New York, NY 10003. An appointment to take the test may be made by calling 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the
Matters pertaining to student visas and new student orientation are administered by the Office of Global Services (OGS), 561 La Guardia Place, 1st Floor; 212-998-4720. In addition, the staff of this office endeavors to aid international students in taking full advantage of various social, cultural, and recreational opportunities offered by the University and the city. Specific information on programs and events can be found at www.nyu.edu/oiss.

Any former student who has been out of attendance for more than two consecutive terms and who wishes to return to the College must apply for readmission. Applications for readmission are available online. (See admission application filing deadlines above.) Requests for readmission should be received by April 1 for the summer and fall terms and November 1 for the spring term, but will be considered after those deadlines on a space available basis.

Students who have attended another college or university since their last attendance at New York University must complete the regular application for transfer admission and submit an official transcript.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the website; contact The American Language Institute, School of Continuing and Professional Studies, New York University, 7 East 12th Street, Suite 821, New York, NY 10003; telephone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

Students interested in the post-baccalaureate premedical program should contact the Preprofessional Center, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 901, New York, NY 10003-6688; 212-998-8160.
ADMISSION • COLLEGE OF ARTS & SCIENCE • NEW YORK UNIVERSITY

NYU SPRING IN NEW YORK

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty.

In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students: library access, sports center access, and program office events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also encouraged to participate in planned excursions around the city.

The program is offered to students currently matriculated and in good standing at an accredited college or university (within the United States) with a competitive grade point average. Students must have at least sophomore standing in the academic year of participation.

Further information is available at www.nyu.edu/spring.in.ny.

NYU JANUARY TERM

New York University’s January Term allows students more flexibility and new scheduling options. NYU students, visiting students, and international students have the opportunity to earn major/minor credit or explore a new interest. During this time, students can take advantage of intensive study at one of the foremost research and teaching universities in the United States, as well as have a chance to enjoy New York City during a bustling and exciting time of year.

Oftentimes, the fall and spring semesters can be overly hectic for students, considering a full-time course load, student club responsibilities, work, and internship commitments. This busy time doesn’t always allow the freedom to explore a new academic interest or take advantage of the many cultural resources that originally drew them to New York City. January Term provides an array of courses enabling students to earn academic credit (major, minor, or elective) in courses that are in high demand, to accelerate degree completion, and to concentrate on personal interests.

Further information is available at www.nyu.edu/winter.

ADVANCED STANDING

Credit may be awarded for satisfactory work completed at another accredited college or university. When a transfer applicant is admitted to the College, the applicant’s records are examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. In granting advanced standing, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades and grade averages attained by the applicant; the suitability of courses taken elsewhere for the program of study chosen here; and the degree of preparation that completed courses provide for more advanced study here. Point credit toward the degree is given only for a grade of C or better and provided that the credit fits into the selected program of study and courses were completed within the past 10 years.

Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU. Credits based on semester hours will be transferred at face value to NYU.

As with all other students, transfer students are required to fulfill the residency requirement. All degree candidates are subject to the following residency requirement: They must complete at least 64 consecutive points of course work in residence at the College immediately preceding the date of graduation and are permitted to transfer a maximum of 64 credits to NYU.

A tentative statement of advanced standing is provided to each transfer student upon notification of admission to the College. A final statement of advanced standing is provided during the student’s first semester of matriculation. Requests for reevaluation of transfer credit must be made within the semester during which the final statement of advanced standing is received. Thereafter, a student’s advanced standing credits may be changed only with the written permission of the Office of the Dean.
CREDIT BY EXAMINATION

The Advanced Placement (AP) Program (College Entrance Examination Board), the International Baccalaureate (IB) Program, and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor's degree on the basis of performance in college-level examinations or proficiency examinations related to the College's degree requirements, subject to the approval of the College.

The maximum number of credits allowed toward the degree requirements of the College that are a result of any possible combination of nonresident special examination programs (plus previous coursework, if applicable and approved) shall not exceed a total of 32.

International Baccalaureate (IB)

The College recognizes, for advanced standing credit, higher-level examinations passed with grades of 6 or 7. No credit is granted for standard-level examinations.

Official reports must be submitted to the Undergraduate Admissions Processing Center for review. See the chart below concerning those IB test scores for which credit is given.

Maturity Certificate Examinations

The College will consider the results of certain foreign maturity certificate examinations for advanced standing credit. They are:

- A Levels and Cambridge Pre-U
- Caribbean Advanced Proficiency
- Examination (CAPE)
- French Baccalauréat
- German Abitur
- Italian Maturità
- Federal Swiss Maturity Certificate (Matura)

CAS does not award credit for any other maturity certificate examinations.

For additional information, students should consult the Office of Undergraduate Admissions online or by telephone at 212-998-4500.

ADVANCED PLACEMENT PROGRAM

The College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. In accordance with New York University policy, students may receive college credit toward their degree for test results of 5 or 4, depending on the subject examination. Students receiving credit toward their degree may not take the corresponding college-level course for credit. If they do, they will lose the AP credit. See the chart below concerning those AP test scores for which credit is given.

For additional information, students should consult the Office of Undergraduate Admissions online or by telephone at 212-998-4500.

ADVANCED PLACEMENT CREDIT AND THE COLLEGE CORE CURRICULUM

Note: a 4 or 5 in any foreign language AP satisfies the Core language requirement.

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Core Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>
### ADVANCED PLACEMENT EQUIVALENCIES

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>4</td>
<td>No course equivalent(^1)</td>
</tr>
<tr>
<td>Art History</td>
<td>5</td>
<td>4</td>
<td>ARTH-UA 1 and ARTH-UA 2(^2)</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>BIOL-UA 11, 12(^3)</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>MATH-UA 121(^4)</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>MATH-UA 121(^4)</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>MATH-UA 121, 122(^4)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>CHEM-UA 125, 126 / CHEM-UA 127, 128(^5)</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 204(^6)</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>CSCI-UA 101</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent(^7)</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent(^16)</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>FREN-UA 30</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>GERM-UA 4(^8)</td>
</tr>
<tr>
<td>Human Geography</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>ITAL-UA 12</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>EAST-UA 250(^6)</td>
</tr>
<tr>
<td>Latin</td>
<td>4, 5</td>
<td>4</td>
<td>CLASS-UA 6(^9)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>ECON-UA 1(^10)</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>ECON-UA 2(^10)</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>PHYS-UA 11, 12(^11)</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>No course equivalent(^11)</td>
</tr>
<tr>
<td>Physics C—Mech</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 11 or PHYS-UA 91(^11)</td>
</tr>
<tr>
<td>Physics C—E&amp;CM</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>PHYS-UA 12 or PHYS-UA 93(^11)</td>
</tr>
<tr>
<td>Politics (U.S. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Gov’t and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>SPAN-UA 4</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>4</td>
<td>4</td>
<td>SPAN-UA 100(^12)</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>5</td>
<td>4</td>
<td>SPAN-UA 100 or SPAN-UA 200(^13)</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>PSYCH-UA 10(^14, 15)</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent(^16)</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent(^16)</td>
</tr>
</tbody>
</table>

\(^1\) Does not count towards the major or minor in art history or exempt students from either ARTH-UA 1 or 2.

\(^2\) Students who major or minor in art history are exempt from both introductory western art courses as listed above, but AP credit does not reduce the total number of courses required for the major or minor. Students receive 4 points total for a score of 5 on the AP Art History exam, even though the equivalent two-semester course sequence (ARTH-UA 1, 2) bears a total of 8 points.

\(^3\) Prehealth students should not use AP credits to place out of BIOL-UA 11, 12.

\(^4\) Economics majors cannot use AP credit in calculus to skip over any or all of the Mathematics for Economics I, II, III sequence (MATH-UA 211, 212, 213). Also note that students wishing to enroll in Calculus II (MATH-UA 122) or Calculus III (MATH-UA 123) must meet one or more of the prerequisites detailed in the Mathematics section of the Bulletin.

\(^5\) Students receive 8 points total for a score of 4 or 5 on the AP Chemistry exam, even though the equivalent two-semester course sequence (CHEM-UA 125, 126/ CHEM-UA 127, 128) bears a total of 10 points. AP credit will not count toward the majors in chemistry and biochemistry.

\(^6\) AP credits in Chinese and Japanese satisfy the Core requirement in foreign language but cannot be used for placement in the correct level of study. Students who plan to register for Chinese or Japanese at NYU must take the CAS placement exam. Also note that AP credits cannot be applied to the East Asian studies major or minor.

\(^7\) Credit received for the German Language exam does not reduce the number of courses required for the German major.

\(^8\) Students wishing to go on in Latin must consult the Classics department for proper placement. AP credit will not reduce the number of courses required for the major or minor.

\(^9\) Students who obtain a score of 5 on the Spanish Literature exam receive 4 credits for SPAN-UA 100 and satisfy the Core language requirement. They must consult with the director of the Spanish Language Program.

\(^10\) AP credit in Statistics does not count toward the majors in economics and international relations or toward the minor in business studies.

\(^11\) AP credit in Statistics does not count toward the majors in economics and international relations or toward the minor in business studies.

\(^12\) AP credit in Statistics does not count toward the majors in economics and international relations or toward the minor in business studies.

\(^13\) Credit can count as an elective toward the history major but not toward the history minor.
<table>
<thead>
<tr>
<th>IB Examination (HL only)</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
<th>IB Examination (HL only)</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Italian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Biology</td>
<td>6, 7</td>
<td>8</td>
<td>BIOL-UA 11, 12</td>
<td>Italian B</td>
<td>6, 7</td>
<td>8</td>
<td>ITAL-UA 11, 12</td>
</tr>
<tr>
<td>Business and Management</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Japanese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6, 7</td>
<td>8</td>
<td>CHEM-UA 125, 126/127, 128</td>
<td>Japanese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 249, 250</td>
</tr>
<tr>
<td>Chinese A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Korean A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chinese B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 203, 204</td>
<td>Korean B</td>
<td>6, 7</td>
<td>8</td>
<td>EAST-UA 256, 257</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 9,10</td>
<td>Latin</td>
<td>6, 7</td>
<td>8</td>
<td>CLASS-UA 5, 6</td>
</tr>
<tr>
<td>Computer Science</td>
<td>6, 7</td>
<td>8</td>
<td>CSCI-UA 101, 102</td>
<td>Mathematics</td>
<td>6, 7</td>
<td>8</td>
<td>MATH-UA 121</td>
</tr>
<tr>
<td>Dance</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Music</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Design Technology</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Persian A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Economics</td>
<td>6, 7</td>
<td>8</td>
<td>ECON-UA 1, 2</td>
<td>Philosophy</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Physics</td>
<td>6, 7</td>
<td>8</td>
<td>PHYS-UA 11,12</td>
</tr>
<tr>
<td>Environmental Systems and Societies</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Portuguese B</td>
<td>6, 7</td>
<td>8</td>
<td>PORT-UA 3, 4</td>
</tr>
<tr>
<td>Film</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>Psychology</td>
<td>6, 7</td>
<td>8</td>
<td>PSYCH-UA 1</td>
</tr>
<tr>
<td>French A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Social and Cultural Anthropology</td>
<td>6, 7</td>
<td>8</td>
<td>ANTH-UA 1</td>
</tr>
<tr>
<td>French B</td>
<td>6, 7</td>
<td>8</td>
<td>FREN-UA 11, 12</td>
<td>Russian A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Geography</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Russian B</td>
<td>6, 7</td>
<td>8</td>
<td>RUSSN-UA 3, 4</td>
</tr>
<tr>
<td>German A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Spanish A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>German B</td>
<td>6, 7</td>
<td>8</td>
<td>GERM-UA 3, 4</td>
<td>Spanish B</td>
<td>6, 7</td>
<td>8</td>
<td>SPAN-UA 3, 4</td>
</tr>
<tr>
<td>Hebrew A</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Theater</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hebrew B</td>
<td>6, 7</td>
<td>8</td>
<td>HBRJD-UA 3, 4</td>
<td>Turkish A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hindi A, B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Urdu A or B</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>History</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
<td>Visual Arts</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Information Technology in a Global Society</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
<td>East Asian studies major or minor.</td>
<td>6, 7</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1No credit is awarded for any Standard Level (SL) examinations.
2Note on foreign languages: IB HL 6, 7 in any foreign language satisfies the College Core Curriculum requirement. This table lists some of the many IB language examinations offered. An IB language denoted as “B” is one studied as a second language; one denoted as “A” is one’s native language, or a language in which one has near-native fluency. “B” language exam credits are at the intermediate level for purposes of Core exemption, whereas “A” language exam credits are post-intermediate. A student who presents “A” language credits and intends to register for the language at NYU must first take the CAS placement exam or consult with the department.
3Students who intend to register for this language at NYU must take the CAS placement examination; the IB credits cannot be used for placement. Also note that IB credits cannot be applied to the College Core Curriculum requirement. This table lists some of the many IB language examinations offered. An IB language denoted as “B” is one studied as a second language; one denoted as “A” is one’s native language, or a language in which one has near-native fluency. “B” language exam credits are at the intermediate level for purposes of Core exemption, whereas “A” language exam credits are post-intermediate. A student who presents “A” language credits and intends to register for the language at NYU must first take the CAS placement exam or consult with the department.
4Students who intend to register for Chinese at NYU must consult the Department of East Asian studies about proper placement and possible counting of IB credits towards departmental requirements.
5IB credit can be counted towards the major or minor in East Asian studies major or minor.
6Students who intend to register for English at NYU must first take the CAS placement exam or consult with the Department of Classics about proper placement and possible counting of IB credits towards departmental requirements.
7Students who intend to register for Italian at NYU must consult the Department of Classics about proper placement and possible counting of IB credits towards departmental requirements.
8IB credit does not count toward the majors in chemistry and biochemistry. Prehealth students should not use it to place out of CHEM-UA 125, 126/127, 128.
9Students who intend to register for French at NYU must consult the Department of Classics about proper placement and possible counting of IB credits towards departmental requirements.
10Students who intend to register for Spanish at NYU must consult the Department of Classics about proper placement and possible counting of IB credits towards departmental requirements.
11No IB credits may be used for the minor. The other four points cannot be applied towards psychology major or minor requirements.
### ADVANCED LEVEL ("A LEVEL") EQUIVALENCIES (WITH PRE-U)¹, ², ³

<table>
<thead>
<tr>
<th>A Level Examination</th>
<th>Score</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Arabic</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Art and Design</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Biology</td>
<td>B or higher</td>
<td>8</td>
<td>BIOL-UA 11, 12¹</td>
</tr>
<tr>
<td>Business</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B or higher</td>
<td>8</td>
<td>CHEM-UA 125, 126/127, 128⁴</td>
</tr>
<tr>
<td>Chinese</td>
<td>B or higher</td>
<td>8</td>
<td>EAST-UA 203, 204⁴</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>B or higher</td>
<td>8</td>
<td>CLASS-UA 9, 10⁴</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Computing</td>
<td>B or higher</td>
<td>8</td>
<td>CSCI-UA 101, 102¹⁰</td>
</tr>
<tr>
<td>Economics</td>
<td>B or higher</td>
<td>8</td>
<td>ECON-UA 1, 2¹³</td>
</tr>
<tr>
<td>English Literature</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>French</td>
<td>B or higher</td>
<td>8</td>
<td>FREN-UA 11, 12</td>
</tr>
<tr>
<td>Geography</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>German</td>
<td>B or higher</td>
<td>8</td>
<td>GERM-UA 3, 4</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Hindi</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>History</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian</td>
<td>B or higher</td>
<td>8</td>
<td>ITAL-UA 11, 12</td>
</tr>
<tr>
<td>Latin</td>
<td>B or higher</td>
<td>8</td>
<td>CLASS-UA 5, 6¹⁴</td>
</tr>
<tr>
<td>Marathi</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Mathematics</td>
<td>B or higher</td>
<td>8</td>
<td>MATH-UA 121 (for 4 of the points)¹⁵</td>
</tr>
<tr>
<td>Physics</td>
<td>B or higher</td>
<td>8</td>
<td>PHYS-UA 11,12¹⁶</td>
</tr>
<tr>
<td>Portuguese</td>
<td>B or higher</td>
<td>8</td>
<td>PORT-UA 3, 4⁴</td>
</tr>
<tr>
<td>Psychology</td>
<td>B or higher</td>
<td>8</td>
<td>PSYCH-UA 1 (for 4 of the points)¹⁷</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Sociology</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Spanish</td>
<td>B or higher</td>
<td>8</td>
<td>SPAN-UA 3, 4</td>
</tr>
<tr>
<td>Tamil</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Telugu</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Urdu</td>
<td>B or higher</td>
<td>8</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

¹No credit is awarded for any Advanced Subsidiary (AS) Level examinations. Note that in Singapore, A Level examinations must be designated as H2 or H3 to receive credit.

²CAS also awards 8 credits for many of the Cambridge Pre-U examinations in liberal arts and science subjects that parallel the A Level offerings. The range of acceptable scores (lowest to highest) is: M2, M1, D3, D2, D1.

³Note on foreign languages: an A Level score of B or higher, or a Pre-U score of M2 or higher, in any foreign language satisfies the College Core Curriculum requirement.

⁴Students who intend to register for this language at NYU must take the CAS placement examination; the A Level/Pre-U credits cannot be used for placement.

⁵Satisfies Natural Science I and II in the Core. Prehealth students should not use A Level/Pre-U credits to place out of BIOL-UA 11, 12.

⁶Satisfies Natural Science I and II in the Core. Students receive 8 points total even though the equivalent two-semester course sequence in CAS bears a total of 10 points. A Level/Pre-U credit does not count toward the majors in chemistry and biochemistry. Prehealth students should not use it to place out of CHEM-UA 125, 126/127, 128.

⁷Students who intend to register for Chinese at NYU must take the CAS placement examination; the A Level/Pre-U credits cannot be applied to the East Asian studies major or minor.

⁸Students who intend to register for ancient Greek at NYU must consult the classics department for proper placement. A Level/Pre-U credits in Classical Greek will not reduce the number of courses required for a classics major or minor.

⁹High scores on the A Level/Pre-U examination in Foreign Languages other than English will not count toward the requirements for the languages majors.

¹⁰Students planning a major or minor in computer science must consult with the Department of Computer Science for proper placement.

¹¹A Level/Pre-U credits do not apply to the politics major or minor. No A Level/Pre-U credits may be used for the minor in history.

¹²Students who intend to register for Latin must consult the classics department for proper placement. A Level/Pre-U credits in Latin will not reduce the number of courses required for a classics major or minor.

¹³Satisfies Quantitative Reasoning in the Core. Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁴Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁵Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁶Satisfies Quantitative Reasoning in the Core. Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁷Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁸Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.

¹⁹Satisfies Quantitative Reasoning in the Core. Students majoring in economics cannot use A Level/Pre-U credits to skip over some or all of the following: Mathematics for Economics I, II, III (MATH-UA 211, 212, 213). For A Level/Pre-U results in Further or Pure Mathematics, students must consult with the Department of Mathematics for exact course equivalences.
When estimating the net cost to the family of a university education, a student should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program, plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

**TUITION AND FEES: 2013–2014**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2013-2014. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed in online updates to this Bulletin at bulletin.cas.nyu.edu. Students should also consult www.nyu.edu/bursar for this updated information.

Note that the registration and services fee covers membership, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and College publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services, emergency and accident coverage, and technology fees.

Note: Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis, and present the award certificate with their schedule/bill for the applicable term.

Students who receive TAP awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility.

### Full-Time Students

- Tuition, 12 to 18 points flat rate, per term, academic year 2013–2014: $21,236
- Fall 2013 term and spring 2014 term:
  - Nonreturnable registration and services fee, per term: $1,188
  - Nonreturnable CAS academic support fee, per term: $55
- For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $64 per point): $1,315

### Other Students

- Tuition, per point, academic year 2013–2014: $1,251
- Fall 2013 term:
  - Nonreturnable registration and services fee, per point: $443

Nonreturnable registration and services fee, per point, for registration after first point: $64

Spring 2014 term:

- Nonreturnable registration and services fee, first point: $461
- Nonreturnable registration and services fee, per point, for registration after first point: $64

### Basic Health Insurance Benefit Plan: 2013–2014

For additional and updated information beyond 2013–2014, please see www.nyu.edu/shc/about/insurance.html.

CAS students enrolled in 9 or more points are automatically enrolled; all others can select among these options:

- Annual: $2,220
- Fall term: $830
- Spring term: $1,390
- Summer term: $611

Students automatically enrolled in the basic plan or the comprehensive plan can change between plans or waive the plan entirely (by showing proof of other acceptable health insurance); for details, please see www.nyu.edu/shc/about/insurance.html.


For additional and updated information beyond 2013–2014, please see www.nyu.edu/shc/about/insurance.html.

International students are automatically enrolled; all others can select among these options:
Annual: $3,439  
Fall term: $1,295  
Spring term: $2,144 (coverage for the spring and summer terms)  
Summer term: $942 (only for students who did not register in the preceding term)  

Students automatically enrolled in the basic plan or the comprehensive plan can change between plans or waive the plan entirely (by showing proof of other acceptable health insurance); for details, please see www.nyu.edu/ish/about/insurance.html.

**Stu-Dent Plan: 2013–2014**

Dental service through NYU’s College of Dentistry:

- **Primary member:** $235  
- **Partner:** $235  
- **Dependent (under age 16):** $83  
- **Renewal membership:** $193  

**Special Fees for All Students: 2013–2014**

For additional and updated information beyond 2013–2014, students may consult the websites of (or contact) the Offices of the Registrar, Bursar, Residence Life, and Admissions.

- **Late payment of tuition fee:** $25  
- **Late registration fee commencing with the second week of classes:** $50  
- **Late registration fee commencing with the fifth week of classes:** $100  
- **Penalty fee:** $20  
- **Deposit upon acceptance (nonrefundable):** $500  
- **Housing deposit (if applicable) upon acceptance (nonrefundable):** $1,000  

**Academic Support Fee: 2013–2014**

For additional and updated information beyond 2013–2014, please see www.nyu.edu/bursar.  
All students must pay an academic support fee. For those taking 12 points or more, it is $55 per term. For those taking fewer than 12 points, it is $5 per point, up to a maximum of $25 per term.

**Maintenance of Matriculation: 2013–2014**

For additional and updated information beyond 2013–2014, please see www.nyu.edu/bursar.  
Per term varies, plus nonrefundable registration and services fee:  
- **Fall term:** $397  
- **Spring term:** $397  

**Special Programs**

For expenses for study in NYU study away and in NYU international exchange programs, contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. Also see www.nyu.edu/global.html.

**Deferred Payment Plan**

The deferred payment plan allows students to pay 50 percent of their net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:

- Matriculated and registered for 6 or more points  
- Without a previously unsatisfactory University credit record  
- Not in arrears (past due) for any University charge or loan  

The plan includes a nonrefundable application fee of $50, which is to be included with the initial payment on the payment due date. Interest at a rate of 1 percent per month on the unpaid balance will be assessed if payment is not made in full by the final installment due date. A late payment fee will be assessed on any late payments.  

A separate deferred payment plan application and agreement is required for each semester this plan is used. The deferred payment plan will be available at www.nyu.edu/bursar/forms in July for the fall semester and in December for the spring semester. For additional information, please visit the website of the Office of the Bursar at www.nyu.edu/bursar/paymentplans or call 212-998-2806.

**TuitionPay Plan**

TuitionPay is a payment plan administered by Sallie Mae. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student's educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.  

The traditional University billing cycle consists of one large lump-sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).  

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.  

A nonrefundable enrollment fee of $50 is required when applying for the fall/spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit www.nyu.edu/bursar.

**Arrears Policy**

The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

**Diploma Arrears Policy**

Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.
WITHDRAWAL AND REFUND OF TUITION

A student who, for any reason, finds it impossible to complete one or more courses for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first two weeks of the term only) or in writing on a completed change of program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term. (See the following schedules.)

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration fee and a penalty fee of $20 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the change of program form is filed, not the last date of attendance in class, is considered the official date of the student’s withdrawal. It is this date that serves as the basis for computing any refund granted the student. The processing of refunds takes approximately two weeks.

There are two distinct refund schedules (see below):

1. For students withdrawing from some courses, but not all; and
2. For students withdrawing from all courses.

Undergraduate Refund Schedule, Withdrawing from All Courses (Fall and Spring Only)

Courses dropped after the first two weeks of the term: NONE

The above refund schedule is not applicable to students whose registration remains within the flat-fee range of 12 to 18 points per term.

* Note: All fees (including school-related fees) are nonreturnable after the second calendar week of the semester.

Undergraduate Refund Schedule, Withdrawing from All Courses (Fall and Spring Only)

This schedule is based on the total applicable charge for tuition, excluding nonreturnable fees and deposits.

Withdrawal on or before the official opening date of the term: 100% (100% of tuition and fees)†

Withdrawal on the second day after the official opening date of the term through the end of the first calendar week: 100% (100% of tuition only)

Note: The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term (not the first day of the class meeting).

Withdrawal within the second calendar week of the term: 70% (tuition only)

Withdrawal within the third calendar week of the term: 55% (tuition only)

Withdrawal within the fourth calendar week of the term: 25% (tuition only)

Withdrawal after completion of the fourth calendar week of the term: NONE

† Note: All fees (including school-related fees) are nonreturnable after the official first day of the semester.

Note: A student may not withdraw from a class after the ninth week of the fall or spring semester or in the last two weeks of each six-week summer session.

Exceptions to the published refund schedule may be appealed in writing to the refund committee in the College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130) and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted. Students who withdraw should review the “refunds” page on the Office of the Bursar’s website, www.nyu.edu/bursar.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard on the Office of Financial Aid website, so as not to jeopardize future semesters of aid.

Tuition Insurance

The College strongly advises students to purchase tuition insurance to protect their investment in the event of withdrawal from courses beyond the published refund schedule. This insurance can be very helpful when unexpected situations cause a student to withdraw. Exceptions to the University’s refund policy are rarely granted for withdrawals after the fourth week of the semester. Please contact A. W. G. Dewar, Inc. (Four Batterymarch Park, Quincy, MA 02169-7468; 617-774-1555) or visit www.tuitionrefundplan.com for more information.
FINANCIAL AID

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Please consult “financial aid and scholarships” at www.nyu.edu/financial.aid for full access to the information and procedures summarized here. Particular attention should be given to (1) “types of financial aid” (for scholarships, grants, and loans) and (2) “applications and forms.” These topics are included on the navigation bar located on this web page.

Applying for Financial Aid at NYU

The following applications are the forms students must submit for any and all types of financial aid we award at NYU, including all need-based and merit-based scholarships:

- CSS/Financial Aid PROFILE
- Free Application for Federal Student Aid (FAFSA)
- New York State Tuition Assistance Program (TAP), for New York State residents only.

Students seeking financial aid for summer courses must also complete a NYU summer aid application.

Deadlines

For Freshman Applicants

Early Decision I: November 15 (to receive an early decision financial aid estimate in mid-December)

Early Decision II: January 15 (to receive an early decision financial aid estimate in mid-February)

Regular Decision: February 15 (to receive a final financial aid award in April)

For Transfer Applicants

Fall/Summer Admissions April 1 (to receive funding in May/June)

Spring Admission November 1

Eligibility for Financial Aid

To be considered for financial aid, students must be officially admitted to NYU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Financial aid awards are not automatically renewed each year. Continuing students must apply for financial aid each year, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

Please consult “eligibility for financial aid” at www.nyu.edu/financial.aid for current details. (See “policies” in the lower right column of this web page.)

SCHOLARSHIPS AND GRANTS

Eligibility for merit-based and/or need-based scholarships at NYU is determined upon entrance to the University based on prior academic strengths and, if you apply for financial aid, your demonstrated financial need.

University-Sponsored and University-Administered Programs

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and are based on a combination of academic achievement, applicable test scores, and, in most cases, financial need. No separate application is necessary.

Federal Scholarships and Grants

Eligibility is based on submission of the FAFSA, and no separate application is necessary.

State Grants

New York State offers a wide variety of grants and scholarships to residents, subject to the annual availability of funds. Application is made directly to the state, and grants are awarded by the state. New York State programs are listed at www.hesc.com.

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to obtain contact information) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it immediately to the NYU Office of Financial Aid.

Scholarships and Grants from Other Organizations

Students may be eligible for a private scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free online, and several are featured at www.nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources.
OTHER SOURCES OF AID

Federal and Private Loans
For information about federal loans and private (non-federal) alternative loans please consult “types of financial aid” at www.nyu.edu/financial.aid.

Student Employment
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
212-998-4730
www.nyu.edu/careerdevelopment
Most financial aid award packages include work study. This means that students are eligible to participate in the federal work study program and may earn up to the amount recommended in their award package. Work study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

Resident Assistantships
Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation is room and/or board, and/or a stipend. Applications and further information may be obtained from www.nyu.edu/life/living-at-nyu.html.

Tuition Remission
Members of the NYU staff, teaching staff, and officers or administrators and their dependents who are eligible for NYU tuition remission are not eligible for other forms of financial aid administered by the University (including merit awards). Eligibility can be reviewed for other types of aid including: Federal Stafford Loans, Federal Unsubsidized Stafford Loans, Federal Parent Loans for Undergraduate Students (PLUS), TAP Grants, Federal Pell Grants, and some private (non-federal) alternative loan programs if the Free Application for Federal Student Aid is completed. Details about tuition remission eligibility information can be obtained at www.nyu.edu/employees/benefit.html.

STUDENT FINANCIAL AID RESPONSIBILITIES

• You must apply for financial aid each year to receive any and all types of financial aid we award at NYU, including need-based and merit-based scholarships.
• Consult www.nyu.edu/financial.aid for all financial aid application deadlines. Failure to meet the NYU deadline may result in a reduction of your aid eligibility.
• Use NYU Albert at albert.nyu.edu to accept your financial aid awards.
• If you submit documents to the Office of Financial Aid, please put your University I.D. number on each page and keep a copy for yourself. Do not submit originals.
• Be certain that you understand the conditions of the awards you accept. Contact the Office of Financial Aid if you have any questions.
• You must adhere to satisfactory academic progress standards to remain eligible for financial aid. The Office of Financial Aid will send reminders, but it is the student’s responsibility to know and heed the requirements.
• You must notify the Office of Financial Aid immediately if you receive an award or financial aid from any additional source. A change in your resources may affect your eligibility for student aid.
• You must respond immediately to all requests from the Office of Financial Aid. Failure to comply may result in the cancellation of your aid.
• Consult with the Office of Financial Aid immediately if you reduce your academic program to fewer points, or if you are enrolled full-time (at least 12 points) but intend to begin part-time (less than 12 points). Also contact the Office of Financial Aid if there is a change in your housing status. A change in enrollment or housing status may affect the financial aid you receive.
• Be sure to notify the Office of the University Registrar if you move by updating your contact information via NYU Albert at albert.nyu.edu. We use the records of the Office of the University Registrar to administer financial aid.
Registration, Advisement, and Counseling

Registration

The College Advising Center (Silver Center, 100 Washington Square East, Room 905) provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Students complete their initial registration through Albert, the University’s web registration system, at home.nyu.edu. Students also use Albert to make later adjustments to their schedule.

Continuing Students

Students currently enrolled in the College register early for the following semester—in November for the spring term and in April for the fall term. Students who are currently enrolled or on an official leave of absence receive notification of the date and time when they can register. Before registering, students plan a provisional schedule and put it in the “shopping cart” function of Albert. They also discuss their program and courses with their adviser, who then clears them for registration. At the appointed time or thereafter, students access Albert and enter their courses into the Student Information System (SIS). Students should complete registration by paying their tuition and fees. Online tuition statements and payment options are available through the Office of the Bursar.

New Students

Newly admitted students receive detailed instructions about orientation and registration, as well as the name and contact information of an adviser in the College Advising Center to assist in academic planning, course selection, and registration. Transfer students with a declared major also have an opportunity to discuss their program with a faculty member in their chosen major department.

For preregistration immunization requirements, please see “immunization requirements” in the academic policies section of this Bulletin.

Advisement

College Advising Center

The College Advising Center (Silver Center, 100 Washington Square East, Room 905; 212-998-8130; advising casing.nyu.edu) offers a wide range of services and programs designed to meet the needs of a diverse student body. The advisers serve as a basic source of information about the degree requirements, policies, and procedures of the College. Academic and career development workshops are sponsored or cosponsored to assist students in planning academic programs, choosing a major, and negotiating registration. In addition, various cocurricular educational opportunities, from informal faculty talks to seminars and lectures, are arranged through the center. Support programs are available for African American and Latino students; international students; undecided students; and freshmen, sophomores, juniors, and seniors.

All first-year students participate in the College Cohort Program (CCP). The CCP begins with a virtual advising and registration process during the early summer, including selection of a Freshman Seminar, which is required for all CAS first-year students. The Freshman Seminar selected determines placement in a small advising cohort. There is also an extensive academic orientation and introduction to the CCP during Welcome Week.

During fall of the first year, cohorts come together every other week for a “cohort meeting,” where they work closely with their academic adviser and a college leader (an upperclass mentor) exploring topics which form a foundation for exploring and engaging in the variety of academic and cultural offerings at NYU, through NYC, and within the Global Network University. Students can meet as often as they would like with their advisers individually outside the context of the cohort meeting and are required to meet for individual advising appointments prior to registration for the following semester. Cohorts continue meeting on a monthly basis through the spring semester of the first year.

The assigned CAS adviser remains available to students throughout their undergraduate experience, and serves as the primary source for academic advising until the student declares a major.

Advising for students who are transferring to CAS from another college or university begins once the College is notified that they have accepted admission. Students receive a transfer orientation workbook electronically and are in direct contact with an academic adviser to interpret their transfer credit report, assist with course selection, and answer all questions about degree requirements and registration.

Transfer students are also invited to a special orientation session which provides additional information needed to make a smooth transition into the College. CAS
Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs. Veterans with service-connected disabilities may qualify for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. Upon meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1908A).

Counseling and Behavioral Health Services (CBH) at the College of Arts and Science (CAS) is open between 9 a.m. and 5 p.m., Monday through Friday, in the Silver Center, 100 Washington Square East, Room 920. The walk-in hour is 2 p.m. to 3 p.m. daily; no appointment is necessary. Counseling services are free on a voluntary basis for any full- or part-time student enrolled in the College. When necessary, medication and outside referrals are available. All conversations are kept strictly confidential. CBH/CAS counseling staff members provide assistance in workshops, as well as in group and individual psychotherapy. The social and emotional conflicts that occur in a person’s life occasionally prevent him or her from functioning optimally. Concerns about interpersonal relationships, poor grades or other academic problems, feelings of inadequacy, anxiety, loneliness, sexual problems, eating disorders, substance abuse, and family and/or marriage conflicts are difficulties any individual might encounter. CBH/CAS counselors provide an atmosphere where personal concerns can be examined and discussed freely and confidentially. Call 212-998-8150 or visit the center for information or to make an appointment.

THE UNIVERSITY LEARNING CENTER

The College of Arts and Science operates Learning Centers in the Academic Resource Center or “ARC” (18 Washington Place) and University Hall (110 East 14th Street, UHall Commons). The Learning Centers provide extensive academic support services to students in all divisions of the University who take courses in the College. With their highly visible and accessible settings, they serve to link academics with students’ residential and campus lives. Services offered by the centers include the following:

- Individual and group tutoring sessions
- College Core Curriculum study groups
- Examination review sessions
- Study skills assessment
- Workshops on academic effectiveness and time management
- Computer-assisted tutoring

COUNSELING AND BEHAVIORAL HEALTH SERVICES AT THE COLLEGE OF ARTS AND SCIENCE

VETERANS’ BENEFITS

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs,
22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

**All Veterans**

Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor's or master's degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for points that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans' benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU's Office of the University Registrar.

**Yellow Ribbon GI Education Enhancement Program**

NYU is pleased to be participating in the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The program is designed to help students finance, through scholarship assistance, up to 100 percent of their out-of-pocket tuition and fees associated with education programs that may exceed the Post-9/11 GI Bill tuition benefit, which will only pay up to the highest public in-state undergraduate tuition. Beginning in the 2009-2010 academic year, NYU has provided funds toward the tuition of each qualifying veteran who was admitted as a full-time undergraduate, with the VA matching NYU's tuition contribution for each student.

To be eligible for the Yellow Ribbon benefits, an individual must be entitled to the maximum post-9/11 benefit. An individual may be eligible for the Yellow Ribbon Enhancement if:

- He/She served an aggregate period of active duty after September 10, 2001, of at least 36 months.
- He/She was honorably discharged from active duty for a service-connected disability and had served 30 continuous days after September 10, 2001.
- He/She is a dependent eligible for transfer of entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria, as described on the U.S. Department of Veterans Affairs website.

The Department of Veterans Affairs is currently accepting applications for the Post-9/11 GI Bill. To qualify for the Yellow Ribbon Enhancement, you must apply to the VA. The VA will then determine your eligibility for the Post-9/11 GI Bill and issue you a Certificate of Eligibility.

Note: You can apply using the VA Form 22-1990. The form includes the instructions needed to begin the process.

After you are issued your Certificate of Eligibility from the Department of Veterans Affairs, indicating that you qualify for the Yellow Ribbon Program, please contact Ms. Clara Fonteboa at clf1@nyu.edu or 212-998-4823.

The Office of the University Registrar must certify to the Department of Veterans Affairs that the eligible person is enrolled as a full-time undergraduate student for the funds to be paid under the Yellow Ribbon Program. Visit [www.nyu.edu/registrar/forms-procedures/veterans-benefits.html](http://www.nyu.edu/registrar/forms-procedures/veterans-benefits.html).
Degree Requirements

The University confers the following degrees on candidates recommended by the faculty of the College of Arts and Science and approved by the trustees of New York University:

**Bachelor of Arts (B.A.)**
B.A. programs are offered by all departments of the College except that of neural science.

**Bachelor of Science (B.S.)**
B.S. programs are offered by the following departments of the College: chemistry, neural science (B.S. only), and physics. They are also offered for the combined major in global public health and science, with concentrations in biology, chemistry, and prehealth (no B.A. option). For details, see the sections on these individual departments and majors in this Bulletin. The College also offers jointly with the NYU Polytechnic School of Engineering a Bachelor of Science/Bachelor of Science (B.S./B.S.) program; see the engineering section in this Bulletin. Further information on engineering is available in the College Advising Center, Silver Center, Room 905; 212-998-8130.

The general degree requirements are the same for the B.A. and the B.S., with the exception of the engineering B.S./B.S.

To be eligible for the bachelor’s degree, students must complete 128 points with a cumulative grade point average of at least 2.0. Within these points, students must fulfill the requirements of both a major and the College Core Curriculum.

The degree requirements to be fulfilled are those in effect during the term of the student’s first registration in the College. Registration in another division of New York University does not constitute a registration in the College of Arts and Science.

Readmitted students must fulfill the requirements as listed in the College of Arts and Science Bulletin published during the year of their readmission, unless their readmission letter states otherwise.

In very exceptional cases, a student may petition the Committee on Undergraduate Academic Standards for approval of a change in the requirements as stated in the Bulletin. The petition form may be obtained from the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

**CONFERRING OF DEGREES**

Degrees are conferred in September, January, and May. The formal conferring of degrees by the president of the University takes place annually at Commencement in May.

**THE MAJOR**

Major requirements, varying from department to department, are specified in the sections of this Bulletin devoted to the course listings of individual departments and programs. Generally, a little more than one-third of the total points are earned in the major concentration.

Every student must complete a major with a cumulative grade point average in the major of at least 2.0. At least one-half of the courses (and in some departments, at least one-half of the points) used to complete the major must be taken in the College of Arts and Science. A student may not register for courses in the major outside of NYU. The student must be accepted as a major in the department and must review his or her program with a department adviser each term.

**DECLARATION**

Students go to the office of the department or program to declare a major and have it posted in the Student Information System (Albert). Students who have earned 64 or more points must declare a major. Those with fewer than 64 points are strongly encouraged to declare a major as early in their academic career as possible.
DOUBLE MAJOR

Students may take a double (second) major. The same requirements, including the maintenance of a minimum grade point average of 2.0, apply to the second major as to the first. In some cases, courses may be applicable to both majors. Students must then obtain the written approval for the shared course(s) from the directors of undergraduate studies of both departments. The second major is declared in the same way as the first (see above).

THE MINOR

The minor requirements are found in the departmental sections of the Bulletin. The minor must be completed with a minimum grade point average of 2.0. The minor is declared at the office of the sponsoring department or program. No more than one minor can be completed outside of the College in the other divisions of NYU, as the limit on non-CAS credits is set at 16 points.

REGULATIONS PERTAINING TO BOTH MAJOR AND MINOR

The major and minor requirements to be followed are those stated in the departmental sections of the Bulletin in effect during the semester of the student’s first registration in the College. No credit toward the major or minor is granted for grades of C-minus or lower, although such grades will be computed into the grade point average of the major or the minor, as well as into the overall grade point average. No course to be counted toward the major or minor may be taken on a pass/fail basis. (See “pass/fail option” under academic policies in this Bulletin.) Transfer students from other colleges and universities must have the written approval of the director of undergraduate studies to count transfer courses toward the major or the minor. Once a student transfers to the College, all course work must be completed at NYU. (See also “transfer students,” below.)

TIME LIMIT

All requirements for a degree in the College must be met within a period of eight years from the date of matriculation. For transfer students and for students who are readmitted to the College, the length of time is proportionately reduced. Transfer credit is not granted for courses taken more than 10 years before the student’s matriculation in the College.

RESIDENCE REQUIREMENT

Once a student enrolls in the College of Arts and Science (first year and/or transfer), all course work used to satisfy the 128-credit degree requirement must be completed at NYU. All students must complete their last 32 points while registered in the College of Arts and Science. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department.

TRANSFER STUDENTS

Transfer students must complete 64 points in the College of Arts and Science with a cumulative grade point average of at least 2.0 overall, in the required major, and in the optional minor. At least one-half of the courses used to complete the major and any minor must be courses offered by the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department and may not exceed one-half of the required coursework for the major or minor. Courses in which a grade of C-minus or lower was obtained are not transferable. Grades earned from external transfer courses are not calculated in the NYU grade point average.
ACADEMIC PROGRAM

The programs and courses offered at the College of Arts and Science are designed for students who attend classes offered during the day on a full-time basis. A full-time schedule normally consists of 16 points per term, or 32 points per year, which enables a student to complete the entire program of 128 points in four years. Minimal full-time status entails completing at least 12 points per term, or 24 points per year. Students who wish to attend part time should obtain permission from the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140. Such status will be granted only when there is good and sufficient reason for part-time study. Failure to complete a minimum of 24 points per year jeopardizes a student's full-time status. Failure to complete 32 points per year may jeopardize a student's eligibility to receive financial aid; students should discuss their situation with the Office of Financial Aid in the Student Services Center, 25 West Fourth Street.

Adding Courses

The deadline for the adding of a course or a section is the end of the second week of the semester. The deadline applies to any course added by a College of Arts and Science student and to any College of Arts and Science course added by students from other divisions. The adding of any course or section after the end of the second week is generally allowed only when the student is changing levels within a discipline—for example, from a French or mathematics course to a higher- or lower-level course in the same discipline. The addition is permitted only with the written approval of both the instructor and a CAS dean.

Dropping and Withdrawing from Courses

Students are expected to maintain a full-time program as described above. Occasionally, they may withdraw from a course if, because of reasons beyond their control, they cannot continue. Courses dropped during the first three weeks of the term will not appear on the transcript. Those dropped from the beginning of the fourth week through the end of the ninth week of the term will be recorded with a grade of W. After the ninth week, no one may withdraw from a course. Students who are ill or have a serious personal problem should see, call, or write to an adviser in the College Advising Center. College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; 212-998-8130.

Complete Withdrawals

Students who wish to withdraw from all their courses must make an appointment for an interview with an adviser in the College Advising Center. A student who withdraws officially from all courses in a term may register for the following term. If the student is unable to attend the College during the term following the withdrawal, he or she should discuss a leave of absence from an adviser in the College Advising Center. For more information, see “attendance,” below.

Auditing

Matriculated students in the College may audit (i.e., attend lectures without intending to receive credit) any course in the College with the consent of, and under the conditions established by, the instructor and the department. Auditors may not preempt space required for registered students. Courses cannot be audited as a means of satisfying requirements for an incomplete grade or as a means of changing a previous grade. A student cannot register as an auditor, and audited courses will not appear on the student’s official transcript. Special (nondegree) students may not audit courses.

ATTENDANCE

Although the administration of the College does not supervise attendance of classes, it supports the standards imposed 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 be considered to have withdrawn unofficially and may be given the final grade of F. See “withdrawing from courses,” above.

Religious Holidays and Attendance

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.

Whenever feasible, examinations and assignment deadlines should not be scheduled 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 himself or herself of the above provisions.

LEAVE OF ABSENCE

General Leave

If a student and an adviser agree that a leave of absence is the best way to proceed given the student’s situation, the adviser will assist in the withdrawal from the semester and extended time for a leave of absence. A student needs to make an appointment with an adviser to discuss his or her particular situation and review the terms of the leave of absence; please contact the College Advising Center, Silver Center, Room 905; 212-998-8130.

A student may request a leave of absence for the fall/spring semester, and must make his or her request prior to the end of the third week of the semester he or she wishes to be on leave. A student who requests a leave after that deadline or who has been out of attendance without first being granted a leave must apply for readmission. Also note that leaves are not granted retroactively for past semesters.

There are no leaves of absence for the summer and January terms, as enrollment during these terms is not required to maintain matriculation in the College.

A student granted a leave does not have to make a formal application for readmission as long as he or she returns to the College within the agreed-upon time (a maximum of two semesters during a student’s academic career). Students who attend another college during the leave must petition to have the credits transferred after they have been approved to return to the College.

Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Office of Financial Aid at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)

Psychological and Medical Leave

If a student and a counselor or a physician agree that a psychological or medical leave of absence is the best way to proceed given the situation, the counselor or physician should make a recommendation to the associate dean for students at the College for the withdrawal from the semester and extended time for a leave of absence. A student needs to complete the leave of absence petition form, which can be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year.

A certification of readiness to return to school from a leave of absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his or her academic work. The student must also schedule an appointment with a counselor/therapist or physician at the NYU Student Health Center prior to receiving approval from the College to return. A student granted a leave does not have to make a formal application for readmission as long as he or she returns to the College within the agreed-upon time (a maximum of two semesters during a student’s academic career). Students who attend another college during the leave must petition to have the credits transferred after they have been approved to return to the College. Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Students are advised to inquire how the leave of absence may affect their scholarship and financial aid award and should contact the Office of Financial Aid at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College must apply for readmission. (See the admission section of this Bulletin.)
CREDIT

Credit for Advanced Placement, International Baccalaureate, A Level, and Other Examinations

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken Advanced Placement exams while in high school should have the Educational Testing Service in Princeton, N.J., forward their official scores to the Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339.

No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is 4 or 5, credit will be granted. The AP credit will be lost, however, if a student takes the equivalent course for credit in the College. For more information, see the “advanced placement equivalencies” chart in the admission section of this Bulletin.

For information on IB, A Level, and the other international examinations for which CAS awards credit (minimum scores, course equivalencies, etc.), please see “credit by examination” and charts in the admission section of this Bulletin.

The maximum number of credits allowed toward the degree requirements of the College that are a result of any possible combination of nonresident special examination programs (plus previous coursework, if applicable and approved) shall not exceed a total of 32.

Credit for Courses in the College

To receive credit for a course, the student must register before attending, meet the requirements for attendance, and creditably complete all examinations and assignments prescribed by the instructor. For exceptional students, most departments also offer independent study. The College does not permit students to register as auditors.

Restrictions on Receiving Credit (Including Course Repeat Policy)

For students who matriculate in or are re-admitted to the College of Arts and Science in fall 2012 and thereafter: A student who has taken a course for credit or who has obtained a W in a course is permitted to repeat that course once. Students may not repeat more than two courses during their undergraduate careers. Students may not repeat courses in a designated sequence after taking more advanced courses. The departments determine the sequencing of courses. Students with questions regarding the repetition of courses or course sequences must consult with the particular department offering the course. When a student repeats a course, no additional credit will be awarded. Both grades will be recorded and computed in the grade point average. (Students who entered CAS before fall 2012 should consult this section of the CAS Bulletin for the year they matriculated in the College to find the course repeat policy applicable to them.)

A limited number of credits may be earned by those in the military services who take correspondence courses in colleges approved by the United States Armed Forces Institute.

Students may not be registered at another university at the same time that they are registered in the College of Arts and Science.

Credit for Courses at Other Schools and Divisions of New York University

Courses may be taken in the New York University Graduate School of Arts and Science. 1000-level graduate courses may be taken as described in the departmental sections of this bulletin, and 2000-level graduate courses may be taken with written approval of the instructor. If graduate courses are applied toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the Graduate School of Arts and Science.

It is also possible for students to take courses in other undergraduate divisions of New York University and to have credits for these courses applied to the degree in the College.

Students may take a total of 16 points in other divisions, including any courses for particular minors approved by the College. Transfer students should note that credits for non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. Students seeking additional non-liberal-arts credits beyond the 16-point limit must file a petition with the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Please note that restrictions apply. Courses in other divisions that duplicate the contents of a College of Arts and Science course do not count toward the College degree. For details, students must check with an adviser in the College Advising Center before registering for any courses in other divisions. If a course is not approved, students will not receive credit for it.

Independent study or internship courses taken in other divisions of the University do not count toward the College degree. If such courses are taken at schools outside the University, the credit will not transfer to the College.

Also excluded from credit toward the degree are any courses taken in the School of Continuing and Professional Studies once a student is registered in the College.

Credit for online courses will not be counted toward the baccalaureate degree.

Summer Credits

Once admitted to the College, students must take all courses here, including those they need or wish to take during the summer. Exceptions are granted only rarely and only for good academic reasons. Requests for a waiver should be made by submitting a petition to the Committee on Undergraduate Academic Standards in the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Information about NYU summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.

Credit for Independent Study

Most departments offer independent study courses for students with exceptional qualifications. In these courses, the work is
planned specifically for each student. Independent study courses allow the student to work independently with faculty supervision and counsel. The courses typically carry variable credit of 2 or 4 points each term. They are normally limited to upper-class majors but may be open to other well-qualified students. To register for independent study, a student must have written approval of the director of undergraduate studies of the department in which the course is offered. The result of the independent study course should be a paper or objective, tangible evidence of completion of the work. The individual departments may grant credit for not more than 8 points of independent study for work approved in advance. In general, students are not permitted to take more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department. Internships and/or independent study courses taken in other divisions of the University or at other universities do not count toward the College degree.

More specific information can be found under the individual departmental sections.

Credit for Transfer Students

Students are allowed to transfer up to 64 credits to the College. Credits based on semester hours are accepted from other institutions at face value and are not altered when they are transferred into the College. Quarter hours will be converted to semester hours to determine the number of credits transferable to the College of Arts and Science. Non-liberal-arts credits are not always transferable, and transfer credit is never awarded for independent study or internship courses. Only credits for course work taken with a grade of C or better will be transferred. Courses taken for a pass/fail grade will not transfer to the College.

Credit for Non-NYU Study Abroad

Credits based on semester hours (similar to schools in the United States) are accepted from institutions abroad at face value and are not altered when the credits transfer into the College. Often credits from institutions abroad must be adjusted or converted to correspond to the College’s requirements for awarding credits. Approval to participate in a non-NYU study abroad is only obtained by completing an academic proposal. The packet of information required to complete the proposal is available at the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

When students receive approval to participate in a non-NYU program abroad, the specific courses they will take are approved and the number of transfer credits they will receive are specified.

EXAMINATIONS AND GRADES

Missed and Makeup Examinations

As noted under “grades,” below, a student who cannot take the final examination in a course at the regularly scheduled time may be given the grade of Incomplete. The student must discuss the reasons for missing the examination with the instructor and, in the case of illness, must submit a doctor’s note to the instructor. The student must ask the instructor to give a grade of Incomplete. Incompletes are not awarded automatically. The time and place of any makeup examinations are set by the instructor or the department.

Incomplete grades received because of a missed final examination must be removed within the semester following the one in which the Incomplete was received. In the case of students who are out of attendance, such grades must be removed within one year after the end of the course concerned. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the grade point average. (Regarding the removal of Incompletes received for missed work other than final examinations, see under “grades” and “incompletes,” below.)

Grades

Students may obtain their final grades for each semester on Albert via NYUHome at home.nyu.edu. The parents or guardian of a student who is a minor (under 18 years of age) may, on a written request to the Office of the University Registrar, obtain the student’s grades at any time.

The following symbols indicating grades are used: A, B, C, D, P, F, and W. The following symbol indicates incomplete work: I. Only grades of A, B, C, D, or F earned in any New York University course while matriculated in the College, or earned in any of the College’s courses (courses suffixed by “-UA”) while matriculated in another division of the University, are computed in the average. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Computing the Grade Point Average

The grade point average can be obtained by determining the total of all grade points earned (quality points) and dividing that figure by the total number of credit hours completed (quality hours).

For example: A student who has completed 8 points of A (4.0), 4 points of B (3.0), and 4 points of C (2.0) has a grade point average of 3.25. This is obtained by adding 8 (points of A) x 4.0 (point value of A), 4 (points of B) x 3.0 (point value of B), and
Policies on Assigned Grades

Once a final grade has been submitted by the instructor and recorded on the transcript, the final grade cannot be changed by turning in additional course work.

To appeal an assigned grade, the student should first consult with the instructor who assigned the grade to discuss the grading requirements for the course and how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a formal written appeal should be submitted to the chair and/or director of undergraduate studies in the particular department. An independent review of the grade will be undertaken by the department. All of the student’s work will be reviewed to clarify how the grade was determined and to ensure the grade is consistent with the academic guidelines and policies of the department. The decision of the department in matters related to a course grade is final.

In the case of a course that has been repeated, for students who matriculated in CAS before fall 2012: only the second grade, whether higher or lower, is computed into the grade point average. The initial grade, however, remains on the transcript. In the case of a course that has been repeated, for students who matriculate in or are re-admitted to CAS in fall 2012 and thereafter: both grades will be recorded on the transcript and both grades will be computed in the grade point average.

The grades for courses taken abroad in one of New York University’s programs or at one of the exchange sites are recorded on the transcript and are also included in the grade point average. The grades for graduate and professional courses taken at other divisions in the University are included in the grade point average, provided that permission to enroll is obtained prior to registration for the courses.

Not included in the undergraduate grade point average are grades for the first year of professional courses taken by those students in the three-year accelerated dental program and grades for work done at institutions other than New York University (except for exchange sites abroad).

Grade of P

The grade of P (Pass) indicates a passing grade (A, B, C, or D) in a course taken under the pass/fail option. It is also used to indicate nongraded courses. The grade of P is not computed in the average. The grade of F under the pass/fail option is computed in the average. For more information and procedures to obtain the pass/fail option, see the section “pass/fail option,” below.

Grade of W

The grade of W indicates an official withdrawal of the student from a course in good academic standing. Please see “change of program” and “withdrawing from courses,” above, for information on the regulations and procedures for withdrawing officially from courses.

Grade of I

The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor.

The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course. If the course work is not completed after the statutory time for making up incompletes has elapsed, the temporary grade of I shall become an F and will be computed in the student’s grade point average.

Incompletes

All work missed in the fall term must be made up by the end of the following spring term. All work missed in the spring term or in a summer session must be made up by the end of the following fall term. Students who are out of attendance in the semester following the one in which the course was taken have one year to complete the work. Students should contact the College Advising Center (Silver Center, Room 905; 212-998-8130) for an extension of incomplete form, which must be approved by the instructor. Extensions of these time limits are rarely granted.

Pass/Fail Option

Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the fifth week of the term (second week of a six-week summer session); after that time, the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the College Core Curriculum requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. To declare the pass/fail option before the fifth week of the semester or second week of a six-week summer session, students must consult with an adviser in the College Advising Center, Silver Center, Room 905; 212-998-8130. Advisers submit the request on students’ behalf.
**Placement Examinations in Foreign Languages**

Most entering students take a placement test prior to their first registration in the College. Students who took a foreign-language SAT Subject test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. (Please consult the table on SAT Subject exams and the College Core Curriculum in the admission section of this Bulletin.)

Placement exams for the following languages are accessible online: Cantonese, French, German, Greek (modern), Hebrew, Italian, Japanese, Korean, Latin, Mandarin (traditional and simplified), Portuguese, Russian, and Spanish. To take an exam, go to [http://cas.nyu.edu/page/placementexams](http://cas.nyu.edu/page/placementexams) and follow the appropriate links.

Online exams in these languages are for placement only, not exemption. Eligibility to take an in-person, paper exam for exemption from the CAS foreign language requirement is determined by a student’s score on the online placement exam.

Some languages do not have online placement exams and are tested on paper: Tagalog (given centrally in CAS); Gaelic (Irish), arranged through Ireland House; and Arabic, Turkish, Persian, Hindi, and Urdu, all arranged through the Department of Middle Eastern and Islamic Studies. These written exams result either in an exemption from the foreign language requirement (see “foreign language” under College Core Curriculum in this Bulletin) or in placement into the appropriate-level course.

Whether online or written, these are reading examinations; students should choose to be tested in the language in which they have good reading skills.

Placement into a lower-level course means that the student must continue his or her studies of that language (or begin a new language) until completion of the intermediate two level of that language. In some cases, adjustments in placement may be made during the first weeks of class. Students who place at a level below that which they have completed at another college will lose transfer credit if they repeat foreign language course work at the College of Arts and Science.

A foreign language examination is required of all entering students with the following exceptions: students who will begin a language they have not previously studied; students whose entire secondary schooling was in a language other than English and other than those languages taught in the College; and foreign students who complete the sequence of required Expository Writing courses for international students. Students in these categories should contact the College Advising Center to verify that they have satisfied the foreign language requirement.

Information on foreign language placement and exemption testing can be obtained from the Office of Academic Affairs, Silver Center, 100 Washington Square East, Room 908; 212-998-8110; [http://cas.nyu.edu/page/placementexams](http://cas.nyu.edu/page/placementexams).

**Placement Examination in Calculus**

Students who intend to register for Calculus I (MATH-UA 121) or Mathematics for Economics I (MATH-UA 211) and do not meet any of the prerequisites listed in the mathematics section of this Bulletin must take a placement exam to determine their readiness to enter calculus. Contact the Department of Mathematics, 251 Mercer Street; 212-998-3005; [http://math.nyu.edu](http://math.nyu.edu).

**Degree Progress**

All students have access to their degree progress report, as generated by the Office of the University Registrar, on Albert via NYUHome at home.nyu.edu. It is called “academic requirements” and is accessed through the Student Center. The degree progress report is a Student Information System (SIS) accounting of completed and remaining degree requirements.

**Transcripts of Record**

Unofficial transcripts are available on Albert, NYU’s Web-based registration and information system. Albert can be accessed via NYUHome.

Students requiring a stamped and sealed copy of their New York University records should request an official copy of their University transcript from the Office of the University Registrar. Requests for official transcripts require the signature of the student/alumnus requesting the transcript, unless the student/alumnus has a valid NetID.

Current students and graduates with a valid NYU NetID (able to access NYUHome/Albert) who attended NYU in or after 1990 can request an official transcript from the Albert Student Center. The Official Transcript form can be found under the My Academics section of the Student Center.

Alumni who attended NYU prior to 1990 and have a valid NetID can go to the secure online transcript request form and log in with their NetID and password. A signed consent form is not required.

Before completing their transcript request, current students should check to ensure that all their grades have been posted. Recent graduates should check to ensure that their degree has been recorded.

Any transcript request that requires any special handling must go through the secure online transcript request form (see above) and cannot be requested on Albert. Special handling includes: (1) sending transcripts by express mail; (2) transcripts sent to the student or alumnus in separate sealed envelopes addressed to admissions offices of other universities; (3) including additional documents to be sent along with the NYU transcript.

Former students who no longer have a valid NetID (unable to access NYUHome/Albert) or who attended New York University prior to 1990 must complete the secure online transcript request form (see above) and mail/fax the signature page to the Office of the University Registrar. Alternatively, they may write a letter to request transcripts and send this to the registrar. A signed consent form is required. The request letter must include all of the following information:
• University ID number
• Current name and any other name under which the graduate attended NYU
• Current address
• Date of birth
• School of the University attended
• Dates of attendance
• Date of graduation
• The full name and address of the person or institution to which the transcript is to be sent

The request may be faxed to 212-995-4154 or mailed to New York University, Office of the University Registrar, Academic Records, P.O. Box 910, New York, NY 10276-0910.

There is never any charge for academic transcripts. Transcripts cannot be produced for anyone whose record has been put on hold for an outstanding University obligation.

Requesting Enrollment Verification
Students can view/print their own enrollment certification directly from Albert using the integrated National Student Clearinghouse student portal. This feature can be accessed from the “request enrollment verification” link in the “my academics” section of the Student Center. Eligible students are also able to view/print a good student discount certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on the cumulative GPA).

Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information:
• University ID number
• Current name and any name under which the student or graduate attended NYU
• Current address
• Date of birth
• School of the University attended
• Dates attended
• Date of graduation
• The full name and address of the person or institution to which the verification is to be sent

The request may be faxed to New York University, Office of the University Registrar, Enrollment Verification and Graduation, P.O. Box 910, New York, NY 10276-0910. Alternatively, signed requests may be faxed to 212-995-4154. The registrar does not accept requests for certification by e-mail.

Arrears Policy
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

Diploma Arrears Policy
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

Diploma Application
Students may officially graduate in September, January, or May. The all-University Commencement ceremony is held in May. The College holds a baccalaureate ceremony in May. Students must apply for graduation on Albert, and they must be enrolled for either course work, leave of absence, or maintenance of matriculation during their final semester.

To graduate in a specific semester, students must apply for graduation within the application deadline period indicated on the calendar available at the Office of the University Registrar's web page. It is recommended that students apply for graduation no later than the beginning of the semester in which they plan to complete all program requirements. Students who do not successfully complete all academic requirements by the end of that semester must reapply for graduation for the following cycle.

ACADEMIC STANDARDS AND DISCIPLINE

Academic Standards
The Committee on Undergraduate Academic Standards reviews student records throughout the academic year. All of its actions are based on the grades to date at the end of the term.

Academic Alert
Students with cumulative grade point averages of 2.0 to 2.25 will receive an academic alert letter reflecting the committee’s specific recommendations for achieving an appropriate standard for academic performance.

Academic Probation
Any student whose record is deemed unsatisfactory will be placed on academic probation and will be so informed by letter. A record will be deemed unsatisfactory if, in any semester, the cumulative or semester grade point average falls below 2.0 or if it fails to show steady and substantial progress toward the degree. Steady and substantial progress toward the degree entails the completion, with satisfactory grades, of more than half of the courses (and points) for which a student registers in any semester. In addition, it entails satisfactory progress in the student’s major.

Failure to satisfy the conditions of probation will result in further academic sanctions and possibly dismissal from the College. The conditions usually require that the student (a) achieve a grade point average of at least 2.0 during the term he or she is on probation, (b) not receive any grade below a C or any grade of I, and (c) not withdraw from any course without securing the permission of the Committee on Undergraduate Academic Standards prior to the withdrawal. Students on academic probation are also required to have a special probation interview with an adviser in the College Advising Center to
receive registration clearance for the next semester. More specific requirements may be imposed.

The Committee on Undergraduate Academic Standards may summon students with unsatisfactory records to discuss their problems and to determine whether and under what conditions they may continue in the College. In special circumstances, the committee may recommend to the dean that students may be granted or placed on leave for a period not to exceed two semesters.

Students on academic probation may not engage in any extracurricular activities (except for departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

**Academic Dismissal**

Students who are dismissed from the College for poor academic performance will be informed via e-mail two to three weeks after their most recent grades are posted for the enrolled semester. Students who have paid tuition for the next term at the time of dismissal will receive a full refund of tuition and fees.

**Academic Integrity**

**Community of the Mind**

The College is a “community of the mind.” Its students, faculty, and staff all share the goal of pursuing truth through free and open inquiry, and we support one another’s endeavors in this regard. As in any community, membership comes with certain rights and responsibilities. Foremost among these is academic integrity. Cheating on an exam, falsifying data, or having someone else write a paper undermines others who are “doing it on their own”; it makes it difficult or impossible to assess fairly a student’s interest, aptitude, and achievement; and it diminishes the cheater, depriving him or her of an education. Most important, academic dishonesty is a violation of the very principles upon which the academy is founded. For this reason, violations of these principles are treated with the utmost seriousness.

**College of Arts and Science Honor Code**

As a student in the College of Arts and Science at New York University, you belong to a community of scholars who value free and open inquiry. Honest assessment of ideas and their sources is the foundation of what we do.

Our University is a community of mutual trust and respect in which personal prejudice has no part in the critical evaluation of ideas. It is a place where differences of opinion can be subjected to deliberate and reasonable examination without animus.

As scholars, it is therefore as a matter of honor and good repute that we each commit ourselves to assuring the integrity of our academic community and of the educational pursuits we undertake together.

As a student in the College, I pledge that:

- I shall perform honestly all my academic obligations. I will not represent the words, works, or ideas of others as my own; will not cheat; and will not seek to mislead faculty or other academic officers in their evaluation of my course work or in any other academic affairs.
- I shall behave with decorum and civility, and with respectful regard for all members of the University—faculty, staff, and fellow students—our guests, and members of our wider communities.
- I shall abide by the College and by the University rules of conduct and policies on academic integrity and by the special requirements of any individual course of study or other academic activity.
- I shall endeavor earnestly to uphold the values, standards, and ideals on which our University community depends and call on others to do so.

**Procedures and Sanctions**

The penalty for academic dishonesty is severe. The following are the procedures as approved by the Faculty of Arts and Science.

1. If a student cheats on an examination or in laboratory work or engages in plagiarism, appropriate disciplinary action should be taken.

   The department can take the following actions:

   - The faculty member, with the approval of the director of undergraduate studies (director), may reduce the student’s grade or give the student an F in the course.
   - If after lowering the grade or assigning an F the department believes a more severe penalty (i.e., probation, suspension, expulsion) is warranted, it can refer the case to the dean or his or her representative (associate dean for students) for further action.

2. In all cases of either (a) or (b), the director shall inform the department chair of any action in writing and send copies of this letter to the dean and to the student. The letter shall include the nature of the offense, the penalty, and the right of the student to appeal such penalty.

   A copy of the letter shall be kept in a confidential chairman’s file and not in the student’s departmental file. The dean’s office copy shall also be kept in a confidential file. (The professor and/or the director is encouraged to meet with the student and discuss the nature of the offense and the action taken.)

3. For cases involving a first offense at New York University, the dean shall send the student by e-mail and first-class mail a notice that a second offense will result in a one-semester suspension or a more severe penalty. (The student is also called in to discuss the offense and review the consequences of the disciplinary action.)

4. For cases involving a second offense, the dean shall proceed as follows:

   a. Upon receiving a second director’s letter concerning a given student, the dean shall convene a three-member ad hoc committee, with no member being from the department involved, to examine the evidence. This ad hoc committee shall consider if there are reasonable grounds to believe that cheating/plagiarism has occurred and if so, shall affirm
the suspension penalty. It shall
report its conclusion to the
dean within three business
days.

b. If the committee affirms the
suspension, the dean shall send
the student by registered mail
the suspension letter within
two business days of receiving
the report. The letter shall
advise the student of his or her
right to appeal. The student
shall have two business days
from the letter's delivery to
request an appeal of the sus-
pension as provided in section
5 (below). The suspension shall
ordinarily be stayed during the
pendency of appeal.

c. If the committee does not
affirm the suspension, the
report shall be kept on file for
a one-year period.

5. The student in all cases has the right
to appeal to the dean. In the event
of an appeal, the dean shall elicit a
written complaint from the faculty
member and proceed as described
above.

**Discipline**

Students are expected to familiarize
themselves and to comply with the rules
of conduct, academic regulations, and
established practices of the University and
the College of Arts and Science, as stated
in the student disciplinary procedures
and as outlined in the chapter "University
Policies and Procedures" in the NYU
Student's Guide. If, pursuant to such rules,
regulations, or practices, the withdrawal
of a student is required before the end of
the term for which tuition has been paid,
a refund will be made according to the
standard schedule for refunds. Below is a
summary of the offenses for which students
may be subject to disciplinary charges by
the Committee on Student Discipline:

1. False representation or forgery of
academic documents
2. Deliberate destruction, theft, or
unauthorized use of laboratory
data, research materials, computer
resources, or university property
3. Disruption of an academic event
4. Actual or threatened violence or
harassment

Depending on the seriousness of the
offense, the following penalties may be
imposed after a hearing by the Committee
on Student Discipline:

**Censure**
Written reprimand for violation of a speci-
fied regulation, including the possibility
of more severe disciplinary sanction in
the event of a subsequent violation of any
University regulation within a period of
time stated in the letter of reprimand.

**Disciplinary Probation**
Suspension of privileges or exclusion from
participating in extra-curricular University
activities as set forth by the Committee on
Student Discipline for a specified period of
time.

**Suspension**
Exclusion from classes, as well as suspen-
sion of privileges and exclusion from other
activities, as set forth in the notice of
suspension for a definite period of time. A
student who has been suspended and who is
found “not guilty” shall be allowed full
opportunity to make up whatever work was
missed because of the suspension.

**Dismissal**
Termination of student status for an indefi-
nite period. The conditions for readmission,
if any are permitted, shall be stated by the
committee in the order of dismissal.

If, as a result of disciplinary action, the
withdrawal of a student is required before
the end of the term for which tuition has
been paid, a refund will be made according
to the standard schedule for refunds.

**Student Grievance**
Students in the College of Arts and Science
are referred to the “student grievance
procedure” applicable to all the schools of
New York University as found in the NYU
Student’s Guide. The College adheres to all
articles of the “student grievance procedure”
as set forth in the “University Policies and
Procedures” section of the NYU Student’s
Guide.

---

**PETITIONS**

The Faculty Committee on Undergraduate
Academic Standards will consider petitions
from students to waive requirements or
modify policies and regulations of the
College. Students should be aware that only
very exceptional cases, supported by valid
and documented reasons, will be consid-
ered. After deliberation, the committee’s
decisions on such matters are final. Petition
forms may be obtained in the Office of the
Associate Dean for Students, Silver Center,
Room 909; 212-998-8140.

---

**UNIVERSITY POLICIES AND CAMPUS SAFETY**

**University Policy on Patents**
Students offered research opportunities
are reminded that inventions arising from
participation in such research are governed
by the University’s "statement of policy on
patents,” a copy of which may be found in
the Faculty Handbook or obtained from
the dean’s office.

**Immunization Requirements**
New York State Public Health Law (NYS
PHL) 2165 requires all students registering
for 6 or more credits in a degree-granting
program to provide immunization docu-
mentation for measles (rubeola), mumps,
and rubella (German measles) prior to
registration. Students born before January
1, 1957, are exempt. New students should
complete the MMR section of the student health history form. Continuing students should complete and submit a student immunization record form.

New York State Public Health Law (NYS PHL) 2167 requires that all students registered for 6 or more credits submit a meningitis response form as formal confirmation of their decision as to whether or not to be immunized with the meningococcal (meningitis) vaccine. New students should complete the meningitis response section of the student health history form. Continuing students should complete and submit a meningitis response form.

Failure to comply with state immunization laws will prevent NYU students from registering for classes. In addition to these requirements, the NYU Student Health Center recommends that students also consider hepatitis B and varicella immunizations. Students should discuss immunization options with their primary care provider.

Campus Safety
The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. Students may obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following website: www.nyu.edu/public.safety/policies.

New York University Weapons Policy
New York University strictly prohibits the possession of all weapons, as described in local, state, and federal statutes, including, but not limited to, firearms, knives, and explosives, in and/or around any and all University facilities—academic, residential, or others. This prohibition extends to all buildings—whether owned, leased, or controlled by the University, regardless of whether the bearer or possessor is licensed to carry that weapon. The possession of any weapon has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

New York University Simulated Firearm Policy
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a Public Safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.
Honors and Awards

Matriculated students with superior academic records are honored in various ways, such as by placement on the Dean’s Honors List, election to honor societies, and admission to departmental honors programs. Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, Room 905; 212-998-8130.

HONORS

Dean’s Honors List
A Dean’s Honors List is compiled at the end of each academic year, in June. This is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September to May) in at least 28 graded points. To be listed, a student must not have any grades of Incomplete or N at the time when the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off).

Honorary Societies in Arts and Science
Any student seeking to join a departmental scholastic honorary society is required to maintain, as a minimum scholastic requirement for election to membership, a general average of 3.50, as well as an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the various departmental honor societies.

Phi Beta Kappa
Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences. The Phi Beta Kappa Society invites for induction the most outstanding arts and science students in America's leading colleges and universities. NYU’s College of Arts and Science chapter, the Beta of New York, was established in 1858. In terms of seniority, it ranks as the 15th oldest chapter of the Society.

Each April, the faculty members of the Beta chapter automatically review the academic performance of all students in the College for eligibility for election to Phi Beta Kappa.

Eligibility for Graduation With Latin Honors
To be graduated with honors, a student must have at least 64 points earned in courses from CAS, GSAS and selected Tisch departments. All graded courses taken while enrolled either in the College or in another school of NYU will be used in computing the grade point average on which Latin honors are based, as long as the 64 point residency requirement is met. Pass grades are not counted; grades received in courses taken at other institutions are also not counted. The student must also have a clean record of conduct.

Effective with the September 2008 graduating class, the GPA cutoffs for each category are determined by the combined GPA distribution from the preceding academic year, all graduation moments included. The cutoff for summa cum laude is the GPA included within the top 5 percent of the previous year’s graduating class. The cutoff for magna cum laude is the GPA included within the next 10 percent of the previous year’s class. The cutoff for cum laude is the GPA included within the next 15 percent of the previous year’s class. For example, the necessary GPA level for summa cum laude for students graduating in September 2008 will be based on the GPA cutoff for the top 5 percent of the combined graduates from September 2007, January 2008, and May 2008.

Departmental Honors
Students who have completed at least 64 points of graded work in the College may be awarded degrees with departmental honors if they complete the designated honors sequence in a department and maintain the requisite grade point average. There are two levels: honors and high honors.

Students seeking admission to and graduation with departmental honors are expected to have a minimum grade point average of 3.65, both overall and in the major. Departments may exercise some flexibility in admissions, as follows. In rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the director of undergraduate studies or the director of departmental honors may petition the director of college honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors. Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the director of college honors may be petitioned for an exception. If the case is compelling, the latter will inform the registrar’s office of the waiver.

Honors programs must, minimally, be a two-term (8-point) experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters. The scope and length of a thesis will vary by discipline, but the thesis is typically 40 to 60 pages in length.
All students completing departmental honors must make public presentations of their work, preferably at the CAS Undergraduate Research Conference (URC) held at the end of the academic year, or in a departmental forum (e.g., oral defenses or presentations) held in conjunction with the URC.

Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of course work that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments must work out an agreement on the requirements for honors and on the supervision and evaluation of students’ theses or projects.

**Presidential Honors Scholars**

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study away, to take advantage of New York City’s cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top 10 percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievement but also a consistent record of leadership and service to the community.

Freshmen appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. During the January intersession, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study away spring break, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU’s programs or exchanges away. In their junior and senior years, they also enroll in the honors track of their chosen major. In addition, Presidential Honors Scholars are committed to volunteering and serving in the community.

Membership in the Scholars Program is renewable annually, depending on the quality of the scholar’s academic records and his or her level of participation in the program. All scholars are expected to be full-time students and maintain a grade point average of at least 3.65. Students who are not designated as Presidential Honors Scholars for the freshman year are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Associate Dean for Students, Silver Center, Room 909 (212-998-8140) or from the Office of Undergraduate Admissions, 665 Broadway, 11th Floor (212-998-4540).

**Martin Luther King, Jr., Scholars Program**

Since its inception in 1987, the Martin Luther King, Jr., Scholars Program has awarded over 400 need-based and merit scholarships to incoming freshmen at NYU. These students present records of outstanding academic achievement, leadership, and commitment to the principles of community service, humanitarianism, and social progress. MLK Scholars help to plan and participate in academic and cultural events that draw on the vast resources of New York University and New York City. They explore cultural diversity through domestic and international travel and take the lead in helping others through community service.

**Women in Science Program**

The Women in Science (WINS) Program selects and supports a core group of talented, motivated women from each entering class who are interested in a career path focused on science and math research. These women, WINS Scholars, will have the opportunity to participate in a program of study, research, and mentoring specifically tailored to their chosen academic path. WINS Scholars are offered certain specialized courses and invitations to events with notable women in the science and math professions, as well as both a financial scholarship and a research stipend. Information is available from the College’s Preprofessional Center (Silver Center, Room 901; 212-998-8160).

**Lewis Rudin City Scholars**

Rudin Scholars are outstanding entering freshmen selected from public and parochial high schools in all five boroughs of New York City. In addition to their scholarship, the scholars participate in academic and cultural activities in New York City. The program is named in honor of the late real estate developer Lewis Rudin, former president of the Association for a Better New York and an NYU alumnus and trustee.

**Departmental Awards and Prizes**

**Africana Studies Prize**

Presented for excellence in this field.

**Alexander L. Shluger Class of 1914 Award**

The income of a bequest from Fannie B. Shluger in memory of her husband, Alexander L. Shluger, Class of 1914, awarded to a senior who has majored in sociology and who has excelled in his or her study of this subject.

**Alumni Association Award**

Presented each year by the Alumni Association to a senior who has excelled in scholarship and general attainments.

**Alvin H. Zagor Scholarship Prize**

Awarded annually to an undergraduate or undergraduates at the College whose academic record and life experience demonstrate wide-ranging interests and concern for the necessity of humanity in the intellectual development of the modern professional. Candidates must have a deep appreciation for and commitment to ethical choices and principles and demonstrate, as well, the conviction that a liberal arts education is a means of defining the educated person. Strong preference is given to candidates in economics, English, philosophy, political science, and pre-law.
American Institute of Chemists Prize
A certificate offered each year to a member of the senior class in recognition of excellence in scholarship and character.

Anna and John Peter Zenger Award
Awarded by the National Journalism Honor Society and presented for overall excellence in journalism to the institute's highest-ranking student.

Annette B. Weiner Memorial Prize
Presented for excellence in the field of anthropology and for service to the department.

Anthropology Department Prize
Presented to a senior majoring in anthropology who has demonstrated excellence in academic achievement and who shows outstanding promise in the field of anthropology.

Antonio Mazzeo Memorial Scholarship
Awarded to a senior who plans to pursue graduate studies in the humanities.

Arthur E. Hill Prize in Chemistry
The income from a fund given anonymously in memory of Arthur E. Hill, a member of the Department of Chemistry for 35 years and head of the department from 1912 to 1937, awarded for excellence in chemistry to a senior who has majored in the subject.

Asian/Pacific/American Studies Outstanding Student Award
Presented for the best senior project that best combines rigorous and original scholarship with a strong community service approach.

Auguste Ulfers Memorial Prize
Awarded to a student for excellence and accomplishment in German studies (language, literature, or literature in translation).

Benjamin Salom Memorial Award
Awarded annually for excellence in biology to a junior or senior student who has performed outstanding research.

Bernard Garniez Memorial Prize
Presented to a senior for excellence in the study of French literature or culture.

Beta Lambda Sigma Award
A prize awarded by the Beta Lambda Sigma Honor Society for the highest scholastic achievement in biology.

Bluma L. Trell Prize
Awarded to a graduating senior who has made an outstanding contribution in the field of classics.

B’nai Zion Prize
Presented for excellence and achievement in the study of Hebrew.

Carl Prince Prize
Presented for distinguished service to the Department of History's undergraduate program.

Chair’s Award in Biology
A prize awarded to a senior majoring in biology who has demonstrated exceptional intellectual ability and commitment in the study of natural science.

Charles Andrew Stahl Memorial Scholarship Prize
Presented to a senior for academic excellence and accomplishment in his or her studies.

Charles H. Willey Prize in Biology Honors
Income from a fund given by Dr. George Schwartz of the Class of 1925 to honor Professor Willey, awarded to the senior who, in the judgment of the Department of Biology, has completed the requirements for honors in biology with the greatest distinction.

Chemical Rubber Company Prize
A copy of the Handbook of Chemistry and Physics, the gift of the Chemical Rubber Company, presented annually to the student with the highest average in general chemistry at the end of the first term of this course.

Chemistry Mentor Award
Presented to a student for assisting in the College Chemistry Mentoring Program.

Chesler Prelaw Scholarship
Awarded to a junior for academic excellence in computer science and for service to the department.

Computer Science Prize for Academic Excellence
Awarded to graduating seniors for excellence in computer science.

Computer Science Prize for Academic Excellence and Service to the Department
Awarded to graduating seniors for excellence in computer science and for service to the department.

Computer Science Prize for Academic Excellence in the Honors Program
Awarded to graduating seniors for excellence in the computer science honors program.

Computer Science Prize for the Most Promising Student in the Junior Year
Awarded to juniors for academic excellence.

Computer Science/Engineering Prize for Academic Excellence
Awarded to graduating seniors in the dual-degree program with the NYU Polytechnic School of Engineering for excellence in computer science and engineering.

David James Burrell Prize
Award presented to an outstanding journalism student in the communications and society concentration.

Dean Archibald L. Bouton Memorial Award for Research in English
Income from a fund established by Dr. George Schwartz of the Class of 1925 as a memorial to Dean Archibald L. Bouton and awarded for research by undergraduate honors students in English and American literature.
Dean's Award for Scholarship and/or Service
Presented by the dean of the College to a graduating senior for outstanding accomplishment in either or both of these areas.

Diploma Recipient
A plaque presented to the senior selected by the dean to receive the diploma on behalf of all the members of the graduating class at Commencement. Selection is made on the basis of scholarship and/or contribution and service to the graduating class and to the College.

Don R. Mellett Prize
Established by Mrs. Don R. Mellett in memory of her husband and awarded annually to an outstanding student of journalism in the broadcast concentration.

Donald Parker Prize
Presented to a student of German for distinguished academic achievement and exceptional service to the department.

Douglas F. Maxwell Award in Fine Arts
Stipend presented to a graduating senior for excellence in the study of fine arts for travel outside the United States to see and study original works of art.

East Asian Studies Prize
Awarded to a student for excellence in this field.

Edgar Wilson Nye Prize
A prize established by the American Press Humorists Association and presented to an outstanding student in the public relations concentration.

Editor and Publisher Prize
A prize representing the income of a grant from Editor and Publisher, to be awarded annually to an outstanding student of journalism in the newspaper concentration.

Edward J. McNelis Award
Presented for excellence in organic chemistry.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

Eileen Guggenheim Award
Presented for scholarly accomplishment in fine arts.

Elaine R. Brody Memorial Prize
Awarded to an outstanding music major in the junior or senior class.

Elizabeth Claster Memorial Scholarship Award
Presented by the dean of the College to a member of the junior class who, in terms of academic excellence, student leadership, personality, and character, embodies the goals and ideals of the College and the hopes, dreams, and personal spirit of its students.

Emanuel Stein Memorial Award in Economics
Presented to a senior in the College for outstanding scholarship in economics.

Ernst Rose-G. C. L. Schuchard Anniversary Prize
A prize endowed by alumni, students, and faculty members to mark the 25th anniversary of Dr. Ernst Rose and Dr. G. C. L. Schuchard, former professors of German in Washington Square College. Awarded each year to the winner in a competition sponsored by the Department of German.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

European Studies Prize
Presented to a student for the best undergraduate thesis in this field.

Evelyn Jablow Lilenthal, '64 Heights Arts and Science, Award
Presented to an especially accomplished junior in the Urban Design and Architecture Studies program in the Department of Art History.

Evliya Chelebi Prize
Presented for excellence in Turkish studies.

Faculty Memorial Award
Presented to the student of the College who has used its resources to the fullest in his or her intellectual, social, and personal development.

Fiona McGillivray Prize
Presented for the best thesis in international political economy.

Frederick Seward Gibson Prize
Income from a fund founded in 1901 from the estate of Frederick Seward Gibson, awarded for the best piece of critical or creative writing by a junior or senior.

Gary Bruce Slochowsky Memorial Award
Presented to a student for excellence in Hebrew and Judaic studies.

George Granger Brown Scholarship
Merit awards presented at the end of the junior year to undergraduates majoring in chemistry or physics solely for excellence and promise in these fields.

George Safiol Meritocracy Award Memorializing Harold Geneen
A competition for juniors consisting of a $3,000 cash prize and a $2,000 scholarship for the best essay on the topic “Meritocracy in the Current Business Climate.”

George Schwartz Prize in Biochemistry
Income from a fund given by Dr. George Schwartz, Class of 1925, awarded for outstanding performance in the general biology laboratory course.

Germaine Brée Prize
Awarded to a student who made a significant contribution to French cultural life at NYU.

Gregory D. Legon Memorial Award
Presented to the student in the freshman year who in academic accomplishment and campus citizenship is deemed by the dean to be the most outstanding.

Gustave Reese Memorial Prize in Music
An award presented for excellence in this field.

Hanna van Vollenhollen Vories Memorial Prize in Music
An award presented to an accomplished music major in the senior class.

Harold Seidenstein Award
Income from a fund established by Mrs. Harold Seidenstein in memory of her husband, Dr. Harold Seidenstein, Class of 1934, awarded annually to a student who shows special ability in chemistry.

Harry A. Charipper Memorial Award
A prize in honor of Harry A. Charipper, former chair of the Department of Biology, to the student who has performed the most meritorious service to the biological sciences.
Helen M. Jones Prize in History
Income from a fund established in memory of Helen M. Jones, whose son Theodore Francis Jones was a member of the Department of History for 41 years. Awarded to the student who in the judgment of the Department of History has attained the best record in the history honors course.

Hena Sakhrahi Memorial Award
Presented to a sophomore student for excellence in chemistry.

Hillary Citrin Memorial Prize
Award established by the family of Hillary Citrin in her memory and presented for outstanding departmental honors theses in psychology.

Hollis Cooley Memorial Prize
Presented for excellence and for exceptional promise in mathematics.

Horace W. Stunkard Prize in Biology
Income from a fund given by Dr. Jacob Taub, Class of 1925, to honor Professor Stunkard, awarded to a senior who has majored in biology and whose personal and scholastic qualifications show promise of a noteworthy professional career.

Ibn Khaldun Prize
Presented for excellence and achievement in the study of Arabic.

Ilse Dusoir Lind Prize
Presented for the outstanding honors thesis in English and American Literature.

International Relations Program Awards
Awarded for excellence and achievements in this field.

Irvng H. Jurow WSC ‘26 Prelaw
Scholastic Achievement Award
Presented for scholastic excellence to a graduating senior who has been accepted to the New York University School of Law.

Isidore Rubiner Award
Presented for outstanding chemical research.

Italian Department Awards
Presented to seniors for excellence and accomplishment in the study of Italian.

James Fenimore Cooper Memorial Prize
An award from the funds given by the citizens of Otsego County, New York, to mark the lifelong friendship between James Fenimore Cooper and Professor Samuel F. B. Morse of New York University and presented annually to an outstanding undergraduate student of journalism.

James Gordon Bennett Prize
Established in 1893 by James Gordon Bennett and awarded to a senior for the “best essay in English prose upon some subject of American governmental, domestic, or foreign policy of contemporaneous interest.”

Jane Costello Prize
Presented for excellence in the study of fine arts.

Jindrich Zezula Prize
Awarded to the best honors thesis in French.

Joel Hershman Scholarship Prize
Presented to a graduating senior for excellence in American history. Recipient must meet Phi Beta Kappa eligibility.

John W. Wilkes Memorial Prize
Presented for service and academic achievement in history.

Joseph Berliner Scholarship
Presented to an undergraduate at the end of the junior year who has distinguished himself or herself in the field of Jewish history.

Josiah Marshall Favill Prize
Income from a bequest from Josiah M. Favill, awarded for the best examination in either Latin or Greek.

Joyce Kilmer Prize
A prize from the income of a fund established by the former students of Joyce Kilmer and others for a prize to be awarded annually to an outstanding student in the magazine concentration.

Kenneth Bromberg Memorial Award
An annual prize given to a student in the prelaw program for academic excellence and/or service to the students in that program.

Kwame Yeboah Daaku Memorial Prize
Presented to a graduating senior for accomplishment and interest in African history.

Lillian Lindhardt-Solotoroff Prize in Chemistry
Prize awarded annually on the basis of scholarship in chemistry and general scholarship average to a woman student who has majored in chemistry and who has taken at least three years of her undergraduate work in the College. Prize derived from a fund established in memory of Lillian Lindhardt-Solotoroff, Class of 1924, by her family and the Alpha Epsilon Phi sorority.

Lionel Casson Prize
Presented to a student in the Department of Classics who is outstanding in scholarship in the classics and in service to fellow students and to the department.

Mathematics Awards
Presented to a graduating senior for excellence in mathematics and to the department and to a member of the junior class for either meritorious service or excellence in mathematics.

Medieval and Renaissance Studies Program Award
Awarded for excellence and service to an outstanding student in the Program in Medieval and Renaissance Studies to allow that student to travel abroad. Also known as the Marco Polo Travel Award.

Merck and Company Award
A copy of Merck Index, the gift of Merck and Company, presented annually to a senior for high scholastic achievement in chemistry.

Metropolitan Studies Program Prize
Presented to a student in this major for dedicated service to metropolitan studies and to the community at large.

Michael L. Owen Scholarship Prize
Presented annually to the student completing his or her freshman year who has declared his or her intention of majoring in English and who has achieved the highest academic distinction.

Michelle Lapautre Prix D’Excellence
Awarded to the most promising sophomore or junior majoring in French.
Morris and Clara Gratz Award
An annual award given to a student in the premedical program for academic excellence and service to the College.

Murray Altman Prize
An award from a memorial fund established by the sons and certain friends of Murray Altman, a New York University student in 1916 and 1917. Awarded to a junior with an outstanding record in economics and related subjects.

Nathan Schoengood History Award for Interest and Achievement in American History
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work in the field of American history.

Neural Science Theses Prizes
The Cajal Neural Science Thesis Prize and the Samuel M. Feldman Thesis Prize are presented for outstanding honors theses submitted by graduating seniors.

New York University Chemistry Alumni Association Award
A book prize presented to a junior or senior with an outstanding record in chemistry.

Perley Lenwood Thorne Award
Prize endowed by the faculty to honor Professor Thorne at the time of his retirement in 1949 and awarded to a graduating student for outstanding scholarship in mathematics.

Phi Beta Kappa/Albert S. Borgman Memorial Prize
Awarded to the candidates for honors who submit the best honors theses in the humanities, social sciences, and natural sciences.

Politics Prize for Best Honors Thesis
Presented to a graduating senior for an excellent thesis.

Premchand Prize
Presented for excellence in Hindi and Urdu studies.

Prix d’Excellence
Awarded to the student with the highest level of achievement in French literature or culture.

Prix France-Amérique
Awarded to the student who displays a particular commitment to furthering and elucidating Franco-American relations.

Prix Paris
Awarded to the student who, in addition to academic excellence, has made a significant contribution to the NYU Paris Program.

Prix Spécial du Département
Awarded to a student who made an exceptional contribution to the intellectual and social life of the Department of French.

Psi Chi Service Award
A certificate presented to a senior who has majored in psychology and who has contributed in an exceptional way to the functioning of this honor society.

Psychology Department Award
Presented for excellence in this field.

Rae Dalven Prize
Presented for outstanding undergraduate work in modern Greek studies in the Alexander S. Onassis Program in Hellenic Studies.

Religious Studies Prize
Presented for excellence and accomplishment in the field of religion to a graduating senior.

Rita Cooley Prize
Established upon her retirement in 1986 for four decades of dedicated and spirited teaching and presented to a graduating senior in politics for excellence and accomplishment in that field.

Robert A. Fowkes Award
Presented to an outstanding graduating senior in the Department of Linguistics.

Robert B. Dow Award
Given annually by the Class of 1938 in memory of Dr. Robert B. Dow, former associate professor of English in Washington Square College, to a student in the graduating class for “four years of devoted service to the college.”

Roger Deakins Prize
Presented to one outstanding graduating senior in English and Dramatic Literature.

Sid Gross Memorial Prize
Presented for the best essay on investigative journalism.

Sidney Goldwater Roth Prize in Mathematics
Established in 1979 by the family, colleagues, and friends of Professor Sidney Roth to honor his memory. Awarded to the graduating senior who in the estimation of the Department of Mathematics shows the greatest mathematical promise and who has been of greatest service to the department and his or her fellow students.

Sigma Pi Sigma Prize
A book awarded each year by Sigma Pi Sigma to the student with the highest scholastic average in physics.

Slavic Award for Excellence
Presented to an outstanding senior for excellence and achievement in the field of Slavic languages and literature.

Russian Language Studies Prize
Presented for excellence in this field.

Salomonowitz Memorial Prize
Presented to a deserving student for outstanding scholarship in philosophy.

Samuel F. B. Morse Medal
A medal award, provided for in the will of Samuel F. B. Morse, former NYU faculty member, and presented annually to a student who shows special ability in physics.

Seth Barkas Prize in Creative Writing
Prize established in memory of Seth Barkas, University College Class of 1966, and awarded to the student with the best record in either the course in creative writing or the course in playwriting.

Sherborne Vernon Damerel Memorial Prize
Income from a fund given by his parents in memory of Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability and submitted the best thesis in neural science.

Sid Gross Memorial Prize
Presented for the best essay on investigative journalism.

Sidney Goldwater Roth Prize in Mathematics
Established in 1979 by the family, colleagues, and friends of Professor Sidney Roth to honor his memory. Awarded to the graduating senior who in the estimation of the Department of Mathematics shows the greatest mathematical promise and who has been of greatest service to the department and his or her fellow students.

Sigma Pi Sigma Prize
A book awarded each year by Sigma Pi Sigma to the student with the highest scholastic average in physics.

Slavic Award for Excellence
Presented to an outstanding senior for excellence and achievement in the field of Slavic languages and literature.
Spanish and Portuguese Department Awards
Presented to members of the senior class for excellence in the study of Spanish, excellence in the mastery of the technique of translation between Spanish and English, and excellence in the study of Portuguese.

Standard Bearer
A plaque presented to the senior selected by the dean to carry the College of Arts and Science banner at Commencement. Awarded on the basis of contribution and service to the graduating class and to the College.

Thomas Wolfe Memorial Poetry Award
An award for outstanding poetry, donated by Professors Cargill and Pollock from royalties on their book, *Thomas Wolfe at Washington Square*.

Vocal Interpretation of Literature Prizes
Three prizes for effectiveness in the vocal interpretation of literature. Contest held in the Department of English.

William Bush Baer Memorial Prize
Established in memory of Dean Baer by the CBS Foundation. Awarded to the graduating senior who has excelled in English and who has contributed in a noteworthy way to the life of the campus during four years.

Wortis Biological Prize
Income from a fund established by S. Bernard Wortis, Class of 1929, in memory of his parents, and awarded to the senior who has maintained the highest scholastic record for three years in biology.
Student Activities, University Services, and Community Service

The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, special events, and service to the community and the University. Students participate in faculty meetings and departmental committees and sit as voting members of the University Senate.

The vigor of intellectual life at college after hours is found in curriculum-related clubs that embrace all academic disciplines. For example, the Classics Club is noted for guest lecturers, Greek and Latin reading groups, discussion groups on classical civilization, and productions of ancient tragedy and comedy in the original language and in English. Bus trips are organized by various clubs (such as the Art History, History, and Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

In addition, the CAS Student Council sponsors other cocurricular activities. Students serve the community in various ways, volunteering time to settlement houses or tutoring high school students.

Information on student life in the College is available at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909; 212-998-8140.

In addition, a variety of activities is open to all students at Washington Square: student councils representing all undergraduate and graduate students; special interest groups; science and professional societies; political, religious, and cultural groups; fraternities; sororities; student publications, including the Washington Square News; and the radio station, WNYU-FM. For further information about all-University activities, contact the Center for Student Activities, Leadership, and Service, 212-998-4700, www.osa.nyu.edu.

Student Activities

Center for Student Activities, Leadership, and Service
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: csals@nyu.edu

Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fil@nyu.edu

Program Board
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4987
E-mail: program.board@nyu.edu

Student Resource Center
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Box Office: 566 La Guardia Place (side entrance of Kimmel Center)
Telephone: 212-998-4941

Alumni Activities

Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu

Athletics

Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportcenter@nyu.edu

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500

Bookstores

Main Bookstore
726 Broadway
Telephone: 212-998-4678
Website: www.bookstores.nyu.edu

Computer Store
726 Broadway
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu

Career Services

Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
E-mail: career.development@nyu.edu

Computer Services and Internet Resources

Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone help line: 212-998-3333

Counseling Services

College Counseling Service
Silver Center, Room 920
Telephone: 212-998-8150

Counseling and Wellness Services
726 Broadway, Suite 471
Telephone: 212-998-4780
The Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999 (24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu

Dining
NYU Dining Services
Telephone: 212-995-3030
E-mail: dining.services@nyu.edu

Disabilities, Services for Students with Disabilities
Henry and Lucy Moses Center for Students with Disabilities
726 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)

Health
Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999 (24 hours a day, 7 days a week)
E-mail: wellness.exchange@nyu.edu
See also: Counseling Services, above

Emergencies and After-Hours Crisis Response
• For a life- or limb-threatening emergency, call 911.
• For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111. When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
• For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu

Pharmacy Services
Telephone: 212-443-1050

Housing
Office of Residential Life and Housing Services
726 Broadway, 7th Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu

Off-Campus Services
60 Washington Square South, Room 210
Telephone: 212-998-4620

International Students and Scholars
American Language Institute
7 East 12th Street, Room 821
Telephone: 212-998-7040
E-mail: ali@nyu.edu

Office of Global Services
561 La Guardia Place
Telephone: 212-998-4720
E-mail: ogs@nyu.edu

Lesbian, Gay, Bisexual, Transgender, and Queer Students
Lesbian, Gay, Bisexual, Transgender and Queer Student Center
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbtq.student.center@nyu.edu

Multicultural Education and Programs
Center for Multicultural Education and Programs (CMEP)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
E-mail: cmep@nyu.edu

Religious and Spiritual Resources
Edgar M. Bronfman Center for Jewish Student Life–Hillel at NYU
7 East 10th Street
Telephone: 212-998-4123

Catholic Center
238 Thompson Street
Telephone: 646-374-0426

Center for Spiritual Life
238 Thompson Street, 4th Floor
Telephone: 212-998-4959
E-mail: spiritual.life@nyu.edu

The Islamic Center
238 Thompson Street, 4th Floor
Telephone: 212-998-4712

Protestant Campus Ministries
Kimmel Center for University Life
60 Washington Square South, Room 207
Telephone: 212-998-4711
For a complete list of student religious and spiritual clubs and organizations at NYU, visit www.osa.nyu.edu/clubdocs/website.php.

Safety on Campus
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu

Community Service
Every year, hundreds of students in the College devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Office of Civic Engagement, students volunteer with dozens of not-for-profit organizations throughout New York City.
Community service provides an opportunity to address major social, health, hunger, and environmental issues. Through service, students enhance their leadership skills, find fulfillment in giving back something to the community, and build new relationships while learning more about themselves.

Service Activities
There are many ways to become involved in activities on and off campus. Students in the College collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout-prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Students in the Presidential Scholars Program participate in ongoing service projects such as the Dean’s Service Honor Corps, the University Settlement House, the Door, and the Beacon House. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back much more than they give.
To strengthen and further support community-service initiatives, the University sponsors a central Office of Civic Engagement. In addition, the President’s Office sponsors a special C-Team for service, involving over 250 students working as tutors and mentors for young people at sites in Greenwich Village and the Lower East Side. Regular meetings and social events are sponsored by the Office of the President. Members are invited to submit proposals for special projects where they can call on their own skills and talents. For more information, contact 212-998-2329.

Students selected for the Scholars Program in the College of Arts and Science have the opportunity to apply for the Dean’s Service Honor Corps. The Honor Corps makes a special commitment to community service and assumes a leadership role in promoting service in the College. This group of qualified scholars works with the dean on a weekly community-service project.

Service-learning courses link structured academic course work with community service for academic credit. The College offers service-learning courses related to the numerous majors and academic areas of concentration available to students. For more information about these courses, contact particular departments or the Office of the Associate Dean for Students, Silver Center, Room 909; 212-998-8140.

Many student clubs and organizations, such as Asian Initiative and Fraternity and Sorority Life, sponsor special service projects and philanthropic events throughout the year. To find out more about becoming involved, contact the Office of Civic Engagement (212-998-2329) or Fraternity and Sorority Life (212-998-4710).

In addition to clubs and organizations, the Center for Student Activities, Leadership, and Service sponsors Alternative Breaks, nontraditional winter or spring vacations in which students participate in a weeklong community service project. Another option available to students is OutReach, a volunteer corps that introduces freshmen to service in New York City (212-998-4700).

The NYU Office of Civic Engagement (212-998-2329) provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Personnel are available to provide advice and support, Monday to Friday, from 9 a.m. to 5 p.m. The office also sponsors special events and welcomes organizations to post volunteer positions.
Faculty of Arts and Science

PROFESSORS

Gabriel Abend, Assistant Professor of Sociology; Licenciado 2000, Universidad de la República (Uruguay); M.A. 2004, Ph.D. 2008, Northwestern

Thomas Abercrombie, Associate Professor of Anthropology; B.G.S. 1973, Michigan; Ph.D. 1986, Chicago

Gerard Aching, Professor of Spanish and Portuguese; B.A. 1982, California (Berkeley); Ph.D. 1993, Emory


Karen Adolph, Professor of Psychology; B.A. 1986, Sarah Lawrence; M.A. 1989, Ph.D. 1993, Emory

Frans Adriaans, Assistant Professor of Linguistics; B.Sc. 2004, M.Sc. 2005, Amsterdam; Ph.D. 2011, Utrecht

Bindehsvari Aggarwal, Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1969, M.A. 1973, Kanpur University; B.Lib.Sc. 1976, Banaras Hindu University; Ph.D. 1984, Kanpur University

Stefano Albertini, Clinical Associate Professor of Italian Studies; Director, Casa Italiana Zerilli-Marimò; Laurea 1987, Università di Parma; M.A. 1991, Ph.D. 1997, Stanford

Hunt Allcott, Assistant Professor of Economics; B.S., M.S. 2002, Stanford; Ph.D. 2009, Harvard


Awam Amkpa, Associate Professor of Drama and Social and Cultural Analysis; Director, Africana Studies; B.A. 1982, Obafemi Awolowo (Nigeria); M.A. 1987, Ahmadu Bello (Nigeria); Ph.D. 1993, Bristol

David Amodio, Associate Professor of Psychology; B.A. 1996, Macalester College; M.S. 1997, Ph.D. 2003, Wisconsin (Madison)

Zhihua An, Clinical Assistant Professor of Chemistry; B.S. 1993, M.S. 2000, Inner Mongolia (China); Ph.D. 2004, Chinese Academy of Sciences

Susan Andersen, Professor of Psychology; B.A. 1977, California (Santa Cruz); Ph.D. 1981, Stanford

Loredana Anderson-Tirro, Language Lecturer on Italian; B.A. 1984, San Francisco State; M.A. 1986, Ph.D. 1991, California (Los Angeles)

Nicholas Angelo, Clinical Assistant Professor of Chemistry; B.S. 1997, Pace; M.S. 2002, Stevens Institute of Technology; Ph.D. 2007, New York

Peder Anker, Associate Professor of Environmental Studies; B.A. 1991, M.A. 1993, University of Oslo; M.A. 1998, Ph.D. 1999, Harvard

Susan Anton, Professor of Anthropology; B.A. 1987, M.A. 1991, Ph.D. 1994, California (Berkeley)

Chiye Aoki, Professor of Neural Science and Biology; B.A. 1978, Barnard College; Ph.D. 1985, Rockefeller

Karl Appuhn, Associate Professor of History and Italian Studies; B.A. 1994, California (San Diego); Ph.D. 1999, Northwestern

Emily Apter, Professor of French and Comparative Literature; B.A. 1977, Harvard; M.A. 1980, Ph.D. 1983, Princeton

John Archer, Professor of English; B.A. 1982, M.A. 1983, Toronto; Ph.D. 1988, Princeton

Maria Louisa Ardizzone, Associate Professor of Italian; Ph.D. 1967, Palermo (Sicily)

Paramjit Arora, Professor of Chemistry; B.S. 1992, California (Berkeley); Ph.D. 1999, California (Irvine)

Richard Arum, Professor of Sociology; B.A. 1985, Tufts; M.Ed. 1988, Harvard; Ph.D. 1996, California (Berkeley)

Elizabeth Augspach, Senior Language Lecturer on Spanish; B.A. 1989, North Dakota State; M.A. 1993, St. John’s; Ph.D. 2003, CUNY

Thomas Augst, Associate Professor of English; B.A. 1987, Yale; M.A. 1992, Ph.D. 1996, Harvard

Tim Austin, Assistant Professor of Mathematics; B.A. 2005, Cambridge; Ph.D. 2010, California (Los Angeles)

Marco M. Avellaneda, Professor of Mathematics; Lic. en Cien. 1981, Buenos Aires; Ph.D. 1985, Minnesota

Miriam Ayres, Senior Language Lecturer on Portuguese; B.A. 1981, M.A. 1989, Rio de Janeiro

Efrain Azmitia, Professor of Biology and Neural Science; B.A. 1968, Washington; M.A. 1973, Cambridge; Ph.D. 1976, Rockefeller

Zlatko Bačić, Professor of Chemistry; B.S. 1977, Zagreb; Ph.D. 1981, Utah


Ulrich Bauer, Professor of German and Comparative Literature; Vice Provost for Globalization and Multicultural Affairs; B.A. 1991, Harvard; Ph.D. 1995, Yale

Roger Bagnall, Professor of Ancient History; Director, Institute for the Study of the Ancient World; B.A. 1968, Yale; M.A. 1969, Ph.D. 1972, Toronto
Shara Bailey, Associate Professor of Anthropology; B.A. 1992, Temple; M.A. 1995, Ph.D. 2002, Arizona State

Jennifer J. Baker, Associate Professor of English; B.A. 1990, Georgetown; M.A. 1993, Stanford; Ph.D. 2000, Pennsylvania

Benjamin Bakker, Courant Instructor, Courant Institute; B.A. 2005, Harvard; Ph.D. 2010, Princeton

Emily Balcetis, Assistant Professor of Psychology; B.A., B.F.A. 2001, Nebraska (Kearney); Ph.D. 2006, Cornell

Delia Baldassarri, Associate Professor of Sociology; B.A. 2002, Ph.D. 2006, Trento (Italy); Ph.D. 2007, Columbia

Mark R. Baltin, Professor of Linguistics; B.A. 1971, McGill; M.A. 1975, Pennsylvania; Ph.D. 1978, Massachusetts Institute of Technology

Chris Barker, Professor of Linguistics; Chair, Department of Linguistics; B.A. 1983, Yale; B.A. 1986, Ph.D. 1991, California (Santa Cruz)

Clark Barrett, Associate Professor of Computer Science; B.S. 1995, Brigham Young; M.S. 1998, Ph.D. 2002, Stanford


Gabriela Basterra, Associate Professor of Comparative Literature and Spanish and; B.A. 1987, Zaragoza (Spain); M.A. 1990, Ph.D. 1997, Harvard

Elizabeth Bauer, Clinical Assistant Professor of Psychology; B.A. 1989, M.A. 1994, Ph.D. 2000, CUNY

Mohamad Bazzi, Associate Professor of Journalism; B.A. 1997, CUNY

Nathaniel Beck, Professor of Politics; B.A. 1967, Rochester; M.A. 1969, M.Phil. 1972, Ph.D. 1977, Yale


Michael Beckerman, Collegiate Professor and Carrol and Milton Petrie Professor of Music; B.A. 1973, Hofstra; M.A. 1976, M.Phil. 1978, Ph.D. 1982, Columbia

Brigitte Miriam Bedos-Rezak, Professor of History; Lic. ès Let. 1977, Ph.D. 1977, Sorbonne


Irina Beloledova, Senior Language Lecturer on Russian; B.S. 1973, Kiev State; M.A. 1983, New York

Cristina Beltrán, Associate Professor of Social and Cultural Analysis; Director of Latino Studies; B.A. 1992, California (Santa Cruz); Ph.D. 2003, Rutgers

Gerard Ben Arous, Professor of Mathematics; Director, Courant Institute of Mathematical Sciences; B.S. 1978, École Normale Supérieure; M.S. 1979, Paris XI; M.S. 1980, Paris VI; Ph.D. 1981, Thèse d’état 1987, Paris VII

Thomas H. Bender, Professor of History; University Professor; B.A. 1966, California (Santa Clara); M.A. 1967, Ph.D. 1971, California (Davis)

Ruth Ben-Ghiat, Professor of Italian; B.A. 1981, California (Los Angeles); Ph.D. 1991, Brandeis

Jess Benhabib, Paulette Goddard Professor of Political Economy; B.A. 1971, Boazici; M.Phil. 1974, Ph.D. 1976, Columbia

Zvi Ben-Dor Benite, Professor of History and Middle Eastern and Islamic Studies; Chair, Department of Middle Eastern and Islamic Studies; B.A. 1991, Hebrew; M.A. 1997, C.Phil. 1998, Ph.D. 2000, California (Los Angeles)

Nat Bennett, Senior Language Lecturer on Expository Writing; B.A. 1999, Wisconsin

Lauren Benton, Silver Professor and Professor of History; Dean, Graduate School of Arts and Science; B.A. 1978, Harvard; M.A. 1983, M.A. 1984, Ph.D. 1987, Johns Hopkins

Edward Berenson, Professor of History; B.A. 1971, Princeton; Ph.D. 1981, Rochester

Marsha Berger, Silver Professor and Professor of Computer Science; B.S. 1974, SUNY (Binghamton); M.S. 1978, Ph.D. 1982, Stanford

Simeon M. Berman, Professor of Mathematics; B.A. 1956, City College; M.A. 1958, Ph.D. 1961, Columbia


Kimberly Bernhardt, Senior Language Lecturer on Expository Writing; B.A. 1993, Washington; M.A. 1998, Ph.D. 2003, Rutgers

Olivier Berthe, Senior Language Lecturer on French; B.A. 1994, Sorbonne (Paris IV); M.A. 1996, Jussieu (Paris VII); Agrégation 1997, M.Phil 1998, École Normale Supérieure

Maharukh Bhiladwalla, Clinical Associate Professor of Economics; Ph.D. 1995, Pennsylvania

Kenneth Birnbaum, Assistant Professor of Biology; B.A. 1984, Pennsylvania; M.S. 1993, Wisconsin (Madison); Ph.D. 2000, New York

Thomas Bishop, Florence Lacaze Gould Professor of French Literature and Comparative Literature; B.A. 1950, New York; M.A. 1951, Maryland; Ph.D. 1957, California (Berkeley)

Alberto Bisin, Associate Professor of Economics; B.A. 1987, Bocconi (Italy); M.A. 1990, Ph.D. 1993, Chicago

Bill Blake, Assistant Professor of English; B.A. 2003, Toronto; M.A. 2005, Ph.D. 2011, Carnegie Mellon

Renée Blake, Associate Professor of Linguistics; B.Sc. 1987, M.A. 1993, Ph.D. 1997, Stanford

Michael Blanton, Associate Professor of Physics; B.A. 1995, Cornell; M.A. 1997, Ph.D. 1999, Princeton

Justin Blau, Professor of Biology; B.A. 1992, King’s College, London; Ph.D. 1996, Cambridge (England)

Ned Block, Silver Professor and Professor of Philosophy and Psychology; B.S. 1964, Massachusetts Institute of Technology; Ph.D. 1971, Harvard

Amos Bloomberg, Clinical Assistant Professor of Computer Science; B.A. 1997, Rochester; M.P.S. 2005, New York

Richard Blood, Clinical Associate Professor of Journalism; B.S. 1954, Boston
Bruce Ian Bogart, Associate Professor of Cell Biology; B.A. 1961, Johns Hopkins; Ph.D. 1966, New York

Nicholas Bobbs, Clinical Assistant Professor of English; B.A. 1997, Yale; Ph.D. 2005, Columbia; M.F.A. 2008, American

Paul Boghossian, Silver Professor and Professor of Philosophy; B.S. 1978, Trent; Ph.D. 1984, Princeton

Fedor A. Bogomolov, Professor of Mathematics; Dipl. 1970, Moscow; Ph.D. 1974, Steklov Institute of Mathematics

Benno Bolduc, Associate Professor of French; Chair, Department of French; B.A. 1989, M.A. 1990, Ph.D. 1996, Montreal

Adriana Bonfield, Senior Language Lecturer on Italian; Laurea 1971, Catania (Italy)

Stéphane Bonhomme, Assistant Professor of Economics; Ph.D. 2005, Sorbonne

Richard Bonneau, Associate Professor of Biology and Computer Science; B.A. 1997, Florida State; Ph.D. 2001, Washington


Eliot Borenstein, Collegiate Professor and Professor of Russian and Slavic; B.A. 1988, Oberlin; M.A. 1989, Ph.D. 1993, Wisconsin (Madison)

Jaroslav Borovicka, Assistant Professor of Economics; M.A. 2001, University of Economics (Prague); M.Sc. 2004, Czech Technical University in Prague; M.A. 2006, CERGE-EI (Prague); Ph.D. 2012, Chicago

Richard L. Borowsky, Professor of Biology; B.A. 1964, Queens College; M.Phil. 1967, Ph.D. 1969, Yale

Nawaf Bou-Rabee, Assistant Professor/ Courant Instructor; B.A./B.S. 2001, Rice; Ph.D. 2007, California Institute of Technology

Robert Boynton, Associate Professor of Journalism; B.A. 1985, Haverford College; M.A. 1988, Yale

Steven J. Brams, Professor of Politics; B.S. 1962, Massachusetts Institute of Technology; Ph.D. 1966, Northwestern

Jeremy S. Brandman, Assistant Professor/ Courant Instructor; Ph.D. 2008, California (Los Angeles)

Kathleen Weil-Garris Brandt, Professor of Art History; B.A. 1956, Vassar College; M.A. 1958, Radcliffe College; Ph.D. 1965, Harvard

Christopher Bregler, Professor of Computer Science; Diplom 1993, Karlsruhe (Germany); M.S. 1995, Ph.D. 1998, California (Berkeley)

Neil Brenner, Professor of Sociology and Social and Cultural Analysis; Director, Metropolitan Studies; B.A. 1991, Yale; M.A. 1994, Ph.D. 1999, Chicago; M.A. 1996, California (Los Angeles)

Laura Bresciani, Senior Language Lecturer on Italian; A.A. 1986, Istituto Statale Michelangelo Buonarroti; M.A. 1999, M.A. 2004, Siena (Italy)

Mosette Broderick, Clinical Professor of Art History; Director of Urban Design and Architectural Studies; B.A. 1967, Finch College; M.A. 1972, Columbia

Bruce Bromley, Senior Language Lecturer on Expository Writing; B.A. 1995, Columbia; M.A. 1997, Ph.D. 1999, New York

Elisabeth Bronfen; Global Distinguished Professor of German; Ph.D. 1992, Munich

Suse Broyde, Professor of Biology; B.S. 1958, City College; Ph.D. 1963, Polytechnic Institute of Brooklyn

Jasna Brujic, Associate Professor of Physics; M.S. 2000, Imperial College (London); Ph.D. 2003, Cambridge

Burton Budick, Professor of Physics; B.A. 1959, Harvard; Ph.D. 1962, California (Berkeley)

Oliver Buehler, Professor of Mathematics; M.S.E. 1990, Michigan; Diplom 1988, Technische Universität (Berlin); Ph.D. 1996, Cambridge

Bruce Bueno de Mesquita, Silver Professor and Professor of Politics; Director, Alexander Hamilton Center; B.A. 1967, Queens College; M.A. 1968, Ph.D. 1971, Michigan; Ph.D. 1999, Honoris Causa, Groningen (Netherlands)

Jane Burbank, Collegiate Professor and Professor of History and Russian and Slavic Studies; B.A. 1967, Reed College; M.L.S. 1969, Simmons College; M.A. 1971, Ph.D. 1981, Harvard

Félix Manuel Burgos, Language Lecturer on Spanish and Portuguese; B.A. 2003, Nacional de Colombia; M.A. 2007, Ph.D. 2013, New Mexico

Ariel Burstein, Visiting Associate Professor of Economics; B.A. 1997, Universidad de San Andres (Argentina); Ph.D. 2002, Northwestern

David Cai, Professor of Mathematics; B.S. 1984, Peking; M.S. 1989, Ph.D. 1994, Northwestern

Ronald J. Callahan, Clinical Associate Professor of Chemistry; B.A. 1977, Queens College; M.S. 1980, Ph.D. 1989, New York

James Canary, Professor of Chemistry; B.S. 1982, California (Berkeley); Ph.D. 1988, California (Los Angeles)

Christopher Cannon, Professor of English; Chair, Department of English; B.A. 1987, M.A. 1989, Ph.D. 1993, Harvard

Andrew Caplin, Silver Professor and Professor of Economics; B.A. 1978, Cambridge; Ph.D. 1983, Yale

Sylvain E. Cappell, Silver Professor and Professor of Mathematics; B.A. 1966, Columbia; Ph.D. 1969, Princeton

Jane Carlton, Professor of Biology; Director, Center for Genomics and Systems Biology; B.Sc. 1990, Ph.D. 1995, Edinburgh (Scotland)

Marisa Carrasco, Collegiate Professor and Professor of Psychology and Neural Science; B.A. 1984, National (Mexico); M.A. 1986, Ph.D. 1989, Princeton

Adam Carter, Associate Professor of Neural Science; B.A. 1997, Cambridge (Christ’s College); Ph.D. 2002, Harvard Medical School

Andrew Case, Clinical Assistant Professor of Computer Science; B.S. 2004, Alabama; M.S. 2009, New York

Marion Casey, Clinical Assistant Professor of Irish Studies; B.A. 1983, University College Dublin; M.A. 1986, Ph.D. 1998, New York

Antoine Cerfon, Assistant Professor of Mathematics; B.A. 2003, M.Sc. 2005, Ecole des Mines de Paris; Ph.D. 2010, Massachusetts Institute of Technology

Paul Chaikin, Silver Professor and Professor of Physics; B.S. 1966, California Institute of Technology; Ph.D. 1971, Pennsylvania

Lucas Champollion, Assistant Professor of Linguistics; M.S. 2007, Ph.D. 2010, Pennsylvania

Kanchan Chandra, Professor of Politics; B.A. 1993, Dartmouth College; Ph.D. 2000, Harvard

Young-Tae Chang, Associate Professor of Chemistry; B.S. 1991, M.S. 1994, Ph.D. 1996, Science and Technology (Pohang, South Korea)


Herrick Chapman, Associate Professor of History and French Civilization; B.A. 1971, M.A. 1972, Princeton; M.A. 1977, Ph.D. 1983, California (Berkeley)

David Chalmers, Professor of Psychology; B.A. 1986, Adelaide; Ph.D. 1993, Indiana

Souvik Chatterjee, Associate Professor of Mathematics; B.S. 2000, M.S. 2002, Indian Statistical Institute (Kolkata); Ph.D. 2005, Stanford

Una Chaudhuri, Collegiate Professor and Professor of English and Drama; B.A. 1971, M.A. 1973, Delhi; M.A. 1975, M.Phil. 1977, Ph.D. 1982, Columbia

Robert Chazan, S. H. and Helen R. Scheuer Professor of Hebrew and Judaic Studies; B.A. 1958, M.A. 1963, Ph.D. 1967, Columbia

Jeff Cheeger, Silver Professor and Professor of Mathematics; B.A. 1964, Harvard; M.S. 1966, Ph.D. 1967, Princeton

Xuan Chen, Language Lecturer on East Asian Studies; B.A. 2001, Nankai (China); M.A. 2006, Beijing Language and Culture

Yu Chen, Associate Professor of Mathematics; B.S. 1982, Tsinghua (Beijing); M.S. 1988, Ph.D. 1991, Yale

Vivek Chibber, Professor of Sociology; B.A. 1987, Northwestern; M.A. 1991, Ph.D. 1999, Wisconsin (Madison)

Farai Chideya, Distinguished Writer in Residence in Journalism; B.A. 1990, Harvard

Lionel A. Christiaen, Assistant Professor of Biology; B.S. 1997, École Normale Supérieure; Ph.D. 2004, Paris XI

Joshua Clayton, Clinical Assistant Professor of Computer Science; B.F.A. 2001, Western Michigan; M.P.S. 2011, New York

Marcelle Clements, Collegiate Professor; Fellow, New York Institute for the Humanities; B.A. 1969, Bard

Tirso Clevés, Senior Language Lecturer on Spanish and Portuguese; M.Ed. 1992, M.A. 1994, Ph.D. 2001, Boston

Timothy Cogley, Professor of Economics; B.A. 1980, Ph.D. 1988, California

Barry Cohen, Clinical Associate Professor of Psychology; B.S. 1970, SUNY (Stony Brook); M.A. 1975, CUNY (Queens College); Ph.D. 1983, New York

Brigid Cohen, Assistant Professor of Music; B.A. 2000, Wellesley College; M.Mus. 2001, King's College London; Ph.D. 2007, Harvard

Youssef Cohen, Associate Professor of Politics; B.A. 1973, Escola de Administração de Empresas; M.A. 1974, Ph.D. 1979, Michigan

Tobias Colding, Professor of Mathematics; Ph.D. 1992, Pennsylvania

Richard Cole, Silver Professor and Professor of Computer Science; B.A. 1978, Oxford; Ph.D. 1982, Cornell

Christopher Collins, Professor of Linguistics; B.S. 1985, Ph.D. 1993, Massachusetts Institute of Technology

Dalton C. Conley, Professor of Sociology; University Professor; Dean for Social Sciences; B.A. 1990, California (Berkeley); M.A. 1992, M.A. 1994, Ph.D. 1996, Columbia

Joan Connelly, Professor of Art History and Classics; B.A. 1976, Princeton; M.A. 1979, Ph.D. 1984, Bryn Mawr College

Joy Connolly, Associate Professor of Classics; Dean for Humanities, Faculty of Arts and Science; B.A. 1991, Princeton; Ph.D. 1997, Pennsylvania

Ted Conover, Associate Professor in Journalism; B.A. 1981, Doctor of Letters 2001, Amherst College

Edgar E. Coons, Jr., Professor of Psychology; B.A. 1951, Colorado College; Ph.D. 1964, Yale

Frederick Cooper, Professor of History; B.A. 1969, Stanford; Ph.D. 1974, Yale

Juan E. Corradi, Professor of Sociology; B.A. 1965, M.A. 1967, Ph.D. 1974, Brandeis

Ludovic Cortade, Associate Professor of Frenchs; B.A. 1997, M.A. 1999, Ph.D. 2004, Sorbonne

Gloria Coruzzi, Carroll and Milton Petrie Professor of Biology; B.S. 1976, Fordham; M.S.-Ph.D. 1979, New York

John R. Costello, Professor of Linguistics; B.A. 1964, Wagner College; M.A. 1966, Ph.D. 1968, New York

Virginia Cox, Professor of Italian; B.A. 1985, Ph.D. 1989, Cambridge

Pamela Crabtree, Associate Professor of Anthropology; B.A. 1972, Barnard College; M.A. 1975, Ph.D. 1982, Pennsylvania

Patricia Crain, Associate Professor of English; B.A. 1970, Bennington College; M.A. 1989, Ph.D. 1991, Columbia

Kyle Cranmer, Associate Professor of Physics; B.A. 1999, Rice; M.A. 2002, Ph.D. 2005, Wisconsin

Medhat Credi, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1970, Ayn Shams University (Egypt); M.A., 1973 American University in Cairo (Egypt)

David Cregar, Senior Language Lecturer on Expository Writing; B.A. 1988, M.A. 1993, Montclair State

Raffaella Cribiore, Professor of Classics; Laurea 1972, Università Cartolica (Milan); M.Phil. 1990, Ph.D. 1993, Columbia
Clayton Curtis, Associate Professor of Psychology; B.A. 1992, Texas (Austin); M.A. 1997, Ph.D. 1999, Minnesota (Minneapolis)

Suzanne Cusick, Professor of Music; B.F.A. 1969, Newcomb College; Ph.D. 1975, North Carolina

Aurora Czegledi, Language Lecturer on Spanish and Portuguese; B.A. 1995, Baruch; Ph.D. 2006, New York


Sonia N. Das, Assistant Professor of Anthropology; B.S., B.A. 1999, Stanford; M.A. 2003, Ph.D. 2008, Michigan

J. Michael Dash, Professor of French and Social and Cultural Analysis; B.A. 1969, Ph.D. 1973, West Indies

J. Martin Daughtry, Assistant Professor of Music; B.A. 1994, New College of Florida; M.A. 2001, Ph.D. 2006, California (Los Angeles)

Lila Davachi, Associate Professor of Psychology; B.A. 1992, Barnard College; Ph.D. 1999, Yale

Lisa Davidson, Associate Professor of Linguistics; B.A. 1997, Brown; M.A. 1999, Ph.D. 2003, Johns Hopkins

Arlene Dávila, Professor of Anthropology and Social and Cultural Analysis; B.A. 1987, Tufts; M.A. 1990, New York; Ph.D. 1996, CUNY

Maria de Lourdes Dávila, Clinical Associate Professor of Spanish and Portuguese; Ph.D. 1994, Harvard

Ernest Davis, Professor of Computer Science; B.S. 1977, Massachusetts Institute of Technology; Ph.D. 1983, Yale

Nathaniel Daw, Associate Professor of Neural Science and Psychology; B.A. 1996, Columbia; M.S. 2000, Ph.D. 2003, Carnegie Mellon

Patrick Deer, Associate Professor of English; B.A. 1988, Oxford; M.A. 1989, M.Phil. 1995, Ph.D. 2000, Columbia

Percy A. Deift, Professor of Mathematics; B.S. 1967, M.S. 1970, Durban, Natal (South Africa); M.S. 1971, Rhodes (South Africa); Ph.D. 1976, Princeton

Enrique Del Risco, Senior Language Lecturer on Spanish; B.A. 1990, Universidad de La Habana (Cuba); Ph.D. 2007, New York


David B. H. Denoon, Professor of Economics and Politics; B.A. 1966, Harvard; M.P.A. 1968, Princeton; Ph.D. 1975, Massachusetts Institute of Technology

David Dent, Associate Professor of Journalism; B.A. 1981, Morehouse College; M.S. 1982, Columbia

Michelle Dent, Senior Language Lecturer on Expository Writing; B.A. 1987, Cornell College; M.A. 1996, Columbia; Ph.D. 2000, New York

Claude Desplan, Silver Professor and Professor of Biology; Director, Center for Developmental Genetics; B.S. 1975, Ecole Normale Supérieure St Cloud (France); D.Sc./Ph.D. 1983, Paris VII

Partha S. Dey, Courant Instructor, Courant Institute; B.S. 2004, M.S. 2006, Indian Statistical Institute (Kolkata); Ph.D. 2010, California (Berkeley)

Manthia Diawara, Professor of Comparative Literature and Africana Studies; University Professor; M.A. 1978, American; Ph.D. 1985, Indiana

Eric Dickson, Associate Professor of Politics; B.S. 1996, California Institute of Technology; M.A. 1997, Princeton; M.A. 1999, Ph.D. 2003, Harvard

Anthony Di Fiore, Associate Professor of Anthropology; B.S. 1990, Cornell; M.A. 1991, Ph.D. 1997, California (Davis)

Hasia Diner, Professor of American Jewish History; Professor of History; B.A. 1968, Wisconsin (Madison); M.A.T. 1970, Chicago; Ph.D. 1975, Illinois

Carolyn Dinshaw, Professor of English and Social and Cultural Analysis; B.A. 1978, Bryn Mawr College; Ph.D. 1982, Princeton


Jo Dixon, Associate Professor of Sociology; B.A. 1972, North Carolina (Greensboro); M.A. 1981, Emory; Ph.D. 1987, Indiana

E. L. Doctorow, Lewis and Loretta Glucksman Professor of American Letters; Professor of English; B.A. 1952; hon.: D.H.L., D.I.

Yevgeniy Dodis, Professor of Computer Science; B.A. 1996, New York; M.S. 1998, Ph.D. 2000, Massachusetts Institute of Technology

Aleksandar Donev, Assistant Professor of Mathematics; B.S. 2001, Michigan State; Ph.D. 2006, Princeton

Ana Maria Dopico, Associate Professor of Comparative Literature and Spanish; B.A. 1985, Tufts; M.A. 1988, Ph.D. 1998, Columbia

Georgina Dopico-Black, Associate Professor of Spanish and Portuguese; Chair, Department of Spanish and Portuguese; B.A. 1986, Harvard; Ph.D. 1995, Yale


Cian Dorr, Professor of Philosophy; B.A. 1993, M.A. 1994, University College, Cork; Ph.D. 2002, Princeton

Andrea Dortmann, Senior Language Lecturer and Director of German Language Programs; B.A. 1987, Bonn; M.A. 1992, Freie Universität Berlin; Ph.D. 2003, New York

Ray C. Dougherty, Associate Professor of Linguistics; B.A. 1962, M.S. 1964, Dartmouth College; Ph.D. 1968, Massachusetts Institute of Technology

George W. Downs, Jr., Professor of Politics; B.A. 1967, Shimer College; Ph.D. 1976, Michigan

Tiberiu Dragu, Assistant Professor of Politics; B.A. 2002, Babes Bolyai University (Romania); M.A. 2005, Pittsburgh; Ph.D. 2009, Stanford

Mariela Dreyfus, Clinical Professor of Spanish and Portuguese; B.A. 1986, M.A. 1989, San Marcos; Ph.D. 1996, Columbia

Oeindrila Dube, Assistant Professor of Politics; B.A. 2000, Stanford; M.Phil. 2004, Oxford; Ph.D. 2009, Harvard
Stephanie Dubois, Senior Language Lecturer on French; Licence d’histoire 1982, Angers (France); Licence de F.L.E. 1995, Maitrise de F.L.E. 2001, Rouen (France)

Yadin Dudai, Albert and Blanche Willner Family Global Distinguished Professor of Neural Science; Ph.D. 1974, Weizmann Institute of Science

Lisa Duggan, Professor of History and Social and Cultural Analysis; B.A. 1976, Virginia; M.A. 1979, Jr. Lawrence College; Ph.D. 1979, Pennsylvania

Georgi Dvali, Silver Professor and Professor of Physics; M.A. 1985, Ph.D. 1992, Tbilisi (Russia)

William Easterly, Professor of Economics and African Studies; B.A. 1979, Bowling Green State; Ph.D. 1985, Massachusetts Institute of Technology

Jonathan Eaton, Professor of Economics; B.A. 1972, Harvard; M.A. 1973, Ph.D. 1976, Yale

Frankie Edozien, Clinical Associate Professor of Journalism; B.A. 1994, New York

Patrick Egan, Assistant Professor of Politics; B.A. 1992, Swarthmore; M.S. 2000, Princeton; M.S. 2001, California

Scott Eggebeen, Clinical Associate Professor of Psychology; B.A. 1982, Marquette; M.S. 1984, M.A. 1985, Ph.D. 1988, Columbia

Thráinn Eggertsson, Global Distinguished Professor of Politics; B.A. 1964, Manchester (England); Ph.D. 1972, Ohio State

Patrick Eichenberger, Assistant Professor of Biology; B.S. 1991, M.S. 1996, Ph.D. 1997, Geneva

Colin T. Eisler, Robert Lehman Professor of Art History; B.A. 1952, Yale; M.A. 1954, Ph.D. 1957, Harvard

Tamer el-Leithy, Assistant Professor of Middle Eastern and Islamic Studies; B.A. 1994, American (Cairo); M.Phil. 1997, Cambridge (Darwin); M.A. 2000, Ph.D. 2005, Princeton

David Ellis, Language Lecturer on Expository Writing; B.A. 2002, Arizona; M.F.A. 2007, Brooklyn College

Jabier Elorrieta, Clinical Associate Professor of Spanish and Portuguese; B.A. 1987, Universidad de Deusto (Spain); M.A. 1990, Ph.D. 1996, Texas (Austin)

David Engel, Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies and Professor of Hebrew and Judaic Studies; Chair, Department of Hebrew & Judaic Studies; B.A. 1972, Ph.D. 1979, California (Los Angeles)

Deena Engel, Clinical Professor of Computer Science; B.A. 1978; M.A. 1980, SUNY (Binghamton); M.S. 1999, New York

Paula England, Professor of Sociology; B.A. 1971, Whitman College; M.A. 1972, Ph.D. 1975, Chicago

Sibel Erol, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1979, Boazici; M.A. 1981, Ph.D. 1993, California (Berkeley)


Thomas Ertman, Associate Professor of Sociology; B.A. 1981, M.A. 1985, Ph.D. 1990, Harvard

Gennady Estrakh, Clinical Associate Professor of Hebrew and Judaic Studies; M.S. 1974, Zaporozhjye Technical; Ph.D. 1996, Oxford

Nicole Eustace, Professor of History; B.A. 1994, Yale; Ph.D. 2001, Pennsylvania

John Spencer Evans, Associate Professor of Chemistry; B.S. 1978, Northwestern; D.D.S. 1982, Illinois; Ph.D. 1992, California Institute of Technology

Dan Fagin, Associate Professor of Journalism; B.A. 1985, Dartmouth College

Xiaochen Fan, Clinical Assistant Professor of Economics; B.A. 2001, Zhejiang University; M.A. 2003, Ohio State; M.A. 2011, Ph.D. 2011, Stanford

Glennys Farrar, Collegiate Professor and Professor of Physics; B.A. 1967, California (Berkeley); Ph.D. 1971, Princeton

Yael Feldman, Professor of Hebrew and Judaic Studies; B.A. 1967, Tel Aviv; M.A. 1976, Hebrew College; Ph.D. 1981, Columbia

Ahmed Ferhadi, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1969, Baghdad; M.S. 1979, Edinburgh; M.A. 1988, Ph.D. 1990, Michigan

James D. Fernández, Collegiate Professor and Associate Professor of Spanish and Portuguese; B.A. 1983, Dartmouth College; M.A. 1986, Ph.D. 1988, Princeton

Raquel Fernandez, Professor of Economics; B.A. 1981, Princeton; Ph.D. 1988, Columbia

Ada Ferrer, Professor of History; B.A. 1984, Vassar College; M.A. 1988, Texas (Austin); Ph.D. 1995, Michigan

Hartry Field, Silver Professor and Professor of Philosophy; University Professor; B.A. 1967, Wisconsin; M.A. 1968, Ph.D. 1972, Harvard

Kit Fine, Silver Professor and Professor of Philosophy and Mathematics; University Professor; B.A. 1967, Oxford; Ph.D. 1969, Warwick

Sibylle Fischer, Associate Professor of Spanish and Portuguese; M.A. 1987, Freie Universität Berlin; Ph.D. 1995, Columbia

David H. A. Fitch, Professor of Biology; B.A. 1980, Dartmouth College; Ph.D. 1986, Connecticut

Daniel Fleming, Associate Professor of Hebrew and Judaic Studies; B.S. 1979, Stanford; M.Div. 1985, Gordon-Conwell Theological Seminary

Juliet Fleming, Associate Professor of English; B.A. 1982, Cambridge; Ph.D. 1990, Pennsylvania

Katherine Fleming, Alexander S. Onassis Professor of Hellenic Culture and Civilization and Professor of History and Hellenic Studies; B.A. 1988, Columbia; M.A. 1989, Chicago; Ph.D. 1996, California (Berkeley)

Chris Flinn, Professor of Economics; B.A. 1973, Wisconsin (Madison); M.A. 1975, Michigan; Ph.D. 1984, Chicago

Finbarr Barry Flood, William R. Kenan, Jr. Professor of the Humanities and Professor of Art History; B.A. 1988, Trinity College (Dublin); Ph.D. 1993, Edinburgh

Juan Flores, Professor of Social and Cultural Analysis; B.A. 1964, Queens College; M.A. 1965, Ph.D. 1969, Yale
Jonathan Safran Foer, Lillian Vernon
Distinguished Writer-in-Residence; B.A.
1999, Princeton

Richard Foley, Professor of Philosophy;
Vice Chancellor of Strategic Planning; B.A.
1969, M.A. 1970, Miami; Ph.D. 1975,
Brown

Jean-Claude Franchitti, Clinical Associate
Professor of Computer Science; M.S.
1985, M.S. 1990, Ph.D. 1993, Colorado
(Boulder)

Laura Franklin-Hall, Assistant Professor of
Philosophy; B.S. 2000, Stanford; M.A.
2004, Ph.D. 2008, Columbia

John Frecce, Professor of Italian and
Comparative Literature; B.A. 1952, M.A.
1953, Ph.D. 1958, Johns Hopkins

Guillaume Frechette, Assistant Professor of
Economics; B.A. 1996, McGill; M.A.
1997, Queen's; Ph.D. 2002, Ohio State

Elaine Freedgood, Professor of English;
B.A. 1989, Hunter College; M.A. 1990,
M.Phil. 1992, Ph.D. 1996, Columbia

Christiane Frey, Associate Professor of
German; M.A. 1993, Rheinische
Friedrich-Wilhelms-Universität Bonn; M.A.
1996, Paris IV (Sorbonne); Ph.D. 2003,
Rheinishe Friedrich-Wilhelms-Universität
Bonn

Alexander E. Fribergh, Assistant Professor/
Courant Instructor, Courant Institute;
B.Sc. 2004, École Normale Supérieure
de Lyon; Ph.D. 2009, Université de Lyon
Claude Bernard

Jane Friedman, Assistant Professor of
Philosophy; B.A. 2000, McGill; Ph.D.
2011, Oxford (St. Catherine's College)

Nils Froment, Senior Language Lecturer on
French; B.A. Victoria (Manchester); M.A.
1998, Delaware; Ph.D. 2007, New York

Roman Friedman, Professor of Economics;
B.S. 1971, Cooper Union; M.S. 1973, New
York; M.A. 1976, M.Phil. 1977, Ph.D.
1978, Columbia

Gregory Gabadadze, Professor of Physics;
Chair, Department of Physics; B.S. 1994,
M.S. 1994, Moscow State; Ph.D. 1998,
Rutgers

Adamantios Ioannis Gafos, Associate
Professor of Linguistics; B.Sc. 1990,
National, Patras; M.S. 1992, Purdue; Ph.D.
1996, Johns Hopkins

Toral Gajarawala, Associate Professor of
English; B.A. 1997, Tufts; M.A. 1999, New
York; Ph.D. 2004, California (Berkeley)

Douglas Gale, Silver Professor and
Professor of Economics; B.Sc. 1970,
Trent; M.A. 1972, Carleton; Ph.D. 1975,
Cambridge

Adrienne Gans, Clinical Associate
Professor of Psychology; B.A. 1974, SUNY
(Stony Brook); Ph.D. 1981, California
(Berkeley)

Tejaswini Ganti, Associate Professor of
Anthropology; B.A. 1991, Northwestern;
M.A. 1994, Pennsylvania; Ph.D. 2000,
New York

Paul R. Garabedian, Professor of
Mathematics; B.A. 1946, Brown; M.A.
1947, Ph.D. 1948, Harvard

David Garland, Professor of Sociology and
Law; LL.B. 1977, Ph.D. 1984, Edinburgh;
M.A. 1978, Sheffield

Don Garrett, Professor of Philosophy;
Chair, Department of Philosophy; B.A.
1974, Utah; M.A. 1979, Ph.D. 1979, Yale

Ana Maria Ochoa Gautier, Associate
Professor of Music; B.A. 1987, British
Columbia (Canada); M.A. 1993, Ph.D.
1996, Indiana

Nicholas E. Geacintov, Professor of
Chemistry; B.S. 1957, SUNY (Syracuse);
M.S. 1959, Ph.D. 1961, Syracuse

Davi Geiger, Associate Professor of
Computer Science and Neural Science;
B.S. 1980, Pontifícia Católica (Brazil);
M.A. 1983, CBPF (Brazil); Ph.D. 1990,
Massachusetts Institute of Technology

Alys George, Assistant Professor of
German; B.A. 1998, Delaware; Ph.D.
2009, Stanford

Edwin Gerber, Assistant Professor of
Mathematics; B.S. 2000, Sewanee; Ph.D.
2006, Princeton

Tom Gerety, Collegiate Professor; B.A.
1969, Ph.D. 1976, J.D. 1976, Yale

Pierre M. Germain, Assistant Professor of
Mathematics; Ph.D. 2005, École
Polytechnique

Dennis Geroulanos, Associate Professor of
Art History; B.A. 1995, Williams College;
Ph.D. 2001, Oxford

Stefanos Geroulanos, Assistant Professor of
History; B.A. 2001, Princeton; Ph.D. 2008,
Johns Hopkins

Marc Gershow, Assistant Professor of
Physics; B.S. 2001, Stanford; A.M. 2003,
Ph.D. 2008, Harvard

Kathleen Gerson, Collegiate Professor and
Professor of Sociology; B.A. 1969, Stanford;
M.A. 1974, Ph.D. 1981, California
(Berkeley)

Stéphane Gerson, Professor of French;
B.A. 1988, Haverford College; M.A. 1992,
Ph.D. 1997, Chicago

Mark Gertler, Henry and Lucy Moses
Professor of Economics; B.A. 1973,
Wisconsin; Ph.D. 1978, Stanford

Michael Gilligan, Associate Professor of
Politics; B.A. 1987, Wisconsin (Madison);
M.A. 1989, Princeton; Ph.D. 1992,
Harvard

Ernest Gilman, Professor of English; B.A.
1968, M.A. 1971, Ph.D. 1975, Columbia

Michael Gilsenan, Professor of Middle
Eastern and Islamic Studies and
Anthropology; B.A. 1963, Dip. Anth.
1964, D.Phil. 1967, Oxford

Faye Ginsburg, Professor of Anthropology;
B.A. 1976, Barnard College; Ph.D. 1986,
CUNY

Gabriel Giorgi, Associate Professor of
Spanish and Portuguese; Licenciatura
1991, M.A. 1996, Universidad Nacional de
Córdoba (Argentina); Ph.D. 2002, New
York

Lisa Gitelman, Professor of English and
Media Culture and Communication; A.B.
1983, Chicago; M.A. 1985, Ph.D. 1991,
Columbia

Paul Gilmer, Silver Professor and
Professor of Neural Science, Economics and
Psychology; B.A. 1983, Princeton; Ph.D.
1989, Pennsylvania

Eckart Goebel, Professor of German;
Chair, Department of German; M.A. 1991,
Ph.D. 1995, Freie Universität Berlin

Ogden Goetz, Associate Research Scholar of
Middle Eastern and Islamic Studies; B.A.
1966, Harvard; M.A. 1975, Ph.D. 1982,
Columbia
Rebecca Goetz, Associate Professor of History; B.A. 2000, Bates College; M.A. 2002, Ph.D. 2006, Harvard

Arthur Goldberg, Clinical Assistant Professor of Computer Science; B.A. 1977, Harvard; M.S. 1984, Ph.D. 1991, California (Los Angeles)

Benjamin F. Goldberg, Associate Professor of Computer Science; B.A. 1982, Williams College; M.S. 1984, M.Phil. 1984, Ph.D. 1986, Yale

Burt Goldberg, Clinical Professor of Chemistry; B.S. 1973, Pace; M.S. 1984, CUNY; M.Phil. 1984, Mount Sinai School of Medicine; Ph.D. 1998, Wales (Cardiff)


Henriette Goldwyn, Clinical Associate Professor of French; B.A. 1975, Hunter; M.A. 1979, Ph.D. 1985, New York

Peter Gollwitzer, Professor of Psychology; Chair, Department of Psychology; B.A. 1973, Regensburg; M.A. 1977, Ruhr, Bochum; Ph.D. 1981, Texas (Austin)

Michael Gomez, Professor of History; B.A. 1981, M.A. 1982, Ph.D. 1985, Chicago

Odi Gonzales Jimenes, Language Lecturer on Quechua, Center for Latin American and Caribbean Studies; Licentiate 1993, Universidad Nacional de San Agustin de Arequipa (Peru); M.A. 2003, Maryland (College Park)

Jonathan Goodman, Professor of Mathematics; B.S. 1977, Massachusetts Institute of Technology; Ph.D. 1982, Stanford

Jeffrey Goodwin, Professor of Sociology; B.A. 1980, M.A. 1983, Ph.D. 1988, Harvard


Linda Gordon, Florence Kelly Professor and Professor of History; University Professor; B.A. 1961, Swarthmore College; M.A. 1963, Ph.D. 1970, Yale

Meryl Gordon, Associate Professor of Journalism; B.A. 1973, Michigan

Sanford Gordon, Professor of Politics; B.A. 1994, Cornell; M.A. 1996, Ph.D. 1999, Princeton

Manu Goswami, Associate Professor of History; Ph.D. 1998, Chicago

Allan Gottlieb, Professor of Computer Science; B.S. 1967, Massachusetts Institute of Technology; M.A. 1968, Ph.D. 1973, Brandeis

Michah Gottlieb, Associate Professor of Hebrew and Judaic Studies; B.A. 1995, McGill; M.A. 1997, New York; Ph.D. 2003, Indiana

Maria Gouskova, Associate Professor of Linguistics; B.A. 1998, Eastern Michigan; Ph.D. 2003, Massachusetts (Amherst)

Jean-Philippe Graff, Language Lecturer on French; B.A. 2007, Nancy 2 (France); M.A. 2010, Northern Illinois

Bryan Graham, Associate Professor of Economics; B.A. 1997, Tufts; M.Phil. 2000, Oxford; Ph.D. 2005, Harvard

Greg Grandin, Professor of History; B.A. 1992, Brooklyn College; M.A. 1995, Ph.D. 1999, Yale

Bruce Grant, Professor of Anthropology; B.A. 1985, McGill; M.A. 1986, Ph.D. 1993, Rice

David F. Greenberg, Professor of Sociology; B.S. 1962, M.S. 1963, Ph.D. 1969, Chicago

Leslie Greengard, Professor of Mathematics; Director, Courant Institute of Mathematical Sciences; B.A. 1979, Wesleyan; M.D., Ph.D. 1987, Yale

Frederick P. Greenleaf, Professor of Mathematics; B.S. 1959, Pennsylvania State; M.A. 1961, Ph.D. 1964, Yale

David Gresham, Assistant Professor of Biology; B.S. 1997, McGill; Ph.D. 2001, Edith Cowan (Perth)

David Grier, Professor of Physics; B.A. 1984, Harvard; Ph.D. 1989, Michigan

Fiona Griffiths, Associate Professor of History; B.A. 1994, Toronto; M.Phil. 1998, Ph.D. 1998, Cambridge


Ralph Grishman, Professor of Computer Science; B.A. 1968, Ph.D. 1973, Columbia

Mikhail Gromov, Jay Gould Professor of Mathematics; M.A. 1965, Ph.D. 1973, Leningrad

Alexander Grosberg, Professor of Physics; M.Sc. 1972, Moscow State; Ph.D. 1975, Institute for Physical Problems; Sc.D. 1982, Moscow State

Stephen Gross, Assistant Professor of European and Mediterranean Studies; B.A. 2002, Virginia; M.A. 2006, Ph.D. 2010, California (Berkeley)

Boris Groys, Professor of Russian and Slavic Studies; B.A. 1971, Leningrad; M.A. 1981, Moscow; Ph.D. 1992, Münster

Andrei Gruzinov, Associate Professor of Physics; M.S., Moscow Institute for Physics and Technology; Ph.D. 1995, California (San Diego)

Ed Guerrero, Associate Professor of Cinema Studies and Africana Studies; B.A., San Francisco State; M.F.A. 1972, San Francisco Art Institute; Ph.D. 1989, California (Berkeley)

John Guillory, Silver Professor and Professor of English; B.A. 1974, Tulane; Ph.D. 1979, Yale

Kris Gusuatus, Associate Professor of Biology; B.A. 1984, Ph.D. 1997, Cornell

Sinan Gunterk, Associate Professor of Mathematics; B.S. 1996, Boaçizı (Turkey); Ph.D. 2000, Princeton

Todd Gureckis, Assistant Professor of Psychology; B.S. 2001, M.A. 2004, Ph.D. 2005, Texas (Austin)

Gregory Guy, Professor of Linguistics; B.A. 1972, Boston; M.A. 1975, Ph.D. 1981, Pennsylvania

Melanie Hackney, Language Lecturer on French; B.A. 2003, Tulane; M.A. 2007, South Florida; Ph.D 2013, Louisiana State

Catherine Hafer, Associate Professor of Politics; B.S. 1993, California Institute of Technology; M.A. 1996, Ph.D. 2000, Rochester

Hala Halim, Assistant Professor of Middle Eastern and Islamic Studies and Comparative Literature; B.A. 1985, Alexandria; M.A. 1992, Cairo; Ph.D. 2004, California (Los Angeles)

Richard Halpern, Erich Maria Remarque Professor of Literature and Professor of English; B.A. 1976, Connecticut College; Ph.D. 1983, Yale


Eliezer Hameiri, Professor of Mathematics; B.A. 1970, M.A. 1972, Tel Aviv; Ph.D. 1976, New York

Yukiko Hanawa, Senior Language Lecturer on Japanese; B.A. 1978, M.A. 1982, California State (Long Beach); M.A. 1987, Stanford; Ph.D. 2003, Cornell

Fengbo Hang, Associate Professor of Mathematics; B.S. 1993, Tsinghua (China); M.S. 1996, Beijing; Ph.D. 2001, New York

Alexander Hanhart, Clinical Assistant Professor of Mathematics; B.S. 2000, M.S. 2002, Maryland (Baltimore); M.S. 2007, Ph.D. 2009, Minnesota

Russell Hardin, Helen Gould Sheppard Professor of the Social Sciences and Professor of Politics; B.A. 1962, Texas; B.A. 1964, Oxford; Ph.D. 1971, Massachusetts Institute of Technology

David Harper, Clinical Associate Professor of Economics; B.A. 1984, Waikato; Ph.D. 1992, Reading (England)

Phillip Brian Harper, Erich Maria Remarque Professor of Literature; Professor of Social and Cultural Analysis; B.A. 1981, Michigan; M.F.A. 1985, M.A. 1986, Ph.D. 1988, Cornell

Christine Harrington, Professor of Politics and Law; B.A. 1974, New Mexico; M.A. 1976, Ph.D. 1982, Wisconsin

Terry Harrison, Professor of Anthropology; Chair, Department of Anthropology; B.S. 1978, Ph.D. 1982, University College London

Stephanie Harves, Associate Professor of Linguistics and Russian and Slavic Studies; B.A. 1994, Grinnell College; M.A. 1996, Michigan; Ph.D. 2002, Princeton

Anna Harvey, Robert A. Beck Associate Professor of American Institutions and Politics; B.A. 1988, Ohio; M.A. 1990, Ph.D. 1994, Princeton

David Harvey, Assistant Professor/Courant Instructor; B.Com. 2001, B.Sc. 2003, New South Wales; Ph.D. 2008, Harvard

Atsushi Hasegawa, Language Lecturer on East Asian Studies; B.A. 2002, Tsukuba (Japan); M.A. 2004, Purdue; Ph.D. 2010, Wisconsin (Madison)

Mary Haslam, Senior Language Lecturer on French; B.A. 1991, M.A. 1993, Cork (Ireland); H.D.E. 1994, Dublin (Ireland); Ph.D. 2004, National (Ireland)

Amani Hassan, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1987, Ain Shams (Caio); M.A. 1991, New York

David Heeger, Professor of Psychology and Neural Science; B.A. 1983, M.S.E. 1985, Ph.D. 1987, Pennsylvania

Madeline E. Heilman, Professor of Psychology; B.S. 1967, Cornell; Ph.D. 1972, Columbia

Josephine Gattuso Hendin, Tiro a Segno Professor of Italian American Studies and Professor of English; B.A. 1964, City College; M.A. 1965, Ph.D. 1968, Columbia

John Henssler, Clinical Associate Professor of Chemistry; B.S. 2004, Pittsburgh; Ph.D. 2009, Michigan

Heriberto Hernandez, Senior Language Lecturer on Spanish; B.A. 1995, Universidad Complutense de Madrid; M.A. 2002, Long Island

Robert Hinton, Clinical Associate Professor of Social and Cultural Analysis; B.A. 1973, District of Columbia; Ph.D. 1993, Yale

Martha Hodes, Professor of History; B.A. 1980, Bowdoin College; M.A. 1984, Harvard; M.A. 1987, Ph.D. 1991, Princeton

Elizabeth Hoffman, Professor of Music; B.A. 1985, Swarthmore College; M.A. 1988, SUNY (Stony Brook); D.M.A. 1996, Washington

David W. Hogg, Associate Professor of Physics; B.S. 1992, Massachusetts Institute of Technology; Ph.D. 1998, California Institute of Technology

David Holland, Professor of Mathematics; B.A. 1983, B.Sc. 1984, M.Sc. 1986, Memorial; Ph.D. 1993, McGill

Denis Hollier, Professor of French; Chair, Department of French; Ph.D. 1973, Paris X

Stephen Holmes, Professor of Politics; B.A. 1969, Denison; M.A. 1974, M.Phil. 1975, Ph.D. 1976, Yale

David L. Hoover, Professor of English; B.A. 1971, Manchester College; M.A. 1974, Ph.D. 1980, Indiana

Robert Hopkins, Professor of Philosophy; B.A. 1986, Cambridge; M.Phil 1989, University College London; Ph.D. 1993, Cambridge

Frank C. Hoppensteadt, Professor of Mathematics; B.A. 1960, Butler; Ph.D. 1965, Wisconsin

Ruth Horowitz, Professor of Sociology; B.A. 1960, Temple; M.A. 1972, Ph.D. 1975, Chicago

Paul Horwich, Professor of Philosophy; B.A. 1968, Oxford; M.A. 1969, Yale; M.A. 1973, Ph.D. 1975, Cornell

Lee Hotz, Distinguished Writer in Residence in Journalism; B.A. 1973, M.A. 1973, Tufts

Michael Hout, Professor of Sociology; B.A. 1972, M.A. 1973, Pittsburgh; Ph.D. 1976, Indiana

James C. Hsiung, Professor of Politics; B.A. 1955, National (Taiwan); M.A. 1960, Southern Illinois; Ph.D. 1967, Columbia

Xianpeng Hu, Courant Instructor, Courant Institute; B.S. 2003, M.S. 2006, Sun Yat-sen (China); Ph.D. 2010, Pittsburgh
<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Title</th>
<th>Education</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ting Huang</td>
<td>Language Lecturer on East Asian Studies; B.A. 2004, M.A. 2006, Zhejiang (China); M.A. 2009, Iowa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nathan Hull</td>
<td>Clinical Associate Professor of Computer Science; B.S. 1973, Indiana State; M.A. 1978, Catholic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard W. Hull</td>
<td>Professor of History; B.A. 1962, Rutgers; M.A. 1964, Ph.D. 1968, Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mikhail Lampolski</td>
<td>Professor of Comparative Literature and Russian; B.A. 1971, Moscow Pedagogical Institute; Ph.D. 1977, Academy of Pedagogical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asli Igsiz</td>
<td>Assistant Professor of Middle Eastern and Islamic Studies; B.A. 1993, Bogazici (Turkey); M.A. 1996, Hacettepe (Turkey); M.A., Ph.D., 2006, Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriela Ilieva</td>
<td>Clinical Associate Professor of Middle Eastern and Islamic Studies; B.A., M.A. 1990, Bulgarian College; Ph.D. 2000, Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeannie Im</td>
<td>Language Lecturer on Expository Writing; B.A. 1996, Stanford; Ph.D. 2009, Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert Jackson</td>
<td>Professor of Sociology; B.A. 1971, Michigan; M.A. 1974, Ph.D. 1981, California (Berkeley)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jennifer Jacquet</td>
<td>Clinical Assistant Professor of Environmental Studies; B.A. 2002, Western Washington University; M.S. 2004, Cornell; Ph.D. 2009, University of British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dale Jamieson</td>
<td>Professor of Environmental Studies and Philosophy; Affiliated Professor of Law; Director of Animal Studies; B.A. 1970, San Francisco State; M.A. 1972, Ph.D. 1976, North Carolina (Chapel Hill)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Jankowski</td>
<td>Clinical Assistant Professor of Mathematics; B.S. 2004, Notre Dame; Ph.D. 2009, Pennsylvania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julia Jarcho</td>
<td>Assistant Professor of English and Dramatic Literature; A.B. 2004, Harvard; Ph.D. 2013, California (Berkeley)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex Jassen</td>
<td>Associate Professor of Hebrew and Judaic Studies; B.A. 2001, Washington; Ph.D. 2006, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guillermina Jasso</td>
<td>Silver Professor and Professor of Sociology; Chairman, Department of Sociology; B.A. 1962, Our Lady of the Lake College; M.A. 1970, Notre Dame; Ph.D. 1974, Johns Hopkins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniel Javitch</td>
<td>Professor of Comparative Literature and Italian; B.A. 1963, Princeton; M.A. 1970, Cambridge; Ph.D. 1971, Harvard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nazgul Jenish</td>
<td>Assistant Professor of Economics; M.Sc. 1994, Kyrgyz State; M.B.A. 1996, Bishkek International School of Business and Management; M.A. 2006, Ph.D. 2008, Maryland (College Park)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colin Jerolmack</td>
<td>Assistant Professor of Sociology and Environmental Studies; B.S. 2000, Drexel; M.A. 2005, Queens College; Ph.D. 2008, CUNY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexej Jerschow</td>
<td>Professor of Chemistry; B.S. 1994, Linz (Austria); M.S. 1996, MR Center, Sintef-Unimed (Trondheim, Norway); Ph.D. 1997, Linz (Austria)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Xiaoyao Jiao</td>
<td>Language Lecturer on Chinese; B.A. 1982, Sichuan Institute of Foreign Language; M.A. 1986, Shanghai Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maitland Jones, Jr.</td>
<td>Professor of Chemistry; B.S. 1959, M.S. 1960, Ph.D. 1963, Yale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trace Jordan</td>
<td>Clinical Professor; Associate Director of the College Core Curriculum for the Foundations of Scientific Inquiry (FSI); B.Sc., M.Sc. 1985, Essex; M.A. 1988, Toronto; Ph.D. 1994, Princeton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Jost</td>
<td>Professor of Psychology; B.A. 1989, Duke; M.A. 1990, Cincinnati; M.S. 1992, M.Phil. 1993, Ph.D. 1996, Yale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bart Kahr</td>
<td>Professor of Chemistry; B.A. 1983, Middlebury College; Ph.D. 1988, Princeton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neville Kallenbach</td>
<td>Professor of Chemistry; B.S. 1958, Rutgers; Ph.D. 1961, Yale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosalie Kamelhar</td>
<td>Senior Language Lecturer on Hebrew and Judaic Studies; B.A. 1973, Queens College; M.A. 1975, Hunter College; Ph.D. 1986, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion Kaplan</td>
<td>Skirball Professor of Modern Jewish History and Professor of Hebrew and Judaic Studies; B.A. 1967, Rutgers; M.A. 1969, Ph.D. 1977, Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig Kapp</td>
<td>Clinical Assistant Professor of Computer Science; B.S. 1999, M.S. 2003, College of New Jersey; M.P.S. 2010, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wynne Kandur</td>
<td>Clinical Assistant Professor of Chemistry; A.B. 2006, Bryn Mawr College; M.S. 2010, Ph.D. 2013, California (Irvine)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis Karchin</td>
<td>Professor of Music; B.Mus. 1973, Eastman School of Music; M.A. 1975, Ph.D. 1978, Harvard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebecca Karl</td>
<td>Associate Professor of History and East Asian Studies; B.A. 1982, Barnard College; M.A. 1989, New York; Ph.D. 1995, Duke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pepe Karmel</td>
<td>Associate Professor of Art History; B.A. 1977, Harvard; M.A. 1987, Ph.D. 1993, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion Katz</td>
<td>Associate Professor of Middle Eastern and Islamic Studies; B.A. 1989, Yale; Ph.D. 1997, Chicago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Kayne</td>
<td>Silver Professor and Professor of Linguistics; B.A. 1964, Columbia; Ph.D. 1969, Massachusetts Institute of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott Kellogg</td>
<td>Clinical Assistant Professor of Psychology; B.A. 1985, Hunter; M.A. 1988, City College; Ph.D. 1994, CUNY Graduate Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philip Kennedy</td>
<td>Associate Professor of Middle Eastern and Islamic Studies; B.A. 1985, Ph.D. 1991, Oxford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Kent</td>
<td>Professor of Physics; B.S. 1982, Cornell; M.S. 1985, Ph.D. 1988, Stanford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arang Keshavarzian</td>
<td>Associate Professor of Middle Eastern and Islamic Studies; Ph.D. 2003, Princeton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Aisha Khan, Associate Professor of Anthropology; B.A. 1977, M.A. 1982, San Francisco State; Ph.D. 1995, CUNY

Mohammad Khorrami, Clinical Professor of Middle Eastern and Islamic Studies; B.A. 1980, Tehran; M.A. 1991, Texas (Houston); Ph.D. 1996, Texas (Austin)

Subhash Khot, Professor of Computer Science; B.Tech. 1999, Indian Institute of Technology (Mumbai); M.A. 2001, Ph.D. 2003, Princeton

Elias Khoury, Global Distinguished Professor of Middle Eastern and Islamic Studies; B.A. 1971, Lebanese University in Beirut (Lebanon); M.A.S. 1972, University of Paris (France)

Roobbeh Kiani, Assistant Professor of Science; M.D. 2002, Shaheed Beheshti University School of Medicine; Ph.D. 2009, Washington

Mary E. Killilea, Clinical Assistant Professor of Biology and Environmental Studies; M.S. 1999, SUNY (Environmental Science and Forestry); Ph.D. 2005, Cornell

Kwang Shin Kim, Associate Professor of Microbiology; B.S. 1959, Seoul National (Korea); M.S. 1963, Ph.D. 1967, Rutgers

Lynne Korfes, Collegiate Professor and Professor of Neurosurgical and Psychology; B.S. 1973, Northeastern; Ph.D. 1982, Washington

Kay L. Kirkpatrick, Assistant Professor/ Courant Instructor; B.S. 2002, Montana (Bozeman); Ph.D. 2007, California (Berkeley)

Nikolai Kirov, Clinical Assistant Professor of Biology; M.S. 1979, Kharkov; Ph.D. 1985, Institute of Molecular Biology (Bulgaria)

Kent Kirshenbaum, Associate Professor of Chemistry; B.A. 1994, Reed College; Ph.D. 1999, California (San Francisco)

Barbara Kirshenblatt-Gimblett, Professor of Performance Studies; University Professor; B.A. 1966, M.A. 1967, California (Berkeley); Ph.D. 1972, Indiana

Janos Kis, Global Distinguished Professor of Philosophy; M.A., Eötvös Loránd (Budapest)

Harry Kitsikopoulos, Clinical Professor of Economics; B.A. 1984, Aristotelian (Greece); Ph.D. 1994, New School

Eric Klaas, Professor of Neural Science; B.S. 1984, Gannon; Ph.D. 1989, Medical College of Virginia

Perri Klass, Professor of Journalism; Director of the Journalism Institute; B.A. 1979, Harvard (Radcliffe); M.D. 1986, Harvard Medical School

Matthew Kleban, Associate Professor of Physics; B.A. 1996, Reed College; M.A. 2000, California (Berkeley); Ph.D. 2004, Stanford

Richard Kleeman, Professor of Mathematics; B.S. 1980, Australia National; Ph.D. 1986, Adelaide

Bruce A. Kleiner, Professor of Mathematics; B.A. 1985, Ph.D. 1990, California (Berkeley)

Ilya Kliger, Associate Professor of Russian and Slavic Studies; B.A. 1995, Cornell; M.A. 2000, Ph.D. 2005, Yale

Eric Klingenberg, Professor of Sociology; B.A. 1993, Brown; M.A. 1997, Ph.D. 2000, California (Berkeley)

Eric Knowles, Assistant Professor of Psychology; B.A. 1995, Cornell; Ph.D. 2003, California (Berkeley)

Robert V. Kohn, Professor of Mathematics; B.A. 1974, Harvard; M.S. 1975, Warwick (England); Ph.D. 1979, Princeton

Peter Kolm, Clinical Associate Professor of Mathematics; M.S. (Diplommathematiker) 1994, ETH Zurich; M.Phil. (Tekn. Lic.) 2000, Royal Institute of Technology; Ph.D. 2000, Yale

Yusef Komunyakaa, Professor of English; B.A. 1975, Colorado; M.A. 1978, Colorado State; M.F.A. 1980, California (Irvine)

Evan Korth, Clinical Professor of Computer Science; B.S. 1991, Syracuse; M.S. 2000, New York

Denis Kosynin, Clinical Assistant Professor of Mathematics; Ph.D. 1997, Princeton

Yanni Kotsonis, Associate Professor of History and Russian and Slavic Studies; B.A. 1985, Concordia (Montreal); M.A. 1986, London; Ph.D. 1994, Columbia

Carol Krinsky, Professor of Art History; B.A. 1957, Smith College; M.A. 1960, Ph.D. 1965, New York

Brooke Kroeber, Professor of Journalism; Chair, Department of Journalism; B.S. 1971, Boston; M.S. 1972, Columbia

Brice Kuhl, Assistant Professor of Psychology; A.B. 2001, Kenyon College; Ph.D. 2009, Stanford

Michael Kunichika, Assistant Professor of Russian and Slavic Studies; B.A. 1999, Reed College; Ph.D. 2007, California (Berkeley)

Jennifer Kuo, Language Lecturer on East Asian Studies; M.S. 1992, National Taiwan Ocean; M.A. 2011, Hunter College

Beth Kurkjian, Senior Language Lecturer on Expository Writing; B.A. 1996, Skidmore; M.A. 2001, New York

Edu Kussell, Associate Professor of Biology; B.A. 1997, Ph.D. 2002, Harvard

Thomas Kwok, Clinical Associate Professor of Chemistry; B.S. 1985, SUNY (Stony Brook); M.S. 1989, Ph.D. 1992, New York

Jo Labanyi, Professor of Spanish and Portuguese; B.A. 1967, M.A. 1990, Oxford


Dimitri Landa, Associate Professor of Politics; B.A. 1994, California State; M.A. 1998, Northwestern; Ph.D. 2001, Minnesota

Michael Landy, Professor of Psychology; B.S. 1974, Columbia; M.S. 1976, Ph.D. 1981, Michigan

Jill Lane, Associate Professor of Spanish and Portuguese; B.A. 1989, M.A. 1991, Brown; Ph.D. 2000, New York

Jenn Larson, Assistant Professor of Politics; B.A. 2006, Creighton; Ph.D. 2012, Harvard

Yvonne Latty, Clinical Associate Professor of Journalism; B.F.A. 1984, M.A. 1990, New York

Michael Laver, Professor of Politics; B.A. 1970, M.A. 1972, Essex; Ph.D. 1981, Liverpool
John Lazarev, Assistant Professor of Economics; B.Sc. 2005, Lomonosov Moscow State University; M.A. 2006, New Economic School (Moscow); Ph.D. 2012, Stanford

John Leahy, Professor of Economics; B.A. 1984, Williams College; M.S. 1986, Georgetown; Ph.D. 1990, Princeton

Yann LeCun, Silver Professor and Professor of Computer Science; M.Sc. ESIEE 1983, M.Sc. 1984, Ph.D. 1987, Paris

Joseph LeDoux, Henry and Lucy Moses Professor of Neural Science and Psychology; University Professor; B.S. 1971, M.S. 1974, Louisiana State; Ph.D. 1977, SUNY (Stony Brook)

Dohoon Lee, Assistant Professor of Sociology; B.A. 1995, M.A. 1999, Seoul National (Korea); M.A. 2005, Ph.D. 2008, North Carolina (Chapel Hill)

John Joseph Lee, Glucksman Chair of Irish Studies and Professor of History; B.A. 1962, M.A. 1965, University College Dublin; M.A. 1965, Cambridge

Stella Lee, Clinical Associate Professor of East Asian Studies; B.A. 1965, National (Taiwan); M.A. 1969, Ph.D. 1981, California (Berkeley)

David Levene, Professor of Classics; Chair, Department of Classics; B.A. 1985, D.Phil. 1989, Oxford


Jacques Lezra, Professor of Comparative Literature and Spanish and Portuguese; Chair, Department of Comparative Literature; B.A. 1984, M.Phil. 1987, Ph.D. 1990, Yale

Jing Li, Language Lecturer on East Asian Studies; B.S. 2003, Beijing; M.A. 2007, Washington (St. Louis)

Jinyang Li, Associate Professor of Computer Science; B.S. 1998, Singapore; M.S. 2001, Ph.D. 2005, Massachusetts Institute of Technology

Xin Li, Language Lecturer on East Asian Studies; B.A. 2010, Henan (PR China); M.A. (TCSOL) 2012, Beijing Foreign Studies University

Sen-Jie Matthew Liao, Clinical Associate Professor of Bioethics; B.A. 1994, Princeton; D.Phil. 2001, Oxford

Shiqi Liao, Senior Language Lecturer on Chinese; B.A. 1986, Institute of International Relations; M.A. 1989, Peking

Marc Lieberman, Clinical Professor of Economics; B.A. 1975, California (Santa Cruz); M.A. 1979, Ph.D. 1982, Princeton

Fang-Hua Lin, Silver Professor and Professor of Mathematics; B.S. 1981, Zhejiang (People’s Republic of China); Ph.D. 1985, Minnesota

Susie Linfield, Associate Professor of Journalism; B.A. 1976, Oberlin College; M.A. 1981, New York

Alessandro Lizzieri, Professor of Economics; Chair, Department of Economics; Laurea 1990, Commerciale Luigi Bocconi; Ph.D. 1995, Northwestern

Lars Ljungqvist, Global Distinguished Professor of Economics; Licentiat 1983, Stockholm School of Economics; Ph.D. 1988, Minnesota

Zachary Lockman, Professor of Middle Eastern and Islamic Studies and History; B.A. 1974, Princeton; M.A. 1977, Ph.D. 1983, Harvard

Laurence S. Lockridge, Professor of English; B.A. 1964, Indiana; M.A. 1968, Ph.D. 1969, Harvard

Béatrice Longuenesse, Silver Professor and Professor of Philosophy; Mait. 1972, Ph.D. 1980, Doctorat 1992, Sorbonne

Thomas D. Looser, Associate Professor of East Asian Studies; B.A. 1979, California (Santa Cruz); M.A. 1987, Ph.D. 1999, Chicago

Anabel Lopez-Garcia, Senior Language Lecturer on Spanish; B.A. 1994, Universidad de Puerto Rico; M.A., M.Phil. 2002, Yale

Anne Lounsbery, Associate Professor of Russian and Slavic Studies; Chair, Department of Russian and Slavic Studies; B.A. 1986, Brown; M.A. 1995, Ph.D. 1999, Harvard

Robert Lubar, Associate Professor of Art History; B.A. 1979, SUNY (Stony Brook); M.A. 1981, Ph.D. 1988, New York

David Ludden, Professor of History; B.A., M.A. 1972, Ph.D. 1978, Pennsylvania

Michael Ludlum, Clinical Associate Professor of Journalism; B.A. 1959, Hobart College

Sydney Ludvigson, William R. Berkeley Term Chair of Economics and Business Professor of Economics; B.A. 1991, California (Los Angeles); M.A. 1994, Ph.D. 1996, Princeton

Steven Lukes, Professor of Sociology; B.A. 1962, D.Phil. 1968, Oxford

Andrew MacFadyen, Associate Professor of Physics; B.A. 1987, Columbia; M.S. 1997, Ph.D. 2000, California (Santa Cruz)

Elizabeth Machlan, Senior Language Lecturer on Expository Writing; B.A. 1992, Bowdoin College; M.A. 1996, SUNY (Buffalo); M.A. 2000, Ph.D. 2004, Princeton

Wei Ji Ma, Associate Professor of Neural Science and Psychology; B.Sc. 1996, M.Sc. 1997, Ph.D. 2001, University of Groningen (Netherlands)

Lara K. Mahal, Associate Professor of Chemistry; B.A. 1995, California (Santa Cruz); Ph.D. 2000, California (Berkeley)

Maureen Mahon, Associate Professor of Music; B.S. 1987, Northwestern; M.A. 1993, M.Phil. 1994, Ph.D. 1997, New York

S. Richard Maisel, Associate Professor of Sociology; B.A. 1949, SUNY (Buffalo); Ph.D. 1958, Columbia

Andrew Majda, Professor of Mathematics; B.S. 1970, Purdue; M.A. 1971, Ph.D. 1973, Stanford

Trushant Majmudar, Clinical Assistant Professor of Mathematics; B.Sc. 1993, Bombay; M.Sc. 1995, Pune; Ph.D. 2006, Duke

Laurence Maloney, Professor of Psychology; B.A. 1973, Yale; M.S. 1982, Ph.D. 1985, Stanford

Margaret Mandziuk, Clinical Associate Professor of Chemistry; M.S. 1978, Warsaw; M.S. 1990, Ph.D. 1994, New York

Bernard Manin, Professor of Politics; M.A. 1974, Paris-I; Ph.D. 1995, Institut d’Études Politiques de Paris
Jeff Manza, Professor of Sociology; Chair, Department of Sociology; B.A. 1984, M.A. 1989, Ph.D. 1995, California (Berkeley)

Alec Marantz, Professor of Linguistics; B.A. 1978, Oberlin; Ph.D. 1981, Massachusetts Institute of Technology

Samuel L. Marateck, Senior Lecturer on Computer Science; B.A. 1961, Columbia; M.A. 1963, Ph.D. 1967, Rutgers

Chiara Marchelli, Senior Language Lecturer on Italian; Maturità 1991, Liceo Linguistico Courmayeur (Italy); M.A. 1997, Ca’ Foscari, Venice (Italy); M.A. 2003, Istituto Superiore Interpreti Traduttori, Milan (Italy)

Gary Marcus, Professor of Psychology; B.A. 1989, Hampshire College; Ph.D. 1993, Massachusetts Institute of Technology

Adina Marom, Language Lecturer on Hebrew; B.A. 1971, Tel Aviv; Ed.M. 1977, Boston; M.A. 1980, Hebrew College

Emily Martin, Professor of Anthropology; B.A. 1966, Michigan; Ph.D. 1971, Cornell

Carlos Martinez-Davis, Senior Language Lecturer on Spanish; B.S. 1986, St. Louis; M.A. 1991, Columbia; M.A. 1995, New York

Denice Martone, Associate Director, Expository Writing Program; B.S. 1978, Southern Connecticut State; M.A. 1984, Ph.D. 1992, New York

Nader Masmoudi, Professor of Mathematics; Mait. 1995, Doctorat 1998, Paris (Dauphine)

Laurent Mathevet, Assistant Professor of Economics; B.S. 2003, Universite de Saint-Etienne; M.S. 2005, Ph.D. 2008, California Institute of Technology

John Rogers Maynard, Professor of English; B.A. 1963, Ph.D. 1970, Harvard

Esteban O. Mazzoni, Assistant Professor of Biology; Licenciado 2000, University of Buenos Aires; Ph.D. 2006, New York

James McBride, Distinguished Writer in Residence in Journalism; B.A. 1979, Oberlin Conservatory of Music; M.A. 1980, Columbia

Matthew S. McClelland, Senior Language Lecturer on Expository Writing; B.A. 1991, Whittier College

Paula McDowell, Associate Professor of English; B.A. 1982, British Columbia; Ph.D. 1991, Stanford

Brian McElree, Professor of Psychology; Associate Chair, Department of Psychology; B.Sc. 1982, Toronto; M.A. 1984, Western Ontario; M.Phil. 1989, Ph.D. 1990, Columbia

Elizabeth McHenry, Associate Professor of English; B.A. 1987, Columbia; M.A. 1992, Ph.D. 1993, Stanford

Henry P. McKean, Jr., Silver Professor and Professor of Mathematics; B.A. 1952, Dartmouth College; Ph.D. 1955, Princeton


David McLaughlin, Professor of Mathematics; Provost, New York University; B.S. 1966, Creighton; M.S. 1969, Ph.D. 1971, Indiana

Lawrence M. Mead III, Professor of Politics; B.A. 1966, Amherst College; M.A. 1968, Ph.D. 1973, Harvard

Suketu Mehta, Associate Professor of Journalism; B.A. 1984, New York; M.F.A. 1986, Iowa

Peter Meineck, Clinical Assistant Professor of Classics; B.A. 1969, University College London

Perry Meisel, Professor of English; B.A. 1970, M.Phil. 1973, Ph.D. 1975, Yale

Jordana Mendelson, Associate Professor of Spanish and Portuguese; B.A. 1988, Boston; M.A. 1993, Ph.D. 1999, Yale

Douglas S. Menning, Assistant Professor of Psychology; B.A. 1994, Oberlin College; M.A. 1999, Ph.D. 2001, Temple

Konrad Menzani, Assistant Professor of Economics; Diplom 2004, Mannheim (Germany); Ph.D. 2009, Massachusetts Institute of Technology

Ara H. Merjian, Assistant Professor of Italian; B.A. 1996, Yale; Ph.D. 2006, California (Berkeley)

Sally Merry, Silver Professor and Professor of Anthropology and Law and Society; B.A. 1966, Wellesley College; M.A. 1967, Yale; Ph.D. 1978, Brandeis

Virgiliu Midrigan, Associate Professor of Economics; B.A. 2000, American (Bulgaria); M.A. 2000, Ph.D. 2006, Ohio State


Gabriel Miller, Professor of Chemistry; B.S. 1963, M.S. 1965, Ph.D. 1968, New York

Judith Miller, Professor of French; B.A. 1969, Vassar College; M.A. 1970, Ph.D. 1975, Rochester

Allen Minser, Collegiate Professor and Professor of Physics; B.S. 1978, Brooklyn College; Ph.D. 1984, Maryland


Bhubaneswar Mishra, Professor of Computer Science; B.S. 1980, Indian Institute of Technology (Kharagpur); M.S. 1982, Ph.D. 1985, Carnegie Mellon

Michelle Mitchell, Associate Professor of History; B.A. 1987, Mount Holyoke College; M.A. 1993, Ph.D. 1998, Northwestern

Aditi Mitra, Associate Professor of Physics; B.Sc. 1993, Presidency College (Calcutta); M.Sc. 1995, Indian Institute of Technology; Ph.D. 2002, Indiana

Phillip T. Mitsis, Alexander S. Onassis Professor of Hellenic Culture and Civilization; B.A. 1974, Williams College; Ph.D. 1982, Cornell

Mehryar Mohri, Professor of Computer Science; B.S. 1987, École Polytechnique; M.S. 1988, Paris; M.S. 1988, École Normale Supérieure; Ph.D. 1993, Paris

Michael Moloney, Global Distinguished Professor of Music and Irish Studies; B.A. 1965, M.A. 1967, University College Dublin; Ph.D. 1992, Pennsylvania

Harvey Molotch, Professor of Sociology and Social and Cultural Analysis; B.A. 1963, Michigan; M.A. 1966, Ph.D. 1968, Chicago
Blagovesta Momchedjikova, Senior Language Lecturer on Expository Writing; B.A. 1996, American (Bulgaria); M.A. 1998, New York

Haruko Momma, Professor of English; B.A. 1981, M.A. 1983, Hokkaido; M.A. 1986, Tokyo

Andrew Monson, Associate Professor of Classics; B.A. 2000, Pennsylvania; M.Phil. 2003, University College London; Ph.D. 2008, Stanford

José Luis Montiel Ola, Assistant Professor of Economics; B.A. 2006, M.A. 2008, ITAM (Mexico); Ph.D. 2013, Harvard

Maria Montoya, Associate Professor of History; B.A. 1986, M.A. 1991, Ph.D. 1993, Yale

John Moran, Clinical Associate Professor of French; B.A. 1988, Tulane; M.S. 1990, Georgetown; Ph.D. 2002, Tulane

Jennifer Morgan, Professor of Social and Cultural Analysis and History; B.A. 1986, Oberlin College; Ph.D. 1995, Duke

Ann Morning, Associate Professor of Sociology; B.A. 1990, Yale; M.A. 1992, Columbia; M.A. 2004, Ph.D. 2004, Princeton

Rebecca Morton, Professor of Politics; B.S. 1976, M.P.A. 1977, Louisiana State; Ph.D. 1984, Tulane

Jessica Moss, Professor of Philosophy; B.A. 1995, Yale; Ph.D. 2004, Princeton

J. Anthony Movshon, Silver Professor and Professor of Neural Science and Psychology; University Professor; Director, Center for Neural Science; B.A. 1972, M.A. 1976, Ph.D. 1975, Cambridge

Rena Mueller, Clinical Associate Professor of Music; B.A. 1964, Hunter; M.A. 1968, Ph.D. 1986, New York

Gregory L. Murphy, Professor of Psychology; B.A. 1978, M.A. 1978, Johns Hopkins; Ph.D. 1982, Stanford

Fred Myers, Silver Professor and Professor of Anthropology; B.A. 1970, Amherst College; M.A. 1972, Ph.D. 1976, Bryn Mawr College

Eunju Na, Senior Language Lecturer on Korean; B.A. 1992, Seoul National University of Education; M.A. 2006, Ohio State

M. Ishaq Nadiri, Jay Gould Professor of Economics; B.S. 1958, Nebraska; M.A. 1961, Ph.D. 1965, California (Berkeley)

Jonathan Nagler, Associate Professor of Politics; B.A. 1982, Harvard; M.S. 1985, Ph.D. 1989, California Institute of Technology

Assaf Naor, Professor of Mathematics; B.S. 1996, M.S. 1998, Ph.D. 2002, Hebrew University

Tahirah Naqvi, Senior Language Lecturer on Middle Eastern and Islamic Studies; B.A. 1965, Lahore College for Women; M.A. 1969, Punjab; M.S. 1983, Western Connecticut State

Andrew Needham, Assistant Professor of History; B.A. 1993, Northwestern; M.A. 1997, San Francisco State; Ph.D. 2006, Michigan

Judith Némethy, Clinical Professor of Spanish; B.A. 1976, Rutgers; M.L.S. 1982, Syracuse; Ph.D. 1999, Szeged (Hungary)

Peter Nemethy, Professor of Physics; B.A. 1962, Ph.D. 1968, Columbia

Pamela Newkirk, Professor of Journalism; B.A. 1983, New York

Charles M. Newman, Silver Professor and Professor of Mathematics; B.S. 1966, Massachusetts Institute of Technology; M.A. 1968, Ph.D. 1971, Princeton

Hoai-Minh Nguyen, Assistant Professor/ Courant Instructor; B.S. 2003, École Polytechnique; M.S. 2004, Ph.D. 2007, Paris VI


Eugène Nicole, Professor of French; Lic. ès Let. 1963, D.E.S. 1964, Diplôme 1964, Paris; Ph.D. 1975, New York

Mary Nolan, Professor of History; B.A. 1966, Smith College; M.A. 1969, Ph.D. 1975, Columbia

Kayo Nonaka, Language Lecturer on Japanese; B.A. 1994, Nanzen (Japan); M.Ed. 1989, Massachusetts (Amherst)

Michael Norman, Associate Professor of Journalism; B.A. 1972, Rutgers

Lucien Nouis, Assistant Professor of French; Ph.D. 2006, Princeton

Yaw Nyarko, Professor of Economics; B.A. 1982, Ghana; M.A. 1985, Ph.D. 1986, Cornell

Pádraig O’Ceartúil, Senior Language Lecturer on Irish Studies; B.A. 1978, University College of Galway; H.Dip.Ed. 1979, Trinity College (Dublin)

Sana Odeh, Clinical Professor of Computer Science; B.S. 1986, Brooklyn College; M.A. 1998, New York

Gabriele Ottingen, Professor of Psychology; M.A. 1982, Doc. rer. nat. 1986, Ludwig-Maximilians-Universität

Yoel Ohayon, Clinical Assistant Professor of Chemistry; B.S. 2000, M.Phil. 2008, Ph.D. 2010, New York

Efe Ok, Professor of Economics; B.S. 1990, B.A. 1990, Turkey; M.A. 1993, Ph.D. 1995, Cornell

Sharon Olds, Erich Maria Remarque Professor of Creative Writing; B.A. 1964, Stanford; Ph.D. 1972, Columbia

Jaime Oliver La Rosa, Assistant Professor of Music; M.A. 2009, Ph.D. 2011, California (San Diego)


Victoria C. Olesen, Senior Language Lecturer on Expository Writing; B.A. 1986, Barnard; M.A., Ph.D. 1994, Stanford

Janusz A. Ordover, Professor of Economics; B.A. 1966, Warsaw; B.A. 1968, McGill; Ph.D. 1973, Columbia

Lorelei Ormrod, Language Lecturer on Expository Writing; B.A. 1995, Simon Fraser; M.Phil. 1998, Ph.D. 2007, St. Johns College

Richard Orr, Clinical Assistant Professor of Chemistry; B.A. 1988, West Virginia University; M.S. 1999, Florida Agricultural and Mechanical

Guy Ortolano, Associate Professor of History; B.A. 1997, Georgia; M.A. 1999, Ph.D. 2005, Northwestern

Colm P. O’Shea, Language Lecturer on Expository Writing; B.A. 1999, University College Cork; Ph.D. 2005, Trinity College (Dublin); Ph.D. 2006, M.St. 2009, Oxford
David Oshinsky, Professor of History; Director of the Division of Medical Humanities, NYU Langone; B.S. 1965, M.S. 1967, Cornell; Ph.D. 1971, Brandeis

Michael L. Overton, Professor of Computer Science; Chair, Department of Computer Science; B.S. 1974, British Columbia; M.S. 1977, Ph.D. 1979, Stanford

Andrew Paizis, Clinical Associate Professor of Economics; B.A. 1959, Yeshiva; Ph.D. 1964, Columbia

Derek Parfit, Global Distinguished Professor of Philosophy; B.A. 1964, M.A. 1964, Oxford

Crystal Parikh, Associate Professor of English and Social and Cultural Analysis; B.A. 1992, Miami; M.A. 1995, Ph.D. 2000, Maryland (College Park)

Jeesun Park, Senior Language Lecturer on Korean; B.A. 2004, Hankuk University of Foreign Studies; M.A. 2006, New York


Olivier M. Pauluis, Associate Professor of Mathematics and Atmosphere/Ocean Science; B.S. 1995, Université Catholique de Louvain; Ph.D. 2000, Princeton

Michael Pavel, Associate Professor of Psychology; B.S.E.E. 1970, Polytechnic Institute of Brooklyn; M.S. 1971, Stanford; Ph.D. 1980, New York

Michael Peachin, Professor of Classics; B.A. 1976, Indiana; M.A. 1979, M.Phil. 1981, Ph.D. 1983, Columbia

David Pearce, Professor of Economics; B.A. 1978, McMaster; M.A. 1979, Queen’s (Ontario); Ph.D. 1983, Princeton

Leslie Peirce, Silver Professor and Professor of Middle Eastern and Islamic Studies and History; B.A. Harvard-Radcliffe Colleges; M.A., Harvard; Ph.D. 1988, Princeton

Marta Peixoto, Associate Professor of Spanish and Portuguese; B.A. 1970, M.A. 1970, Brown; Ph.D. 1977, Princeton

Aslı Peker, Clinical Associate Professor of Politics; B.A. 1997, Middle East Technical (Turkey); M.A. 1998, Bilkent (Turkey); Ph.D. 2007, New York


Denis Pelli, Professor of Psychology; B.A. 1975, Harvard; Ph.D. 1981, Cambridge

Adam L. Penenberg, Associate Professor of Journalism; B.A. 1986, Reed

Jerome K. Percus, Professor of Physics and Mathematics; B.S. 1947, M.A. 1948, Ph.D. 1954, Columbia

Michael Jose Boardman Pereira, Clinical Assistant Professor of Chemistry; B.S. 1999, Ph.D. 2009, Michigan

Kenneth Perlin, Professor of Computer Science; B.A. 1979, Harvard; M.S. 1984, Ph.D. 1986, New York

Bijan Pesaran, Associate Professor of Neural Science; B.A. 1995, Cambridge; Ph.D. 2001, California Institute of Technology

Martin Pesendorfer, Associate Professor of Economics; Ph.D. 1995, Northwestern

Charles Peskin, Silver Professor and Professor of Mathematics; B.A. 1968, Harvard; Ph.D. 1972, Yeshiva

Ryan Pevnick, Assistant Professor of Politics; B.A. 2003, George Washington; Ph.D. 2008, Virginia

Elizabeth Phelps, Silver Professor and Professor of Psychology and Neural Science; B.A. 1984, Ohio Wesleyan; M.A. 1986, Ph.D. 1989, Princeton

Fabio Piano, Professor of Biology; Provost, NYU Abu Dhabi; B.A. 1988, M.S. 1991, M.Phil. 1993, Ph.D. 1995, New York; Laurea 1995, Florence (Italy)

David Pine, Professor of Physics; B.S. 1975, Wheaton College; M.S. 1979, Ph.D. 1982, Cornell

David Poepel, Professor of Psychology; B.S. 1990, Ph.D. 1995, Massachusetts Institute of Technology

Mary Poovey, Samuel Rudin University Professor in the Humanities and Professor of English; Director, Institute for the History of the Production of Knowledge; B.A. 1972, Oberlin College; M.A. 1973, Ph.D. 1976, Virginia

Massimo Porri, Professor of Physics; Ph.D. 1984, Pisa (Italy)

Sonya Posmentier, Assistant Professor of English; B.A. 1997, Yale; M.F.A. 1999, Oregon; Ph.D. 2012, Princeton

Jonas Prager, Associate Professor of Economics; B.A. 1959, Yeshiva; Ph.D. 1964, Columbia

Mary Louise Pratt, Silver Professor and Professor of Spanish and Portuguese and Social and Cultural Analysis; B.A. 1970, Toronto; M.A. 1971, Illinois (Urbana-Champaign); Ph.D. 1975, Stanford


James Pryor, Professor of Philosophy; B.A. 1991, Cornell; Ph.D. 1997, Princeton

Adam Przeworski, Professor of Politics; M.A. 1961, Warsaw; Ph.D. 1966, Ph.D. 1967, Polish Academy of Sciences

Michael Purugganan, Dorothy Schiff Professor of Genomics; Professor of Biology; Dean for Science, Faculty of Arts and Science; B.S. 1985, Philippines; M.A. 1986, Columbia; Ph.D. 1993, Georgia

Liina Pylkkänen, Associate Professor of Linguistics and Psychology; M.A. 1997, Pittsburgh; Ph.D. 2002, Massachusetts Institute of Technology

Pablo Querubin, Assistant Professor of Politics and Economics; B.A. 2001, M.A. 2002, Universidad de los Andes; Ph.D. 2010, Massachusetts Institute of Technology

Mary Quigley, Clinical Associate Professor of Journalism; B.A. 1971, Fordham; M.A. 1979, New York


Itamar Rabinovich, Global Distinguished Professor of Hebrew and Judaic Studies; B.A. 1964, Hebrew; M.A. 1968, Tel Aviv; Ph.D. 1971, California (Los Angeles)

Anne Rademacher, Associate Professor of Anthropology and Environmental Studies; B.A. 1992, Carleton; M.E.S. 1998, Ph.D. 2005, Yale

Michael Ralph, Assistant Professor of Africana Studies, American Studies, and Social and Cultural Analysis; B.A. 2000, Morris Brown College; M.A. 2002, Ph.D. 2007, Chicago

Shinasi Rama, Clinical Professor of Politics; M.A. 1996, South Carolina; M.Phil. 2001, Ph.D. 2004, Columbia

Michael Rampino, Professor of Biology; B.A. 1968, Hunter College; Ph.D. 1978, Columbia

James B. Ramsey, Professor of Economics; B.A. 1963, British Columbia; M.A. 1964, Ph.D. 1968, Wisconsin

Adi Rangan, Assistant Professor of Mathematics; B.A. 1999, Dartmouth; Ph.D. 2003, California (Berkeley)

Rayna Rapp, Professor of Anthropology; B.S. 1968, M.A. 1969, Ph.D. 1973, Michigan

Theodore Rappaport, Professor of Computer Science; B.S. 1982, M.S. 1984, Ph.D. 1987, Purdue

Debraj Ray, Silver Professor and Professor of Economics; B.A. 1977, Calcutta; M.A. 1981, Ph.D. 1983, Cornell

Oded Regev, Professor of Computer Science; B.S. 1995, M.S. 1997, Ph.D. 2001, Tel Aviv

Bob Rehder, Associate Professor of Psychology; B.S. 1978, Washington (St. Louis); M.S. 1990, Stanford; M.A. 1995, Ph.D. 1998, Colorado (Boulder)

Carol Reiss, Professor of Biology; B.A. 1972, Bryn Mawr College; M.S. 1973, Sarah Lawrence College; Ph.D. 1978, CUNY

Vincent Renzi, Clinical Professor and Associate Director of the College Core Curriculum for the Foundations of Contemporary Culture (FCC); Clinical Associate Professor of Classics; B.A. 1985, Yale; M.A. 1988, New York; M.A. 1990, M.Phil. 1991, Ph.D. 1997, Columbia

Jacques Revel, Global Distinguished Professor of History; Ph.D. 1968, Sorbonne

Alexander Reyes, Professor of Neural Science and Biology; B.A. 1984, Chicago; Ph.D. 1990, Washington

Marjorie Rhodes, Assistant Professor of Psychology; B.S. 2003, Ph.D. 2009, Michigan

Louise Rice, Associate Professor of Art History; B.A. 1980, Harvard; M.A. 1982, M.Phil. 1983, Ph.D. 1992, Columbia

John Richardson, Professor of Philosophy, Bioethics; B.A. 1972, Harvard; B.A. 1974, Oxford; Ph.D. 1981, California (Berkeley)

Robert W. Richardson, Professor of Physics; B.S.E. 1958, M.A. 1958, Ph.D. 1963, Michigan

John Rinzel, Professor of Neural Science and Mathematics; B.S. 1967, Florida; M.S. 1968, Ph.D. 1973, New York

Jon Ritter, Clinical Assistant Professor of Art History; B.A. 1988, Yale; M.A. 1999, New York

Mario J. Rizzo, Associate Professor of Economics; B.A. 1970, Fordham; M.A. 1973, Ph.D. 1977, Chicago

Dylon Robbins, Assistant Professor of Spanish and Portuguese; B.A. 2000, Texas (Austin); M.A. 2003, Rice; Ph.D. 2010, Princeton

Moss Roberts, Professor of East Asian Studies; B.A. 1958, M.A. 1960, Ph.D. 1966, Columbia

Julia E. Robinson, Assistant Professor of Art History; B.A. 1991, Sydney; M.Phil. 2003, Ph.D. 2008, Princeton

Catherine Robson, Professor of English; B.A. 1983, Oxford; M.A. 1986, Ph.D. 1995, California (Berkeley)

Marcia Rock, Associate Professor of Journalism; B.A. 1971, Wisconsin; M.S. 1976, Brooklyn College; Ph.D. 1981, New York

Matthew Rockman, Assistant Professor of Biology; B.S. 1997, Yale; Ph.D. 2004, Duke

Philippe Roger, Global Distinguished Professor of French; Agrégé de l’Université 1972, Paris

Susan Rogers, Associate Professor of Anthropology and French Civilization; B.A. 1972, Brown; M.A. 1973, Ph.D. 1979, Northwestern; M.S. 1983, Illinois (Urbana-Champaign)

Katherine Roiphe, Associate Professor of Journalism; B.A. 1990, Harvard; Ph.D. 1995, Princeton

Avital Ronell, Professor of German, Comparative Literature, and English; University Professor; B.A. 1974, Middlebury College; Ph.D. 1979, Princeton

Renato Rosaldo, Lucie Stern Professor in the Social Sciences and Professor of Anthropology; B.A. 1963, Ph.D. 1971, Harvard

Jay Rosen, Associate Professor of Journalism; B.A. 1979, SUNY (Buffalo); M.A. 1981, Ph.D. 1986, New York

Bryan P. Rosendorff, Professor of Politics; B.Sc. 1985, B.A. 1986, Witwatersrand; M.A., M.Phil., 1989, Ph.D. 1993, Columbia

Howard Rosenthal, Professor of Politics; B.S. 1960, Ph.D. 1964, Massachusetts Institute of Technology

Andrew Ross, Professor of Social and Cultural Analysis; M.A. 1978, Aberdeen; Ph.D. 1984, Kent

Kristin Ross, Professor of Comparative Literature; B.A. 1975, California (Santa Cruz); M.A. 1977, Ph.D. 1981, Yale

Ann Roth, Clinical Associate Professor of Hebrew and Judaic Studies; B.A. 1975, Ph.D. 1985, Chicago

Everett Rowson, Associate Professor of Middle Eastern and Islamic Studies; B.A. 1968, Princeton; M.Phil. 1982, Ph.D. 1982, Yale

Deirdre Royster, Associate Professor of Sociology; B.S. 1987, Virginia Tech; M.A. 1991, Ph.D. 1996, Johns Hopkins

Arturas Rozenas, Assistant Professor of Politics; B.A. 2001, Vilnius University; M.S. 2010, Ph.D. 2012, Duke

Jeffrey Rubenstein, Professor of Hebrew and Judaic Studies; B.A. 1985, Oberlin College; M.A. 1987, Jewish Theological Seminary; Ph.D. 1992, Columbia
Nava Rubin, Professor of Neural Science; B.Sc. 1986, M.Sc. 1988, Ph.D. 1993, Hebrew

Ariel Rubinstein, Professor of Economics; B.Sc. 1974, M.A. 1975, M.Sc. 1976, Ph.D. 1979, Hebrew

Barry Rugg, Associate Professor of Chemistry; B.S. 1965, M.S. 1967, Ph.D. 1972, New York

Christine A. Rushlow, Professor of Biology; B.A. 1977, Ph.D. 1983, Connecticut

Martha Dana Rust, Associate Professor of English; Director, Program in Medieval and Renaissance Studies; B.A. 1979, Wesleyan; M.A. 1984, New York; Ph.D. 1994, California Polytechnic (San Luis Obispo); Ph.D. 2000, California (Berkeley)

Dubravko Sabo, Clinical Associate Professor of Chemistry; B.S. 1991, Zagreb (Croatia); Ph.D. 1998, New York

Stefano Sacanna, Assistant Professor of Chemistry; M.Sc. 2003, University of Bologna Italy; Ph.D. 2007, Utrecht University

Naomi Sager, Research Professor, Courant Institute of Mathematical Sciences; B.S.E.E. 1953, Columbia; M.A. 1954, Ph.D. 1967, Pennsylvania

Josie Saldana, Associate Professor of Social and Cultural Analysis; B.A. 1983, Yale; Ph.D. 1993, Stanford

Jeffrey Sammons, Professor of History; B.A. 1971, Rutgers; M.A. 1974, Tufts; Ph.D. 1982, North Carolina (Chapel Hill)

David Samuels, Associate Professor of Music; Chair, Department of Music; B.A. 1979, Wesleyan; M.A. 1984, New York; M.A. 1992, Ph.D. 1998, Texas (Austin)

Jason Samuels, Associate Professor of Journalism; B.A. 1992, Tufts; M.A. 1995, California (Berkeley)

Mark Sanders, Professor of Comparative Literature; B.A. 1990, Cape Town (South Africa); M.A. 1992, M.Phil. 1994, Ph.D. 1998, Columbia


Dan Sanes, Professor of Neural Science and Biology; B.S. 1978, Massachusetts; M.S. 1981, Ph.D. 1984, Princeton

Matthew S. Santirocco, Professor of Classics; Senior Vice Provost, Undergraduate Academic Affairs; Angelo J. Ranieri Director of Ancient Studies; B.A. 1971, M.Phil. 1976, Columbia; M.A. 1977, Cambridge; Ph.D. 1979, Columbia

Dean Itsuji Saranillio, Assistant Professor of Social and Cultural Analysis; B.A. 2001, Hawai‘i (Mānoa); M.A. 2003, California (Los Angeles); Ph.D. 2009, Michigan

Thomas Sargent, Professor of Economics; B.A. 1964, California (Berkeley); Ph.D. 1968, Harvard

Peter Sarnak, Professor of Mathematics; B.S. 1974, Witwatersrand; Ph.D. 1980, Stanford

Andrew Sartori, Associate Professor of History; B.A. 1991, M.A. 1993, Melbourne; Ph.D. 2003, Chicago

Shanker Satyanath, Associate Professor of Politics; Director, Program in International Relations; B.A. 1978, Delhi; M.B.A. 1983, Northwestern; M.A. 1996, M.Phil. 1998, Ph.D. 2000, Columbia

Roberto Scarcella Perino, Language Lecturer on Italian; M.A. 1997, Bologna (Italy); Diploma 1998, G. B. Martini Conservatory (Italy)

Edouard Schaal, Assistant Professor of Economics; B.S. 2006, Ecole Polytechnique; Ph.D. 2011, Princeton

Martin A. Schain, Professor of Politics; B.A. 1961, New York; Ph.D. 1971, Cornell

Richard Schechner, Professor of Performance Studies; University Professor; B.A. 1956, Cornell; M.A. 1958, Iowa State; Ph.D. 1962, Tulane

Samuel Scheffler, Professor of Philosophy and Law; University Professor; B.A. 1973, Harvard; Ph.D. 1977, Princeton

Bambi Scheffelin, Collegiate Professor and Professor of Anthropology; B.S. 1967, M.A. 1977, Ph.D. 1979, Columbia

Stephen Schiffer, Silver Professor and Professor of Philosophy; B.A. 1962, Pennsylvania; D.Phil. 1970, Oxford

Lawrence H. Schifffman, Ethel and Irvin A. Edelman Professor of Hebrew and Judaic Studies; Chair, Skirball Department of Hebrew and Judaic Studies; B.A. 1970, M.A. 1970, Ph.D. 1974, Brandeis

Philippe Schlenker, Global Distinguished Professor of Linguistics; M.A. 1993, Sorbonne; Ph.D. 1999, Massachusetts Institute of Technology; Ph.D. 2002, École des Hautes Études en Sciences Sociales

Tamar Schlick, Professor of Chemistry, Mathematics, and Computer Science; B.S. 1982, Wayne State; M.S. 1984, Ph.D. 1987, New York

Christopher P. Schlottmann, Clinical Associate Professor of Environmental Studies; B.A. 2002, Haverford College; Ed.M. 2003, Harvard; Ph.D. 2009, New York

Katie Schneider, Clinical Assistant Professor of Biology; B.S. 2002, M.S. 2003, American University; Ph.D. 2009, Maryland (College Park)

Andrew Schotter, Professor of Economics; B.S. 1969, Cornell; M.A. 1971, Ph.D. 1973, New York

Engelbert L. Schucking, Professor of Physics; Dip. Math. 1950, Göttingen; Dip. Math. 1955, Dr. rer. nat. 1956, Hamburg

J. Brian Schwartz, Senior Language Lecturer on Expository Writing; B.A. 1995, Brandeis; M.F.A. 1998, California

Melissa Schwartzberg, Associate Professor of Politics; A.B. 1996, Washington (St. Louis); Ph.D. 2002, New York

David Scicchitano, Professor of Biology; Dean for Science, NYU Abu Dhabi; B.A. 1981, Susquehanna; Ph.D. 1986, Pennsylvania State

Roman Scoccimarro, Associate Professor of Physics; B.S. 1991, Buenos Aires; Ph.D. 1996, Chicago

Tina Sebastiani, Senior Language Lecturer on Italian; Laurea 1998, Siena (Italy); M.A. 2002, Università per Stranieri di Siena

Nadrian Seeman, Margaret and Herman Sokol Professor of Chemistry; B.S. 1966, Chicago; Ph.D. 1970, Pittsburgh

Eduardo Segura, Language Lecturer on Spanish; B.A. 1990, Sevilla; M.A. 1997, SUNY (Stony Brook); M.A. 2006, New Mexico
Edward Seidman, Professor of Psychology; B.S. 1963, Pennsylvania State; M.A. 1965, Temple; Ph.D. 1969, Kentucky

Charles Seife, Professor of Journalism; B.A. 1993, Princeton; M.S. 1995, Yale; M.S. 1996, Columbia

Malcolm Semple, Professor of Neural Science and Psychology; Director, College Core Curriculum; B.Sc. 1976, M.Sc. 1977, Ph.D. 1981, Monash

Richard Sennett, Professor of Sociology and History; University Professor; B.A. 1964, Chicago; Ph.D. 1969, Harvard

William Serrin, Collegiate Professor and Associate Professor of Journalism; B.A. 1961, Central Michigan

Qiuxia Shao, Senior Language Lecturer on Chinese; B.A. 1982, Dalian Institute of Foreign Language; M.A. 1994, SUNY (Buffalo)

Wenteng Shao, Language Lecturer on East Asian Studies; B.A. 2002, Nankai (P.R. China); M.A. 2005, Tsinghua (P.R.China); M.A. 2012, Cornell

Robert M. Shapley, Natalie Clews Spencer Professor of the Sciences and Professor of Neural Science, Psychology, and Biology; B.A. 1965, Harvard; Ph.D. 1970, Rockefeller

Patrick Sharkey, Associate Professor of Sociology; B.A. 2000, Brown; Ph.D. 2007, Harvard

Devis Shasha, Professor of Computer Science; B.S. 1977, Yale; M.S. 1980, Syracuse; Ph.D. 1984, Harvard

Jalal M. I. Shatah, Professor of Mathematics; B.S. 1979, Texas (Austin); Ph.D. 1983, Brown

Lytle Shaw, Associate Professor of English; B.A. 1991, Cornell; Ph.D. 2000, California (Berkeley)

Tamsin Shaw, Associate Professor of European and Mediterranean Studies and Philosophy; Ph.D. 2001, Cambridge


Michael Shelley, Professor of Mathematics; B.A. 1981, Colorado; M.S. 1984, Ph.D. 1985, Arizona

Karen Shimakawa, Associate Professor of Performance Studies and Asian/Pacific/American Studies; B.A. 1986, California (Berkeley); J.D. 1989, California (Hastings); M.A. 1991, Virginia; Ph.D. 1995, Washington

Clay Shirky, Associate Professor of Journalism; B.A. 1986, Yale

Ella Shohat, Professor of Art and Public Policy and Middle Eastern and Islamic Studies; B.A. 1981, Bar Ilan (Israel); M.A. 1982, Ph.D. 1986, Washington

Victor Shoup, Professor of Computer Science; B.S. 1983, Wisconsin (Eau Claire); M.S. 1985, Ph.D. 1989, Wisconsin (Madison)


Patrick Shroot, Professor of Psychology; B.A. 1972, St. Louis; Ph.D. 1976, Chicago

David Sider, Professor of Classics; B.A. 1961, CUNY; M.A. 1963, Columbia

Richard Sieburth, Professor of French and Comparative Literature; B.A. 1970, Chicago; Ph.D. 1976, Harvard

Mark Siegal, Assistant Professor of Biology; Sc.B. 1993, Brown; Ph.D. 1998, Harvard

Alan Siegel, Associate Professor of Computer Science; B.S. 1968, Ph.D. 1983, Stanford; M.S. 1975, New York

Elke Siegel, Assistant Professor of German; M.A. 1999, Hamburg; Ph.D. 2003, Johns Hopkins

Noel Sikorski, Senior Language Lecturer on Expository Writing; B.A. 1999, CUNY (Queens College); M.F.A. 2001, New York

Kenneth E. Silver, Professor of Art History; B.A. 1973, New York; M.A. 1975, Ph.D. 1981, Yale

Eero Simoncelli, Professor of Neural Science; B.A. 1984, Harvard; M.S. 1988, Ph.D. 1993, Massachusetts Institute of Technology


John Victor Singler, Professor of Linguistics; B.A. 1969, Dartmouth College; M.A. 1976, London; M.A. 1979, Ph.D. 1984, California (Los Angeles)

Clifford Siskin, Henry W. and Albert A. Berg Professor of English and American Literature; B.A. 1972, Stanford; M.A. 1975, Ph.D. 1978, Virginia

Tycho Sleur, Associate Professor of Physics; B.S. 1979, Illinois (Urbana-Champaign); M.A. 1982, Ph.D. 1986, California (Berkeley)

Stephen J. Small, Professor of Biology; Chair, Department of Biology; B.A. 1973, Thomas More College; Ph.D. 1988, Cincinnati

Alastair Smith, Professor of Politics; B.A. 1990, Oxford; Ph.D. 1995, Rochester

Duncan Smith, Assistant Professor of Biology; B.A. 2004, Cambridge; Ph.D. 2009, The Rockefeller University

Kathryn A. Smith, Associate Professor of Art History; Chair, Department of Art History; B.A. 1982, Yale; M.A. 1989, Ph.D. 1996, New York

Mark S. Smith, Skirball Professor of Bible and Near Eastern Studies and Professor of Hebrew and Judaic Studies; B.A. 1975, Johns Hopkins; M.A. 1979, Catholic; M.T.S. 1980, Harvard; Ph.D. 1985, Yale

Roland R. R. Smith, Associate Professor of Art History; B.A. 1977, M.Phil. 1979, D.Phil. 1983, Oxford

Shafer Smith, Associate Professor of Mathematics; B.S. 1992, Indiana; Ph.D. 1999, California (Santa Cruz)

Zadie Smith, Professor of Creative Writing; B.A. 1997, King's College (Cambridge)


Alan Sokal, Professor of Physics; B.A., M.A. 1976, Harvard; Ph.D. 1981, Princeton

Stephen Solomon, Marjorie Deane Professor of Financial Journalism; B.A. 1971, Pennsylvania State; J.D. 1975, Georgetown
George Solt, Assistant Professor of History; B.A. 2000, Amherst College; M.A. 2002, Ph.D. 2009, California (San Diego)


Jeffrey L. Spear, Associate Professor of English; B.A. 1965, Washington; Ph.D. 1975, Minnesota

Joel Spencer, Professor of Computer Science and Mathematics; B.S. 1965, Massachusetts Institute of Technology; Ph.D. 1970, Harvard

Patricia Spyer, Global Distinguished Professor of Anthropology; Ph.D. 1992, Chicago

Rachel St. John, Associate Professor of History; B.A. 1997, Ph.D. 2005, Stanford

Ennio Stachetti, Professor of Economics; B.A. 1977, Universidad de Chile, Santiago; M.S. 1980, Ph.D. 1983, Wisconsin (Madison)

Delphine Stafford, Language Lecturer on French; M.A. 1995, Grenoble (France)

Christopher Stahl, Senior Language Lecturer on Expository Writing; B.A. 1992, Dartmouth College; M.A. 1998, New York

G. Gabrielle Starr, Professor of English; Seryl Kushner Dean, College of Arts and Science; B.A. 1993, Emory; Ph.D. 1999, Harvard

David Stasavage, Professor of Politics; Chair, Department of Politics; B.A. 1989, Cornell; Ph.D. 1995, Harvard

Daniel Stein, Professor of Physics; Dean for Science; Sc.B. 1975, Brown; M.S. 1977, Ph.D. 1979, Princeton

Mitchell Stephens, Professor of Journalism; B.A. 1971, Haverford College; M.J. 1973, California (Los Angeles)

Elizabeth Stepp, Clinical Assistant Professor of Mathematics; B.S. 1992, Vanderbilt; Ph.D. 2005, Kentucky

Carol Sternhell, Associate Professor of Journalism; B.A. 1971, Radcliffe College; M.A. 1975, Ph.D. 1981, Stanford


Jane Stone, Professor of Journalism; B.A. 1981, SUNY (Binghamton)

Karl Storckmann, Clinical Professor of Economics; M.A. 1990, Ph.D. 1998, Bochum (Germany)

Noelle Stout, Assistant Professor of Anthropology; B.A. 1998, M.A. 1999, Stanford; Ph.D. 2008, Harvard

Jorg Stoye, Assistant Professor of Economics; Diplom-Vol 1999, Cologne; M.Sc. 2000, London School of Economics; M.A. 2001, Ph.D. 2005, Northwestern

Sharon Street, Associate Professor of Philosophy; B.A. 1995, Amherst College; Ph.D. 2002, Harvard


Henry Stroke, Professor of Physics; B.S. 1949, Newark; M.S. 1952, Ph.D. 1954, Massachusetts Institute of Technology

Eduardo Subirats, Professor of Spanish and Portuguese; M.A. 1978, Ph.D. 1981, Barcelona

Lakshminarayanan Subramanian, Associate Professor of Computer Science; B. Tech. 1999, Indian Institute of Technology; M.S. 2002, Ph.D. 2005, California (Berkeley)


Ioana Suvaina, Assistant Professor/Courant Instructor; B.S. 1999, Bucharest; Ph.D. 2006, SUNY (Stony Brook)

Wendy Suzuki, Professor of Neural Science; B.A. 1987, California (Berkeley); Ph.D. 1993, California (San Diego)

Anna Szabolcsi, Professor of Linguistics; B.A. 1976, M.A. 1978, Eötvös Loránd; Ph.D. 1987, Hungarian Academy of Sciences

Esteban Tabak, Professor of Mathematics; Chair, Department of Mathematics; Ph.D. 1992, Massachusetts Institute of Technology

Ignatius Tan, Clinical Associate Professor of Biology; B.A. 1981, St. Thomas; M.S. 1986, Polytechnic Institute; Ph.D. 1997, Fordham

Diana Taylor, Professor of Performance Studies and Spanish and Portuguese; University Professor; B.A. 1971, University of the Americas (Mexico); Certificat d'Études Supérieures 1972, Aix-Marseille (France); M.A. Universidad Nacional Autónoma de México; Ph.D. 1981, Washington

Abdel el-Rahman Tayyara, Language Lecturer on Middle Eastern Studies; B.A. 1988, M.A. 1995, Tel Aviv; Ph.D. 2005, New York

John Kuo Wei Tchen, Associate Professor of Social and Cultural Analysis and History; B.A. 1973, Wisconsin (Madison); M.A. 1987, Ph.D. 1992, New York

Demetri Terzopoulos, Lucy and Henry Moses Professor of Science; Professor of Computer Science and Mathematics; B.E. 1978, M.E. 1980, McGill (Montreal); Ph.D. 1984, Massachusetts Institute of Technology

Aditi Thapar, Clinical Assistant Professor of Economics; B.A. 1993, Delhi (India); M.A. 1995, Delhi School of Economics (India); Ph.D. 2002, Boston

Helen Liana Theodoratou, Clinical Professor of Hellenic Studies; Director, Program in Hellenic Studies; B.A. 1982, Athens; M.S. 1985, Ph.D. 1992, Pittsburgh

Kevin Edward Thom, Assistant Professor of Economics; B.S. 2003, Marquette; Ph.D. 2008, Johns Hopkins

Sinclair Thomson, Associate Professor of History; B.A. 1983, California (Berkeley); M.A. 1987, Ph.D. 1996, Wisconsin (Madison)

Florencia Torche, Associate Professor of Sociology; B.A. 1996, Universidad Catolica de Chile; M.A. 2000, Ph.D. 2003, Columbia
Laura Torres-Rodriguez, Assistant Professor of Spanish and Portuguese; B.A. 2006, Puerto Rico; M.A. 2008, Ph.D. 2012, Pennsylvania

Zeb Tortorici, Assistant Professor of Spanish and Portuguese; B.A. 2000, M.A. 2004, Ph.D. 2010, California (Los Angeles)

Petra Tosovsky, Clinical Assistant Professor of Chemistry; B.S. 2004, M.S. 2007, Ph.D. 2013, New York

Daniel Tranchina, Professor of Biology and Mathematics; B.A. 1975, SUNY (Binghamton); Ph.D. 1981, Rockefeller

Yaacov Trope, Professor of Psychology; B.A. 1970, Tel Aviv; M.A. 1972, Ph.D. 1974, Michigan

Esther Trzman, Senior Language Lecturer on Spanish; B.A. 1995, Brooklyn College; M.A. 2003, Brown

Yuri Tschinkel, Professor of Mathematics; Chair, Department of Mathematics; M.A. 1990, Moscow State; Ph.D. 1992, Massachusetts Institute of Technology

Kiryl Tsishchanka, Clinical Assistant Professor, Courant Institute of Mathematical Sciences; M.S. 1992, Belarusian; Ph.D. 1998, National Academy of Sciences of Belarus

Thuy Linh Tu, Associate Professor of Social and Cultural Analysis; B.A. 1994, Bates; M.A., Ph.D. 2003, New York


Mark Tuckerman, Professor of Chemistry; B.A. 1986, California (Berkeley); M.Phil. 1988, Ph.D. 1993, Columbia

Daniel Turner, Assistant Professor of Chemistry; B.A. 2004, Concordia College; Ph.D. 2010, Massachusetts Institute of Technology

Mark W. Tygert, Assistant Professor of Mathematics; B.A. 2001, Princeton; Ph.D. 2004, Yale

Jane Tylus, Professor of Italian; Vice Provost for Academic Affairs; B.A. 1978, College of William and Mary; Ph.D. 1985, Johns Hopkins

Michael Tyrell, Senior Language Lecturer on Expository Writing; B.A. 1996, New York; M.F.A. 1999, Iowa


James S. Uleman, Professor of Psychology; B.A. 1961, Michigan; Ph.D. 1966, Harvard

Friedrich Ulfers, Associate Professor of German; B.A. 1959, City College; M.A. 1961, Ph.D. 1968, New York

Peter K. Unger, Professor of Philosophy, Bioethics; B.A. 1962, Swarthmore; D.Phil. 1966, Oxford

Nader Uthman, Clinical Assistant Professor of Middle Eastern and Islamic Studies; Ph.D. 2009, Columbia

Jaya Van Bavel, Assistant Professor of Psychology; B.A. 2002, Alberta; M.A. 2004, Ph.D. 2008, Toronto

Eric Vanden-Eijnden, Professor of Mathematics; Ph.D. 1997, Libre de Bruxelles

Srinivasa S. Varadhan, Professor of Mathematics; B.S. 1959, M.A. 1960, Madras; Ph.D. 1963, Indian Statistical Institute

Cristina Vatulescu, Associate Professor of Comparative Literature; B.A. 1998, Ph.D. 2005, Harvard

William Velhagen, Clinical Assistant Professor of Biology; B.S. 1984, Philippines; Ph.D. 1995, Duke

David Velleman, Professor of Philosophy, Bioethics; B.A. 1974, Amherst; B.A. 1976, Oxford; Ph.D. 1983, Princeton

Carlos Veloso da Silva, Senior Language Lecturer on Spanish and Portuguese; B.A. 1993, M.A. 1996, Lisbon

Akshay Venkatesh, Professor of Mathematics; B.S. 1997, Western Australia; Ph.D. 2002, Princeton


Giovanni Violante, Professor of Economics; Laurea in Economia e Commercio 1992, Torino (Italy); M.A. 1994, Ph.D. 1997, Pennsylvania

Elena Visconti di Modrone, Senior Language Lecturer on Italian; B.A. 1994, Lycée Français Chateaubriand; B.A. 2003, Università degli Studi

Evelyn B. Vitz, Professor of French; B.A. 1963, Smith College; M.A. 1965, Middlebury College; Ph.D. 1968, Yale

Tyler Volk, Professor of Biology and Environmental Studies; Director of Science, Environmental Studies Program; B.S. 1971, Michigan; M.S. 1982, Ph.D. 1984, New York

Johann Voulot, Language Lecturer on French; M.A. 2007, Paris

Athena Vouloumanos, Associate Professor of Psychology; B.Sc. 1997, McGill; Ph.D. 2004, British Columbia

Quang Vuong, Professor of Economics; Ingenieur 1976, Ecole des Mines de Paris; M.S. 1980, Ph.D. 1982, Northwestern

Edward Vytas, Professor of Economics; B.A. 1994, Ph.D. 2000, Chicago

Joanna Waley-Cohen, Collegiate Professor and Professor of History; B.A. (honors) 1974, M.A. 1977, Cambridge; M.Phil. 1984, Ph.D. 1987, Yale

Michael Wallish, Associate Professor of Computer Science; B.A. 1998, Harvard; S.M. 2004, Ph.D. 2008, Massachusetts Institute of Technology

Daniel J. Walkowitz, Professor of History and Social and Cultural Analysis; B.A. 1964, Ph.D. 1972, Rochester

Marc Walters, Associate Professor of Chemistry; B.S. 1976, City College; Ph.D. 1981, Princeton

Jing Wang, Assistant Research Scholar of East Asian Studies; B.A. 1986, Beijing

Xiao-Jing Wang, Professor of Neural Science; Provost of NYU Shanghai; B.S. 1983, Ph.D. 1987, Université Libre de Bruxelles

Leonard Wantchekon, Professor of Politics and Social and Cultural Affairs; M.A. 1992, British Columbia; Ph.D. 1995, Northwestern

Michael Ward, Silver Professor and Professor of Chemistry; Chair, Department of Chemistry; B.A. 1977, William Paterson College of New Jersey; Ph.D. 1981, Princeton

Rachel A. Ward, Assistant Professor/ Courant Instructor; B.S. 2005, Texas (Austin); Ph.D. 2009, Princeton
Bryan Waterman, Associate Professor of English; B.A. 1994, Brigham Young; Ph.D. 1997, Boston

Jini Kim Watson, Associate Professor of English; B.P.D. 1994, Melbourne; B.A. 1997, Queenslands; Ph.D. 2006, Duke

Leif Weatherby, Assistant Professor of German; B.A. 2007, Wesleyan; Ph. D. 2012, Pennsylvania


Marcus Weck, Professor of Chemistry; M.S. 1994, Mainz (Germany); Ph.D. 1998, California Institute of Technology

Ruobing Wei, Language Lecturer on East Asian Studies; B.A. 2010, Nanjing Normal (PR China); M.A. (TESOL) 2012, Columbia (Teachers College)

Neal Weiner, Associate Professor of Physics; B.A. 1996, Carleton College; Ph.D. 2000, California (Berkeley)


Barbara Weinstein, Silver Professor and Professor of History; B.A. 1973, Princeton; M.A. 1976, Ph.D. 1980, Yale

Harold Weitzner, Professor of Mathematics; B.A. 1954, California (Berkeley); M.A. 1955, Ph.D. 1958, Harvard

Tessa West, Assistant Professor of Psychology; B.A. 2003, California (Santa Barbara); Ph.D. 2008, Connecticut

Michael Westerman, Associate Professor of Psychology; B.A. 1971, Harvard; M.A. 1977, Ph.D. 1980, Southern California

Randall White, Professor of Anthropology; B.A. 1976, Alberta; Ph.D. 1980, Toronto

Olof B. Widlund, Silver Professor and Professor of Mathematics; C.E. 1960, Tekn.L.; 1964, Technology Institute (Stockholm), Ph.D. 1966, Uppsala

Charles Wilson, Professor of Economics; B.A. 1970, Miami (Ohio); Ph.D. 1976, Rochester

Jonathan Winawer, Assistant Professor of Psychology and Neural Science; A.B. 1995, Columbia; M.S. 2005, City University of New York; Ph.D. 2007, Massachusetts Institute of Technology

Edward N. Wolff, Professor of Economics; B.A. 1968, Harvard; M.Phil. 1972, Ph.D. 1974, Yale

Larry Wolff, Silver Professor and Professor of History; Director, Center for European and Mediterranean Studies; B.A. 1979, Harvard; M.A. 1980, Ph.D. 1984, Stanford

Elliot Wolfson, Judge Abraham Lieberman Professor of Hebrew and Judaic Studies; B.A. 1979, M.A. 1979, Queens College; Ph.D. 1983, Brandeis

David L. Wolitzky, Associate Professor of Psychology; Coordinator, Doctoral Training in Clinical Psychology; B.A. 1957, City College; Ph.D. 1961, Rochester

Peter Wosh, Clinical Associate Professor of History; Director, Archives/Public History Program; B.A. 1976, Rutgers; M.A. 1979, Ph.D. 1988, New York

Crispin Wright, Professor of Philosophy; B.A. 1964, Ph.D. 1968, Cambridge; B.Phil. 1969, D.Litt. 1988, Oxford; hon.: D.Litt.

Margaret Wright, Silver Professor and Professor of Computer Science; B.S. 1964, M.S. 1965, Ph.D. 1976, Stanford

Rita Wright, Professor of Anthropology; B.A. 1975, Wellesley College; M.A. 1978, Ph.D. 1984, Harvard

Lawrence Wu, Professor of Sociology; B.A. 1980, Harvard; Ph.D. 1987, Stanford

Matthieu Wyart, Assistant Professor of Physics; Maîtrise 2001, École Polytechnique; DEA 2002, École Normale Supérieure; Ph.D. 2000, CEa Saclay

Jiayi Xu, Language Lecturer on East Asian Studies; B.A. 2011, East China Normal; M.A. 2013, Columbia (Teachers College)

Chee K. Yap, Professor of Computer Science; B.S. 1975, Massachusetts Institute of Technology; Ph.D. 1979, Yale

Lai-Sang Young, Silver Professor and Professor of Mathematics; B.A. 1973, Wisconsin (Madison); M.A. 1976, Ph.D. 1978, California (Berkeley)

Marilyn Young, Collegiate Professor and Professor of History; B.A. 1957, Vassar College; M.A. 1958, Ph.D. 1963, Harvard

Robert Young, Silver Professor and Professor of English; B.A. 1972, D.Phil. 1980, Oxford

Drew Youngren, Clinical Assistant Professor of Mathematics; B.S. 2000, Columbia; M.A. 2002, Stony Brook; M.Ed. 2007, New York; Ph.D. 2006, Northwestern

George Yudice, Professor of Spanish and Portuguese and Social and Cultural Analysis; B.A. 1970, Hunter College; M.A. 1971, Illinois; Ph.D. 1974, Princeton

Vivian Yue, Assistant Professor of Economics; B.S. 2000, Tsinghua (Beijing); M.A. 2002, Ph.D. 2005, Pennsylvania

Caitlin Zaloom, Associate Professor of Social and Cultural Analysis; B.A. 1995, Brown; M.A. 1998, Ph.D. 2002, California (Berkeley)

Mohamed Zahran, Clinical Associate Professor of Computer Science; B.S. 1997, M.S. 1999, Cairo; Ph.D. 2003, Maryland

George Zaslavsky, Professor of Physics; M.A. 1957, Odessa State; Ph.D. 1964, Novosibirsk State; Diploma 1978, Krasnoyarsk State

Lila Zemborain, Clinical Professor of Spanish and Portuguese; B.A. 1978, Salvador (Buenos Aires); M.A. 1986, Ph.D. 1997, New York

Slavoj Zizek, Global Distinguished Professor of German; B.A. 1971, M.A. 1975, Ph.D. 1981, Ljubljana; Ph.D. 1985, Paris-VIII

John Zhang, Professor of Chemistry; B.S. 1982, East China Normal; Ph.D. 1987, Houston

Jun Zhang, Professor of Physics and Mathematics; B.S. 1985, Wuhan (China); M.S. 1990, Hebrew (Jerusalem); Ph.D. 1994, Niels Bohr Institute

Xudong Zhang, Professor of Comparative Literature and East Asian Studies; B.A. 1986, Peking; Ph.D. 1995, Duke

Yingkai Zhang, Professor of Chemistry; B.S. 1993, M.A. 1995, Nanjing (China); Ph.D. 2000, Duke
Hong Zhao, Clinical Assistant Professor of Chemistry; B.S. 2000, Jilin (China); Ph.D. 2006, SUNY (Stony Brook)

Jonathan Zimmerman, Professor of History and Education; B.A. 1983, Columbia; M.A. 1990, Ph.D. 1993, Johns Hopkins

Angela Zito, Associate Professor of Anthropology and Religious Studies; Director, Program in Religious Studies; B.A. 1974, Pennsylvania; M.A. 1978, Ph.D. 1989, Chicago

Denis Zorin, Associate Professor of Computer Science; B.S. 1991, Moscow Institute of Physics and Technology; M.S. 1993, Ohio State; M.S. 1995, Ph.D. 1997, California Institute of Technology

María José Zubieta, Clinical Assistant Professor of Spanish and Portuguese; B.A. 1993, California State (Northridge); M.A. 1996, Ph.D. 2002, California (Los Angeles)

Daniel Zwanziger, Professor of Physics; B.A. 1955, Ph.D. 1960, Columbia

Ron Zweig, Marilyn and Henry Taub Professor of Israel Studies; B.A. 1971, Sydney (Australia); Ph.D. 1978, Cambridge (England)
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warren Hirsch</td>
<td>B.A., M.S., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Martin Hoffert</td>
<td>B.S., M.A., M.S.</td>
<td>Physics</td>
</tr>
<tr>
<td>Martin L. Hoffman</td>
<td>B.S., M.S., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Pierre Hohenberg</td>
<td>B.A., M.A., Ph.D.</td>
<td>Physics</td>
</tr>
<tr>
<td>Robert R. Holt</td>
<td>B.A., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>John B. Hughes</td>
<td>B.A., M.A., Ph.D.</td>
<td>Spanish and Portuguese</td>
</tr>
<tr>
<td>Bernd Hüppauf</td>
<td>Ph.D., German</td>
<td></td>
</tr>
<tr>
<td>Isabelle Hyman</td>
<td>B.A., M.A., M.A., Ph.D.</td>
<td>Art History</td>
</tr>
<tr>
<td>Eugene Isaacsone</td>
<td>B.S., M.S., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Alfred Ivy</td>
<td>B.A., M.A., Ph.D.</td>
<td>Middle Eastern and Islamic Studies</td>
</tr>
<tr>
<td>Adelbert H. Jenkins</td>
<td>B.A., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Penelope Johnson</td>
<td>B.A., M.Phil., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Clifford Jolly</td>
<td>B.A., Ph.D.</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Frances Myrna Kamm</td>
<td>B.A., Ph.D.</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Frank C. Karal, Jr.</td>
<td>B.S., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Frederick Karl</td>
<td>B.A., M.A., Ph.D.</td>
<td>English</td>
</tr>
<tr>
<td>Lawrence Karlin</td>
<td>B.A., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Raymond Katzell</td>
<td>B.S., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Lloyd Kaufman</td>
<td>B.A., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Farhad Kazemi</td>
<td>B.A., M.A., M.A., Ph.D.</td>
<td>Politics</td>
</tr>
<tr>
<td>Israel Kirzner</td>
<td>B.A., M.B.A., Ph.D.</td>
<td>Economics</td>
</tr>
<tr>
<td>Louis Koenig</td>
<td>B.A., L.H.D., M.A., Ph.D.</td>
<td>Politics</td>
</tr>
<tr>
<td>Kenneth Krabbenhoff</td>
<td>B.A., M.A., Ph.D.</td>
<td>Spanish and Portuguese</td>
</tr>
<tr>
<td>Sarah Landau</td>
<td>B.F.A., M.A., Ph.D.</td>
<td>Art History</td>
</tr>
<tr>
<td>Joel Larus</td>
<td>B.A., M.A., LL.B., Ph.D.</td>
<td>Politics</td>
</tr>
<tr>
<td>Peter D. Lax</td>
<td>B.A., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Edward Lehman</td>
<td>B.S., M.A., Ph.D.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Seymour Z. Lewin</td>
<td>B.S., M.S., Ph.D.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Baruch Levine</td>
<td>B.A., M.A., Ph.D.</td>
<td>Hebrew and Judaic Studies</td>
</tr>
<tr>
<td>Peter M. Levy</td>
<td>B.M.E., M.A., Ph.D.</td>
<td>Physics</td>
</tr>
<tr>
<td>John Lowenstein</td>
<td>B.A., M.S., Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Paul Mattingly</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Philip Mayerson</td>
<td>B.A., Ph.D.</td>
<td>Classics</td>
</tr>
<tr>
<td>Robert McChesney</td>
<td>B.A., M.A., Ph.D.</td>
<td>Middle Eastern and Islamic Studies</td>
</tr>
<tr>
<td>Mona N. Mikhail</td>
<td>B.A., M.A., Ph.D.</td>
<td>Middle Eastern and Islamic Studies</td>
</tr>
<tr>
<td>Christopher Mitchell</td>
<td>B.A., Ph.D.</td>
<td>Politics</td>
</tr>
<tr>
<td>Sylvia Molloy</td>
<td>Lic. ès Let. et Lit. Mod., D.E.S., Docteur de l’Université, Spanish and Portuguese</td>
<td></td>
</tr>
<tr>
<td>Cathleen Morawetz</td>
<td>B.A., M.S., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Jules Moskowitz</td>
<td>B.A., Ph.D.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Thomas Nagel</td>
<td>B.A., B.Phil., Ph.D.</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Louis Nirenberg</td>
<td>B.S., M.S., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Albert B. Novikoff</td>
<td>B.A., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Erika Ostrovsky</td>
<td>B.A., M.A., Ph.D.</td>
<td>French</td>
</tr>
<tr>
<td>Alfred Perlmutter</td>
<td>B.S., M.S., Sc.D.</td>
<td>Biology</td>
</tr>
<tr>
<td>Robert M. Perry</td>
<td>B.A., B.D., Ph.D.</td>
<td>Religion</td>
</tr>
<tr>
<td>Caroline H. Persell</td>
<td>B.A., M.A., Ph.D.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Francis E. Peters</td>
<td>B.A., M.A., Ph.D.</td>
<td>Middle Eastern and Islamic Studies</td>
</tr>
<tr>
<td>Humberto Pinera</td>
<td>Doc. en Let., Spanish</td>
<td></td>
</tr>
<tr>
<td>Alice M. Pollin</td>
<td>B.A., M.A., Ph.D.</td>
<td>Spanish</td>
</tr>
<tr>
<td>Martin Pope</td>
<td>B.S., Ph.D.</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Carl E. Prince</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Richard S. Randall</td>
<td>B.A., M.A., Ph.D.</td>
<td>Politics</td>
</tr>
<tr>
<td>Antonio Regalado</td>
<td>B.A., Ph.D., Spanish and Portuguese</td>
<td></td>
</tr>
<tr>
<td>Nancy Regalado</td>
<td>B.A., Ph.D., French</td>
<td></td>
</tr>
<tr>
<td>D. M. Reimers</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Timothy Reiss</td>
<td>B.A., M.A., Ph.D.</td>
<td>Comparative Literature</td>
</tr>
<tr>
<td>Edward Rosner</td>
<td>B.Mus., M.Mus., Ph.D.</td>
<td>Music</td>
</tr>
<tr>
<td>Leonard Rosenberg</td>
<td>B.S., M.S., Ph.D.</td>
<td>Physics</td>
</tr>
<tr>
<td>Diane Ruble</td>
<td>B.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>William M. Ruddick</td>
<td>A.B., B.A., M.A., Ph.D.</td>
<td>Philosophy</td>
</tr>
<tr>
<td>N. Sanchez-Albornoz</td>
<td>Sr.D., History</td>
<td></td>
</tr>
<tr>
<td>Lucy Sandler</td>
<td>B.A., M.A., Ph.D.</td>
<td>Art History</td>
</tr>
<tr>
<td>Irving Sarnoff</td>
<td>B.A., M.A., Ph.D.</td>
<td>Psychology</td>
</tr>
<tr>
<td>Aldo Scaglione</td>
<td>Ph.D., Italian</td>
<td></td>
</tr>
<tr>
<td>Robert J. Scally</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Edmond Schonberg</td>
<td>B.S., M.S., Ph.D.</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Frederick Schult</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Edwin M. Schur</td>
<td>B.A., LL.B., M.A., Ph.D.</td>
<td>Sociology</td>
</tr>
<tr>
<td>David I. Schuster</td>
<td>B.A., Ph.D., Chemistry</td>
<td></td>
</tr>
<tr>
<td>John Sculli</td>
<td>B.A., M.A., Ph.D.</td>
<td>Physics</td>
</tr>
<tr>
<td>Jerrold E. Seigel</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Patricia C. Sexton</td>
<td>B.A., M.A., Ph.D.</td>
<td>History</td>
</tr>
<tr>
<td>Harold N. Shapiro</td>
<td>B.S., M.A., Ph.D.</td>
<td>Sociology</td>
</tr>
<tr>
<td>Robert Shapiro</td>
<td>B.S., M.A., Ph.D.</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Alice M. Pollin</td>
<td>B.A., M.A., Ph.D.</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
Kenneth E. Silverman, B.A., M.A., Ph.D., English
Robert E. Silverman, B.A., Ph.D., Psychology
Max Sorkin, B.A., M.A., Ph.D., French
Larry Spruch, B.A., Ph.D., Physics
Judith Stacey, B.A., M.A., Ph.D., Sociology and Social and Cultural Analysis
Stewart Stehlin, B.A., M.A., Ph.D., History
Morris Stein, B.S., M.S., M.A., Ph.D., Psychology
Ralph Straetz, B.A., M.A., Ph.D., Politics
Benson R. Sundheim, B.A., M.A., Ph.D., Chemistry
Richard N. Swift, B.A., M.A., Ph.D., Politics
Chester C. Tan, B.A., M.A., Ph.D., History
John W. Tebbel, B.A., M.S., Journalism
Lu Ting, B.S., M.S., M.S., Eng.Sc.D., Mathematics
Richard A. Turner, B.A., M.F.A., Ph.D., Art History
Noriko Umeda, B.A., M.A., Ph.D., Linguistics
Peter Ungar, B.Sc., Ph.D., Mathematics
Irwin Unger, Ph.D., History
Paul C. Vitz, B.A., Ph.D., Psychology
Guy Walton, B.A., M.A., Ph.D., Art History
Nathan Winter, Ph.D., Hebrew and Judaic Studies
Dennis H. Wrong, B.A., Ph.D., Sociology
Leonard Yarmus, B.S., Ph.D., Physics
Jindrich Zezula, B.A., M.A., Ph.D., French
Standing Committees in CAS and FAS

STANDING COMMITTEES OF THE COLLEGE

The following standing faculty committees (listed alphabetically) of the Faculty of Arts and Science serve only the College of Arts and Science.

The Committee on Recommendations to Schools of the Health Professions
Membership by appointment and by office.
Term: three years.

The Committee on Undergraduate Academic Standards
Membership by appointment and by office.
Term: three years.

The Faculty Committee on Undergraduate Curriculum
Membership by election and by office.
Term: three years.

The Faculty Committee on Undergraduate Honors
Membership by appointment and by office.
Term: three years.

The Faculty Committee on Undergraduate Scholarships and Financial Aid
Membership by appointment and by office.
Term: two years.

STANDING COMMITTEES OF THE FACULTY OF ARTS AND SCIENCE

The following standing faculty committees (listed alphabetically) of the Faculty of Arts and Science serve both the College of Arts and Science and the Graduate School of Arts and Science.

Committee on Information, Technology, and Library Services
Membership by election.
Term: three years.

The Faculty Advisory Committee on Policy and Planning
Membership by appointment, by election, and by office.
Term: three years.

The Faculty Advisory Committee on Promotion and Tenure
Membership by appointment and by election.
Term: three years.

The Faculty Committee on Nominations and Elections
Membership by election.
Term: three years.

The Faculty Committee on Student Discipline
Membership by appointment and election.
Term: three years.

The Faculty Grievance Committee
Membership by election.
Term: three years.

Faculty Representatives to the Senate
The names of the representatives are available in the Office of the FAS Dean.
Term: three years.

Student Representatives to the Senate
The names of the representatives are available in the Office of the FAS Dean.
The index below indicates the full range of majors and minors offered in the College of Arts and Science. Individual courses are described under each departmental section of the Bulletin. See also the preprofessional, accelerated, and specialized programs section of this Bulletin.

The B.A. degree is offered in all the majors listed below except in neural science and global public health/science, which lead to the B.S. degree. The B.S. degree is an option in the majors in chemistry and physics; as part of the dual degree B.S./B.S. program with the NYU Polytechnic School of Engineering, it is offered in these two departments as well as in biology, computer science, and mathematics.

<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>HEGIS* number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Mathematical Methods (minor only; through the College of Arts and Science and the Stern School of Business)</td>
<td></td>
</tr>
<tr>
<td>Africana Studies</td>
<td>2211</td>
</tr>
<tr>
<td>American Studies</td>
<td>0313</td>
</tr>
<tr>
<td>Ancient Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Animal Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>2202</td>
</tr>
<tr>
<td>Anthropology and Classical Civilization (major only)</td>
<td>2299</td>
</tr>
<tr>
<td>Anthropology and Linguistics (major only)</td>
<td>4903</td>
</tr>
<tr>
<td>Architecture Studies (see Urban Design and Architecture Studies)</td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>1003</td>
</tr>
<tr>
<td>Art History and Classics (major only)</td>
<td>1504</td>
</tr>
<tr>
<td>Asian/Pacific/American Studies</td>
<td>0399</td>
</tr>
<tr>
<td>Astronomy (minor only)</td>
<td></td>
</tr>
<tr>
<td>Biochemistry (major only)</td>
<td>0414</td>
</tr>
<tr>
<td>Biology</td>
<td>0401</td>
</tr>
<tr>
<td>Business Studies (minor only; through the College of Arts and Science and the Stern School of Business)</td>
<td></td>
</tr>
<tr>
<td>Chemistry (B.A. or B.S.)</td>
<td>1905</td>
</tr>
<tr>
<td>Child and Adolescent Mental Health Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Cinema Studies (through the Tisch School of the Arts and the College of Arts and Science)</td>
<td>1010</td>
</tr>
<tr>
<td>Classical Civilization</td>
<td>2203</td>
</tr>
<tr>
<td>Classical Civilization and Hellenic Studies (major only)</td>
<td>1504</td>
</tr>
<tr>
<td>Classics (major only)</td>
<td>1504</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>1503</td>
</tr>
<tr>
<td>Computer Applications (minor only)</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>0701</td>
</tr>
<tr>
<td>Computer Science and Economics (major only)</td>
<td>0701</td>
</tr>
<tr>
<td>Computer Science and Mathematics</td>
<td>0799</td>
</tr>
<tr>
<td>Creative Writing (minor only)</td>
<td>1799</td>
</tr>
<tr>
<td>Creative Writing in Spanish (minor only)</td>
<td></td>
</tr>
<tr>
<td>Dramatic Literature</td>
<td>1007</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>0302</td>
</tr>
<tr>
<td>Economics</td>
<td>2204</td>
</tr>
<tr>
<td>Economics and Mathematics (major only)</td>
<td>1799</td>
</tr>
<tr>
<td>Engineering (majors only; B.S. only)</td>
<td></td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering</td>
<td>0401/1905</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>1701/1902</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>0701/1701/1902</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>0701/1701/1902</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>701/1902</td>
</tr>
<tr>
<td>English and American Literature</td>
<td>1502</td>
</tr>
<tr>
<td>Environmental Biology (minor only)</td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>0420</td>
</tr>
<tr>
<td>European and Mediterranean Studies</td>
<td>0310</td>
</tr>
<tr>
<td>French</td>
<td>1102</td>
</tr>
<tr>
<td>French and Linguistics (major only)</td>
<td>1199</td>
</tr>
<tr>
<td>Gender and Sexuality Studies</td>
<td>4903</td>
</tr>
<tr>
<td>Genetics (minor only)</td>
<td></td>
</tr>
<tr>
<td>Genomics and Bioinformatics (minor only)</td>
<td></td>
</tr>
<tr>
<td>German and Linguistics (major only)</td>
<td>1199</td>
</tr>
<tr>
<td>German Literature and Culture</td>
<td>1103</td>
</tr>
<tr>
<td>Global Public Health/Anthropology (major only)</td>
<td>1214</td>
</tr>
<tr>
<td>Global Public Health/History (major only)</td>
<td>1214</td>
</tr>
<tr>
<td>Global Public Health/Science, Concentration in Biology (major only; B.S. only)</td>
<td>1214</td>
</tr>
<tr>
<td>Global Public Health/Science, Concentration in Chemistry (major only; B.S. only)</td>
<td>1214</td>
</tr>
<tr>
<td>Global Public Health/Science, Concentration in Prehealth (major only; B.S. only)</td>
<td>1214</td>
</tr>
<tr>
<td>Global Public Health/Sociology (major only)</td>
<td>1214</td>
</tr>
<tr>
<td>Hebrew and Judaica Studies</td>
<td>0399</td>
</tr>
<tr>
<td>Hellenic Studies</td>
<td>0399</td>
</tr>
<tr>
<td>History</td>
<td>2205</td>
</tr>
<tr>
<td>Iberian Studies</td>
<td>0399</td>
</tr>
<tr>
<td>International Relations (major only)</td>
<td>2210</td>
</tr>
<tr>
<td>Irish Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>1104</td>
</tr>
</tbody>
</table>
### Classification of Courses

This Bulletin contains descriptions of the College's departments, programs, and courses. The first part of every course number identifies the department or program offering or cross-listing the course (for example, ARTH for art history). This is always followed by a two-letter suffix. The suffix "UA" indicates undergraduate courses offered in the College; "GA" indicates a graduate course offered by the Graduate School of Arts and Science. The numeric identifier comes last (for example, a complete course rubric would be ARTH-UA 677).

Graduate courses open to qualified undergraduates are designated by the departments. The departmental policy in this matter may be indicated either in this Bulletin or in the Graduate School of Arts and Science Bulletin; interested students are also advised to check directly with the relevant departments.

Also available to students in the College are several minors offered in other divisions of New York University. For more information, see the Cross-School Minors section of this Bulletin.

### Courses

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>HEGIS* number</th>
<th>Department/Program</th>
<th>HEGIS* number</th>
<th>Department/Program</th>
<th>HEGIS* number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian and Linguistics (major only)</td>
<td>1199</td>
<td>Metropolitan Studies</td>
<td>2214</td>
<td>Social and Cultural Analysis</td>
<td>2299</td>
</tr>
<tr>
<td>Jewish History and Civilization (see Hebrew and Judaic</td>
<td></td>
<td>Middle Eastern and Islamic Studies</td>
<td>0309</td>
<td>Sociology</td>
<td>2208</td>
</tr>
<tr>
<td>Studies)</td>
<td></td>
<td>Molecular and Cell Biology (minor only)</td>
<td></td>
<td>South Asian Studies (minor only)</td>
<td></td>
</tr>
<tr>
<td>Journalism (major only)</td>
<td>0602</td>
<td>Music</td>
<td>1005</td>
<td>Spanish and Latin American Literatures and Cultures (major only)</td>
<td>1105</td>
</tr>
<tr>
<td>Language and Mind (major only)</td>
<td>4903</td>
<td>Neural Science (major only; B.S. only)</td>
<td>0425</td>
<td>Spanish and Linguistics (major only)</td>
<td>1199</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>0308</td>
<td>Philosophy</td>
<td>1509</td>
<td>Urban Design and Architecture Studies</td>
<td>2214</td>
</tr>
<tr>
<td>Latin/Greek</td>
<td>1109/1110</td>
<td>Physics (B.A. or B.S.)</td>
<td>1902</td>
<td>Urban Studies (see Metropolitan Studies)</td>
<td></td>
</tr>
<tr>
<td>Latino Studies</td>
<td>0308</td>
<td>Politics</td>
<td>2207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law and Society (minor only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>1505</td>
<td>Psychology</td>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature in Translation (minor only)</td>
<td></td>
<td>Religious Studies</td>
<td>1510</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luso-Brazilian Language and Literature</td>
<td>1199</td>
<td>Romance Languages (major only)</td>
<td>1101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1701</td>
<td>Russian and Slavic Studies</td>
<td>1106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval and Renaissance Studies</td>
<td>4903</td>
<td>Science and Society (minor only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Designed Major</td>
<td>4901</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*HEGIS: Higher Education General Information Survey

Degree and Certificate Programs as registered by the New York State Education Department.

New York State Education Department
Office of Higher Education
State Education Building
2nd Floor, West Mezzanine
Albany, NY 12234
Web: www.highered.nysed.gov