College of Arts and Science

ANNOUNCEMENT FOR
THE 168TH AND 169TH SESSIONS

NEW YORK UNIVERSITY
WASHINGTON SQUARE, NEW YORK, NEW YORK 10003
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The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the study of Greek and Latin, with little attention to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons 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 their city, too, should have a university.

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 said that the new university was to be 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. Of the more than 3,000 colleges and universities in America, only 61 private institutions are members of the distinguished Association of American Universities. New York University is one of the 61. Students come to the University from all 50 states and from 125 foreign countries.

The University includes 14 schools and colleges at six major centers in Manhattan. In addition, the University operates branch campus programs in Westchester County at Manhattanville College and in Rockland County at St. Thomas Aquinas College. Certain of the University's research facilities, notably the Nelson Institute of Environmental Medicine, are located in Sterling Forest, near Tuxedo, New York. Although overall the University is large, the divisions are small- to moderate-sized units—each with its own traditions, programs, and faculty.

Enrollment in the undergraduate divisions ranges between 100 and 6,600. While some introductory classes in some programs have large numbers of students, many classes are small. More than 2,500 courses are offered, leading to more than 25 different degrees.
The Schools and Colleges of the University

The College of Arts and Science offers the Bachelor of Arts degree in a wide range of programs in the humanities, science, social sciences, and foreign languages and literatures. The College of Arts and Science degree. Joint programs of study currently involve NYU's Robert F. Wagner Graduate School of Public Service, Graduate School of Arts and Science, School of Education, Shirley M. Ehrenkranz School of Social Work, School of Medicine, and College of Dentistry, as well as Stevens Institute of Technology.

The School of Law is one of the oldest law schools in the United States. It offers a comprehensive first professional program leading to the degree of Juris Doctor and a graduate curriculum leading to the degrees of Master of Laws, Master of Comparative Jurisprudence, and Doctor of Juridical Science.

The School of Medicine and Post-Graduate Medical School offer the Doctor of Medicine and Doctor of Philosophy degrees and courses for accreditation designed to meet the needs of physicians in practice. Medical students and residents gain clinical experience through the NYU Hospitals Center, which includes the 704-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine, both of which are part of the Mount Sinai-NYU Medical Center/Health System. The school also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Most clinical teaching takes place at the 1,232-bed Bellevue Hospital, where the School of Medicine supervises care. Other affiliated hospitals include the Hospital for Joint Diseases, NYU Downtown Hospital, and the New York Department of Veterans Affairs Medical Center.

The Cooperative Care unit, housed in the Arnold and Marie Schwartz Health Care Center, offers an innovative health care program in which patients receive health care and educational services in a centralized area with the assistance of a live-in relative or friend.

The school's Skirball Institute of Biomolecular Medicine is one of the world's leading medical research centers, with research emphasizing the biomolecular roots of disease. Specific areas of focus include developmental genetics, molecular pathogenesis, neurobiology, and structural biology.

The College of Dentistry is the third oldest and the largest private dental school in the United States. It is administered by the David B. Kriser Dental Center and is composed of clinics, laboratories, and other teaching facilities contained within several buildings. The center is located on First Avenue, from East 24th Street to East 25th Street, in the midst of one of the nation's most renowned health sciences complexes, which extends from East 14th Street to East 34th Street. The Kriser Dental Center includes the Arnold and Marie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building.

The Graduate School of Arts and Science offers the degrees of Master of Arts, Master of Science, and Doctor of Philosophy in most areas of the humanities, social sciences, and natural sciences. Several certificate programs are also offered. The NYU in Paris, and NYU in Madrid M.A. programs are based in centers in Paris and Madrid, respectively. Joint programs of study currently involve the School of Law, the School of Medicine, the Leonard N. Stern School of Business, and the School of Education. Courses are offered in the late afternoon and evening as well as during the day.

The School of Education offers a broad range of undergraduate preprofessional and professional programs in the human service fields. In addition to the traditional education-related curricula in teaching and learning, administration, and applied psychology, the school offers work in health, physical therapy, and other health-related disciplines; a program in nutrition and food studies; foundational and research courses in the history of education, research methodologies, and humanities; undergraduate and graduate courses in nursing; and a full range of courses in music, art, and dance. Graduate students may enroll in master's, sixth-year certificate, and doctoral programs, and undergraduate work leads to the Bachelor of Science or Bachelor of Music degree. Courses are given weekdays and evenings to full-time, part-time, and special students. There are a large number of summer study-abroad programs.

The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimkin Halls and the state-of-the-art Henry Kaufman Management Center, which houses the graduate programs. The Washington Square complex is adjacent to the University's renowned Elmer Holmes Bobst Library and Study Center. The Stern School offers B.S., M.B.A., M.S., and Ph.D. degrees. (Note: Certain of the M.S. programs were phased out during the 1999 academic year.) Students may specialize in accounting or taxation; economics; finance; information systems; international business; management; marketing; operations management; statistics; operations research; and actuarial science. Joint graduate-level programs are offered with the School of Law and the Graduate School of Arts and Science. Enrollment in the graduate program may be full or part time.

The Undergraduate College of the Stern School of Business administers the undergraduate business program. This program offers a new, innovative curriculum that integrates liberal arts studies with business studies. Through this course of study, students are exposed in a distinctive manner to the international dimensions of business; develop strong interpersonal and team-building skills; gain a sense of professional responsibility; and undertake cross-disciplinary course work while retaining a strong individualized component through elective coursework. The undergraduate curriculum is a full-time course of study.

The School of Continuing and Professional Studies for more than 60 years has offered courses and workshops designed to meet the cultural and career needs of New York's adult population. The school's curriculum includes a wide range of credit and noncredit classes in real estate, information technologies, publishing, management, creative writing, business communications, foreign languages, direct marketing, and liberal arts; workshops for adults contemplating a career change; special services for people returning to college, women reentering the job market, and older adults; and opportunities to study for an associate's or a bachelor's degree or a master's degree in real estate development and investment.
The Robert F. Wagner Graduate School of Public Service offers curricula in public administration, including nonprofit management, financial management, public policy analysis, comparative and development administration, and international administration; urban public policy studies; urban planning; and health policy and management. Master’s and doctoral degree programs are offered. The Advanced Professional Certificate Programs and the Master of Science in Management Program offer career development opportunities for experienced professionals, including the Advanced Management Program for Clinicians (AMPC). Joint degree programs are available with the College of Arts and Science, the School of Law, the School of Education, and the Shirley M. Ehrenkranz School of Social Work. Courses for full-time and part-time students are offered in the late afternoon and evening. Special Saturday programs are available in public and nonprofit management and in health services management. The Shirley M. Ehrenkranz School of Social Work offers Bachelor of Science, Master of Social Work, and Doctor of Philosophy degrees. The bachelor’s program prepares students for beginning social work practice immediately on graduation and for admission to graduate programs with advanced standing. The master’s program prepares students for the core mission of social work and provides an advanced concentration in clinical social work. The doctoral program offers a concentration in clinical social work. It prepares graduates to assume leadership positions as researchers, advanced practitioners, and educators. The school also offers an Advanced Certificate in Clinical Social Work and a Post-Master’s Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients. The Tisch School of the Arts, founded in 1965, provides undergraduate and graduate training in aspects of the performing and visual arts. Departments and programs offering professional training are acting, dance, design, drama, performance studies, film and television, cinema studies, photography, dramatic writing, musical theatre, and interactive telecommunications. Degrees offered are the B.F.A., M.F.A., M.P.S., and, through the Graduate School of Arts and Science, the M.A. and Ph.D.

The Gallatin School of Individualized Study was organized to promote innovative degree programs. It combines flexible curricula and rigorous standards. The school offers an undergraduate program, leading to the Bachelor of Arts degree, and the Master of Arts Degree Program.

The Mount Sinai School of Medicine offers the M.D. and Ph.D. degrees in addition to a combined M.D./Ph.D. program in a rigorous intellectual environment focused on collaboration between faculty and students. The school is committed to training students to be not only outstanding clinicians and scientists but compassionate individuals who also serve science and society. The school became affiliated with New York University on July 1, 1999.

**New York University and New York**

**THE LIBRARIES**

Nine distinct libraries at the University contain over 4.2 million volumes.

The Elmer Holmes Bobst Library and Study Center is one of the largest open-stack research libraries in the nation. Designed for easy access, the library has more than 2.9 million books and journals, plus microforms, video- and audiotapes, and other materials located in stacks where students are free to browse. The library also has hundreds of study carrels interspersed among the open stack stacks plus five major reading rooms; up to 3,500 students may comfortably study here at any one time.

Among the noteworthy resources of the Bobst Library are the collections in American and English literature and history, economics, education, science, music, United Nations documents, Near Eastern and Ibero-American languages and literatures, and Judaica and Hebraica, as well as the Business Reference Center, the Tamiment Institute/Ben Josephson Library on the history of radicalism in the United States, the Robert F. Wagner Labor Archives on the history of the New York City labor movement, the New York University Archives, the Fales Library of English and American Literature since 1750, the Robert Frost Library, the Berol Collection of Lewis Carroll materials, and numerous rare books and manuscripts. Of particular interest is the Avery Fisher Center for Music and Media, a state-of-the-art facility housing the library’s audio and video collections and language laboratory.

A computerized catalog, known as BobCat for Bobst Library Catalog, provides access to the libraries’ holdings. It can be searched in any of the University libraries or over NYUNET.

The Law Library contains over 752,000 volumes and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law (including primary source materials of the United Nations and European Economic Community), plus emerging legal specialties such as urban affairs, poverty law, and consumerism.

The Frederick L. Ehrman Medical Library contains more than 155,000 volumes, 2,000 periodicals, computer software, and audiosingles.

The John and Bertha E. Waldmann Memorial Library at the David B. Kriser Dental Center contains nearly 38,000 bound, scholarly volumes, as well as one of the largest collections of rare books on dentistry in the country, including the Weinberger Collection, the Blum Collection, and the Mestel St. Apollonia Collection.

The Courant Institute of Mathematical Sciences Library has a highly specialized research collection of over 64,000 volumes in mathematics, computer science, and physics.

The Stephen Chan Library of Fine Arts is a reference collection of over 145,000 volumes in the history of art of all periods, classical archaeology, and the conservation of paintings and sculpture.

The Conservation Center Library supports the research and curricular needs of the Conservation Center of the Institute of Fine Arts. It is a highly specialized, noncirculating collection on the study of the technology and conservation of works of art and historic artifacts. It includes approximately 14,000 volumes and 220 periodicals.
The Jack Brause Library of the Real Estate Institute provides a unique reference and research resources of 1,300 volumes about the New York real estate market to students and real estate professionals.

The Ettinghausen Library at the Hagop Kevorkian Center is a noncirculating reference collection, the majority of which is included in Bobcat or the Bobst Library card catalog. The collection also includes representative area newspapers in Arabic, Persian, Turkish, Hebrew, and English.

The Grey Art Gallery and Study Center, the University's fine arts museum, presents five to seven innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, seminars, symposia, and film showings in conjunction with its exhibitions. Admission to the gallery is free.

The New York University Art Collection, founded in 1958, consists of more than 6,500 19th- and 20th-century American and European paintings, sculptures, drawings, and prints. It includes an important collection of contemporary Asian and Middle Eastern art from the Ben and Abby Grey Foundation.

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, smaller-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 more than 1,500 members of the faculty and administration, and University student residence halls accommodate over 7,000 men and women. Many more faculty and students reside in private housing in the area.

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 age, citizenship status, color, disability, marital or parental status, national origin, race, religion, sex, or sexual orientation.

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 Sharon Weinberg, Vice Provost, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, Room 1202, New York, NY 10012-1091; (212) 998-2370. Inquiries may also be referred to the director of the Office of Federal Contract Compliance, U.S. 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 State Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; [212] 662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
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Above: The original Gothic-style University building was first occupied by NYU in 1833.

Right: Library in Main Building, 1894.

Right: Washington Square Park was often used as a regimental parade and marching ground.
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. Samuel F. B. Morse, after whom the current core curriculum is named, invented the telegraph while teaching art and design; 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 a novel by the eccentric Theodore Winthrop (1861).

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 MacCracken, decided to reserve Washington Square for the professional schools, which 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 MacCracken’s “Ivy” aspirations for the school and his successful effort to raise quality by attracting the best students nationally. Also relevant was the ascendant, nonurban 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 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 core, the Morse Academic Plan, at the center of its curriculum, the College emphasizes student inquiry and research; offers unique opportunities for international and preprofessional 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."
Left: Psi Upsilon Founders Party, 1890.

Abacus: Dr. John W. Draper, neuroanatomist, physiologist, pioneer in photography, and one of the first six teachers at New York University.

Lest I forget my story, Abacus, successor of the telegraph, vital process, and NYU Professor of Literature of the Arts of Design.

Abacus: Main Building, 1893. NYU's Main Building originally held the departments of law and pedagogy in 1893.

NYU students, 1945 (left) and 1942 (right). The student body during the years of World War II had become almost entirely composed of women.
College Directory

Administrators

Matthew S. Santirocco
Dean
Main Building, Room 910
(212) 998-8100
E-mail: cyberdean@nyu.edu

John A. Delgrosso
Assistant Dean for Student Affairs
Main Building, Room 909A
(212) 998-8146
E-mail: john.delgrosso@nyu.edu

Anita Farrington-Brathwaite
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Main Building, Room 909C
(212) 998-8167
E-mail: froshdean@nyu.edu

Henriette Goldwyn
Assistant Dean for International Study
Main Building, Room 905
(212) 998-8720
E-mail: hg3@is.nyu.edu

Angela Iovino
Director of Alumni Relations
25 West Fourth Street, 5th Floor
(212) 998-6954
E-mail: angela.iovino@nyu.edu

Richard J. Kalb
Associate Dean for Students
Main Building, Room 909B
(212) 998-8140
E-mail: richard.kalb@nyu.edu

William J. Long
Assistant Dean for Advisement and Student Services
Main Building, Room 905
(212) 998-8130
E-mail: willie.long@nyu.edu

Sally Sanderlin
Associate Dean for Administration
Main Building, Room 910
(212) 998-8100
E-mail: sally.sanderlin@nyu.edu

Otto Sonntag
Associate Dean for Academic Affairs
Main Building, Room 908C
(212) 998-8113
E-mail: otto.sonntag@nyu.edu

Graham R. Underwood
Assistant Dean for Preprofessional Advisement
Main Building, Room 904
(212) 998-8160
gu1@is2.nyu.edu

Services

Office of Undergraduate Admissions
22 Washington Square North
(212) 998-4500

Office for African American, Latino, and Asian American Student Services
31 West Fourth Street, 3rd Floor
(212) 998-4343

Office of the Bursar
Student Services Center
25 West Fourth Street, 1st Floor
(212) 998-2800

Office of Career Services (OCS)
719 Broadway, 3rd Floor
(212) 998-4730

Career Assistance Program (CAP)
Main Building, Room 901
(212) 998-8147

University Counseling Services
3 Washington Square Village, Suite 1M
(212) 998-4780

University Counseling Service
College of Arts and Science
Main Building, Room 920
(212) 998-8150

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

University Health Center
726 Broadway, 3rd Floor
(212) 443-1000

Office of Housing and Residence Life (on campus)
8 Washington Place
(212) 443-1000

Off-Campus Housing Office
4 Washington Square Village, 1st Floor
(212) 998-4620

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

Student Employment and Internship Center
5 Washington Place, 2nd Floor
(212) 998-4757

Office of Student Life
31 West Fourth Street, 2nd Floor
(212) 998-4959

NYU Study Abroad Admissions
7 East 12th Street, 6th Floor
(212) 998-4433
studyabroad@nyu.edu

Office for International Students and Scholars
561 La Guardia Place, 1st Floor
(212) 998-4720

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

Student Employment and Internship Center
5 Washington Place, 2nd Floor
(212) 998-4757

Office of Student Life
31 West Fourth Street, 2nd Floor
(212) 998-4959

NYU Study Abroad Admissions
7 East 12th Street, 6th Floor
(212) 998-4433
studyabroad@nyu.edu
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>2000 Summer Session I</td>
<td>Monday–Friday, May 22–June 30</td>
</tr>
<tr>
<td></td>
<td>Memorial Day: holiday</td>
<td>Monday, May 29</td>
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<tr>
<td></td>
<td>2000 Summer Session II</td>
<td>Wednesday–Tuesday, July 5–August 15</td>
</tr>
<tr>
<td></td>
<td>Independence Day: holiday</td>
<td>Tuesday, July 4</td>
</tr>
<tr>
<td></td>
<td>Labor Day: holiday</td>
<td>Monday, September 4</td>
</tr>
<tr>
<td></td>
<td>Fall term begins</td>
<td>Wednesday, September 6</td>
</tr>
<tr>
<td></td>
<td>Last day for withdrawing from a course</td>
<td>Tuesday, September 26</td>
</tr>
<tr>
<td></td>
<td>without a “W”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day for filing or revoking Pass/Fail</td>
<td>Wednesday, October 11</td>
</tr>
<tr>
<td></td>
<td>option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day for withdrawing from a course</td>
<td>Tuesday, November 7</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday, November 23–25</td>
</tr>
<tr>
<td></td>
<td>Last day of classes; Legislative Day</td>
<td>Wednesday, December 13 (runs on a Thursday schedule)*</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reading day</td>
<td>Thursday, December 14</td>
</tr>
<tr>
<td></td>
<td>Fall-term final examinations</td>
<td>Friday–Friday, December 15–22</td>
</tr>
<tr>
<td></td>
<td>Winter recess</td>
<td>Saturday–Saturday, December 23–January 13</td>
</tr>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Martin Luther King, Jr. Day: holiday</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td></td>
<td>Spring term begins</td>
<td>Tuesday, January 16</td>
</tr>
<tr>
<td></td>
<td>Last day for withdrawing from a course</td>
<td>Monday, February 5</td>
</tr>
<tr>
<td></td>
<td>without a “W”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presidents’ Day: holiday</td>
<td>Monday, February 19</td>
</tr>
<tr>
<td></td>
<td>Last day for filing or revoking Pass/Fail</td>
<td>Tuesday, February 20</td>
</tr>
<tr>
<td></td>
<td>option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring recess</td>
<td>Monday–Saturday, March 12–17</td>
</tr>
</tbody>
</table>

*All Thursday classes will meet on Wednesday, December 13. Therefore, Wednesday classes do not meet on this day.*
<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>March 19</td>
</tr>
<tr>
<td>Founders Day</td>
<td>Sunday</td>
<td>April 22</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday</td>
<td>April 30</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring-term final examinations</td>
<td>Wednesday–Wednesday</td>
<td>May 2–9</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
<td>May 10</td>
</tr>
<tr>
<td>2001 Summer Session I</td>
<td>Monday–Friday</td>
<td>May 14–June 22</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
<td>May 28</td>
</tr>
<tr>
<td>2001 Summer Session II</td>
<td>Monday–Friday</td>
<td>June 25–August 3</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Wednesday</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>Monday</td>
<td>September 3</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Wednesday</td>
<td>September 5</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Tuesday</td>
<td>September 25</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Wednesday</td>
<td>October 10</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday</td>
<td>November 22–24</td>
</tr>
<tr>
<td>Last day of classes; Legislative Day</td>
<td>Wednesday</td>
<td>December 12</td>
</tr>
<tr>
<td>Reading day</td>
<td>Thursday</td>
<td>December 13</td>
</tr>
<tr>
<td>Fall-term final examinations</td>
<td>Friday–Friday</td>
<td>December 14–21</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Saturday</td>
<td>December 22–January 19</td>
</tr>
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**2002**

<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martin Luther King, Jr. Day: holiday</td>
<td>Monday</td>
<td>January 21</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Tuesday</td>
<td>January 22</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday</td>
<td>February 11</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>Monday</td>
<td>February 18</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday</td>
<td>February 26</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Saturday</td>
<td>March 11–16</td>
</tr>
</tbody>
</table>

*All Thursday classes will meet on Wednesday, December 12. Therefore, Wednesday classes do not meet on this day.*
<table>
<thead>
<tr>
<th>Event</th>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>March 26</td>
</tr>
<tr>
<td>Founders Day</td>
<td>Sunday</td>
<td>April 21</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday</td>
<td>May 6</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday</td>
<td>May 7</td>
</tr>
<tr>
<td>Spring-term final examinations</td>
<td>Wednesday–Wednesday</td>
<td>May 8–15</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
<td>May 16</td>
</tr>
<tr>
<td>2002 Summer Session I</td>
<td>Monday–Friday</td>
<td>May 20–June 28</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
<td>May 27</td>
</tr>
<tr>
<td>2002 Summer Session II</td>
<td>Monday–Friday</td>
<td>July 1–August 9</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Thursday</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>Monday</td>
<td>September 2</td>
</tr>
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</table>

Additional Important Calendar Dates:
1. For refund schedule, see under “Refund Period Schedule” in the Tuition, Expenses, and Financial Aid section of this bulletin.
2. For registration and drop/add schedules, consult the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.
The index found below indicates the full range of majors and minors available to students in the College. 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 that of neural science. The B.S. degree is offered in the majors in chemistry, neural science, and physics; as part of the B.S./B.E. program with Stevens Institute of Technology, it is also offered in biology, computer science, and mathematics.

Unless otherwise noted, both majors and minors are available in the following:

<table>
<thead>
<tr>
<th>Major</th>
<th>HEGIS* number</th>
<th>Major</th>
<th>HEGIS* number</th>
<th>Major</th>
<th>HEGIS* number</th>
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</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>2211</td>
<td>East Asian Studies</td>
<td>0302</td>
<td>Hellenic Studies (minor only)</td>
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<tr>
<td>Ancient Studies (minor only)</td>
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<td>Economics</td>
<td>2204</td>
<td>History</td>
<td>2205</td>
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<tr>
<td>Anthropology</td>
<td>2202</td>
<td>Economics and Mathematics (major only)</td>
<td>1799</td>
<td>Irish Studies (minor only)</td>
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<tr>
<td>Anthropology and Classical Civilization (major only)</td>
<td>2299</td>
<td>Education (minor only; through School of Education and CAS)</td>
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<td>Italian</td>
<td>1104</td>
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<tr>
<td>Anthropology and Linguistics (major only)</td>
<td>4903</td>
<td>Engineering (majors only)</td>
<td></td>
<td>Italian and Linguistics (major only)</td>
<td>1199</td>
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<tr>
<td>Asian/Pacific/American Studies (minor only)</td>
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<td>†Chemical Engineering</td>
<td></td>
<td>Jewish History and Civilization (minor only)</td>
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</tr>
<tr>
<td>Astronomy (minor only)</td>
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<td>†Civil Engineering</td>
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<td>Language and Mind (major only)</td>
<td>0602</td>
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<tr>
<td>Biochemistry (major only)</td>
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<td>†Computer Engineering</td>
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<td>Latin American Studies (major only)</td>
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<tr>
<td>Biology</td>
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<td>†Electrical Engineering</td>
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<td>Latin/Greek (minor only)</td>
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<tr>
<td>Chemistry</td>
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<td>†Engineering Physics</td>
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<td>Law and Society (minor only)</td>
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<td>Classical Civilization</td>
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<td>†Environmental Engineering</td>
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<td>Linguistics and Languages (minor only)</td>
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<tr>
<td>Classical Civilization and Hellenic Studies (major only)</td>
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<td>†Mechanical Engineering</td>
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<td>Literature in Translation (minor only)</td>
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<tr>
<td>Classics-Fine Arts (major only)</td>
<td>1001</td>
<td>English and American Literature</td>
<td>1502</td>
<td>Luso-Brazilian Language and Literature</td>
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<tr>
<td>Comparative Literature</td>
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<td>European Studies (major only)</td>
<td>0310</td>
<td>Mathematics</td>
<td>1701</td>
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<tr>
<td>Computer Science</td>
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<td>Fine Arts</td>
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<td>Medieval and Renaissance Studies</td>
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<tr>
<td>Computer Science and Mathematics</td>
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<td>French</td>
<td>1102</td>
<td>Metropolitan Studies</td>
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<td>Creative Writing (minor only)</td>
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<td>French and Linguistics (major only)</td>
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<td>Middle Eastern Studies</td>
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<td>Dramatic Literature, Theatre History, and the Cinema</td>
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<td>German</td>
<td>1103</td>
<td>Music</td>
<td>1005</td>
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<td>Earth and Environmental Science (minor only)</td>
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<td>German and Linguistics (major only)</td>
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<td>Major/Minor</td>
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<tr>
<td>Neural Science (major only)</td>
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<td>Romance Languages (major only)</td>
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<td>Russian</td>
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<tr>
<td>Social Work (minor only; through Shirley M. Ehrenkrantz School of Social Work and CAS)</td>
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<tr>
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<tr>
<td>Spanish and Linguistics (major only)</td>
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<tr>
<td>Studio Art (minor only; available to fine arts majors and urban design and architecture studies majors only, through School of Education)</td>
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<td>Urban Design and Architecture Studies</td>
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<tr>
<td>West European Studies (minor only)</td>
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<tr>
<td>Women’s Studies</td>
<td>4903</td>
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</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 and the Professions Cultural Education Center, Room 5B28
Albany, NY 12230
Telephone: (518) 474-5851

1In dual degree program with Stevens Institute of Technology.

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**Classification of Courses**

The bulletin contains descriptions of the College’s departments, programs, and courses. Each course is assigned a letter prefix followed by a number. The prefix V indicates undergraduate courses offered in the College; G indicates a graduate course offered by the Graduate School of Arts and Science.

Graduate courses open to qualified undergraduates are designated by the departments. The departmental policy in this matter may be indicated in this bulletin or in the Graduate School of Arts and Science section of the directory of classes, which is available during each registration period.

Hyphenated courses (e.g., V77.0101-0102) are full-year courses. Each term is registered for individually, but no credit is granted for completing only the first term of the full-year course. In the designation of a course where the numbers indicating each half of the course are separated by a comma, not a hyphen, credit will be granted for completing only the first term of the course unless it is indicated otherwise. Students should be aware that in certain of these courses, satisfactory completion of the first term of the course is a prerequisite for entry into the second term of the course.
The Morse Academic Plan (MAP) of the College of Arts and Science is an integrated general education curriculum in the liberal arts. The MAP is named for Samuel F. B. Morse, an early faculty member of the University. Best known as inventor of the telegraph, Morse taught fine arts at NYU and was an eminent painter. In his breadth of talent and high achievement as both an artist and scientist, Morse symbolizes the range of skills and interests that the MAP is designed to foster.

The MAP provides a core academic experience for undergraduates at NYU. Through a challenging array of foundational courses the program heightens cultural awareness, hones critical reading skills, promotes creative and logical thinking, and gives students extensive practice writing and speaking English and at least one other language. Rather than specifying a fixed canon of knowledge, the MAP focuses 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 MAP thus seeks to prepare students for their later studies and to equip them well for lives as thinking individuals and members of society.

Program

The MAP has four components:
1. the Expository Writing Program,
2. study of foreign language,
3. the Foundations of Contemporary Culture (FCC), and
4. the Foundations of Scientific Inquiry (FSI).

Though structured and integrated, the MAP curriculum affords students flexibility in a number of ways. It permits the following:
• choice of different tracks in all courses,
• satisfaction of some courses by examination or Advanced Placement credit (foreign language, FSI), and
• substitution of departmental courses (FSI).

Given this flexibility, students will work individually with advisers to plan course schedules that take into account, among other things, 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 normally complete their MAP courses by the end of sophomore year. This will leave them free in the junior and senior years to focus on their major and elective courses. Some science majors, engineering students, premedical students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the MAP for a semester or more.
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 rapidly expanding opportunities for study abroad.

In addition to the foreign languages 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, Main Building, Room 909.

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 NYU Study Abroad Programs, visit the Student Center for International Study, Main Building, Room 904, and consult the Programs Abroad section of this bulletin.

**Requirement.** To fulfill the foreign language component of the Morse Academic Plan, 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 in 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 MAP by presenting outstanding scores on the SAT II or Advanced Placement Examinations or by passing a departmental proficiency examination. For further information on language placement and exemption, see under "Placement Examinations" in the Academic Policies section of this bulletin. For Advanced Placement Examination equivalencies, consult the chart in the Admissions 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 sequence (V40.0003, V40.0004, V40.0009), are exempt from the foreign language requirement. Also exempt are students in the B.S./B.E. 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.

Intermediate Latin: Vergil (Classics) V27.0006
Intermediate Greek: Homer (Classics) V27.0010
Intermediate Modern Greek II (Classics) V27.0106
Intermediate Chinese II (East Asian) V33.0204
Intermediate Japanese II (East Asian) V33.0250
Intermediate Korean II (East Asian) V33.0257
Intermediate French II (French) V45.0012
Intensive Intermediate French (French) V45.0020
Intermediate German II (German) V51.0004
Intensive Intermediate German (German) V51.0020
Intermediate Modern Irish II (Irish) V58.0103
Intermediate Italian II (Italian) V59.0012
Intensive Intermediate Italian (Italian) V59.0020
Intermediate Arabic II (Middle Eastern) V77.0104
Intermediate Persian II (Middle Eastern) V77.0404
Intermediate Hindi/Urdi (Middle Eastern) V77.0408
Intermediate Turkish II (Middle Eastern) V77.0504
Intermediate Hebrew II (Hebrew and Judaic) V78.0004
Intermediate Portuguese II (Spanish and Portuguese) V87.0004
Intensive Intermediate Portuguese for Spanish Speakers (Spanish and Portuguese) V87.0021
Intermediate Russian II (Russian and Slavic) V91.0004
Intermediate Czech (Russian and Slavic) V91.0204
Russian Grammar Review for Native Speakers (Russian and Slavic) V91.0005

The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan 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 experiences in the liberal arts.

In addition to the information on the Foundations of Contemporary Culture provided in this bulletin, detailed descriptions of each year’s course offerings may be found in the MAP brochure, published annually as a supplement to this bulletin.

CONVERSATIONS OF THE WEST
Through exploration of contrasting and complementary works in the humanities from different periods, Conversations of the West provides a historical, literary, and philosophical context for education in the liberal arts. Students may choose from four tracks: Antiquity and the Middle Ages, Antiquity and the Renaissance, Antiquity and the Enlightenment, and Antiquity and the 19th Century. In each case, the classes begin with works from some of the ancient civilizations that have shaped the development of cultures in the West. Typically, the classes have the following readings in common: the books of Genesis and Exodus from the Hebrew Scriptures, the Gospel According to Luke and Acts of the Apostles from the Christian New Testament, a Platonic dialogue and a Sophoclean or Euripidean tragedy, Vergil’s Aeneid, and Augustine’s Confessions. In the second half of the course, the themes and ideas emerging from these texts are followed as they are maintained, reinterpreted, or disputed by later thinkers.

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

WORLD CULTURES
The World Cultures courses introduce students to the ways in which cultural traditions are created and the ways in which cultures define themselves against internal and external alternatives. These courses introduce students to the methods and problems of cultural studies. Like Conversations of the West, World Cultures is not intended as a set of historical surveys. Each course is designed to examine the challenges of “translation”—of appreciating cultural traditions other than one’s own; to introduce students to the major texts, artifacts, and values of another cultural tradition; and to develop a sense of the diversity and similarity of the ways in which people in different cultural traditions understand, experience, and imagine their lives.
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 by focusing on one of five 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 expression and other facets of social organization. The courses also make use, whenever possible, of the rich cultural resources of New York City.

Foundations of Scientific Inquiry
The Foundations of Scientific Inquiry (FSI) component of the Morse Academic Plan 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, FSI courses are especially designed to meet the need of non-science 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 Foundations of Scientific Inquiry provided in this bulletin, detailed descriptions of each year’s course offerings may be found in the MAP brochure, published annually as a supplement to this bulletin.

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 and 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.
The Africana Studies Program offers a wide range of courses on the black experience in the modern world, emphasizing the interdisciplinary approach of cultural studies. The program’s two main areas are Pan-African history and thought and black urban studies. Pan-African history and thought includes the study of such literary and political movements as the Harlem Renaissance, the Negritude movement, black consciousness, black feminism, and black intellectual leaders such as W. E. B. Du Bois, Zora Neale Hurston, C. L. R. James, Malcolm X, Angela Davis, Leopold Senghor, and Kwame Nkrumah. Black urban studies focuses on the cultural analysis of black people’s relations to a wide range of social, cultural, and political institutions such as museums, public offices, music and sports industries, mass media, the police, and public schools. Black urban studies also explores patterns of black migration, black cultural productions, and questions of class and gender dynamics within black communities.

New York’s position as an international crossroads allows the program to bring prestigious scholars and artists for visits of six weeks to one year. Students, faculty, and members of the surrounding community interact with such guests through courses, presentation of works in progress, and performances in order to capture the international dimension of Pan-Africanism.

### Faculty
**Professor:** Diawara
**Associate Professors:** Gregory, Rose

### Program
**MAJOR**
The major consists of nine courses. It is structured around the following three concentrations: (a) history; (b) social sciences; and (c) philosophy, religion, and the arts. An introduction to Pan-Africanism or to black urban studies and a senior-level seminar or project are required. The nine courses must be distributed as follows:
1. Introduction to Pan-Africanism, V11.0010, or Introduction to Black Urban Studies, V11.0020
2. Four courses as follows: (a) two history courses covering Africa and the diaspora; (b) one approved Africana course in a social science discipline; and (c) one survey course in African diaspora philosophy, religion, or the arts
3. Two additional courses from one of the three concentrations or from an African language
4. One approved elective
5. One senior seminar

**MINOR**
Four courses in Africana studies, including either V11.0010 or V11.0020.

**HONORS PROGRAM**
Students who maintain a grade point average of at least 3.5 in Africana studies courses and at least 3.5 overall and who complete a senior project may be awarded their degree with honors.
Courses

Introduction to Pan-Africanism  
V11.0010  4 points.  
Deals with the history of Pan-Africanism and its impact on the modern world. Focuses on the major themes of Pan-Africanism, including those of African unity, black rebellion against colonialism and racism, black diaspora, and black culture. Also considers the relations between Pan-Africanism and such movements as nationalism, Marxism, and Afrocentrism.

Introduction to Black Urban Studies  
V11.0020  Identical to V99.0105. 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.

Introduction to Swahili I  
V11.0201  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 some poems, songs, and oral narratives.

Swahili II  
V11.0202  4 points.  
Expands on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features acquired in Swahili I to allow 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.

Topics in Black Urban Studies  
V11.0300  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.

Race, Power, and the Postindustrial City  
V11.0501  Identical to V14.0324 and V99.0301. Prerequisite: V14.0001 or permission of instructor. Gregory. 4 points.  
Examines the impact of the postindustrial restructuring of U.S. cities on urban power relations, spatial forms, and cultural politics, with special emphasis placed on the realignment of race, class, and sex/gender hierarchies. Considers how economic restructuring, linked to the global circulation of people and capital, has shaped the material and symbolic conditions of urban life, producing distinct forms of urban poverty, privilege, and cultural politics.

20th-Century Black Feminist Thought and Practice in the United States  
V11.0503  Prerequisite: permission of instructor. Rose. 4 points.  
This advanced undergraduate seminar in black feminist thought and practice explores black women's writings (literature, essays, speeches, etc.), political activism, music, and film with special attention to the ways black women have negotiated their roles as cultural workers who are often caught between racial and gender boundaries in American society. Examines various forms of social/sexual policing, larger social narratives about black women's sexuality, black women and urban poverty debates, class politics within feminism(s) and gender, and class tensions within black social protest movements.

Anthropological Perspective on Race and Identity  
V11.0523  Identical to V14.0323. Gregory. 4 points.  
See description under Anthropology (14).

African American Folklore  
V11.0402  4 points.  
Explores the traditional culture of African Americans and its impact on contemporary American culture. Emphasizes the cultural roots of the African American tradition from West and central Africa to that tradition's dissemination in the United States, the Caribbean, and parts of Brazil. Addresses traditions such as oral narratives, music, art, religious belief systems, festivals, foodways, clothing, hairstyles, and ethnic- and gender-specific notions.

The Black Essay  
V11.0403  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 and 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.

Images of Black Privilege in Literature and the Media  
V11.0406  4 points.  
Examines the images of the black middle and upper-middle classes in contemporary literature and the media and explores connections between portrayals in both forms. Beginning with a historical overview of media coverage of African Americans, the course explores contemporary media coverage of the expansion and growth of the black middle class in the post-civil rights era.

Topics in Pan-Africanism  
V11.0800  4 points.  
Deals with specific themes on Pan-Africanism and its impact on the modern world. Possible themes, which vary from semester to semester, include African unity, black rebellion, colonialism and racism, the black diaspora and culture, and relationships between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentrism.

Language and Liberation: At Home in the Caribbean and Abroad  
V11.0801  Identical to V61.0026. 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. 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 are discussed.

INDEPENDENT STUDY

Independent Study
V11.0997, 0998 Prerequisite: permission of the program director. 1-4 points per term.

RELATED COURSES

The following courses in individual disciplines are open to Africana studies majors and minors. See the departmental sections for course descriptions.

ANTHROPOLOGY

Afro-Asian Dilemmas: Prospects for Development

African Literature
V11.0021 Identical to V14.0020.

Peoples of Sub-Saharan Africa: Culture and International Studies
V11.0101 Identical to V14.0101.

Peoples of the Caribbean: Culture and International Studies
V11.0102 Identical to V14.0102.

Women and Men: Anthropological Perspectives
V11.0112 Identical to V14.0112 and V97.0112.

Ethnography and Film
V11.0122 Identical to V14.0122.

COMPARATIVE LITERATURE

The Postcolonial in African Literature
V11.0128 Identical to V29.0128.

Topics in Caribbean Literature
V11.0132 Identical to V29.0132 and V41.0704.

The Street in Film and Literature
V11.0302 Identical to V29.0300.

Colonialism and the Rise of Modern African Literature
V11.0850 Identical to V29.0850.

ECONOMICS

Economics and Society in the Third World: Africa
V11.0125 Identical to V31.0125.

ENGLISH

20th-Century African American Literature
V11.0160 Identical to V41.0160.

African American Drama
V11.0161 Identical to V41.0161 and V30.0255.

Contemporary African American Fiction
V11.0162 Identical to V41.0162.

FINE ARTS

Art and Architecture in Sub-Saharan Africa and the South Pacific
V11.0080 Identical to V43.0080.

HISTORY

History of African Civilization to the 19th Century
V11.0055 Identical to V57.0055.

History of African Civilization During the 19th and 20th Centuries
V11.0056 Identical to V57.0056.

Ethnic Groups in American History
V11.0627 Identical to V57.0627.

The History of Religions in Africa
V11.0566 Identical to V57.0566.

History of Contemporary Africa
V11.0567 Identical to V57.0567. Hull. 4 points.

History of Southern Africa
V11.0568 Identical to V57.0568.

Seminar: Modernization and Nation-Building in Sub-Saharan Africa
V11.0585 Identical to V57.0585.

Seminar: History of African Towns and Cities from Medieval to Modern Times
V11.0598 Identical to V57.0598.

African American History Since 1865
V11.0648 Identical to V57.0648.

Race, Gender, and Sexuality in U.S. History
V11.0655 Identical to V57.0655.

Ethnic New York: From Town to Global City
V11.0682 Identical to V57.0682.

Seminar: History of African Americans
V11.0696 Identical to V57.0696.

JOURNALISM AND MASS COMMUNICATION

Minorities and the Media
V11.0016 Identical to V54.0016.

LINGUISTICS

African American Vernacular English: Language and Culture
V11.0023 Identical to V61.0023.

MUSIC

African American Music in the United States
V11.0116 Identical to V71.0116.

POLITICS

The Politics of the Caribbean Nations
V11.0532 Identical to V53.0532.

PSYCHOLOGY

Psychology and African Americans
V11.0702 Identical to V89.0071.

SOCIOLOGY

Race and Ethnicity
V11.0135 Identical to V93.0135.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Literature of the Spanish Caribbean
V11.0764 Identical to V95.0764.
The chief intent of this minor is to allow students the possibility of significant and structured interdisciplinary work in ancient studies. The adviser for the minor (in consultation with faculty from the student's major department) is responsible for ensuring that each student's experience remains cohesive. Nonetheless, this minor adheres to the principle of flexibility and inclusiveness. Each student will build the sort of experience that is most appropriate to his or her needs or desires. This means that the boundaries (temporal, spatial, conceptual) will remain permeable. Each student’s course of study is designed on an individual basis, guided by the student, the student’s adviser in his or her own major department, and the adviser from the ancient studies minor.

A number of CAS departments and programs, as well as institutes and centers, are directly involved in this program: Anthropology, Classics, Comparative Literature, East Asian Studies, English, Fine Arts, Hebrew and Judaic Studies, History, Irish Studies, Linguistics, Middle Eastern Studies, and the Onassis Program in Hellenic Studies. The minor consists of five 4-point courses, normally to be selected from the appropriate offerings of the departments listed above. All five of the courses selected must be offered by departments other than the student’s major department, and not 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. It is also required that students who choose this minor complete, as a capstone experience, an independent study course. 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. All programs must be approved by the ancient studies adviser before the student begins to take courses that would fulfill the minor requirements.
The Department of Anthropology is one of the country’s leading graduate and undergraduate centers for cultural anthropology, archaeology, linguistic anthropology, and physical 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: in archaeological specialties such as European, Near Eastern, and South Asian prehistory; physical anthropology areas such as molecular systematics, primatology, and paleoanthropology; linguistic anthropology foci such as discourse analysis and language socialization; and cultural anthropology specialties such as the ethnography of North America, Africa, India, the Near 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; 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 physical anthropology, which can be used for research by advanced undergraduates. A regular colloquium series and an undergraduate student association welcome undergraduate participation. Formal and informal cooperative arrangements with museums and other academic programs in the greater New York area place at students’ disposal a group of anthropological scholars, materials, and internship possibilities unparalleled in this country.

**Faculty**

- Charles F. Noyes Professor of Urban Anthropology: Lynch
- David B. Kriser Professor of Anthropology: Ginsburg
- Professors: Beidelman, Feld, Gilsenan, Harrison, Jolly, Myers, Schieffelin, White
- Associate Professors: Abercrombie, Blu, Crabtree, Disotell, Gregory, Rogers, Sutton, Wright, Zito
- Assistant Professors: DiFiore, McLagan, Siu

**Associated Faculty:**

- Roseberry

**Research Associates:**

- Campana, Cantwell, Emberling, Friedlander, Pike-Tay, Schuldenrein, Weatherford

**Program**

**FIELDS OF INQUIRY**

Cultural anthropology is the study of social organization and the systems of thought and values that both reflect and inform social practice in different cultures. Cultural 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 anthropology maintains such interests but increasingly applies its insights and methods to complex, urban, and
industrialized societies. 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.

The department participates in the University's Hagop Kevorkian Center for Near Eastern Studies, the Center for Latin American and Caribbean Studies, the Institute of French Studies, the Program in Museum Studies, the Program in Culture and Media, and the Rockefeller Center for Media, Culture, and History.

Linguistic anthropology focuses on how language is interpreted and used in cultural contexts. Language use is socially organized; 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) adds to our understanding of how social categories such as ethnicity, race, and gender are inter- actionally constituted across contexts, cultures, and societies.

Anthropological archaeology is the use of 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 fragmented. The research interests of anthropological archaeologists range from the earliest production of durable tools 2.5 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.

Physical anthropology encompasses the study of human biological diversity and includes the anatomy, genetics, behavior, ecology, and evolution of the human species and other primates. It is linked to the other subfields of anthropology by its commitment to the study of human biology and evolution within the context of culture, society, and ecology. Close ties with the American Museum of Natural History, the New York University School of Medicine, and the Wildlife Conservation Society International Programs at the Bronx Zoo facilitate the department's diverse research interests in physical anthropology.

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. 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. An honors program includes in-depth research in one aspect of physical, archaeological, linguistic, or cultural anthropology.

The director of undergraduate studies works closely with minors and majors students in designing programs of study that integrates the goals of individual students with the offerings and intellectual goals of the department and complementary disciplines.

The department prides itself on its graduate and undergraduate programs' integrated nature, which enables minors, majors, and honors students to participate in a variety of challenging graduate courses and seminars. There is an active Anthropology Undergraduate Student Association (AUSA) that connects students to one another through events and E-mail forum (listserv).

MAJOR
The major consists of 36 points, which include V14.0001, V14.0002, and V14.0003. Of the remaining 24 points, one course must be taken in linguistic anthropology. The other courses may be selected from any subfield of anthropology. Internships, however, may not be applied toward the major, and a grade of at least C is required in every course to be counted toward the major. Any course with a grade of C- or lower will not count toward the major. Majors should consult regularly with the director of undergraduate studies in order to take full advantage of the seminars and research opportunities open to them.

Joint Major with the Department of Classics: An interdisciplinary major including courses from the Department of Anthropology and the Department of Classics may follow two basic tracks. The first track focuses on archaeology and includes 20 points in anthropology (V14.0001, V14.0003, V14.0830, V14.0215, and one other course in archaeological anthropology) and 20 points in classical civilization. The second track emphasizes the interface of cultural anthropology and classical civilization and consists of 20 points in anthropology (V14.0001, V14.0030 or V14.0016, and three other courses in cultural anthropology) and 20 points in classical civilization. See under Classics (27) for additional information. A grade of at least C is required in every course to be counted toward the joint major. Other joint majors in anthropology work with an advisory committee to determine courses.

Joint Major with the Department of Linguistics: The joint major in anthropology and linguistics emphasizes the complementarity of anthropological and sociolinguistic approaches to language. Students are required to take 20 points (five courses) each from anthropology and linguistics. A grade of at least C is required in every course to be counted toward a joint major. Required courses in anthropology: Human Society and Culture, V14.0001; Anthropology of Language, V14.0017; Cultural Symbols, V14.0048; and two other cultural or linguistic anthropology courses approved by anthropology's
Courses

**PRINCIPLES**

**Human Society and Culture**  
V14.0001 *Abercrombie, Beideman, Blu, Feld, Lynch, Myers, Sutton.*  
4 points.  
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**  
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**  
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.

**HONORS PROGRAM**

A degree in anthropology is awarded with honors to selected majors who apply for admission to the program through the director of undergraduate studies during their sophomore or junior year. Honors program candidates are expected to maintain an overall grade average of 3.5 with an average of 3.5 in the major. Candidates for the honors program complete 40 points of anthropology course work, including the two research courses, V14.0950 and V14.0951. In addition, students doing research in cultural or linguistic anthropology also take a Special Seminar in Anthropology I or II, V14.0800 or V14.0801, or a graduate course; students doing research in physical anthropology or archaeology take a graduate course. All of these courses count toward the major. The honors student is expected to undertake a research project for at least two semesters under the supervision of a member of the department and to write an analysis of that material in a substantial honors paper approved by the student’s faculty adviser and another faculty member. For general requirements, please see Honors and Awards.

**SPECIAL COURSES**

**Special Seminar in Anthropology I, II**  
V14.0800, 0801  
Open only to honors majors and other senior majors in cultural or linguistic anthropology who have the permission of the director of undergraduate studies. 4 points per term.

**Honors Research I-II**  
V14.0950-0951  
Open only to honors majors who have the permission of the director of undergraduate studies and the instructor. May be taken in either order. 4 points per term.

**Internship**  
V14.0980, 0981  
Open only to majors and outstanding students who have the permission of the director of undergraduate studies and the instructor, who will act as supervisor. 2-4 points per term. Opportunities for students to gain practical work experience sponsored by selected institutions, agencies, and research laboratories are negotiated with the internship sponsor, a departmental supervisor, and the student. Requirements may vary but include 8-12 hours of fieldwork per week, regular meetings with the departmental supervisor, and assignments relevant to the internship experience. Student initiation of internship placement is encouraged.
Independent Study
V14.0997, 0998 Prerequisite: permission of the instructor and the director of undergraduate studies. 2 or 4 points per term; 6 or 8 points in exceptional cases.

CULTURAL ANTHROPOLOGY

Anthropology and Classical Studies
V14.0016 Prerequisite: V14.0001 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.

Slavery in Anthropological Perspective: Africa and the Ancient World
V14.0018 Identical to V11.0018. Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Survey of 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.

African Literature
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.

Religion and World View
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
V14.0031 Prerequisite: V14.0001. 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.

Salvation and Revolution
V14.0034 Prerequisite: V14.0001 or one other social science course. Beidelman, Blu, Myers, Sutton. 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 communities, prophetic movements, cargo cults, religious sects, and terrorism from various social scientific perspectives.

Medical Anthropology
V14.0035 Prerequisite: V14.0001 or permission of the instructor. 4 points.
Analysis of medical beliefs and practices in African, Asian, and Latin American societies. Studies the coexistence of different kinds of medical specialists (e.g., shamans, herbalists, bonesetters, midwives, physicians trained in indigenous and cosmopolitan medicine), with particular reference to the structures of health resources available to laymen and problems of improving health care.

Japanese Business, Society, and Culture
V14.0059 Beidelman. 4 points.
Raises questions of whether modern business organizations are determined and succeed because of cultural factors or are governed by more universal criteria. Compares American and European businesses with those in Japan. Particular attention to the current debate regarding the popularly perceived success of Japanese business and management. Cultural influence on education, motivation, cooperation, and competition in both social and historical perspectives.

Developing Countries: Tradition and Change
V14.0040 Prerequisite: V14.0001 or permission of the instructor. Beidelman, Blu, Lynch, Sutton. 4 points.
Analysis of the social and cultural factors that affect the course of colonization, independence, modernization, and the transition to postindustrial societies. Ideologies of domination, missionaries, aid programs, education, wealth, and progress are critically assessed in cross-cultural and social-historical perspective.

Family and Kinship
V14.0041 Identical to V97.0041. Abercrombie, Beidelman, Blu, Lynch, Myers, Rogers, Sutton. 4 points.
Examines the family, marriage, and sexuality and how these relate to varying systems of dominance and control. Discusses different cultural views of biology. Although primary emphasis is on non-Western cultures, comparisons are developed with Western ones.

Urban Society
V14.0044 Prerequisite: V14.0001 or permission of the instructor. Gregory, Lynch. 4 points.
Analyzes popular and theoretical misconceptions about cities and city life, including crowding and aggression, myths of urban planning, and the determinism of space and numbers. African, Asian, and Middle Eastern cities, both ancient and modern, throw light on the nature of cities and the problems of understanding them in the modern world. Fieldwork on a problem in New York City.

Anthropology of Education
V14.0046 Prerequisite: V14.0001 or permission of the instructor. Blu. 4 points.
Ideas of education and their ties to varying cultural concepts of class and community. Assesses the relations between intellectual “fields,” political domination, valued knowledge, and inequality in traditional and modern, complex societies.

Cultural Symbols
V14.0048 Prerequisite: V14.0001 or permission of instructor. Abercrombie, Beidelman, Ginsburg, Myers. 4 points.
Surveys the 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. Utilizes materials from all continents; emphasizes non-Western, nonliterate societies though some material from the West is also used.

**Mythology and Anthropology**

V14.0049 4 points.

An overview of the major theories of myth, emphasizing their impact on anthropological understandings of forms of "sacred narrative." Theoretically informed readings are combined with a series of brief textual readings, presented in "facing-page" bilingual form, providing students with the texts of actual myths in as minimally "edited" a form as possible. The idea is to explore ways the study of myth has informed anthropology, while retaining an "ethnographic" focus on myths, as performances.

**Peoples of Sub-Saharan Africa: Culture and International Studies**


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.

**Peoples of the Caribbean: Culture and International Studies**

V14.0102 Identical to V11.0106. Prerequisite: V14.0001 or permission of the instructor. Sutton. 4 points.

Provides a unifying anthropological perspective for comparing Hispanic and Afro-Creole Caribbean societies, reviewing how Caribbean colonial experiences have structured differences in the race, class, and ethnic/national identities of the peoples living in these two Caribbean traditions. Examines how this resulted in different cultural forms and ideological orientations as the cultural legacies of the various peoples of the Caribbean underwent processes of creolization. Addresses issues of identity and empowerment in relation to Caribbean diaspora, tourism, and efforts to develop Pan-Caribbean institutions and a Pan-Caribbean consciousness.

**Peoples of Latin America: Culture and International Studies**

V14.0103 Prerequisite: V14.0001 or permission of the instructor. Abercrombie. 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.

**Peoples of India: Culture and International Studies**

V14.0104 Prerequisite: V14.0001 or permission of the instructor. Lynch. 4 points.

Aims to change the distorted image of India to a more realistic picture. Examines the main ideas that make India one of the world's enduring civilizations. Contrasts India's contributions to civilization and the West with the impact of Islam, colonialism, and the West on India. Topics include caste and untouchability, village and city, gurus and modern sects, bhakti, parliamentary democracy and population, and Indians in the United States.

**Peoples of Southeast Asia: Culture and International Studies**

V14.0105 Prerequisite: V14.0001 or permission of the instructor. Blu. 4 points.

Southeast Asia has figured prominently in the concerns of Americans and Europeans from the trade in the Spice Islands (now Indonesia) to the war in Vietnam and the economic success of the Pacific Rim. Introduction to the richness of civilizations and peoples from Burma through Malaysia and Indonesia to the Philippines. Interdisciplinary approach integrating the ideas of anthropologists, historians, political scientists, economists, linguists, and musicologists concerned with the area.

**Peoples of Europe: Culture and International Studies**

V14.0111 Identical to V42.0111. Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Rogers. 4 points.

Explores cultural systems and social structures in modern European societies. Provides an introduction to the insights to be gained from an anthropological perspective on Western complex societies. Utilizes ethnographic literature on Western and Mediterranean Europe to examine issues such as ethnic and national identity, social dimensions of economic change, gender and family organization, and ritual and religious behavior.

**Women and Men: Anthropological Perspectives**

V14.0112 Identical to V11.0112 and V97.0112. Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Sutton. 4 points.

A comparison of 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.

**Transcultural Cinema**

V14.0122 Formerly Ethnography and Film. Prerequisite: V14.0001 or permission of the instructor. McLagan. 4 points.

Explores the impact of forms anthropologists use on our understanding of other cultures. Focuses on the use of film and its relationship to theory, method, and substance of anthropology. Moving images and text from a wide range of geographic areas are compared to evaluate their differences as modes of ethnographic description. Discusses challenges to dominant text of the 1980s and the emergence of new social/cultural subjects represented in the 1990s, including innovations in genres.
Anthropology of World Beat
V14.0153 Identical to V71.0153.
Prerequisite: V14.0001 or permission of the instructor. Feld. 4 points.
Since the mid-1980s “world beat” music has emerged as an important force in cultural globalization. How did musics once called “primitive,” “exotic,” “ethnic,” “folk,” or “traditional” become such popular transnational commodities? This course analyzes the histories of contact, creativity, technology, and power underlying the global circulation of indigenous, diasporic, hybrid, and fusion musics.

Issues in Social and Cultural Anthropology I, II
V14.0320, 0321 Prerequisite: V14.0001 or permission of the instructor. 4 points per term.
This seminar analyzes and assesses selected key current issues in the discipline theoretically, politically, and epistemologically. See the department’s current internal catalog.

Problems in Urban Anthropology
V14.0322 Prerequisite: V14.0001 or permission of the instructor: Gregory, Lynch, Siu, Sutton. 4 points.
Analyzes a specific topic such as ethnicity, law in the courts, housing, or urban planning with a view to an anthropological understanding of these problems. May require fieldwork projects and the acquisition of participant observer skills.

Anthropological Perspectives on Race and Identity
V14.0323 Identical to V71.0323.
Prerequisite: V14.0001 or permission of the instructor. Gregory. 4 points.
Examines the formation and deployment of the category “race” in historical and cross-cultural perspective. Investigates how racisms operate within wider systems of complementary exclusions tied to gender, class, national, and imperial identities. Addresses topics such as race in the construction of colonial and postcolonial hierarchies and ideologies; the production of “whiteness” in U.S. cultural politics; global (re)articulations of race-cum-ethnocultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of politics of difference.

Race, Power, and the Postindustrial City
Prerequisite: V14.0001 or permission of the instructor. Gregory, Siu. 4 points.
See description under Africana Studies (11).

Re-Imagining Community: Race, Nation and the Politics of Belonging
Prerequisite: V14.0001 or permission of the instructor. Siu. 4 points.
Critically examine and evaluate the various approaches to studying and interpreting different community formations. Examine 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.

Human Rights and Anthropology
V14.0326 Prerequisite: V14.0001 or permission of the instructor. McLagan. 4 points.
An anthropological perspective on the globalizaton of human rights in the post-cold war era. Commitment to “local culture” has sometimes positioned anthropologists in critical opposition to universal values and transnational processes such as human rights. Explores this legacy and consider the ways in which human rights are constituted as a field of action and how it is structured by transnational discourses and practices. Course has an important media Internet/Web component.

Belief and Social Life in China
V14.0351 Identical to V90.0351.
Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points.
The Chinese word for “religion” means “teaching.” This course 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; Buddhist, especially Ch’an (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and in folk religion.

Transnationalism and Anthropology
V14.0400 Prerequisite: V14.0001 or permission of the instructor. Sutton. 4 points.
Examines what is considered “new” in ongoing reconstruction of world order and its accompanying disorder. Also examines what is considered “new” in ongoing reconstruction of world order and its accompanying disorder. Also examine how these 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, Meaning, and Society
G14.1222 Prerequisite: permission of the instructor. 4 points.
Explores what is involved in studying symbolic systems of various world societies, considering the role of these expressive systems in myth, ritual, literature, and art. Reviews history and development over the last 150 years of anthropological perspective on the nature of symbolic processes, showing the relevance of language and how the study of language has informed anthropological perspectives on human beings as “symbol-users.” Theoretical discussions are combined with extended case studies from ethnographic literature.
World Cultures: Native North America
G14.1313 Prerequisites: V14.0001 and permission of the instructor. Blue. 4 points.
Numerous and diverse when Europeans arrived, native peoples of North America have endured displacement, illness, and violence ever since. Examines such past and current issues as landbase, homeplace, class formation, changing modes of livelihood, and local, regional, and national politics. Focuses on selected cases in depth, with attention to the roles anthropological and historical texts have played. Impact of changing federal and state laws and policies together with creation of intertribal networks discussed.

World Cultures: Latin America
G14.1314 Prerequisites: V14.0001 and permission of the instructor. Abercrombie, Sin. 4 points.
Examines lifeways of people in rural villages, plantations, mines, towns, and cities of Central and South America. Contrasts prehistoric systems of production and distribution with the changed relationship between human beings and land resulting from the Spanish Conquest and colonialism, revolution, and industrialization. Analyzes similarities and differences between culture areas, institutions, and such practices as curing, child rearing, slavery, feasting, art, and warfare.

World Cultures: East Asia
G14.1315 Prerequisites: V14.0001 and permission of the instructor. Lynch, Zlin. 4 points.
Traditional societies and contemporary problems. How traditional beliefs and behavior have been modified by modern changes. Topics include theories of inequality; world religions as locally received; the impact of cash economy and markets on subsistence agriculture; the relation of religious beliefs to family and community structure; and national culture and the international demands of industry, bureaucracy, and education. Includes China, Korea, and Japan.

World Cultures: Sub-Saharan Africa
G14.1316 Prerequisites: V14.0001 and permission of the instructor. Beidelman, Sutton. 4 points.
Surveys a range of peoples and problems. Since this area has inspired basic anthropological theories, these are examined as they relate to specific ethnographies: lineage theory, interpretations of cosmology and ritual, oral history, and varying forms of subsistence and their relation to social organization. Also considers the effects of Christianity and Islam, colonialism, and modern economic and political development as these relate to basic social theory.

World Cultures: Europe
G14.1317 Prerequisites: V14.0001 and permission of the instructor. Rogers. 4 points.
Examines how basic anthropological concepts about culture, methodology, and local studies allow new interpretations of traditional and contemporary European societies. Attention to works in anthropology, sociology, and history. Emphasis on Ireland, Spain, France, Italy, Greece, and Germany. Topics include community studies; the changing forms of family and kinship; culture and bureaucracy; patronage; honor and shame; national character; Christianity in different locales; elites; and the relations between history, education, and culture.

World Cultures: India
G14.1318 Prerequisites: V14.0001 and permission of the instructor. Lynch. 4 points.
Surveys the societies and cultures of the Indian subcontinent. Relationship of Hinduism, Buddhism, and Islam to Indian worldview, caste, village society, and modern urban life. Special attention to specific problems raised for anthropological theory by Indian studies.

World Cultures: The Caribbean
G14.1319 Prerequisites: V14.0001 and permission of the instructor. Sutton. 4 points.
Comparisons of the Hispanic and Afro-Creole regions. Anthropological analysis of slavery, plantation structures, racial class stratifications, political-religious traditions, community family patterns, and the problems of postcolonial development.

Anthropology for Middle East Studies
G14.1322 Identical to G77.1636. Prerequisites: V14.0001 and permission of the instructor. Gilmour. 4 points.
Assesses the contribution of anthropological research to the study of Middle Eastern history, politics, literature, and civilization. Special attention to applying anthropologically oriented techniques to research problems of interest. Intended primarily for graduate students and advanced undergraduates majoring in fields other than anthropology.

World Cultures: Australia
G14.1324 Prerequisites: V14.0001 and permission of the instructor. Myers. 4 points.
Considers variations in the cultures and social organization of Australian aborigines. Focuses on the adaptive nature of cultural systems as manifested in ritual, art, gender, and sociopolitical processes. Historically, the ethnography of the area has been the basis for general social theories by Freud, Durkheim, Radcliffe-Brown, and Lévi-Strauss. Illustrates the relation between ethnography and theory, locating the significance of ethnographic “facts” as integrated in general theories of society.

World Cultures: The Pacific
G14.1325 Prerequisites: V14.0001 and permission of the instructor. Field. 4 points.
The South Pacific has played a central ethnographic role in the development of anthropological theory. The writings of Malinowski, Fortune, Bateson, and Mead in the 1920s and 1930s brought into focus a set of problems concerned with gender, kinship, exchange, ritual, and politics. Recent ethnographic data have forged new questions about these topics, provoking a critical rethinking. Seminar focuses on areas in Melanesia, Polynesia, or Micronesia. Uses a comparative approach to the above issues to examine egalitarian societies, chiefdoms, and “early” states.

Art and Society
G14.1650 Prerequisite: permission of the instructor. Myers. 4 points.
Aesthetic expression considered in relation to systems in thought, historical change, and diffusion and their relation to social organization. Emphasizes preliterate societies but shows relation to broader theories of aesthetics, iconography, and style with reference to art everywhere. Considers mainly visual and plastic arts but also oral literature, crafts, and other topics.
Complex Social Systems
G14.1632 Prerequisite: V14.0001 and permission of the instructor. Abercrombie, Beidelman, Blu, Lynch. 4 points.
Analyzes complex forms of social organization in relation to world-level ideologies and organizational techniques: bureaucracies, industrialism, Christianity, Islam, Buddhism, capitalism, the nation-state, and intellectual elites. Covers past and contemporary societies, including Western Europe, the Far East, and independent non-Western Africa and the Middle East. Examines ideas of such theorists as Weber, Marx, Durkheim, Simmel, and others.

Political Systems
G14.1633 Prerequisite: permission of the instructor. Abercrombie, Myers, Sutton. 4 points.
Analyzes political structures, politics, and political culture (symbols and ideology) in different egalitarian and hierarchical settings. Culturally defined forms of autonomy, dominance-subordination, and inequality in the context of varying ways of controlling material resources and organizing people. The power dimensions of rituals, speech events, gender relations, ethnicity, and other cultural activities. Compares forms of governing and resisting in such societies as tribal and centralized states, colonial and postcolonial nations, and transnational organizations.

Cultures of Elites
G14.1635 Prerequisite: permission of the instructor. Abercrombie, Myers, Sutton. 4 points.
Compares several approaches to the study of elites and upper classes. Emphasis on a cultural approach, gaining knowledge of the elites’ views of themselves and their world as vital to understanding the direction, pace, and shape of change in particular societies. Contrasts Western with non-Western elites to clarify variations in speed, type, and character of development in their societies. Implications of the ways elite culture is transmitted and reproduced.

Ethnography and the Global City
G14.2102 Prerequisite: permission of the instructor. Gregory. 4 points.
An introduction to the theory and practice of ethnographic research in contemporary urban settings. Particular emphasis directed to examining theoretical and methodological issues associated with the study of complex, “global” cities. Students develop and conduct collaborative ethnographic research projects in New York City.

LINGUISTIC ANTHROPOLOGY

Anthropology of Language
V14.0017 Identical to V97.0017. Prerequisite: V14.0001 or permission of the instructor. Schieffelin. 4 points.
Explores the role of language in culture and society by focusing on gender, ethnicity, social class, verbal genres, literacy, and worldview.

Conversation in Everyday Life
V14.0032 Schieffelin. 4 points.
Investigates the role conversation plays in the lives of those living in culturally and linguistically diverse urban communities, with particular focus on speech in medical, work, and school settings, where miscommunication frequently occurs.

GRADUATE COURSE OPEN TO UNDERGRADUATES

Language and Problem Solving: The Legal Process and Narrated Self
G14.1702 Prerequisites: V14.0017 and permission of the instructor. Schieffelin. 4 points.
Looks at language as particular problem-solving activity. Views language as a significant form of social action and, as such, as a resource for participants and researchers. Uses a grounding in comparative materials, theories, and methodologies drawn from the literature on everyday cognition, symbolic interaction, political economy of language, narrative, and the “narrated self,” to explore how two speech genres, disputing and narrating, come together in the context of small-claims court, an important legal institution in contemporary American society. Examines the structure and media of focused interactions and the implications of different structural constraints on communication.

ARCHAEOLOGY

Prehistoric Hunters and Gatherers
V14.0210 Prerequisite: V14.0003 or permission of the instructor. Crabtree. 4 points.
An examination of the origin and early development of culture in the Old and New Worlds. Utilizes archaeological materials from the Paleolithic and Mesolithic period 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.

Rise and Fall of Civilization
V14.0211 Prerequisite: V14.0003 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
V14.0212 Prerequisite: V14.0001, V14.0003, or permission of the instructor. White. 4 points.
Examines prehistoric art forms, their interpretation, and their evolutionary and behavioral significance. Students are introduced 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.

Problems in Anthropological Archaeology I, II
V14.0213, 0214 Prerequisite: V14.0003. Open only to majors in anthropology who have the permission of the director of undergraduate studies and the instructor. Crabtree, White, Wright. 4 points per term.
Designed for majors in anthropology to work with individual faculty.
members in order to explore specific issues in archaeological theory and research.

Archaeological Theory and Technique
V14.0215 Prerequisite: V14.0003 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
V14.0216 Prerequisite: V14.0003 or permission of the instructor. Crabtree, White, Wright. 4 points.
Prehistories of selected culture areas. Emphasis on 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. Regions include cultures in the Near East, Egypt, South Asia, Europe, and the New Worlds.

Later Prehistoric Europe: From the End of the Ice Age to the Coming of the Romans
V14.0217 Prerequisite: V14.0003 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 chieftoms. Along the way, these hunter-gatherers became agriculturalists and stock-herders, 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. to the arrival of the Romans.

Fieldwork in Archaeology
V14.0830 Prerequisite: permission of the instructor. Summer only. Crabtree, White, Wright. 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.

Graduate Courses Open to Undergraduates

Civilization in the New World
G14.1200 Prerequisites: V14.0003 and permission of the instructor. 4 points.
Focuses on the origin and development of prehistoric American civilizations of South America, Mesoamerica, and North America. Analysis of settlement patterns, settlement systems, and characteristics of New World urban centers.

Gender Issues in Archaeology
G14.1201 Prerequisites: V14.0003 and permission of the instructor. Wright. 4 points.
Focuses on recent theoretical and methodological advances in the study of gender in archaeology. Organized around conceptual and historical problems of particular relevance to the study of gender in prehistory.

Historical Archaeology
G14.1205 Prerequisites: V14.0003 and permission of the instructor. 4 points.
Development and present status of the field of historical archaeology, stressing the relationship of historical archaeology with anthropology and history. Offers theoretical orientation, followed by methodological applications for the identification, excavation, and analysis of archaeological materials found in historical contexts, comparing these with the techniques used with prehistoric materials. North American examples from the earliest contact period to the present. Field trips in the New York area.

Prehistory of South Asia
G14.1207 Prerequisites: V14.0003 and permission of the instructor. Wright. 4 points.
Examines prehistoric settlement in South Asia. Developments that led to urbanism, the Indus Valley civilization, and the growth of societies on its margins (the Indo-Iranian borderlands, Central Asia, and the Arabian Peninsula) are discussed.

Prehistory of Near East and Egypt I
G14.1208 Prerequisites: V14.0003 and permission of the instructor. Wright. 4 points.
This course provides an overview of Near Eastern prehistory from the earliest lower Paleolithic sites through the end of the Aceramic Neolithic. The topics to be covered include the Near Eastern environmental background; the earliest human settlement of the Near East; Paleolithic stone technology; the relationship between Neanderthals and anatomically modern humans during the middle Paleolithic; changes in settlement, subsistence, and technology during the late Pleistocene; sedentism and the origins of village life; and plant and animal domestication.

Prehistory of Near East and Egypt II
G14.1209 Prerequisites: V14.0003 and permission of the instructor. Wright. 4 points.
Provides an in-depth survey of ancient Mesopotamian and Egyptian archaeology. Covers the period from about 10,000 years ago to 4,000 years ago, to and including Ur III (Mesopotamia) and Old Kingdom periods (Egypt). Comparisons concentrate on archaeological evidence, although written documentation is also considered.

African Prehistory
G14.1210 Prerequisites: V14.0003 and permission of the instructor. White. 4 points.
Africa has played a major role in modeling our current conceptions of human biological and cultural evolution. This course presents a survey of African prehistory beginning with the earliest evidence of stone tool use. Addresses recent controversies, including arguments that Africa provides the earliest evidence for cereal domestication and representational art. Outlines independent development of complex societies.

African Prehistory
European Prehistory I
G14.1211 Prerequisites: V14.0003 and permission of the instructor. White. 4 points.
Development of human culture during the European Stone Age. Complexities of European geography, geology, vegetation, and climate and their relationship to humans. Influences from European glacial history as a basis for comprehending the dynamic environmental context within which prehistoric peoples lived and changed. Covers the complex database of the European prehistoric sequence and its relationship to biological evolution. Human lifeways during the Stone Age from a diachronic perspective.

Faunal Analysis for Archaeology
G14.1212 Prerequisites: V14.0003 and permission of the instructor. Crabtree. 4 points.
Study of techniques used to identify animal remains found in archaeology sites. Emphasizes practical laboratory work. Topics include ethnoarchaeology, taphonomy, animal domestication, and paleoecology.

European Prehistory II
G14.1213 Prerequisites: V14.0003 and permission of the instructor. Crabtree. 4 points.
Examines the archaeological record for Europe from the beginnings of the Mesolithic to the end of the pre-Roman Iron Age (ca. 8000-0 B.C.). The major topics include changes in human settlement and subsistence at the end of the Ice Age, the beginnings of farming in Europe, social and economic changes at the end of the Neolithic period, metal technology, and the beginnings of urbanism and state formation in the Iron Age.

Ceramic Analysis for Archaeology
G14.1221 Prerequisites: V14.0003 and permission of the instructor. Wright. 4 points.
Ceramics are the most abundant, diverse, and imperishable objects of material culture present in the archaeological record. The course approaches ceramic analysis from experimental, ethnoarchaeological, and archaeological perspective. Topics include the scope and potential of ceramic analysis, the range of theoretical and methodological approaches, and the analytical techniques archaeologists employ in their study. Students have "hands-on" experience with ceramics and formulate a research design for the study of ceramics in a specific geographical and (prehistorical) context.

PHYSICAL ANTHROPOLOGY

Fossil Evidence for Human Evolution
V14.0050 Prerequisite: V14.0002 or permission of the instructor. Harrison, Jolly. 4 points.
Analysis of fossil evidence for human evolution and the paleoanthropological inferences derived from such evidence. Emphasis on methods of phylogenetic reconstruction, taxonomy, functional anatomy, and paleoecology.

Human Variation
V14.0051 Prerequisite: V14.0002 or permission of the instructor. DiSciullo, Jolly. 4 points.
Humans are the most wide-ranging of all of the species on earth. Our ability to adapt to such a broad range of environments is dependent on the results 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 molecular genetic techniques, including the use of genetic markers and mitochondrial DNA, and the hypotheses and controversies generated by them.

Evolution and Biology of Human Behavior
V14.0052 Harrison, Jolly. 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
V14.0053 Prerequisite: V14.0002 or permission of the instructor. DiSciullo, Jolly. 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 Ecology
V14.0054 Prerequisite: V14.0002 or permission of the instructor. DiFiore, Jolly. 4 points.
Differences between the African apes lie in the relationship between each species and its ecological setting in its strategy for "making a living" in the tropical rain forest. Tropical forests, woodlands, and grasslands are among the most complex of the world’s ecosystems and are the homes of most primate species. Course uses primates as test cases for some of the general ecological laws that have been proposed by theoretical biologists and as a key to understanding aspects of tropical ecology and conservation.

Health and Disease in Human Evolution
V14.0055 Prerequisite: V14.0002 or permission of the instructor. 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 pathologies. Develops pathology profiles for nonhuman primates; prehistoric human populations; and hunting and gathering, agricultural, and industrial groups, with emphasis on the subdiscipline of paleopathology and on the expression of infectious disease in human history.

Biology of the Living Primates
V14.0056 Prerequisite: V14.0002 or permission of the instructor. Harrison, Jolly. 4 points.
Surveys the functional anatomy of the living primates, including variation in external features, locomotor anatomy, dental and dietary specializations, sensory and nervous systems, and reproductive anatomy. Uses laboratory exercises to emphasize the identification and functional interpretation of skeletal material in both human and nonhuman primates.

Phylogenetic Methods
V14.0057 Prerequisite: V14.0002 or permission of the instructor. 4 points.
Examines both the theoretical and practical aspects of phylogenetic reconstruction using a variety of models and computer software packages. The merits, underlying assumptions, and theoretical orienta-
tions of the various schools of thought regarding phylogenetic inference are discussed. Hands-on use of computer programs familiarize students with the techniques used in modern phylogenetic analysis. An emphasis is placed on using molecular date.

**Molecular Evolution of Primates**

V14.0058  
Prerequisite: V14.0002 or permission of the instructor. Disotell. 4 points.

Focuses on different aspects of molecular evolution, particularly as they apply to the study of primate phylogeny. The data collected through the recent growth of DNA mapping and sequencing technologies are explored and compared to more traditional morphological and protein data used to reconstruct primate history. Emphasis is placed on reviewing the advantages and limitations of different techniques of data collection and analysis.

**Primate Communication**

V14.0059  
Prerequisite: V14.0002 or permission of the instructor. DiFiore. 4 points.

Examines how primates communicate and why their communication takes the forms it does. Discusses general issues associated with the study of animal communication: potential functions of communication, different modalities by which communicative signals can be transmitted, types of information that can be conveyed via each of these modalities, and ways in which researchers go about studying animal communication systems. Examines ways environmental and sociological factors influence the evolution of forms of communication.

**Current Topics in Physical Anthropology**

V14.0511, 0512. Only open to majors in anthropology who have the permission of the departmental advisor or the instructor. 4 points per term.

Designed for majors in anthropology to work with individual faculty members and to intensively explore problems of theory and research in physical anthropology.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

**Paleobiology of the Primates**

G14.1512  
Prerequisites: V14.0002 and permission of the instructor. Harrison, Jolly. 4 points.


**Comparative Morphology of the Primates**

G14.1513  
Prerequisites: V14.0002 and permission of the instructor. Enrollment limited. Harrison, Jolly. 4 points.

A detailed review of the comparative anatomy and behavior of living primates. Surveys the morphology of the musculoskeletal system, the dentition, the viscera, the nervous system (including the brain and sensory organs), and the reproductive system. Examines these structural/functional systems from ecological and behavioral perspectives and reviews their significance for assessing taxonomic and phylogenetic relationships.

**Skeletal Morphology**

G14.1516  
Prerequisites: V14.0002 and permission of the instructor. Disotell, Harrison. 4 points.

Osteology, the study of bones and skeleton, has applications throughout physical anthropology. Examines the human skeleton from the perspective that bone is a living tissue and is responsive to both genetic and environmental influences. Emphasizes forensic anthropology and the study of bone as a record of prehistoric behavior.

**Biological Variation Among Human Populations**

G14.1517  
Prerequisites: V14.0002 and permission of the instructor. Disotell, Jolly. 4 points.

Despite the significance of culture in human adaptation, genetic variation and biological adaptability continue to affect human survival and reproduction in important ways. Explores genetic, physiological, morphological, and behavioral variability in human populations today, its role in human adaptation, and its significance to our understanding of human evolution.
The Asian/Pacific/American Studies program 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, Southeast Asia, and the Pacific Islands living in the United States as well as in other parts of the Americas. This program takes a critical community studies approach, which uses field research as the central methodology to examine the relationship between theory and practice and between structure and agency, in the study of A/P/A communities. Students gain important analytical skills that will help them negotiate today’s multiracial, multiethnic environment, as well as gain a level of cultural sensitivity that will be useful to them in any field of study they choose to enter.

The two main areas of concentration for this program are urban studies and diaspora studies. Urban studies examines the formation of A/P/A 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 A/P/A communities in the United States to sustain ties with communities throughout the world. To study these two areas of concentration, the program insists on an interdisciplinary approach that takes into consideration analyses of cultural production; social, political, and economical processes; as well as cross-cultural conflict and collaboration.

In coordination with the program, the A/P/A Studies Institute brings renowned artists, scholars, writers, and activists to campus for discussion, performance, and reflection with students, faculty, and community members.

**Faculty**

**Associate Professor:** Tchen

**Assistant Professor:** Siu

**Adjunct Faculty:** Gamalinda, Javier, Machida, Shaw

**Program**

The A/P/A Studies Program is in the process of hiring faculty and developing the major curricula.

In addition to full-time faculty, the program also draws on the wealth of expertise of teachers and practitioners in New York City for adjunct faculty. Visiting faculty from outside the city also create a rich mix of perspectives and experience.

**MINOR**

Five courses in A/P/A studies, including V15.0010; V15.0101; and three electives from the A/P/A studies course offerings, at least one of which must be a seminar or “community projects” course. Please contact the program for updated course requirements and course descriptions.

**INTERNSHIP PROGRAM**

The internship program complements and enhances the formal course work of the Asian/Pacific American Studies Program. Students intern at various Asian/Pacific American organizations throughout the tri-state metropolitan region. Internships are highly recommended, but not required, compo-
Courses

CORE COURSES

Introduction to Asian/Pacific American Experience
V15.0010 Identical to V57.0626. 4 points.

This interdisciplinary course provides a general introduction to the themes of Asian/Pacific American studies through class discussions, guest speakers, and visits to community organizations, in addition to traditional class methods. Emphasizing historical perspectives, it explores concepts of “home” and “community,” as well as “Asian” and “American” in Asian/Pacific American experiences in the United States and elsewhere. Issues covered include Asian diasporas and Asian migration to the United States, colonialism, orientalism, labor and work, family and community formation, U.S. law, and international relations and Asian Americans; also introduced are analyses of social constructions of gender, sexuality, and race. Contemporary issues are covered, such as identity; education; the media; and the politics of representation, cultural production and pop culture, activism, panethnicity, and electoral politics.

Asian/Pacific American Community Studies: Theories and Practices
V15.0101 Prerequisite: V15.0010. 4 points.

Investigates through class discussions and fieldwork definitions of Asian American communities based not just on ethnicity and geography, but also gender, class, sexual orientation, religion, and other significant affiliations and identifications. Introduces the theories and practices of Asian American community studies through an interdisciplinary framework that evaluates and draws upon a variety of approaches from urban studies and planning, sociology, humanities, media, and cultural arts.

INTRODUCTORY-LEVEL COURSES

History of Asians in the United States
V15.0030 Identical to V57.0046. 4 points.

A general overview of Asian American history, beginning in the mid-19th century and proceeding to the present. Students explore the experience of a wide range of groups that fall under the term “Asian American,” noting not only the fact and figures of their presence in the United States, but also their experiences, the dynamic of their cultures, and their contributions to American history. The incorporation of various academic approaches, such as film and fiction, provides an interdisciplinary means to illuminating this history and topic of study.

Asian American Literature
V15.0301 Identical to V41.0716. 4 points.

This overview begins with the recovery of early writings during the 1960s-1970s and proceeds to the subsequent production of Asian American writing and literary/cultural criticism up to the present. We focus 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. We cover a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism) by writers from diverse ethnic backgrounds. We explore the ways in which the writers treat such issues as racial/ethnic identity; immigration and assimilation; gender; class; sexuality; nationalism; culture and community; history and memory; art and political engagement.

Asian American Women
V15.0302 Identical to V97.0996. 4 points.

Begins with a historical overview and then opens into a survey of current issues facing Asian American women. Areas include immigration history; popular cultural representations of Asian American women; U.S. militarized prostitution in Asia; the mail-order bride industry; sex tourism; anti-Asian violence and violence against women; domestic violence; patriarchy and capitalism in relation to work and global labor migration; sexuality; the current anti-immigrant climate and legislation; U.S. and Third World feminist theories; cultural production; and the history of Asian American women’s organized resistance.

Asian/Pacific American Media and Culture
V15.0305 4 points.

Who are Asian/Pacific Americans as cultural producers today? How do we imagine ourselves? What are some of these images? This course discusses such Asian/Pacific American experiences as migration, assimilation, displacement, generational and class differences, multiculturalism, and racism within our respective communities as well as across communities. In this survey seminar, participants have the opportunity to explore the diversity of Asian/Pacific American cultures through a wide range of film and video screenings, critical and fictional writings, and guest artists. They examine mainstream stereotypical representations of Asian/Pacific Americans in relationship to more complex constructions...
produced by cutting-edge Asian/Pacific Americans whose works address issues of class, race, gender, and sexual identities.

**Asian American Art and Social Issues**

V15.0313 4 points.

Examines how Asian American visual artists of different ethnic and generational backgrounds, ranging from recent immigrants and refugees to the American-born, articulate questions of self and community identification through the visual arts. Utilizing slides, artists' videos, and film, themes central to the historical impact of European orientalism, the experience of traversing cultures, situating oneself in America, speaking to and of Asia, speaking to and of East-West interaction, intergenerational connections, gender roles, and Asian cultural stereotypes are explored.

The course asks how "ethnic-specific" work is framed and presented through contemporary exhibitions and curatorial and critical practices. Visits to pertinent art exhibitions and public programs may be arranged.

**Cinema of Asia America: Moving (the) Image**

V15.0314 Identical to V33.8314 and H72.0315. 4 points.

The image of the Asian has, at various points in the 20th century, served several purposes in the national imagination of "white" American Hollywood, from the silent era through the recent spate of politically correct Vietnam movies; in the Joy Luck clubs, Ninja Turtles, and Japanimation; or even in the interface between Hong Kong action movies and Hollywood. This course looks critically at this history fraught with discrimination and misrepresentation, but at the same time one that also documents stories of dogged resistance and gradually rising presence. "Other" encounters of different kinds between Asia and the West—namely, the colonial and neocolonial, along with brief examinations of some proto-Hollywood movie industries in Asia—also serve as reference points.

**Race, Immigration, and Cities**

V15.0322 Identical to V93.0453 and V99.0347. 4 points.

Introduces the themes and debates in the sociological and urban studies literature on the multiple ways that post-1965 immigration is transforming urban demography, cultural and political institutions, and local economies. The experiences of immigrants from Asia, Latin America, and the Caribbean in historic "gateway" cities such as New York, Miami, and Los Angeles are posing important challenges to traditional models or paradigms of immigrant assimilation and mobility within restructuring urban economies. Based on census data, computer mapping analysis, and ethnographic fieldwork, students prepare a comprehensive sociodemographic profile and examine issues of employment, ethnic economics, housing and enclave neighborhoods, community development, political participation, education, race/ethnic relations, and leadership development.

**Filipino American, U.S. Colonialism, and Transnationalism in the Philippine Diaspora**

V15.0323 4 points.

Examines how Filipino global dispersal after U.S. colonial rule (1902-1941) ambiguously culminated in the Philippines' "Commonwealth" status in the 1930s and after the postindependence period. We explore how the colonial formation of the "Filipino American" portended the postcolonial emergence of the "overseas contract worker" (OCW) and how the OCW reciprocally points up the Filipino American as a complex figure of colonial and transnational histories.

**History of South Asian Diaspora**

V15.0326 Identical to V57.0326. 4 points.

An introduction to the history of the South Asian diaspora in the United States, highlighting work on South Asian immigrant communities in the United States and the little known history of South Asian immigrants on the East Coast, in the context of historical migration to the United States, Canada, and the Caribbean. The course 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.

**ADVANCED-LEVEL COURSES**

**Documenting Asian/Pacific America: Creating Presence**

V15.0080 4 points.

How do Asian/Pacific American cultural producers negotiated community inclusive of class, gender, ethnicity, sexual, generational, cultural, and historical differences? What kinds of day-to-day issues does one face in any given community? This course examines how Asian/Pacific American film and videomakers have represented concepts of community and how grass roots media production can be used to explore social, cultural, and political issues and concerns in relation to Asian/Pacific American communities. Course participants can create presence through their own audiovisual projects.

**Filming Asian America: Documenting Community**

V15.0090 Identical to V99.0332, H72.0430. 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, the students would have made at least two collective documentaries (10 to 12 minutes each). The documentaries may be interrelated or on entirely different subjects.

**Re-Imagining Community: Race, Nation, and the Politics of Belonging**

V15.0200 Identical to V14.0325, V99.0341. 4 points.

Critically examine and evaluate the
Asian and Asian American Contemporary Art
V15.0319  Identical to V43.0319, V33.0319. 4 points.
Exposes students to wide-ranging issues of contemporary Asian and Asian American identities in the visual arts, emphasizing the need for greater transcultural awareness and understanding in the fluid environment of the post-cold war world, where people, ideas, and images swiftly traverse ever more porous national boundaries. It examines how Asian artists of different ethnic and generational backgrounds articulate questions of self, community, cultural, and national identification through the visual arts. Themes related to conceptions of Asian modernity and the legacy of interaction between Asia and the West, as well as the experience of traversing cultures and situating oneself in America, are explored.

Race, Class, and Metropolitan Transformation
V15.0601  Identical to V57.0636 and V99.0345. 4 points.
Metropolitan growth in the 20th century has been marked by persistent class division and racial conflict. This course engages in a historical examination of the (re)production of ideologies and relationships of race and class within the process of 20th-century U.S. metropolitan development. Reading and discussion are organized around social, economic, and cultural transformations in the United States; we review the literature on urbanization and residential segregation in order to examine the framing of historical questions as well as current scholarship on theories of space, consumption, class, and race to explore their usefulness in the explanation of difference and inequality in 20th-century U.S. metropolitan spatialization.

Reading Race and Representation
V15.0603  Identical to V41.0038. 4 points.
This seminar centers on “reading race” as it is variously theorized in a range of cultural productions (fiction, personal essays, cultural/literary criticism, sociology, independent films, and pop culture). The emphasis is on Asian American work is situated within a comparative framework that includes writers and filmmakers from diverse backgrounds who explore ways of analyzing “differences.” Part of the course is devoted to examining re-readings of race that have significantly redefined the “canon” of American literature. We look at how the relationship between racial “representation” (political, demographic, social, historical, and cultural) and constructions of national identity has been interrogated, especially in reference to the politics of “multicultural literacy.”

Asian Americans and U.S. Politics
V15.0602  4 points.
Examines the various ways in which Asian Americans relate themselves to “politics” in the broad sense of the word, including how Asian Americans participate in national, state, and local politics, as well as social and grassroots movements and gender and cultural politics.

Asian American Gender and Sexuality
V15.0604  Identical to V97.0604. 4 points.
Looks at gender and sexualities within racialized Asian/Pacific American contexts. How are masculinity and femininity constructed? What are “straight” A/P/A sexuality and what are “queer” A/P/A discourses? What do you do with all those images of Madame Butterfly, geisha girls, the Kama Sutra, transvestite prostitutes, Oriental massage parlors, servant boys, asexual com-
puter nerds, island “natives,” and the “exotic” erotic? What is the connection between Asian gender and sexuality to A/P/A identity?

Topics in A/P/A Studies
V15.0800 4 points.
Specific topics vary from semester to semester but can include Asian American Music, Mapping Identities: Imagined Communities and the Net, Poetics of Performance, and Asian/African Caribbean Literature, among other select courses.

LANGUAGE COURSES

Elementary Tagalog I, II
V15.0401, 0402 4 points.
An introduction to Tagalog with an emphasis on mastering basic grammar skills and working vocabulary. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. The course is 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 also includes field trips to Filipino neighborhoods in Queens and Jersey City.

Intermediate Tagalog I, II
V15.0403, 0404 4 points.
At this level, when the basic skills and working vocabulary have been mastered, emphasis can be placed on the linguistic rules to enable the student to communicate with more competence. There is also 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 about their life and work in Tagalog.

Elementary Cantonese I, II
V15.0410, 0411 4 points.
Cantonese I and II introduces both the spoken and written language. The course emphasizes oral expression, listening comprehension, and grammar. It is designed to give beginning students a practical command of the language. Upon completion of Cantonese I, students can expect to converse in simple sentences and recognize and write about 350 Chinese characters. Elementary Cantonese continues the sequence whereby students learn an additional 350 characters and begin to speak and write in more complex sentences. The course also includes field trips to Chinatown and other Cantonese-speaking neighborhoods.
The principal educational aims of the Department of Biology are to provide a broad and intensive background in modern biology for those interested in careers in the biological and environmental sciences, including health-related fields, and to offer topical courses on contemporary issues in life and environmental sciences of interest to non-science majors. An important emphasis of the department is preprofessional training, and the department has an unusually successful record in placing students in graduate, medical, and dental schools around the country.

The department has a distinguished and diverse faculty with active research interests in fields including molecular biology, biochemistry, genetics, evolution, differentiation, plant molecular biology and development, cell biology, cellular and molecular immunology, virology, physiology, microbiology, biophysics, and neurobiology. These laboratories, and those of affiliated faculty, provide extraordinary opportunities for undergraduate research experiences at a variety of levels.

Faculty

Professors Emeriti:
Brick, Crotty, Dowling, Heusser, Hirshfield, Mitra, Strand
Carroll and Milton Petrie Professor of Biology: Coruzzi
Margaret and Herman Sokol Associate Professor of Sciences: Small
Vincent Astor Research Professor of Biology: Gould

Professors:
Azmitia, Brody, Desplan, Furmanski, Kambysselis, Reiss, Scott, Shapley, Storzky
Associate Professors:
Aoki, Benfey, Borowsky, Fitch, Rampino, Rushlow, Sanes, Scicchitano, Tranchina, Volk
Assistant Professors:
Chang, Holmes, Hubbard, Reyes, Tan
Research Professor:
Ziff
Adjunct Associate Professors:
Estol, Flax, Whitaker-Azmitia

Adjunct Assistant Professors:
Alves, Bartolo, Grew, Kheck, Kirow, Kramer, Lee, Maenza-Gmelch, Rogers
Visiting Research Professors:
Balick, Boom, Burger, Cerami, Drlica, Fisher, Lentz, Macino, Mindich, Novick, Padoch, Smith, Stevenson
Visiting Research Associate Professors:
Daly, Tolias, Tully
Visiting Research Assistant Professors:
Cameron, DeSalle, Morley, Schuster, Wheeler

Program

DEPARTMENTAL OBJECTIVES
The science of biology concerns itself with the workings of life in all its varied forms. Over the past several years, biology has been revolutionized with the development of powerful techniques in molecular and cellular biology that are now being applied to research across the spectrum of the science, from genetics and differentiation to biomedicine, field studies, and animal behavior. The department’s programs of study and research reflect this contemporary view of biology.

The department offers students the opportunity to explore the various areas of current biology in an integrated yet diverse program that builds from a solid foundation of the basic elements of molecular and cellular biology, genetics, evolution,
organ systems, and population studies. Students are exposed to modern concepts, state-of-the-art approaches, and current methods of experimentation in molecular biology and biochemistry within introductory courses taken at the very outset of their studies. A variety of intermediate courses then provides in-depth exploration of the major areas of biology, from molecular genetics to field biology. Advanced students may register for graduate-level courses, which are most often given in the specialized areas of faculty research. Many options are available to create individualized programs of study, including a track in environmental science. For more information, see Earth and Environmental Science (49). Courses are reviewed and updated regularly to reflect the advances made in the biological sciences.

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 nonscience majors with contemporary issues in biology. Such courses are often topical, addressing problems like environmental pollution, limits of the earth, human physiology, and sexually transmitted diseases. Outstanding and highly motivated students are offered special opportunities for honors work, independent study, summer laboratory research, internships, and other enhancements. Exceptional freshmen may be invited to participate in the department’s tutorial program. In this program, each student is paired with a faculty member from the department, affiliated faculty from NYU’s medical and dental schools, or research faculty members located at other institutions in the area, including the Public Health Research Institute and the American Museum of Natural History, to discuss recent developments in biology, readings from texts or original literature, or other topics. The tutorial provides an early exposure to original scientific research through analysis and interpretation of the primary literature. The program also permits interaction with senior faculty in a student’s area of career interest to aid in developing educational goals.

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 the undergraduate Molecular Biology Laboratory, the Scanning and Transmission Electron Microscope Facility, and the Tissue Culture Facility. Field studies are carried out at many regional sites, including Black Rock Forest, a 3,700-acre preserve for research and education in ecology and environmental science, located about one and a half hours from New York City and operated by the Black Rock Forest Consortium, of which New York University is a member. The department offers other field courses in biology and environmental science that involve travel to different regions of the United States and to foreign countries.

Students with questions about majoring or minoring in 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 following courses (completed with grades of C- or higher) are required: V23.0011-0012, plus V23.0021-0022. Additional 4-point courses. If V23.0021-0022 are not taken for the minor, it is strongly recommended (but not required) that students take V23.0011-0102 and V25.0103-0104. Also strongly recommended are V25.0243-0244 and V25.0245-0246. Students interested in a minor in biology should consult the director of undergraduate studies as early as possible in order to plan a course of study that meets their needs.

B.S./B.E. PROGRAM

The department offers a joint five-year B.S./B.E. program with Stevens Institute of Technology. Students receive the B.S. degree in biology from New York University and the B.E. degree in either chemical or civil (environmental) engineering from Stevens. Further information about the program is available from Mr. Joseph Hemmes in the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.
ADVANCED PLACEMENT
Students who achieve satisfactory grades on the College Entrance Examination Board Advanced Placement Test may be granted advanced placement. Advanced placement ordinarily allows exemption of V23.0011-0012.

GRADUATE COURSES
A number of courses in specialized fields are given only at the graduate level. Courses at the 1000 level are available to undergraduates who have the necessary prerequisites. To take some 2000-level graduate courses in biology, students must obtain the signature of the course instructor and the director of undergraduate studies and have their registration material approved in the department’s graduate office.

HONORS PROGRAM
Candidates for a degree with honors in biology must have an overall grade point average of at least 3.5, a minimum 3.5 grade point average in all science and mathematics courses required for the major, and a minimum 3.7 grade point average in all biology courses. They must take at least one semester of Independent Study, V23.0997, 0998, or Internship, V23.0980, 0981, and register for V23.0999 during the senior year to prepare an honors thesis based on the Independent Study or Internship. One semester of Biology Honors Seminar (V23.0996) must also be completed. Application forms, available at the departmental office, must be submitted by the beginning of the final semester. It is the student’s responsibility to secure a faculty member to sponsor the research and to provide laboratory space and equipment. All necessary arrangements should be completed by the end of the junior year. For general requirements, please see Honors and Awards.

Courses

COURSES THAT DO NOT COUNT TOWARD THE MAJOR OR MINOR

The Biological World
V23.0002 No prerequisites. Does not count toward the major or minor in biology. May not be taken after V23.0011-0012. Lecture and laboratory. Estab. 4 points.
Designed to acquaint students with the major unifying themes that characterize biological systems, with emphasis on the structure and function of the major organ systems in humans. Applies fundamental biological principles to current advances in the field. Coordinates lecture and laboratory to clearly demonstrate relationships of biological structure and function.

Human Reproduction and Development
V23.0003 No prerequisites. Does not count toward the major or minor in biology. May not be taken after V23.0011-0012. Lecture. Flex. 4 points.
Introduction to human reproductive anatomy, physiology and endocrinology, conception, pregnancy and development of the human embryo, childbirth, and principles of human heredity. Related topics are contraception and sexually transmitted diseases.

Human Physiology
V23.0004 No prerequisites. Does not count toward the major or minor in biology. May not be taken after V23.0011-0012. Ales. 4 points.
Investigation into 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.

The Living Environment
V23.0008 No prerequisites. Does not count toward the major or minor in biology. May not be taken after V23.0011-0012. Bartzdo. 4 points.
Examines fundamental issues in environmental science and their relation to life on earth. Covers abiotic systems, including climate, geology, ecosystems, and energy cycling as well as biotic issues, including the origin of life, evolution, and speciation. Examines the interrelationship of these systems and their relationship to humans.

Environmental Science: Principles and Practice
V23.0880 No prerequisites. Does not count toward the major or minor in biology. 4 points.
Basic course for nonscience majors. Topics include sources of pollution; routes of human exposure; human health effects; and effects on local, regional, and global environments. Discusses problems in measuring and modeling inputs and pollutant movement in the environment as well as current legislation and regulations. Throughout, course presents current examples (“case studies”) of environmental problems to show how the basic principles examined are applied in the real world.

MAJOR/MINOR COURSES

CORE COURSES IN BIOLOGY

Principles of Biology I, II
Introductory course mainly for science majors designed to acquaint the student 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, and biochemistry as well as the diversity of life forms and organ systems.
Molecular and Cell Biology I, II
V23.0021, 0022 Prerequisites:
V23.0011-0012. Prerequisite for
V23.0022: V23.0021; prerequisites or
corequisites: V25.0101-0102 and
V25.0103-0104. Note: a grade of C- or higher in both V23.0011 and
V23.0012 is needed to enter V23.0021.
Lecture and recitation. 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. Examines
immunology, cancer, developmental
biology, and evolution as integrated
systems of molecular and cellular
functions.

UPPER-LEVEL COURSES IN
BIOLOGY

Field Biology and Elements of
Ecology
V23.0017 Prerequisites: V23.0011-
0012 and permission of instructor.
Enrollment limited. Lecture, laboratory,
and field exercises. 4 points.

In-depth, participatory field studies
of the flora and fauna that define
major natural habitats. Field sites
explored include regional pine bar-
rens, salt marsh, swamp, upland for-
est, maritime forest, coastal beach
and dune, urban wildlife refuge, and
bog. Discussions of plant-environ-
ment interactions, contemporary
ecological issues, and other elements
of ecology are carefully coordinated
with our field studies. This class is
offered on Saturdays in the spring
and at the Black Rock Forest in the
summer.

Vertebrate Anatomy
V23.0025 Prerequisites: V23.0011-
0012 or permission of instructor. Lecture
and laboratory. 4 points.

Study of the evolutionary develop-
ment of backboned animals, with
emphasis on the mammals. Treats
the major organ systems of verte-
brate groups, with stress on structur-
al-functional interpretations. Labora-
tory work includes detailed dissec-
tion of representative vertebrates.

Principles of Animal Physiology
V23.0025 Prerequisites: V23.0021-
0022 or permission of instructor.
V85.0011-0012 strongly recommended.
Lecture and laboratory. 4 points.

Discusses the physiological integra-
tion of mammalian organ systems.
Considers in detail cellular function
and its relation to hormone and neu-
oroenocrine regulation. The control
of the cardiovascular system, kidney,
nutrition, respiration, and reproduc-
tion are studied. The relation of these
systems to acid-base, water, and
osmotic balance is also examined. Le-
ture and laboratory are coordinated.

Developmental Biology
V23.0026 Prerequisites: V23.0021-
0022 or permission of instructor. Benfey,
Small. 4 points.

Introduction to the principles and
experimental strategies of develop-
mental biology. Covers the cellular
and molecular basis for pattern in
the embryo; the determination of
cell fate; cell differentiation; the
genes controlling these events; 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.

Genetics
V23.0030 Prerequisites: V23.0021-
0022 or permission of instructor. Lecture
and recitation. 4 points.

An introductory course in genetics
covering classical genetics, chromo-
some 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.

Gene Structure and Expression
V23.0032 Prerequisite: V23.0021
only or permission of instructor. Brydon.
4 points.

Intermediate course in the molecu-
lar basis of gene action in viruses,
prokaryotes, and eukaryotes. Covers
topics drawn from the following
areas or other current work: struc-
ture and organization of the genetic
material, replication, repair, tran-
scription, translation, recombina-
tion, oncogenesis, and regulation of
gene expression.

Principles of Light and Electron
Microscopy
V23.0033 Prerequisites: V23.0021-
0022 and permission of instructor.
Enrollment limited. Lecture and labora-
try. 4 points.

The course is designed to provide
background and practical experience
in scanning electron, transmission
electron, fluorescent, and phase/DIC
microscopy. The principles and the
theory of the various types of micro-
sopes currently available are dis-
cussed. A histological overview of
various tissues is studied in regard
to their cellular structure and func-
tion. Optical and computational
methods of image processing useful
to the biomedical scientist are also
explored.

Introduction to Recombinant
DNA Techniques
V23.0036 Prerequisites: V23.0021
and permission of instructor. Enrollment
limited. 4 points.

Cloning a gene. A practical course
designed to provide the interested
student with 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.

Reproductive Biology
V23.0041 Identical to V97.0042.
Prerequisites: V23.0011-0112 or per-
mission of instructor. Akers. 4 points.

Detailed examination of male and
female reproductive physiology at
the molecular, cellular, and organ-
ism levels. Emphasis on neuroen-
oroenocrine regulation of sexual differ-
entiation, puberty, the ovarian cycle,
pregnancy, parturition, lactation,
and sexual behaviors. The various
modes of courtship and reproduc-
tion used by different species are
considered and discussion of experi-
mental research in gender differ-
ences in higher brain functions are
also examined.

Endocrinology
V23.0048 Prerequisite: V23.0011-
0012, V23.0025, and permission of
instructor. Scott. 4 points.

Introduction to endocrinology with
attention to the signals generating
hormone synthesis and release, the
means by which hormones mediate
tissue responses, and the mechanisms and consequences of their interaction with target organs. Emphasizes the physiologic aspects of these processes.

**Immunology**
V23.0050 Prerequisites: V23.0021-0022 or permission of instructor. Reiss. 4 points.
Introduction to immunology with attention to the genetics, molecular, and cellular biology of antibody production; T-cell mediated immune responses; and innate immunity. Topics include the nature of antigens, hypersensitivities, transplantation, cytokines, autoimmunity, cancer, and response to infection.

**Evolution**
V23.0058 Prerequisites: V23.0021-0022 or permission of instructor. Fich. 4 points.
An introductory course covering a broad range of topics in modern evolutionary thought and practice, including ecological context of evolutionary change, interpretation of the fossil record, patterns of extinction, 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.

**Introduction to Ecology**
V23.0063 Prerequisites: V23.0011-0112 or permission of instructor. Maenza-Gmelch. 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, overpopulation, etc. Several field trips are scheduled during the regular class periods.

**Introduction to Biophysics**
V23.0069 Prerequisites: V23.0021, V85.0011-0012, V25.0101-0102, or permission of instructor. Recommended: V25.0243. 4 points.
Interdisciplinary approach to biological problems. Emphasis on quantitative, physical, and chemical interpretation of biological processes. Topics include physical aspects of molecular structure, physical methods used to investigate primary reactions in nature, energy transfer, apparatus for energy conversion processes, membrane transport, biophysics of nerves, and theoretical biology.

**Introduction to Neural Science**
V23.0100 Identical to V80.0100. Cannot be used for the major or minor in biology if G23.1110 or G23.1111 is taken. Feldman. 4 points.
See description under Neural Science (80).

**Cellular and Molecular Neuroscience**
V23.0201 Identical to V80.0201. Additional prerequisites: V25.0243 and V23.0100. Co- or prerequisite: V85.0011. Note: V89.0024 cannot be used for the major or minor in biology. Aoki. 4 or 5 points.
See description under Neural Science (80).

**Behavioral and Integrative Neuroscience**
V23.0202 Formerly Physiological Psychology II, V23.0040. Identical to V80.0202 and V89.0052. Additional prerequisite: V89.0001 and either V89.0024 or V23.0100. Note: V89.0024 cannot be used for the major or minor in biology. Glimcher, Suzuki. 4 or 5 points.
See description under Neural Science (80).

**Developmental Neurobiology**
See description under Neural Science (80).

**Internship in Biology**
V23.0980, 0981 Prerequisites: V23.0021-0022 and at least two additional upper-level courses in biology with a minimum GPA of 3.0 overall and in all science and mathematics courses required for the major, and permission of a sponsor and the director of undergraduate studies. Offered primarily for biology majors. The details of individual internships are established by the director of undergraduate studies. 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. Must submit a lab or research notebook and a final paper.

**Senior Honors Seminar**
V23.0996 Prerequisites: satisfactory completion of departmental requirements for graduation with honors (see description under Honors Program) and permission of the director of undergraduate studies. Fornanski, Scicchitano. 2 points.
Required seminar for all seniors seeking to graduate with departmental honors. The seminar is structured around a current, important topic in biology related to basic biomedical research. Following an initial introductory lecture, students read papers, review both articles and primary literature related to the chosen topic, and participate in a critical assessment of the hypothesis, background, methodology, data, and conclusions of each manuscript.

**Independent Study**
V23.0997, 0998 Prerequisites: completion of V23.0021-0022 with a minimum GPA of 3.0 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 by the director of undergraduate studies.
Intended primarily for biology majors. 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.

Honors Thesis
V23.0999 Additional prerequisites: V23.0987 or V23.0986 or V23.0980 or V23.0981; a minimum GPA of 3.0 overall; a minimum GPA of 3.5 in all science and mathematics courses required for the major; and permission of a sponsor and the director of undergraduate studies. Open to biology majors only. Cannot be counted toward the major. 2 points.
Independent study course for exceptional biology students who have completed at least one semester of laboratory research (V23.0997, 0998, 0980, 0981) and are able to expand this work into a thesis. Ordinarily this requires a full literature search of the subject and a formal written report on the research in publication form.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Geological Science
G23.1001 Prerequisite: permission of the instructor. Lecture, laboratory, and field trips. 4 points.
Intensive course for graduate science students who find that geologic knowledge is relevant to their own areas of study. Focuses primarily on stratigraphic principles and practice, with emphasis on how geologists “tell time,” particularly in the field. The laboratory probes a core of basic geologic knowledge, including mineral, rock, and fossil identification and the use of topographic and geologic maps.

Principles of Population Genetics
G23.1002 Additional prerequisite: V23.0030 or permission of the instructor. Boroszky. 4 points.
Covers the genetic basis of evolutionary change in natural populations. Descriptive models of populations are derived and used to study the effects of migration, mating patterns, inbreeding, genetic drift, mutation, and selection on population gene frequencies. Studies the factors that promote population genetic variability, that change gene frequencies, that lead to divergence of isolated populations, and that define, on a genetic level, the differences among species.

Environmental Health
Discusses health hazards in environmental and occupational settings, specifically the extent to which physical and chemical agents in air, water, food, drugs, cosmetics, and consumer products may produce adverse effects on health and contribute to the occurrence of disease. Discussions include sources of hazards, endogenous and exogenous factors affecting responses, detection of hazards in the environment, exposure assessment, and risk assessment.

Toxicology
Introduction to the science of environmental toxicology, stressing basic concepts essential to an understanding of the action of exogenous chemical agents on biological systems. Discusses principles underlying the absorption, metabolism, and elimination of chemicals. Examines toxicokinetics, specific classes of toxic responses, and types of experimental methods used to assess toxicity.

Advanced Immunology
G23.1011 Prerequisite: Permission of instructor. Lecture. McCutcheon. 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
G23.1020 Additional prerequisite: V23.0050 or permission of the instructor. Reis. 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.

Microbiology
Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the prokaryotes. Emphasis on bacteria, fungi, and viruses. Also considers algae and protozoa. Stresses differences and similarities between prokaryotic and eukaryotic cells and the microbiology of natural habitats.

Scanning Electron Microscopic Techniques
G23.1029 Additional prerequisite: permission of the instructor. Lecture and laboratory. Tan. 4 points.
Designed to provide a working knowledge and experience in scanning electron microscopy. Emphasizes understanding the operation of the SEM (including routine maintenance), 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.

Special Topics in Physiology
G23.1031 Additional prerequisite: V23.0025 or equivalent. Scott. 4 points.
Designed for the student who wishes to study selected physiological topics in depth. May include cardiovascular, respiratory, endocrine, renal, and gastrointestinal physiology. Each topic is presented as a coordinated group of lectures in that field of physiology.

Electron Microscopic Techniques
G23.1033 Additional prerequisite: permission of the instructor. Enrollment limited. Lecture and laboratory. Tan. 4 points.
Introduction to the principles and techniques of electron microscopy as applied to biological systems. Covers
the theory of tissue preparation for microscopy by various means. Laboratory includes methods of preparation of animal or plant tissue for visualization of profiles in the transmission electron microscope.

Experimental Microbiology
G23.1037 Additional prerequisite or corequisite: G23.1027 or equivalent. Not open to students who have taken G23.1057 or equivalent. Enrollment limited. Lecture and laboratory. Stotzky. 4 points.

Acquaints the student with both general principles and procedures of microbiology as well as with more advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

Molecular Biology
G23.1039 Additional prerequisites: undergraduate courses in biochemistry and genetics and permission of the instructor. 4 points.

In-depth discussion of the mechanics of gene expression in both eukaryotic and prokaryotic organisms. Emphasis is on nucleic acids and protein synthesis, DNA organization, gene mapping, and models for regulation of gene expression. Extensive readings are assigned from journals such as Proceedings of the National Academy of Sciences, Cell, Journal of Molecular Biology, and Gene.

Instrumentation in Biology
G23.1043 Pre- or corequisites: physics and written permission of the instructor. Laboratory. 4 points.

Theory and use of instruments currently used in basic research. Individual research projects are assigned to give students experience in designing, organizing, and carrying out an experiment. The experimental techniques that may be utilized are electrical properties of bimolecular films, heterogeneous catalysis at monomolecular films, gradient density centrifugation, oxygen measurements, fluorescence and absorption spectroscopy, chromatography, and quantitative measurement light.

Principles of Laboratory Instrumentation in Biology
G23.1044 Additional prerequisites: V85.0011-0012 or permission of the instructor. Recommended: V23.0243. Lecture and laboratory. 4 points.

Theory and use of instrumentation used in basic research (e.g., fluorescence and absorption spectroscopy, nucleic acid synthesis and sequencing, imaging systems, scintillation techniques, chromatography, centrifugation, electronic and computer techniques, and others).

Biochemistry I, II

Introduction to the chemistry of living cells. Topics include chemistry and properties of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure and mechanisms; membrane structure and transport; fundamentals of replication and repair of DNA, gene transcription and translation, and regulatory mechanisms; and mechanisms of cellular processes, such as glycolysis, electron transport and oxidative phosphorylation, and cellular physiology.

Cell Biology
G23.1051 Additional prerequisites or corequisites: G23.1046, G23.1047, and written permission of the instructor. Chang. 4 points.

General topics in modern cell biology. Examination of the current state of knowledge in areas such as the nucleus, mitochondria, ribosomes, chloroplasts, protein synthesis and secretion, cell surface, and mechanisms underlying the control of cellular function. Particular reference to the methodology employed in studies leading to our current understanding of the cell.

Techniques in Microbiology
G23.1057 Additional prerequisite or corequisite: G23.1027 or equivalent. Not open to students who have had undergraduate or graduate courses in techniques in microbiology. Laboratory. Stotzky. 2 points.

Laboratory course designed to teach basic techniques in microbiology. Introduction to the general procedures of microbiology.

Tropical Field Ecology
G23.1065 Prerequisite: permission of the instructor. Open to juniors and seniors. Meets in Mexico in January during intersession. Borosicky. 2 points.

Studies of the fauna and flora of tropical Mexico with special emphasis on the bird and freshwater fish faunas.

Principles of Evolution
G23.1069 Additional prerequisites: V23.0058 and either V23.0030 or permission of the instructor. Fitch. 4 points.

Modern approaches to understanding evolutionary process and history, including molecular, experimental, and comparative (phylogenetic) approaches. Emphasis on fundamental mechanisms and principles, including (but not limited to) the fossil record, natural selection, cladogenesis and speciation, extinctions, biogeography, genetics of variation and populations, molecular evolution and molecular systematics, and the evolution of developmental systems.

Ecological Botany
G23.1070 Lecture and laboratory. 4 points.

Introduction to the process of growth and differentiation in higher plants with special attention to the details of cellular, subcellular, tissue, and organ ontogeny. Some examination of the original literature dealing with analytical and experimental studies in plant morphogenesis.

Molecular Controls of Organismal Form and Function
G23.1072 Prerequisites: V23.0011, 0012, V23.0021, 0022, V25.0101-0102, and V25.0103-0104, or permission of the instructor. Benfey, Coruzzi. 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
G23.1073 Prerequisite: Permission of instructor. DeSalle, Lentz. 4 points.

Covers population genetics, conservation biology, and biogeography.

Neotropical Field Botany
G23.1074 Prerequisites: G23.1072-1073 or equivalent. Lecture and fieldwork. Lentz. 2 points.

An intensive course designed to provide students with a practical knowledge of botanical field techniques and an introduction to the plant communities of the neotropics. Lectures provide background information and set the stage for various field exercises designed to expose students to different neotropical plant communities, each with its unique flora and concomitant collec-
tion challenges. A basic knowledge of field collection methodology is essential for students who wish to conduct botanical research of their own design.

**Economic Botany**
G23.1075  Prerequisites: G23.1072-1073 or equivalent. Lecture and laboratory. Lents. 4 points.

An intensive course designed to provide students with a working knowledge of currently and historically used plant products and portions of the plant kingdom with significant economic potential. Topics are organized by use categories rather than by phylogenetic arrangement. Plant sources of food, medicines, stimulants, resins, waxes, spices, perfumes, dyes, tannins, construction materials, and many other products are addressed as well as the need to conserve scarce resources. Non-Western as well as Western plant use practices are discussed.

**Animal Behavior**
G23.1082  Additional prerequisite: senior standing. Lecture. 4 points.

Survey of principles and patterns of animal behavior. Covers the classical ethological research of Lorenz, Tinbergen, and von Frisch, as well as modern research conducted by zoologists, ecologists, sociobiologists, and comparative psychologists. The first part of the course gives a brief overview of genetic, neuronal, and hormonal mechanisms that control behavior. Analyzes several specific behaviors: rhythmic behaviors, reproductive behaviors, aggression, communication, and food and habitat selection.

**Neuronal Plasticity**
G23.1101  Prerequisite: V23.0021-0022 or V23.0100. Lecture. 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 non-neuronal cells. Summarizes animal and human studies of functional and structural recovery.

**Drugs and the Brain**
G23.1102  Lecture. Kheck. 4 points.

Introductory course dealing with a neurochemical analysis of normal and pathological brain function. Discusses the pharmacological description of psychoactive drugs, their therapeutic uses, and the resultant behavioral effects. Other drugs include sedatives, antidepressants, stimulants, and hallucinogens.

**Molecular Pharmacology in Biology and Medicine**
G23.1103  Prerequisites: V23.0011, 0012, G23.1046, G23.1047, and permission of instructor. Kramer. 4 points.

A detailed examination of mechanisms of drug action at organismal, tissue, cellular, and molecular levels, emphasizing receptors, receptor/effector coupling, neurotransmitters, autonomic and central nervous system pharmacology.

**Laboratory Animal Science**
G23.1119  Additional prerequisite: permission of the instructor. Enrollment limited. Lecture and laboratory. Novotney. 4 points.

Laboratory animal science and experimental methods important for life science students in their future research and teaching activities. Topics include ethics of animal use, federal and New York State regulations governing use of animals in research, animal models and experimental design, anesthesia, analgesia and euthanasia, principles of surgery and postsurgical care, diseases of laboratory animals, pathology and post-mortem techniques, occupational health, animal room environment, and facility design.

**Developmental Biology**
G23.1120  Additional prerequisites: V23.0026, V23.0030, and permission of the instructor. Kambylissi. 4 points.

Contemporary approach to development from the molecular point of view. Emphasis on the genetic regulation of development in prokaryotic and eukaryotic organisms. Includes recent findings derived from recombinant DNA technology.

**Applications of Molecular Biology**
G23.1121  Additional prerequisites: G23.1046-1047 or permission of the instructor. 4 points.

Introduces students to the application of recombinant DNA technology to gene cloning and the study of gene structure and function. Presentation and discussion of selected papers on specific techniques or approaches, beginning with gene isolation; continuing with gene characterization; and followed by functional studies using transfection, transgene, and gene replacement techniques.

**Laboratory in Molecular Biology I, II, III, IV**
G23.1122, 1123, 1124, 1125  Additional prerequisites: G23.1046-1047 and permission of the instructor. Laboratory. Kambylissi. 4 points.

Analyzes selective developmental systems using recombinant DNA techniques. Includes purification of nucleic acids from eukaryotes and prokaryotes; bacteria transformation; restriction enzyme analysis; immobilization of nucleic acids on nitrocellulose membrane; and DNA/DNA, DNA/RNA hybridization.

**Advanced Genetics**
G23.1126  Prerequisites: V23.0030 or equivalent and permission of instructor. Hubbard. 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.

**Earth Biology**
G23.1201  Prerequisites: two semesters each of three of the following: biology, chemistry, physics, calculus. Volk. 4 points.

Global sciences of life: biogeochemical cycles (about 50 percent), biodiversity and biogeography (about 25 percent), and human impacts (about 25 percent). Topics: atmospheric and oceanographic sciences; cycles of car-
bon, nitrogen, phosphorus, oxygen, and sulfur; terrestrial and marine ecosystem structure; ranges and richness of species; human-induced shifts in climate (greenhouse effect) and land-use patterns.

Mammalogy
G23.1318 Lecture, laboratory, and fieldwork. 4 points.
Survey of the class Mammalia, with emphasis on the North American fauna. Covers the fossil and living orders of mammals, including aspects of their anatomy, physiology, and ecology.

Fundamentals of Electrophysiology
G23.1400 Additional prerequisites: college-level chemistry, two semesters of physics or calculus, and background in physiology or permission of the instructor. Tranchina. 4 points.
Introduction to analysis of the physical mechanisms underlying electrical signaling in nerve and muscle cells. Intended to give students interested in research in the neural sciences and physiological psychology a firm understanding of signal processing in the nervous system.

Mathematics in Medicine and Biology
G23.1501 Identical to V63.0030. Additional prerequisite: one semester of calculus. 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, counter-current exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Introduces (as needed) and develops material from the physical sciences and mathematics.

Computers in Medicine and Biology
G23.1502 Identical to V63.0032. Additional prerequisite: G23.1501 or the equivalent. Recommended: familiarity with a programming language such as FORTRAN or BASIC. Peskin, Tranchina. 4 points.
Introduction to the use of computers as tools for modeling physiological phenomena. Students construct computer models from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
The Department of Chemistry has a long tradition at the University, 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 an early pioneer in photography, working with Samuel F. B. Morse.

The department has recently undertaken a major development plan, strengthening its faculty, instructional laboratories, course offerings, and research facilities in the areas of physical, biophysical, bioorganic, and theoretical chemistries. Research areas represented by faculty members include experimental biophysical and physical chemistry, inorganic chemistry, photochemistry, and organic and bioorganic chemistry. Qualified undergraduates are 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 first year and organic chemistry courses.

Majoring in chemistry at the College of Arts and Science provides strong preparation for graduate work in chemistry; professional education in patent law, medicine, or dentistry; and careers in industrial chemistry and biotechnology.
opment. The late Gertrude Elion, a 1941 M.S. in chemistry graduate from New York University, shared the 1988 Nobel Prize in medicine and physiology for her research in pharmaceutical chemistry.

The department offers the major in chemistry and in biochemistry. A selection of elective advanced courses, undergraduate and graduate, can be combined to provide a broad, varied program of study in chemistry. The department also offers a number of courses for the nonscience student and service courses for students in the other schools. The programs of study in chemistry prepare students for graduate work toward the master’s degree or the doctorate for careers in research, development, or teaching or for further study in areas such as medicine, dentistry, basic medical sciences, or allied health careers. In addition, both majors leave students well prepared to pursue patent law or, with a minor in economics, to enter the expanding field of technology investment as well as management in the chemical industry.

For highly motivated students or for students who anticipate majoring in chemistry, the department offers special honors courses that satisfy the first two years of chemistry required for majors and for the prehealth curriculum in medicine, dentistry, and so forth. Students need permission from the department to register for these courses, which are limited to small classes. Permission is based on several factors, including background in both mathematics and physics; performance in high school chemistry courses; and, if offered, a placement examination. Students may be deemed eligible to enter the second year honors course (organic) based on exceptional performance in the regular General Chemistry course.

MAJORS

Students thinking of majoring in chemistry, or biochemistry, are strongly urged to seek course advise from the Department of Chemistry as early in their academic careers as possible. Chemistry is a sequential subject with courses building on earlier courses. Delay in taking certain key science courses can make it impossible to complete a major in four years without summer attendance.

A minimum average of 2.0 in chemistry and other courses required for a chemistry major is needed for graduation in any major in this 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 may be asked to change their major.

The major in chemistry builds on a core of required courses in chemistry, physics, and mathematics. The required core courses in chemistry are V25.0101, V25.0102, V25.0103, V25.0104, V25.0243, V25.0244, V25.0245, V25.0246, V25.0651, and V25.0652. The honors courses, V25.0109, V25.0110, V25.0111, V25.0112, V25.0341, and V25.0342, substitute for V25.0101, V25.0102, V25.0103, V25.0104, V25.0245, and V25.0244, respectively. In addition to these courses, two semesters of calculus and two semesters of general physics are required. For students interested in pursuing chemistry on the graduate level or with an interest in theoretical chemistry, additional courses in mathematics are recommended. These include Calculus III, V63.0123, and Linear Algebra, V63.0124. One year of intensive calculus, V63.0221 and V63.0222, may be substituted for calculus V63.0121 and V63.0122, plus V63.0123. This core provides a basic background in chemistry. Students normally are encouraged to complete the courses in general chemistry, organic chemistry, physics, and calculus prior to entry into physical chemistry in the third year. Alternative programs are also possible.

Undergraduate specialization in organic, biochemical, physical, or theoretical chemistry may be accomplished through combinations of elective advanced undergraduate and graduate courses open to undergraduates. These courses should be chosen in consultation with the Department of Chemistry.

For students interested in preparation for careers in the chemical industry, there are several alternatives available. The major in chemistry with a minor in economics gives the student training in chemistry with a business background.

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:

1. Major in chemistry: The minimum requirements, in addition to the core courses cited above, are completion of Experimental Methods, V25.0661, and two advanced elective courses.

2. Major in biochemistry: The minimum requirements, in addition to the core courses cited above, are Biochemistry I and II, G25.1881, 1882; Experimental Biochemistry, G25.1885; and Biophysical Chemistry, G25.1814. 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.

In addition to these majors, the department offers several programs and options that may be of interest to students:

American Chemical Society Certification: Students majoring in either chemistry or biochemistry may be certified by the American Chemical Society on graduation. Interested students should consult with the director of undergraduate studies regarding the additional course requirement for this certification.

Program in Chemistry-Chemical Engineering: The College of Arts and Science offers a joint B.S./B.E. program with Stevens Institute of Technology. For students interested in chemistry, the program leads to the B.S. degree from New York University and the B.E. (chemical or environmental engineering) from Stevens. Further information is available from Mr. Joseph Hennes and Ms. Danielle Insalaco in the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.

Bachelor of Science Degree: Students who complete the required core courses plus Experimental Methods, V25.0661; three advanced electives in chemistry; The Contemporary Chemist, V25.0942; two semesters of Advanced Individual Study, V25.0997, 0998, or Senior Honors in Chemistry, V25.0995, 0996; and one course in computer science approved by the Department of Chemistry may elect to 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 pre dental programs.

MINOR
Completion of any four 4-point courses numbered V25.0101 or higher constitutes a minor in chemistry. Only three of the four courses may also be used to satisfy another department's major. No grade less than C will count, 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 all chemical experimentation, safety goggles must be worn at all times in the laboratories. Laboratory equipment, which is lent to the student for the duration of the course, must be replaced by the student if it is damaged or broken. Purchase cards must be acquired for this purpose and cost $25. Purchase cards may be obtained from the stockroom during the first week of the term. Unused portions of the deposit are redeemable. 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.

Advanced standing: Students who have taken college-level courses in secondary schools and who have achieved a grade of 4 or 5 on the College Entrance Examination Board Advanced Placement Test will be granted advanced placement. For details, see the section on the Advanced Placement Program under Admission. However, unless prior laboratory work is extensive, General Chemistry Laboratory II, V25.0104, or in exceptional cases, the Freshman Honors Laboratory, V25.0112, must be taken before taking advanced chemistry courses such as Organic Chemistry I, V25.0243, and its laboratory. Advice about the appropriate course should be obtained from the director of undergraduate studies in the department.

Research: The department endeavors to make research opportunities available during the summer and the academic year to well-qualified students at all levels. In order to participate in research in the department, students must both meet the prerequisites for and register for the research courses Advanced Individual Study and Research, V25.0997, 0998, or, if eligible, Senior Honors in Chemistry, V25.0995, 0996. In either case, permission of the director of undergraduate studies is required before registering in these courses.

HONORS PROGRAM
Candidates for a degree with honors in chemistry must have an overall grade point average of 3.5 and a grade point average of 3.5 in required courses in chemistry. They must take two semesters of Senior Honors in Chemistry, V25.0995, 0996. A senior thesis based on this work must be prepared and defended before selected faculty. 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. For general requirements, please see Honors and Awards.

Courses

The following courses are lectures unless otherwise indicated. For those designated "laboratory," students should see the department's requirements for laboratories (above).

Introduction to Modern Chemistry
V25.0002 Not open to students majoring in chemistry. Science majors and pre health students take V25.0101 or V25.0109. No prior chemistry is assumed. A knowledge of algebra is desirable. Laboratory and lecture. 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. Includes elementary problem solving.

The Origin of Life
V25.0007 4 points.

Provides students without scientific background the information needed to evaluate the various theories on the origin of life. Uses the methods of science, the properties of matter, the nature of chemical reactions, and the basic distinctions between life and nonlife as tools to discuss the early history of life on this planet.

General Chemistry I (formerly College Chemistry I)
V25.0101 Prerequisite: high school chemistry and placement into Calculus I, V63.0121, or completion of a course in precalculus. Corequisite: V25.0103. 4 points.

This course, along with V25.0102, constitutes an introduction to inorganic and physical chemistry. Students who have taken no chemistry or physics in high school may find it advantageous to take V25.0002 prior to attempting this course. Emphasizes the fundamental principles and theories of chemistry. Topics discussed in V25.0101 and V25.0102 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.

General Chemistry II (formerly College Chemistry II)
V25.0102 Prerequisite: V25.0101 with a grade of C or better. Corequisite: V25.0104. 4 points.

See General Chemistry I, V25.0101, above.

General Chemistry Laboratory I (formerly Introduction to Laboratory Techniques)
V25.0103 Prerequisite or corequisite: V25.0101. Laboratory. 2 points.

Provides an introduction to basic techniques used in experimental chemistry. Many experiments utilize 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 are important.
components of the course. Experiments are selected to provide illustration and reinforcement of the topics covered in V25.0101.

General Chemistry Laboratory II (formerly Introduction to Quantitative Analysis) V25.0104 Prerequisite: V25.0103. Prerequisite or corequisite: V25.0102. Laboratory. 2 points. A continuation of V25.0103, 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 V25.0102 including solution chemistry, kinetics, equilibrium, and electrochemistry.

Honors General Chemistry I (formerly Honors College Chemistry I) V25.0109 Prerequisite: high school physics and high score in chemistry assessment exam, if given. Permission of the department required. Corequisite: V63.0121 or V63.0221 and V25.0111. 4 points. V25.0109 covers the same material as V25.0101, 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.

Honors General Chemistry II (formerly Honors College Chemistry II) V25.0110 Prerequisites: V25.0109 and permission of the department. Corequisite: V25.0112. 4 points. Provides in-depth discussion of topics in inorganic and physical chemistry, with emphasis on atomic and chemical structure and its relation to function. Survey of selected industrial and materials chemistry is presented where appropriate.

Chemical Experimentation I V25.0111 Prerequisite: permission of the department. Corequisite: V25.0109. Laboratory. 2 points. Similar in content to V25.0103, except that experiments are selected to provide illustration and reinforcement of topics covered in V25.0109. Many experiments are augmented by the use of interfaced computers. These experiments include stoichiometry, equilibrium, properties of gases, and thermochemistry.

Chemical Experimentation II V25.0112 Prerequisites: V25.0111 and permission of the department. Corequisite: V25.0110. Laboratory. 2 points. Continuation of V25.0111 with the addition of individualized projects intended to provide a researchlike experience.

Principles of Organic Chemistry V25.0240 Prerequisite: V25.0002 with a grade of C or better. Not open to chemistry majors. Intended primarily for non-science majors and students in the School of Education. Laboratory and lecture. 5 points. This one-semester course covers topics such 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 V25.0243 Prerequisite: V25.0102 with a grade of C or better. Corequisite: V25.0245. 4 points. This course along with V25.0244 constitutes 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 biochemical, such as carbohydrates, amino acids, peptides, and nucleic acids.

Organic Chemistry II V25.0244 Prerequisite: V25.0243 with a grade of C or better. Corequisite: V25.0246. 4 points. See V25.0243 above.

Organic Chemistry Laboratory I V25.0245 Prerequisite: V25.0104. Prerequisite or corequisite: V25.0243 or V25.0341. Laboratory. 2 points. Provides 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 Laboratory II V25.0246 Prerequisite: V25.0243. Prerequisite or corequisite: V25.0244 or V25.0342. Laboratory. 2 points. Syntheses of organic materials are covered. An extensive research project is conducted in the second half of the semester. The use of IR and NMR spectroscopy is explored.

Honors Organic Chemistry I V25.0341 Prerequisites: V25.0110 or V25.0102 and permission of the department. Corequisite: V25.0245. 4 points. Using a different text, covers material similar to V25.0243, except in greater depth. 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.

Honors Organic Chemistry II V25.0342 Prerequisites: V25.0341 and permission of the department. Corequisite: V25.0246. 4 points. A continuation of V25.0341. Similar to V25.0244, except in greater depth. In this second semester emphasis placed on oxygen-bearing functional groups such as ketones, acids, acid derivatives and their importance in forming carbon to carbon bonds. Chemistry of amines is intertwined. These topics are further extended to multifunctional compounds such as carbohydrates and amino acids.

Organic Chemistry III V25.0382 Prerequisite: V25.0244 or V25.0342 with a grade of B or better. Offered in the spring semester. 4 points. In this advanced course, topics missing or only superficially covered in Organic Chemistry II (including Honors Organic II) are discussed in greater depth to provide an insight into factors governing reactivity of organic molecules and mechanisms of organic reactions. Specific topics vary from year to year; may include molecular orbital theory, electrolytic reactions, photochemistry, free radical chemistry, natural products, bioorganic chemistry, and organic synthesis.
Physical Chemistry I  
V25.0651 Prerequisites: V25.0102 or V25.0110, V63.0122 or V63.0222, two semesters of physics with grades of C or better, and a 2.0 average in all prior chemistry requirements. V63.0125 is strongly recommended but not required. 4 points.  
Detailed study of the properties of gases (ideal and real), chemical thermodynamics, statistical thermodynamics, and chemical kinetics.

Physical Chemistry II  
V25.0652 Prerequisite: V25.0651 with a grade of C or better. 4 points.  
Continuation of V25.0651. Introduction to quantum chemistry and applications to atomic and molecular structure. Principles of rotational, vibrational, electronic, and nuclear resonance spectroscopy. Applications to studies of molecular properties.

Experimental Methods  
V25.0661 Prerequisite: V25.0104. Prerequisite or corequisite: V25.0652. Laboratory and lecture. 4 points.  
Introduction to the principles and practices of experimental methods widely used in analytical and research laboratories. Emphasizes understanding of the capabilities and limitations of the methods as well as the interpretation 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 microcomputers for data collection and spreadsheet analysis. Studies also include an introduction to computer modeling of molecular properties.

Electronics for Scientists  
V25.0671 Identical to V25.0110 and V85.0110. Prerequisite: V85.0012, V85.0093, or permission of instructor. Lecture and laboratory. 5 points. See description under Physics (85).

Inorganic Chemistry  
V25.0711 Prerequisite: V25.0244 or V25.0342. 4 points.  
Studies the elements of inorganic chemistry with a survey of the main group of elements, the transition metals, the lanthanoids, and the actinoids. Discusses the basis of periodicity, electronic structure, reactivity and spectroscopy. Also stresses the importance of inorganic chemistry in such fields as biochemistry, materials science, and industrial applications.

Advanced Physical Chemistry  
V25.0741 Prerequisite: V25.0652. 4 points.  
Covers three areas in modern physical chemistry. The first part reviews equilibrium thermodynamics, including basic laws of thermodynamics and their applications. The second part concentrates on the theory of molecular structure and spectroscopy. The basic principle of quantum mechanics is introduced with its application to molecular structure. The third part discusses chemical kinetics, theory of reaction rates, and reaction dynamics in gas-phase and gas-surface.

Biological Chemistry  
V25.0868 Prerequisite: V25.0240. Not open to chemistry majors. Intended primarily for students in the School of Education. Laboratory and lecture. 5 points.  
Study of the four classes of biomolecules—carbohydrates, lipids, proteins, and nucleic acids. Topics also include pH and buffers, biosynthesis of proteins, properties of enzymes, and metabolic pathways involved in production of energy. Laboratory experiments outline the preparation and study of buffers, analysis of amino acids, proteins, carbohydrates, and lipids. Importance of biochemistry in everyday life is also surveyed with experiments concerning smoking, analgesic medicines, and vitamin C.

Advanced Organic Chemistry I: Reactions of Organic Compounds  
V25.0911 Prerequisites: V25.0244 or V25.0342, and V25.0652. 4 points.  
Survey of the major classes of organic reactions, reagents, mechanisms, stereochemistry, and protecting groups. Discusses origins of chemoselectivity, regioselectivity, stereoselectivity, and the planning of organic synthesis.

Structural Aspects of Organic Chemistry  
V25.0913 Prerequisites: V25.0244 or V25.0342, and V25.0652. 4 points.  
Stereochemical aspects of bonding in organic molecules. Conformational analyses. Thermodynamic and kinetic methods. Techniques for studying organic mechanisms and reactive intermediates and their applications to substitution, addition, and elimination reactions.

Organic Reaction Mechanisms  
V25.0914 Prerequisite: V25.0913. 4 points.  
Discussion of the mechanisms of organic reactions. Examination of bonding, aromaticity, and pericyclic reactions using molecular orbital (MO) methods. Special topics based on these efforts include photochemistry and fullerenes chemistry.

Molecular Modeling and Spectra  
V25.0926 Prerequisites: V25.0244 or V25.0342. 4 points.  
Modern topics in organic chemistry are explored using computational tools. Three-dimensional structural models are studied: molecular mechanics, semi-empirical and ab initio methods. The student goes beyond molecular modeling to include Web-based chemistry databases and physical property and spectral calculations.

The Contemporary Chemist  
V25.0942 Open only to chemistry or biochemistry majors. 2 points.  
The non-technical aspects of chemistry are considered through careers, chemical literature, history, and societal interactions. Careers in research, teaching, medicine, business, and law are examined as end products of chemical training. Chemical literature is surveyed with emphasis on Chemical Abstracts, Beilstein, Gmelin, and Landmarks of Science. Impacts of chemistry on modern history such as I. G. Farben’s connexion with Auschwitz are explored. Scientific-societal problems such as Bhopal and Chernobyl are examined through student presentations.

Tutorial in Chemistry  
V25.0993, 0994 Prerequisites: completion of the required core courses for the major and permission of the department. May count as an advanced elective toward the major. Open to chemistry or biochemistry majors only. 4 points.  
In consultation with the director of undergraduate studies, the student selects a faculty member to serve as a tutor for an in-depth exploration of a specific topic in chemistry. As compared with V25.0995, 0996, 0997, and 0998, described below, research is not a necessary component. Discussions with the faculty member take place weekly, and a paper at the end of the semester is required.
Senior Honors in Chemistry
V25.0995, 0996 Prerequisites: completion of the required core courses for the major and permission of the department. Open only to students who have maintained an average of 3.5 in required courses in chemistry or biochemistry. Required for candidates for the degree with honors. 2-4 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 and undertakes the work during the following summer or senior year. Presentation of a progress report during the year of senior research may be required. The research culminates in the writing and presentation of a senior thesis for defense to selected members of the faculty in the spring of the senior year.

Advanced Individual Study and Research
V25.0997, 0998 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. The research adviser is selected in consultation with the director of undergraduate studies. Laboratory. 2-4 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 final research report.

GRADUATE COURSES OPEN TO ADVANCED UNDERGRADUATES
Graduate courses in chemistry may be taken for undergraduate credit with the permission of the director of undergraduate studies. In addition to the courses listed below, other 2000-level chemistry courses are open to advanced undergraduates. For further information, see the director of undergraduate studies and consult the Graduate School of Arts and Science Bulletin.

Advanced Organic Chemistry II: Organic Synthesis
G25.1312 Prerequisite: V25.0911. 4 points.

Biophysical Chemistry
G25.1814 Prerequisite: V25.0911 or V25.0244 or V25.0342. 4 points.
Applications of physical and chemical principles to topics of biochemical and biological interest. Emphasis on the basic principles of various biophysical techniques that are used to study important macromolecules such as proteins and nucleic acids. These topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and gel electrophoresis. Applications of these methods to important biophysical and biochemical problems of current interest are discussed.

Biochemistry I, II
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, membrane structure and transport; mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response. The second term emphasizes analysis of metabolic pathways, including glycolysis, electron transport, oxidative phosphorylation, and mechanisms of gene regulation.

Experimental Biochemistry
G25.1885 Prerequisite: V25.0244 or V25.0342; Pre- or corequisite: G25.1881. Laboratory. 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.
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. This broad interdisciplinary approach to these cultures that have had a major role in shaping Western values and thought provides an excellent undergraduate education, and classics students go on to careers in education, law, medicine, business, and the media.

The department offers courses both in the original languages and in English translation. Several majors and minors are available, some in conjunction with other departments (History, Fine Arts, Anthropology, Italian, Medieval and Renaissance Studies, and Comparative Literature) and with the Program in Hellenic Studies. Academic internships, an honors program, and individualized study are also available.

Classroom instruction is supplemented by a variety of activities. In addition to 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 access to the department’s own collection of antiquities. Finally, various opportunities for travel and study abroad are available in Greece, Italy, and other Mediterranean sites.

### Faculty

**Professors Emeriti:** Casson, Dilts, Dunmore, Mayerson

**Professors:** Benardete, Bonfante, Mitsis, Peachin, Santirocco, Sifakis

**Associate Professors:** Lowrie, Marincola, Ratté

**Assistant Professors:** Arnal, Haynes

### Program

**MAJORS**

1. **Classics (Latin and ancient Greek):** This major requires a total of 40 points of course work, to be selected from the departmental offerings (n.b., courses in modern Greek do not count toward completion of this major). The courses to be counted toward the major must include, at least, either one advanced course in both ancient Greek and Latin or two advanced courses in either of these languages.

2. **Classical civilization:** This major requires a total of 40 points of course work, to be selected from the departmental offerings (n.b., courses in modern Greek do not count toward completion of this major). The courses to be counted toward the major must include either ancient Greek or Latin through the full intermediate level (respectively V27.0010 or V27.0006, or the equivalent; n.b., students must complete at least two language courses in residence at NYU).

3. **Classics—fine arts (with emphasis on archaeology):** This interdepartmental major requires two years of college-level ancient Greek or Latin or the equivalent; Introduction to Archaeology, V27.0305; and four 4-point courses in fine arts (V43.0102, V43.0103, and two others selected from applicable courses, including those in Egyptian and Near Eastern art). This is a flexible major designed to accommodate special interests and requirements. Advanced-level
4. Classical civilization—anthropology: This interdepartmental major may follow one of two tracks, each requiring 20 points from the Department of Anthropology and 20 points from the Department of Classics. The first track focuses on archaeology and requires V27.0303, V27.0305, and three other 4-point courses in classical civilization or languages. The second track emphasizes cultural anthropology and classical civilization and requires V27.0303, V27.0143, and three other 4-point courses in classical civilization or languages. Additional requirements may be found under Anthropology (14).

5. Classical civilization and Hellenic studies: This major offers the possibility of two different tracks. Both tracks require a total of 40 points of course work. For a list of courses in Hellenic Studies, see Program in Hellenic Studies (56).

TRACK A
Here, students concentrate in classical civilization. The major requires ancient Greek through the intermediate level (four 4-point courses), two 4-point courses from the offerings in classical civilization, and four 4-point courses offered through the Program in Hellenic Studies.

TRACK B
This track requires modern Greek through the intermediate level (four 4-point courses), two 4-point courses from the offerings of the Program in Hellenic Studies, and four 4-point courses from the offerings in classical civilization. (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
1. Latin and Greek: This minor requires 20 points of course work, to be selected from the offerings of the department (n.b., courses in modern Greek 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 to the full intermediate level (V27.0006 or V27.0010, respectively). At least two of the required courses in ancient Greek or Latin must be taken in residence at NYU.

2. Classical civilization: This minor requires 20 points of course work, to be selected from the offerings in Latin, ancient Greek, or classical civilization (n.b., courses in modern Greek 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 3.5 average overall, an average of 3.5 in all classics courses, and a completed honors thesis, which may be written as part of Independent Study, V27.0997, 0998, for 4 points under the supervision of a departmental supervisor. For general requirements, please see under Honors and Awards.

Courses

CLASSICAL LANGUAGES

LATIN

Elementary Latin I-II
V27.0003-0004 Both terms must be completed to receive credit toward any departmental major or minor. 4 points per term.
Introduction to the essentials of Latin vocabulary, morphology, and syntax. 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 (V27.0004) introduces the student to selected readings from standard Latin authors.

Intensive Elementary Latin
V27.0002 Spring term only. Open to students with no previous training in Latin and to others through assignment by placement test. 6 points.
Completes the equivalent of a year's elementary level in one semester.

Intermediate Latin I: Reading Prose
V27.0005 Prerequisites: V27.0003-0004 or V27.0002 or equivalent. 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 practice reading at sight. At least one complete oration by Cicero is read; other authors may include Cornelius Nepos, Caesar, Livy, Pliny, or Petronius, at the instructor's discretion.

Intermediate Latin II: Vergil
V27.0006 Prerequisite: V27.0005 or equivalent. 4 points.
Writings of the greatest Roman poet, focusing on the most generally read portions of his most celebrated poem, the Aeneid. The meter of the poem is studied, and the student learns 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.

Medieval Latin
V27.0024 Prerequisites: V27.0003-0004 or permission of the instructor. 4 points.
General introduction to the development of medieval Latin prose and poetry from late antiquity to the Renaissance. Due attention is paid to the peculiarities of medieval grammar in order to facilitate the student's ability to read fluently and to appreciate the literature in the original.

ANCIENT GREEK

Elementary Ancient Greek I-II
V27.0007-0008 Both terms must be completed to receive credit toward any departmental major or minor. 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 I: Plato
V27.0009 Prerequisite: V27.0007-0008 or equivalent. 4 points.
Reading of Plato’s Apology and Crito and selections from the Republic. The purpose of the course is to develop facility in reading Attic prose. Supplements readings in Greek with lectures on Socrates and the Platonic dialogues.

Intermediate Ancient Greek II: Homer
V27.0010 Prerequisite: V27.0009 or equivalent. 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 ANCIENT GREEK

Advanced Readings in Latin
V27.0871, 0872, 0873, 0874
Prerequisite: V27.0006 or equivalent. 4 points.
Readings and discussions of selected works of prose, poetry, and the theatre as an introduction to aspects of modern Greek civilization. Grammar is reviewed in the context of readings, and written skills are improved through compositions on relevant topics. Conducted mostly in Greek.

Advanced Individual Study in Latin
V27.0891, 0892, 0893, 0894
Prerequisite: permission of the department. 2 or 4 points per term.

Advanced Readings in Ancient Greek
V27.0971, 0972, 0973, 0974
Prerequisite: V27.0010 or equivalent. 4 points per term.
Readings and discussions of selected works of prose, poetry, and the theatre as an introduction to aspects of modern Greek civilization. Grammar is reviewed in the context of readings, and written skills are improved through compositions on relevant topics. Conducted mostly in Greek.

Advanced Individual Study in Ancient Greek
V27.0991, 0992, 0993, 0994
Prerequisite: permission of the department. 2 or 4 points per term.

MODERN GREEK

These courses are offered in conjunction with the Alexander S. Onassis Center for Hellenic Studies.

Elementary Modern Greek I, II
V27.0103, 0104 Open to students with no previous training in Greek and to others by permission of the instructor. 4 points per term.
Basic oral expression, listening comprehension, grammar, reading, and writing. Supplements instruction with reading of graded literary passages and with oral practice using simple theatrical texts.

Intermediate Modern Greek I, II
V27.0105, 0106 Prerequisites: V27.0103-0104 or permission of instructor. 4 points.
Basic oral expression, listening comprehension, grammar, reading, and writing. Supplements instruction with reading of graded literary passages and with oral practice using simple theatrical texts.

Advanced Modern Greek I, II: Introduction to Literature
V27.0107, 0108 4 points.
For students with an intermediate knowledge of modern Greek (equivalent to that acquired in Intermediate Modern Greek I and II). Enhances reading and writing skills through the close study of modern Greek literary texts. Introduces students to the history of modern Greek literature from its origins to the present and to some of its major representatives, with an emphasis on poets and prose writers of the 20th century. Conducted entirely in Greek.

Modern Greek Literature in Translation
V27.0120 4 points.
Survey of modern Greek prose and poetry of the 19th and 20th centuries in a historical and cultural context. Among the authors studied: (prose) A. Papadimitris, G. Vizyenos, E. Venezis, S. Myrivilis, N. Kazantzakis, and D. Sotiriou; (poetry) K. Palamas, C. P. Cavafy, A. Sikelianos, G. Seferis, Y. Ritsos, O. Elyris, and T. Sopoulous.

CLASSICAL CIVILIZATION

INTRODUCTORY COURSES

Civilization of Greece and Rome
V27.0303 4 points.
Selections from some of the great works of Greco-Roman literature, considered in their historical context, provide a broad and multifaceted understanding of those cultures. The texts include Homer, Iliad and Odyssey: Herodotus, The Histories; Thucydides, Peloponnesian War; Aeschylus, Oresteia; selected plays of Sophocles and Aristophanes; Plato, Republic; Lucretius, On the Nature of the Universe; and Vergil, Aeneid.

Classical Mythology
V27.0404 Identical to V90.0404. 4 points.
Discusses the myths and legends of Greek 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. Special emphasis on the return of Odysseus, as related by Homer in the Odyssey.
LITERATURE

Greek Drama: Aeschylus, Sophocles, and Euripides
V27.0143 Identical to V30.0210. 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
V27.0144 Identical to V30.0211. 4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century B.C. 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 profusely influenced the development of comedy in Western Europe.

Greek and Roman Epic
V27.0146 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
V27.0203 Identical to V29.0203. 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 Chaeremon and Callirhoe, 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.

Ancient Political Theory
V27.0206 4 points.
Examines the foundations of the ancient polis (city-state), its ancient interpretations, and the emergence of political philosophy with Socrates. Use of ancient sources. Aeschylus's Seven Against Thebes illustrates what the ancients regarded as problems inherent in political life that, however "solved," always persisted. Also includes the Orestes as the first example of a solution, Sophocles's Oedipus Tyrannus, Aristophanes's Knights, Plato's Republic, Aristotle's Politics, and Cicero's Republic and Laws.

Ancient Historiography
V27.0207 Identical to V57.0207. 4 points.
Through a close reading of some of the most important Greek and Roman historians (Herodotus, Thucydides, Xenophon, Polybius, Caesar, Livy, Sallust, and Tacitus), this class focuses on how the ancients understood the tasks of the historian. Topics include the invention of history, narrative and causal analysis, the relationship between deeds and speeches, universal versus particular history, and the perception of history as literature.

Faces of Sexuality and Gender in Greece and Rome
V27.0210 4 points.
This class deals with the 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.

GREEK AND ROMAN HISTORY

History of Ancient Greece
V27.0242 Identical to V57.0200. 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. and is connected to the civilization that lay to the east, rooted in Egypt and Mesopotamia. Traces Grecian history from the Greeks' earliest appearance to the advent of Alexander.

The Greek World from Alexander to Augustus
V27.0243 Identical to V57.0243. 4 points.
Continuation of the history of ancient Greece from the age of Alexander the Great in the fourth century B.C. until Emperor Augustus consolidated the Roman hold over the eastern Mediterranean in the first century B.C. These three centuries saw the relationship between Rome and the Near East become most meaningful. Examines Alexander's conquests, the states established by his successors (Ptolemies of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

The Age of Pericles
V27.0244 4 points.
Discusses the most important political and cultural developments in the approximately 30 years in which Pericles determined political and cultural life in Athens (ca. 460–430 B.C.) as well as their roots and their impact. The subjects addressed include the introduction of radical
developed system of Roman law.

History of Rome: The Republic
V27.0267  Identical to V37.0205.
4 points.
In the sixth century B.C., Rome was an obscure village. By the end of the third century B.C., Rome was master of Italy, and within another 150 years, it dominated almost all of the Mediterranean world. Then followed a century of civil war 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 Rome: The Empire
V27.0278  Identical to V37.0206.
4 points.
In the spring of 44 B.C., Julius Caesar was murdered by a group of senators disgruntled with his monarchical ways. However, Caesar’s adoptive son and heir, Octavian, was quickly on the scene and in little more than a decade 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.

The History of Ancient Law
V27.0292  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

Introduction to Archaeology
V27.0505  4 points.
Definition of the aims, scope, and research tools of archaeology. Emphasis on fieldwork and techniques and the composition and function of an excavation staff. Special methods or problems of archaeological exploration (e.g., aerial reconnaissance, underwater investigations); excavation; and interpretation (carbon 14 and dendrochronology), including current developments. Covers the history of archaeology and the chief archaeological sites and discoveries of the past century—Lascaux, Ur, Sakkara, Knossos, Linear B, and Pompeii.

The Birth of Greek Art: Bronze Age to Geometric
V27.0311  Identical to V43.0101.
4 points.
See description under Fine Arts (43).

Archaic and Classical Art: Greek and Etruscan
V27.0312  Identical to V43.0102.
4 points.
See description under Fine Arts (43).

Hellenistic and Roman Art
V27.0313  Identical to V43.0103.
4 points.
See description under Fine Arts (43).

Greek Architecture
V27.0353  Identical to V43.0104.
4 points.
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. Lectures (and accompanying slides) 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
V27.0354  Identical to V43.0105.
4 points.
A chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinianic churches of Constantinople and Ravenna. The lectures (and accompanying slides) 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 AND RELIGION

Ancient Religion: From Paganism to Christianity
V27.0409  Identical to V90.0409.
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. Traces developments such as Olympian gods of Homer and Hesiod; hero worship; public and private religion; views of death, the soul, and afterlife; Dionysus; Epicureanism; and Stoicism. Deals with changes in Greek religion during the Roman republic and early empire and the success of Christians in converting pagans in spite of official persecution.

The Greek Thinkers
V27.0700  Identical to V83.0122.
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, Epicureans, and Neo-platonists.

SPECIAL COURSES

Special Topics in Classical Studies
I, II
V27.0293, 0294  Prerequisite: permission of the instructor. Usually conducted in English. 2 or 4 points.
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 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.
Internship
V27.0980, 0981. Prerequisite: permission of the department. Open only to juniors and seniors. 2 or 4 points per term.
Internships afford students the opportunity to work outside the University in areas related to the field of classics. Institutions such as the Brooklyn Museum and the American Numismatic Society offer such opportunities. Requirements for completion of the internship include periodic progress reports and a paper describing the entire project.

Independent Study
V27.0997, 0998. Prerequisite: permission of the department. 2 or 4 points per term.

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, interdisciplinary major that allows students to explore literature and literary questions unfettered by national borders and institutional boundaries as well as to understand literature as a unique cultural form through investigating its relation to other cultural practices. In comparative literature, students develop a multifaceted critical approach that both emphasizes the integrity of literature and expands on the understanding of textuality to include all cultural artifacts and modes of thought that involve language and representation. The Department of Comparative Literature encourages students to pursue theoretical and philosophical modes of reading and to understand the importance of engaging texts in the original language by taking advanced courses in a national literature and studying the practice of translation. To interrogate how literature is enmeshed in nonliterary contexts, comparative literature majors develop expertise in relevant related disciplines such as art history, philosophy, history, anthropology, and cinema studies. Comparative literature departmental course offerings include lecture classes in world literature and interdisciplinary studies that provide a transition from MAP into the major and small seminars where students work intensively with a distinguished faculty composed of scholars in African, Caribbean, Slavic, and Latin American areas as well as specialists in the European and Anglo-American traditions.
majors, and courses are open to a wide range of nonmajors with eclectic and interdisciplinary interests.

**MAJOR**

To declare a major, a student must successfully complete one course offered by the Department of Comparative Literature. The major has two tracks, each consisting of ten 4-point courses organized as follows:

1. **Track 1: Literature.** This track includes the following courses:
   1. Four courses originating in the Department of Comparative Literature, including one introductory-level course and one junior seminar when available. These four courses must be taught by a faculty member of the Department of Comparative Literature; they cannot be cross-listed courses originating in another department.
   2. Four courses in a national literature department at the 100 level or above conducted in the language of that literature (including the prerequisite course).
   3. Two courses 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.

2. **Track 2: Literary and Cultural Studies.** Track 2 includes the following requirements:
   1. Four courses originating in the Department of Comparative Literature, including one introductory-level course and one junior seminar when available. These four courses must be taught by a faculty member of the Department of Comparative Literature; they cannot be cross-listed courses originating in another department.
   2. Four courses in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on. 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.
   3. Two courses in a foreign literature department in the language of that literature, normally at the 100 level or above.

**MINOR**

Four courses originating in the Department of Comparative Literature (i.e., not cross-listed courses originating in other departments) and a demonstrated reading knowledge of one of the foreign literatures studied in these courses.

**ADVISEMENT**

The director of undergraduate studies serves as adviser to all comparative literature majors and minors.

**HONORS**

To receive honors in the major, a student must maintain at least a 3.5 average in the 10 courses required for the major and must write a senior honors essay in his or her final semester. Initial advisement for the essay is provided by the director of undergraduate studies, who must be consulted two terms before that final semester. The senior honors essay is then written under the supervision of a faculty member of the Department of Comparative Literature whose area of academic expertise coincides with the focus of the essay. The senior honors essay is in addition to the four courses originating in the Department of Comparative Literature and the other six courses of the major.

**Courses**

- **Social Change in the European Novel from Stendhal to Orwell**
  V29.0103 4 points.
  Studies the novel as a medium through which social change was effected in Europe from the 1860s to the mid-20th century. The authors are viewed not as forgers of new literary styles or techniques, but rather as individuals alert to the social scene of the times in which they lived. Works by such authors as Stendhal, Dostoievsky, Eliot, and Pérez Gallardo.

- **Evolution of Literary Archetypes**
  V29.0104 4 points.
  Investigates ancient literary archetypes as developed by modern authors from the 17th century to the present. While the course emphasizes the more recent adaptations of such archetypes as Prometheus, Orestes, and Hippolytus, it includes the Greco-Roman origin and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alferi, Shelley, Sartre, O’Neill, Gide, Giraudoux, and Eliot.

- **The Epic Poem: From Homer to Milton**
  V29.0106 4 points.
  Study of the development of European epic poetry through a reading of the Iliad, the Odyssey, the Aeneid, The Song of Roland, Tasso’s Jerusalem Delivered, and Milton’s Paradise Lost. In addition to considering the ways in which the earlier epics influenced and shaped the later ones, the course also pays attention to the different conceptions of heroism reflected in each poem.

- **Tragedy**
  V29.0110 Identical to V30.0200 and V41.0720. 4 points.
  Historical and critical study of the idea and practice of tragedy from Greek times to the present.

- **Comedy**
  V29.0111 Identical to V41.0725 and V30.0205. 4 points.
  Historical and critical study of comic forms, themes, and traditions in a number of Western cultures from Aristophanes and earlier classical writing to absurdist and postmodern notions of comic forms. Provides an opportunity to study the 20th-century mingling of tragedy and comedy into the tragicomedy. The aim is to evolve a critical perspective on comedy for our time. Complements Department of Classics offerings in Greek and Roman comedy.
Modernist Fiction
V29.0115 4 points.
Focuses on both formal and thematic aspects of important innovative works of fiction from approximately the first half of the 20th century in Western Europe, the United States, and Latin America. Authors include Joyce, Woolf, Gide, Sartre, Mann, Faulkner, Carpenter, Sibarto, and Rulfo.

Introduction to Comparative Literature
V29.0116 4 points.
This course is required for all majors in comparative literature. It explores the theory of comparative literature from its inception as a discipline to the present. Readings vary according to professor.

Studies in Prose Genres
V29.0125 4 points.
Focuses on prose genres that have traditionally been relegated to a marginal position in the literary canon but the status of which is now being reassessed: the travel account, autobiography, and fantastic fiction. Examining a different genre each time it is offered, the course also provides students with the opportunity to question what constitutes literature or a literary genre.

The Postcolonial in African Literature
V29.0128 Identical to V11.0128. 4 points.
Examines the debate around the concept of the postcolonial. In particular, looks at specific narratives by African writers whose works are located in the period following classical colonialism. Studies the crisis of culture and issues of personal, class, and national identities in the global context of neocolonialism. Authors include Fanon, Achebe, Ngũgĩ wa Thiong’o, Nwapa, Ba, and Abrahams.

Topics in Caribbean Literature
V29.0132 Identical to V11.0132 and V41.0704. 4 points.
Study of the literature and society of the Caribbean. Emphasizes Anglophone Caribbean within a comparative framework of French/Haitian, Spanish, Dutch, and Surinamese Caribbean modes. Topics vary yearly, from a concentration on Caribbean poetry to other cultural forms and presentations. Readings of literature, history, and political theory supplemented with performance, music, film, and video. Subjects include women writers, orality, novels of childhood, and pioneer literary figures.

Topics in Popular Culture
V29.0136 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.

Literatures, Tricksters, and Cultural Exchange
V29.0137 4 points.
The history and functioning of the trickster figure in texts and oral tales of various cultures. The trickster's presentation of a tension between different norms of rationality. Relations of languages, reasons, and hegemonies. Cultural crossovers, usings, and borrowings. Texts from contemporary Native America (Blue Cloud, Silko, and Vizenor); ancient Greece and Rome (Plato, Euripides, and Plautus); European Renaissance (cicero, Tirso, Grimmelshausen, and Molière); China (Journey to the West); India (Ramayana); and other moderns (e.g., Azaldúa, Brathwaite, Brecht, Grass, Hasek, Kingston, Lorde, Mo, Ngũgĩ wa Thiong’o, Paz, Soyinka).

Masterpieces of Renaissance Literature
V29.0151 Identical to V65.0017. 4 points.
Comparative study of major works of Renaissance literature. Authors include Erasmus, More, Machiavelli, Ariosto, Rabelais, Montaigne, Shakespeare, and Cervantes. The new secular view of the world that emerges in their works and the ways in which these authors conform to and defy inherited moral, social, and literary conventions receive special attention.

Topics in 18th-Century Literature
V29.0175 2 points.
Addresses comparative topics that can be treated adequately in a 2-point course, introducing texts drawn from several European literatures and organized generally, thematically, or as part of a literary movement (e.g., the epistolary novel, utopian literature, theory of the novel, historiography). 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
V29.0180 2 or 4 points.
Addresses topics in 19th-century European 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
V29.0190 2 or 4 points.
Addresses topics in 20th-century European and American literature that are important for comparative study. Topics vary yearly and may include modernism, comparative postcolonial literature, and contemporary culture.

20th-Century Balkans and “Balkanization” Through Literature and Film
V29.0193 4 points.
Addresses the representation of the 20th-century Balkans through crucial literary and cultural texts of the region. Considers the presentation of, and the contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Identity and the role of violence in delineating similarity and difference are examined alongside an investigation of Western aesthetic and political intervention.

Introduction to Theory
V29.0249 Prerequisite: one literature course familiarizing student with techniques of close reading. 4 points.
Introduces major reference points in the theoretical revolution of the past 30 years that have profoundly transformed the profile of literary studies. Through intensive close readings, students engage the most influential works in contemporary literary theory as well as its 19th- and 20th-century philosophical foundations. Examples of contemporary theory are drawn from a range of critical
movements including structuralism, poststructuralism, psychoanalytic criticism, Marxist criticism, cultural studies, ethnic studies, feminist theory, and queer theory.

**Film and the Novel: Questions of Genre and Narrativity**  
V29.0255  Prerequisite: introductory course in film or literature. 4 points.  
Study of narrative focusing on the relation between narrative practices in the novel and in film. Works studied include theoretical texts and novels and films exemplifying crucial narrative paradigms.

**Topics in Film and Literature: The Street in Film and Literature**  
V29.0300  Identical to V11.0302. 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.

**Women and the Novel**  
V29.0830  Identical to V97.0830. 4 points.  
Examines the contribution of women writers to the development of the novel as a genre, asking whether one can speak of specifically feminine concerns and strategies of writing in novels by women. Readings are selected from European and American women writers from the 17th through the 20th centuries and include selections from contemporary feminist theory.

**Readings in Contemporary Literary Theory**  
V29.0843  Identical to V41.0735. 4 points.  
Introduces students already familiar with the immanent 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**  
V29.0850  Identical to V41.0707. 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 Lusaphone traditions.
Computer science is an academic discipline rooted in mathematics as well as a practical art underlying innovation in business, science, economics, graphic design, communications, government, and education. The value of a computer science degree in a liberal arts program is consistently growing due to demand for students having general knowledge and specialized skills.

The department offers a computer science major, a computer science minor, and a minor in computer applications. The goal of the major is to train students in fundamental principles of computer science as well as many practical aspects of software development. The goal of the minors is to train students to be proficient users of computers and computer software with less emphasis on mathematical tools. Courses combine practical programming experience with techniques for analyzing problems and designing computer algorithms.

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.

**Faculty**

**Professors:**
Berger, Cole, Dewar, Gottlieb, Grishman, Kedem, Mishra, Overton, Pnueli, Pollack, Schonberg, Schwartz, Shasha, Spencer, Widlund, Yap

**Associate Professors:**
Davis, Goldberg, Hummel, Palem, Perlin, Siegel

**Assistant Professors:**
Anantharaman, Geiger, Karamcheti, Zorin

**Lecturers:**
Hull, Marateck

**Program**

**MAJOR (BACHELOR OF ARTS)**
Requirements include the following computer science courses: V22.0101, V22.0102, V22.0201, V22.0202, and V22.0310; the following mathematics courses: V63.0120 and V63.0121; and five elective courses selected from the following: V63.0122, V63.0123, or computer science courses listed at the V22.0400 level. A grade of C (2.0) or better is necessary in all courses used to fulfill the major requirements. Students are required to take V22.0101 through V22.0202 in sequence. 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 must begin the major sequence (V22.0101) by the first semester of their sophomore year in order to complete the major requirements in three years. Students wishing to major or minor in computer science must fulfill the prerequisite, V22.0002, before taking V22.0101. For students with previous programming experience, V22.0002 may be waived by taking a placement exam given by the department. 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 V22.0101.

The following is a recommended program of study for the B.A. in computer science: First year of major, fall term: V22.0101, V63.0121; spring term: V22.0102, V63.0120. Second year of major, fall term: V22.0201, V22.0310; spring term: V22.0202, one elective...
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MAJOR COURSES

Introduction to Computer Science I
V22.0101  Prerequisite: V22.0002 or departmental permission assayed by placement exam. Offered in the fall term only. 4 points.
How to design algorithms to solve problems and how to translate these algorithms into working computer programs. Experience is acquired through programming projects in a high-level programming language. Intended primarily as a first course for computer science majors but is also suitable for students of other scientific disciplines.

Introduction to Computer Science II
V22.0102  Prerequisite: V22.0101. Offered in the spring term only. 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 System Organization I
V22.0201  Prerequisite: V22.0102. Offered in the fall term only. 4 points.
Covers the internal structure of computers and machine (assembly) language programming. Topics include the internal representation of data, instruction sets, and addressing logic. Programming assignments are in assembly language.

Computer System Organization II
V22.0202  Prerequisite: V22.0201. Offered in the spring term only. 4 points.
Covers the principles and design of operating systems. Topics include process scheduling, file systems, input-output systems, interrupts, memory management, Unix. Programming assignments.

Basic Algorithms
V22.0310  Prerequisite: V22.0102 and V63.0120. 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.

Topics of General Computing Interest
V22.0380  Prerequisite: topics determine prerequisites. 4 points.
Detailed descriptions available when topics are announced. Typical offerings include Introduction to Multimedia and Fundamentals of Computer Science in C. Note: This course cannot be used as credit toward the major sequence.

Numerical Computing
V22.0421  Prerequisite: V63.0124. Corequisite: V22.0202. 4 points.
Introduction to numerical computation: the need for floating-point arithmetic, the IEEE floating-point standard. 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: How can you tell if you can trust your answers? The use of graphics and software packages such as Matlab.

Computer Architecture
V22.0436  Prerequisite: V22.0201 and V63.0120. 4 points.
A first course in 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, and direct memory access. Microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Introduction to Database Systems
V22.0444  Prerequisite: V22.0201 and V22.0310. 4 points.
Concerned with organization, storage, retrieval of large bodies of data. Discusses physical storage methods, query optimization techniques, and conceptual database design. Studies relational and object-oriented models.

Introduction to the Theory of Computation
V22.0453  Prerequisite: V22.0310. 4 points.
An introduction to the theory of computation by investigating such topics as finite automata (deterministic and non-deterministic), regular languages, context free grammars, and pushdown automata. Topics also include Turing machines (deterministic and non-deterministic), decidability, unsolvability, Church-Turing thesis, recursive function theory. Various models for the computable functions including partial recursive functions, computational complexity, and the classes P and NP are discussed.

Object-Oriented Programming
V22.0470  Prerequisite: V22.0202. 4 points.
Object-oriented programming has emerged as a significant software development methodology. This course introduces the important concepts of object-oriented design and languages, including code reuse, data abstraction, inheritance, and dynamic overloading. It 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, are given in Java and C++.

Special Topics in Computer Science
V22.0480  Topics determine prerequisites. 4 points.
Covers topics in computer science at an advanced level. Detailed course descriptions are available when topics are announced. Typical offerings include computer graphics, applied Internet technology, network programming, computer vision, software engineering in Java, and Unix tools.
Special Topics in Programming Languages
V22.0490  Topics determine prerequisites. 4 points.
Covers topics in programming languages at an advanced level.
Detailed course descriptions are available when topics are announced.

Independent Study
V22.0997, 0998  Does not satisfy major elective requirement. 2-4 points per term.
Students majoring in the department are permitted to work on an individual basis under the supervision of a member of the department if they have maintained a general average of 3.0 and an average of 3.5 in computer science and if, in the opinion of the department, they have the ability and the need for work in topics not included in the listed courses. Students are expected to spend about six hours a week on assigned projects.

GRADUATE COURSES OPEN TO UNDERGRADUATES
A limited number of graduate courses are open to undergraduate students who have maintained an average 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 current Graduate School of Arts and Science Bulletin.
For the serious student of the world’s great dramatic literature, the department brings together courses from the entire University for a unified liberal arts program. Emphasis is on the history and criticism of drama in all languages, from ancient times to the present.

The student develops a program from courses in the history and theory of the drama; in Greek, Roman, English, French, German, Spanish, and Italian drama; and in contemporary theatre and drama in performance. In addition, courses are offered in theatre production, playwriting, cinema, and writing about performance.

New York City, a world theatre capital, makes the study of dramatic literature at the College of Arts and Science a rich and rewarding experience.

Faculty
Professors: Chaudhuri, Gilman
Associate Professor: Deakins
Adjunct Professors: Babe, Oliver

Program
DEPARTMENTAL OBJECTIVES
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 dramatic study here viral and rich in connection with other arts and disciplines. The department brings together courses from the entire University in dramatic literature, theatre production, playwriting, and cinema. 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 department offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York dramatic scene. In addition, students may supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

MAJOR
Ten 4-point courses within the department, including V30.0130 and V30.0110, 0111; two courses in dramatic literature before 1700; two courses in dramatic literature after 1700; one course in cinema; one course in theatre production, playwriting, or drama in performance; and one other advanced elective. Transfer students must complete at least five of the 10 courses at the College. Note: C- is the lowest grade that may be counted toward the major provided that the overall average in dramatic literature courses, including the C- course, is C or above.

HONORS
The department offers an honors program for majors in their junior and senior years. The program consists of two courses, a Junior Honors Seminar, V30.0905, and a Senior Honors Thesis, V30.0925. The honors thesis counts as an 11th course in the major. Interested majors should apply to Professor Deakins.

MINOR
Any four V30 courses offered by the department. Only one of the four may be in theatre production, playwriting, or cinema. Transfer students must complete at least two of the four courses at the College. Note: C- is the lowest grade that may be counted toward the minor provided that the overall average in dramatic literature courses, including the C- course, is C or above.
Courses

Note: Majors and minors must register under the V30 number for the courses listed below. Writing Workshop I, V40.0001, is a prerequisite to all dramatic literature courses.

SURVEY COURSES IN THEORY AND DRAMATIC LITERATURE

History of Drama and Theatre
V30.0110, 0111 Identical to V41.0125, 0126. Either term may be taken alone for credit. 4 points per term. Examines selected plays central to the development of Western 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; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century.

Modern Theories of Drama and Theatre
V30.0130 Identical to V41.0130. 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.

ADVANCED ELECTIVES IN DRAMATIC LITERATURE

Comedy
V30.0205 Identical to V41.0725 and V29.0111. Chioles. 4 points. Study of comic forms, themes, and traditions from Aristophanes and early classical writing to the present.

Greek Drama: Aeschylus, Sophocles, Euripides
V30.0210 Identical to V27.0143. 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. This course covers, by way of the best available translations, the masterpieces of Aeschylus, Sophocles, and Euripides. 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
V30.0211 Identical to V27.0144. 4 points. Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century Athens through the Artic 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
V30.0225, 0226 Identical to V41.0410, 0411. 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
V30.0230 Identical to V41.0415. Prerequisite: permission of the director of undergraduate studies. Beginning students should take V30.0225, 0226. 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 thoroughly examined in discussion. Assumes some familiarity with Shakespeare's works.

Restoration and 18th-Century Drama
V30.0235 Identical to V41.0505. 4 points. The development of English drama from 1660 to 1780, illustrating the comedy of manners; sentimental comedy and laughing comedy; and the heroic play and tragedy, both pathetic and moral. Playwrights include Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

Modern British Drama
V30.0245 Identical to V41.0614. 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 Irish Drama
V30.0249 Identical to V41.0616, V38.0249, and H28.0604. 4 points. See description under Irish Studies (58).

Modern American Drama
V30.0250 Identical to V41.0650. 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, Adrienne Kennedy, Amiri Baraka, Sam Shepard, David Mamet, David Rabe, Arthur Kopit, August Wilson, George Wolfe, David Henry Hwang, John Guare, and Maria Irene Fornes.

Productions

Note: Majors and minors must register under the V30 number for all courses listed below. Writing Workshop I, V40.0001, is a prerequisite to all courses listed below.
African American Drama  
V30.0255  Identical to V41.0161.  
4 points.  

Modern Central European Drama: From Brecht to Handke  
V30.0260  Identical to V31.0081.  
Conducted in English. No knowledge of German is required. 4 points.  
Central European drama from the reaction against expressionism through the Epic Theatre of Brecht and Piscator to the documentary through the Epic Theatre of Brecht and Genet. Concludes with new horizons and future perspectives—mime, radio, plays, and scenarios.

Theatre in the French Tradition  
V30.0265  Identical to V45.0829.  
Conducted in English. 4 points.  
Study of the theatrical genre in France including the Golden Age playwrights (Corneille, Racine, and Molière); 18th-century irony and sentiment; and the 19th-century theatrical revolution. Topics: theories of comedy and tragedy, development of stagecraft, romanticism and realism, the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

Metaphors of Modern Theatre  
V30.0267  Identical to V45.0822.  
Bishop. 2 points.  
Close reading of contemporary theatre classics, emphasizing their use of vivid metaphors of the human condition and of the theatre as metaphor and as artistic process. Analyzes the plays in detail, thematically and stylistically. Each is seen as a highlight of nonrealistic theatre—a brilliant example of the sensibilities of European artists and thinkers in the period just after World War I (Pirandello) to World War II (Sartre) and the postwar, post-Hiroshima generation (Beckett).

Contemporary French Theatre  
V30.0270  Identical to V45.0821.  
Conducted in English. When alternately conducted in French, this course is numbered V45.0721. 4 points.  
Major figures of contemporary French drama: Jarry's Ubu Roi as a rupture with the past; Claudel as the heir of the symbolists; Cocteau as innovator and poet; the theatre of the imagination, personified by Giraudoux; existentialist theatre in the works of Anouilh, Camus, and Sartre; and the theatre of the absurd in Beckett's Endgame, Ionesco's The Chairs, and Genet's The Balcony. Concludes with new horizons and future perspectives—mime, radio, plays, and scenarios.

Pirandello and the Modern Italian Theatre  
V30.0280  Identical to V59.0274.  
4 points.  
Development of the modern Italian theatre from D'Annunzio to Pirandello, on whom attention is especially focused. Pirandello's masterpieces are read and discussed, including Right You Are If You Think You Are, Lióla, Six Characters in Search of an Author, and Henry the Fourth. The impact of Pirandello's work and theories on the modern theatre in Europe and America. Representative theatrical works of Ugo Betti, Alberto Moravia, and Diego Fabbrini.

García Lorca: Theatre and Poetry  
V30.0292  Identical to V95.0761.  
Conducted in English. 4 points.  
Study of the principal examples of García Lorca's theatre and related poetry and prose. Gypsy Ballads, Poet in New York, and his complete theatre, including five shorter pieces, and his three tragedies. Focuses on those essays in which he seeks to define his artistic inspiration and the role of music in the theatre. Attendance at one performance.

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ADVANCED ELECTIVES IN PERFORMANCE CRITICISM AND WRITING

Drama in Performance in New York  
V30.0300  Identical to V41.0132.  
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 upon the rich theatrical resources of New York City, about 12 plays are seen covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

Writing About Performance  
V30.0310  4 points.  
Employs workshop methods to explore various ways of responding to performance in writing: reviews, essays, and articles. Regular writing assignments. Some required visits to performances in the area.

Playwriting I, II  
V30.0840, 0841  Identical to V41.0840, 0841. Prerequisite: permission of the director of undergraduate studies. Babe. 4 points.  
Principles and practice of writing for theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

ELECTIVES IN THEATRE PRODUCTION

Stagecraft  
V30.0635, 0636  Identical to E17.0009, 0010. Either term may be taken alone for credit. 4 points per term.  
Comprehensive, practical course in 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  
V30.0637, 0638  Identical to E17.0027, 0028. Either term may be taken alone for credit. Swartzell. 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**

V30.0639, 0640 Identical to E17.0037, 0038. Either term may be taken alone for credit. Hart. 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 staff-directed or -supervised, full-length productions.

**Stage Lighting**

V30.0641 Identical to E17.1143.

Palestrant. 4 points.

Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.

**Costume Design**

V30.0642 Identical to E17.1175.

Palestrant. 4 points.

Costume design for the modern stage; the history of fashion.

**Directing**

V30.0643, 0644 Identical to E17.1081, 1082. Prerequisites: satisfactory work in V30.0639, V30.0640, or equivalent, and permission of adviser. V30.0643 is a prerequisite for V30.0644. Hart. 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**

V30.0645 Identical to E17.1017.

Palestrant. 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**

V30.0646, 0647 Identical to E17.1099, 1100. Hart. 4 points.

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.

**Silent Theatre**

V30.0648 Identical to E17.1113.

2 points.

Techniques for performing and teaching pantomime. Training in body control, gesture, and facial expressiveness. While basically a performance course, the history of mime as a theatre art is examined, and significant examples of Eastern and Western styles are studied.

**ELECTIVES IN CINEMA**

**Film as Literature**

V30.0501 Identical to V41.0170.

Wolf. 4 points.

See description under English (41).

**Cinema and Literature**

V30.0504 Identical to V45.0883.

4 points.

See description under French (45).

**Italian Cinema and Literature**

V30.0505 Identical to V59.0282.

Affron. 4 points.

See description under Italian (59).

**Fascism and Film**

V30.0506 Identical to V59.0169.

4 points.

See description under Italian (59).

**The Silent Screen: 1895-1928**

V30.0530 Identical to H56.0007.

4 points.

Survey of film between 1950 and 1980, tracing the roots of current cinema through the complex development of styles that moved film toward a more personal statement, breaking the old conventions of storytelling and seeking to lay bare the social realities of the time. Directors include Godard, Truffaut, Hitchcock, Scorsese, and Altman. Each week, a small-group discussion probes the films’ perceptual and historical aspects.

**Film Theory**

V30.0531 Identical to H56.0011.

4 points.

Second-level course to introduce the main schools of film theory focusing on the question “What is cinema?” Overview of the basic theories developed by filmmakers (e.g., Eisenstein, Pudovkin) and theoreticians (e.g., Arnhem, Bazin, Metz). Refines the student’s understanding of the theoretical concerns of cinema studies in its relation to the practice of filmmaking and film criticism.

**INTERNSHIP**

**Internship**

V30.0980, 0981 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 requirement of either the major or the minor. 2 or 4 points per term.
Requires a commitment of eight 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 has been meeting regularly over the semester to discuss the progress of the internship.

INDEPENDENT STUDY

Independent Study

V30.0997, 0998  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.

A paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. It should show the student’s ability to investigate, collect, and evaluate his or her material, finally 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 is the student who is working for 4 points, but the investigation and the paper are of proportionate length.
Intended for students interested in the earth as a natural system and the interaction of humans with it, the minor complements interests in the humanities, social sciences, or natural sciences and in education, government, law, and business. Through independent study, students can pursue specific interests, knowledge, or skills. Work experience through an internship with governmental or private organizations can be incorporated into programs of independent study.

The minor may be satisfied by four courses in the program, but note that approval from a program adviser is required in selecting them. A maximum of 4 points of independent study in earth and environmental science may be used toward the minor.

**Courses**

**Evolution of the Earth**  
V49.0001 Lecture, laboratory, and field trips. Rampino. 4 points.  
The geological and biological history of the earth. The cosmic context of earth history; origin of the earth; major highlights in the development of the planet; the origin and evolution of life. Principles and methods by which we reconstruct earth history.

**Earth System Science**  
V49.0010 Rampino. 4 points.  
Our current view of the earth as an integrated system involving dynamic interactions among the atmosphere, ocean, solid earth, and life. Emphasizes present systems, their evolution, and forecasts for the future. Topics include new observations of global systems from space, geophysics and plate tectonics, circulation of the oceans and atmosphere, cycles of elements essential for life, coevolution of climate and life, and current problems (e.g., the greenhouse effect).

**Whole Earth Science: The Global Environment**  
V49.0012 Volk. 4 points.  
This inquiry-based course includes global thinking in the analysis of data on atmospheric carbon dioxide; constructing models of life within chemical systems of air, water, and soil; and exploring data using facilities and research findings of Black Rock Forest. Students actively work on issues that are, in many cases, at the edge of knowledge in the science of the living earth. Emphasis is on learning by doing and by thinking about the integration of biology, geology, climate theory, oceanography, and even earth history. The course includes field trips.

**Cities and Geology**  
V49.0330 Lecture, laboratory/discussion, and field trips. Rampino. 4 points.  
Examines how geologic knowledge can be used to solve problems in the planning and development of cities and their surrounding regions and how geologic conditions have influenced their growth. Examples of topics: foundation conditions, water supply, waste disposal, energy sources, seismic hazards, and the application of topographic and geologic maps to the planning process. Emphasis on field study in the New York City area.

**Continental Drift, Seafloor Spreading, and Plate Tectonics**  
V49.0440 Rampino. 4 points.  
Examines and appraises the evidence on which the theories of continental drift, seafloor spreading, and plate tectonics are based. Evaluates these and other theories as possible explanations for certain imposing structural features of the earth’s crust. Brings out the historical development of these theories to provide the student with some insight into the nature and evolution of scientific thought.

**Field Geology**  
V49.0705 Prerequisite: V49.0001 or permission of the instructor. Lecture, laboratory, and fieldwork. Rampino. 4 points.  
Examines various bedrock and surficial features through classroom work and extensive fieldwork to learn how to make field observations and record them. Uses these observations to develop historical interpretations. Emphasis on the preparation and interpretation of geologic maps and sections and the use of a Brunton compass to gather geologic data. Fieldwork is carried out within a 150-mile radius of
New York City but emphasizes the metropolitan region.

**Limits of the Earth: Issues in Human Ecology**  
V49.0875 Lecture. Hoffert. 4 points.  
Examines the array of environmental problems facing modern society, including global pollution and the impact of human population growth on land-use patterns, earth resources, and ecosystems.

**Independent Study in Earth and Environmental Science**  
V49.0997, 0998 Prerequisite: permission of an earth and environmental science adviser. 2 or 4 points per term.  
Qualified students engage in directed study in earth and environmental science under the supervision of one of the advisers in earth and environmental science.

**ADDITIONAL COURSES**  
The following courses may also be used to satisfy the minor in earth and environmental science. See under Biology (23) for descriptions and prerequisites.

- **The Living Environment**  
  V23.0008

- **Field Biology and Elements of Ecology**  
  V23.0017

- **Introduction to Ecology**  
  V23.0063

- **Environmental Science: Principles and Practice**  
  V23.0880

- **Geological Science**  
  G23.1001

- **Environmental Health**  
  G23.1004  
  Identical to G48.1004.

- **Toxicology**  
  G23.1006  
  Identical to G48.1006.

- **Ecological Botany**  
  G23.1075

- **Earth Biology**  
  G23.1201
The Program in East Asian Studies offers courses on China, Japan, Korea, and Vietnam. The focus of the program is primarily on language and literature and the way in which these four civilizations have interacted with the Western world to reconstitute received cultures into modern societies. By intensive study of Asian culture, the student is encouraged to reflect on the global interrelatedness of human society. At present, three language sequences are offered: a six-semester Chinese language sequence, a six-semester Japanese language sequence, and a six-semester Korean language sequence.

Fourth-year study is also offered in all three languages. In addition, various courses in Asian culture are offered in the Program in East Asian Studies, while courses in history, politics, and art are available in other departments. Starting with the summer session of 2000, the program has arranged a series of courses at Nanjing University in China.

The proximity of Chinatown to the College of Arts and Science gives students access to many cultural events, such as festivals and theatre, that highlight the social background of Asian thought. In New York City, important collections and exhibitions of Asian art are always available to the interested student.

Faculty

Professors:
Harootunian, Roberts, M. Young (History)

Associate Professors:
Cornyetz (Gallatin), Feldman (Sociology and Law), Waley-Cohen (History), Zito (Anthropology, Religious Studies)

Assistant Professors:
Guthrie (Sociology), Karl (History), McKelway (Fine Arts), Park (Sociology), Trede (Institute of Fine Arts), Vincent (Comparative Literature), L. Young (History), Zhang (Comparative Literature)

Language Lecturers:
Goto, He, Hino, Ikeda, Jiao, Kaneko, J. Lee, S. Lee, Shao

Visiting Associate Professor:
Goswami

Instructor:
Wang

DEPARTMENTAL OBJECTIVES
The program has two objectives: (1) to develop a high level of competence in Chinese, Japanese, and Korean and (2) to introduce students to the authentic voices of Asian cultures through the study of translated literary and cultural documents (primarily literature, religion, and philosophy) created within those societies. Moreover, ongoing study of those cultures is encouraged as a means of acquiring a broad comparative perspective and an appreciation of the human problems common to all cultures. The courses are offered through various departments, underscoring the multidisciplinary nature of the program.

MAJOR
The program leads to an East Asian studies humanities major in either of two ways:
1. Students may complete Chinese, Japanese, or Korean through the advanced level and four approved courses from among the College’s offerings in the geographic area. Elementary levels I and II of these three languages will not be counted toward fulfilling the major requirement. Substitutions for the language courses may be made if a student can demonstrate equivalent language competence through a placement test; credit is not given for placement test results.
The courses listed below are intended to show the range of choices available, but students are not limited to these courses in fulfilling the major or minor.

**LANGUAGE COURSES**

**Elementary Chinese I, II**  
V33.0201, 0202  4 points per term.  
Introductory course in modern Chinese using Lin’s *College Chinese*. Covers both spoken and written aspects of the language. Open to students who have had no training in Chinese, the course includes translation from and into Chinese and a basic study of elementary Chinese grammar.

**Intermediate Chinese I, II**  
V33.0203, 0204  Prerequisite: V33.0202 or the equivalent. 4 points per term.  
A continuing study of Chinese at the intermediate level. In addition to the reading of pai-hua (colloquial) texts, the course provides enough wen-yen (classical) syntax and vocabulary to aid in reading contemporary belles lettres and journalistic and documentary materials in the original.

**Advanced Chinese I**  
V33.0205  Prerequisite: V33.0204 or the equivalent. 4 points.  
Reading and translation of wen-yen or pai-hua texts in the humanities and literature. The course is intended to develop reading speed and comprehension of more advanced syntax and styles. Text: *Introduction to Literary Chinese*.

**Advanced Chinese II**  
V33.0206  Prerequisite: V33.0205. 4 points.  
Continuation of V33.0205, with greater emphasis on wen-yen and a gradual introduction of ku-wen (classical Chinese). Designed to help students learn to use original sources in research.

**Chinese Characters**  
V33.0210  Prerequisite: V33.0202, V33.0248, V33.0256, or permission of the instructor. Roberts. 2 points.  
Philologically oriented introduction to key cultural concepts of Chinese civilization.

**Computing and Writing in Chinese I, II**  
V33.0211, 0212  Prerequisite: V33.0204, or permission of the instructor. He. 4 points per term.  
This controlled enrollment course, first taught in spring 1996, teaches students of advanced Chinese language ability how to compute with and use various Chinese word processing programs.

**Readings in Chinese Poetry I, II**  
V33.0213, 0214  Prerequisite: V33.0204 or permission of the instructor. 2 points per term. 
Begins with *Shi Jing* (*The Book of Songs*) and continues through the masterpieces of the T’ang Dynasty. Conducted primarily in Chinese. English translations of the poems are provided as references.

**Readings in Chinese Culture I, II**  
V33.0221, 0222  Prerequisite: V33.0205 for V33.0221; V33.0221 for V33.0222 or permission of the instructor. Jiao. 4 points per term. 
Intends to assist students to enhance their Chinese proficiency through reading a large variety of materials that have rich connotations of the Chinese culture.

**Classical Philosophical Chinese**  
V33.0223  Prerequisite: V33.0206 or permission of the instructor. Roberts. 4 points. 
This course in philosophical Chinese centers on classic literary texts and not modern conversational skills.
Students study classical texts and
make their own translations and interpretations.

**Chinese Language and Structure**

**V33.0225** Prerequisite: V33.0202 or permission of the instructor. 4 points.

Provides a solid foundation in all grammar, syntax, and vocabulary. Students study the language's orthographic and phonetic systems, focusing on its process of evolution, its present and future development, its linguistic structure, and aspects in social linguistics.

**Elementary Japanese I, II**

**V33.0247, 0248** No previous training in the language required. 4 points per term.

Introductory course in modern spoken and written Japanese, designed to give students a thorough knowledge of the fundamental principles of descriptive grammar and phonetics. Trains students in oral-aural method, reading, writing, and translating from and into Japanese. Includes pattern practice, texts structured around basic vocabulary, and simple prose drawn from Japanese works to strengthen reading comprehension. Systematically introduces the Japanese writing system.

**Intermediate Japanese I, II**

**V33.0249, 0250** Prerequisite: V33.0248 or its equivalent. 4 points per term.

Continuing study of Japanese at the intermediate level. Stresses reading comprehension and spoken fluency using newspapers and modern writings. Covers the use of character dictionaries. Students translate from and into Japanese.

**Advanced Japanese I, II**

**V33.0252, 0253** Prerequisite: V33.0250 or its equivalent. 4 points per term.

Continuing study of Japanese at the advanced level. Stresses reading comprehension and spoken fluency and introduces additional characters. Advanced use of character dictionaries and translations from and into Japanese.

**Elementary Korean I, II**

**V33.0254, 0255** 4 points per term.

Designed to introduce the Korean language at the elementary level. Students study the language's orthographic and phonetic systems, grammar, syntax, and vocabulary. Provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Introduces students to the language's major social and cultural contexts.

**Intermediate Korean I, II**

**V33.0256, 0257** Prerequisite: V33.0255 or equivalent. 4 points per term.

The Korean language at the intermediate level: phonetics, grammar, syntax, and vocabulary. Emphasizes the further development of reading, speaking, listening, and writing. Requires students to write about and discuss given topics and to learn approximately one hundred Chinese characters as an integral part of the Korean language system. Introduces the language's major social and cultural contexts.

**Advanced Korean I, II**

**V33.0258, 0259** Prerequisite: V33.0257 or equivalent. 4 points per term.

This pair of courses is taught over the two semesters in an academic year and is meant to assist advanced students of Korean language as they continue to learn skills in conversation, reading, and writing. Reading Korean newspapers and visiting Korean Web sites are integrated as part of the course's instruction.

**Literary Korean**

**V33.0260** Prerequisite: V33.0257 or permission of the instructor. 4 points per term.

This course is meant to assist advanced students of Korean language as they continue to learn skills in reading and writing. This course does not compete with Advanced Korean I or II, as its subject matter focuses on Korean texts of traditional fiction and philosophy.

**Conversation and Composition in Japanese I, II**

**V33.0262, 0263** Prerequisite: V33.0253 or permission of the instructor. 4 points per term.

This pair of courses is meant to assist advanced students of Japanese language as they continue to develop their conversational and compositional skills.

**Chinese Language and Structure**

**V33.0225** Prerequisite: V33.0202 or permission of the instructor. 4 points.

Provides a solid foundation in all grammar, syntax, and vocabulary. Students study the language's orthographic and phonetic systems, focusing on its process of evolution, its present and future development, its linguistic structure, and aspects in social linguistics.

**Elementary Japanese I, II**

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**V33.0256, 0257** Prerequisite: V33.0255 or equivalent. 4 points per term.

The Korean language at the intermediate level: phonetics, grammar, syntax, and vocabulary. Emphasizes the further development of reading, speaking, listening, and writing. Requires students to write about and discuss given topics and to learn approximately one hundred Chinese characters as an integral part of the Korean language system. Introduces the language's major social and cultural contexts.

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<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
<th>Instructor</th>
<th>Description</th>
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<tr>
<td>V33.0350</td>
<td>Body, Gender, and Belief in China</td>
<td>4</td>
<td>See description under Religious Studies (90).</td>
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<tr>
<td>V33.0552</td>
<td>Seminar in Chinese History</td>
<td>4</td>
<td>See description under Religious Studies (90).</td>
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<td>V33.0555</td>
<td>Buddhism</td>
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<td>Buddhist Art</td>
<td>4</td>
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<td>V33.0536</td>
<td>Gender and Radicalism in Modern China</td>
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<tr>
<td>V33.0730</td>
<td>History of Modern Japan</td>
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<tr>
<td>V33.0572</td>
<td>Chinese Society and Culture, 1550-1950</td>
<td>4</td>
<td>See description under History (57).</td>
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<td>V33.0551</td>
<td>Topics in Chinese History</td>
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<td>V33.0560</td>
<td>East Asian Politics: China and Japan</td>
<td>4</td>
<td>See description under Politics (53).</td>
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<td>V33.0561</td>
<td>Seminar: Japanese Modern in Film and Literature</td>
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<td>Arts of Japan</td>
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<tr>
<td>V33.0509</td>
<td>Introduction to the Civilization of Imperial China</td>
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<tr>
<td>V33.0722</td>
<td>Modernism and the Formation of National Culture in Japan, 1900-1980</td>
<td>4</td>
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<tr>
<td>V33.0730</td>
<td>Modern Chinese Literature</td>
<td>2</td>
<td>Introduction to Chinese fiction of the 20th century. All English translations.</td>
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<td>V33.0731</td>
<td>Modern Japanese Literature</td>
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<tr>
<td>V33.0732</td>
<td>International Relations of Asia</td>
<td>4</td>
<td>See description under History (57).</td>
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<tr>
<td>V33.0734</td>
<td>Buddhism</td>
<td>4</td>
<td>See description under Religious Studies (90).</td>
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</tbody>
</table>
Chinese and Japanese Religions
V33.0855  Identical to V90.0340. 4 points.
See description under Religious Studies (90).

Topics in Asian Studies
V33.0950  4 points.
Topics vary from semester to semester. A recent topic was Postwar Japanese Literature.

Internship
V33.0980, 0981  Harootunian. 2 or 4 points per term.

Independent Study
V33.0997, 0998  Harootunian. 2 or 4 points per term.
The Department of Economics offers a curriculum that prepares students for professional careers in industry, universities, and government. A major or minor in economics is also useful as a background for careers in law, health, international affairs, business management, public administration, journalism, and politics.

Despite the fact that the department is large, student-faculty rapport is excellent, with advanced students and honors students working individually with professors.

The economics faculty is involved in active research, using the University’s excellent computer facilities and libraries. Many faculty members are associated with research institutes. The C. V. Starr Center for Applied Economics, directed by Professor William Baumol, bridges the gap between academic research and decision making in business and government. It analyzes issues with important economic and social consequence and disseminates the results of its research to the business community through a series of conferences, monographs, seminars, and research papers. The Institute for Economic Analysis, directed by Edward Wolff, is an institute that explores theoretical and empirical questions using input-output as a primary tool of analysis.

Faculty

Professor Emeritus:
Haines

Paulette Goddard Professor of Political Economy:
Benhabib

Henry and Lucy Moses Professor of Economics:
Gertler

Jay Gould Professor of Economics:
Nadiri

Professors:
Baumol, Benoit, Caplin, Fernandez, Flinn, Frydman, Gale, Gali, Gately, Jovanovic, Keane, Kirzner, Nadiri, Nyarko, Ordover, Ramsey, Ray, Schotter, Wilson, Wolff

Associate Professors:
Denoon, Lagos, Merlo, Prager, Rizzo

Clinical Associate Professor:
Lieberman

Assistant Professors:
Bisin, Comin, Cummins, Lagos, Ok, Töpä

Clinical Assistant Professor:
Kitsikopoulos

Program

MAJOR

In order to allow students to select an approach to the study of economics that is more suitable to their personal aptitudes and interests, a major in economics can be taken in either of two concentrations as described below.

Transfer students should note that normally the only courses that will be accepted toward the major in economics are courses that have been passed with a grade of C or better at universities with an intensive four-year program.

A grade of C or better is required for a course to count toward the major in economics. Note: if a student fails a course required for the major, the course must be retaken in the department; a course taken outside the University will not normally be allowed to substitute for a failed course. No course for the major may be taken as “Pass/Fail.”

Policy concentration. The concentration in policy is intended for the student who is primarily interested in the application of economic principles to understanding current events, economic institutions, and the formation of government policy. The introductory and intermediate
theory courses provide the student with a solid foundation of the basic framework for economic analysis with an emphasis on economic applications. The elective courses focus on economic policy and institutions. 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 economic problems and the economic way of thinking would be beneficial.

At least 42 points (ten courses) are to be taken in the Department of Economics, including V31.0001, V31.0002, V31.0010, V31.0012, V31.0018 (6 points), V31.0258, V31.0325, or V31.0524, plus three additional 4-point courses. Of these three electives at least two must be at the 300 level and at least one may be at the 100 level.

A typical sequence of courses is indicated by sophomore year: V31.0001, V31.0002, V31.0018; junior year: V31.0010, V31.0012, V31.0258, plus one elective; and senior year: V31.0325, or V31.0524, plus two electives.

Students are strongly advised to pay close attention to the prerequisites for each course. Courses with higher numbers generally require more prerequisites. Some knowledge of calculus is required for entry to this concentration. V63.0121 is a minimum requirement and students are urged to talk to department advisers concerning the additional mathematics that would be useful. For further information on these matters, please see the department’s summary statement “The Distinction Between the Concentrations and the Role of Mathematics in the Study of Economics,” which can be found on the department’s Web site.

A typical course sequence is sophomore year: V31.0005, V31.0006, V31.0020; junior year: V31.0011, V31.0013, V31.0266, one elective from the policy concentration; and senior year: three electives.

Changing concentrations. 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. A student moving from the policy concentration to the theory concentration need not retake V31.0005 but must take V31.0006. A student moving from the theory concentration to the policy concentration need not take either principles course.

Transferring between concentrations after students have completed any of the intermediate theory courses is very difficult, more so in going from the policy to the theory concentration. Students who are unsure about which concentration to take should seek departmental advice before beginning their major.

MINOR
Students may minor in economics in either 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 count toward the minor in economics. Note: If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University will not normally be allowed to substitute for a failed course. No course for the minor may be taken as “Pass/Fail.”

Policy minor. At least 26 points (six courses) to be taken in the Department of Economics, including V31.0001, V31.0002, V31.0018, plus three additional 4-point courses. Students have two options after the first year. They may either take any three courses at the 100 or 200 level; or they may take either V31.0010 or V31.0012, followed by any two courses that use V31.0010 or V31.0012 as prerequisites.

Theory minor. At least 24 points (six courses) to be taken in the Department of Economics, including V31.0005, V31.0006, V31.0020, at least one of V31.0011 or V31.0013, and any other two courses that satisfy the prerequisites.

JOINT MAJOR IN ECONOMICS AND MATHEMATICS
A joint major is offered by the Departments of Economics (31) and Mathematics (63). In the Department of Economics joint majors with mathematics may only take the theory sequence. The requirements are (1) nine 4-point courses in economics, including V31.0005, V31.0006, V31.0011, V31.0013 or equivalents, and five additional courses numbered above V31.0200, at least two of which must be numbered above V31.0300; and (2) nine 4-point courses in the Department of Mathematics, including V63.0121, V63.0122, V63.0123,
In the list of courses below are the designations "P," "E," and "T." "P" represents courses for the policy concentration and "T" for the theory concentration. No designation indicates that a course can be taken for either concentration. The designation "E" indicates that it may be given in either concentration in alternate semesters or in alternate years. With permission of the director of undergraduate studies, students may take courses in the other concentration; the major constraint is that such students have the required prerequisites to enter the course. For courses labeled "E," students may not take the same course in different concentrations.

**Economics course numbers fall into four major groups. Core courses are numbered below 0100. Courses numbered 0100 to 0199 require no prerequisites. Elective courses numbered 0200 to 0299 require the first-year core courses. Elective courses numbered 0300 and above require the second-year core courses.**

### First-Year Core Courses

**Economic Principles I (P)**

V31.0001  **Prerequisite:** V63.0009 or equivalent. 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 causess and consequences of economic booms and recessions; the banking
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system and the Federal Reserve; the stock and bond markets; international exchange rates and the impact of global economic events; and the role of government policy.

Economic Principles II (P) V31.0002 Prerequisite: V63.0009 or equivalent. 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.

Honors Economic Principles I (P) V31.0003 Prerequisite: permission of the director of undergraduate studies. 4 points.
This honors section is provided for those students with a 3.5 grade point average who are considering economics as a major and wish to be in a lecture with restricted enrollment.

Honors Economic Principles II (P) V31.0004 Prerequisite: permission of the director of undergraduate studies. 4 points.
This honors section is provided for those students with a 3.5 grade point average who are considering economics as a major and wish to be in a lecture with restricted enrollment.

Introduction to Economic Analysis (T) V31.0005 Identical to C31.0005. Prerequisite: V63.0121. 4 points.
Introduces some of the important tools economists use to solve problems, provides examples of how they are used, and prepares students for subsequent course work in the theory concentration. Topics include game theory, decision making by households and firms, competitive markets, long-run economic growth, disequilibrium, and short-run economic fluctuations.

Mathematics for Economists (T) V31.0006 Identical to C31.0006. Prerequisite: V63.0121. Restriction: This course is not open to joint majors in mathematics. 4 points.
This course is specifically designed to provide the appropriate mathematical tools for study in the theory concentration. Examples and motivation are drawn from important topics in economics. Topics covered include elementary set theory and the abstract notion of a function, Cartesian products, convex sets and concave functions, differential calculus and partial derivatives, integration and the fundamental theorem of calculus, first and second order conditions for a maximum, implicit functions and constrained optimization.

Introductory Statistics (P) V31.0018 Prerequisite: V63.0009 or equivalent. 6 points.
Introduction to statistics. 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. This course meets three times a week plus a laboratory session.

Regression and Forecasting Models (P) V31.0019 Identical to C22.0003. To be given pending faculty approval. Restrictions: This course, given by the Stern School of Business, is open only to students who declare a major in economics after having taken a course in statistics for 4 points outside the department and who will not have had a thorough grounding in multiple regression. Since the outside course is acceptable to the Department of Economics for the material leading up to regression, the student must complete this course with a passing grade to satisfy his or her statistical requirement in the department. 2 points.
An introduction to the linear regression model, inference in regression analysis, multiple regression analysis, and an introduction to time series analysis.

Analytical Statistics (T) V31.0020 Prerequisite: V63.0121. Restriction: This course is not open to joint majors in mathematics. 4 points.
Introduction to statistical reasoning. This is a more analytically oriented course than V31.0018 and provides the introduction to Econometrics, V31.0266. Topics covered include descriptive statistics, calculation of moments, probability theory, an introduction to distribution theory, and an introduction to inference. Laboratory 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 wide variety of statistical procedures.

SECOND-YEAR CORE COURSES

Intermediate Microeconomics (P) V31.0010 Identical to C31.0010. Prerequisite: V31.0002 or equivalent. 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.

Microeconomics (T) V31.0011 Identical to C31.0011. Prerequisites: V31.0005, V63.0121 or equivalent. V31.0006. 4 points.
Rigorous examination of consumer choice, profit-maximizing behavior on the part of firms, and equilibrium in product markets. Topics include choice under uncertainty, strategic interactions between firms in noncompetitive environments, intertemporal decision making, and investment in public goods.

Intermediate Macroeconomics: Business Cycles and Stabilization Policy (P) V31.0012 Identical to C31.0012. Prerequisite: V31.0001 or equivalent. 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.
Introduction to Macroeconomics (T)
V31.0013  Identical to C31.0013.
Prerequisites: V31.0005, V63.0121 or equivalent. V31.0006. 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 V31.0012.

Introduction to Econometrics (T)
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. Focus is on single equation models.

International Economics (P)
V31.0238  Prerequisites: V31.0001, V31.0002. Restriction: Cannot be taken for credit in addition to V31.0335 or V31.0336. 4 points.
Focuses on international trade in goods, services, and capital. Serves as an introduction to international economic issues and as preparation for the department’s more advanced course in Topics in the Global Economy. The issues discussed include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; exchange-rate arbitrage; spot, forward, and futures markets for foreign exchange; government intervention in foreign exchange markets; balance of payments problems; and an introduction to macroeconomic policy in an open economy.

ELECTIVE COURSES: 100 LEVEL

History of Economic Thought
V31.0106  Identical to C31.0106. 4 points.
Traces the development of modern economics from its roots in the 18th and 19th centuries and the first half of the 20th century. Schools of thought include mercantilism, classical economics, Marxist thought, historical and institutional analyses, early Austrians, and modern microeconomic and macroeconomic theories. Major figures studied include Smith, Ricardo, Malthus, Marx, Veblen, and Keynes. Places economic thought within the context of its historical and political settings.

Foundations of Capitalism
V31.0109  Identical to C31.0109. 4 points.
Evaluates the system of business enterprise against widely held criteria of value, especially those of justice, freedom, and efficiency. Readings concern the role of value judgments in economic science and the history of ideas and ideologies in economic and political thought. Applies the theoretical and philosophical positions discovered to the major institutions in contemporary capitalism as well as to an examination of several leading problems confronting our society.

Economics and Society in the Third World
V31.0125  Identical to C31.0125. 4 points.
Considers the ways in which poor, primarily agricultural societies differ from the industrial West in economic attitudes and activities, including value systems, tribal organization, land tenure, market structure, and the level of individual self-sufficiency.

ELECTIVE COURSES: 200 LEVEL

Economic History of the United States
V31.0205  Identical to C31.0205. Prerequisites: V31.0001, V31.0002, V31.0005 or equivalent. 4 points.
This course is recommended to all majors. 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.

Ethics and Economics
V31.0207  Identical to C31.0207. Prerequisite: V31.0002 or V31.0005. 4 points.
Study of the interface between ethical and economic theories. Specific topics covered include a brief overview of various ethical ideas, an analysis of the ethical presuppositions of modern economic theory (especially welfare 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.

Uncertainty, Disequilibrium, and Market Process: Austrian Economics
V31.0215  Identical to C31.0215. Prerequisite: V31.0002 or V31.0005. 4 points.
Surveys the central ideas of economics from the perspective of the “Austrian school.” Main topics: the subjective character of decision making; the importance of time in economics; risk and uncertainty; the coordination of individual plans; the division of knowledge in society; and competition as a process. Readings of classic authors such as Menger and Böhm-Bawerk, as well as more recent economists such as Mises, Hayek, and Kirzner.

Comparative Economic Systems (P)
V31.0220  Identical to C31.0220. Prerequisite: V31.0002 or V31.0005. 4 points.
Capitalism, socialism, communism, the welfare state, and the cooperative movement in theory and practice. Problems of European command economics and the transition to market economics. Organization of socialism in China, India, and the Third World.

Urban Economics (P)
V31.0227  Identical to C31.0227 and V99.0310. Prerequisite: V31.0002 or V31.0005. 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 prob-
lems; and special problems within the public sector.

Money and Banking
V31.0251 Prerequisite: V31.0001 or V31.0005. 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)
V31.0253 Identical to C31.0233. Prerequisite: V31.0002 or V31.0005. 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.

Women in the Economy (P)
V31.0252 Identical to C31.0252 and V97.0252. Prerequisite: V31.0002 or V31.0005. 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.

Economics of the Law (P)
V31.0255 Identical to C31.0255. Prerequisite: V31.0002 or V31.0005. 4 points.
Introduction to economic analysis of a variety of legal issues. Explores the relationship of legal institutions and laws to economic efficiency and social goals (such as justice). Topics are chosen from among the following: economics of property rights, exter nalities and environmental control, administrative processes, crime, contracts and liability, public utility and antitrust regulations, and individual rights and discrimination.

ECONOMICS

Macroeconomic topics covered include economic growth, income distribution, and poverty, with particular emphasis on the concept of 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. Course ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

Topics in the Global Economy (P)
V31.0324 Identical to C31.0324. Prerequisites: V31.0012, V31.0238. 4 points.
Covers special topics in the context of a global economy: fiscal and monetary policy under alternative exchange rate regimes; international transmission mechanisms; barriers to capital mobility; international policy coordination; optimum currency areas, customs unions and free trade areas; multilateral trade; trade liberalization policies; and the role of the World Bank and of the I.M.F.

Economics of Energy and the Environment (E)
V31.0326 Identical to C31.0326. Prerequisite: V31.0010 or V31.0011. 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 paid to global warming caused by consumption of fossil fuels.

International Trade (T)
V31.0335 Identical to C31.0335. Prerequisite: V31.0011. Restriction: Cannot be taken for credit in addition to V31.0238. 4 points.
Examines theories of international trade as well as related empirical
evidence. Topics include the relationship between trade and economic growth, the theory of customs unions, international factor movements, trade between unequal partners, and trade under imperfect competition.

**International Finance (T)**
V31.0336 **Identical to C31.0336.**
Prerequisite: V31.0013. Restriction: Cannot be taken for credit in addition to V31.0238. 4 points.

Financial and macroeconomic issues in international economics, the balance of payments, gold and other assets in international portfolios, exchange rate determination, problems of simultaneous achievement of internal and external policy goals, and interdependence of countries’ macroeconomic policies.

**Economics of Forward, Futures, and Options Markets (T)**
V31.0337 **Identical to C31.0337.**
Prerequisite: V31.0011. 4 points.

Provides an understanding of the operation and economic role of contracts in forward, futures, and options markets in an economic environment of increased price uncertainty. Includes government regulation of these markets, the role of the hedger and the speculator, and theories of price movements relevant to the markets.

**Ownership and Corporate Control in Advanced and Transition Economies (P)**
V31.0340 **Identical to C31.0340.**
Prerequisite: V31.0010, V31.0018 or equivalents. 4 points.

Discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. The 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 shareholders) in facilitating, or hindering, corporate control and the efficient allocation of resources.

**Labor Economics (E)**
V31.0351 **Identical to C31.0351.**
Prerequisite: V31.0010 or V31.0011. 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 (E)**
V31.0353 **Formerly Public Sector Finance. Identical to C31.0353.**
Prerequisite: V31.0010 or V31.0011. 4 points.

This course in alternate years stresses policy implications and the development of the 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)?

**Advanced Micro Theory (T)**
V31.0365 **Identical to C31.0365.**
Prerequisite: V31.0011. 4 points.

Introduction to some of the main model-building techniques developed by microeconomists. Course is intended for advanced undergraduates who have taken the necessary preparatory courses in economics and mathematics. Three basic topics are covered. The first topic is the static theory of consumer behavior both in a certain world and in an uncertain world. The second topic is the theory of general equilibrium. The third topic is the theory of dynamic optimization. In addition to the coverage of the economics, the advanced mathematical techniques needed to understand the material are reviewed.

**Topics in Applied Economics (P)**
V31.0370 **Identical to C31.0370.**
Prerequisites: V31.0010, V31.0012. 4 points.

Explores economic issues of economic policy using the tools learned in the intermediate micro- and macroeconomics courses. Focuses on a particular issue each term.

**Topics in Economic Theory (T)**
V31.0375 **Identical to C31.0375.**
Prerequisites: V31.0011, V31.0013. 4 points.

Explores issues in economic theory using the tools learned in macro- and microeconomics. Focuses on a particular issue each term.

**Independent Study (E)**
V31.0997, 0998 **Identical to C31.0997 and C31.0998.**
Prerequisites: V31.0010, V31.0012 or equivalents, and permission of the director of undergraduate studies. No more than a total of 8 points may be taken of independent study. 4 points.

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 of a type required by the instructor.

**Honors Thesis (E)**
V31.0400 **Identical to C31.0400.**
Prerequisites: V31.0010, or V31.0011, V31.0012, or V31.0013, and permission of the director of undergraduate studies. 4 points.

Normally, the thesis is written in the senior year, but students are advised to choose their topic and faculty adviser by the beginning of the senior year, at the latest.

For description, see under "Honors Program."
The dual degree program in science and engineering offers 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. On completion of this five-year program, students receive the Bachelor of Science degree from the College of Arts and Science at New York University and the Bachelor of Engineering degree from Stevens Institute of Technology. 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.E. in chemical engineering; B.S. in biology/B.E. in environmental engineering; B.S. in chemistry/B.E. in chemical engineering; B.S. in chemistry/B.E. in environmental engineering; B.S. in computer science/B.E. in computer engineering; B.S. in computer science/B.E. in electrical engineering; B.S. in computer science/B.E. in mechanical engineering; B.S. in mathematics/B.E. in computer engineering; B.S. in mathematics/B.E. in electrical engineering; B.S. in mathematics/B.E. in mechanical engineering; B.S. in physics/B.E. in civil engineering; B.S. in physics/B.E. in electrical engineering; and B.S. in physics/B.E. in mechanical engineering.

Detailed programs of study for each of the curricula are available from Mr. Joseph Hemmes and Ms. Danielle Insalaco, the advisers for all students in the various programs. They may be contacted at the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.

Application materials for this joint degree program may be requested from New York University, Office of Undergraduate Admissions, 22 Washington Square North, New York, NY 10011-9191.
for students with prior programming experience. Given the highly structured curricula, transfer into the program after the first year may be difficult. Students must maintain satisfactory performance in courses appropriate to the high technical requirements in order to remain in the program. Their records are reviewed yearly by a faculty committee, and students are approved by this committee for transfer to Stevens at the end of the third year.

### THE PROGRAM

Students accepted into the program spend their first three years of study in the College of Arts and Science at New York University. In the first year at the College, the different curricula call for many of the same courses. This gives students time to consult with faculty at both schools before committing themselves to a particular science/engineering major. A typical first-year program might consist of the following courses:

- **Fall semester:** Writing Workshop I, V40.0001; Calculus I, V63.0121; Engineering Design Laboratory I, V37.0111; a course from the Morse Academic Plan (MAP); and either General Chemistry I, V25.0101, and General Chemistry Laboratory I, V25.0103, or Introduction to Computer Science I, V22.0101.
- **Spring semester:** Writing Workshop II, V40.0002; Calculus II, V63.0122; Engineering Design Laboratory II, V37.0112; Physics I, V85.0091; and either General Chemistry II, V25.0102, and General Chemistry Laboratory II, V25.0104, or Introduction to Computer Science II, V22.0102.

At the end of the first year, if they have not already done so, students select a major area for their remaining two years of study at New York University from the disciplines of biology, chemistry, computer science, mathematics, and physics.

Seminars by Stevens departmental faculty advisers and by professional engineering leaders from private firms are included in the Society of Engineering Students’ weekly meetings to provide information to students about opportunities in various engineering fields represented. Students should choose their desired engineering major by the end of the second year. In the spring of the third year, an orientation program helps students prepare for the transition to Stevens in the fourth year. In these first three years of the program, students also satisfy their MAP requirements. In the first year students are introduced to the engineering design experience with Engineering Design Laboratory I and II. In the second and third years, students are required to take engineering courses, taught by Stevens faculty at the Washington Square campus. These courses are the beginning of engineering study and give students the opportunity to learn the technical feel of subjects in the engineering area. The second-year courses are Mechanics of Solids, V37.5126 (mechanical engineering); and Graphics Design and Lab (CAD), V37.5211 (civil engineering). The third year courses are Circuits and Systems, V37.7245 (electrical engineering); Dynamical Systems, V37.7255 (mechanical engineering), and Engineering Design Lab IV, V37.0232 (mechanical engineering). These introductory courses must be completed prior to entering the fourth year at Stevens.

These are difficult curricula, and some programs may require summer courses for some students. Stevens has permitted students in the program tuition-free enrollment in a few summer courses offered only at Stevens (but not at NYU) to assist students in maintaining curricular progress. Students may elect to withdraw from the dual degree program in engineering and complete only the College of Arts and Science general and major requirements at New York University. Financial aid and scholarships, housing, dining, and other services are provided by New York University during the first three years.

The final two years of study are in residence at Stevens Institute of Technology at Castle Point in Hoboken, New Jersey, directly across the Hudson River and a short PATH train ride from New York University’s Greenwich Village campus.

At Stevens, students complete the remaining technical courses, the majority of the engineering courses, and the senior design project in the fifth year. Programs in engineering available to students in the NYU-Stevens dual degree program include chemical engineering, civil engineering, computer engineering, electrical engineering, environmental engineering, and mechanical engineering.

In the last two years of the program, financial aid, housing, dining, and other services are provided by Stevens at the Castle Point campus. Separate transcripts are supplied by the two schools, and students may make use of the facilities of the career and placement offices of both institutions.

### Courses

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<tr>
<th>Course Code</th>
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<tr>
<td>V37.0111-0112</td>
<td>Engineering Design Laboratory I and II</td>
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<tr>
<td>V37.0111</td>
<td>1 point each term.</td>
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**Introduction course in engineering principles of design necessary to new product development; design a solution, develop a product, and test to failure. Use of computer, sketching, measurement data and reliability, assembly, disassembly and reverse engineering, and testing are applied to several projects. Teamwork is emphasized in design and innovation.**

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<tr>
<td>V37.5126</td>
<td>Mechanics of Solids</td>
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**Fundamental concepts of particle statics, equivalent force systems, equilibrium of rigid bodies, analysis of trusses and frames, forces in beam and machine parts, stress and strain, tension, shear and bending moment, flexure, combined loading, energy methods, statically indeterminate structures.**

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<tr>
<td>V37.5211</td>
<td>Graphics Design and Lab (CAD)</td>
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<td>3 points.</td>
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**Basics of engineering graphics including perspective projection, parallel projection, multiview projection, descriptive geometry, auxiliary views, reading and production of technical drawings, and preparation and presentation of engineering data.**

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<tr>
<td>V37.7245</td>
<td>Circuits and Systems</td>
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<tr>
<td>Corequisite: V63.0062.</td>
<td>3 points.</td>
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**Course code:** V37.0111-0112
**Course title:** Engineering Design Laboratory I and II
**Course code:** V37.5126
**Course title:** Mechanics of Solids
**Course code:** V37.5211
**Course title:** Graphics Design and Lab (CAD)
**Course code:** V37.7245
**Course title:** Circuits and Systems

### References

[1] Stevens Institute of Technology, Dual Degree Program. Available at: [www.stevens.edu](http://www.stevens.edu)
[2] New York University. Available at: [www.nyu.edu](http://www.nyu.edu)

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Ideal circuit elements, Kirchoff laws and nodal analysis, source transformation, Thevenin/Norton theorems, operational amplifiers, response of RL, RC and RLC circuits, sinusoidal sources and steady state analysis, analysis in frequently domain, average and RMS power, linear and ideal transformer, linear models for transistors and diodes, analysis in the s-domain, Laplace transforms, transfer functions.

Dynamical Systems
V37.7255  Prerequisite: V37.7245. 4 points.
Rigid-body kinematics, relative motion, rigid-body kinetics, direct and oblique impact, eccentric impact, unified analysis of the dynamic response of mechanical, electrical, fluid and thermal systems, based on the underlying mathematical principles of linear systems response, introduction to time- and frequency-response methods using block diagrams, signal-flow graphs, methods used in the study of communications systems with practical applications.

Engineering Design IV
V37.0232  Corequisite: V37.7255. 2 points.
This laboratory course is concerned with Dynamical Systems and recognizes the commonality among engineering disciplines when taking a systems approach. This is manifested in the time-dependent nature of the physical models used to analyze diverse systems, from pumping systems in industrial processes to structures subject to vibrational loading to control systems in aerospace applications. The course includes several experiments including characterization of the response of a muffler system, a liquid level control system, and a mass/spring vibration system. Design projects use knowledge gained from the experiments to design a muffler and a liquid level control system to specifications. Experiments and design projects promote significant use of computer-based instrumentation for data acquisition, analysis and control. Enhancing competencies in teamwork, project management, ethics, and communications are also goals of the course.
The Department of English is one of the country’s major undergraduate and graduate centers for the study of English and American literature and language as well as creative writing. Individual members of the department have won international distinction and prestigious awards in literary criticism, in biography and scholarship, and in creative writing.

Strong literature collections in the Elmer Holmes Bobst Library and Study Center and Bobst’s Fales Library of English and American Literature, as well as the literary associations and activities of Greenwich Village, make the College an excellent location for the study of English and American literature. The department’s distinguished graduate Creative Writing Program makes it a center of New York’s literary life.

**Faculty**

- Professors Emeriti: Dean, Edwards, Ehrsam, Greene, Harrier, Hornstein, Lahey, Lind, Middlebrook, Miller, Stone, Ward
- **Henry James Professor of English and American Letters:** Donoghue
- **Lewis and Loretta Glucksman Professor of American Letters:** Doctorow
- **Erich Maria Remarque Professor of Creative Writing:** Kinnell

- **Professors:** Barkan, Carruthers, Chaudhuri, Collins, Dinshaw, Gilman, Griffin, Harper, Haverkamp, Hendin, Hoy, Karl, Lockridge, Low, Magnuson, Marshall, Maynard, Meisel, Olds, Poovey, Posnock, Raymo, Stimpson
- **Associate Professors:** Deakins, Hoover, Momma, Patell, Spear
- **Albert A. Berg Visiting Professor:** Bloom
- **Assistant Professors:** Harries, McHenry, Starr
- **Adjunct Professors:** Christopher, Oliver, Rosenthal, Rudman, Tannenbaum
- **Visiting Professor:** Mitchell
- **Lecturer:** Wolf

**Program**

**DEPARTMENTAL OBJECTIVES**

The department offers to every undergraduate in the University a group of introductory and intermediate courses in literature. These courses help students engage themselves with literary works that reflect the values and aspirations of our diverse cultural traditions, and they teach students to read with critical precision and appreciation. Advanced electives are also open to all undergraduates who wish to develop their understanding of particular authors and literary movements and works and to sharpen their ability to express their ideas with exactness.

For the undergraduate interested in concentrating in literary studies or writing, the department offers two majors: the major in English and American literature and the major in English literature with a specialization in writing. Qualified majors may elect the honors program in English for an opportunity to do advanced independent work.

The department also offers a minor in English and American literature and a minor in writing.

In electing to take part of their undergraduate program in English, students will be following one of the central paths toward the general goals of humanistic education while at the same time acquiring the basic intellectual training demanded by all professions and by responsible business and administrative positions. Most importantly, such students will...
be forging a lifelong, enriching relationship with literature and preparing themselves to participate intelligently in their cultures.

**MAJOR IN ENGLISH AND AMERICAN LITERATURE**

A minimum of 10 courses: four required courses prerequisite to advanced electives: V41.0100, V41.0210, V41.0220, V41.0230. Note: These courses must be taken sequentially, with the exception that V41.0210 and/or V41.0230 may be taken concurrently with V41.0100 if the major is begun later than the second semester of the freshman year.

Six advanced electives, distributed as follows: one elective in British literature before 1800; one special topics elective; three electives chosen from any period of American and British literature, from medieval to current, and/or the special topics electives; and one senior seminar. Consult the Department of English at registration time for a list of advanced electives being offered to satisfy these requirements. Note: In 2000-2001, any colloquium may be used to substitute for a senior seminar.

**MAJOR IN ENGLISH WITH A SPECIALIZATION IN WRITING**

A minimum of 12 courses: four required courses prerequisite to advanced electives: V41.0100, V41.0210, V41.0230. Note: These courses must be taken sequentially, with the exception that V41.0210 and/or V41.0230 may be taken concurrently with V41.0100 if the major is begun later than the second semester of the freshman year.

Four advanced literature electives, distributed as follows: one elective in British literature before 1800; one special topics elective; and two electives from any period of American and/or British literature.

Four advanced writing courses, beginning with V41.0815. Note: Registration in workshops with numbers higher than V41.0815 requires permission of instructor and is based on submission of writing samples.

**MINOR**

**Minor in English and American literature:** Any four courses in literature offered by the department.

**Minor in creative writing:** Any four advanced writing courses offered by the department. V41.0815 may only be taken once.

**HONORS PROGRAM**

The honors major offers the committed and capable student a special opportunity for advanced study in English. The program includes two junior honors seminars (V41.0905, 0906) and a senior thesis written on a topic of the student’s choice in an individual tutorial course (V41.0925) directed by a member of the Department of English faculty. Advisement for the honors major is provided by the director of undergraduate studies. Students interested in literature and drama, including nonmajors, are welcome to participate. Faculty sponsor: Professor Deakins.

**The Minetta Review:** Students are invited to submit creative work in all literary genres and to apply for membership on the staff of the literary magazine. Faculty sponsor: Professor Deakins.

**RESTRICTIONS ON CREDIT TOWARD THE MAJOR AND THE MINOR**

Independent studies 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.

C- is the lowest grade that may be counted toward the major or the minor, provided that the overall grade point average in English courses, including the C-, is C or above. Students must receive a C+ or better in V41.0100 to proceed with the major.

**CERTIFICATION OF COMPLETION OF MAJOR**

Early in his or her last term of study in the department, every student with a major in the department must see the director of undergraduate studies to obtain a "Certificate of Completion of Major Requirements” to present to the Office of the University Registrar.

**STUDENT ORGANIZATIONS**

**Undergraduate English and Drama Organization:** 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. Faculty sponsor: Professor Deakins.

**The Minetta Review:** Students are invited to submit creative work in all literary genres and to apply for membership on the staff of the literary magazine. Faculty sponsor: Professor Deakins.

**ELECTIVES IN LITERATURE**

The following courses are recommended to all students interested in literature as a foundation for the study of the humanities. Students may use these courses for their major only by special permission of the director of undergraduate studies. Writing Workshop I, V40.0001, is a prerequisite to the following courses.

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**Courses**

**LIBRARY RESOURCES**

**Library Resources and Research Methods**

V41.0030 *Tannenbaum*. 2 points. Designed to teach students a logical method for doing research. Students become proficient in seeking, evaluating, and using information from many sources and in a variety of formats including books, periodicals, newspapers, microfilms, and non-print media. Students learn to use traditional library tools such as the card catalog, periodical indexes, and other reference materials in the humanities, social sciences, and sciences. Also computerized bibliographic searching and techniques for querying an on-line catalog.

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Major British Writers
V41.0060  Assumes no prior work in literature. Recommended for majors in other fields. 4 points.

Major writers of 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, to the modernist writers Eliot, Yeats, and Joyce, Woolf, and contemporary writers.

Major American Writers
V41.0065  Assumes no prior work in literature. Recommended for majors in other fields. Hendin. 4 points.

Acquaints the student with major texts of American literature as aesthetic achievements and as documents of dramatic points in the development of American culture. From the optimism of Emerson and Thoreau and the darker anticipations of Hawthorne and Melville to the Civil War poetry of Whitman and Dickinson, through the work of Twain, Crane, and Dreiser to the modernism of Eliot and Faulkner, literature has provided both the timeless pleasure of art and insight into the historical moment.

Major British Novelists: Defoe to Joyce
V41.0110  Karl. 4 points.

Follows the development of the British novel (texts vary), with particular attention to its historical context and its invention of new representations of the family, sexuality, and the vicissitudes of British imperialism and the British class system. Investigates how the novel form functions both as entertainment and as "education" and what impels changes in its structure.

History of Drama and Theatre
V41.0125, 0126  Identical to V30.0110, 0111. Either term may be taken alone for credit. Chaudhuri. 4 points per term.

Examines selected plays central to the development of Western drama, with emphasis on cultural, historical, and theatrical analysis of these works. The first semester covers the following major periods in theatre: Greek and Roman; medieval; English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century.

Drama in Performance in New York
V41.0132  Identical to V30.0300. Chaudhuri, Oliver. 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, approximately 12 plays are seen, 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.

Survey of the American Short Story
V41.0135  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.

Dante and His World
V41.0143  Identical to V65.0801 and V39.0160. 4 points.

See description under Medieval and Renaissance Studies (65).

Film as Literature
V41.0170  Identical to V30.0501. Wolf. 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 literary text into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

ADVANCED ELECTIVES IN LITERATURE

The following courses, with the exception of four courses (V41.0100, V41.0210, V41.0220, and V41.0230) and the colloquia, are open to all University students who have completed V40.0002. Colloquia are open to qualified nonmajors only by special permission of the director of undergraduate studies.

Literary Interpretation
V41.0100  Required for all majors. 4 points.

Introduction to the interpretation of literary texts. Teaches the student to talk and write about literature. Through study of the various forms of poetry, the short story, the novel, and the drama, students develop a critical language and approach appropriate to the experience of each work. Students must receive a grade of C+ or better in V41.0100 in order to continue as English majors.

ADVANCED ELECTIVES IN BRITISH LITERATURE

V40.0002 is a prerequisite for all advanced electives.

British Literature I
V41.0210  Prerequisite: V41.0100 or equivalent approved by a departmental adviser. 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
V41.0220  Prerequisite: V41.0210 or equivalent approved by a departmental adviser. Rockridge, Magnuson, Meisel. 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.

Medieval Visionary Literature
V41.0309  Carruthers. 4 points.

Using modern English translations of both Latin and vernacular literary texts written between the 6th and 14th centuries, we consider the important role of visionary experi-
ences in medieval culture. Beginning with philosophical visionary poems, such as Boethius’s *The Consolation of Philosophy*, we then consider both monastic and lay accounts of visionary experiences and the use of visions in such vernacular poems as *Piers Plowman*, *Pearl*, *The Romance of the Rose*, and selections from works by Dante and Chaucer.

**Medieval Literature in Translation**

*V41.0310 Raymo. 4 points.*

Major texts and genres of the Middle Ages, including *Beowulf*, *Boethius, Song of Roland*, Chrétien de Troyes, Arthurian romances, Marie de France, *Tristan and Iseult*, Dante, Boccaccio, *Sir Gawain and the Green Knight*, Chaucer, Christine de Pisan, and Malory.

**Colloquium: Chaucer**

*V41.0320 Prerequisite: permission of the director of undergraduate studies. Carruthers, Hoover, Momma, Raymo. 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.

**The Renaissance in England**

*V41.0400 Deakins, Gilman. 4 points.*

Introduction to the major writers of the 16th and early 17th centuries. Such representative works as More’s *Utopia*, Sidney’s *Defense of Poetry*, Spenser’s *Faerie Queen*, and works of the lyric poets from Wyatt to Sidney are studied as unique artistic achievements within the cultural crosscurrents of humanism and the Reformation.

**Shakespeare I, II**

*V41.0410, 0411 Identical to V30.0225, 0226. Either term may be taken alone for credit. Deakins. 4 points per term.*

Introduction to the reading of Shakespeare. Examines approximately 10 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*.

**Colloquium: Shakespeare**

*V41.0415 Identical to V30.0230. Prerequisite: permission of the director of undergraduate studies. Assumes some familiarity with Shakespeare’s works. Beginning students should take V41.0410, 0411. Gilman. 4 points.*

Explores the richness and variety of Shakespearean drama through an intensive study of selected major plays. Approximately six to eight plays are read intensively and thoroughly examined in class.

**17th-Century English Literature**

*V41.0440 Gilman, Lou. 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.

**Colloquium: The Renaissance Writer**

*V41.0445 Prerequisite: permission of the director of undergraduate studies. Gilman, Lou. 4 points.*

In-depth study of a major writer of the Renaissance period. The writer to be studied varies yearly. See the class schedule for current author.

**Colloquium: Milton**

*V41.0450 Prerequisite: permission of the director of undergraduate studies. Gilman, Griffin, Lou. 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 18th-Century Literature**

*V41.0500 Griffin. 4 points.*

The poetry, prose, and drama from the Restoration of Charles II in 1660 to the death of Pope in 1744. Includes such writers as Dryden, Rochester, Defoe, Swift, Pope, Wycherley, Etherege, Gay, Congreve, Behn, and Richardson.

**Restoration and 18th-Century Drama**

*V41.0505 Identical to V30.0235. 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 include Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

**The 18th-Century English Novel**

*V41.0510 Griffin. 4 points.*

Study of the major 18th-century novelists, including Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

**English Literature of the 18th Century**

*V41.0512 Griffin. 4 points.*

Major works in poetry and prose that deal with the act and life of writing in a century considered the “age of authors.” Authors include men of letters and the first “professional writers”: Dryden, Swift, Pope, Boswell, Goldsmith, Johnson, Gibbon, and others.

**Colloquium: The 18th-Century Writer**

*V41.0515 Prerequisite: permission of the director of undergraduate studies. Griffin. 4 points.*

In-depth study of a single major writer of the 18th century (e.g., Pope, Swift, Fielding, Johnson). The writer to be studied varies yearly. See the class schedule for current author.

**The Romantic Movement**

*V41.0520 Lockridge, Magnuson. 4 points.*

Representative works from the first generation of romantics (Blake, Coleridge, and Wordsworth), focusing on the influence of the French Revolution and the themes of nature, the self, and visionary poet-
ry, as expressed in new literary forms. Analysis of selections from Byron, Shelley, and Keats. The major themes of their poetry—the meaning of selfhood, humankind’s relation to nature, and the poet’s role in society—against the larger background of romantic, psychological, philosophical, and political thought.

Major British Writers: 1832-1870
V41.0525  *Marynara, Spear*. 4 points. Readings in the major poets and essayists of the Victorian period (Carlyle, Tennyson, the Brownings, Dickens, Arnold, Ruskin, and Swinburne), with emphasis on the crises of ideas and society. Special attention is given to writers’ invention of new forms, or recovery of old ones, to express the new issues of their changing age and psyches.

The English Novel in the 19th Century
V41.0530  *Marynara, Spear*. 4 points. The novels read are selected from the works of Austen, Charlotte Brontë, Emily Brontë, Dickens, Thackeray, Trollope, and George Eliot.

English Literature of the Transition: 1870-1914
V41.0540  *Marynara, Meisel*. 4 points. Survey of late Victorian and early modern literature and a reassessment of the notions of transition and modernity. Readings include such major novelists, essayists, and poets as Hardy, Conrad, Joyce, Lawrence, Woolf, Pater, Wilde, Strachey, and Eliot.

Colloquium: The 19th-Century British Writer
V41.0545  *Pruhase: permission of the director of undergraduate studies*. 4 points. In-depth study of a single major British writer of the 19th century. The writer studied varies yearly. See the class schedule for current author.

Modern British and American Poetry
V41.0600  *Collins, Donoghue*. 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 T. S. Eliot’s *The Waste Land* (1922). Poets include Whitman, Dickinson, Hardy, Hopkins, Yeats, Pound, Stevens, Frost, Williams, and Eliot.

Contemporary British and American Poetry

The British Novel in the 20th Century
V41.0605  *Karl, Meisel*. 4 points. Studies major 20th-century novelists, including Joyce, Woolf, Conrad, Lawrence, Forster, Pater, Strachey, Hardy, Beckett, and others.

20th-Century British Literature
V41.0606  4 points. Poetry, fiction, and drama since World War I. Selected major texts of modernism. Writers include Beckett, Eliot, Forster, Pinter, Woolf, and Yeats.

Modern British Drama
V41.0614  *Identical to V30.0245. Chaudhuri*. 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, Frye, Storey, Hare, Adgar, Brenton, Gems, Churchill, and Daniels.

Modern Irish Drama
V41.0616  *Identical to V30.0249, V58.0249, and H28.0604*. 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 Anne Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotion-al texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

The Irish Renaissance
V41.0621  *Identical to V58.0621. Donoghue*. 4 points. Modern Irish writers appealed to a nation moving from empire to independence and, in the process, discovered an apparently insurmountable division between its own religious and historical traditions. Examines the backgrounds of Irish nationalism and the obstacles to its embodiment. Emergence of one of the world’s great repertory theatres—the Abbey Theatre—and the diverse achievements of Yeats, Joyce, Synge, O’Casey, Beckett, Flann O’Brien, and other writers.

Topics in Irish Literature
V41.0761  *Identical to V58.0761*. 4 points. Topics vary yearly. Recent topics have included the ancient Celts, literature of pre-Norman Ireland, and Irish women writers. Consult the Department of English or the Program in Irish Studies for current offering.

Topics in Irish Fiction and Poetry
V41.0762  *Identical to V58.0762*. 4 points. See description under Irish Studies (38).

Colloquium: The Modern British Writer
V41.0625  *Prerequisite: permission of the director of undergraduate studies*. 4 points. In-depth study of the work of a single modern British writer. The writer to be studied varies yearly. See the class schedule for current author.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Juniors and seniors may take the following courses in the Graduate School of Arts and Science with permission from the director of undergraduate studies.

Introductory Old English
G41.1060  4 points. Study of the language, literature, and culture of the Anglo-Saxons from about A.D. 500 to 1066. Oral
readings of the original texts begin in the first week, along with a survey of basic grammar. Representative prose selections are read, but the emphasis is on the brilliant short poems that prepare the reader for the epic Beowulf: poems like Caedmon’s Hymn, The Battle of Maldon, The Seafarer, The Wanderer, and The Dream of the Rood.

Introductory Middle English
G41.1061 4 points.
Study of representative prose and verse texts from about A.D. 1100 to 1500, read in the original dialects. The range is from the latest entries of the Anglo-Saxon Chronicle to Malory, from The Owl and the Nightingale to Sir Gawain and the Green Knight and the Scottish Chaucerians. Emphasis is on the continuity of great literary traditions over the centuries and upon the variety of creative innovation.

ADVANCED ELECTIVES IN AMERICAN LITERATURE

V40.0002 is prerequisite for all advanced electives.

American Literature, Beginnings to the Civil War
V41.0230 Prerequisite: V41.0100 or equivalent approved by a departmental advisor. Patell. 4 points.
Survey of American literature until the Civil War. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

American Literature, Civil War to the Present
V41.0235 Prerequisite: V41.0100 or equivalent approved by a departmental advisor. 4 points.
Survey of American literature from the Civil War to the present. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

American Romanticism
V41.0551 4 points.
Readings in Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Melville, and Whitman. Lectures emphasize their varying attempts to reconcile “nature” with “civilization” and to grant expression to instinct, whim, and passion while preserving the traditions and institutions that hold society together. Various expressions of the nature/civilization conflict are considered: frontier/city; America/Europe; heart/head; natural law/social law; organic forms/traditional genres; and literary nationalism/the republic of letters.

Emerson, Whitman, Dickinson, and Frost
V41.0555 Collins. 4 points.
With the appearance of Emerson, American literature entered a new epoch. In departing from the New England religious tradition, Emerson redefined in transcendental terms the ordering principle of the universe, the nature of the self, and the work of the poet. These concepts remain central to the work of Whitman, Dickinson, and Frost, who, in responding to the issues Emerson raised, explored the possibilities of a genuinely native American poetry. Some previous experience in reading and writing about poetry is desirable.

American Realism
V41.0560 4 points.
In-depth study of the characteristic work of Mark Twain, William Dean Howells, Henry James, Emily Dickinson, Stephen Crane, Frank Norris, and Henry Adams. Emphasizes literary realism and naturalism as an aesthetic response to the changing psychological, social, and political conditions of 19th-century America.

Colloquium: The 19th-Century American Writer
V41.0565 Prerequisite: permission of the director of undergraduate studies. 4 points.
In-depth study of a single major American writer of the 19th century (e.g., Hawthorne, Poe, Melville, Henry James). The writer studied varies yearly. See the directory of classes for current author.

American Poetry from 1900 to the Present
V41.0630 Collins. 4 points.

American Fiction from 1900 to World War II
V41.0635 Hendin, Karl. 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. Some of the perspectives that enter into discussion of the texts are the cultural and aesthetic background, the writer’s biography, and the articulation of distinctively American themes.

American Fiction Since World War II
V41.0640 Harper, Hendin, Karl, Meisel. 4 points.
Examination of representative works by contemporary novelists. Authors include Barthelme, Bellow, Ellison, Gaddis, Hawke, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

Faulkner and Hemingway
V41.0645 Lind. 4 points.
In-depth study of the major fiction of Ernest Hemingway and William Faulkner, emphasizing theme, style, and contexts.

Modern American Drama
V41.0650 Identical to V30.0250. Chandhuri. 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.

Modern British and American Poetry
V41.0660 Collins, Donoghue. 4 points.
See description under “Advanced Electives in British Literature,” above.
Contemporary British and American Poetry
V41.0601  Collins, Donoughue. 4 points.
See description under “Advanced Electives in British Literature,” above.

Colloquium: The Modern American Writer
V41.0626  Prerequisite: permission of the director of undergraduate studies. 4 points.
In-depth study of the work of a single major American writer. The writer to be studied varies yearly. See the class schedule for current author.

20th-Century African American Literature
V41.0160  Identical to V11.0160. 4 points.
Survey of major texts—fiction, poetry, autobiography, and drama—from Du Bois’s The Souls of Black Folk (1903) to contemporaries such as Amiri Baraka, Alice Walker, and Toni Morrison. Discussion of the Harlem Renaissance and its key figures, including Richard Wright, James Baldwin, Langston Hughes, and Ralph Ellison.

African American Drama
V41.0161  Identical to V11.0161 and V30.0253. 4 points.

Contemporary African American Fiction
V41.0162  Identical to V11.0162. 4 points.
Focuses on major novels by African American writers from Richard Wright’s Native Son (1940) to the present. Readings include novels by Ralph Ellison, James Baldwin, and Chester Hines, as well as more recent fiction by Ernest Gaines, John Widerman, Alice Walker, Toni Morrison, and others.

SPECIAL TOPICS
V40.0001 is prerequisite for all special topic courses.

Topics in Caribbean Literature and Society
V41.0704  Identical to V11.0132 and V29.0132. 4 points.
See description under Comparative Literature (29).

Colonialism and the Rise of Modern African Literature
V41.0707  Identical to V29.0850. 4 points.
See description under Comparative Literature (29).

Narratology
V41.0710  Appropriate for juniors and seniors with some background in literature, literary theory, or theory of interpretation in a related field such as psychology, history, or anthropology. Meliss. 4 points.
Examines the nature of discourse, with focus on the novel and special emphasis on contemporary critical theory (e.g., semiotics, deconstruction) and the status of nonliterary prose discourse (usually Freud) as narrative in its own right. Readings survey the history of English and American fiction and critically examine the notion of literary history.

Major Texts in Critical Theory
V41.0712  Lockridge. 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.

Literature and Psychology
V41.0715  4 points.
Freudian and post-Freudian psychological approaches to the reading and analysis of literary works. Covers manifest and latent meaning, the unconscious, childhood as a source of subject matter, sublimation, and gender and sexuality. Readings are chosen from such writers as Emily Brontë, Mary Shelley, Hawthorne, Dostoyevsky, Dickens, Melville, James, Woolf, and Faulkner.

Literature of India
V41.0721  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 Salman Rushdie, R. K. Narayan, Anita Desai, Bapsi Sidhwa, Sarah Suleri, Vikram Seth, Bharati Mukherjee, and others, the course focuses on key experiences of empire, partition of India and Pakistan, and diaspora. Themes of identity, memory, alienation, assimilation, and resistance, and encountering and crossing boundaries, define culture, nation, and language in complex interrelations and link Indian English literature to writing in other colonial/postcolonial settings in Asia, Africa, and Latin America.

Tragedy
V41.0720  Identical to V30.0200 and V29.0110. 4 points.
Historical and critical study of the idea and practice of tragedy from ancient Greece to the present.

Comedy
V41.0725  Identical to V30.0205 and V29.0111. 4 points.
Study of comic forms, themes, and traditions from Aristophanes to the present.

Modern Theories of Drama and Theatre
V41.0130  Identical to V30.0130. Chandhuri. 4 points.
Study of major issues in dramatic theory, including the nature of imitation and representation, the relationship of text to performance, the idea of dramatic genres, and the role of the spectator. Each topic is studied historically through analysis of classical texts such as Aristotle’s Poetics. A long section of the course is devoted to 20th-century dramatic theorists, especially Brecht, Artaud, and Grotowski. Readings include both plays and theoretical essays.

The Theory of the Avant-Garde, East and West, 1890-1930
V41.0730  Identical to V29.0841 and V91.0841. 4 points.
See description under Russian and Slavic Studies (91).

Readings in Contemporary Literary Theory
V41.0735  Identical to V29.0843. 4 points.
See description under Comparative Literature (29).
Representations of Women
V41.0755  Identical to V97.0755. 4 points.
Selected readings in British and American poetry and fiction provide the focus for an exploration of woman’s place in the writings of such authors as Jane Austen, the Brontës, George Eliot, Elizabeth Barrett Browning, Virginia Woolf, Edith Wharton, Emily Dickinson, Kate Chopin, Willa Cather, Gertrude Stein, Lillian Hellman, Doris Lessing, Sylvia Plath, Adrienne Rich, and others.

ADVANCED WRITING COURSES
All advanced writing courses are applicable toward the minor in writing and toward the minimum requirements of the English major with a specialization in writing.

Writing Nonfiction
V41.0805  Recommended as an elective to follow V40.0001 and V40.0002. 4 points.
Advanced course in composition intended to extend the range and polish the style of the student’s prose. Analysis of student work and published authors with attention to the interplay of style and meaning. Covers a variety of forms from the brief review to the personal essay. Writing is explored as a means of expression, analysis, and discovery. From time to time, sections focus on special kinds of writing such as biography, technical writing, business writing, and writing for performance.

Creative Writing
V41.0815  Assumes no prior training in creative writing. 4 points.
Beginning workshop in creative writing designed to explore and refine the student’s individual writing interests. Emphasis on poetry and the short story. May only be taken once.

Short Story I, II
V41.0820, 0821  Prerequisites: V41.0815 or equivalent and permission of the director of undergraduate studies. 4 points.
These courses are enrolled by selection: interested students must submit samples of their creative writing by the announced deadline for such submissions, in advance of the registration period.

Either term may be taken alone for credit.

Students work on their own stories in consultation with the instructor. Includes readings in classical and contemporary fiction. Emphasis on effective revision and on developing a fruitful approach to evaluating the work of others. Class discussion and individual conferences.

Narrative Fiction Writing
V41.0825  Prerequisites: V41.0815 or equivalent and permission of the director of undergraduate studies. This course is enrolled by selection: interested students must submit samples of their creative writing by the announced deadline for such submissions, in advance of the registration period. 4 points.
Examination of contemporary writing styles, particularly the novella and novels of varying lengths. Students are encouraged to develop their own work in one or more of these forms with professional guidance from the instructor as editor. Class discussions and individual conferences. Students are expected to produce a body of work during the semester.

Poetry I, II
V41.0830, 0831  Prerequisites: V41.0815 or equivalent and permission of the director of undergraduate studies. These courses are enrolled by selection: interested students must submit samples of their creative writing by the announced deadline for such submissions, in advance of the registration period. Either term may be taken for credit. 4 points.
Aims to help the developing writer of poetry discover his or her unique voice and recognize and use that voice with assurance and effect. The various means include informal group discussions, critical dialogue, exercises in practical poetics, and individual tutorials.

Playwriting I, II
V41.0840, 0841  Prerequisite: permission of the director of undergraduate studies. 4 points.
These courses are enrolled by selection: interested students must submit samples of their creative writing by the announced deadline for such submissions, in advance of the registration period.

Principles and practice of writing for theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

HONORS COURSES

Junior Honors: Seminar I, II
V41.0905, 0906  Prerequisite: permission of the director of undergraduate studies. Required for honors majors. 4 points.
Research, criticism, and class discussion in a seminar format. The subject—the works of a major writer or writers, or a critical issue—varies each term at the instructor’s choice. Honors majors must take both seminars, which they may use toward the major course requirements in place of two advanced electives in any group. A final paper of about 20 pages prepares the student for the senior thesis.

Senior Honors Thesis
V41.0925  Prerequisites: successful completion of V41.0905, 0906, and permission of the director of undergraduate studies. 4 points.
To complete the honors program, the student must write a thesis under the supervision of a faculty director in this individual tutorial course. The student chooses a topic (normally at the beginning of the senior year) and is guided through the research and writing by weekly conferences with the thesis director. Consult the director of undergraduate studies concerning the selection of a topic and a thesis director as well as the length, format, and due date of the thesis.

INTERNSHIP

Internship
V41.0980, 0981  Prerequisite: permission of the director of undergraduate studies. Open to qualified junior and senior English majors and minors but may not be used to fulfill the minimum requirement of either the major or the minor. 2 or 4 points per term; 8 total internship points are the department maximum.
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 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 a final paper submitted to the faculty director.

**INDEPENDENT STUDY**

**Independent Study**  
V41.0997, 0998  
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; 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. It should show the student’s ability to investigate, collect, and evaluate material, finally drawing conclusions that are discussed in a sound and well-written argument.
The Center for European Studies offers an interdisciplinary major and minor in European studies focusing on contemporary patterns of politics, culture, and society as well as on historical development 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 also offers a full program of colloquia and workshops dealing with both Western and Eastern Europe, some of which are open to undergraduate majors and minors.

Faculty

1999-2000 Max Weber Chair for German and European Studies:
Schissler

Professors:
Gross (Politics), Schain (Politics)

Adjunct Professor:
Greenberg (European Studies)

Visiting Professor:
Del Boca (Economics and European Studies)

The following positions are filled every year by visiting faculty:
Visiting Consortium Professor, Marshall Monnet Professor of European Union Studies, and Marshall Monnet Postdoctoral Fellow

Program

MAJOR
With the help of the European 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 societies—their problems and policies; or an emphasis on contemporary European 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.

Majors in European studies must have or attain a working knowledge of a major European language other than English (e.g., French, Spanish, Portuguese, Italian, German, Russian). Nine courses that deal with Europe are required: two in history (beyond the introductory level); two in literature (preferably in the language of specialization); two in the social sciences; two in philosophy, fine arts, or cinema studies; and one senior honors seminar in European studies. The senior seminar is interdisciplinary and includes the requirement of a major research project (or thesis). A sequence of courses might begin with two advanced history courses and two literature courses in the sophomore and/or junior years, followed by two social science and two philosophy, fine arts, and/or cinema studies courses. The interdisciplinary seminar should be taken during the first semester of the senior year.

Majors who entered the college in fall 2000 and thereafter are required to complete a semester abroad. Students may petition the director of the center for exemption from this requirement.

Students who fulfill the requirements of the major with an overall grade point average of at least 3.5 and at least 3.5 in European studies will receive the B.A. degree with “honors in European studies.” The honors designation recognizes the work beyond the normal course work required of students in the senior seminar and in the major research project.
MINOR
All students minoring in West European studies must demonstrate proficiency in at least one West European language above the intermediate level (French, German, Italian, Portuguese, or Spanish). They must also fulfill the following course requirements: one course in modern European history; one course in European politics, anthropology, or economics (V53.0150, V14.0111, or V31.0224); and three additional courses in at least two of the following areas: modern European history; politics; anthropology; sociology; economics; Hebrew and Judaic studies; and Italian, French, German, or Spanish civilization. No more than two of these courses may focus on any one specific country. All course programs must be designed in consultation with the center's undergraduate program adviser.

B.A./M.A. PROGRAM
This new program offers qualifying majors in European studies the opportunity to earn both the B.A. and the M.A. degrees in a shorter period of time and at reduced tuition cost. By taking some of their graduate requirements while still undergraduates, students can complete the program in a maximum of five years. In the graduate portion of the program, students receive a fellowship that covers up to half of the tuition for the courses required for the M.A.

The European Community: The Political Economy of Contemporary Europe
V42.0166 4 points.
An investigation of the politics and economics of European integration since 1945. After examining major historical developments, the course focuses on a range of current issues, including the impact of economic integration on fiscal and monetary policy, agriculture, industrial policy, social policy and labor relations, immigration, regional policy, and the relationship of the European Community to the larger world.

Western European Politics
V42.0510 Identical to V33.0510. 4 points.
See description under Politics (53).

British and Irish Politics
V53.0514 4 points.
See description under Politics (53).

Undergraduate Research Seminar on Immigration and Politics in Western Europe
V42.0300 Identical to V33.0595. Prerequisite: permission of the instructor. 4 points.
Training for 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.

Eastern European Government and Politics
V53.0522 4 points.
Explores the countries in Central and Eastern Europe in the post-Communist era as they go through democratic and economic change.

Government and Politics of the Former Soviet Union
V53.0520 4 points.
See description under Politics (53).

Modern Greek Politics
V53.0525 4 points.
See description under Politics (53).

Eurosim Seminar
V42.0587 4 points.
Teaches the politics and policy of the European Union to prepare students for the annual interuniversity simulation conference held in alternating years at the European Parliament in Brussels and in New York State. This course is part of the consortium agreement concluded with Columbia University.

Courses

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The Expository Writing Program (EWP) offers writing courses for students throughout the University as well as tutorial help in the Writing Center for the entire University community. All students (except those in the HEOP program) must complete Writing Workshop I and II, V40.0001, V40.0002, or the International Sequence of Courses, V40.0003, V40.0004, and V40.0009. HEOP students must complete Prose Writing I and II, V40.0005 and V40.0006. Writing Tutorial, V40.0013, provides additional work in writing.

The EWP faculty includes teaching assistants from across the University. 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 world.

Twice a year, near the end of each semester, the EWP administers the Proficiency Examination. All students must pass the examination to graduate, or, if they fail, they must enroll in and pass an additional writing course (Writing Tutorial, V40.0013) to fulfill the graduation requirement. Students must take the examination at least one year before they intend to graduate.

Expository Writing Courses were formerly numbered A40.000X.

### Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Writing Workshop I</td>
<td>V40.0001 Formerly A40.0001. Required of all freshmen and transfer students who have not completed an equivalent course at another college. No exemptions. May not be taken on a pass/fail basis. 4 points. The first of two required semester courses in expository writing. Provides instruction in critical reading, creative thinking, and clear writing. Emphasizes prewriting strategies, the analysis of experience, the development of ideas, and the importance of both experience and idea in familiar essays. Stress exploration, analysis, inquiry, reflection, revision, and collaborative learning.</td>
</tr>
<tr>
<td>Writing Workshop II</td>
<td>V40.0002 Formerly A40.0002. Required of all freshmen and transfer students who have not completed an equivalent course at another college. No exemptions. May not be taken on a pass/fail basis. 4 points. The second required semester in expository writing 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. Stresses analysis, argument, reflection, revision, and collaborative learning. Honors sections for students who did outstanding work in V40.0001.</td>
</tr>
</tbody>
</table>
| International Writing Workshop: Introduction | V40.0003 Formerly A40.0003. The first of three courses required for students for whom English is a second language. Such students may fulfill their expository writing requirement by taking these three courses and passing the Proficiency Examination. Students failing the examination must pass V40.0013. Permission to register for V40.0003 is based on tests given at the American Language Institute (ALI). (For a complete description, see International Applicants in the Admission section of this bulletin.) 4 points. Provides instruction in becoming a writer and in considering audiences. Emphasizes prewriting strategies, the analysis of experience, the development of ideas, and the impor-
tance of both experience and idea in essays. Introduces writing workshop concepts such as freewriting, exploratory writing, reflective writing, inquiry, revision, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

**International Writing Workshop I**

V40.0004  Formerly A40.0004. Prerequisite: V40.0003 or EWP permission. The second in a sequence of three courses required for students for whom English is a second language. 4 points. Provides instruction in critical reading, textual analysis, exploration of experience, the development of ideas, and revision. Stresses the importance of inquiry and reflection in 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 in which they reflect upon text, experience, and idea in a collaborative learning environment. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

**International Writing Workshop II**

V40.0009  Formerly A40.0009. Prerequisite: V40.0004 or EWP permission. The last in a sequence of three courses required for students for whom English is a second language. 4 points. Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines. Emphasizes the analysis and 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. The Proficiency Examination is given at the end of this course; those failing must pass V40.0013.

**Writing Workshop III**

V40.0015  Formerly A40.0015. Prerequisite: V40.0001 and V40.0002 or V40.0002, V40.0004, and V40.0009. 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. The central business of this workshop is writing compelling academic essays.

**Prose Writing I**

V40.0005  Formerly A41.0005. Corequisite: Prose Writing Workshop, E79.0631. Open only to students in the HEOP program, for which A40.0005, A40.0006, and passing the Proficiency Examination fulfill the CAS expository writing requirement. 4 points. Stresses principles of organization and standards of clarity and coherence. Students receive the practical assistance needed to formulate a topic, select and organize subtopics, and write orderly and clear expository essays. Effectiveness of expression through the study of expository styles (narration, description, definition, causal analysis, analogy, comparison, and contrast); exposure to logical modes of thinking; and the writing of full-length essays in these expository modes. Emphasis is on developing editing skills. Essay material addresses a range of contemporary and debatable issues designed to pique analytical thinking.

**Prose Writing II**

V40.0006  Formerly A41.0006. Corequisite: Prose Writing Workshop, E79.0631. Open only to students in the HEOP program. 4 points. Emphasis on composing deductive and inductive arguments and essays of persuasion. Critical analysis of student essays and selected readings develop the ability to apply expository modes to the writing of formal arguments. Stresses a logical mode of reasoning, the analysis and appropriate use of evidence, and the critical assessment of logic and flaws in logic. Emphasizes a clear sense of style and purpose. The Proficiency Examination must be taken at the end of the course; those failing are required to pass V40.0013.

**Writing Tutorial**

V40.0013  Formerly A40.0013. Offered on a pass/fail basis only. 2 points. Offers intensive individual and group work in the practice of expository writing. Required of all students who fail the Proficiency Examination in writing. Those required to take this course must pass it to fulfill the College's graduation requirement. Students who fail this course may repeat it. Open to other interested students as space permits.

**REQUIRED COURSES FOR ESL STUDENTS**

**Workshop in College English**

V40.0020  Formerly A41.0020. Equivalent to Workshop in College English, Z30.9174, offered by the American Language Institute (ALI). Entrance by placement test only. Cannot substitute for V40.0003, V40.0004, V40.0009. 4 points.

**Advanced Workshop in College English**

V40.0021  Formerly A41.0021. Equivalent to Advanced Workshop in College English, Z30.9184, offered by the American Language Institute (ALI). Entrance by placement test only. Cannot substitute for V40.0003, V40.0004, V40.0009. 4 points.
The Department of Fine Arts offers courses in the history and criticism of the visual arts in major world cultures. Students at the introductory level examine art objects and learn the basic critical and historical vocabulary through which these objects may be understood and appreciated. At the advanced level, majors and nonmajors alike have the opportunity to investigate aspects (e.g., style, iconography, patronage) of the arts in a particular geographical area at a given historical time. This advanced work, in conjunction with appropriate language training, provides a solid foundation for those who plan to go to graduate school in preparation for a career in the arts (e.g., scholarship, teaching, museums, writing).

The urban design and architecture studies program provides both a broad, humanistic perspective on the physical aspects of the city and preprofessional training for future architects, city planners, public administrators, and writers on urban problems.

An internationally renowned faculty and a diverse group of students share the Grey Art Gallery and Study Center, which includes lecture and seminar rooms, offices, a library, and ample space for the study of visual materials.

**Faculty**

- Paulette Goddard Professor Emeritus of the Arts and Humanities: Turner
- Helen Gould Sheppard Professor of Art History: Sandler
- Professors: Weil-Garris Brandt, Hyman, Krinsky, Landau, Rosenblum, Sullivan, Walton
- Associate Professors: Connelly, Karmel, Silver
- Assistant Professor: McKelway
- Lecturer: Broderick

**Program**

**FINE ARTS MAJOR**

Eight 4-point courses that normally must include the following: (1) either V43.0001 and V43.0002; or V43.0001, V43.0300, and V43.0400; or V43.0100, V43.0200, and V43.0002; or V43.0100, V43.0200, V43.0300, and V43.0400 (if this option is chosen, a total of nine courses must be taken); (2) one 4-point advanced course in ancient or medieval art chosen from V43.0101-V43.0103 and V43.0201-V43.0204; (3) one 4-point advanced course in Renaissance or baroque art chosen from V43.0301-V43.0309, V43.0311, V43.0313, and V43.0315; (4) one 4-point advanced course in modern art chosen from V43.0401 and V43.0403-V43.0409; (5) V43.0600; and (6) at least one course in non-Western art chosen from V43.0080, V43.0081, V43.0084, V43.0091, V43.0092, V43.0098, V43.0506, and V43.0507. V43.0516 will count as a Renaissance/baroque or a modern course according to the material taught each semester. Any proposed substitution must be discussed with the chair prior to election of the course in question. Students should notice that it is possible to concentrate on architecture within the prescribed areas.

**Classics—fine arts major:** For details of this interdepartmental major, refer to the description under “Majors” in Classics (27).
MINOR IN FINE ARTS AND URBAN DESIGN STUDIES
Any four 4-point courses in fine arts and urban design studies that are not mutually exclusive.

MINOR IN STUDIO ARTS FOR FINE ARTS MAJORS AND URBAN DESIGN AND ARCHITECTURE STUDIES MAJORS
For many majors in fine arts and in urban design studies, understanding the field can be enhanced by the experience of making art. It is valuable for such majors to be exposed to the basic materials and methods of the visual arts, both for the sake of obtaining information about technical processes and for gaining a direct appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for fine arts or urban design studies majors planning careers in museology, conservation, architecture, city planning, and landmarks preservation. The minor consists of six 3-point courses, to be chosen from courses offered by the School of Education. Courses may be selected from the following: required courses (12 points): Introduction to Drawing, Introduction to Sculpture, Introduction to Painting, and Introduction to Photography or Introduction to Printmaking; electives (6 points): Fundamentals of 3-D Design and Fundamentals of 2-D Design; Sculpture: Anatomy; and Projects: Ceramics.

Students must have permission of the Department of Art and Art Professions in the School of Education, Barney Building, 34 Stuyvesant Street, 3rd Floor, to enroll in the above courses. Any courses taken toward a minor in studio art must be approved by the Department of Fine Arts (CAS).

URBAN DESIGN AND ARCHITECTURE STUDIES PROGRAM
This program offers an interdisciplinary approach to urban design analysis and architecture studies. It consists of two introductory courses and six core courses. Students select from the program courses and from cross-referenced courses (see below) to meet the requirements for the major. There is an urban design and architecture studies minor consisting of selected program courses (see below).

1. Urban design and architecture studies major: Eight 4-point courses including (1) V43.0019 and (2) V43.0021; (3) three from among V43.0032, V43.0033, V43.0034, V43.0036, V43.0037, V43.0301, V43.0302, V43.0408, V43.0409, V43.0622, V43.0702, V43.0997, and V43.0998; (4) either V43.0600 on an architectural topic or any urban design seminar (V43.0034, V43.0037, V43.0622); and (5) two additional courses selected from the (#5) group just listed or from the following list.
   Humanities: Fine Arts—V43.0010, V43.0301, and V43.0302.

With departmental approval, other courses in social sciences may be substituted.

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.

2. Urban design and architecture studies minor: Four 4-point courses.

3. Honors in urban design and architecture studies: Students must maintain a 3.0 overall grade point average and an average of 3.5 in all urban design and architecture studies courses. They must take V43.0702 in their senior year. Each student writes an honors thesis that is read by a committee of three members of the program faculty, who also administer an oral exami-
Courses

INTRODUCTORY COURSES

New York is one of the most important centers of art in the world, and the following courses take advantage of the opportunities offered here. Lectures are illustrated with slides. No previous study is required for admission to the following courses unless a prerequisite is stated in the description.

History of Western Art I
V43.0001 Students who have taken V43.0100 or V43.0200 will not receive credit for this course. 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 American Museum of Natural History, the Metropolitan Museum of Art, and the Brooklyn Museum.

History of Western Art II
V43.0002 Students who have taken V43.0300 or V43.0400 will not receive credit for this course. 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, and the Museum of Modern Art.

The History of Photography as a Fine Art
V43.0009 4 points.
Studies photography from the 1850s to the present day, emphasizing style and subject matter (rather than technical processes) in the work of the major photographers. Considers how photography has enlarged and affected our vision and knowledge of the world and how photography and modern art have influenced each other.

History of Architecture from Antiquity to the Present
V43.0019 4 points.
See description under this department's subheading, "Urban Design and Architecture Studies: Humanistic Perspective Courses."

INTRODUCTORY COURSES

Shaping the Urban Environment
V43.0021 4 points.
See description under this department's subheading, "Urban Design and Architecture Studies: Humanistic Perspective Courses."

Art and Architecture in Sub-Saharan Africa and the South Pacific
V43.0080 4 points.
Survey of selected tribal art of West Central Africa and the South Pacific. Although art from these areas is popularly thought of in terms of its impact on the West, the art is primarily studied in relation to its meaning and function in tribal society, where art socializes and reinforces religious beliefs, reflects male and female roles, and validates leadership. Films and field trips to a museum and gallery supplement classroom lectures.

Native Art of the Americas
V43.0081 4 points.
Major traditions in painting, sculpture, and architecture of the native peoples of North America, Mexico, Central America, and Andean South America. Material from precontact times through the 20th century. Deals with questions of theory and differences between Indian and Western world views. Relationship of the arts to shamanism, priesthoods, guardian spirits, deities, and beliefs regarding fauna and flora. Focus may vary according to the semester.

Introduction to Chinese Painting
V43.0084 Identical to V33.0084. 4 points.
Chinese painting represents one of the world’s great pictorial traditions. This chronological survey of major schools and genres traces its long history from the earliest vestiges revealed by archaeology up to the present day. Examines such topics as Chinese concepts of space, form, and color; the functions of painting in Chinese society; and individual works’ social and personal meanings.

Asian Art I: China, Korea, Japan
V43.0091 Identical to V33.0091. 4 points.
An introduction to the art—and culture—of the Far East. The materials are presented in a chronological and thematic approach corresponding to the major dynastic and cultural changes of China, Korea, and Japan. The course teaches how to “read” works of art in order to interpret a culture or a historical period; it aims at a better understanding of the similarities and the differences among the cultures of the Far East.

Asian Art II: From India to Bali
V43.0092 4 points.
As in V43.0091, students explore a range of artistic centers from two vast adjoining regions, in this case South and Southeast Asia, both of which include a wide variety of cultures. Includes monuments of Pakistan, India, Cambodia, and Indonesia. Although the two courses share the same approach and are designed to be complementary, either one may be taken without the other.

Art in the Islamic World
V43.0098 Identical to V77.0891. 4 points.
Survey of Islamic art in Iran, Syria, Egypt, Turkey, North Africa, Spain, and India, including architectural monuments, their structural features and decoration, and outstanding examples of the decorative arts in all the various media—pottery, metalwork, textile and carpet weaving, glass, and jewelry. Visits to the Metropolitan Museum of Art to discuss selected problems while viewing the originals.

Ancient Egyptian Art
V43.0099 4 points.
Traces developments in the sculpture, painting, and architecture of ancient Egypt from pre-dynastic beginnings through the Old, Middle, and New Kingdoms (3100–1080 B.C.). 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.

Ancient Art
V43.0100 Students who have taken V43.0001 will not receive credit for this course. 4 points.
History of art in the Western tradition from 20,000 B.C. to the 4th century A.D. From the emergence of human beings in the Paleolithic Age to the developments of civiliza-
tion 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 4th century A.D. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
V43.0200 Students who have taken V43.0001 will not receive credit for this course. 4 points.

Art of Western civilization between Constantine and the Renaissance (300 to 1500 in northern Europe, 1400 in Italy). Topics: Christian beliefs underlying medieval art, the acceptance and rejection of classical tradition, and the roles of nonclassical traditions in medieval art. Stylistic transformations in medieval art in the context of medieval society. Development of abbey and cathedral, monumental sculpture and painting, mosaics, stained glass, and fresco as well as manuscript illumination, ivories and metalwork, and panel painting.

Renaissance Art
V43.0300 Students who have taken V43.0002 will not receive credit for this course. 4 points.

The Renaissance, like classical antiquity and the Middle Ages, is a major era of Western civilization embracing a multitude of styles, yet held together by basic concepts distinguishing it from both the Middle Ages and modern times. Main developments of Renaissance art both in Italy and north of the Alps: the Early and High Renaissance, its relation to the lingering Gothic tradition, and mannerism, emphasizing the great masters of each phase. In conclusion, the survival of Renaissance traditions in baroque and rococo art may be examined.

Modern Art
V43.0400 Students who have taken V43.0002 will not receive credit for this course. 4 points.

Art in the Western world from the late 18th century to the present. The neoclassicism and romanticism of David, Goya, Ingres, Turner, Delacroix; the realism of Courbet; the Impressionists; parallel developments in architecture; and the new sculptural tradition of Rodin. From postimpressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, and modernism in architecture in the 20th century. After World War I, dadaism and surrealism. Developments since 1945, such as action painting, op, pop, minimal art, and the new realism.

Expressive Culture: Images—Painting and Sculpture in New York Field Study
V53.0721 4 points.

For a description of this course, see under Foundations of Contemporary Culture (55). Students who previously completed V43.0007 will not receive credit for this course.

Expressive Culture: Images—Architecture in New York Field Study
V53.0722 4 points.

For a description of this course, see under Foundations of Contemporary Culture (55). Students who previously completed V43.0010 will not receive credit for this course.

URBAN DESIGN AND ARCHITECTURE STUDIES: HUMANISTIC PERSPECTIVES COURSES

History of Architecture from Antiquity to the Present
V43.0019 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 such works as the Parthenon, the Roman Pantheon, Hagia Sophia, the cathedral at Chartres, Alberti's S. Andrea in Mantua, 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, Mies van der Rohe's Barcelona Pavilion, and others. Lectures analyze monuments within their appropriate 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
V43.0021 Identical to V99.0320. 4 points.

Students investigate the city in terms of architectural history, engineering, and urban planning. Topics: historical types and shapes of cities, factors influencing our current urban scene, architectural form as expression of political systems, discussions of urban design and architecture problems in the contemporary world, and the role of technological factors such as construction and transportation systems. Students are given projects in conjunction with class.

Decision Making and Urban Design
V43.0032 Identical to V99.0321. Prerequisite: V43.0021 or permission of the program director. 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.

Cities in History
V43.0033 Identical to V99.0323. Prerequisite: V43.0021 or permission of the instructor or program director. 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; 19th-century industrial, colonial, and resort cities; and utopian and actual modern plans. Emphasis on European and American cities. Discusses London, Paris, and Rome throughout.

Environmental Design: Issues and Methods
V43.0034 Identical to V99.0322. Prerequisite: V43.0021 or permission of the instructor. 4 points.

On the basis of selected topics, examines the manifold technological considerations that affect urban...
building and urban environmental quality in the city of today. Topics include the specifics of power supply, heating, lighting, ventilation, internal traffic (vertical and horizontal), pollution control, and other topics of immediate significance. FOCUS on the potentials of technology to resolve urban environmental problems.

**Urban Design and Health**
V43.0036 Prerequisite: V43.0021 or permission of the instructor. 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.

**Urban Design and the Law**
V43.0037 Prerequisite: V43.0021 or permission of the instructor. 4 points.
Relationship between physical surroundings and the basis of society in law. Examines the effects of zoning laws 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.

**Greek Architecture**
V43.0104 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**Roman Architecture**
V43.0105 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**European Architecture of the Renaissance**
V43.0501 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**Architecture in Europe in the Age of Grandeur**
V43.0302 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**Early Modern Architecture: The 19th Century**
V43.0408 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**20th-Century Architecture**
V43.0409 4 points.
See this department’s subheading, “Advanced Courses in Fine Arts.”

**Senior Seminar**
V43.0600 Prerequisite: written permission of the chair. Open to fine arts majors and urban design and architecture majors who have completed five 4-point courses in appropriate areas. 4 points.

**Seminar in Urban Options for the Future**
V43.0622 Prerequisite: V43.0034 or permission of the instructor. 4 points.
Focuses on alternative futures for the city of tomorrow that may be effected through the development of new forms of technology and the utilization and exploitation of the state of the art in urban structural designs. Topics: redesign of the business district; recovery of city resources; and social, political, and economic implications of new city forms considered in projections for a new urban face.

**Senior Thesis: Urban Design and Architecture Studies**
V43.0702
For general requirements, see under Senior Thesis, V43.0700.

**Independent Study in Urban Design and Architecture Studies**
V43.0997, 0998 Prerequisite: written permission of one of the directors of the program. 2 or 4 points per term.

**ADVANCED COURSES IN FINE ARTS**

**Archaic and Classical Art: Greek and Etruscan**
V43.0102 Identical to V27.0312. Prerequisite: V43.0001, V43.0100, or permission of the instructor. 4 points.
Greek and Etruscan art from the 7th century through the 4th century B.C., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the 4th 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**
V43.0103 Identical to V27.0313. Prerequisite: V43.0001, V43.0100, or permission of the instructor. 4 points.
Traces developments in art from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the 4th century A.D. Includes Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the art of the Prolemaic, 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 essential.

**Greek Architecture**
V43.0104 Identical to V27.0353. Prerequisite: V43.0001, V43.0100, or permission of the instructor. 4 points.
History of Greek architecture from the Archaic through the Hellenistic periods (8th-1st centuries B.C.). 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 distinctly embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings. The lectures (and accompanying slides) and reading 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**
V43.0105 Identical to V27.0354. Prerequisite: V43.0001, V43.0100, or permission of the instructor. 4 points.
History of Roman architecture from the Hellenistic to the Early Christian periods (1st century B.C.-6th century A.D.). Provides a chronological survey of Roman architecture
from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinianic churches of Constantinople and Ravenna. The lectures (and accompanying slides) 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.

Art of the Early Middle Ages
V43.0201 Prerequisite: V43.0001, V43.0200, or permission of the instructor. 4 points.

The art of Christian Europe and Asia Minor between Constantine and the beginning of the Romanesque (300-1000). Successive phases of early medieval art: Early Christian, Insular and Merovingian, Carolingian and Ottonian. Sources of medieval art in the late classical world; acceptance, rejection, and revival of the classical tradition; the role of Rome, Byzantium, the outlying provinces of the Empire, and the nonclassical traditions of the Orient and the Migrations peoples in the evolution of style.

Romanesque Art
V43.0202 Prerequisite: V43.0001, V43.0200, or permission of the instructor. 4 points.

The art of Europe from about 1000-1200. Considers the mingling of classical, Byzantine, Oriental, and Migrations elements to create a new style around the year 1000. Topics: the revival of large-scale architecture; development of monumental sculpture; the abstract character of Romanesque imagery in painting, sculpture, and the minor arts; Romanesque symbolism and fantasy; the spread of Romanesque style throughout Europe; the roles of monastic orders, pilgrimages, and the Crusades; late phase; and the transition from Romanesque to Gothic in the 12th century.

Gothic Art in Northern Europe
V43.0203 Prerequisite: V43.0001, V43.0200, or permission of the instructor. 4 points.

Art of northern Europe from the 12th to the 15th century. Concurrent phases of late Romanesque and early Gothic during the 12th century; transitional Gothic ca. 1200; High Gothic in the 13th century; late Gothic painting and sculpture to ca. 1420 and architecture to the end of the 15th century. Topics: the cathedral, Gothic art and religion, secularization of Gothic art, and Gothic naturalism. Effects of growth of cities, universities, mendicant orders, and the role of nobility and bourgeoisie in Gothic art. Spread of Gothic style outside the Île-de-France.

Italian Art 1200 to 1420: Before and After the Black Death
V43.0204 Prerequisite: V43.0001, V43.0200, or permission of the instructor. 4 points.

Art of Italy between 1200 and 1420, intersecting with the Gothic in northern Europe. Applicability of the term “Gothic” in relation to Italian art from antiquity and the Italian contacts with northern Europe. Development of sculpture; painting; and the emergence of artistic personalities, such as Pisani, Giotto, and Duccio. The communal projects of Italian cities, regional styles, and the relations among them. Italian art in the late 14th century, including effects of the Black Death, the international style, and the artistic situation before the Renaissance.

European Architecture of the Renaissance
V43.0301 Prerequisite: V43.0002, V43.0019, V43.0300, or permission of the instructor. 4 points.

The new style in architecture sparked by the buildings of Brunelleschi and the designs and writings of L. B. Alberti, developed in 15th-century Florence against the background of a vigorously evolving humanist culture. A study of the new movement through the great quattrocento masters and the work of the giants of the 16th century (e.g., Bramante, Michelangelo, Palladio) and the spread of Renaissance style into other countries.

Architecture in Europe in the Age of Grandeur (The Baroque)
V43.0302 Prerequisite: V43.0002, V43.0019, V43.0300, or permission of the instructor. 4 points.

Beginning with the transformation of Renaissance architecture in counter-Reformation Rome, the course examines the succeeding European baroque styles. Includes High Roman baroque of Bernini and Borromini, Piedmont, the richly pictorial late baroque of Germany and Austria, and the baroque classicism of France and England in the work of such architects as J. H. Mansart and Sir Christopher Wren. Metamorphosis of the various baroque styles into rococo, concluding with the mid-18th century and roots of neoclassicism.

The Century of Jan van Eyck
V43.0303 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.

The course addresses 15th-century painting north of the Alps—partly late medieval, partly Renaissance. Examines connection of breathtaking technique and deeply religious aspects of the art to function, symbolic thought, issues of 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.

16th-Century Art North of the Alps
V43.0304 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.

German artists (Dürer, Grünewald, Holbein, the Danube School masters, and Baldung Grien) and artists in the Netherlands (Massys, Lucas van Leyden, and Brueghel) of the 16th century. Works of other painters, printmakers, sculptors, and goldsmiths examined in connection with general artistic movements.

Italian Renaissance Sculpture
V43.0305 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.

The role of sculpture in the visual arts in Italy from ca. 1400 to 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, we explore Michelangelo’s sculpture and compare his works with those of contemporaries and followers ending with Giambologna.
Early Masters of Italian Renaissance Painting
V43.0306 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 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, etc.). Topics include the role of pictorial narrative, perspective, and mimesis; the major techniques of Renaissance painting and its relation 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
V43.0307 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.
Painting in Florence and Rome from about 1490 to later decades of the 16th century. From a study of selected commissions by Leonardo, Raphael, Michelangelo, Fra Bartolommeo, and Andrea del Sarto, we go on to investigate new pictorial modes emerging before 1520 in 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
V43.0308 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.
The art of Venice and its surrounds, Emilia, and Lombardy. Covers Giorgione, the young Titian, Sebastiano del Piombo, and their profound impact in Venice and related centers; Correggio’s artistic experiments, their origins and implications. Examines in depth the achievements of 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
V43.0309 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.
The new realism and eclecticism of the three Carracci and Caravaggio in Bologna and Rome shortly after 1580. Other members of the Bolognese school after 1600. The peak of the baroque style associated with Pope Urban VIII in the sculpture of G. L. Bernini. Rome as the art capital of baroque Europe; the diversity of its international community. Neoclassical trends; the art of Poussin and Claude Lorrain.

Dutch and Flemish Painting 1600-1700
V43.0311 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 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 the Rubens style to England. Dutch painters, including Hals, Rembrandt, and Vermeer, moved in a different direction using 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
V43.0313 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.
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 (e.g., Vouet, Champagne, Le Nain). Artistic splendors of the court of Louis XIV at Versailles. The rococo of Watteau, Chardin, Boucher, and Fragonard.

Art in Spain from El Greco to Goya
V43.0315 Prerequisite: V43.0002, V43.0300, or permission of the instructor. 4 points.
 Begins with El Greco (1541-1614) in Italy and Toledo. Discussion of 17th-century Spanish art focuses on painters in the major centers of Seville (Zarbarán, Murillo, Valdés Leal); Madrid (Velázquez); and Naples (Ribera). Attention then focuses on Goya, who emerged from a style influenced by Italian art (e.g., Tiepolo) to dominate later 18th- and early 19th-century painting.

Topics in Latin American Art: Colonial to Modern
V43.0316 Prerequisite: V43.0002, V43.0300 and V43.0400, or permission of the instructor. 4 points.
Focuses on particular trends, movements, and individuals in the art of Latin America from the 16th to the 20th century. This course is not a survey; it attempts to situate works of art within their social, historical, and theoretical contexts. Chronological focus of this course may vary from term to term.

European and American Decorative Arts: Renaissance to Modern
V43.0317 Prerequisite: V43.0002, V43.0300 and V43.0400, or permission of the instructor. 4 points.
Focuses on the “Louis” styles in France, international neoclassicism, and the Victorian style, the course concludes with the modern period. Stresses the history of furniture, although the course also covers glass, silverware, tapestries, ceramics, wallpaper, carpets, and small bronzes.

Neoclassicism and Romanticism
V43.0401 Prerequisite: V43.0002, V43.0400, or permission of the instructor. 4 points.
Antiorococo developments in terms of neoclassic reform, new moralizing tendencies, and the dissolution of earlier traditions. Special attention to Goya, David, and the romantic aspects of neoclassicism as seen in Canova and Ingres. Covers romanticism in the art of England, Germany, and France, with attempts to
distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of romantic landscape painting from its 18th-century origins through such artists as Constable, Turner, and Corot.

**Realism and Impressionism**

Prerequisite: V43.0002, V43.0040, or permission of the instructor. 4 points.

Survey of the romantic background to the programmatic realism of the 1840s; leaders of the realist reform such as Courbet, Daumier, and the pre-Raphaelites; realist manifestations in Germany and Italy; and the development of Manet as a pivotal figure. Emergence of the impressionist aesthetic in the 1860s. The unity and diversity of the impressionist movement are considered in the works of Monet, Degas, Pissarro, and Renoir.

**American Art**

Prerequisite: V43.0002, V43.0400, or permission of the instructor. 4 points.

Examines the art that developed in what is now the United States, from the beginnings of European colonization until World War I and the internationalizing of American art. Includes painting 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.

**Modern Art from Postimpressionism to Expressionism**

Prerequisite: V43.0002, V43.0400, or permission of the instructor. 4 points.

Brief discussion of the nature of impressionism and reactions to it in the 1880s, including the art of Seurat and his neoimpressionist followers, Cézanne, Gauguin and the symbolists, and Van Gogh. Later 19th-century French artists, such as Toulouse-Lautrec, Vuillard, and Bonnard, are contrasted with such non-French artists as Hodler, Munch, Ensor, and Klimt. Art nouveau and sculptural trends around 1900; the rise of expressionism in Germany and France, with special attention to the Fauves, Matisse, and the artists of the Brücke.

**Cubism to Surrealism**

Prerequisite: V43.0002, V43.0400, or permission of the instructor. 4 points.

Begins with a study of the creation of cubism by Picasso and Braque and considers the international consequences of this style in painting and sculpture, including Italian futurism. Also traces the evolution of abstract art, with emphasis on Kandinsky and Mondrian. Antirational currents, from dada to surrealism, are analyzed, with special attention paid to Duchamp and to Picasso’s art of the 1920s and 1930s.

**Art Since 1945**

Prerequisite: V43.0002, V43.0400, or permission of the instructor. 4 points.

Study of American abstract expressionism, with special attention to De Kooning, Pollock, and Rothko. Contemporary European developments, from Dubuffet to Yves Klein. Changes of style and subject in the 1950s and 1960s, from Rauschenberg and Johns to pop art, with particular attention to Andy Warhol. Minimalism, conceptual art, earth art, site-specific sculpture, New Image, and the emergence of feminist art and performance in the 1970s. Examination of the variety of postmodernist trends from the 1980s and 1990s.

**Early Modern Architecture: The 19th Century**

Prerequisite: V43.0002, V43.0400, V43.0010, V43.0019, V43.0021, or permission of the instructor. 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, the course 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. Studies 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; Sullivan; McKim, Mead & White; Mackintosh; early Frank Lloyd Wright; and others.

**20th-Century Architecture**

Prerequisite: V43.0002, V43.0400, V43.0010, V43.0019, V43.0021, V43.0408, V57.0016, or permission of the instructor. 4 points.

Chronological account of 20th-century architecture and ideas. Considers such subjects as currents around 1910 on the eve of World War I, new technology, and the impact of the war; architecture between the wars; the rise of expressionist design; the International Style and the concurrent adaptation of traditional styles; Art Deco design; architecture after World War II; midcentury glass curtain-wall architecture; “Brutalism”; and reactions to modernism. Works by Wright, Le Corbusier, Mies van der Rohe, Louis Kahn, Alvar Aalto, Philip Johnson, Robert Venturi, and James Stirling, among others.

**Arts of China**

Prerequisite: V43.0002, V43.0084, V43.0091, or V43.0092. 4 points.

Explores the diversity of artistic expression in China, including architecture and gardens, painting and sculpture, and ceramics and textiles. Concentrates on the function of artworks, their physical and sociological context, and the meanings they convey. To give the course a solid historical grounding, the time period covered is limited to around five hundred years (period covered varies from semester to semester).

**Asian Art in New York Museums and Galleries**

Prerequisite: V43.0002, V43.0084, V43.0091, or V43.0092. Also open to those who have taken V43.0506. Open to departmental majors, minors in East Asian studies, and students who have taken V43.0084, V43.0091, or V43.0092. 4 points.

A hands-on fieldwork course that meets at museum storerooms and...
exhibitions, private collections, and commercial galleries. The material studied varies according to the museum exhibitions available at the time the course is offered. Emphasizes visual analysis and requires active discussion of the works of art. Particularly suitable for students interested in a museum or gallery career.

Buddhist Art
V43.0508  Identical to V33.0508.
4 points.
Surveys some of the major historical, cultural, and artistic aspects of Buddhism as it developed in India, Southeast Asia, Central Asia, China, Korea, and Japan. Particular attention both to major monuments selected from these regions and to related works of art, such as sculpture, painting, and decorative arts. Considered within the cultural framework of each culture, these monuments illustrate the changes that occurred in these regions after the adoption of Buddhism.

Arts of Japan
V43.0509  Identical to V33.0509.
No prerequisite, although primarily for fine arts majors and majors in East Asian studies.
4 points.
This course is intended to be an introduction to the arts of Japan.
The lectures concentrate on a number of buildings, sculptures, paintings, and decorative objects in the development of Japanese art and society from ca. 10,000 B.C. into the modern era. Proceeds chronologically and investigates such themes as the relation between past and present, artists and patrons, imported and indigenous, and “high and low.” The chronological focus of the course is subject to change depending upon the semester.

Proseminar: Developing Visual Literacy (Art Criticism and Analysis)
V43.0599  Prerequisite: varies according to topic and instructor.
4 points.
Suggested for fine arts majors, this course gives students who have acquired an outline knowledge of the history of art the opportunity to practice techniques of analytic description as tools for the comprehension of form, meaning, and function in the visual arts. Close inspection of individual works of art through discussion, oral reports, and written papers develops the student’s ability to translate the visual into the verbal in a meaningful art historical manner. The precise focus of the course varies from semester to semester.

Senior Seminar
V43.0600  Prerequisite: permission of the instructor or chair.
4 points.
Open to departmental majors who have completed five 4-point fine arts courses.
Exposure in small group discussion format to historical/critical problem(s) of particular present concern to the faculty member offering the seminar. Requires oral report(s) and/or a substantial paper.

Special Topics in the History of Art
V43.0650  Prerequisites: vary according to the material chosen for the course.
4 points.
Subjects change from semester to semester.

Senior Thesis
V43.0700  Open to departmental majors who have been accepted as candidates for honors in fine arts in the first term of their senior year and who have the permission of the departmental chair.
See this department’s subheading “Graduation with Honors,” for eligibility requirements. It should be noted that students are expected to work on their theses over a period of two semesters. A grade point average of 3.5 in fine arts courses is necessary.

Independent Study
V45.0997, 0998  Prerequisite: permission of the department.
2 or 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.

Note: Students should also know about two recently developed courses in the Department of Russian and Slavic Studies: Russian Art, V91.0827, and Art of the Russian Avant-Garde, V91.0829.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Juniors and seniors who are credited with a 3.0 average in five fine arts 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 a departmental adviser.
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan 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 and its focus on a number of similar readings across different course sections, the FCC framework allows students to enter into a 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 recitation sections led by graduate student preceptors, allowing for small-group discussion of the readings, close attention to students' written work, and personal concern for students' progress.

Program

During their first year, students normally complete a class from Conversations of the West (V55.04xx) and one from World Cultures (V55.05xx), in either order. In the sophomore year, students choose classes from Societies and the Social Sciences (V55.06xx) and from Expressive Culture (V55.07xx), again in either order.

Prerequisites. The pre- or corequisites for the first-year FCC classes are Writing Workshop I and II (V40.0001, V40.0002). Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (V40.0004).

Exemptions and Substitutions. Because of the importance the faculty place on assuring every student a core experience in the humanities and social sciences, there are no exemptions or substitutions for courses in the Foundations of Contemporary Culture.
Courses

In addition to the information listed below, detailed descriptions of each year's course offering may be found in the MAP brochure, published annually as a supplement to this bulletin.

CONVERSATIONS OF THE WEST

Note that the pre- or corequisite for all Conversations of the West courses is completion of, exemption from, or registration in V40.0001, V40.0002, or V40.0009.

In addition to the traditional lecture/recitation format, selected sections of Conversations of the West are also offered in writing-intensive versions in conjunction with V40.0001, Writing Workshop I, in the fall term, and with V40.0002, Writing Workshop II, in the spring term. Please consult the Directory of Classes for each semester's schedule.

Conversations of the West sections all share a recommended reading list of works from Greek, Roman, and Near Eastern antiquity. Typically, the classes have the following readings in common: the books of Genesis and Exodus from the Hebrew Scriptures, the Gospel According to Luke and Acts of the Apostles from the Christian New Testament, a Platonic dialogue and a Sophoclean or Euripidean tragedy, Vergil's Aeneid, and Augustine's Confessions. Additional readings for each class are selected by the individual instructors, who take their guidance from the recommended reading lists for the several tracks.

Conversations of the West: Antiquity and the Middle Ages
V55.0401 4 points.
Continues with Dante's Inferno, selections from Paradise, and with other readings from the Middle Ages.

Conversations of the West: Antiquity and the Renaissance
V55.0402 4 points.
Continues with Machiavelli's Prince, a Shakespearean play or Milton's Samson Agonistes, and with other readings from the Renaissance.

Conversations of the West: Antiquity and the Enlightenment
V55.0403 4 points.
Continues with Pascal's Pensées, Rousseau's Confessions, and with other readings from the Enlightenment.

Conversations of the West: Antiquity and the 19th Century
V55.0404 4 points.
Continues with Marx's Communist Manifesto, selections from Darwin, Nietzsche's Genealogy of Morality, or Freud's Civilization and Its Discontents, and with other readings from the 19th and early 20th centuries.

WORLD CULTURES

Note that the pre- or corequisite for all World Cultures courses is completion of, exemption from, or registration in V40.0001, V40.0002, or V40.0009.

World Cultures: The Ancient Near East and Egypt
V55.0501 4 points.
Early Mesopotamia and Egypt are the sites of the first civilizations to develop in human history. Archaeological evidence and written sources introduce students to the essence of the two cultures, emphasizing their religious beliefs, ritual practices, and worldviews, as well as their social, political, and economic organization. Topics include the building of the first cities, consolidation of city-state rule, tomb and pyramid building, mortuary cults, international relations, and gender issues. The comparative approach emphasizes the historically contingent nature of the ways in which these cultures developed.

World Cultures: Islamic Societies
V55.0502 4 points.
Examines the common base and regional variations of Islamic societies. An "Islamic society" is here understood as one that shares, either as operative present or as historical past, that common religious base called Islam. 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 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. Throughout, students are exposed to Islamic societies in the words of their own writings.

World Cultures: African Societies
V55.0505 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, the question of whether African thought and values constitute a unique system of thinking, the impact of the slave trade and colonization upon African societies and culture, and the difficulties of and means for translating and interpreting the system of thought and behavior in an African traditional society into terms meaningful to Westerners. 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.

World Cultures: The Chinese and Japanese Traditions
V55.0506 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.

World Cultures: Japan—A Cultural History
V55.0507 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 national-state.

World Cultures: Russia Between East and West
V55.0510 4 points.
Distinctive historical and geographical dichotomies and issues in Russian culture. Emphasis is on primary documents, including literary works, travel notes, works of art, and political statements from all periods, chosen to establish the particular matrix of competing positions that make up the Russian national and cultural identity.

World Cultures: Middle Eastern Societies
V55.0511 4 points.
The popular American picture of the Middle East as a place of violence, veiled women, and oil wealth portrays none of the richness or complexity of most people’s lives in the region. This course examines how to make sense of societies that seem unfamiliar and how to think critically about Western images of the unfamiliar. Questions examined in depth include: 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 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 encounter today 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.

World Cultures: China
V55.0512 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.

World Cultures: Pre-Columbian America
V55.0513 4 points.
The beliefs and practices of two major societies and cultures of pre-Hispanic Mexico: the Aztecs and the Mayas. We examine the nature of cultures based primarily on an oral tradition. Among the areas explored are how these cultures saw their origins and history; how they defined their relationship to community, to nature, to the gods, and to the state; their ways of seeing life and death; and their concept of time and reality. The course is organized around certain themes, among them, politics and governance, religion and ritual, history and myth, narrative and poetry, codices and stelae, urban centers and ceremonial spaces. It helps students understand non-Western ways of thought and practice and to see the continuity of these traditions into present-day indigenous culture. Also considered is the issue of the authenticity of sources translated from their original languages and transcribed in the post-conquest period.

World Cultures: Ancient Israel
V55.0514 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.

World Cultures: Latin America
V55.0515 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, focusing on themes such as political culture, competing ideologies of economics and social development, and the construction of collective identities based on region, race, ethnicity, gender, and class. Readings for the course consist mostly of primary sources and allow us 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. Course materials also include novels, short stories, films, photographs, and music.

World Cultures: India
V55.0516 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. The course integrates research on India’s cultural values with social-scientific perspectives on their contemporary relevance. By examining problems such as protective discrimination for lower castes and cultural nationalism, it shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

World Cultures: Africa—Historical Roots of Contemporary Crises
V55.0517 4 points.
Seeks to foster an awareness and understanding of vital issues facing contemporary African cultures through an exploration of their genesis. Students critically examine each theme and issue by utilizing the tools of scholars in various disciplines. For example, our human origins are explored through the find-
ings of archaeologists, paleontologists, and molecular biologists. The problems of governance in modern Africa are viewed through the prism of political science. Conflicts between traditional and modern society are reflected in the writings of African novelists and art historians. Africa's rich musical heritage resonates through the voices of ethnomusicologists. Slavery and the slave trade are viewed through the experiences of its victims and perpetrators. Students come to appreciate the richness and diversity of African societies and develop skills at exploring issues widely, deeply, and critically.

World Cultures: Native Peoples of North America
V55.0519 4 points.
Since well before contact with Europeans, native peoples living in the United States and Canada have spoken many different languages, practiced many varied lifeways, and organized their societies distinctively. To convey a sense of the range and diversity of contemporary Native American life, and to understand the impact of colonial and postcolonial histories on current affairs, this course draws upon anthropological, linguistic, sociological, historical, and literary works. Concepts and images developed in a variety of academic disciplines as well as in popular culture are discussed and examined critically. Studies of societies in three geographic areas (the Northwest, the Southwest, and the Northeast) are used to explore particular problems confronting analysts and native peoples alike. Some of these problems are how we understand social and cultural diversity and complexity, differing systems of value and social inequality, language use, uses of documentary and oral histories, the impact of urban and rural lifeways, museums, federal acknowledgment or recognition of tribal status, and repatriation (the return of bones and objects of cultural importance to native people).

World Cultures: Muslim Europe
V55.0520 4 points.
From the early eighth century C.E. onward, Islamic civilization, which embraced both sides of the Mediterranean, made far-reaching and critical contributions to the course of Western development. This course explores the past and present of Muslims within the boundaries of present-day Europe. It begins by examining the foundation of the oldest Islamic societies of the West, with particular emphasis on the art and science of Al-Andalus (medieval Spain) and on the early modern government and social structure of the Ottoman Balkans. Through history, literature, and the visual arts, the second half of the course focuses on the diversity of the modern Muslim experience in Europe, from Russia to England. It also addresses the dilemmas of self-definition and survival that confront citizen and immigrant alike as minorities within predominantly Christian nation-states.

World Cultures: Modern China
V55.0522 4 points.
As the most populous nation on earth, China plays a crucial role in the world economy. An understanding of China's place in the world must begin with an understanding of its modern history—from the Qing Dynasty and the Western encroachment to the recent economic reforms of the People's Republic of China. This course introduces some of the major events, issues, and themes that have shaped modern Chinese society. It is structured not as a historical chronology, but as a sampling of approaches to Chinese society from various analytical perspectives. The focus is the period from the Opium War to the present day. Through various social-scientific lenses, we examine issues of war, political upheaval and crisis, social movements, and the structure of communist society, and the period of economic reform.

World Cultures: Islam in Asia
V55.0523 4 points.
Two-thirds of the world's Muslims today live in Central, South, and Southeast Asia. The course examines the ways in which Islamic traditions spread from the Middle East, the nature of the ensuing dialogue between Muslims and adherents of existing traditions (Hinduism, Buddhism, Confucianism, Christianity, shamanism), and the politics of Islam today, from Afghanistan eastward to the Philippines. The object of the course is to highlight the nature of dialogue and conflict between the adherents of Islam and those of other religious traditions, to clarify the economic and social issues behind conflicts waged in the name of religion, and to depict the different and constantly evolving "Islands" that thrive in Asia.

World Cultures: New Guinea
V55.0524 4 points.
How has the outside world imagined, toured, colonized, and portrayed the island of New Guinea? Conversely, how have New Guineans responded to these events and interactions, both by internalizing and contesting external depictions and domination? We study the contrastive ways outsiders and New Guineans have narrated these overlapping experiences and histories. We approach the topic through specific dramas, events, and processes, for example, first contact and colonialism, missionization, the Second World War, and independence. Course materials include different media and modes of representation. We view historical and contemporary films by and about New Guineans, listen to recordings and radio programs, and read writings by indigenous and non-New Guinean authors.

World Cultures: African, Amerindian, and Iberian Sources of Latin American Identities
V55.0525 4 points.
Coming from an interdisciplinary perspective that draws on scholarly works as well as direct examples in music, dance, ritual, and mass media, this course explores the origin and nature of cultural synthesis, creolization, and hybridity in Latin America and the Caribbean. It focuses on the contributions of African, European, and indigenous cultures in the new syntheses produced through their intersection under colonial and postcolonial conditions. Students survey a wide variety of such contemporary cultural forms, explore their Amerindian, African, and European sources, and evaluate their genesis under the conditions of colonialism. Through a series of case studies (ranging from Haitian vodou and Brazilian carnival to the Mexican Day of the Dead, and from Bolivian miners’FACTS with the devil to the tango and samba), we compare the creolized cultural formations that have become central to contemporary nationalist or minority identity projects.
World Cultures: The Middle East in the Modern World  
V55.0526 4 points.
The histories, societies, and cultures of “the Middle East”—a relatively recent name for a very diverse region of western Asia and northern Africa. Focusing on the period from the heyday of Ottoman power in Europe and the Middle East in the 16th century until the present, we use a range of materials, including translated texts, novels and short stories, films and videos, and photographs, to explore changing forms of individual and collective identity, patterns of social life, and modes of government. We pay special attention to how people in the region experienced and grappled with the profound transformations their societies underwent from the 18th century onward, especially the expansion of European economic, political, and cultural power; colonial rule; and the rise of new nation-states. We conclude by discussing the Middle East today and some of the issues its peoples face.

World Cultures: Muslim Spain  
V55.0527 4 points.
Considers one of the two examples—the other is the Balkans—of the long-term establishment of a Muslim polity in Europe. Traces the political flow of events from the Arab-Berber conquest of the peninsula and their experiments in state-formation to the gradual emergence of Christian rivals in the northern kingdoms and the reversal of the tide until the final submission of the surviving Muslim enclave of Granada in 1492. Of chief concern are the construction of a remarkable social and intellectual culture out of the various indigenous and imported elements available; how the three indigestible ingredients called Islam, Christianity, and Judaism fared in that melting pot, particularly when one of the others was stirring; and the problems posed by the notion of “Muslim Spain” for Spanish historians and for Westerners generally.

SOCIETIES AND THE SOCIAL SCIENCES

Note that the prerequisite for all Societies and the Social Sciences courses is completion of V55.04XX and V55.05XX and completion of or exemption from V40.0002 or V40.0009.

Societies and the Social Sciences: Topics in Interdisciplinary Perspective  
V55.0600 4 points.
An examination of 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.

Societies and the Social Sciences: Interdisciplinary Perspectives on Gender and Power  
V55.0607 4 points.
How does gender structure our social worlds? How do gender systems, as systems of power, shape the lives of women and men cross-culturally? How do different social theories and analytical frameworks allow us to think more clearly about these questions? We analyze gender systems in diverse societies (Africa; South, East, and Southeast Asia; Eastern and Western Europe; and the Middle East) and consider the effects that historical and contemporary interconnections among societies have had on gender systems and women’s lives. Topics include theories of women’s status; forms of analysis; comparative revolution (China, France, Iran); rights, needs, and citizenship; the politics of reproduction; women’s work in the global economy.

Societies and the Social Sciences: Interdisciplinary Perspectives on Sociolinguistics  
V55.0616 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 may include bilingualism; New York City speech; regional and social dialects; language as a social and political issue; language and gender; pidgin and creole languages, the role of language in African American, Asian American, Latino, Native American, and Deaf populations; the relationship of language to culture, race, and ethnicity.

Society and the Social Sciences: Anthropological Perspectives  
V55.0640 4 points.
Anthropology concerns the ways in which people live in society, especially as mediated through cultural processes. Deeply concerned with non-Western as well as Western ways of life and the relations between them, anthropology addresses the problem of differences and similarities within and between human populations, including the use of differences to establish or resist power within social formations. Anthropology views such differences not simply as situations of the past but as constantly being produced in new global formations of power and commerce. Students explore how anthropologists use data to develop basic premises about the nature of human societies and the foundations of distinctive regimes of sociality, and they examine theories of social life in the terms of a commitment to grasping the perspectives, knowledge, and lived experience of social actors through the methodology of ethnographic fieldwork.

Societies and the Social Sciences: Economic Perspectives  
V55.0650 4 points.
Economics explores the ways that individuals in society assign value, act to optimize the gain of what they consider valuable, and seek to limit the risk of losing those valuables. To understand how people make these decisions, economists model the ways that individuals take account of uncertain circumstances, the limits of their own knowledge, and the inefficiency of social institutions in which they participate. Topics may include decision theory, markets, and the historical development of economic analysis. With this perspective, students go on to consider social issues such as voting behavior or fiscal and trade policy. Consideration is also given to critiques of economics’ methods and to discussion of other social-scientific approaches.

Societies and the Social Sciences: Linguistic Perspectives  
V55.0660 4 points.
Considers what is known about human language, including its structure, universality, and diversity. Explores the notion of “structure” in
language with particular reference to the phonology (sound system) and syntax of languages. While other languages are sometimes used as well, relevant concepts are illustrated primarily with examples drawn from English; nevertheless, the focus of the course is not on any specific language or languages but on properties common to all languages and on ways in which languages may differ.

Societies and the Social Sciences: Political Perspectives
V55.0670  4 points.
The study of politics uses social science methods to understand the institutions that societies construct to address their problems and needs. Topics may include interstate war, ethnic conflict, environmental degradation, democratic transition, poverty, globalization, or government gridlock. Students analyze the institutional strategies that have been devised to deal with these issues and examine related theoretical concerns with concrete implications for reform. For instance: What is the best way to foster international cooperation in an area where little or none exists? How can formerly nondemocratic states successfully make a transition to democracy? How important is an independent judiciary, and how can it be established? What, if anything, can be done to ensure genuine competition between political parties, and on what does it depend? Important questions of social science method are also considered, such as the role of theoretical models in explanation, the status of inferences made from small samples, and the widespread problem of selection bias in nonexperimental data.

Societies and the Social Sciences: Psychological Perspectives
V55.0680  4 points.
Why do people do the things they do, think what they think, feel what they feel? Psychology is the scientific study of the mind and individuals' behavior. It assumes that mental and behavioral events—normal and abnormal—have biological, psychological, and social or cultural causes. Studying these causes, how they operate, and what their consequences are yields greater understanding of oneself, other people, and our society; it may also have implications for social policy and for how we lead our lives. Analyzing data from observations, surveys, and experiments, students consider the current state of psychological knowledge, how it is obtained, and its limitations.

Societies and the Social Sciences: Sociological Perspectives
V55.0690  4 points.
How can we understand the uniquely social or collective aspects of human lives? Sociology begins with the recognition that the lives of individuals are profoundly shaped by social groups and institutions. It maintains that these groups and institutions have a reality of their own, which cannot be understood simply as the product of individual actions, beliefs, and desires; and that they shape individuals as much as, or even more than, individuals shape society. Students consider the relationship between individuals, groups, and institutions in particular contexts, examining topics such as social protest, law and criminality, social policy, the economic organization of society, the arts, and contemporary conflicts over religion, race, class, and gender. They explore how various social-scientific theories and methods illuminate such issues, and how these insights may help us to address important social problems.

EXPRESSIVE CULTURE

Note that the prerequisite for all Expressive Culture courses is completion of V55.04XX and V55.05XX, and completion of or exemption from V40.0002 or V40.0009.

Expressive Culture: Words
V55.0710  Formerly V55.0701  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? This course attempts to answer some of these questions.

Expressive Culture: Images—Painting and Sculpture in New York Field Study
V55.0721  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. Meeting once a week, the course combines on-campus lectures with group excursions to the museums or other locations where these works are exhibited.

Expressive Culture: Images—Architectures in New York Field Study
V55.0722  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. Meeting once a week, the course balances 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
V55.0730 Formerly V55.0703.
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. This course investigates the function and significance of music and the musician in human life. A series of specific case studies raises 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, students and faculty together reassess the value of music in human experience.

Expressive Culture: Performance
V55.0740 Formerly V55.0704.
4 points.
This course 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
V55.0750 Formerly V55.0707.
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. This course explores the expressive and representational achievements of cinema in the context of modernity and mass culture, providing students with 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.
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 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 the FSI are collected 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 workshops or related laboratory sections led by graduate student preceptors.

Program

In the FSI sequence, students choose one course in Quantitative Reasoning (V55.01XX), followed by one in the physical sciences from the Natural Science I grouping (V55.02XX), and then one in the biological sciences from the Natural Science II grouping (V55.03XX).

Exemptions and Substitutions. Students who major in a natural science, who complete the pre-health program, or who complete the combined B.S./B.S.E. program 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) credit or by substituting specific courses as listed below.

For Advanced Placement Examination equivalencies, consult the chart in the Admissions section of this bulletin.

Quantitative Reasoning

Students with a mathematics SAT score of 600 or higher may take an examination that can exempt them from Quantitative Reasoning. The exemption examination is offered in the summer and periodically during each semester. The requirement can also be satisfied by the following options:

1. AP credit in calculus (Mathematics AB or BC).
2. Completion of one of the following: Elementary Statistics (V63.0012); Calculus I (V63.0121); Intensive Calculus I (V63.0221); Algebra and Calculus with Applications to Business and Economics (V65.0017); or Statistical Reasoning for the Behavioral Sciences (V89.0009) (pre- or corequisite: V89.0001). (Note: V89.0010 does not satisfy the requirement.)

Natural Science I and II (V55.02XX and V55.03XX)

1. AP credit for Biology (8 points), Chemistry (8 points), Physics B (10 points), or Physics C-Mech (3 points) and Physics C-E&M (3 points).
2. Completion of one of the following: Principles of Biology I and II (V23.0011-0012); College Chemistry I and II (V25.0010-0021) and lab (V25.0103–0104); Honors College Chemistry I and II (V25.0109–0110) and lab (V25.0111–0112); General Physics I and II (V85.0011–0012); and Physics I and II and lab (V85.0091–0094).

Natural Science I (V55.02XX)

1. AP credit for Physics C-Mech (3 points) or Physics C-E&M (3 points).
2. Completion of one of the fol-
Courses

In addition to the information listed below, detailed descriptions of each year's course offering may be found in the MAP brochure, published annually as a supplement to this bulletin.

QUANTITATIVE REASONING

Note that the prerequisite for all Quantitative Reasoning courses is completion of or exemption from V63.0005.

In addition to the traditional lecture/workshop format, selected sections of Quantitative Reasoning are also offered in small-group formats. Please consult the Directory of Classes for each semester’s schedule.

Quantitative Reasoning: Mathematical Patterns in Nature
V55.0101 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 are things the size they are?; the cosmic distance ladder; the meaning of “infinity.” This calculator-based course is designed to help you use mathematics with some confidence in applications.

Quantitative Reasoning: Mathematics and the Computer
V55.0102 4 points.
The mathematics and physics that make the digital world a reality are the subject of this class. Students investigate the mathematical ideas behind how computers operate and construct decision-making machines that obey the principles of mathematical logic. The course includes a basic introduction to electricity and circuits, allowing students to make physical realizations of abstract mathematical ideas, such as number bases, in order to see their importance to the design of computational machines. The transistor, the basic element of the central processing unit of the computer, is considered in theory and is the subject of a laboratory exploration. Students design and construct circuits that perform arithmetical operations, such as addition, as well as more complex circuits, such as the encoder, decoder, multiplexer and arithmetic logic unit, that are critical to the functioning of the computer.

Quantitative Reasoning: Mathematical Patterns in Society
V55.0103 4 points.
Examines the role of mathematics in a variety of contexts in the natural and social sciences, but with special emphasis on problems in economics. The course develops tools that span both the natural and the social sciences, including sampling, growth and decay, present value, and probability and statistics. These topics are used as a foundation to explore the application of mathematical approaches to economics, especially the use of game theory and its related techniques.

NATURAL SCIENCE I

Note that the prerequisite for all Natural Science I courses is completion of or exemption from V55.01XX.

Natural Science I: The Cosmos and the Earth
V55.0202 4 points.
Focuses on the modern scientific findings relating to major questions about the universe and our place in it. What is the origin of the universe? How did the elements form? Where do stars and planets come from? How did life on Earth originate? How did intelligence develop and human beings come to exist? And, are we alone in the cosmos? Evidence for the big bang theory of the creation of the universe and the formation of elements during stellar evolution is presented, along with how that evidence is extracted from the analysis of light coming from the stars. The constituents of the universe, from the large-scale realm of the galaxies to exotic objects such as neutron stars and black holes, are discussed. The course then focuses on the earth and other earthlike planets, outlines the evolution of life and intelligence in the context of the sometimes catastrophic geologic history of our planet, and ends with a discussion of the possibilities for intelligent life in the cosmos. Laboratory projects include studies of the nature of light and the observed spectra of starlight, the evidence for an expanding universe, experimental studies of impact cratering on planetary surfaces and the current impact hazard, the geologic evidence for continental drift, and the catastrophic causes of mass extinctions of life.

Natural Science I: Einstein’s Universe
V55.0204 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 in order 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 gen-
eral 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
V55.0205 4 points.
Color science is an interdisciplinary endeavor that incorporates both the physics and perception of light and color. This course is an introduction to color and the related topics of light and optics, including their applications to photography, art, natural phenomena, and technology. Science has provided a rich understanding of visual effects that has dramatically enriched our appreciation of what we see. 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 II
Note that the prerequisite for all Natural Science II courses is completion of or exemption from V55.01XX and V55.02XX.

Natural Science II: Human Genetics
V55.0302 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 insights into the role of heredity. This course explores the foundations and frontiers of modern human genetics, with an emphasis on understanding and critically evaluating new discoveries in this rapidly evolving field of research. The syllabus 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. In this context, we develop the statistical techniques used to quantify genetic inheritance or establish a linkage between genes and characteristics. Descending to the molecular level, the course investigates how genetic information is encoded in DNA and examines the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. The course concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity. The laboratory projects throughout the semester introduce students to the methodology of genetic research, ranging from diagnosing medical traits in families to hands-on explorations of the techniques of genetic engineering.

Natural Science II: Human Origins
V55.0305 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. The aim of this course is to introduce 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
V55.0306 4 points.
This course covers current and important topics in neuroscience. Why do so many people drink alcohol and take drugs? What does Prozac do to the brain? Is the brain closer to a computer or a plant? Students gain an understanding of the role of the brain and the nervous system in such areas as learning, perception, drug addiction, depression, stress, and Alzheimer’s and Parkinson’s diseases. Laboratory topics explore brain anatomy, basic neural processes, sensory systems, receptor function, and behavior through hands-on experiments and computer demonstrations. Handling of animals and animal brain tissue is required in some labs.

Natural Science II: Microbes—Friends and Foes
V55.0307 4 points.
Without microorganisms, life on Earth would not exist. Some microbes are pathogens that cause a variety of diseases of plants and animals and some cause spoilage and decay of our foods, materials, etc., while others enhance our quality of life (e.g., cheeses, soy sauce, mushrooms, alcohol and other solvents, antibiotics, biological control of pests, and formation of fossil and metal deposits). Most are innocuous; however, the major importance of microbes is their ability to decompose organic material and to recycle essential nutrients on which all life is dependent (e.g., biogeochemical cycles). Microbes have shaped history (e.g., the dispersion of human beings over the surface of the earth), and they are models and tools for basic, as well as applied, studies of all aspects of biology (e.g., medicine, environment, crop production). This course examines the importance of microorganisms to life on Earth (and perhaps even on other planetary bodies) and how their physiology, biochemistry, genetics (including genetic engineering), and ecology, as well as the physiochemical characteristics of their environments, influence this importance. The laboratory portion of the course provides a hands-on experience that illustrates how scientists study microbes.

Natural Science II: The Body—How It Works
V55.0309 4 points.
The human body is a complex system of mutually interdependent cells, tissues, organs, and organ systems. This course examines the methods by which the body preserves the stability of its internal conditions as it deals with changes in the environment, with the balance of food and water for maintenance, and with the uptake of oxygen and its transport by the blood throughout the body. The laboratory work is designed to give hands-on experience in measuring many of these parameters and interpreting their meaning.
With a staff of internationally known scholars and teachers, the Department of French offers an unusually broad range of courses in French and Francophone studies, language, literature, and civilization. The program is strong and diversified, with emphasis on immersion of the student in foreign culture and language. 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 Center in Paris, which offers courses with well-known professors from the French university system as well as distinguished NYU faculty members.

**Faculty**

*Professors Emeriti:*
- Ostrovsky, Sorkin, Starr

*Professors:*
- Affron, Beaujour, Bishop, Dash, Dobrovsky, Hollier, Miller, Nicole, Regalado, Sieburth, Vitz

*Associate Professors:*
- Bernard, Deneys-Tunney, Elmarsafy, Goldwyn, Zezula

*Assistant Professor:*
- Gerson, Kandé

*Senior Language Lecturer:*
- Campbell

*Adjunct Associate Professor:*
- Wolf

*Associate Research Scholar:*
- Saada

*Lecturer:*
- Darmon

*Visiting Professors:*
- Bellour, Ben Jelloun, Finas, Gaillard, Genette, Hersant, Robbe-Grillet, Roger, Scharffman

*Instructors:*
- Arganbright, Bloom, Parker, Stalnaker, Wood

**Program**

**MAJOR**

*Admission to the program:* The prerequisite for admission to the program is a satisfactory knowledge of the French language. This is normally interpreted as the satisfactory completion of V45.0030 with the grade of C or better. In addition, students planning to major in French studies (program 1 or 2) must have successfully completed V45.0115 or V45.0163 prior to being admitted to the program.

Independent studies and internships do not count toward the French major, except when taken as part of the honors program in French studies, or with special permission of the department. Transfer students must complete at least five of the nine courses required for the French major at the College or at New York University in Paris. All majors must register with the department and consult a departmental adviser prior to any registration.

*Note:* No grade lower than C may be counted toward the major. The overall grade point average in French courses must be 2.0 or above.

*Programs of study:* Qualified students may choose one of five programs of study. They may concentrate in French language and literature; French language, society, and culture; Francophone studies; Romance languages; or French and linguistics.
Program 1. Emphasis on French language and literature: Nine courses beyond V45.0030. This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, V45.0110); four courses in literature (including V45.0115 and at least one advanced course in literature prior to 1800); one course in civilization; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. Such cognate courses may be drawn from among the advanced undergraduate courses offered by the department or from the list of French graduate courses open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Program 2. Emphasis on French language, society, and culture: Nine courses beyond V45.0030. This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, or V45.0110); four courses in civilization (including V45.0163); one course in literature; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. The cognate course may be drawn from among the advanced undergraduate courses offered by the department; from departments and programs such as anthropology, economics, fine arts, history, Medieval and Renaissance studies, music, politics, and sociology; or from the list of French graduate courses and the courses offered in the Institute of French Studies open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Program 3. Emphasis on Francophone studies: Nine courses beyond V45.0030. This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, V45.0110); four courses in Francophone studies; one course in French literature or civilization; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. Such cognate courses may be drawn from among the advanced undergraduate courses offered by the department or from the list of French graduate courses open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Program 4. Romance language major: Nine courses distributed between two languages—a combination of either French-Spanish, French-Italian, or Spanish-Italian. The major consists of (1) and (2) one conversation course in each of the two languages (V45.0101 or V45.0102 and V95.0101); (3) and (4) one composition course in each of the two languages (V45.0105 or V45.0106 and V95.0106); (5) and (6) one masterpiece of literature course or one civilization course in each of the two languages (V45.0115, V45.0163, or V45.0164 and V95.0811, V95.0815, V95.0762, or V95.0261); and (7), (8), and (9) three upper-level language or literature courses in a combination of the two languages.

Note: The same general requirements will be followed for French-Italian and Spanish-Italian. See Department of Italian listings for specific course requirements and prerequisites in Italian.

There are six required courses in a combination of conversation, composition, and a masterpiece of literature or civilization in each language. The last three upper-level literature or language courses may be chosen freely. According to these requirements, the distribution of courses should be four in one language and five in the other.

Program 5. Major in French and linguistics: Eight courses beyond V45.0030 and V61.0001, respectively. This plan of study normally consists of the following courses: one course in Spoken Contemporary French (V45.0101 or V45.0102); one course in advanced written French (V45.0105, V45.0106, V45.0107, or V45.0110); and two courses in French literature (in French) to be determined in consultation with the director of undergraduate studies. The linguistics part of this major may be satisfied by taking one course (beyond V61.0001) in each of the following four areas: phonetics/hermeneutics, syntax, historical linguistics, and sociolinguistics.

Note: A student who fulfills the requirements of program 1 or 2 may thereby fulfill the state minimum requirements of 24 credits in order to be certified to teach French in New York State junior or senior high schools. For general requirements, please see under Preprofessional, Accelerated, and Specialized Programs.

MINOR

All students who wish to minor in the Department of French must register with the department and consult a departmental adviser prior to any registration.

Programs of study: Students may choose one of three programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.

1. French studies: Four courses conducted in French. This minor normally consists of four courses above the intermediate level to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

2. French literature in translation: Four courses in French literature in translation offered by the department, to be determined in consultation with the director of undergraduate studies. Not open to French majors. No grade lower than C counts toward this minor.


4. Francophone studies: Four courses in Francophone studies, to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

HONORS PROGRAM IN FRENCH STUDIES

Eligibility: A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at New York University in Paris counts toward such residence. The student must maintain a general grade point average of at least 3.5 and a major average of 3.5 or higher.

Requirements:

1. Completion of the major requirements.

2. An honors paper. The student should plan to take 4 points of Independent Study, V45.0997 or
V45.00998, under the direction of the department faculty member with whom the student wishes to do honors work. The choice of the faculty member and the subject of the paper are worked out in consultation with the faculty member and the director of undergraduate studies. The honors paper is a work of scholarship and/or criticism in a field of French studies. On the average, it should be from 25 to 50 double-spaced typed pages. Usually, the paper and the course in independent study are done at the start of the senior year.

3. An oral examination at the end of the senior year based on a reading list. For general requirements, please see under Honors and Awards.

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.

ACCELERATED B.A./M.A. PROGRAM IN 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 8 points toward the M.A. by completing two graduate courses in the Department of French or at the Institute of French Studies. In order to earn advanced standing, these points may not be counted toward an undergraduate degree but 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 not only at an earlier stage but also in the most cost-efficient way.

Students majoring in French language and literature (program 1) may apply credits thus earned toward the M.A. in French literature, which can be completed in the Department of French. Students majoring in French language, society, and culture (program 2) may apply the credits either toward the M.A. in French language and civilization offered by the department or toward the M.A. in French civilization to be completed at the Institute of French Studies. Students who plan to enroll at the latter are expected to earn advanced standing by selecting from among several core courses taught at the institute.

Admission to the program is open to students who have completed 90 points with a grade point average of at least 3.3 and with a cumulative grade point average in the major of 3.5 or higher. Application to the program can be made through the director of undergraduate studies in French, 19 University Place, Room 602. 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 approval by the director of graduate studies or, in the case of students seeking the M.A. in French civilization, the director of the Institute of French Studies.

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 IN PARIS
For New York University in Paris, see information under Programs Abroad.
Intensive Intermediate French
V45.0020 Prerequisite: V45.0010 or V45.0001-002. 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. 6 points.

EXTENSIVE SEQUENCE

Elementary French I
V45.0001 Open to students with no previous training in French and to others on assignment by placement test. Not equivalent to V45.0010. Only by combining V45.0001 with V45.0002 can a student complete the equivalent of V45.0010 and then continue on to the intermediate level. 4 points.

Elementary French II
V45.0002 Continuation of V45.0001. In order to continue on to the intermediate level, a student must complete both V45.0001 and V45.0002. This sequence is equivalent to V45.0010. 4 points.

Intermediate French I
V45.0011 Prerequisite: V45.0001-002 or V45.0010. 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 V45.0020. Only by combining V45.0011 with V45.0012 can a student complete the equivalent of V45.0020 and then continue on to the post-intermediate level. 4 points.

Intermediate French II
V45.0012 Continuation of V45.0011. In order to fulfill the MAP requirement and continue on to the post-intermediate level, a student must complete both V45.0011 and V45.0012. This sequence is equivalent to V45.0020. 4 points.

LANGUAGE COURSES WITH SPECIAL PREREQUISITES

Intermediate French for Research
V45.0024 Prerequisite: demonstration of present proficiency in the basics of elementary French either by placement test, prior course work, or approval of the department. 3 points.

Specifically designed for students whose career goals may require French as a research tool. Intensive practice in grammar, vocabulary, and idiomatic structures. Stresses reading and written (rather than oral) skills. Translation projects are geared to students' individual areas of interest.

Conversation and Composition
V45.0030 Prerequisite: V45.0011-0012 or V45.0020. Open to students who have completed the equivalent of a year's intermediate level and to others who have passed the proficiency examination but who wish to review their French in order to take advanced courses in language, literature, and civilization. 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

Spoken Contemporary French
V45.0101 Prerequisite: V45.0030, assignment by placement test, or approval of the department. Assumes a mastery of the fundamental structures of French. May be taken concurrently with V45.0105. 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.

Advanced Conversation
V45.0102 Prerequisite: V45.0101, V45.0105, or permission of the department. 4 points.

For students with relative fluency in French who wish to further strengthen their pronunciation and command of spoken French. Develops the skills presented in V45.0101 through an in-depth study of French phonetics (corrective and theoretical) and analysis of the modes of oral discourse in French. Emphasis on understanding spoken French (modes of argument, persuasion, and emotion) through analysis of authentic documents; development of student discourse in French.

Written Contemporary French
V45.0105 Prerequisite: V45.0030, assignment by placement test, or approval of the department. 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 writing situations (e.g., letters, 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.

Advanced Composition
V45.0106 Prerequisite: V45.0105 or permission of the department. 4 points.

Aims to refine the student's understanding of and ability to manipulate written French. Students practice summarizing and expanding articles from French magazines and newspapers and learn how to organize reports and reviews in French. Exercises are designed to familiarize students with various styles, registers, and levels of diction of written French.

Translation
V45.0107 Prerequisite: V45.0105 or V45.0106. 4 points.

Practice of translation through French and English texts taken from a variety of sources to present a range of contrastive grammatical and stylistic problems. Also stresses acquisition of vocabulary.

Acting French
V45.0109 Prerequisite: V45.0030, V45.0101, or permission of the department. 4 points.

Use of dramatic situations and readings to help students overcome inhibitions in their oral use of language. The graduated series of exercises and activities is designed to improve pronunciation, intonation, expression, and body language. These include 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
V45.0110 Prerequisite: V45.0030, V45.0105, or permission of the department. 4 points.
LITERATURE AND CIVILIZATION COURSES CONDUCTED IN FRENCH

The following courses are open to students who have successfully completed V45.0101 or V45.0105, who are assigned by placement test, or who have the permission of the director of undergraduate studies.

Masterpieces of French Literature
V45.0115  Students planning to major in French studies are strongly advised to complete V45.0101, V45.0105, or the equivalent prior to taking this course. 4 points.
Introduction to French literature and thought in their historical dimension through a close study of selected masterpieces from the Middle Ages to the 20th century. Special emphasis on the aesthetic and intellectual currents that have shaped French literature.

French Society and Culture from the Middle Ages to the Present
V45.0165  4 points.
Retrospective and introspective view of French civilization from early periods to World War II through the interrelation and interaction of fine arts, music, philosophy, literature, and history. Study of major trends, personalities, and events; search for a meaning and a definition of what constitutes the cultural heritage of France. Primary sources and documents such as chroniques, mémoires, pannonaux, revues, and correspondance.

Contemporary France
V45.0164  When conducted in English, this course is numbered V45.0386. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. 4 points.
The concept of “French civilization” in both its mythical and real aspects. Gives the student consider-}

able knowledge about the economic and social features of contemporary France. Uses the comparative approach between French and American culture.

LITERATURE AND CIVILIZATION COURSES CONDUCTED IN FRENCH WITH SPECIAL PREREQUISITES

The following courses, conducted in French, are open to students who have successfully completed V45.0115 or V45.0165, who are assigned by placement test, or who have the approval of the department.

Versailles: Life as Art in the Age of Grandeur
V45.0150  When conducted in English, this course is numbered V45.0850. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. 4 points.
Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, introduces study of major aspects of 17th- and 18th-century culture and French influence on European civilization. Views the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, memorialists, and historians from Descartes to Voltaire. Films, field trips, and multimedia presentations of music and art.

Medieval Literature
V45.0211  4 points.
Modes of medieval imagination and expression in themes of heroism; the mystique of love; the concept of adventures and quests; the use of history, heroism, subjectivity, and folklore; and changing religious and social beliefs are studied in lyric poetry, courtly and popular narratives, epics, and the theatre from the 12th to the 15th century.

Literature of the French Renaissance
V45.0311  4 points.
Emphasizes French humanism. Covers Rabelais’s Gargantua and Pantagruel, which combines medieval and humanistic elements, with regard to the author’s ideas on education, freedom, and religion. The theories of the Pléiade in works of Ronsard and du Bellay. Montaigne’s Essais (a novel conception of the individual and inner life) show that humanism, started as a scholarly method, has led to a new vision of man and his dignity.

The 18th-Century French Novel
V45.0532  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
V45.0562  4 points.
Deals with the various currents of ideas and the transformations in value, taste, and feeling that constitute the “Enlightenment” in France. Particular attention to the personality, writings, and influence of the following authors: Montaigne, Descartes, Montesquieu, Voltaire, Diderot, Rousseau, and Sartre. Significant works by these thinkers and others are closely read and interpreted.

Symbolism and Decadence
V45.0612  4 points.
As is now clear, symbolism was both a major period of French poetry and a turning point for modern literature, as evidenced in the theoretical works of Mallarmé and...
Valéry. Studies works by Baudelaire, Mallarmé, Verlaine, and Rimbaud as examples of the development of symbolic perception in art. Also examines decadence, the fin de siècle, and La Belle Époque.

19th-Century French Novel and Society

V45.0632 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 19th-century novel, narrative structure, point of view, invention, and observation.

Contemporary French Theatre

V45.0721 When conducted in English, this course is numbered V45.0821 and is identical to V30.0270. 4 points.
French theatre at the end of the 19th century and the major innovations of the great directors in the early 20th century. Jarry's Ubu Roi as a rupture with the past. Cocteau as a major innovator in technique and in treatment of themes from Greek mythology. The theatre of imagination: Giraudoux and Anouilh. The survival of classicism: Montand. The theatre of ideas along the existentialist lines of Camus, Sartre, and Anouilh. The theatre of the absurd presenting a new vision of man in the world: Ionesco and Beckett. Plays are analyzed with respect to structure, technique, themes, language, and significant passages.

Literature and the Arts in the Age of Surrealism

V45.0722 4 points.
The historical framework of this course is the period between the two World Wars, a time in which the spirit of surrealism dominated the intellectual and artistic aspects of French culture. Studies the “surrealist revolution” through both detailed analyses of texts by Breton, Aragon, Eluard, and Desnos and of painting and cinema. Explores the relation between theory and practice in literature and the arts.

Contemporary French Novel

V45.0731 When conducted in English, this course is numbered V45.0831. 4 points.
The major French novelists of the 20th century have moved the novel away from the traditional 19th-century concept. Proust and Gide developed a first-person-singular narrative in which the reader is participant. Breton utilizes the novel for a surrealist exploration. With Céline and Malraux, the novel of violent action becomes a mirror of man's situation in a chaotic time and leads to the work of Sartre and Camus, encompassing the existentialist viewpoint. Covers Beckett's sparse, complex narratives and Robbe-Grillet's "new" novels. Novels are studied with respect to structure, technique, themes, language, and significant passages.

French Poetry from Baudelaire to the Present

V45.0741 When conducted in English, this course is numbered V45.0841. 4 points.
Major trends in French poetry from the late 19th century to the present. Beginning with the precursors of contemporary poetry in France and other countries—Baudelaire, Rimbaud, Mallarmé, and Laforgue—invention is studied in the 20th-century writers: Apollinaire and the New Spirit; the surrealist poets, including Aragon and Breton; Saint-John Perse; Michaux and exorcism through the word; Ponge and the world of things; and the postwar poets. Includes textual analysis, poetic theory, and relationships of the works to their literary environment.

New Novel and New Theatre

V45.0763 4 points.
Reaction in the post-World War II novel against traditional 19th-century novels. The novelist no longer controls his characters but limits himself to what can be seen. Emphasis on the world of objects and the difficulty of literary creation. The novels of Robbe-Grillet, Butor, Sarraute, Duras, Simon, and Pinger. On stage, the theatre of the absurd, antirealistic, with startling techniques, downgrading of language, and a stress on action; the theme of lack of communication in the world. The theories of Artaud and the plays of Ionesco, Beckett, Genet, Adamov, Vian, and others.

Existentialism and the Absurd

V45.0767 When conducted in English, this course is numbered V45.0867. 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 (e.g., Pinter, Albee, Barthelme).

Proust

V45.0771 When conducted in English, this course is numbered V45.0871. When this course is offered in English, it is also open to French majors who read the work in the original and do their written work in French. 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

V45.0774 When conducted in English, this course is numbered V45.0874. 4 points.
Study of Samuel Beckett's diverse work and the unifying element of the human condition as two complementary components—the impossibility of existence and the need to voice that impossibility. Works include Molloy, The Unnamable, Waiting for Godot, Endgame, Cacando, Not I, How It Is, Krapp's Last Tape, and First Love.

Theatre in the French Tradition

V45.0929 When conducted in English, this course is numbered V45.0829. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. 4 points.
Study of the theatrical genre in France from the late 19th century through the present. Major works include Racine, Molière; 18th-century irony and sentiment; and the 19th-century
Theatrical revolution. Topics include theories of comedy and tragedy; development of stagecraft; romanticism and realism; and the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

The Image of Human Experience in the French Novel
V45.0932 When conducted in English, this course is numbered V45.0832. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. 4 points.

Man's attempt to come to terms with himself and his universe has been the central impetus of all great literature. Covers the changing image of man through the centuries in the works of French writers of international repute: Voltaire in his philosophical tales; Diderot as a precursor of the modern novel; Stendhal in The Red and the Black; Flaubert in Madame Bovary; and Proust, Camus, and Beckett, all of whom have attempted to define man in relation to the major problems of his existence.

Women Writers in France
V45.0935 Identical to V97.0935. When conducted in English, this course is numbered V45.0835. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. 4 points.

The rich and diverse literary works by women express their individuality and their important social and cultural role in France from the 12th century to the present. The course 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, Mme. de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras.

Modern Criticism and Theory of Literature
V45.0863 Prerequisite: two advanced literature courses. 4 points.

Introduction to contemporary methods of criticism and an approach to problems in the theory of literature. Readings of a few primary authors such as Racine, Proust, Baudelaire, and Flaubert who have recently been the object of major critical reevaluation, along with the works of such pertinent critics as Mauron, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Topics in French Culture
V45.0965 When conducted in English, this course is numbered V45.0865. 4 points.

Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include Paris in history, art, and literature; advanced La Belle Époque; Paris and the birth of modernism.

Topics in French Literature
V45.0968 When conducted in English, this course is numbered V45.0868. 4 points.

Courses on subjects of special interest by either 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.

Internship in French
V45.0980, 0981 Prerequisite: permission of the department. 2 or 4 points per term.

Offers upper-level students the opportunity to apply their studies to the "outside world." Working closely with a sponsor and a faculty adviser, 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
V45.0991, 0992 Prerequisite: open to majors in French studies, or with special permission of the department. 4 points per term.

Independent Study
V45.0997, 0998 Prerequisite: permission of the department. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH

The following courses, numbered in the V45.0800s, are conducted in English and may be counted toward the minor in French literature in translation and the minor in literature in translation, both of which are described under Literature in Translation. No knowledge of French is required.

Contemporary French Theatre
V45.0821 Identical to V30.0270. When conducted in French, this course is numbered V45.0721. Does not count toward the major in French if taken in English. 4 points.

For description, see Contemporary French Theatre, V45.0721, above.

Metaphors of Modern Theatre
V45.0822 Identical to V30.0267. 2 points.

A close reading of the classics of contemporary theatre, with emphasis on their use of vivid metaphors of the human condition and the theatre as 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 in the period beginning just after World War I (Pirandello) to World War II (Sartre) and the postwar period, the post-Hiroshima generation (Beckett).

Theatre in the French Tradition
V45.0829 When conducted in English, this course is numbered V45.0929. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. 4 points.

For description, see Theatre in the French Tradition, V45.0929, above.

Contemporary French Novel
V45.0831 When conducted in French, this course is numbered V45.0731. Does not count toward the major in French if taken in English. 4 points.

For description, see Contemporary French Novel, V45.0731, above.
The Image of Human Experience in the French Novel
V45.0832 When conducted in French, this course is numbered V45.0932. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. 4 points.
For description, see The Image of Human Experience in the French Novel, V45.0932, above.

Women Writers in France
V45.0835 Identical to V97.0935. When conducted in French, this course is numbered V45.0935. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. 4 points.
For description, see Women Writers in France, V45.0935, above.

French Poetry from Baudelaire to the Present
V45.0841 When conducted in French, this course is numbered V45.0741. Does not count toward the major in French if taken in English. 4 points.
For description, see French Poetry from Baudelaire to the Present, V45.0741, above.

Versailles: Life as Art in the Age of Grandeur
V45.0850 When conducted in French, this course is numbered V45.0150. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
For description, see Versailles: Life as Art in the Age of Grandeur, V45.0150, above.

Contemporary France
V45.0864 When conducted in French, this course is numbered V45.0164. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
For description, see Contemporary France, V45.0164, above.

Topics in French Culture
V45.0865 When conducted in French, this course is numbered V45.0965. 4 points.
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For specific courses, please consult the master course list.

La Belle Époque: Modes of Artistic Expression and Life
V45.0866 When conducted in French, this course is numbered V45.0166. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
For description, see La Belle Époque: Modes of Artistic Expression and Life, V45.0166, above.

Existentialism and the Absurd
V45.0867 When conducted in French, this course is numbered V45.0767. Does not count toward the major in French if taken in English. 4 points.
For description, see Existentialism and the Absurd, V45.0767, above.

Topics in French Literature
V45.0868 When conducted in French, this course is numbered V45.0968. 4 points.
The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. For specific courses, please consult the class schedule.

Proust
V45.0871 When conducted in French, this course is numbered V45.0771. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
For description, see Proust, V45.0771, above.

Beckett
V45.0874 When conducted in French, this course is numbered V45.0774. Does not count toward the major in French if taken in English. 4 points.
For description, see Beckett, V45.0774, above.

French Cinema—French Culture
V45.0881 Identical to V30.0502. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
Study of classic French films, their contribution to French culture, and their relationship to France’s international role in the arts. Discusses and analyzes films in the context of sociopolitical events and places the films in cultural perspective.

From Modernism to Existentialism: French Literature and Cinema
V45.0882 Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. 4 points.
Study of various movements in literature and the visual arts from anti-naturalism, cubism, and surrealism (Gide, Apollinaire, Breton, Cocteau, and Buñuel) to existentialism. Course examines how these writers and filmmakers manifest their dissatisfaction with the status of what they consider to be conventional modes of artistic expression.
INTERDISCIPLINARY COURSES
The Department of French sponsors the following interdisciplinary courses and, in some cases, cosponsors them with other departments. No knowledge of French is required. Courses may be counted toward the minor in French literature in translation or the minor in literature in translation but not toward the major in French.

The Age of Romanticism
V45.0501 Identical to V29.0501. 4 points.
Designed to examine a specific period of European culture and history in several distinct national traditions, through a variety of methodologies. The focus is both broad and specific. The uniqueness of separate romantic manifestations (prose, poetry, theatre, music, and the plastic arts) as well as the relationships between them constitute the core of inquiry.

Cinema and Literature
V45.0883 Identical to V30.0504. Offered by the Department of French. Conducted in English. Does not count toward the major in French but does count toward the minor in French literature in translation or the minor in literature in translation. 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.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Courses in the Graduate School of Arts and Science are open to seniors with a 3.0 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.
The Freshman Honors Seminars program offers select freshmen the opportunity to be in a small, intellectually stimulating class taught by a distinguished faculty member or eminent visitor.

These seminars aim to introduce students, at the beginning of their college careers, to demanding and challenging standards of analysis and argumentation, oral as well as written. They do so by means of intensive discussion, papers on focused topics, and reading that emphasizes critical interpretation rather than absorption of information. Except where noted, the seminars do not assume any specific course or background on the student’s part. Enrollment is usually limited to 16 students.

As a rule, the seminars are given only in the fall semester. The array of seminars changes from year to year. A brochure describing all the fall offerings and their instructors appears in late spring. Below is a sampling of Freshman Honors Seminars that have been taught more than once in recent years.

Courses

The Serotonin System: The Master Regulator of the Brain
V50.0201 Azmitia. 4 points.

The human brain, one of the most fascinating and challenging frontiers in modern science, contains hundreds of individual chemical systems that form interacting networks adapted for the survival of the organism and the species. This course focuses on the cells that release a small amino-acid derivative called serotonin. Serotonin has been implicated in a vast array of functions, ranging from aggression, sexual behavior, sleeping, and learning to regulation of hormone release, eating, and neurotrophic factor secretion. Many mind-altering drugs (LSD, psilocybin, MDMA, cocaine, alcohol, etc.) act on serotonin neurons. In humans, serotonin dysfunction is associated with such mental disorders as bulimia, depression, autism, Down’s syndrome, and Alzheimer’s disease. The course assumes no prior knowledge of neuroscience. Its interdisciplinary approach crosses traditional fields like biology, chemistry, psychology, anthropology, pharmacology, anatomy, neurology, and psychiatry. Readings and discussions are complemented by laboratory visits, demonstrations, and films.

Exploring Reader Theory
V50.0204 Maynard. 4 points.

This seminar seeks to develop students’ awareness of the range of critical theories and critical approaches that pay special attention to the role of the reader, a universal critical issue most recently given the label of reader response theory and criticism with a cognate development in reception theory. The seminar seeks not to inculcate one discourse of reader-oriented criticism or one practical approach to assessing the role of the reader in interpretation. Rather, the student is encouraged to read widely in the theoretical literature and applied criticism in order to determine to what extent this range of critical focus can be useful in developing his or her critical stance. Topics considered include the following: Where is meaning? In the text? In the reader? In both together? What do we mean by author’s intention and how does it/would it work? What are the (many) ways in which we can respond to the text? How is reception of texts reshaped by changing readers and cultural history? Students are encouraged to experiment with applications of theoretical ideas to their own interpretations of works of literature and to reflect critically on what they have done. No prior work in theory is required or expected.

New York City Baseball in the 20th Century
V50.0206 Prince. 4 points.

Baseball is neither a metaphor for life nor a perfect explanation for the uniqueness of American culture or American character. But sport—and, for some cogent reasons, baseball in particular—does provide a way into an examination of major contemporary historical questions in the areas of race, gender, and class. The Brooklyn Dodgers’ pioneering role in American racial integration in the years after World War II, for
example, and the Yankees’ early fail-
ure to follow suit provide useful lab-
oratories for a study of race. The
strongly macho character of baseball
reveals basic gender aspirations and
prejudices more subtly evoked in
other areas of American life. To the
extent that baseball is indeed a
working-class game, fan involve-
ment reveals much about the nature
of urban class values and tensions in
the 20th century. A full-length
baseball-related research paper is
required.

Computer Simulation
V50.0270 Peskin. 4 points.
This is a hands-on course in which
students learn how to program com-
puters to simulate physical and bi-
ological processes. The course meets
alternately in a classroom and in a
computer laboratory setting. The
techniques needed to perform such
simulations are taught in class and
then applied in the laboratory by
the students themselves, who work
individually or in teams on comput-
ing projects and report on these
projects to the group as a whole.
Students learn how to make the
computer generate graphics, movies,
and sounds, as needed for presenta-
tion of the results of the different
simulations. Examples to be empha-
sized in class include the orbits of
planets, moons, comets, and space-
craft; the spread of diseases in a
population; the production of sound
by musical instruments; and the
electrical activity of nerves. Students
may draw their projects from this
list or choose other projects accord-
ing to individual interests.

Language and Reality in 20th-
Century Science and Literature
V50.0210 Ulfers. 4 points.
The course explores the possibility
that a common ground exists
between the so-called two cultures
of science and the humanities. It
postulates the hypothesis of a correla-
tion 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 decon-
structive theory. The discussion of
these notions, and 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
the works of Borges, Kundera, Pirsaig,
and Pynchon and from nontechnical
texts on quantum and chaos theories.

The Supreme Court and the
Religion Clauses: Religion and
State in America
V50.0218 Sokol. 4 points.
Should members of the Native
American Church be allowed to
smoke peyote at religious cere-
monies? 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 form-
ing a view about the legality of cap-
ital punishment or abortion? The
course divides these questions into
three subject areas: religious liberty;
separation of church and state; and
the role of religion in public and
political life. It focuses on how the
Supreme Court has dealt with these
areas and, more important, invites
students to construct a new vision
of the proper relationship among
religion, state, and society in a
20th-century liberal constitutional
democracy.

East and West: Intercultural
Readings in Philosophy and
Literature
V50.0228 Roberts. 4 points.
This seminar concentrates on five
Asian classics (The Analects of Con-
fucius, The Tao Te Ching of Lao-tzu,
Tale of Kiun, Dream of the Red Cham-
ber, and Tale of Genji) and five West-
ern classics (the Book of Job, Ode-
pus, Oedipus at Colonus, Antigone, and
King Lear). Students are encouraged
to explore the analogies of theme
and character to be found in the
works and to consider how differ-
ences of historical and cultural con-
text affect the interpretation of the
individual texts. The first set of
readings concerns men of age and/or
wisdom; the second set concerns
young heroines of courage and intel-
ligence. A few of the readings con-
tain figures of both types.

First Amendment Freedom of
Expression
V50.0235 Solomon. 4 points.
Conflicts over freedom of speech
erupt into public debate almost
every week. Congress passes a law to
purge indecency from online com-
 munications. A tobacco company
sues a major television network for
libel. Press disclosures threaten the
fair-trial rights of defendants in the
Oklahoma City bombing trial.
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. This
course begins 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. Students examine freedom
of speech through the prism of a rich
variety of contemporary conflicts,
including political dissent that
advocates overthrow of the govern-
ment; prior restraints against publi-
cation, obscenity and pornography;
flag burning; the new law that bans
indecency from online services; hate
speech; and inflictions of emotional
distress. Students read and analyze
important decisions of the U.S.
Supreme Court.

The Special Theory of Relativity
V50.0241 Sokal. 4 points.
In 1905 a 26-year-old clerk in the
Swiss patent office published an
article entitled “On the Electrodyn-
namics of Moving Bodies,” which
proposed revolutionary new ideas
about space and time. Or did it?
Was Einstein’s special theory of rela-
tivity really a radical break with the
past? Or was it an essentially con-
servative updating of ideas going
back to Galileo? This course begins
by analyzing the concepts of space,
time, and motion proposed by Ari-
sotle, Galileo, and Newton, as well
as the challenge to Newtonian ideas
posed by Maxwell’s electrodynamics.
The heart of the course works
through, step by step, the thought-
experiments that led Einstein to his
special theory of relativity. Finally,
it works through a case study in
which special relativity is applied:
five original articles from the early
era of elementary-particle physics
(1947-1956), which trace the phe-
nomenon of “V-particles” from its
first discovery through its subse-
quent experimental elucidation to a
partial theoretical understanding
(still incomplete today).

Realism and How to Get Rid of It
V50.0244 Bishop. 4 points.
Realism relates both to a permanent
concern of literature and art and to a
"school" that became the dominant


mode of 19th-century artistic expression. In the large sense, realism is accuracy in the portrayal of life or reality; referring to the 19th-century literary movement, realism reflects the ordinary life of the average person. The realistic novel and theatre focused on the conflicts and characters familiar to readers and spectators by means of artistic conventions relating to the credibility of plot and characters, the role of narration, and the function of the reader/spectator. The 20th century turned its back on realism through a series of powerful modernist and avant-garde movements that reacted against linear narrative and a literal depiction of reality. Following an examination of 19th-century realism in the novel and theatre (Balzac, James, and Ibsen), the seminar stresses 20th-century reactions (Borges, Beckett, Robbe-Grillet, Sukenick, Pirandello, Brecht, Ionesco, Genet, and Pinter). These reactions include stream-of-consciousness novel, surrealism, abstract expressionism, Brechtian epic theatre, theatre of the absurd, first-person singular narrative, and postmodern fiction. Attention is concentrated on form and language, on conventions, and on the relationship of the work to the reader or spectator. Film viewings concentrate on nonnarrative cinema (Renais, Antonioni). The work of realist and nonrealist painters is also discussed.

The Search for the Origin of Life V50.0251 Shapiro. 4 points.
The differences between living things and the remainder of the universe appear so striking that the question of life’s origin has been a central concern of every human culture. Answers were usually presented as myths, but a number of scientists, some very famous, have also attempted to find a solution. The approach of science usually differs from that of mythology, but in the origin-of-life field this distinction has become blurred, as premature and fervently advocated theories have taken on the quality of myth. Despite the intense interest in this area, an authentic scientific solution still escapes us. In this seminar we consider many accounts of the origin of life—including conventional ones that involve the prebiotic soup and RNA and some noteworthy alternatives. The latter group includes an extraterrestrial origin, life from clay minerals, an origin in undersea hot springs, the once accepted doctrine of spontaneous generation, and "creation science." Using the methods of science and the viewpoint of a skeptic, we weigh the virtues and drawbacks of each idea. Finally, we consider how planetary exploration of Mars, Europa, and Titan may bring us closer to a solution.
The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. Students may choose among three majors: German language and literature; German studies; and German and linguistics. Minor programs are available in German language and in German literature in translation.

Along with its German language programs, the department offers interdisciplinary courses taught in English, which address issues of German culture, history, philosophy, science, art, and literature for students who do not have German language skills. An extensive program of individualized study, with flexible credit and meeting options, allows students to work one-on-one with faculty members to pursue topics of individual interest.

The department sponsors the activities of the German Club and of the Tau Chapter of Delta Phi Alpha, the national German honor society, 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.
MAJOR PROGRAMS

The major in German offers two possible concentrations: (1) German language and literature and (2) German studies.

German Language and Literature: Eight 4-point courses at the 100 level or higher, including at least four courses at the 300 level or higher. It is strongly recommended that all majors concentrating in German language and literature complete a composition course (V51.0111 or V51.0114) and V51.0152, Introduction to German Literature, before enrolling in higher-level literature courses.

Eligible students may use V51.0501, Honors Seminar, to satisfy one of the major requirements (see the “Honors Program” description). 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.

Courses offered by the Department of German at the 200 level, as well as courses taught in other NYU departments, may not be counted toward the concentration in German language and literature except with the written permission of the director of undergraduate studies.

German Studies: German studies is a flexible interdisciplinary concentration that enables students to combine study of German language and culture with a concentration in history, politics, or economics. Students concentrating in German studies are strongly encouraged to fulfill some of the program requirements through a semester of study abroad at one of NYU’s partner institutions in Bonn, Berlin, or Vienna. The concentration in German studies requires the completion of eight 4-point courses at the advanced level of study, distributed as follows:

1. German language and culture (three courses): one course in German culture and civilization (V51.0132, Germany: 1989 and Beyond; V51.0133, German Culture 1890-1989; or V51.0143, German Civilization to 1890) and two additional advanced-level courses taught in German.

2. Disciplinary concentration (four courses): The courses chosen to fulfill this component of the major should represent a coherent concentration in modern European history, economics, or politics. At least one course in modern European or German history is required. The student’s selection of courses must be approved by the departmental adviser.


Joint Major in German and Linguistics: For requirements, see description in the Department of Linguistics (61) section.

MINOR PROGRAMS

Students may choose one of three programs of study. All minor programs must have the approval of the department.

German: 20 points of course work in German, including at least two courses at the 100 level or above. Courses taught in English, tutorials, and independent study do not count for the minor.

German Literature in Translation: Any four courses in German literature in translation offered by the department, selected in consultation with a departmental adviser (usually from the department’s offerings at the 200 level). Not open to majors in German language and literature or German studies.

Literature in Translation: Courses offered by the department at the 200 level may be used in partial fulfillment of the requirements for this minor; see the program description in the Literature in Translation section of this bulletin.

COMBINED B.A./M.A. PROGRAM IN GERMANIC LANGUAGES AND LITERATURES

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; sophisticated understanding of the German intellectual and critical traditions; or training in foreign language methodology. The four-year undergraduate component of the program includes one semester of study abroad 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. The one-year graduate component of the program consists of three possible tracks: literary studies; German studies; German language pedagogy.

Eligibility: Students must have completed 48 credits of undergraduate work, with at least 16 of these credits completed at NYU, and have been 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:

1. Primary major in German or German studies;
2. GPA of at least 3.5 overall and at least 3.6 in German;
3. 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; and
4. Evidence of overall language competency in German sufficient for successful advanced undergraduate and graduate study.

Degree Requirements:

Required Courses. All students in the combined degree program are required to complete one of the following graduate courses in either the senior (4th) or graduate (5th) year of study: Theories of Literary Interpretation (literary studies track); Methods of Teaching (pedagogy track); or Aspects of German Culture (German studies track).

1. Study Abroad. Undergraduates accepted into the program are required to spend at least one semester studying abroad in one of the NYU exchange programs in a German-speaking country. The study abroad 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 abroad requirement.

2. Master’s Thesis or Examination. Students are required at the end of the fifth year of the program either to submit a Master’s Thesis, which should represent the culmination of a longer-term research effort, or to take an oral Master’s Examination with three members of the department’s faculty.
GENERAL INFORMATION

Program Approval and Advising: 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, with whom they should consult before registering each semester.

Study Abroad: Students pursuing one of the department's majors and minors are encouraged to complete some of the requirements by spending a semester abroad at one of the NYU exchange sites in Berlin (FU and Humboldt), 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 abroad for one semester or a full year, usually in the junior year, with the approval of the major department(s) and the assistant dean for international study. The minimum requirement for any of the exchange programs is successful completion of 64 points of undergraduate course work. Both programs in Berlin require proficiency in German; the programs in Bonn and Vienna offer some courses in English.

NYU in Berlin in cooperation with Duke University: This is an academic program intended primarily for undergraduates studying in Germany for the first time. The program helps students advance their language skills and deepen their understanding of German culture, society, and politics. Students attend NYU courses taught by German faculty and by the program's resident director. Students participating in the program take a full NYU course load and can earn up to 18 points of credit. The program offers language and culture courses taught in German, as well as art history, architecture, and economics classes that begin in English and segue into German. Students may also pursue independent research projects for credit. The program is open to a very limited number of students.

Goethe Institute: The department provides a program of summer study in Germany under the auspices of the Goethe Institute for students who wish to accelerate their language training. Summer programs last from four to eight weeks; up to 8 points of credit may be applied to the major or minor, with the prior approval of the director of undergraduate studies.

Summer Internship in Germany: The department can refer a limited number of students each summer to internship positions in Germany. Internships can earn academic credit applicable to a major or minor. See the director of undergraduate studies for more information and application materials.

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: This student-run group is open to interested undergraduates at all levels of German language ability. The German Club sponsors several activities each month during the academic year, including conversation hours, films, restaurant visits, and parties.

Delta Phi Alpha: Membership in the national German honor society is open to undergraduate students of German who have at minimum a general average of 3.0 and an average of 3.5 in advanced-level courses taught in German. The society sponsors occasional events and an annual award for excellence in the study of German. NYU’s Tau chapter, founded in 1932, is among the oldest in the country.

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 Delta Phi Alpha 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.

HONORS PROGRAM

Eligibility: The departmental Honors Program is open to students majoring in either German language and literature or German studies. 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 grade point average of 3.5 and an average of 3.5 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 Language and Literature: Students must register for V51.0500, Honors Thesis, or V51.0501, Honors Seminar, and work under the guidance of a faculty member to produce an honors paper, in German, at least 15-20 pages in length.

Requirements for Honors in German Studies: German studies majors pursuing honors must register for V51.0500, Honors Thesis, in the semester following the Senior Seminar. Each honors student works under the close supervision of a faculty adviser to produce a major research paper or thesis.

Courses

Placement: All students with previous study of German should take a placement examination before registering for their first courses in those languages; see under “Placement Examinations” in the Academic Policies section of this bulletin. 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.

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**

V51.0001  Open only to students with no previous training in German; others require department permission. 4 points.

**Elementary German II**

V51.0002  Continuation of V51.0001. Prerequisite: V51.0001 or assignment by placement examination or department permission. 4 points.

**Intermediate German I**

V51.0003  Prerequisite: V51.0002 or V51.0010 or assignment by placement examination or department permission. 4 points.

**Intermediate German II**

V51.0004  Continuation of V51.0003. Prerequisite: V51.0003 or assignment by placement examination or department permission. 4 points.

**INTENSIVE SEQUENCE**

**Intensive Elementary German**

V51.0010  Open to students with no previous training in German and to others on assignment by placement examination or department permission. 6 points. Intensive course that completes the equivalent of a year’s elementary work (V51.0001 and V51.0002) 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**

V51.0020  Prerequisite: V51.0010 or assignment by placement examination or department permission. 6 points. Intensive course that completes the equivalent of a year’s intermediate work (V51.0003 and V51.0004) 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.

**INDIVIDUALIZED-STUDY PROGRAM**

The Department of German offers an extensive program of individualized study in which students work one-on-one with a faculty member or an advanced graduate assistant on a topic of the individual student’s choosing. Credit options and weekly meeting times are flexible. Students normally enroll for 2 points per term to supplement other course work in German or Swedish. Points accumulated in individualized study may not be applied to the major or minor in German.

**Elementary Tutorial**

V51.0011, 0012  Prerequisite: permission of the department. 2-4 points per term.

**Intermediate Tutorial**

V51.0021, 0022  Prerequisite: permission of the department. 2-4 points per term.

**Advanced Tutorial**

V51.0091, 0092  Prerequisite: permission of the department. 2-4 points per term. May be repeated for credit.

**LANGUAGE INSTRUCTION FOR RESEARCH PURPOSES**

The department offers a two-course sequence for those, including graduate and professional students, who need to use German primarily for research and writing rather than for spoken communication. These noncredit courses, conducted in English, are usually offered in the summer. The two reading and research courses may be taken independently of each other.

**German for Reading and Research I**

V51.0098  Continuation of V51.0097. Recommended prerequisite: V51.0097 or equivalent training in German. May be repeated. 0 points.

Readings of complex texts from a variety of historical periods and disciplines, with emphasis on identifying tone and purpose, textual and subtextual details.

**POSTINTERMEDIATE 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.

**Prerequisites:** All German courses at the 100 level require successful completion of V51.0004 or V51.0020 or department permission.

**German Conversation and Composition**

V51.0111  Formerly V51.0025, German Conversation. 4 points.

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 and 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**  
V51.0114  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 for Business**  
V51.0124  4 points.  
Familiarizes students with the conventions and specialized language of business and commerce in the German-speaking countries. Emphasizes development of oral and written communication skills in business contexts and awareness of appropriate social behaviors.

**Germany: 1989 and Beyond**  
V51.0132  4 points.  
Investigates cultural and political issues that have arisen in post-unification Germany. Aims to equip students with the knowledge, language tools, and comprehension strategies they need to understand and respond to German-language discussions of contemporary events. Focuses on issues of German identity/anxiety such as foreigners in Germany, “East” versus “West” Germans, and the role of Germany in Europe. Various genres are explored, including fiction, essays, newspaper articles, Internet publications, and satellite news broadcasts from Berlin.

**German Culture 1890-1989**  
V51.0133  Formerly V51.0028, Topics in German Culture.  4 points.  
Overview of modern and postmodern culture in the German-speaking countries from 1890 to 1989. From the fin de siècle, through Weimar Germany, fascism/exile, and the post-war era to the fall of the Wall, the course traverses the heights and depths of German cultural topography.

**German Civilization to 1890**  
V51.0143  4 points.  
What does “German” mean? Using maps, texts, and pictorial documents, this course introduces students to various ways of thinking about “German” language, culture, history, and nation. Our overview includes a brief sketch of the Germanic tribes and mythology and Germany in the Middle Ages, Renaissance, Reformation, and modern period to 1890. Contemporary critical issues are introduced, including the relationship between Germans and “non-Germans,” as well as notions of boundaries and their transgression.

**Introduction to German Literature**  
V51.0152  4 points.  
Introduction to representative authors and works of German literature, with emphasis on the modern period. Students learn 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.

**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 minor in German 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.

**Prerequisites:** None.

**The German Intellectual Tradition**  
V51.0244  4 points.  
Designed to familiarize students with the major currents of German intellectual and literary history. The course is 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. Readings from Lessing, Kant, Schiller, Goethe, Freud, Nietzsche, Gadamer, Arendt, Heidegger.

**Introduction to Theory**  
V51.0249  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 sense of ground and foundation in terms of the origins of current discussions. The course includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

**Topics in German Cinema**  
V51.0253  Identical to V30.0507.  4 points.  
Introduces special topics in acquainting students with significant contributions emerging from the German cinematic tradition. Selections are studied generically, thematically, or by historical period. Emphasis is also placed upon issues of film analysis and theory. Possible course topics are new German cinema, film and feminism, early German film, and film and nationalism.

**Expressionism and Modernity in Literature and in the Arts**  
V51.0255  4 points.  
Discussion of German contributions to literature and the arts in a European context during the first half of the 20th century. Course examines Weimar culture, expressionism, new objectivity, political repression, and the contemporary scene. The era is characterized by the works of important writers (Weedkind, Brecht, Benn, Kafka, Hesse, Mann); filmmakers (Wiene, Murnau, Lang, Dido, Papst); and painters (Kirchner, Marc, Macke, Nolde, Klee, Kokoschka, Kandinsky, Grosz, Feininger).

**Modernism**  
V51.0265  Identical to V29.0421.  4 points.  
Focuses on the emergence of mass culture and shows how the modernist and avant-garde movements question the very institution of art in work. Materials include works of literature, theory, film, and the visual arts.
Represents the Holocaust
V51.0275 4 points.
Examines the possibilities in literature, historiography, film, and other forms of testimony bearing witness to the Holocaust as the event that calls into question basic assumptions about European intellectual traditions. Topics include the limits of representation; the aestheticization of violence; the difference between event and experience; the question of survival; the problem of testimony; the individual, institutional, and historical dimensions of justice, memory, and forgetting. Materials include literary, theoretical, and documentary readings; and film and video viewings.

Madness and Genius
V51.0285 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.

Law and Literature
V51.0295 Identical to V45.0290 and V29.0290. 4 points.
Explores the relationship of law to significant literary works whose principal themes involve legal and transcendental confrontations. Readings include works by Mary Shelley, Freud, Kafka, Sacher-Masoch, and Derrida.

Topics in 19th-Century Literature
V51.0297 Identical to V29.0180. 4 points.

Topics in 20th-Century Literature
V51.0298 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, although readings consist primarily of short works and excerpts. Readings are drawn from literary and nonliterary sources.

Prerequisites: It is recommended that students complete V51.0152 or the equivalent before enrolling in courses at the 300 level.

Romanticism
V51.0349 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
V51.0355 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
V51.0366 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.

German Poetry
V51.0377 4 points.

Modern German Drama
V51.0376 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; neorationalist elements.

German Drama: Naturalism to Expressionism
V51.0385 4 points.

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 do 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, both in written and in spoken German.

Goethe
V51.0455 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
V51.0456 4 points.
Examines German reaction to the Enlightenment in the literature of storm and stress and of classicism. Considers irrationalism, social protest, and Humanitätsdichtung 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, Kahale und Liebe, Maria Stuart, and selected poems; Hölderlin, selected poems.

Faust
V51.0457 4 points.
Examines the figure of Faust in legend and literature, beginning with its first appearance in the 16th century. 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
V51.0468 4 points.
The chaotic Weimar period (1918-1933) began with a revolution and ended with the takeover by the Nazis. During these few years, German modernism evolved from expressionism to the aesthetics of New Sobriety (“Neue Sachlichkeit”). From the more traditional (Thomas Mann, Hermann Hesse) to the experimental and revolutionary (Bertolt Brecht, Anna Seghers), the works of this period draw into question its subsequent glorification as the “golden twenties.” Readings include works by Brecht, Hesse, Roth, Seghers, Klaus Mann, and Thomas Mann.

Minority Discourses
V51.0475 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. The course examines this notion critically and also analyzes the impact of individual works in relation to current debates on multiculturalism, integration, and national identity.

Seminar on 19th-Century Authors
V51.0487 4 points.

Seminar on 20th-Century Authors
V51.0488 4 points.
Each of these courses provides advanced students of German with an in-depth knowledge of one major author of either the 19th or 20th century. Works of the chosen author are examined in terms of how he or she contributes to, and possibly challenges, prevailing aesthetic, political, and cultural trends of his or her time.

HONORS AND INDEPENDENT STUDY

Honors Thesis
V51.0500 Prerequisite: permission of the department. 2 or 4 points.

Honors Seminar
V51.0501 Prerequisite: permission of the department. 4 points.
Advanced seminar for honors students. See description of “Honors Program,” above.

Internship
V51.0977, 0978 Formerly V51.0980, 0981. Prerequisite: permission of the department. 2 or 4 points per term.

Work-Study in Germany
V51.0985 Formerly V51.0400. Prerequisite: permission of the department. 2-6 points.
Consult the director of undergraduate studies for information.

Independent Study
V51.0990 Prerequisite: permission of the department. May be repeated for credit. 2-4 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. A student wishing to take a graduate course conducted in German must be able to demonstrate sufficiently advanced German language ability.
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, literature, and thought. Students may major or minor in Hebrew language and literature or in Jewish history and civilization. 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; postbiblical and Talmudic literature; medieval and modern Hebrew literature; history of the Jews in the ancient, medieval, and modern periods; Jewish philosophy; Jewish mysticism; and related fields. The Dorot Teaching Fellowship program brings scholars of Judaic studies in various fields to NYU to enrich the undergraduate offerings.

The Skirball Department of Hebrew and Judaic Studies sponsors a wide range of conferences, lectures, and colloquia that allow students exposure to current research and thought in the various areas of Jewish civilization. In addition, the department collaborates closely with the Departments of History, English, Classics, Comparative Literature, and Middle Eastern Studies; the Kevorkian Center for Near Eastern Studies; the Program in Religious Studies; and other appropriate departments. The department is further enriched by the extensive holdings of Judaica and Hebraica in the New York University Bobst Library and by cooperative arrangements with Hebrew Union College-Jewish Institute of Religion. In addition, New York City offers students a wide range of resources, both academic and cultural. Students are also encouraged to study in Israel to broaden their knowledge of Hebrew and Judaic studies.

Faculty

Professor Emeritus:
Gordon

Ethel and Irvin A. Edelman Professor of Hebraic and Judaic Studies:
Schiffman

S. H. and Helen R. Scheuer Professor of Hebrew and Judaic Studies:
Chazan

Skirball Professor of Jewish Thought:
Ivry

Skirball Professor of Bible and Near Eastern Studies:
Levine

Maurice Greenberg Professor of Holocaust Studies:
Engel

Paul and Sylvia Steinberg Professor of American Jewish Studies:
Diner

Judge Abraham Leiberman Professor of Hebrew and Judaic Studies:
Wolfson

Professors:
Kirshenblatt-Gimblett, Peters, Smith

Associate Professors:
Feldman, Fleming, Rubenstein

Senior Language Lecturer:
Kamelhar

Language Lecturer:
Merdinger
MAJORS

Major in Hebrew language and literature: The major in Hebrew language and literature allows students to concentrate on any of the following areas: biblical studies, classical Jewish texts, medieval and modern Hebrew literature, or a combination of these areas. Students must complete nine courses. At least seven of the nine courses must deal with Hebrew texts.

Major in Jewish history and civilization: The major in Jewish history and civilization allows students to concentrate on the history, culture, and civilization of the Jewish people in various periods (ancient, medieval, and modern) or in a combination of these periods. Students must complete nine courses and attain Hebrew proficiency of at least the level of Intermediate Hebrew II, V78.0004. Hebrew language and literature courses may count toward the major. Students are required to complete at least one course in each of the chronological periods.

MINORS

Minor in Hebrew language and literature: At least four courses in Hebrew language and literature beyond the level of Elementary Hebrew II, V78.0002.

Minor in Jewish history and civilization: At least four courses in Jewish history and civilization, two of which may be on the introductory level.

HONORS PROGRAM

Eligibility: At least two full years in residence at New York University and 64 points of graded work, while maintaining a general grade point average of 3.5 and a major average of 3.5.

Requirements:
1. Completion of the major requirements.
2. At least two graduate level courses selected from among those approved by the department and completed with a grade point average of 3.5. These courses may be used toward the requirements for the major.
3. An honors thesis researched and written while registered in Independent Study, V78.0097 or V78.0098, under the supervision of a department faculty member. Honors research may not be included in the courses required to fulfill the major. The subject of the honors thesis and the faculty adviser are chosen in consultation with the director of undergraduate studies. The average length of the paper is 25 to 50 double-spaced, typed pages. For general requirements, please see under Honors and Awards.

Courses

Placement in Hebrew language courses: The placement of students in Hebrew language courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Morse Academic Plan (MAP) language requirement: The language requirement in Hebrew may be fulfilled either by an extensive sequence of four 4-point courses (V78.0001, V78.0002, V78.0003, and V78.0004), for a total of 16 points, or by an intensive sequence of one 6-point course (V78.0005) and two 4-point courses, for a total of 14 points.

INTRODUCTORY LANGUAGE COURSES

Elementary Hebrew I
V78.0001  Identical to V77.0301.
Open to students with no previous training in Hebrew and to others by placement examination or in consultation with the coordinator of the Hebrew language program. 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 an idiomatic conversational vocabulary and language patterns.

Elementary Hebrew II
V78.0002  Identical to V77.0302.
Continuation of V78.0001. Open to students who have completed V78.0001 and to others by placement examination. 4 points.
For description, see Elementary Hebrew I, V78.0001.

Intermediate Hebrew I
V78.0003  Identical to V77.0303.
Prerequisite: V78.0001-0002 or V78.0005. Open to students who have completed the equivalent of a year’s elementary-level Hebrew and to others on assignment by placement examination. 4 points.
Builds on skills acquired in Elementary Hebrew I and II and develops a deepening command of all linguistic skills. Modern literary and expository texts are read to expand vocabulary and grammatical knowledge, with conversation and composition exercises built around the texts. Introduces selections from Israeli media. Addresses the relationship between classical and modern Hebrew.

Intermediate Hebrew II
V78.0004  Identical to V77.0304.
Continuation of V78.0003. Open to students who have completed V78.0003 and to others by placement examination. The sequence of V78.0003, 0004 is equivalent to V78.0006, 0007. 4 points.
For description, see Intermediate Hebrew I, V78.0003.

Intensive Elementary Hebrew
V78.0005  Identical to V77.0311.
Open to students with no previous training in Hebrew and to others by placement examination or in consultation with the coordinator of the Hebrew language program. Meets four days a week for 95 minutes per day. Completes the equivalent of a year’s elementary level Hebrew in one semester. 6 points.
For description, see Elementary Hebrew I, II, V78.0001, 0002.

ADVANCED MODERN HEBREW LANGUAGE COURSES

Prerequisite for all advanced language courses is V78.0004 or the equivalent.

Advanced Hebrew: Conversation and Composition
V78.0011  4 points.
Aimed at training the student 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**
V78.0012 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**
V78.0013 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**
V78.0073 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.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**
The following graduate courses are open to qualified students. Before registering for these courses, the student must obtain permission from the coordinator of the Hebrew language program.

**Academic Hebrew I, II**
G78.1318, 1319 Kamelah. 3 points each.
Trains students to conduct research in Hebrew using primary source materials of various periods as well as contemporary journals and scholarly works. Focuses on grammatical and stylistic problems, with special attention to developing accuracy and fluency of usage in the written text.

**HEBREW LITERATURE**

**CLASSICAL HEBREW TEXTS COURSES CONDUCTED IN ENGLISH USING HEBREW TEXTS**

**Self and Other in Israeli Short Story**
V78.0078 Feldman. 4 points.
The development in the perception of the “Other” from 1948 to 1978 in ideologically engaged literature.

**Advanced Readings in Modern Hebrew Literature**
V78.0782 Prerequisite: V78.0075 or equivalent. Feldman. 4 points.
In-depth study of selected masterpieces by 20th-century Hebrew writers. Appreciation of artistic achievements against the socialhistorical 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.

**Literature of the Holocaust**
V78.0690 Prerequisite: V78.0004 or equivalent. Feldman. 4 points.
Examines representations of the Holocaust in Hebrew fiction and poetry. Among issues to be explored is the difference between the responses of the Jewish community in Palestine at the time and later reconstruction by survivors and witnesses; and the new perspectives added since the 1980s by “the second generation,” the children of survivors who made this theme a central topic in contemporary Israeli culture. Hebrew required. Texts by Appelfeld, Shlonski, Greenberg, Gilboa, Liebrecht, Semel, Grossman, and Almog.

**Israel: Fact Through Fiction**
V78.0780 Identical to V77.0698. Feldman. 4 points.
The clashes between ideology and reality. Eastern and Western cultures and the human impact of different sociopolitical structures in Israel considered primarily through translations of the works of Yizhar, Yehoshua, Kahana-Carmon, Hareven, Oz, Amichai, Avidan, and Almog.

**JEWISH HISTORY AND CIVILIZATION**

**History of Judaism I**
V78.0100 Identical to V77.0680 and V90.0680. Rubenstein, Sofferman. 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**
V78.0103 Identical to V57.0099 and V90.0681. Engel. 4 points.
Major movements in the culture and civilization of the Jewish people from the Renaissance to the Holocaust in Europe. Major topics include Jewish life in Eastern Europe, Western Europe, and America; Zionism; and the Holocaust.

**The Jews in Medieval Spain**
V78.0113 Identical to V57.0549, V65.0913. Klein. 4 points.
The seven centuries from the Mus...
lim 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. This course 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, including economic, cultural, and religious interactions, mutual influence, and violent conflict.

**Ancient Israel**

V78.0118 Fleming, Levine. 4 points.

History of the Israelite people in ancient times, based on literary and archaeological evidence, and the important contribution of the study of the ancient Near East to biblical studies.

**Modern Perspectives on the Bible**

V78.0126 Identical to V77.0809, V90.0809. Fleming, Levine. 4 points.

Introduces the student to modern study of the Bible from historical, literary, and archaeological points of view. Reading and analysis of texts in translation.

**The Dead Sea Scrolls**

V78.0131 Identical to V90.0807. Schiffman. 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.

**The Land of Israel Through the Ages**

V78.0141 Identical to V77.0609, V57.0540, and V90.0609. Schiffman. 4 points.

Surveys the history of the land of Israel with special attention to its inhabitants and other various cultures from prehistoric times to the modern state. Archaeological evidence receives thorough attention.

**Judaism, Christianity, and Islam**

V78.0160 Identical to V65.0025, V77.0800, and V90.0102. Peters. 4 points.

See description under Middle Eastern Studies (77).

**Foundations of the Christian-Jewish Argument**

V78.0161 Identical to V65.0160, V90.0192. Klein. 4 points.

The relationship between Jews and Christians in the Middle Ages was a complex and often stormy one, in which theological, economic, social, and political factors were interwoven. This course illustrates the complexity of the relationship by paying attention to both the Christian and the Jewish perspectives on all of the issues considered and delineating the variety of responses within each religious community to the other. The primary focus is the European Middle Ages, but the origins of the argument a millennium earlier are also considered.

**History of East European Jewry**

V78.0171 Identical to V57.0177. Engel. 4 points.

Comprehensive survey of the history of Jewish communities in Eastern Europe from their inception until World War II, with emphasis on the Jews of Poland, Russia, and Romania. Economic, sociopolitical, and religious aspects of Eastern European Jewry.

**American Jewish History**

V78.0172 Identical to V57.0689. 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.

**Zionism and the State of Israel**

V78.0180 Engel. 4 points.

Examines the history of Zionism as an ideology and political movement from its origins in the 19th century to the present as reflected in the modern state of Israel. Topics include ideological foundations, the role of Herzl and the rise of political Zionism, the Balfour Declaration, early Jewish settlement, Zionism as a cultural entity for Diaspora Jewry, the Arab-Zionist encounter, modern Israeli society, and criticism of Zionism.

**Christian-Jewish Relations in Antiquity and the Middle Ages**

V78.0215 Chazan. 4 points.

Examines the social, cultural, and intellectual contacts between Jews and Christians from the inception of Christianity through the end of the Middle Ages. Explores the similarities and differences between the two religions and considers both how they influenced each other and how they refuted and distanced each other.

**Modern Yiddish Literature and Culture**

V78.0664 Shandler. 4 points.

An 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 distinctive 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**

V78.0685 Identical to V57.0808. 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 of the Nazi orbit, toward the situation of Jews under the rule of the Third Reich.

**Seminar: Issues in Jewish History**

V78.0800 4 points.

Focuses on a major issue in Jewish history, to be defined and announced by the instructor. The seminar involves students in reading both primary documents and the relevant secondary literature. It includes an original research paper.

**JEWISH PHILOSOPHY AND THOUGHT**

**Judaism: From Medieval to Modern Times**

V78.0111 Identical to V57.0698, V90.0683. Ivey. 4 points.

Examines certain continuities and discontinuities in medieval and modern times in the conception of Judaism as reflected in selected texts of the last 1000 years, which express the full range of Jewish religious and national creativity. Among the
topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures and how these interactions affected the Jews' understanding of Judaism. The approach to this material is intellectual-historical.

Modern Jewish Thought

V78.0112 Wolfson. 4 points.
Comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the question of the Enlightenment and the effect 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.

Beginnings of Monotheism

V78.0116 Identical to V90.0220. Fleming. 4 points.
Explores the full range of evidence that casts light on the appearance of monotheism in ancient Israel. Israel was not alone in ascribing priority of power to a single god, and Israel's result is only comprehensible in the context of these wider currents. Relevant evidence to be examined in this course includes the Hebrew Bible, ancient writing from Israel and its neighbors, and a range of other artifacts.

Jewish Ethics

V78.0117 Rubenstein. 4 points.
Surveys the Jewish ethics of leading moral issues, including capital punishment; business ethics; self-sacrifice, martyrdom, and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and political ethics. Explores philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish sources (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

Introduction to Jewish Thought and Literature

V78.0077 Identical to V90.0077 Rubenstein. 4 points.
Survey of classical Jewish thought and literature in the rabbinic and medieval periods. Reading and analysis of selections from the Mishnah, Midrash, Talmud, and other medieval texts. Topics include the nature of God, revelation, suffering, theology, law, redemption, the world to come, and sin and repentance.

Jewish Responses to Modernity: Religion and Nationalism

V78.0719 Identical to V90.0460 Ivry. 4 points.
An examination of the impact of modernity upon Jewish life and institutions in the 18th and 19th centuries, setting the stage for the Judaism we know in our time. Readings in English from the works of Moses Mendelssohn, Herzl, Dubnov, and the leading figures of the newly emerged Reform, Conservative and neo-Orthodox movements. The convergence and divergence of nationalist and universalist sentiments are studied.

Jewish Mysticism and Hasidism

V78.0430 Wolfson. 4 points.
Introduction to the history of the Kabbalah and Hasidism, emphasizing the significance of these ideas and their impact on the history of Judaism.

Jewish Philosophy in the Medieval World

V78.0425 Identical to V90.0106.
Ivry. 4 points.
Readings in translation and analysis of representative selections from the writings of the major Jewish philosophers of the Middle Ages; emphasis on Halevi's <i>Kuzari</i> and Moses Maimonides's <i>Guide of the Perplexed</i>. Special attention to the cultural context in which these works were produced.

Modern Jewish Philosophies

V78.0640 Ivry, Wolfson. 4 points.
Study of the various philosophies of Judaism that have been advanced in modern times. Selections of the works of the following authors are read from the perspective of the general philosophical currents of their time: Moses Mendelssohn, Hermann Cohen, Franz Rosenzweig, Joseph Soloveitchik, Martin Buber, Mordechai Kaplan, and Emanuel Levinas.

Independent Study

V78.0997, 0998 Prerequisite: permission of the instructor. 1-6 points.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Additional graduate-level courses are open to qualified undergraduates with permission of the program adviser.
The 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.

A summer program, NYU 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, including ancient and modern Greek language, Greek Drama, Modern Greek Politics, the City of Athens, and the Archaeology of Greece. Classes are held at the Al Andar Center, a three-story neoclassical 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, medieval settlements, and other important historical and archaeological sites. Relevant courses taken in the academic study program in Greece, NYU in Athens, count toward the major or minor as regular courses.

Faculty
Professors: Mitsis, Sifakis
Associate Professor: Kalyvas

Assistant Professors: Baun, Calotychos, Fleming
Senior Language Lecturer: Theodoratou

Affiliated Faculty: Arnal, Chioles, Salzmann

Program

PROPOSED MAJOR
Plans are now in progress to expand Hellenic studies to allow students to undertake a major in it. Interested students should consult the director of undergraduate studies.

MINOR
Four courses to be chosen from the list of Hellenic studies course offerings. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II. 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.
Courses

LANGUAGE AND LITERATURE
See course descriptions under Classics (27) and Comparative Literature (29).

Elementary Modern Greek I
V56.0103  Identical to V27.0103.
4 points.

Elementary Modern Greek II
V56.0104  Identical to V27.0104.
4 points.

Intermediate Modern Greek I
V56.0105  Identical to V27.0105.
4 points.

Intermediate Modern Greek II
V56.0106  Identical to V27.0106.
4 points.

Advanced Modern Greek I:
Literature and Civilization
V56.0107  Identical to V27.0107.
4 points.

Advanced Modern Greek II:
Literature and Civilization
V56.0108  Identical to V27.0108.
4 points.

Modern Greek Literature: Poetry
V56.0120  Identical to V27.0120.
4 points.

Topics: Modern Greek Novel and Prose
V56.0190  Identical to V29.0190.
4 points.

Topics: The Idea of Greece in the West, 1453-Present
V56.0190  Identical to V29.0190.
4 points.

The 20th-Century Balkans and Balkanization Through Literature and Film
V56.0193  Identical to V29.0193.
4 points.

Topics: Ritsos and the Tragic Vision
V56.0120  Identical to V27.0120.
4 points.

Topics: Modern Interpretations of Ancient Greek Drama
V56.0120  Identical to V27.0120.
4 points.

Seminar on Modern Greek Culture
V56.0130  Identical to V27.0130.
4 points.

POlITICS
See course descriptions under Politics (53).

Modern Greek Politics
V56.0525  Identical to V53.0525.
4 points.

Politics of Southern Europe
V56.0527  Identical to V53.0527.
4 points.

HISTORY
See course descriptions under History (57).

Byzantine Civilization
V56.0112  Identical to V57.0112.
4 points.

Modern Hellenism Since 1821
V56.0139  Identical to V57.0139.
4 points.

Greece and Western Europe
V56.0297  Identical to V57.0297.
4 points.

Transformations of Southern Europe
V56.0175  Identical to V57.0175.
4 points.

The Greeks from Homer to the Present
V56.0020  Identical to V57.0020.
4 points.

Topics: Medieval History
V56.0260  Identical to V27.0260.
4 points.

NYU IN ATHENS COURSES
Please contact the Program Office for descriptions.

Elementary Modern Greek I, II
V56.9103, 9104  Identical to V27.9103, 9104.
4 points.

Intermediate Modern Greek I, II
V56.9105, 9106  Identical to V27.9105, 9106.
4 points.

City of Athens
V56.9130  Identical to V27.9130.
4 points.

Greek Drama
V27.9143  4 points.

The Archaeology of Greece
V27.9352  4 points.

Elementary Ancient Greek I, II
V27.9007, 9008  4 points.

Modern Greek Political History
V56.9525  Identical to V53.9525.
4 points.

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.
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 techniques. They learn to analyze and interpret many different kinds of evidence—cultural, social, economic, and political—to organize it into a coherent whole and present it clearly with style in written or oral form. In doing so, students also learn to justify and to 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 scholarly strength are American urban, social, labor, and ethnic history; medieval, early modern, and modern European history; and American and European women’s history. The sub-Saharan African, Latin American, and Asian areas are also strong and tend to be multidisciplinary. Through independent study and the Honors Program, students find challenging opportunities for special concentration and individual research. The internship program enables students to engage in special kinds of 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 may also use the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.

**Faculty**

**Professors Emeriti:**
Baker, Bonomi, Callahan, Cantor, Lutzker, Noss, Reimers, Sanchez-Albornoz, Tan

**Erich Maria Remarque Professor of European Studies:**
Jadt

**Kenan Professor:**
Seigel

**Lillian Vernon Professor of Teaching Excellence:**
Nolan

**University Professor:**
Bender

**Professors:**
Berenson, Claster, Diner, Gomez, Gordon, Harootunian, Hsia, Hull, P. Johnson, Kelley, Kupperman, Mattingly, Nolan, Oliva, Prince, Roseberry, Sammons, Scally, Stehlin, Unger, Walkowitz, M. Young

**Associate Professors:**
Chapman, Hicks, Levy, T. Rose, Schult, Waley-Cohen

**Visiting Associate Professors:**
de Schaepdrijver, Goswani

**ADJUNCT FACULTY**

**Associate Professor:**
E. Rose

**Assistant Professors:**
Katz, Voorhees, Wosh
MAJOR

A minimum of nine courses (typically 36 points) with a grade of C or better in each course. Workshop in History, V57.0900, is required of all majors. The remaining eight courses are to be distributed among three fields of history—American, European, and non-Western (Latin American, Near Eastern, African, or Asian)—so that the student will complete at least two courses in each field including an advanced research seminar. One course must be in a period before 1800. Transfer students must take at least five history courses (20 points) in this department. Eight points may be taken in designated related courses offered in other departments, with permission of the director of undergraduate studies.

MINOR

At least 16 points in history, of which 12 points must be taken in this department. Four points may be taken in designated related courses offered in other departments. 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 in the department.

HONORS PROGRAM

Students with strong academic records (a GPA of 3.5 in both history and in the College) may apply to the director of undergraduate studies for admission to the History Honors Program. If students successfully complete the program, they will be awarded Honors in History, which designation will appear on their diploma. This 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 consists of a small Honors Seminar (V57.0994), followed by an individualized Honors Tutorial (V57.0996). Normally, the seminar (which counts as an advanced seminar for the major) is taken in the first semester of the senior year, after completion of the workshop. In the seminar students define a thesis topic of their choice. The program affords qualified students the opportunity to work closely with faculty members, conduct extensive research on a 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 tutorial, in which students work on a one-to-one basis with a faculty director, follows in the second semester. Theses vary in length between 30 and 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 of the director and at least one additional faculty member. A grade of at least A- is required for the award of Honors in History. Otherwise, students will simply be awarded 8 points toward the major.

STUDY ABROAD

Some courses offered by NYU Study Abroad and other approved programs outside NYU may be eligible for inclusion in the history major. History majors should consult the director of undergraduate studies before making plans to study abroad.

COURSES

INTRODUCTORY COURSES

History of Western Civilization: Europe in the Making
V57.0001 Hicks. 4 points.
The making of Europe, from the classical period to the beginning of the modern era, was a uniquely creative process. Three main elements formed the civilization of Europe: traditions of the Greco-Roman world, the Germanic peoples entering Europe in the 4th and 5th centuries, and the Judeo-Christian tradition. Examines the fusing of these elements, the flourishing of European culture in the Middle Ages, and the transition from the Middle Ages to early modern times.

History of Western Civilization: The Rise of Modern Europe
V57.0002 Hicks. 4 points.
Introduces the main social, economic, political, and cultural forces that shaped European society and Europe’s relationship to the world from the 17th century to the present. Topics: the rise of capitalism and the industrial revolution; political movements (absolutism, liberalism, socialism, and fascism); intellectual developments (the scientific revolution, the Enlightenment, Darwinism, and Freudian psychoanalysis). Concludes with post-World War II Europe, the cold war era, and the onset of the nuclear age.

The United States to 1865
V57.0009 Hodes, W. Johnson. 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, mer-

AFFILIATED FACULTY

Professors:
Brathwaite, Chazan, S. Cohen, Cooper, Engel, Fergerson, Gross,

Hertzberg, McChesney, Nelson, Peachin, Peters, Reid, Sylla

Associate Professors:
R. Cohen, Lockman, Tchen

Assistant Professors:
Haj, Haykel, Husain, Salzmann

HISTORY
cantalism, 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.

Modern America
V57.0010 Katz, Mattingly. 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
V57.0011 Identical to V65.0011.
Claster, P. Johnson. 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
V57.0012 Nolan, de Schaepdrijver, Seigel, Stieblin. 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.

Introduction to Women's Studies
V57.0015 Identical to V93.0022 and V97.0010. 4 points.
See description under Women's Studies (97).

World War I
V57.0045 E. Rose. 4 points.
Describes and analyzes the history of World War I. Although organized around the war years (1914-1918), the course does not simply recapitulate battles won and lost. Rather, it encompasses all aspects of the war from the perspectives of the various combatants: the strategies, the tactics, the great engagements, the military and civilian leadership, the experience of the men in the trenches, and the nature of the societies from which they came. Slide photos, weapons, broadside posters, films, and taped music help students visualize the time and the events surrounding this momentous upheaval.

World War II
V57.0045 E. Rose. 4 points.
Describes and analyzes the history of World War II chronologically from 1939 to 1945. Like the course on World War I, this is 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 Women's Studies
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See description under Women's Studies (97).

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History of East Asia to 1850
V57.0052 Identical to V33.0052.
Waley-Cohen. 4 points.
Introduction to the history of China and/or Japan up to 1850. Aims to achieve a broad knowledge of the significant historical characteristics and main outlines of development in Chinese and/or Japanese society; government; religious and intellectual history; and civilization, including the arts and literature.

History of Modern Asia or Modern Japan Since 1850
V57.0055 Identical to V33.0053.
Karl, L. Young, M. Young. 4 points.
Survey of developments in 19th- and early 20th-century East Asia, modernization, Westernization, and war, with emphasis on the different responses of China and/or Japan to Western economic encroachment and ideological change.

Introduction to Pan-Africanism
V57.0054 Identical to V11.0010.
Kelley. 4 points.
An interdisciplinary lecture course about revolt. Covering most of the black world during the last two centuries, lectures and readings demonstrate how Pan-African revolts have irrevocably shaped the history of the modern world. The kinds of questions we take up include, Who led these movements and formulated their ideologies? To what degree was the ideology of Pan-Africanism and the iconography of Africa employed to mobilize masses of black people around domestic issues?

History of African Civilizations to the 19th Century
V57.0055 Identical to V11.0055.
Gomez, Hull. 4 points.
Exploration of selected precolonial cultural, political, economic, legal, and religious systems. Complemented with films, tapes, and artifacts. Students may focus on specific topics.

History of African Civilizations During the 19th and 20th Centuries
V57.0056 Identical to V11.0056.
Gomez, Hull. 4 points.
The second part of a two-semester sequence designed to further acquaint students with the major themes of African development. Beginning with a discussion of trans-Atlantic, trans-Saharan Red Sea and Indian Ocean slave trades, the course winds along paths that flow through the thematic lands of Islamic revival in West Africa, the onset of European colonialism, the African struggle against colonialism, and the legacies of these experiences in modern Africa. Issues of gender, religion, race, and economy are the threads connecting the discourse throughout. In some ways, the course serves to explain contemporary realities in the African continent with special attention given to the history and challenges of South Africa.
History of African American Family Life 19th Century
V57.0059 Krauthamer. 4 points.
Focuses on the ways in which enslaved and free African American men and women organized their families and communities in 19th-century America. We ask, How did slavery, religion, emancipation, education, labor patterns, and class divisions shape the lives of African American individuals and families? Finally, we consider historical and contemporary representations of African American families.

What Is Islam?
V57.0085 Identical to V77.0691 and V90.0085. Peters 4 points.
See description under Middle Eastern Studies (77).

Anatomy of War
V57.0089 E. Rose. 4 points.
Deals with the history and nature of war. Organized around the concept of war as a process with a beginning, middle, and end. Begins by examining the "setting of war," looking at those activities and perceptions that precede actual combat. The middle portion of the course concerns the "experience of war," analyzing the behavior of troops in the stress of combat. Finally, we discuss the "consequences of war" and consider the impact on those who have survived a war.

INTRODUCTORY SEMINARS FOR FRESHMEN AND SOPHOMORES
The following introductory seminars are open to freshmen and sophomores. They do not require permission from the director of undergraduate studies. The topics vary yearly depending on the instructor. See the director of undergraduate studies or the class schedule for available seminars. These do not satisfy the major requirement for advanced research seminar.

Seminar: Topics in European History V57.0091 4 points.
Seminar: Topics in European History V57.0093 2 points.
Seminar: Topics in American History V57.0092 4 points.
Seminar: Topics in American History V57.0094 2 points.

Seminar: Topics in Asian History V57.0095 Identical to V33.0095. 4 points.
Seminar: Topics in Latin American History V57.0096 4 points.
Seminar: Topics in Comparative History V57.0097 4 points.

ADVANCED COURSES

EUROPEAN HISTORY
The Early Middle Ages
V57.0111 Identical to V65.0111. Baun, Claster, P. Johnson. 4 points.
Europe in the early Middle Ages was created out of a mixture of ingredients—the legacy of the Roman empire; the growth and development of Christianity; invading peoples who settled within the boundaries of the former Roman Empire; the clash of competing languages, religions, and legal systems. This tumultuous time forged a new entity: medieval Europe, whose development, growing pains, and creative successes we examine. Uses the records and artifacts of the period itself as central elements for investigating the period.

Byzantine History
V57.0112 Identical to V65.0112. Baun. 4 points.
The "other" Middle Ages. An overview of the medieval civilization and culture of the Byzantine Empire and its sphere of influence—southern Italy, Greece, and the Balkans; Turkey and the Near East; Slavic Eastern Europe; and Ethiopia. Topics include the construction of a Christian Empire, the dialogue of pagan and Christian culture, the challenge of Islam, the conversion of the Slavs, the growth of a multicultural empire, the adaptation of Hellenic paradigms by non-Greeks, Byzantium between Latin West and Islamic East.

The Crusades
V57.0113 Identical to V65.0113. Claster, P. Johnson. 4 points.
The history of the Crusades (1095-1291). The Crusades are 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
V57.0114 Identical to V65.0114. Claster, P. Johnson. 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.

Roman Church 1200-1600
V57.0117 Identical to V65.0117. Hicks. 4 points.
Discusses both the Roman Catholic Church of the popes and Caria and the universal church of the European faithful. Topics include the papal monarchy of Innocent III; Franciscans, Dominicans, and heretics; the Inquisition; the national churches and the nation-states; the Babylonian Captivity, the Schism, and conciliarism; the Renaissance church and papacy; tradition and renovation in the 15th century; and Catholic reform and revival before and after the coming of Protestantism.

Early Medieval Italy
V57.0120 Identical to V65.0120. Baun. 4 points.
The Italian peninsula from the later Roman Empire to the Ottonians, 400-1000. Surveys cultural and religious as well as political developments in the many Italys of the period: Roman, Ostrogothic, Byzantine, Lombard, Carolingian, Ottonian. Special attention given to local Italian regions and to the larger European context. Themes include the dichotomy between North and South, the shifting fortunes of Rome, the Byzantine presence, attempts to achieve unified rule and to reconstruct the old Empire, the role of church and papacy.
The Renaissance
V57.0121  Identical to V65.0121. Hicks. 4 points.
Focuses chiefly on Italy during the quattrocento, in an effort to locate sources of the new ideas of the Renaissance. Also covers France, Spain, the Netherlands, and Germany in some detail. Gives particular attention to the sociopolitical nature of monarchy and of ruling elites.

The Protestant and Catholic Reformsations
V57.0122  Identical to V65.0122. Hsia. 4 points.
The social and political aspects of the Protestant and Catholic Reformsations, with equal stress on the crucial doctrinal issues that separated Protestants and Catholics in 16th-century Europe. Topics discussed include pre-Reformational controversies, the Calvinist moral establishment in Geneva, Luther in Germany, Zwingli in Zurich, the Anabaptists, the Jesuits, the Council of Trent, and Roman humanism.

Italy During the Renaissance
V57.0123  Identical to V65.0123. Hicks. 2 points.
The Renaissance began and reached maturity in Italy between 1350 and 1500. This course closely examines the political, economic, and social situation in Italy during this period, emphasizing the special conditions that produced Renaissance art and literature.

Social and Political Ideas of Renaissance Humanism
V57.0124  Identical to V65.0124. Hicks. 2 points.
The most enduring and influential ideas of Renaissance humanism aimed at improving the way men and women lived as individuals and as members of an organized society. Topics include marriage, the responsibilities of wealth, and the art of good government. Intensive reading of such humanists as Petrarch, Salutati, Alberti, Barbaro, Poggio, Pico, and Erasmus.

Mediterranean Worlds
V57.0131  Identical to V77.0660. Salzmann. 4 points.
See description under Middle Eastern Studies (77).

Italy in the Age of Dante and Petrarch
V57.0132  Identical to V65.0132. Hicks. 4 points.
The history of northern Italy from the late 12th to the late 14th century. Particular attention is given to the years from 1300 on, roughly the lifetimes of Dante and Petrarch. Focus is on politics and society, but economic developments and popular culture are also covered. Topics include the origins of the commune, the rise of the popolo, republics and despotisms, the impact of Francisicanism, the emergence of a civic spirit, the golden age of the Italian economy, and the social and cultural changes brought about by the Black Death.

European Intellectual History, 1600-1789
V57.0136  Levy. 4 points.
Examines the relation between institutional and economic changes and the development of European thought, particularly in political and social theory, ethics, and definitions of human personality and the natural universe. Embraces the period from the general European crisis of the late 16th century to the eve of the revolutionary era in the 18th century. Studies principal works of major intellectuals in the contexts of their biographies and sociocultural environments.

Golden Age of Spain, 1450-1700
V57.0138  Identical to V65.0138. Feros. 4 points.
Covers the political, religious, and intellectual history of Spain from the reign of the Catholic kings (Isabella and Ferdinand) in the late 15th century to the ascension of the Bourbons in the early 18th. Subjects include the creation and evolution of the worldwide Spanish monarchy; the economic and cultural consequences of the conquest and colonization of the Indies; Christians, Moors, and Jews in Golden Age Spain; art, literature, and society; and Spain’s decline and isolation.

Early Modern France to 1789
V57.0142  Levy. 4 points.
Social, political, and cultural examination of France from the close of the 16th-century civil wars to the eve of the Revolution. Themes given particular attention: the origins and development of the absolutist ideology and state in the 17th century and their failure in the 18th century, the evolution of rural economy and society, the growth of cities and of a protocapitalist mercantile economy, the major currents of social and political criticism during the Enlightenment, and the origins of the Revolution in 1789.

French Revolution and Napoleon
V57.0143  Levy. 4 points.
Following an analysis of cultural, social, political, and economic conditions in France before 1789, the course 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.

The Social History of Europe Since 1750
V57.0144  Scally, de Schaepdrijver. 4 points.
Introduction to the study of European society of the past two centuries, “with the politics left out.” Touches on the following areas: demography and kinship, the city, classes and social groups, mentality and contemporary consciousness, social change and modernization, and social movements and forms of protest. Examines selected major crises of the period from this perspective, including the industrial revolution, the French Revolution, colonization, the two world wars and social change, and the rise of technological society.

Development of the Modern European State, 1815-1914
V57.0147  Stehlin. 4 points.
Political, economic, social, and cultural developments in Europe from 1815 to 1914. The problem posed: How did Europe become a functional entity and meet its problems in terms of political institutions, social movements, and cultural developments, which culminated in a changed relationship of the individual to the state? What forces shaped European society and prepared it for the 20th century? Discusses trends such as socialism, conservatism, liberalism, and romanticism and their effect on and interrelationship with political and social developments.
Development of the Modern European State Since 1914
V57.0151 Stedlin. 4 points.
Study of political, economic, social, and cultural developments in Europe since 1914. The problem posed: How did Europe become a functional entity and meet its problems in terms of state structure, political institutions, social movements, and cultural developments? How did the individual's relation to the state change? What forces shaped European society and led to today's world? Studies the effects of both world wars and movements such as fascism and communism.

European Thought and Culture, 1750-1870
V57.0153 Seigel. 4 points.
Study of major themes in European intellectual history from the end of the Enlightenment to the last decades of the 19th century, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include romanticism, liberal and radical social theory, aestheticism, the late 19th-century crisis of values, and the rise of modern social science.

European Thought and Culture 1880-1990
V57.0154 Seigel. 4 points.
Study of major themes in European intellectual history from the fin de sicle down to the 1980s, considered in the light of the social and political contexts in which they arose and the cultural backgrounds that helped shape them. Topics include new Marxisms, avant-gardes, Weimar and Bauhaus, Andre Malraux, Sartre, Levi-Strauss, Habermas, and Foucault.

20th-Century Europe: The Great War in European History
V57.0155 de Schapdrijver. 4 points.
Treats the First World War experience of the different belligerent societies of Europe (from Belgium to the Balkans). Emphasis is less on the purely military and diplomatic aspects of the war than on the societal implications of the waging of war, such as the formation of mass armies, the mobilization of the home front, and the brutalization of public opinion. The course ends by addressing the question of how the legacy of the Great War affected the further course of 20th-century European history. An eight-hour series of video documentaries (PBS/BBC, 1996) is part of the course material.

Europe Since 1945
V57.0156 Prerequisite: at least one course in European history. Judt. 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, and the cultural and intellectual life of European nations in this period. Ends with a discussion of the Eastern European revolutions of 1989 and their significance, together with the reunification of Germany, for the future of the continent.

Modern Hellenism Since 1821
V57.0159 Fleming. 4 points.
Examines Greece's transformation from a traditional Ottoman society into a modern European state, the parallel evolution of Greek diaspora communities, and the changes in homeland-diaspora relations. Topics include state building, relations with Turkey and the Balkan states, emigration, liberalization and modernization, the old and new diaspora, interwar authoritarianism, occupation and resistance in the 1940s, the Greek civil war, Greece and NATO, the Cyprus crisis, the Greek American lobby, and Greece and European integration.

England to 1700
V57.0161 Identical to V65.0162. 4 points.
Covrs and parliaments in English history, 1200-1700. Surveys political history of England from the signing of the Magna Carta to the English civil war and the Glorious Revolution. Focuses on the changes in the balance of power between monarchy and Parliament resulting in the establishment of Parliament as an indispensable part of constitutional monarchy. Also includes the social and economic factors affecting the development of political struggles and an assessment of the nature and extent of the rights and freedoms for which people fought and died.

England Since 1700
V57.0162 Scally. 4 points.
Introduces students to the history of English social and cultural life since the 18th century. The main themes covered include town and country life, work and family, science, technology, public health, crime and punishment, social philosophy, exploration and maritime history, and the social life of Victorian cities. Readings draw on literature (Defoe, Swift, Dickens, and Orwell), contemporary observations on social problems, urban life, population, and health; current narrative and interpretive histories; and historical films.

Modern Germany Since 1815
V57.0167 Stedlin. 4 points.
Covers the political, economic, and social aspects of German history since 1815. Stresses questions such as the reasons for German political disunity until 1871, the responsibility of imperial Germany for World War I, the effect of the war on the German people and their problems with establishing a viable democracy, and the causes for the rise of Hitler.

Modern Italy Since 1815
V57.0168 Identical to V59.0868. Judt. 4 points.
A survey of Italian history in all its major aspects in the 19th and 20th centuries. Analyzes in its European context the transformation of the Italian state and society since its unification to the republic. Particular emphasis on the political system and its difficulties in adapting to industrialization and modernization, especially in recent years.

Modern France Since 1815
V57.0169 Judt. 4 points.
Examines the ways in which France's development from a traditional into a modern society was highlighted at each stage by political revolutions, class antagonisms, and cultural innovations. Discusses the role of the state in society and France's activities as a world and colonial power.

Russian Expansionism
V57.0170 Katozian. 4 points.
The dynamics of Russian expansionism from the time of Muscovite struggle with the Mongols and the enunciation of the doctrine of
Moscow as the third Rome to that of the Brezhnev doctrine and the Afghanistan war. Emphasizes the topics of geography, war, rebellion, ideology, and imperialism as reflected in Russian expansion into Eastern Europe, the Balkans, the Middle East, Central Asia, and China.

**Modern Russian History**

V57.0172  Kotsonis. 4 points.  
Considers the long-term geographical, cultural, and political foundations of Russian history and their operation in the events and policies of the Muscovite, imperial, and modern periods. Emphasis on problems of modernization and violence as seen in the mobilizations of Ivan the Terrible and Peter the Great. Also examines the transformation of Russian society under the tsarist and Soviet regimes, the Populist and Marxist revolutionary movements, the creation of the Stalinist police state, and industrialization and urbanization to the 1970s.

**Topics in Irish History**

V57.0181  Identical to V58.0181.  
Identical to Irish Studies (58).  
See description under Irish Studies (58).

**History of Modern Ireland, 1580-1800**

V57.0182  Identical to V58.0182.  
4 points.  
See description under Irish Studies (58).

**History of Modern Ireland, 1800-1922**

V57.0183  Identical to V58.0183.  
4 points.  
See description under Irish Studies (58).

**History of Modern Ireland, 1922-Present**

V57.0184  Identical to V58.0184.  
4 points.  
See description under Irish Studies (58).

**European Migration to America: The Irish and Jewish Experiences**

V57.0186  Identical to V78.0686.  
Diner, Scally. 4 points.  
Looks at the comparative experiences of two immigrant groups to the United States, the Irish and East European Jews. Explores the forces that propelled the migrants out of their homes and the ways in which they created communities and new identities in America. Because of its comparative nature, this course asks students to seek both similarities and differences in those migrations. Additionally there have been numerous points of interaction between Jews and Irish. Focuses on how these two groups understood and related to each other.

**European Diplomacy to 1900**

V57.0193  Steblin. 4 points.  
Deals with the major diplomatic events from 1789 to 1900. The diplomatic aspects of such topics as the French and Napoleonic Wars, European restoration, national unification, imperialism, and Bismarck settlement are discussed as well as their relation to political, economic, and social events.

**European Diplomacy Since 1900**

V57.0194  Steblin. 4 points.  
Deals with the major diplomatic events from 1900 to 1939. The diplomatic aspects of such topics as the various crises in the century's first decade, the origins and results of World War I, the search for security in the 1920s, and Nazi and Fascist policy and the coming of World War II are discussed as well as their relation to political, economic, and social events.

**Women in European Society Since 1750**

V57.0196  Nolan. Identical to V97.0196.  
4 points.  
Examines critically the public and private lives of European women from 1750 to the present. An introduction discusses the theory and methods of using gender as a category in history and proceeds to a chronological survey of women's experience from both a social and a political viewpoint. Women are examined as participants in war and revolution as well as workers, consumers, and mothers in everyday life. The focus is primarily on France, Germany, and England, with some reference to women's experience in America.

**History of Women in the Western World**

V57.0197  Identical to V97.0197. P. Johnson. 4 points.  
Examines the role of women in Western society from antiquity to the Reformation, relying heavily on primary sources and reading literary works by women of the period, where possible. Defines the two prevalent attitudes of fearing and/or idealizing women and the resultant social implications. Considers alternatives open to women, marriage, the cloister, social deviancy, and mysticism, within their historical framework.

**Modern Imperialism**

V57.0198  Fulfill non-Western course requirement for the major. Hull. 4 points.  
Conquest, domination, and exploitation in the 19th and 20th centuries in Africa, Asia, and North America. Compares the imperialism of Western Europeans and Americans as well as non-Western peoples. Examines general causes, technological, environmental, cultural, political, and economic. Focuses on the effects of imperialism on conquered societies: the Chinese after the Opium Wars, the Plains Indians of North America, the Sotho of South Africa after the Mfecane and Great Trek, and the Indians after the Great Mutiny. Theory, practice, and results of modern imperialism.

**Non-Western Roots of Western Culture**

V57.0199  This is a course in the non-Western field. Hull. 4 points.  
Surveys the impact of non-Western ideas, institutions, material culture, and technologies on the development of Western civilizations from classical antiquity to the present. Examines the methods of diffusion of non-Western innovations and the ways in which they were adapted to meet Western needs and to enrich Western civilization. Students develop an understanding of the process of assimilation and learn to identify the non-Western elements of things taken for granted as being "of the West."

**American Colonial History to 1763**

V57.0601  Kupperman. 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.

American Natives in Early American History
V57.0602 Kupperman. 4 points.
Focuses on the relationship between Indians and Europeans roughly within the future United States from first contact through the period of Indian Removal. Examines colonialism’s impact on Indian societies and the broad variety of techniques native leaders used in attempting to control the relationship. Looks at changing Euramerican attitudes through the colonial period and the role of imperial conflict and American independence on policy development. Examines the pressure created by Euramerican westward migration before and after the War of 1812, Indian resistance, and the campaign for removal of Indians beyond the Mississippi.

Era of the American Revolution, 1763-1789
V57.0603 4 points.
Examination of the conflicts that developed between England and her American colonies in the 1760s and 1770s, patterns of protest and confrontation, the American Revolution, the debate on constitutional principles, and the framing of new state governments and of the U.S. Constitution.

Readings: Religion, Family, and Gender in Early America, 1607-1840
V57.0604 4 points.
Conducted as a reading and discussion class. Measures the shaping influence of religion on family life and gender relationships from the founding of the American colonies in 1607 to the Second Great Awakening in the 19th century. Readings examine the effects of evangelical as well as more traditional religion on the men and women, husbands and wives, parents and children, and masters and slaves in the early years of the nation.

The Early American Republic, 1789-1848
V57.0605 Schults. 4 points.
Surveys the formation of the American republic and its implementation under the Constitution of 1787. Concentrates on the first and second American party systems, the impact of evolutionary democracy on the political process, and the development of American sectionalism. Examines political, social, and economic events in the context of the United States as an emerging nation in the Western world.

Readings: European Travelers in America
V57.0606 Schults. 4 points.
Through reading and discussion, this course explores the observations, reactions, and commentary of some of the leading European travelers to the young United States during the first half of the 19th century. The curious Europeans included Alexis de Tocqueville, Frances Trollope, Harriet Martineau, Charles Dickens, William Russell, and Anthony Trollope. They were eager to learn something of the manners, the customs, the character, and the strange institutions of these frontier people. There is a written assignment relating to each of the travelers.

Era of the Civil War and Reconstruction
V57.0607 Hodes. 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 freedpeople, white Northerners, and white Southerners after the war. Concludes with an assessment of the era’s legacies.

America in the Early 20th Century
V57.0609 Mattingly. 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 conflict-
tion to urban racial violence, labor-management conflict, and antiwar (student) protest of the late 19th and 20th centuries.

Readings: From the Mayflower Compact to the Monroe Doctrine: Fundamental Documents in Early American History
V57.0619 4 points.
Explodes the roots of American political and social culture through reading and discussing the basic documents from the first two hundred years. These include the Mayflower Compact, the Declaration of Independence and the Constitution, the Bill of Rights, and the Monroe Doctrine. The goal is to examine the motives and expectations of this country’s founding generations, explore their achievements and their failures, and shed light on America today.

United States Foreign Policy
V57.0622 4 points.
A survey of foreign relations from the era in which the United States was an underdeveloped nation to its role as world superpower. In addition to examining policy formation, the course considers U.S. involvement in foreign wars, trade, and cultural exchange.

The American Military Experience: The Colonial Period to 1900
V57.0623  E. Rose. 4 points.
Describes and analyzes American military affairs from the colonial period to the opening of the 20th century. Although it deals with the major wars of the period, the course is concerned less with battles and tactics than it is with the relationship between the society and the development of its military institutions. Topics include the militia tradition in colonial society, military origins of the Revolution, the creation of the navy, the professionalization of the regular army, life versus myth in the frontier army, the Civil War, Indian campaigns, guerilla warfare in the Philippines, and the United States as a world power.

The American Military Experience in the 20th Century
V57.0624  E. Rose. 4 points.
Describes and analyzes the history of American military affairs in the 20th century. Concerned primarily with the relationship between American society and the development of its military institutions. Organized both chronologically and topically, the course treats such topics as America’s military strengths and traditions, the aftermath of the Spanish-American War, the creation of the general staff, World War I, intervention in Russia, the China station, the rise of the U.S. Air Force, World War II, the cold war, the Truman-MacArthur controversy, Vietnam and its aftermath, and the all-volunteer army.

The Frontier in American History
V57.0625  Schult. 4 points.
Emphasizes the intrusion into Indian country and its dilemmas; relations between whites and Indians; the settling of new environments; the impact of technology, diplomacy, war, racism, and government policy on the development of the West; territorial developments; the distinctive personalities of westward expansion; the legend and romance about the West; and the meaning of the frontier experience to the development of American society.

Introduction to Asian/Pacific American Experience
V57.0626  Identical to V15.0010. Techen. 4 points.
See description under Asian/Pacific American Studies (15).

American Indian Policy: Indian-White Relations, 1750 to the Present
V57.0628  Schult. 4 points.
Historical development of Indian-white relations and the formation of major federal policies toward the Native American from the experiences in late colonial America to the present. Includes the nature of relations between the Indian and the white man in America, the formation and implementation of policies to deal with that relationship, the Indian dilemma in an expansive American society, the impact of historical change on major Indian tribes, and the significant influences of Indian and white leaders.

American Social History
V57.0629  Mattingly. 4 points.
Studies the development of the American social structure from the founding of the colonies to the present. Special attention to family, ethnic and racial minorities, women, and the American class structure and to modernization, urbanization, and industrialization and their impact on American society.

American Social Institutions, 1880-1980
V57.0630  Mattingly. 4 points.
 Begins with the post-Civil War period and explores selected social issues before the emergence of a clear policy process. Pays close attention to the changes that issues undergo as they confront the structures of industrial capitalism, urban bureaucracies, and governmental politics. Issues examined include education, health, poverty, racial and gender discrimination, and the ongoing dilemma of social planning in an American democracy.

The Old South in America to 1862
V57.0632  Schult. 4 points.
 Begins with a survey of the economic and social development of the southern Atlantic and Gulf Coast frontiers, including the French, English, and Spanish rivalries and the place of the Native Americans. Centers on the political, economic, social, and cultural developments of the Old South through early national and antebellum America to secession and the creation of the Confederacy. Slavery, slave trade, the plantation system, urban life, southern business enterprise, regional diversity, and significant historical personalities.

Women in American Society
V57.0635  Identical to V97.0635. Gordon. 4 points.
This course has two themes: how maleness and femaleness (gender) have changed in the last 150 years, and how women’s lives in particular have been transformed. It emphasizes not only the malleability of gender, but also the way that gender systems have varied in different class, race, ethnic and religious groups. We look at women and gender in politics, in work, in family and personal relationships, in sexuality and in culture.
New York City: A Cultural History  
**V57.0638 Bender. 4 points.**  
Explores the cultural history of New York City in the 19th and 20th centuries. Special attention to literary and pictorial symbolizations of the city, urban development and urban aesthetics, and the institutions and traditions of intellectual and cultural creativity. At least one walking tour.

New York City: A Social History  
**V57.0639 Identical to V99.0330. Walkowitz. 4 points.**  
Examines key themes in the social history of New York City: the pattern of its physical 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.

Patterns of American Thought to 1860  
**V57.0641 4 points.**  
Survey of major ideas and patterns of thought in American history from the early 17th century to the mid-19th century. Focuses on the important idea systems of Puritanism, Enlightenment thought, and romanticism. Considers aspects of political, religious, philosophical, social, scientific, and aesthetic thought. Readings in primary and secondary sources.

Patterns of American Thought Since 1860  
**V57.0642 4 points.**  
Survey of major ideas and patterns of thought in American history from the mid-19th century to the late 20th century. Focuses on the important idea systems of scientific naturalism and 20th-century relativism. Considers aspects of political, religious, philosophical, social, scientific, and aesthetic thought. Readings in primary and secondary sources.

American Intellectual History, 1750-1930  
**V57.0643 Prerequisite: survey course on American history, American literature, or American political theory. Bender. 4 points.**  
Explores selected practical and prescriptive visions of American culture and politics articulated by writers, intellectuals, and political leaders since 1750. The work of the course is the reading and interpreting of key texts in their intellectual, political, and social contexts. Concerns itself with the interplay between ideas and experience, and politics and culture.

U.S. Borderlands: Culture, Conflict, and Conquest  
**V57.0645 Krathbamom. 4 points.**  
Examines the history of the U.S. Southwest—the borderlands—in the 18th and 19th centuries. Covers the history of the indigenous peoples in this region, Spanish and Mexican control of the area, and the struggles between Mexico and the U.S. to lay claim to the land. Readings and lectures focus closely on the ways in which communities and cultures developed and interacted in a region where territorial borders between nations were often unclear and shifting.

African American History to 1865  
**V57.0647 Identical to V11.0647. Kelley, Sammons. 4 points.**  
Survey of the experience of African Americans to 1865, emphasizing living conditions, treatment, images, attitudes, important figures and events, and culture using a chronological and topical approach. Topics include African way of life, initial contact between Africans and Europeans, slave trade, early slavery, freedom and control in slave society, abolitionism, slave resistance, free blacks, and gender.

African American History Since 1865  
**V57.0648 Identical to V11.0648. Kelley, Sammons. 4 points.**  
Survey of the experience of African Americans from the Civil War to the present, including themes such as freedom and equality, migratory movements, cultural contributions, military participation, civil rights activism, black power, and contemporary conditions. Topics include the Reconstruction, white supremacy, black thought and protest, Washington and Du Bois debate, rise of the NAACP, World War I, the Harlem Renaissance, communism, World War II, civil rights, black power, black nationalism, and blacks and Reagan.

Race, Gender, and Sexuality in U.S. History  
**V57.0655 Identical to V97.0993. Duggan, Rose. 4 points.**  
Drawing primarily on the histories of hetero- and homosexual African Americans and women, this course explores the complex and important intersection of race, gender, and sexuality in 19th- and 20th-century American history. Throughout U.S. history, the social, economic, moral, and political arguments advanced to sustain the subordination of people of color, women, and gays and lesbians have frequently revolved around the sphere of sexuality. We explore important historical subjects such as abolition, lynching, the Scottsboro boys, welfare debates, teenage pregnancy policies, reproductive rights, and the Black Power movement with special attention paid to the intertwined histories of racial, gender, and sexual oppressions.

American Jewish History  
**V57.0689 Identical to V78.0172. 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. The course 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.

History of Asia, Africa, and Latin America  
**V57.0651. Salzmann. 4 points.**  
The Ottoman Empire and World History  
**V57.0515 Identical to V77.0650, V65.0651. Salzmann. 4 points.**  
See description under Middle Eastern Studies (77).

Modernism and the Formation of National Culture in Japan, 1900-1980  
**V57.0530 Identical to V33.0730. Harootunian. 4 points.**  
See description under East Asian Studies (33).
The Near East in Modern Times
V57.0531 Identical to V77.0690.
4 points.
Surveys main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Europe and the Middle East in Historical Perspective
V57.0534 Identical to V77.0689.
Haj, Lockman. 4 points.
Survey of economic, political, and cultural relations between Europe and the Middle East. Attention paid at the outset to the structure of the "Muslim state" and Islamic society, with special reference to the Ottoman Empire. Stresses the dynamics of social, economic, and political change in the Middle East in the 19th and 20th centuries, a consequence of dramatic expansion of European influence in the region. Middle Eastern ideological, cultural, and political responses to European expansion and dominance.

Modern China
V57.0535 Identical to V33.0535.
Karl, M. Young. 4 points.
Introduction to the history of modern China. Considers the main events of 19th- and 20th-century China, exploring the ways in which China's development was shaped by a larger world context as well as the extent to which it was self-determined. Aims to gain a sharper sense of how imperial Confucian China became the People's Republic.

Gender and Radicalism in Modern China
V57.0536 Identical to V33.0536 and V97.0536.
Karl, M. Young. 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. Heavy writing and class discussion component.

History of Modern Japan
V57.0537 Identical to V33.0537.
L. Young, 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.

Chinese Society and Culture, 1550-1950
V57.0539 Identical to V33.0539.
Waley-Cohen. 4 points.
Examines social and cultural life in early modern China through the Republican era; focuses on causes and effects of change and continuity. Covers scholarly elites, workers, peasants, bandits, women, and others. Topics include family life, religion and ritual, law and order, urbanization and city life, religion and secret societies, militarization, and the role of intellectuals. Emphasis on contemporaneous materials with attention to discrepancies between Chinese and Western sources.

Nationalism in the Middle East
V57.0541 Identical to V77.0677.
Haj, Lockman. 4 points.
See description under Middle Eastern Studies (77).

Arts of War in China
V57.0544 Identical to V33.0244.
Waley-Cohen. 4 points.
See description under East Asian Studies (33).

Topics in Chinese History
V57.0551 Identical to V33.0531.
Karl, Waley-Cohen, M. Young. 4 points.
Specific topics vary from time to time 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.

The History of Religions in Africa
V57.0566 Identical to V11.0566.
Hull. 4 points.
Covers (1) traditional African religions, including the myths of origin; concepts of the individual and the Supreme Being; the individual's relation to the universe; links between the world of the living and the spiritual; ancestral worship, divinities, witches, and sorcerers; and sacrifice, prayer, birth, and death; (2) the impact of Islam on traditional African religions and the spread of Islam; (3) the impact of Christianity and missionary enterprise in the late 19th and early 20th centuries in sub-Saharan Africa; and (4) the impact of secular culture on religions in sub-Saharan Africa.

History of Contemporary Africa
V57.0567 Identical to V11.0567.
Gomez, Hull. 4 points.
Examines the history of sub-Saharan Africa from World War II to the present, through lectures, discussions, films, and musical tapes. Attempts to probe the roots of key crises facing Africa today. These include genocide, refugees, population, famine, governance, urban decay, environmental deterioration, AIDS, religious extremism, and arrested economic development. The roots of regenerative forces are also explored, particularly in the areas of agriculture and the arts.

History of Southern Africa
V57.0568 Identical to V11.0568.
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.

Vietnam: Its History, Its Culture, and Its Wars
V57.0737 Identical to V33.0737.
Roberts, M. Young. 4 points.
See description under East Asian Studies (33).
History of Modern Latin America
V57.0745 Ferrer, Roseberry. 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
V57.0750 Ferrer, Roseberry, Thomson. 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. Topics include conquest and the origins of colonialism in Latin America and race and ethnicity in Latin America.

History of Mexico
V57.0752 Roseberry. 4 points.
A survey of Mexican social and cultural history, including a brief sketch of indigenous societies and civilizations on the eve of the Spanish Conquest, an examination of the conquest as a protracted process and of the establishment of regionally distinct colonial societies, and an exploration of the formation and subsequent development of specific patterns of social life—of urban society and rural hinterlands, of characteristic agrarian institutions, and of interracial and interethnic relations. Special attention paid to moments of real or apparent rupture in the social and political system, when these characteristic patterns and institutions were challenged or threatened—the Wars of Independence, the revolution, and the recent conflict and crisis in Chiapas.

History of the Caribbean
V57.0759 Ferrer. 4 points.
The Antilles and the Guianas, from the arrival of Columbus to the present. A survey course organized chronologically and thematically around such topics as colonialism, slavery and emancipation, U.S. intervention, social revolution, and economic development.

GLOBAL AND SPECIAL TOPICS COURSES

Inventing the Middle Ages
V57.0801 Identical to V65.0802. 4 points.
The 20th-century search for the meaning of the Middle Ages. The lives and ideas of the great medievalists since 1895. The four leading schools of historical interpretation, literary criticism, and art history directed to the medieval era, the origins and end of the Middle Ages, feminist interpretation, and interaction between 20th-century and medieval thought.

History Through Film
V57.0803 Walkowitz. 4 points.
Introduces students to selected themes in modern history. Uses films as documentary sources.

The World: 1914-1953
V57.0815 Nolan, M. Young. 4 points.
The history of the world between 1914 and 1953: an examination of the order of empire established by the European countries in the 19th century and the way in which the non-European world challenged that order. Covers not only economic and political history but raises questions about culture, society, and gender in comparative perspective.

Topics in Women’s History
V57.0820 Identical to V97.0820. 4 points.
Topics vary from term to term.

Topics in World History
V57.0830 Hull, Staff. 4 points.
This advanced lecture course varies in format and content each semester. In general, it examines different cultures comparatively over time and space from the 15th century to the present. Ideally it should be taken after V57.0031.

Major Themes in World History: Colonialism and Imperialism
V57.0031 Karl, M. Young. 4 points.
Introduces students to key texts in and critical methodologies for the study of modern world history from the perspective of two of its dominant themes: imperialism and colonialism. Helps students theorize and historicize these seemingly well-known and self-explanatory concepts by introducing them as historically specific theories for understanding the very notion of “modern world history.” The broad theoretical consideration is accompanied by a consideration of specific texts from Asia and the United States, although not confined to such a bilateral view of the “world.”

RESEARCH SEMINARS

The research seminar 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 research paper. Research seminars should be taken in the senior year, but they are open to qualified juniors. They are small classes in which the students present their own work and discuss the work of the others. Permission of the director of undergraduate studies is required for admission. An occasional nonmajor may be admitted with permission of the director of undergraduate studies and the seminar instructor.

EUROPEAN HISTORY

Seminar: Topics in Irish History
V57.0185 Identical to V58.0185. Scally. 4 points.
See description under Irish Studies (58).

Seminar: The Crusades and the Crusader Kingdom in the Middle Ages
V57.0265 Identical to V65.0265. Claster. 4 points.
Examines the Crusades and the Crusader Kingdom in the context of both the western European and the eastern Mediterranean worlds. The European background of the crusading movement and the history of the Latin Kingdom of Jerusalem are explored. Emphasis is on the writings of the crusaders themselves, of the Near Easterners who reacted to the Crusades, as well as the many theories proposed by modern historians to explain the crusading phenomenon.
Seminar: Women in Medieval and Renaissance Europe  
V57.0270 Identical to V65.0270, V97.0270. P. Johnson. 4 points.  
Examines the role and status of women in medieval and Renaissance Europe, exploring theological and medical attitudes toward women as well as economic and social determinants for women's lives. Topics include the development of the institution of marriage; the ideal of romantic love; women's religious experience; and women's economic, literary, and artistic contributions to society. Balances studying women as a group in history and examining individual women, when possible, through their own words.

Seminar: Topics in Early Modern Europe  
V57.0279 Identical to V65.0279. Feros, Hicks. 4 points.  
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: Topics in the Renaissance  
V57.0281 Identical to V65.0281. Feros, Hicks. 4 points.  
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: Witchcraft, Heresy, and Dissent in the Middle Ages  
V57.0282 Identical to V65.0282. P. Johnson. 4 points.  
Examines levels of skepticism—both ours and that of people in the past—the mechanism of scapegoating, and the interplay of social, economic, religious, and individual determinants in Europe's late medieval/early modern attacks on heretics and witches. Explanations for geographic differences and change over time are considered, as are the scholarly interpretations and methodologies.

Seminar: Classical Tradition in the Middle Ages  
V57.0283 Identical to V65.0283. Cluster. 4 points.  
Readings, discussions, and research on the classical tradition and the interaction between Christianity and classical culture in the Middle Ages from the 4th to the 15th centuries.

Seminar: 12th-Century Renaissance  
V57.0284 Identical to V65.0284. P. Johnson. 4 points.  
Interdisciplinary examination of the dynamic economic, artistic, and intellectual expansion of western Europe in the 12th century. Topics: the Crusades, Abelard and the new learning, the flowering of individualism, the spirituality of St. Bernard, “courtly love,” Abbot Suger and Gothic architecture, the position of women and Jews in the 12th century, popular literature, and new legal and political concepts.

Seminar: The European Enlightenment  
V57.0286 Levy. 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 philosophies and the gods, the social and political sciences, ethical thought, utopian literature, and popular culture.

Seminar: Cultural History of the French Revolution  
V57.0287 Levy. 4 points.  
Explores thematically and in depth selected new sources, recent interpretations, and current debates in French Revolutionary cultural history. It is broadly divided into Revolutionary and counterrevolutionary ideology and culture; biography; legacies of the French Revolution; 20th-century representations of the French Revolution in the arts.

Seminar: Origins of World War I  
V57.0288 Steblin. 4 points.  
Explores the causes and responsibility for the war. Topics include the diplomatic crises before 1914, the internal situation of Austria, the assassination of the Archduke Ferdinand, and the varying interpretations of the causes of the war.

Seminar: Origins of World War II in Europe  
V57.0289 Steblin. 4 points.  
Topics vary.

Seminar: Fascism  
V57.0290 Nolan. 4 points.  
Fascism as a political, social, and cultural phenomenon in the 20th century. The nature and appeals of fascist movements in individual European countries from the First through the Second World War, including fascist regimes in Italy and Germany. Background readings are the center of discussion in the first half of the course; students present short papers for class discussion and criticism during the second half. Attention given to the role of leadership, economic conditions, class conflicts, ethnic hatreds, foreign relations, and social and cultural legitimation.

Seminar: The Russian Revolution  
V57.0291 Kotsonis. 4 points.  
This seminar has two objectives: (1) an in-depth survey of the events, personalities, and interpretations of the Russian Revolution through a close analysis of numerous varied sources and (2) a workshop in the writing of history through the preparation and criticism of short papers and written exercises.

Seminar: Topics in Russian History  
V57.0292 Kotsonis. 4 points.

Seminar: Cultural History of Europe, 19th and 20th Centuries  
V57.0293 Judt. 4 points.  
Stresses the theme of cultural responses to a changing civilization in the generation before World War I. Students present reports based on original research in fields such as literature, the arts, philosophy, science, religion, education, and popular culture. Emphasizes research methods, and discussions center on student investigations.

Seminar: Weimar Germany and the Rise of the Nazis  
V57.0294 Steblin. 4 points.  
Explores several topics to determine the strengths and weaknesses of Germany during its transition from a monarchy in 1918 to totalitarianism in 1933. Topics include the legacies of World War I, economic problems, foreign affairs, culture, the enemies of the republic, and the rise of Nazism.

Seminar: Modern English History  
V57.0296 Scally. 4 points.  
Readings and discussions in English social, intellectual, and political history in the modern period. Discussion and writing on topics designed to suit the particular interests of the
students in the seminar. Priority is given to seniors who need a seminar to graduate, but the course is also open to advanced students.

Seminar: Western Europe and Greece, 1700-1900 V57.0297 Fleming. 4 points. This seminar focuses on European philhellenism from 1700-1900. Examines the impact of philhellenism on the Greek and European cultural contexts, assesses the contributions of European philhellenism to the Greek War of Independence, and traces the ways in which philhellenism shaped the development of Greece as an independent nation-state in the 19th century. Particular attention given to the French Revolution and the Napoleonic Wars; the so-called "Age of Revolution"; the role of the Habsburgs and Ottomans; and the rise of the British colonial empire.

Seminar: Religion and Society in America V57.0668 Wob. 4 points. Discusses the relationship between religion and American culture from the 1880s through the present. Topics include the changing nature of African American religious culture after the Civil War; the growth and diversity of immigrant Catholicism; the Social Gospel movement and the reaction of mainline Protestants to immigration and industrialization; the rise of fundamentalism and the resurgence of the religious right; and the emergence of non-Christian religious traditions in the United States.

Seminar: 18th-Century America V57.0670 Kupperman. 4 points. Designed to sharpen students’ analytical and critical skills. Reading and research on a topic in 18th-century American social and political development, with oral and written presentations in class.

Seminar: The Jacksonian Era V57.0673 Schult. 4 points. For a description, see the instructor.

United States History

Seminar: Constructions of Race in U.S. History V57.0680 Hodes. 4 points. Explores the ideas of race and how racial classifications have changed over time and across regions and cultures in the United States. Themes include language, color, law, science, slavery, mixed ancestries, and white identity. Focus on the 19th century, with attention to colonial origins, the 20th century, and the modern day.

Seminar: The Civil War V57.0683 Schult. 4 points. Each student engages in a research project in the sources for the period of the Civil War, concentrating on a particular topic, biographical, regional, or societal. Begins with a few sessions of discussion about developments between 1860 and 1870 and follows with emphasis on individual oral presentations and class interchange on the selected topics.

Seminar: Ideology and Social Change in American History V57.0684 Prerequisite: V57.0010 or the equivalent. Mattingly. 4 points. Explores classical arguments in American history concerning social behavior. Central themes: the power of cultural conditioning, the role of schooling and other acculturating institutions, the uses of "uplifting" reform and organizational benevolence, and the intervention of professional experts into social policymaking. Special attention to the role of ethnic and racial leaders, proponents of success and socialization, critical investigations of family and femininity, and analysis of distinctive generational responses to these and related issues.

Seminar: The New Deal V57.0686 Katz. 4 points. Explores the historical issues of the Great Depression and the New Deal years, 1933-1941, by discussing several relevant works on this period. Students choose a research project, which they report on orally and in a seminar paper.

Seminar: The United States Since 1945 V57.0687 4 points. The major developments in American society and foreign affairs in the past 40 years. Beginning with the origins of the cold war, considers American-Russian relations and the spread of the cold war to Asia, culminating in the Vietnam War. In domestic affairs special attention is given to social and political developments, including the civil rights movement, reform (the Fair Deal and the War on Poverty), civil liberties, and the women's liberation movement.

Seminar: United States Foreign Policy V57.0691 4 points. The first third of the semester is devoted to class discussion of assigned readings on American diplomacy in the 20th century. The balance is spent discussing students' topics and reports. Each student is expected to select a research topic in this period, report on it orally, and prepare a short term paper.

Seminar: American Intellectual History V57.0693 Bender. 4 points. Readings and research on a selected problem or period in American intellectual history.

Seminar: History of African Americans V57.0695 Bender. 4 points. Concentrates on a topic in urban history. Students discuss readings on the topic and then write substantial papers on a specific aspect of the topic that interests them. Completed student papers are discussed in class. Special attention to methods of historical research and interpretation.

Seminar: History of African Americans V57.0696 Identical to V11.0696. Kelley, Sammons. 4 points. Traces the evolution of black culture from the colonial era to the present. Special attention to the development of American slavery, the free black community, and the Civil War. Patterns of racism in the South and urbanization in the North after the war are examined. Concludes with a consideration of the civil rights movement and black nationalism.

Seminar: Women in American History V57.0697 Identical to V97.0697. Duggan. 4 points. Examines key themes in the history of American women, their evolving status in American society from the colonial era to the present. The impact of urbanization and industri-
alization on the status of women is stressed as well as the role that women have played in the development of American society and history.

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

Seminar: Nationalism in the Middle East
V57.0541 Identical to V77.0677. Lockman. 4 points.
See description under Middle Eastern Studies (77).

Seminar in Chinese History
V57.0552 Identical to V33.0552. Karl, Waley-Cohen, M. Young. 4 points.
Specific topics include China and the Global Economy, 1-492-1842; China and Christianity; Culture and Politics in 18th-Century China; Republican Shanghai; Modern Chinese Intellectual History; Frontiers of China; Politics and Culture of the 1950s; Nationalism in Asia; The Cultural Revolution.

Seminar: Modernization and Nation-Building in Sub-Saharan Africa
V57.0585 Identical to V11.0585. Gomez, Hull. 4 points.
Each student chooses a contemporary African nation and focuses on one or more specific problems such as dictatorship and democracy, socialist and capitalist developments, civil liberties, the media, malnutrition and starvation, natural resources, health and education, and race and ethnicity. The student examines the problem within its historical context, i.e., how the past has conditioned the present.

Seminar: History of African Towns and Cities from Medieval to Modern Times
V57.0598 Identical to V11.0598. Hull. 4 points.
Explores urban Africa south of the Sahara from the 11th century A.D. to the present. Compares and analyzes the origins and development of the major towns and cities of the Sahel, savannas, forest, and coasts at different points in history. Examines urban government, economy, society, architecture, the arts, and education through lectures complemented by color transparencies. Divided into three units: precolonial, colonial, and postindependence.

Seminar: Modern Central Asia
V57.0700 Identical to V77.0700. 4 points.
See description under Middle Eastern Studies (77).

Seminar: The Vietnam War
V57.0701 M. Young. 4 points.
Investigates the history of 30 years of war (1945-1975) in Indochina. Students research, discuss, and write about aspects of the war, with emphasis on the Vietnamese, Lao-tians, Cambodians, French, and Americans actually in Indochina. The focus is on Vietnam and the events that transpired there. Uses Vietnamese and American sources.

Seminar: Japan and World War II in Asia
V57.0710 Identical to V33.0710. L. Young. 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 interpretive controversies as well as texts may be discussed. Thematically, the course divides into sections: (1) the great debates over Japanese fascism and ultranationalism; (2) the China War; (3) the Pacific War; (4) the Co-Prosperity Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

Seminar: Japanese Modern in Film and Literature
V57.0712 Identical to V33.0612. L. Young. 4 points.
Explores categories and meanings of “the modern” as they emerge in the film and literature of early 20th-century Japan, when the central apparatuses of Japanese modernity—the modernizing reforms of the nation-state and the formations of industrial capitalism—took root. A series of war booms stimulated rapid urban growth nationwide and the emergence of a new mass culture and mass society in Japan’s burgeoning cities. These developments and their significance for modern life became a central preoccupation of writers, critics, and artists. Course examines how these intellectuals understood the changes happening around them.

Seminar: Latin America and The Caribbean
V57.0799 Ferrer, Roseberry, Thomson. 4 points.
Seminars are organized around broad themes in Latin American and Caribbean history. Recent topics have included African Slavery in Latin America and the Caribbean; Haiti and Cuba: Connections and Comparisons; and Colonial 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.

The Search for Peace in the Nuclear Age
V57.0813 Identical to V33.0713. Lutzker. 2 points.
Examines the major paths that could lead to a nuclear confrontation; the social, ecological, and economic consequences of nuclear detentions; and the various policies that either promote the likelihood of nuclear war or make it a less imminent threat.

REQUIRED COURSE FOR HISTORY MAJORS

Workshop in History
V57.0900 4 points.
This course, offered every semester, is required of every history major. It should be taken soon after a student declares the major, in the sophomore year or the first semester of the junior year. It is designed to expose new majors to the craft of history and how it is practiced—the analysis of primary materials and their use in building historical arguments through interpretive writing. Its two major goals are to give students the understanding and insight about history as a discipline that will make their later lecture and readings courses more rewarding and the skills in analysis, interpretation, and written expression necessary to produce an original study in the later research seminar. Topics have included Spain and America, 1898-1940; Families and the Civil War; The Great War; History, Biography, Memory; New York City, 1870-1930; Decoding the Middle Ages; The Home Front in World War II.
INDEPENDENT STUDY

Independent Study
V57.0997, 0998 Prerequisites: junior or senior standing and 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 independent study students per term. 2 or 4 points per term.

INTERNSHIP PROGRAM

Internship
V57.0980, 0981 Prerequisite: permission of the director of undergraduate studies. Open only to junior and senior history majors. 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.

RELATED COURSES

The following are designated related courses offered in other departments as indicated. No more than 8 points of these may be counted toward the major in history.

Modern Jewish History
V57.0099 Identical to V78.0103 and V90.0681. Eng. 4 points. See description under Hebrew and Judaic Studies (78).

History of Judaism II
V57.0110 Identical to V78.0101, V77.0681, and V90.0682. Chazan. 4 points. See description under Hebrew and Judaic Studies (78).

Christian-Jewish Relations in Antiquity and the Middle Ages
V57.0119 Identical to V78.0215 and V90.0465. Lipton. 4 points. See description under Hebrew and Judaic Studies (78).

Renaissance 2000
V57.0124 Identical to V59.5161. 4 points. See description under Italian (59).

Russia and the Middle East in Modern Times
V57.0131 Identical to V77.0675. 4 points. See description under Middle Eastern Studies (77).

Blacks in the French Revolution
V57.0141 Identical to V11.0830. 4 points. See description under Africana Studies (11).

History of East European Jewry
V57.0177 Identical to V78.0171. 4 points. See description under Hebrew and Judaic Studies (78).

History of Ancient Greece
V57.0200 Identical to V27.0242. Peachin. 4 points. See description under Classics (27).

History of Rome: The Republic
V57.0205 Identical to V27.0267. Peachin. 4 points. See description under Classics (27).

History of Rome: The Empire
V57.0206 Identical to V27.0278. Peachin. 4 points. See description under Classics (27).

The Greek World from Alexander to Augustus
V57.0243 Identical to V27.0243. Peachin. 4 points. See description under Classics (27).

German Jewish History
V57.0274 Identical to V78.0679. Eng. 4 points. See description under Hebrew and Judaic Studies (78).

History of South Asian Diaspora
V57.0326 Muhkerjea. 4 points. See description under Asian/Pacific American Studies (15).

A Cultural History of Ancient Egypt
V57.0505 Identical to V77.0614. Goelot. 4 points. See description under Middle Eastern Studies (77).

The History of Ancient Egypt, 3200-32 B.C.
V57.0506 Identical to V77.0611. Goelot. 4 points. See description under Middle Eastern Studies (77).

British and Irish Politics
V57.0514 Identical to V42.0314. Reilly. 4 points. See description under European Studies (42).

Medieval Encounters: Islam and Christian Europe
V57.0520 Identical to V77.0694. 4 points. See description under Middle Eastern Studies (77).

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. Haj, Lockman. 4 points. See description under Middle Eastern Studies (77).

Palestine, Zionism, Israel
V57.0532 Identical to V77.0697. Lockman. 4 points. See description under Middle Eastern Studies (77).

The Land of Israel Through the Ages
V57.0540 Identical to V77.0609, V78.0141, and V90.0609. Schiffman. 4 points. See description under Hebrew and Judaic Studies (78).

Seminar: Colonialism, Imperialism and Nationalism in the Middle East
V57.0541 Identical to V77.0677. Haj. 4 points. See description under Middle Eastern Studies (77).

Seminar: Topics in Middle Eastern History
V57.0550 Identical to V77.0688. Husain. 4 points. See description under Middle Eastern Studies (77).

Introduction to the Asian American Experience
V57.0626 Identical to V15.0010. Shin. 4 points. See description under Asian/Pacific American Studies (15).

Seminar: Race, Class, and Metropolitan Transformation
V57.0656 Identical to V15.0601, V99.0345. 4 points. See description under Asian/Pacific American Studies (15).

Issues in Jewish History
V57.0800 Identical to V78.0800. Sinkoff. 4 points. See description under Hebrew and Judaic Studies (78).
The Holocaust: The Third Reich and the Jews  
V57.0808 Formerly Confronting the Holocaust. Identical to V78.0685.  
4 points.  
See description under Hebrew and Judaic Studies (78).

Interdisciplinary Seminar in Medieval and Renaissance Studies  
V57.0991, 0992 Identical to V65.0991, 0992. Does not count toward fulfillment of the seminar requirement for majors in history.  
4 points.  
See description under Medieval and Renaissance Studies (65).

GRADUATE COURSES OPEN TO UNDERGRADUATES
Certain 1000-level courses in the Graduate School of Arts and Science are open to qualified undergraduates each semester, and qualified undergraduates are encouraged to enroll in those that fit the needs of their program. Permission of the director of undergraduate studies is required.
The study of Irish society and culture provides students with an understanding of Ireland's historical experience; its colonial past in relation to England; its contribution to literature, both ancient and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives.

Irish studies at NYU offers an interdisciplinary program for students wishing to pursue a systematic study of Irish culture, including language, literature, cinema studies, drama, history, and politics. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors from Ireland.

In addition to the program at Washington Square, NYU in Dublin gives students the opportunity to study in Ireland during the summer.

**Faculty**

**Professors:**
Diner, Donoghue, Lee, Scally

**Assistant Professor:**
Reilly

**Adjunct Professors:**
Carroll, McKenna

**Adjunct Assistant Professors:**
Almeida, Casey

**Irish Language Lecturer:**
Ó Cearúill

**Programs**

**MAJOR**
The major is currently under development.

**MINOR**
Four courses 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.

**GLUCKSMAN IRELAND HOUSE**
Located in a historic landmark building at One Washington Mews, the Lewis L. and Loretta Brennan Glucksman Ireland House has established itself as a major center for Irish studies and cultural events. A lively array of programs is offered free to students, including evening courses, public lectures, conferences, films, exhibits, and readings.

**NYU IN DUBLIN**
The focus of NYU's summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland's oldest and most beautiful university. Housing for students is provided in Trinity, situated in the heart of Dublin.

Courses open to NYU and non- NYU students, both graduate and undergraduate, include Irish literature, history, politics, drama, cinema, 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 include Newgrange, Glendalough, and the Wicklow Mountains.
Courses

Topics in Irish History
V58.0181 Identical to V57.0181. 4 points.
Topics vary yearly and may include the following: the Irish in America, the Irish in New York, Irish nationalism, Irish emigration, and Irish history and gender.

History of Modern Ireland, 1580-1800
V58.0182 Identical to V57.0182. 4 points.
Examines the English conquest of Ireland; the Ulster and Munster plantations; the reshaping of Irish society; Irish reaction to conquest; the Reformation and Counter-Reformation; the flight of the Earls; Cromwell’s confederacy; Ireland under the Penal Laws; Irish economy and society in the 18th century; the Enlightenment and the Rising of 1798.

History of Modern Ireland, 1800-1922
V58.0183 Identical to V57.0183. 4 points.
Examines the period from the Act of Union between Great Britain and Ireland to the achievement of independence in 1922. Topics covered include the Union and its aftermath; the growth of nationalism in 19th-century Ireland; the great famine of 1845-1850 and its long-term economic, social, and political consequences; the shaping of modern Ireland; Fenianism and the Land War; the Irish cultural revival; the policy of Home Rule and Unionist reaction; the 1916 Rising, and the War of Independence.

History of Modern Ireland, 1922-Present
V58.0184 Identical to V57.0184. 4 points.
An overview of Irish history from the 1920s to the present day, involving an assessment of Ireland as an emerging nation. The course examines developments in culture and society. Key topics include nationalism, religion, the economy, emigration, and issues to do with gender. Focus is on what is today the Republic of Ireland, as well as the history of Northern Ireland since partition. The course incorporates the study of historical documents and literature as primary source materials.

Seminar in Irish History
V58.0185 Identical to V57.0185. 4 points.
Designed for students who wish to pursue a special area of interest in Irish history for reading and research. Topics may be chosen from any period from 1691 to the present. The early weeks of the course survey interpretative readings in modern Irish history, followed by consultation on research with the instructor and class presentations of progress and findings.

European Migration: The Irish and Jewish Experience
V58.0186 Identical to V57.0186 and V78.0686. 4 points.
Examines the comparative experiences of two immigrant groups to the United States, the Irish and Eastern European Jews. Explores the forces that propelled the migrants out of their homes and the ways in which they created communities and new identities in America. Because of its comparative nature, this course asks students to seek both similarities and differences in those migrations.

British and Irish Politics
V58.0514 Identical to V53.0514 and V42.0514. 4 points.
See description under Politics (53).

Contemporary Irish Politics and Society
V58.0515 Identical to V42.0515. 4 points.
An examination of the politics of contemporary Ireland, north and south. The course 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
V58.0621 Identical to V41.0621. 4 points.
See description under English (41).

Myths and Cultures of the Ancient Celts
V58.0307 Identical to V41.0307 and V65.0761. 4 points.
Traces the origins of the Celts in Iron Age Europe and their migrations to Great Britain and Ireland, where their languages and culture survive even today. In myths and tales from early Ireland and Wales, in images of ancient objects and buildings, and in the writings of Greek and Roman historians, the course examines the world of one of Europe’s first peoples—their sacred kings, their heroic warriors, their reverence for the power of poetic utterance.

Topics in Irish Literature
V58.0761 Identical to V41.0761. 4 points.
Topics vary yearly. Recent topics have included Irish American fiction and poetry, Northern Irish writers, and Irish women writers.

Topics in Irish Fiction and Poetry
V58.0762 Identical to V41.0762. 4 points.
Topics vary yearly. Recent topics have included contemporary Irish fiction and poetry.

Irish Dramatists
V58.0700 Identical to H28.0603, V30.0700, and V41.0700. 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 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.

Topics in Irish Drama
V58.0763 Identical to V41.0763. 4 points.
Topics vary yearly. Recent topics have included contemporary Irish drama.
Colloquium: James Joyce
V58.0625 Identical to V41.0625. 4 points.
See description under English (41).

Cinema in Contemporary Ireland
V58.0503 Identical to V30.0503. 4 points.
An examination of recent developments in Irish cinema focusing on the importance of independent film in contemporary Irish culture. Considers the relationship between word and image, narrative and spectacle, in the light of the complex interaction between visual culture and the powerful literary tradition in Ireland.

Topics in Irish Cinema
V58.0764 Identical to V41.0764. 4 points.
Topics vary yearly.

Art and Society in 20th-Century Ireland
V58.0650 Identical to V43.0650. 4 points.
This introductory course traces painting and other visual art forms from impressionism and symbolism to social realism, expressionism, surrealism, modernism, and postmodernist conceptual and installation art. Both classroom lectures and visits to examine Irish art in New York collections are integral to the course.

Independent Study
V58.0997, 0998 Prerequisite: permission of the director of undergraduate studies is required. 2 or 4 points per term.
Independent study with an Irish studies faculty member.

BASIC LANGUAGE COURSES IN IRISH

Elementary Irish I
V58.0100 Identical to V42.0100. Open to students with no previous training in Irish. 4 points.

Elementary Irish II
V58.0101 Identical to V42.0101. Continuation of V58.0100 or assignment by placement examination or department permission. 4 points.

Intermediate Irish I
V58.0102 Identical to V42.0102. Prerequisite: V58.0101 or assignment by placement examination or department permission. 4 points.

Intermediate Irish II
V58.0103 Identical to V42.0103. Continuation of V58.0102 or assignment by placement examination or department permission. 4 points.
From early history through the present day, Italy has played a major role in the shaping of Western civilization. The study of Italian literature and culture permits a broad humanistic investigation of this heritage, while Italian language instruction develops a practical skill useful for careers in international business, diplomacy, and the arts. As a double major, Italian is an excellent complement to studies in other areas including economics, political science, law, history, comparative literature, music, art, and drama.

The Department of Italian at New York University is one of the country’s leading centers for Italian studies, offering both undergraduate and graduate degrees. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors from Italy. The department also sponsors a wide range of cultural and intellectual activities (e.g., lectures, symposia, concerts) in which undergraduates are encouraged to participate.

Casa Italiana Zerilli-Marimò: The Department of Italian is located in the Casa Italiana Zerilli-Marimò at 24 West 12th Street. Once the residence of General Winfield Scott, it is a national historic landmark. Donated to NYU by the Baroness Mariuccia Zerilli-Marimò in memory of her husband, the late Baron Zerilli-Marimò, the Casa Italiana is now a widely recognized center for Italian cultural and social activities.

NYU in Florence at Villa La Pietra: Students of Italian have the opportunity to study in Florence at Villa La Pietra as part of their undergraduate experience. La Pietra is the European center for NYU students studying abroad. The former estate of Sir Harold Acton, La Pietra is a magnificent 57-acre estate overlooking downtown Florence. The estate includes 15th-century villas, an extensive Renaissance painting and sculpture collection, and authentically restored Tuscan gardens. Students may study Italian language, culture, and literature.

Faculty

Erich Maria Remarque Professor of Literature:
Scaglione

Professors:
Freccero, Javitch

Associate Professors:
Ben-Ghiat, Erspamer

Assistant Professor:
Ardizzone

Adjunct Professor:
Ardizzone

Visiting Professor:
Cavarero

Language Lecturer:
Anderson

Lettore, Italian Ministry of Foreign Affairs:
Carrera
Programs

MAJOR
Satisfactory knowledge of Italian is a prerequisite for majoring in Italian. This is normally interpreted as the completion of V59.0030 with the grade of C or better. While courses taken toward completion of the major may be taught in English or Italian, Italian majors are required, in the event of the former, to do the work in Italian. Transfer students must complete at least five of the nine courses required for the Italian major while in residence at New York University. In addition, the director of undergraduate studies may approve courses taken at a program of study in Italy to count toward the major. All prospective majors should contact a department adviser prior to registration.

Note: Internships do not count toward the Italian major.

Programs of Study: Qualified students may choose one of four programs of study. They may concentrate on Italian language and literature, Italian language and civilization, Romance languages, or Italian and linguistics.

1. Italian language and literature: This plan of study normally consists of (a) two advanced language courses to be chosen from V59.0101, V59.0103, V59.0105, or V59.0109; (b) two survey courses, V59.0115 and V59.0116; (c) five advanced literature courses; and (d) one civilization course to be chosen from V59.0160 through V59.0173.

Note: V59.0115 or V59.0116 must be taken before any advanced literature courses taught in Italian.

2. Italian language and civilization: This plan of study normally consists of (a) two advanced language courses to be chosen from V59.0101, V59.0103, V59.0105, or V59.0109; (b) five civilization courses to be chosen from V59.0160 through V59.0173; (c) one additional Italian civilization course with the approval of the director of undergraduate studies, chosen from the courses offered by another department, such as history, medieval and Renaissance studies, music, politics, or Italian graduate courses open to seniors (for general requirements, please see under “Graduate Courses Open to Undergraduates”); (d) one survey course: V59.0115 or V59.0116; and (e) one advanced literature course.

Note: V59.0115 or V59.0116 must be taken before any advanced literature course taught in Italian.

3. Romance languages: Nine courses distributed between two languages—a combination of either Italian-French, Italian-Spanish, or Spanish-French. When taken with Italian, the major consists of (a) one conversation course in each of the two languages: V59.0101 or V59.0109, and one of the following: V45.0101, V45.0102, or V95.0101; (b) one composition course in each of the two languages: V59.0103 or V59.0105 , and one of the following: V45.0105, V45.0106, or V95.0106; (c) one masterpiece of literature course in each of the two languages: V59.0115 or V59.0116, and one of the following: V45.0115, V95.0811, or V95.0813, or one civilization course in each of the two languages: V59.0160 through V59.0173, and one of the following: V45.0163, V45.0164, V95.0762, or V95.0261; and (d) three upper-level language or literature courses to be distributed between the two languages.

Note: V59.0115 or V59.0116 must be taken before any advanced literature courses taught in Italian.

4. Italian and linguistics: Eight courses beyond V59.0050 and V61.0001, respectively. This plan of study normally consists of the following courses in Italian and linguistics: (a) two advanced language courses to be chosen from V59.0101, V59.0103, V59.0105, or V59.0109 and (b) two advanced courses in either literature or civilization, to be determined in consultation with the director of undergraduate studies; and (c) one course (beyond V61.0001) in each of the following four areas in linguistics: phonetics/phonology, syntax, historical linguistics, and sociolinguistics.

Note: V59.0115 or V59.0116 must be taken before any advanced literature course taught in Italian.

MINOR
All students who wish to minor in Italian must contact the department and consult a department adviser prior to any registration.

1. Minor in Italian studies:
Four courses beyond the advanced level (V59.0030). These courses shall consist of (a) two language courses (V59.0101, V59.0103, V59.0105, or V59.0109) and (b) two courses in either literature or civilization to be chosen after consultation with the director of undergraduate studies.

Note: V59.0115 or V59.0116 must be taken before any advanced literature course taught in Italian.

2. Literature in translation:
See under Literature in Translation

Note: Internships do not count toward the minor. The director of undergraduate studies may approve a maximum of two courses taken at a program of study in Italy to count toward the minor.

Courses

Placement in Italian language courses: The placement in Italian language courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Fulfillment of the Morse Academic Plan (MAP) language requirement: The language requirement in Italian may be fulfilled either by two 6-point intensive courses (V59.0010 and V59.0020) for a total of 12 points, or by the extensive sequence of four 4-point courses (V59.0001, V59.0002, V59.0011, and V59.0012) for a total of 16 points. With departmental approval, a student may follow a plan of study combining two 4-point courses with one 6-point course (V59.0001, V59.0002, and V59.0020; V59.0010 and V59.0011, V59.0012) for a total of 14 points. All students planning to study in Italy, or continue their study of Italian beyond the MAP requirements
are strongly advised to take V59.0010 and V59.0020 since this permits completion of the language requirement in two semesters.

INTRODUCTORY LANGUAGE COURSES

INTENSIVE SEQUENCE

Intensive Elementary Italian
V59.0010 Prerequisite: V59.0001 or permission of the instructor. This course is equivalent to V59.0011 and 0012. This sequence is equivalent to V59.0020. 6 points.

Intensive Intermediate Italian
V59.0020 Prerequisite: V59.0010, V59.0001-0002, or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. 6 points.

EXTENSIVE SEQUENCE

Elementary Italian I
V59.0001 Prerequisite: V59.0001-0002 or placement test. Not equivalent to V59.0010. Only by combining V59.0001 with V59.0002 can a student complete the equivalent of V59.0010 and then continue on to the intermediate level. 6 points.

Elementary Italian II
V59.0002 Prerequisite: V59.0010 or assignment by placement test. Completion of V59.0001. In order to continue on to the intermediate level, a student must complete both V59.0001 and V59.0002. This sequence is equivalent to V59.0010. 6 points.

Intermediate Italian I
V59.0011 Prerequisite: V59.0010-0011, V59.0010, or assignment by placement test. Not equivalent to V59.0020. Only by combining V59.0011 with V59.0012 can a student complete the equivalent of V59.0020 and then continue on to the postintermediate level. 4 points.

Intermediate Italian II
V59.0012 Prerequisite: V59.0011 or assignment by placement test. Fulfills MAP language requirement. Completion of V59.0011. In order to fulfill MAP requirements and continue on to the postintermediate level, a student must complete both V59.0011 and V59.0012. This sequence is equivalent to V59.0020. 4 points.

ADVANCED LANGUAGE COURSES

Advanced Review of Modern Italian
V59.0030 Prerequisite: V59.0011-0012, V59.0020, or permission of the instructor. This course is a prerequisite for advanced courses in language, literature, and civilization. 4 points.

Intensive review of Italian grammar through written and oral exercises, conversation, compositions, translation, and readings from contemporary Italian literature.

Quattro Chiacchiere: Conversations in Italian
V59.0101 Prerequisite: V59.0030 or permission of the instructor. 4 points.

Students entering this course should have mastered the fundamental structure of Italian. Designed to help students gain confidence and increase their effectiveness in speaking present-day Italian. Through discussions, oral reports, and readings, students develop vocabulary in a variety of topics, improve pronunciation, and learn an extensive range of idiomatic expressions.

Rewriting Italian
V59.0103 Formerly Workshop in Italian Writing. Prerequisite: V59.0030 or permission of instructor. 4 points.

A creative approach to writing in Italian by means of a transformative use of texts. Students are encouraged to rewrite, parody, shift genres, and redefine their written and reading techniques.

Advanced Composition
V59.0105 Prerequisite: V59.0030 or permission of the instructor. 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 on Stage
V59.0109 Prerequisite: V59.0030 or permission of the instructor. 4 points.

Designed to encourage students to overcome difficulties relating to oral expression in Italian. Addresses such elements as inflection, delivery, pronunciation, and nonverbal communication through the mediums of public speaking, poetry readings, skits, and dramatic texts.

INTRODUCTORY LITERATURE COURSES

Survey of Medieval and Renaissance Literature
V59.0115 Formerly Masterpieces in Italian Literature I. Prerequisite: V59.0030 or permission of the instructor. Identical to V65.0115. 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. Discusses the history of Italian literature from its origins to the 16th century.

Survey of Modern Italian Literature
V59.0116 Formerly Masterpieces in Italian Literature II. Prerequisite: V59.0030 or permission of the instructor. 4 points.

Introductory-level literature course that, through a close reading of authors such as Tasso, Alfieri, Foscolo, Leopardi, and Manzoni, focuses on how to understand a literary text in Italian. Discusses the history of Italian literature from the 16th century to the modern period.

ADVANCED LITERATURE COURSES

Prerequisites for the following courses are V59.0115 or V59.0116 when the course is conducted in Italian, or permission of the instructor.

Dante’s Divine Comedy
V59.0270 This course is identical to V65.0270 when taught in English. Ardizzone, Frances. 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.

Petrarch, Boccaccio, and the Dawn of the Renaissance
V59.0271 This course is identical to V65.0271 when taught in English. Erspamer. 4 points.
A study of Petrarch’s Canzoniere and Boccaccio’s Decameron with particular emphasis on themes and conceptual innovations. Attention also called to the influence these authors had on French and English literatures.

Italian Lyric Poetry
V59.0272 Carrera. 4 points.
Lyric poetry from its origins to the present, with particular emphasis on literary movements of the 19th and 20th centuries.

The Romantics
V59.0273 Carrera. 4 points.
At the onset of the 19th century, the romantic movement was sweeping Europe. Sensitive to the new cultural climate, Foscolo, Manzoni, and Leopardi became the advocates for a radical renewal of Italian literature. Students study these authors’ works with an eye to their emphasis on history and social values and their critical assessment of the national identity.

Pirandello and the Contemporary Theatre
V59.0274 This course is identical to V30.0280 when taught in English. Erspamer. 4 points.
The development of the modern theatre from D’Annunzio to Pirandello and the present. Attention also focuses on the impact of Pirandello’s work and theories on European and American modern theatre.

Contemporary Italian Narrative
V59.0275 Erspamer. 4 points.
Follows the development of the Italian narrative from Manzoni and Verga to the present-day trends in Italian prose. Emphasizes the work of Tabacco, Mariani, Paolini, Morante.

Calvino and Postmodernism
V59.0276 4 points.
Introduces students to contemporary theories and discussions of postmodernism and to representative selections of the works of Italo Calvino. Among the principal theorists of postmodernism are Jean-François Lyotard, Fredric Jameson, and Gianni Vattimo. Calvino’s works include The Baron in the Trees, The Nonexistent Knight, Cosmicomics, If on a Winter’s Night a Traveler, and Palomar.

Novel and Society
V59.0277 4 points.
Study of works that reflect the conditions and problems of 20th-century Italy. Emphasis is on the various ways in which novelists fulfill their roles as literary artists and social critics. The course addresses the effects on literature, and of literature, on such areas as fascism, the resistance, the southern “question,” and the evolution of social structures.

The Italian Woman: Literary Perspectives
V59.0278 Identical to V42.0275. Carrera. 4 points.
Course explores female perspectives and portrayals in Italian literature. In addition to readings of prominent women authors, students examine the representation of women in literature with an eye to clarifying their role in Italian society.

Writing the Italian Self
V59.0279 Formerly Italians on Themselves. Identical to V42.0276. Erspamer. 4 points.
Course examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Cellini, Alfieri, Pellico, Sciascia, Viganò, and others.

Italian Cinema and Literature
V59.0282 Identical to V30.0505. Spackman. 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, DeSica, and Rossellini.

Literature and Music
V59.0284 Carrera. 4 points.
The course aims at introducing students to the most significant moments of the complex alliance between poetry and music. These moments include the age of the Troubadoric poetry, the transition from polyphony to opera (the Renaissance madrigal and the Florentine Camerata); Monteverdi and Tasso; Gluck and Calzabigi; the French querelle on Italian opera; Mozart and Da Ponte, Verdi and Shakespeare, and the role of the poetic text in the musical avant-garde (Maderna, Nono, Berio).

Topics in Italian Literature
V59.0285 4 points.
Courses on subjects of special interest taught by either a regular or a visiting faculty member. For specific courses, please consult the class schedule.

CIVILIZATION COURSES
Prerequisites for the following courses are any two advanced language courses when the course is taught in Italian, or permission of the instructor.

Dante and His World
V59.0160 Identical to V65.0801 and V41.0143. Ardizzone, Freccero. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed at literature, art, and music, in addition to political, religious, and social developments of the time. Emphasizes the continuity of Western tradition, especially the classical background of medieval culture, and its transmission to the modern world.

The Civilization of the Italian Renaissance
V59.0161 This course is identical to V65.0161 when taught in English. Erspamer. 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.

Fascism and Culture
V59.0165 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.

**Italy 2000**  
V59.0166  Formerly Italy Toward the Year 2000. Identical to V42.0164. 
Erspamer. 4 points.
Beginning with the return to democracy and postwar reconstruction, the course offers an analysis of the political, economic, and sociological events that have shaped the Italian nation since World War II. Students examine, among other topics, the battle against the Mafia, Italy’s standing in the European community, and recent political changes.

**Italian Popular Culture from the ’60s to the ’90s**  
V59.0167  Carrera. 4 points.
A living portrait of Italy’s rich cultural landscape, including music (folk-revival, art songs, pop), cinema (spaghetti westerns and horror films), TV productions, genre literature (detective stories, science fiction), and comics.

**Fascism and Film**  
V59.0169  Identical to V30.0506.  
Ben-Ghiat. 4 points.
Studies representations of fascism in postwar Italian cinema. Films by Rossellini, Cavani, Bertolucci, Visconti, Fellini, Wertmüller, the Taviani brothers, and others.

**Topics in Italian Culture**  
V59.0173  4 points.
Courses on subjects of special interest taught by a regular or visiting faculty member. For specific course, please consult the class schedule.

**INTERNSHIP**

**Internship**  
V59.0980, 0981  Prerequisite: permission of the department. 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 early in the semester of their proposed internship.

**INDEPENDENT STUDY**

**Independent Study**  
V59.0997, 0998  Prerequisite: permission of the department. 2 or 4 points per term.

**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.
The Department of Journalism and Mass Communication is the second oldest such department in the country and one of only three accredited journalism programs in New York State. It offers a professionally oriented program in which students are taught basic skills for careers in newspapers, broadcasting, magazines, and media criticism, along with the ideas and values of a professional journalist dedicated to public service.

Departmental emphasis is on writing, research, and production skills, and students use New York City as a laboratory in carrying out professional-level reporting and writing assignments. The journalism faculty is drawn from the leading media and academic institutions in the United States.

Departmental facilities include four newsrooms, computers, an on-line reporting center, modern broadcast production facilities, an Associated Press wire service, and desktop publishing.

Faculty

Professors: Burrows, Gitlin, Petrow, Stephens, Willis

Associate Professors: Dent, Norman, Rock, Rosen, Serrin, Solomon, Sternhell, Stone

Assistant Professors: Linfield, Newkirk

Clinical Associate Professors: Graham, Ludlum

Clinical Assistant Professor: Blood

Director of Adjunct Relations and Department Outreach: Quigley

Director of Digital Journalism: Graham

Director of Internships: Walterscheid

Program

MAJOR
A total of 32 points in the Department of Journalism and Mass Communication, distributed as described below. Students cannot take more than 36 points in journalism. In addition, all journalism majors are required to complete a minor in another academic department.

1. All majors must take The Media in America, V54.0010. It is strongly recommended that V54.0010 be taken before other lecture courses. All majors must take either Reporting I, V54.0021, or Broadcast News Writing, V54.0022, before any other skills course can be taken. Reporting I and Broadcast News Writing may not be taken by students with fewer than 60 points who have not completed the expository writing requirement. All students must pass V54.0021 or V54.0022 with a grade of C or better in order to take any second-level reporting or editing course.

Note: In general, Reporting I, V54.0021, is a prerequisite for all second-level print courses, and Broadcast News Writing, V54.0022, is a prerequisite for all second-level broadcast courses.

2. All majors must select one of three core curricula outlined below and must satisfy the requirements for that core.

Writing and reporting core: Students must follow either a print or a broadcast sequence within this core. Required courses are as follows:

Print: Reporting I, V54.0021; Feature Article, V54.0125; and either Reporting II, V54.0122, or Magazine Article Writing, V54.0231.

Broadcast: Broadcast News Writing, V54.0022; TV Reporting, V54.0273; and either The TV Newscast, V54.0272; Radio News, V54.0171; or Advanced TV Reporting, V54.0274. In addition, students in this core are required to take at least one more lecture course.
and two more skills courses. For those planning a career in journalism, we recommend they choose among these professional areas of study and take the suggested skills courses:

**Newspaper journalism:** Copy Editing, V54.0123
**Magazine journalism:** Magazine Editing and Production, V54.0230
**Television journalism:** Advanced TV Reporting, V54.0274 (prerequisite: V54.0273)
**Radio journalism:** Radio News, V54.0171

Note: Admission into the broadcast skills courses at any level may be restricted, depending on availability of facilities.

**Media analysis and criticism core:** Required courses are Reporting I, V54.0021; or Broadcast News Writing, V54.0022; plus Understanding Communication, V54.0041; and Methods of Media Criticism, V54.0244. In addition, students in this core are required to take at least two of the following courses: Media Ethics, Law, and the Public Interest, V54.0008; Minorities and the Media, V54.0016; Television and the Information Explosion, V54.0017; History of the Media, V54.0018; Media and Society, V54.0298; and Women and the Media, V54.0720.

In both cores, the remaining points to complete the total of 32 are to be selected from among the entire offerings of the department or in other departments by special permission.

Other College requirements notwithstanding, journalism majors and minors must achieve a grade of C (not C-) or better in all journalism courses to meet department degree requirements. Grades below C do not count toward the major or minor. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

**MINOR**
Completion of 16 points in the department. Media in America, V54.0010; and Reporting I, V54.0021; or Broadcast News Writing, V54.0022, are required of all minors. In addition, the student may take any other courses offered by the department, provided the two remaining courses include at least one skills course with proper prerequisite.

**HONORS**
Juniors and seniors who have maintained a 3.5 overall GPA and a 3.5 in the journalism major are eligible for our two-course, 8-point honors program.

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**Courses**

**LECTURE COURSES**

**Media Ethics, Law, and the Public Interest**
V54.0008 4 points.
Critical examination of the development of ethical standards for journalists. Areas covered include deceptive practices, conflict of interest, privacy, sources, and the coverage of terrorism and victims of crime.

**The Media in America**
V54.0010 Required of all students majoring in journalism. Should be taken early in the student’s program. 4 points. Introduces the student to the history and development of the various mass media in America, including newspapers, magazines, radio, and television, with emphasis on news media. Students also discuss current issues and trends within the context of the new communications environment created by digital information technologies. Attention is given to the role of advertising, public relations, media ownership, and the public in shaping the content of mass communication.

**Media and the Law**
V54.0011 4 points.
Provides students with an understanding of the need to balance absolute freedoms of speech and press with other societal rights. Students study key court cases, statutes, and administrative rules in the areas of defamation, privacy, access to information, broadcast regulation, and journalists’ protection of confidential sources, along with the government’s use of prior restraint to protect national security, the role of the FTC in protecting the public from false and deceptive commercial speech, and the balance between a free press and a fair trial.

**Mass Media and Government**
V54.0013 4 points.
Contemporary and historical look at the way in which the American mass media cover the American political process. Special attention to coverage of the White House, the executive agencies, Congress, the U.S. Supreme Court, conventions, campaigns, and elections. Examines the Washington press corps, the press conference, the press secretary, and governmental secrecy for their impact on the quality of coverage. During election periods, evaluation of media coverage of candidates for high office.

**Minorities and the Media**
V54.0016 Identical to V11.0016. 4 points.
Coverage of minorities and the relatively powerless continues to be one of the most sensitive areas in American journalism. Topics include the traditional basis of such coverage, how it changed during the civil rights upheaval of the 1960s and early 1970s, what the prospects are for further change, and whether the mass media can ever truly serve and be responsive to the needs of a socially and economically diverse society. Examines in detail the effect that minority and women journalists have on their audiences and profession.

**Television and the Information Explosion**
V54.0017 4 points.
Studies the structure of the television industry, with emphasis on the effects of ratings and budgets on the news divisions; history of television news from Murrow to the present; the impact of television news and documentaries on the public; commercial versus public television; the emergence of cable and its effect on the broadcasting industry; the effect of new technologies on newsgathering; the role of government in broadcasting; and future trends in broadcast news.

**History of the Media**
V54.0018 4 points.
Mass communication and its wide-ranging effects on society through its history and development. Covers the cultural and political consequences of changes in the means of communication, from clay tablets to Gutenberg’s
press and the spread of the printed word, the development of newspapers, the broadcast media, and the revolution in video technology. Particular attention is paid to the implications of literacy, the relationship between communication and authority, and the nature of news.

The Literature of Journalism
V54.0020 Prerequisite: two semesters of expository writing. 4 points. The best reportage and nonfiction literature from historical times to the present, with emphasis on the literary roots of modern journalism. Analysis of the links in content and form between a wide range of journalists and genres. Examples of travel and war reporting, profiles, essays, autobiography, and classic reportage. An intensive reading course that applies literary technique to nonfiction narrative and exposition.

Understanding Communication
V54.0041 4 points. Overview of the process and effects of communication as they are studied through the theories and methods of the social sciences. Emphasis on the components of the communication process and the effects of the mass media. Studies nonverbal, interpersonal group, organizational, and mass communication. Students develop a working knowledge of the key concepts, approaches, and findings of the study of communication.

History of American Journalism
V54.0042 4 points. Provides perspective on contemporary press criticism by examining the shifts in worldview produced by changes in purpose, ownership, reporting standards, and dissemination techniques from the first American newsbooks and broadsides to the television news broadcast.

Methods of Media Criticism
V54.0244 Prerequisite: V54.0041. This course will satisfy either a skills or a lecture requirement. 4 points. Basic introduction to media criticism. Techniques for critical inquiry into the structure and function of mass media: research, content analysis, and analytical presentation of results.

Media and Society
V54.0298 4 points. Seminar in selected media problems, possibly including journalism ethics, television violence and children, the reporter and his or her trade, media economics, and media and national security. See the instructor for current topic.

Women and the Media
V54.0720 Identical to V97.0720. 4 points. Analyzes media portrayals of women and men and identifies recurrent themes as they appear in a variety of forms. Assumes that our culture is so deeply “gendered” that we either do not perceive gender at all or perceive it only in stereotypes. Asks whether this culture can be deconstructed.

SKILLS COURSES

Prerequisites: Students must complete Reporting I, V54.0021, or Broadcast News Writing, V54.0022, with a grade of C or better before they can enroll in any other skills course. Additional prerequisites are listed.

Reporting I
V54.0021 Prerequisite: one year of expository writing or junior rank. This or V54.0022 is required of all students majoring or minoring in journalism. Should be taken as early as possible in the student’s career. Skills course. 4 points. Laboratory course in gathering and writing the news for newspapers, including news evaluation, reporting and writing techniques, and specialized beats. Students write stories under newsroom conditions. Designed to give the journalism student extensive practice. Covers how reporters are assigned stories, how stories are planned and written, and journalism ethics and responsibilities.

Broadcast News Writing
V54.0022 Prerequisite: one year of expository writing or junior rank. This or V54.0021 is required of all students majoring or minoring in journalism. Admission may be restricted depending on availability of facilities. Should be taken as early as possible in the student’s career. Skills course. 4 points. Students learn TV and radio writing styles and write stories on deadline. Course covers how broadcast newsrooms work and broadcast journalism ethics and responsibilities.

Photojournalism
V54.0124 Open to both print and broadcast students. Skills course. 4 points. Demonstration laboratory for the beginning photojournalist, involving the use of camera and lens, exposure, film characteristics, and processing. Composition, design, and content are studied through shooting assignments typical of those encountered by professionals. Class critiques are an essential part of the course. A camera with adjustable focus, shutter speeds and B stops, and a flash are required for the course.

Copy Editing
V54.0125 Skills course. 4 points. Familiarizes students with the skills of a copy editor, including editing for accuracy and news value, publication style, grammar, spelling, punctuation, and newspaper headline writing.

The Interview
V54.0124 Open to both print and broadcast students. Skills course. 4 points. Theory and practice in preparing for, arranging, and conducting the journalistic interview. Topics: how to get an interview, why people permit themselves to be interviewed, the mechanics of interviewing, the psychology involved, how to handle special assignments and beat interviews, and methods of overcoming special problems. Extensive fieldwork is required with written reports on outside interviews.
The Feature Article
V54.0125 Required of all students in print reporting sequence. Skills course. 4 points.

Covers the fundamentals of writing feature articles of newspaper length. Close attention to style, organization, human interest, the use of quotes, leads, and article ideas as applied to sidebars, light articles, profiles, service articles, and a variety of in-depth stories. Writing assignments both in and out of the classroom.

Radio News
V54.0171 Skills course. 4 points.

Advanced workshop designed to prepare students to write and report radio news in a professional manner. Students select the major late-breaking international, national, and local stories and prepare complete newscasts under deadline; go into the field to develop their own reports on local stories of significance; and do their own audio production work. At term's end, they produce a 30-minute news magazine that showcases their reporting, editing, and production skills.

Investigative Reporting:
Computer-Assisted Reporting
V54.0229 Prerequisite: V54.0021 or V54.0022. It is recommended that students in the print sequence take V54.0122 before V54.0229. Open to both print and broadcast students. Skills course. 4 points.

Gathering information for investigative stories using the Internet and other databases. An introduction to aspects of digital journalism.

Magazine Editing and Production
V54.0230 Prerequisites: V54.0125 and V54.0231. (V54.0231 may be taken concurrently.) Skills course. 4 points.

Principles and methods of magazine editing and production. Includes practical training and instruction in editorial work such as editing stories, layout, proofreading, planning issues, and desktop publishing. The main assignment is a class project editing and designing the departmental magazine, Manhattan South.

Magazine Article Writing I
V54.0231 Prerequisite: V54.0125. Required of all students concentrating in magazine journalism. Skills course. 4 points.

The nonfiction magazine article in theory and practice, including style, technique, and research methods. Students select topics that interest them but that also, in the view of the instructor, are marketable. Articles are written under deadline conditions, then carefully read and criticized by the instructor, who acts as editor.

The TV Newscast
V54.0272 Skills course. 4 points.

Writing and producing TV news programs. During the term, students produce 10 complete broadcasts that are fed live to various locations on campus. Responsibilities include all aspects of TV news: story selection and development, field production, anchoring, reporting, operation of all studio and control room equipment, writing, copy editing, and directing. Deadline realities are emphasized as live broadcasts begin on an exact-time basis.

TV Reporting
V54.0273 Required of all students in broadcast reporting sequence. Admission may be restricted depending on availability of facilities. Skills course. 4 points.

TV field reporting. Students learn location reporting skills, including interviewing and editing. Students work in small groups, and at term's end, each student produces a three-minute final project. There is a four-hour lecture and a three-hour production lab.

Advanced TV Reporting
V54.0274 Prerequisite: V54.0273. Skills course. 4 points.

Advanced TV news on-location reporting class in which students develop skills under the real time pressures of a same-day production schedule. The stories are fed into the TV Newscast course. Class meets twice a week. There is an editorial meeting on Tuesday and production day on Thursday.

Critical Writing
V54.0281 Prerequisite: one other skills course in addition to V54.0021. Skills course. 4 points.

Aims to develop students' ability to analyze and critique the arts, popular culture, and social issues. Students read the work of social and cultural critics and write reviews and cultural commentary. The course emphasizes discussion of the debates on art, politics, and cultural issues that provide the context for informed critical writing.

Internship
V54.0290 Prerequisites: senior journalism major, 3.0 average in journalism, and written permission of the department. 4 points.

Superior students are given an opportunity to work 12 hours a week with cooperating metropolitan New York publications and broadcast stations. Their work is edited and evaluated by staff executives of the participating media. Emphasis is on professionalism.

Advanced Individual Study
V54.0299 Prerequisite: permission of the instructor. 1-4 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 in this course, a student must have written approval of the department.

HONORS COURSES

Honors: Issues and Experiments in Journalism
V54.0300 Prerequisite: a 3.5 overall GPA and a 3.5 in the journalism major. 4 points.

This is the first section of a two-course, 8-point honors program. It is intended primarily for juniors who have maintained a 3.5 overall GPA and a 3.5 in the journalism major. The course raises central questions about the nature and weaknesses of contemporary journalism and asks students to undertake assignments designed to test methods of addressing those weaknesses.

Honors: Advanced Reporting
V54.0301 Prerequisite: a 3.5 GPA overall and a 3.5 in the journalism major. 4 points.

Intended primarily for seniors who have maintained the required 3.5 GPA overall and 3.5 in journalism. The course mixes learning about a subject with reporting on that subject. It is designed to encourage a deeper, more informed journalism. The course concludes with a major reporting project—the equivalent of an honors thesis.
Latin America is an interdisciplinary major offered in the Department of Spanish and Portuguese Languages and Literatures. This area focuses on the historical, political, social, and cultural patterns of Latin American development and should be of particular interest to those planning careers in academia, government, business, international organizations, or other fields relating to Latin America.

Students choosing this major have the opportunity to study Latin American literature and culture in the Department of Spanish and Portuguese Languages and Literatures, as well as courses related to Latin America in the Departments of History, Anthropology, Politics, Fine Arts, and Cinema Studies (in Tisch School of the Arts). This nine-course combined major requires a working knowledge of Portuguese and should be planned in consultation with the director of undergraduate studies or other advisers from the Department of Spanish and Portuguese Languages and Literatures.

Courses

Some recommended courses outside of the Department of Spanish and Portuguese Languages and Literatures typically offered during the academic year:

AFRICANA STUDIES (11)
Language and Liberation: The Caribbean
V11.0801 4 points.

ANTHROPOLOGY (14)
Peoples of Latin America
V14.0103 4 points.

Peoples of the Caribbean
V14.0102 4 points.

COMPARATIVE LITERATURE (29)
Topics in Caribbean Literature
V29.0132 4 points.

HISTORY (57)
History of the Caribbean
V57.0759 4 points.

History of Modern Latin America
V57.0745 4 points.

MORSE ACADEMIC PLAN
World Cultures: Pre-Columbian America
V55.0513 4 points.

World Cultures: Latin America
V55.0515 4 points.

POLITICS (53)
Politics of the Caribbean
V53.0532 4 points.

Politics of Latin America
V53.0530 4 points.

Inter-American Relations
V53.0780 4 points.

Please note that in addition to nine courses related to Latin America studies, this major also requires knowledge of Spanish at the level of Advanced Spanish Review (V95.0030) and of Portuguese at the level of Intensive Elementary Portuguese (V87.0010) or Intensive Elementary Portuguese for Spanish Speakers (V87.0011).
A number of the liberal arts disciplines in the College of Arts and Science can provide important perspectives on the subjects of law and the legal profession. The law and society minor offers undergraduates a meaningful cluster of courses in this area. The requirement of five courses allows this interdisciplinary minor to be substantial, and the inclusion of a core course enhances its coherence. In addition, the minor gives capable and ambitious students special opportunities to pursue advanced, specialized, or hands-on work. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

A faculty executive committee oversees the Law and Society minor. It consists of Professors Jo Dixon (sociology), Eric Feldman (associate director, Institute for Law and Society), David Greenberg (sociology), Christine Harrington (politics and director, Institute for Law and Society), Wolf Heydebrand (sociology), and Dorothy Nelkin (sociology and School of Law). A student from the Graduate Law and Society Program is also responsible for advising students in the minor, organizing related lectures, updating course lists, directing exceptional students to suitable senior-year options, and the like. Please contact the Institute for Law and Society regarding the undergraduate adviser for the current term.

Program

The minor in law and society consists of five courses, as follows:
1. Either Law and Society, V62.0333 (politics) or Law in Society, V62.0413 (sociology) and
2. Four courses selected from the list below. To ensure the minor's interdisciplinary character, no more than two of these four may be from any one department. Exceptional students may be allowed, in their senior year and in consultation with the minor adviser, to substitute for one of the four courses, either
   a. an internship in an existing departmental program, e.g., in metropolitan studies or politics; or
   b. an independent study involving a research paper or project or an apprenticeship with a faculty member doing relevant research; or
   c. a relevant graduate course.

Note: Courses applied to the major cannot also be counted toward this minor.

Courses

ANTHROPOLOGY

CLASSICS
The History of Ancient Law V62.0292 Identical to V27.0292.

ECONOMICS
Economics of the Law* V62.0255 Identical to V31.0255.

FINE ARTS
Urban Design and the Law* V62.0037 Identical to V43.0037.

GERMAN
Law and Literature (given in English) V51.0295 Identical to V31.0295.

HISTORY
Foundations of the Common Law V62.0164 Identical to V57.0164.

*Please consult the relevant departmental listing for course prerequisites.
The American Legal Profession in the 20th Century  V62.0650
Identical to V57.0650.

JOURNALISM AND MASS COMMUNICATION
Media Ethics, Law, and the Public Interest  V62.0008 Identical to V54.0008.
Media and the Law  V62.0011 Identical to V54.0011.

LAW AND SOCIETY
Urban Settlements: Law, Housing, and Conflict in New York City  V62.0249

METROPOLITAN STUDIES


PHILOSOPHY
Philosophy of Law*  V62.0052 (formerly V62.0064) Identical to V83.0052.

POLITICS
The American Constitution  V62.0330 Identical to V53.0330.
Civil Liberties  V62.0332 Identical to V53.0332.
American Law and Legal Systems  V62.0334 Identical to V53.0334.
Law and Society  V62.0335 Identical to V53.0335.

Gender in Law  V62.0336 Identical to V53.0336.

SOCIOLOGY
Law in Society  V62.0413 Identical to V93.0413.
Deviance and Social Control  V62.0502 Identical to V93.0502.
Criminology  V62.0503 Identical to V93.0503.
Seminar in Sociology: Gender, Politics, and Law*  V62.0936 Identical to V93.0936.

*Please consult the relevant departmental listing for course prerequisites.
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, for 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), and sociolinguistics (the interaction of language with society). Current research by faculty members extends across the field: it includes topics in the interaction of syntax and semantics, languages in contact, pidgin and creole languages, computer analogies of syntactic processes, and speech synthesis.

Current research among the faculty members includes syntax and semantics, urban sociolinguistics, computer analogies of syntactic processes, cognitive science, contact linguistics, pidgin and creole languages, African American Vernacular English, language acquisition, linguistic reconstruction methodology, and phonology and phonetics.

**Faculty**

**Professor Emerita:**
Umeda

**Professors:**
Baltin, Costello, Kayne, Singler, Szabolcsi

**Associate Professor:**
Dougherty

**Assistant Professors:**
Blake, Gafos

**Adjunct Assistant Professor:**
Grumet

**Research Professor:**
Postal

**Affiliated Faculty in Other Departments:**
Aaronson (Psychology), Fryscák (Russian and Slavic Studies), Grishman (Computer Science), Levine (Hebrew and Judaic Studies), Marcus (Psychology), McChesney (Middle Eastern Studies), McElree (Psychology), Momma (English), Sager (Computer Science), Schieffelin (Anthropology), Schiffer (Philosophy)

**Program**

**MAJOR REQUIREMENTS**
The major consists of eight 4-point courses (32 points) in linguistics. These must include V61.0001 or V55.0660, V61.0011, V61.0012, and V61.0013; a course in historical linguistics (could be met by taking V61.0014, V61.0017, or V61.0076); and a course in sociolinguistics or psycholinguistics (could be met by taking V61.0015 or V61.0018). Note: No grade lower than C may be counted toward the major or toward a joint major.

**Joint majors:** It is possible for a student to complete a joint major in linguistics and in one of the foreign languages listed below. The linguistics part of this major may be satisfied by taking one course (beyond V61.0001 or V55.0660) in each of the following four areas: phonetics/phonology, syntax, historical linguistics, and sociolinguistics. The foreign language part of this major may be satisfied as follows.

**Major in French and linguistics:** Four courses beyond
Courses

| Language | V61.0001 Costello. 4 points. | Considers the biological background of language; speech and writing; various writing systems; the principal speech families; the notion of “structure”; samples of Indo-European and non-Indo-European grammatical and phonological systems. Considers ideas on relations among language, culture, and society; relations among grammar, lexicon, and style; and statistical linguistics. |
| Communication: Men, Minds, and Machines | V61.0003 Dougherty. 4 points. | Examines signs and symbols in the communication of humans, primates, birds, computers, automata, simula- ta, etc. and discusses definitions of sign, symbol, intelligence, artificial intelligence, mind, cognition, meaning, etc. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by inscription, and other methods. |

**LINGUISTICS**
meaning, from the viewpoint of linguistics. Covers the relationship of meaning to the morphology of languages and the treatment of semantics in various contemporary linguistic theories. Draws specific comparisons between generative and interpretive semantics. Topics also include presupposition, reference, speech acts, and inference.

Sound and Language
V61.0011 4 points.
Introduces students to the analysis and description of the sounds of the world's languages. Students learn how to distinguish these sounds from one another, what their articulatory and acoustic properties are, and how to transcribe them using the International Phonetic Alphabet. Further, students learn about the production, transmission, and reception of sounds in speech; they become acquainted with a wide array of sounds and sound systems. The course is of special interest to students in anthropology, foreign languages, English, psychology, sociology, computer science, and linguistics.

Phonological Analysis
V61.0012 Prerequisite: V61.0011 or permission of the instructor. Gafos. 4 points.
Introduces phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. Students learn skills for doing phonological analysis of individual languages. They are introduced to the basic notions of phonological analysis (phoneme and allophonic alternation, phonological rules, derivation, and rule ordering) and study how sounds are organized into syllables and words and how tone and stress are used in languages. Phonological analysis is learned through examining data drawn from a variety of the languages of the world.

Grammatical Analysis
V61.0013 Prerequisite: V61.0001 or V55.0660 or permission of the instructor. Balten, Szabolcsi. 4 points.
Considers the nature of grammatical rules and the relation between the grammar of a language and its acquisition by children. Also deals with the proper balance between syntax and semantics and the role of crosslinguistic considerations (comparison with other languages) in formulating the grammar of a particular language.

Language Change
V61.0014 Prerequisite: V61.0001 or V55.0660. Costello, 4 points.
Considers the development of 19th- and 20th-century linguistic science and contemporary historical-comparative linguistics; demonstration of phonological, morphological, and syntactic reconstructions in important language families; briefly covers lexicostatistics.

Language and Society
V61.0015 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 bilingualism; language as a social and political issue; pidgin and creole languages.

The Indo-European Family
V61.0017 Costello. 4 points.
Offers a diachronic phonological and grammatical survey of Indo-European languages and offers treatment of selected problems of historical research.

Bilingualism
V61.0018 Blake, Singler. 4 points.
Reviews literature on various bilingual and multilingual communities and considers major linguistic and social issues raised by the phenomenon of multilingualism.

Language, Literacy, and Society
V61.0020 Singler. 4 points.
Considers the impact of literacy on society and on language. Examines the evolution of writing systems; the role of literacy in shaping political institutions, economic systems, and world religions; the effect of literacy on cognition; the differences between written and spoken language.

Sex, Gender, and Language
V61.0021 Identical to V97.0121. Gramer. 4 points.
Examines gender-based differences in language structure, including hidden sexism, semantic space, the "he/man" debate, and titles/references to the sexes.

African American Vernacular English: Language and Culture
V61.0023 Identical to V11.0023. Blake. 4 points.
Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystemically 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 (e.g., in signifying' and rappin') and the educational, attitudinal, and social implications connected with the language.

Computational Principles of Sentence Construction
V61.0024 Prerequisite: an introductory course in the language and mind major or permission of the instructor. Daugherty. 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 have computer accounts in the PC Lab and on a Unix system and obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical based computer languages. Students use the WWW and the Internet. They may base their research on existing programs or they may write their own.

Languages in Contact
V61.0025 Prerequisite: V61.0001 or V55.0660 or permission of the instructor. Costello, Singler. 4 points.
Introduces students to the ways in which a language changes as the result of prolonged contact with
another language. Considers bilingual language acquisition, the impact of contact on various types and styles of language, diglossia, and language maintenance and language shift.

Language and Liberation at Home in the Caribbean and Abroad
V61.0026 Identical to V11.0801.
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 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. 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. As far as possible, parallels are drawn to French- and Spanish-influenced Caribbean communities.

Grammatical Diversity
V61.0027 Prerequisite: V61.0013 or permission of the instructor. 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.

Language and Mind
V61.0028 Identical to V89.0027.
Baltin, Marcus, McElree, 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.

A Cultural History of Computers, Robots, and Artificial Intelligence
V61.0051 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.

Etymology
V61.0076 Identical to V27.0023.
Costello. 4 points.
Traces the history of English words and their affinities. How and why cognates of English words in other languages differ from English in form and meaning. Samples familiar languages (French, Spanish, Italian, German) and less familiar ones (Latin, Sanskrit, Greek, Hindi, and Persian). Students learn the cultural affinities of their own language and the methods of historical and comparative linguistics.

Seminar: Research on Current Problems in Linguistics
V61.0102 Prerequisite: permission of the instructor. 4 points.

Internship
V61.0980, 0981 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.

Independent Study
V61.0997, 0998 Prerequisite: permission of the director of undergraduate studies. 1 to 4 points each term.
The literature in translation minor is open to all students. Participating in the program are the Skirball Department of Hebrew and Judaic Studies and the Department of Classics; Comparative Literature; Dramatic Literature, Theatre History, and the Cinema; English; French; German; Italian; Middle Eastern Studies; Russian and Slavic Studies; and Spanish and Portuguese Languages and Literatures.

The minor consists of 16 points (four 4-point courses) taken in applicable courses offered by the participating departments. A student majoring in a specific language cannot take courses in the same language under this minor but can take courses in literature in translation in other languages under this minor.

The following are courses in literature in translation:

1. Courses in foreign literature taught in English listed under the foreign language departments, such as The Comedies of Greece and Rome, V27.0144, or Women Writers in France, V45.0835.

2. The courses History of Drama and Theatre, V30.0110, 0111, offered by the Department of Dramatic Literature, Theatre History, and the Cinema, in addition to relevant courses cross-listed with the Department of English or with foreign language departments.

A complete list of courses offered in this minor during a specific term may be found in the directory of classes.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. Most of the faculty is associated with 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.

Joint programs are available in mathematics and (1) computer science, (2) economics, (3) actuarial analysis, (4) engineering, and (5) secondary school education. They lead to the B.A. degree in four years, with the exception of the engineering option, which leads to a joint B.S. degree from New York University and B.E. degree from Stevens Institute of Technology in five years. All this is 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.

Faculty

Professors Emeriti:
Bazer, Bromberg, Burrow, Hirsch, Isaacson, Karal, Karp, Lax, Morawetz, Nirenberg, Peters, Shapiro, Ting, Ungar

Samuel F. B. Morse Professor of Arts and Science:
Majda

Professors:

Associate Professors:
Chen, Goldman, Kleeman, Simoncelli, Tabak, Tranchina, Tuckerman

Assistant Professors:
Holland, Masmoudi, Muraki

Courant Instructors:
Cai, Cuccagna, Gustafson, Kramer, Tsai, Ustilovskiy, vanden Eijnden, Wiggins, Zeng

Program

MATHEMATICS REQUIREMENT
Students entering the College of Arts and Science who are not majoring in mathematics, computer science, or any of the physical sciences are required to take the Morse Academic Plan (MAP) course, Quantitative Reasoning, V55.010X; or Elementary Statistics, V63.0012; or Algebra and Calculus with Applications to Business and Economics, V63.0017; or an appropriate calculus course numbered V63.0121 or above, with the permission of the department. Qualified students may also take a special exemption examination given by the MAP program.

PLACEMENT TESTS
Prior to registration for the fall term, placement tests are given to entering students. Those who are adequately prepared for the mathematical component of their college studies may elect the mathematics course that best fits their needs and interests. Those who need additional mathematical preparation are
required to take Mathematical Thinking, V63.0005.

Placement Test I: All students who do not plan to enroll in a calculus course should take Placement Test I. Test I consists of questions ranging from basic arithmetic to topics in intermediate high school algebra. Students who receive sufficiently high scores on the test are required to enroll in a MAP course, usually Quantitative Reasoning, V53.010X, to complete their mathematics requirement. Students with low scores are required to take Mathematical Thinking, V63.0005, before taking Quantitative Reasoning.

Pre-calculus/Calculus I: Placement Test II exam will no longer be given. Students with a precalculus or a high school calculus course with a grade of B or better can enter Calculus I, V63.0121. Students who did not receive a grade of B or better in precalculus or calculus are advised to take Precalculus, V63.0009. Students with four years of high school mathematics with a grade of A in calculus may enter Intensive Calculus, V63.0126.

ADVANCED PLACEMENT WITH CREDIT

Freshmen seeking advanced placement in mathematics may take the AP or BC Advanced Placement Examination in Mathematics given by the College Entrance Examination Board. A student who receives a grade of 4 or better on the AP test in calculus is placed into Calculus II, V63.0122, and receives 4 points of college credit in lieu of Calculus I, V63.0121. A student who receives a 4 or better on the BC test in calculus is placed into Calculus III, V63.0123, and receives 8 points of college credit in lieu of V63.0121 and V63.0122. Students who are unable to take the examination in New York may make arrangements with the Office of Undergraduate Admissions to take it elsewhere.

ADVANCED PLACEMENT WITHOUT CREDIT

The department also gives Advanced Placement Exams periodically for those students who know the material in V63.0121 and/or V63.0122 and who wish to proceed with V63.0122 or V63.0123. If a student successfully passes either of these exams, he or she is placed into the next course of the sequence; no college credit is given for the courses that are skipped.

MATHEMATICS MAJOR

Present requirements: Twelve 4-point courses numbered V63.0120 or higher that must include either Advanced Calculus I (V63.0325) or Algebra I (V63.0345). The sequence Intensive Calculus I and II, V63.0221, 0222, is counted as three courses; it covers the same material as Calculus I, II, III. Any two computer science courses numbered V22.0101 or higher may be credited toward the 12 course requirement. Students enrolled in the Premedical or Predental Program and who wish to major in mathematics may count General Physics I and II (V85.0011 and 0012) or Physics I, II, V85.0091, 0093, toward their 12 course requirement. However, if these physics courses are used towards the mathematics major, the computer science courses will not apply.

Beginning fall 2000, the present requirements will be supplemented for future majors, as follows: both Advanced Calculus I, V63.0325, and Algebra I, V63.0345, must be taken and the rest of the 12 required courses must include one of Advanced Calculus II, V63.0326, or Algebra II, V63.0344, or else Calculus IV, V63.0244. Programs of mathematics majors must be approved each term by a departmental adviser. Students who believe that they are prepared to start their college work in mathematics at an advanced level or who feel qualified to enter a course without the formal prerequisites should see a departmental adviser.

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 the major requirement.

Departmental advisement: All mathematics majors are urged to see the director of undergraduate studies to review their course of study and to obtain advice on the appropriate courses to take next. Students should inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 705, to make an appointment.

JOINT MAJOR IN MATHEMATICS AND COMPUTER SCIENCE

This is an interdisciplinary major offered jointly by the Departments of Mathematics (63) and Computer Science (22). It provides the opportunity to study both computer science and such relevant mathematics as analysis, algebra, probability, and statistics. The requirements are (1) ten 4-point courses numbered V63.0120 or higher from the Department of Mathematics, including either Advanced Calculus I (V63.0325) or Algebra I (V63.0345) and (2) eight computer science courses as required for the major in that department.

JOINT MAJOR IN MATHEMATICS AND ECONOMICS

An interdisciplinary major is offered jointly by the Departments of Mathematics (63) and Economics (31). It provides the opportunity to take courses in economics and in computer science and relevant courses in mathematics. The requirements are nine 4-point courses numbered V63.0120 or higher from the Department of Mathematics that must include Mathematical Statistics (V63.0234) and Advanced Calculus I, II (V63.0325, 0326). The computer science course Introduction to Computer Science I, V22.0101, may be credited toward the nine course requirement. Requirements also include seven 4-point courses as prescribed by the Department of Economics.

Interested students should consult with the director of undergraduate studies in each department for additional information.

ACTUARIAL PROGRAM

Students who are considering actuarial science as a vocation should include the following courses in their programs: Calculus I, II, III, V63.0121, 0122, 0123; Linear Algebra, V63.0124; Theory of Probability, V63.0233; and Mathematical Statistics, V63.0234. Upon completion of these courses, a student is equipped to take the preliminary actuarial examinations 100 and 110, sponsored jointly by the Society of Actuaries and the Casualty Actuarial Society. Further course work in preparation for the later examinations can be taken in the
Leonard N. Stern School of Business Undergraduate College. The elective workshop courses C22.0095 (2 points) and C22.0096 (2 points) are occasionally offered by the undergraduate division of the Leonard N. Stern School of Business. Students who intend to work as actuaries before or after graduation are advised to see an actuarial adviser in the Leonard N. Stern School of Business, and to take, in addition, basic courses in economics and accounting.

JOINT B.S./B.E. PROGRAM WITH STEVENS INSTITUTE OF TECHNOLOGY

The department offers a joint B.S./B.E. program with Stevens Institute of Technology. Students in the program receive the B.S. degree in mathematics from New York University and the B.E. degree from Stevens Institute in either computer, electrical, or mechanical engineering. Further information is available from Joseph Hemmes or Danielle Insalaco, the cocordinators of the B.S./B.E. program in the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-3133.

SECONDARY SCHOOL EDUCATION PROGRAM

The College of Arts and Science, in cooperation with the School of Education, offers a program that enables students majoring in one of four fields to qualify for certification to teach in intermediate, junior, and senior high schools. The program can be finished within the four years of undergraduate study. The New York State certification to which it leads is valid in most parts of the country. It is, however, temporary. A master’s degree in a related field must be completed for permanent certification. The four fields are English, foreign languages, mathematics, and social studies. Thirty-six credits are required in each case. Additional requirements for certification are (1) 18 points of professional educational course work, (2) 6-8 points of student teaching, (3) a 1-point course in drug and alcohol education, and in child abuse identification, and (4) satisfactory scores on the New York State Certification Examination. There exists a somewhat longer program for certification to teach science.

Interested students should see an adviser in the School of Education. To be sure they are meeting all the specific requirements of their particular curriculum, students should consult the Student Services Center, Main Building, Room 905.

MATHEMATICS MINOR

Requirements: Four 4-point courses in the department numbered V63.0120 or higher.

Students in areas where mathematics courses are required as part of the major may satisfy the minor as long as two of the four courses do not apply simultaneously to the requirements for the major. At most two mathematics courses in the minor may be transferred from other colleges.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses applying to the minor.

Advisers are available for consultation on minor requirements before and during registration. Students should be sure to consult if there is any doubt about which courses would fulfill the requirement.

JOINT MATHEMATICS AND COMPUTER SCIENCE MINOR

The requirements are the four courses V63.0121, V63.0122, V22.0101, and V22.0102. A grade of C or better is required for the mathematics courses; see also under Computer Science (22) in this bulletin.

ACTIVITIES AND AWARDS

Mathematics Club: An active club is 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.

Pi Mu Epsilon: The department has a chapter of Pi Mu Epsilon, the national honorary society for students of mathematics. Membership requirements are as follows: Four courses in mathematics, numbered V63.0120 or higher; at least 60 college credits; GPA 3.0 or more; math GPA 3.5 or more. Transfer students must be at New York University for a year or more. Applications for membership are available from the department.

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 since the contest takes place in early December.

Awards: See Sidney Roth Prize, Hollis Cooley Memorial Prize, and Perley Thorne Medal under Honors and Awards in this bulletin.

HONORS PROGRAM

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. Course requirements include Advanced Calculus I, II, V63.0525, 0326, and Algebra I, II, V63.0543, 0544, both usually taken during the junior year; and Honors I, II, V63.0593, 0594, usually taken during the senior year. With departmental approval, completion of two approved graduate courses in mathematics may be accepted in place of Honors I, II. It is recommended that potential honors students register for Intensive Calculus I, II, V63.0221, 0222. Beginning fall 2000, future students must also complete a senior “project” under individual faculty supervision.

The requirements for admission into the honors program are (1) a grade point average of 3.5 or better in V63.0123 and V63.0124 or the equivalent and (2) approval of the director of the honors program. In special cases, requirement (1) may be waived by the honors director. For general requirements, please see under Honors and Awards.
Mathematical Thinking
V63.0005 Required of all nonexempted students admitted to the College. This course is intended as preparation for further study. 4 points.
Develops an intuitive “number sense,” computational skills, an intuitive sense of space, pattern recognition, and analytic thought processes. Topics include arithmetic operations, percentages, proportions, measurements, exponents, roots, and basic geometric concepts. Topics in basic algebra come next: linear equations and their graphs, systems of equations, polynomials, quadratic equations and their graphs, and functions. Practical applications are included according to the interests of the students and instructor. Recommended as a review of basic concepts.

Precalculus Mathematics
V63.0009 Prerequisite: V63.0005 or permission of the department. 4 points.
Intensive course in intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

Games of Chance
V63.0011 Prerequisite: V63.0005 or permission of the department. 4 points.
Elementary probability 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 from games of chance including backgammon, blackjack, craps, and poker.

Elementary Statistics
V63.0012 Prerequisite: V63.0005 or permission of the department. 4 points.
The purpose of the course is to understand and use 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.

Algebra and Calculus with Applications to Business and Economics
V63.0017 Prerequisite: V63.0009 with a grade of C or better, or permission of the department. 4 points.

Calculus Tracks: Two calculus tracks are available—the standard track Calculus I, II, III (V63.0121-0123) and the intensive track (V63.0221-0222). Both cover roughly the same material in the same depth. The two courses V63.0221-0222 count as the equivalent of three mathematics courses. It is neither advised nor encouraged to switch tracks; a student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

Calculus I
V63.0121 Formerly V63.0021. Prerequisite: V63.0009 with a grade of C or better or permission of the department. 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.

Calculus II
V63.0122 Formerly V63.0022. Prerequisite: a grade of C or better in V63.0121 or equivalent, or permission of the department. 4 points.
Applications of definite integrals.


Calculus III
V63.0123 Formerly V63.0023. Prerequisite: a grade of C or better in V63.0122 or equivalent, or permission of the department. 4 points.

Linear Algebra
V63.0124 Formerly V63.0024. Prerequisite: a grade of C or better in V63.0121 or equivalent. 4 points.

Intensive Calculus I, II
V63.0221 and V63.0222 Prerequisite: permission of the department. Includes recitation section. 6 points each term.
Covers the same material as V63.0121, 0122, and 0123, but at a faster pace. Appropriate for science, mathematics, and computer science majors. V63.0221 covers differential and integral calculus of one variable, with applications, and the elementary transcendental functions. V63.0222 includes techniques of integration, infinite series, and the calculus of several variables with applications. Calculators or computers are used.

Vector Analysis
V63.0224 Prerequisite: a grade of C+ or better in V63.0123 and V63.0124. 4 points.
Functions of several variables. Partial derivatives, chain rule, change of variables. Lagrange multipliers. Inverse and implicit function theorems. Vector calculus: divergence, gradient and curl; theorems of Gauss, Green, and Stokes with applications to fluids, gravity, electromagnetism, and the like. Introduction to differential forms.
Degree and fixed points of mappings with applications. Additional topics depending on the interests of the class, as time permits.

**Theory of Probability**
V63.0233  Formerly V63.0033. Prerequisite: a grade of C or better in V63.0123 or equivalent. 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**
V63.0234  Formerly V63.0034. Prerequisite: a grade of C or better in V63.0123 and V63.0233 or equivalent. 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.

**Probability and Statistics**
V63.0235  Prerequisite: a grade of C or better in V63.0122 or V63.0122 or equivalent. 4 points.
A combination of V63.0233 and V63.0234 at a more elementary level, so as to afford the student some acquaintance 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 approximation; application to coin-tossing, radioactive decay, etc. In statistics: sampling; normal and other useful distributions; testing of hypothesis; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

**Combinatorics**
V63.0240  Formerly V63.0040. Prerequisite: V63.0122 or equivalent. 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.

**Logic**
V63.0245  Formerly V63.0045. Prerequisite: V63.0122 or equivalent. 4 points.
Propositional calculus, quantification theory, and properties of axiomatic systems. Introduction to set theory. Computability and its applications to the incompleteness theorem.

**Abstract Algebra**
V63.0246  Formerly V63.0046. Prerequisite: V63.0122 or equivalent. 4 points.
Introduction to groups, rings, and fields.

**Theory of Numbers**
V63.0248  Formerly V63.0048. Prerequisite: V63.0122 or equivalent. 4 points.

**Mathematics of Finance**
V63.0250  Prerequisite: a grade of C or better in V63.0121 or equivalent, plus V63.0124. 4 points.

**Introduction to Mathematical Modeling**
V63.0251  Formerly V63.0051. Prerequisite: V63.0121-0123 or permission of the instructor. 4 points.
Formulation and analysis of mathematical models. Mathematical tools include dimensional analysis, optimization, simulation, probability, and elementary differential equations. Applications to biology, economics, 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.

**Mathematics in Medicine and Biology**
V63.0255  Formerly V63.0030. Identical to G23.1501. Prerequisite: V63.0121 and V23.0011 or permission of the instructor. 4 points.
Intended primarily for premedical students with interest and ability in mathematics. Topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, counter-current exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced as needed and developed within the course.

**Computers in Medicine and Biology**
V63.0256  Formerly V63.0032. Identical to G23.1502. Prerequisite: V63.0255 or permission of the instructor. Familiarity with a programming language such as Pascal, FORTRAN, or BASIC is recommended. 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 counter-current mechanism. The student then uses the model to conduct simulated physiological experiments.

**Ordinary Differential Equations**
V63.0262  Formerly V63.0062. Prerequisite: V63.0123 and V63.0124 or equivalent. 4 points.

**Partial Differential Equations**
V63.0263  Formerly V63.0063. Prerequisite: V63.0262 or equivalent. 4 points.
Many laws of physics are formulated as partial differential equations. This course 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**  
V63.0264  
Prerequisite: a grade of B or better in V63.0121 or equivalent.  
4 points.  
Topics include fixed points of one-dimensional maps; linear operators and linear approximations; stability and bifurcation; logistic maps. Cantor set, fractal sets, symbolic dynamics, conjugacy of maps. Dynamics in two dimensions. Introduction for students with little preparation to the recent discovery that, in certain regimes, fully deterministic mechanics can produce chaotic behavior.

**Transformations and Geometries**  
V63.0270  
Formerly V63.0070.  
Prerequisite: V63.0122 or equivalent.  
4 points.  
Axiomatic and algebraic study of Euclidean, non-Euclidean, affine, and projective geometries. Special attention is given to group-theoretic methods.

**Topology**  
V63.0275  
Formerly V63.0075.  
Prerequisite: V63.0326 or permission of the department.  
4 points.  
Metric spaces, topological spaces, compactness, connectedness. Covering spaces and homotopy groups.

**Functions of a Complex Variable**  
V63.0282  
Formerly V63.0082.  
Prerequisite: V63.0122, plus any higher level course or equivalent.  
4 points.  

**Advanced Calculus I**  
V63.0325  
Formerly V63.0025.  
Prerequisites: V63.0123 and V63.0124 or equivalent.  
4 points.  
The real number system. Convergence of sequences and series. Rigorous study of functions of one real variable. Continuity, connectedness, compactness, metric spaces.

**Advanced Calculus II**  
V63.0326  
Formerly V63.0026.  
Prerequisite: V63.0325 or permission of the department.  
4 points.  

**Algebra I**  
V63.0343  
Formerly V63.0043.  
Prerequisites: V63.0123 and V63.0124 or equivalent.  
4 points.  
Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals and quotient rings, Euclidean rings, and polynomial rings.

**Algebra II**  
V63.0344  
Formerly V63.0044.  
Prerequisite: V63.0343.  
4 points.  
Extension fields and roots of polynomials. Construction with straight edge and compass. Elements of Galois theory.

**Differential Geometry**  
V63.0377  
Formerly V63.0077.  
Prerequisite: V63.0326 or permission of the department.  
4 points.  
The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

**Honors I, II**  
V63.0393-0394  
Formerly approval of the director of the honors program.  
4 points per term.  
Lecture-seminar course on advanced topics selected by the instructor and students. Topics vary yearly. Detailed course descriptions are available during preregistration.

**Independent Study**  
V63.0997-0998  
Prerequisite: permission of the department.  
2 or 4 points per term.  
To register for this course, a student must complete an application form for Independent Study and have it approved by a faculty sponsor and 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 both undergraduate and graduate departmental advisers. A few such courses are listed below. If these courses are offered toward fulfillment of the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school.

**Numerical Methods**  
G63.2010, 2020  
G63.2020  
**Scientific Computing**  
G63.2043  
**Linear Algebra**  
G63.2110, 2120  
**Algebra**  
G63.2130-2140  
**Number Theory**  
G63.2210, 2220  
**Topology**  
G63.2310, 2320  
**Real Variables**  
G63.2430, 2440  
**Complex Variable**  
G63.2450, 2460  
**Introduction to Applied Mathematics**  
G63.2701, 2702  
**Mathematical Topics in Biology**  
G63.2850, 2851  
**Probability**  
G63.2911, 2912
The Program in Medieval and Renaissance Studies (MARS) focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe and the Mediterranean world from the collapse of Roman authority to about A.D. 1600. 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.

One of the largest undergraduate programs in medieval and Renaissance studies in the United States, MARS offers students unique opportunities through the numerous courses it sponsors and cross-lists, its Distinguished Lecture Series, and its personal student advisement. The MARS curriculum 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. MARS also enriches students’ intellectual and artistic experience in CAS study abroad programs. MARS students design their own programs in consultation with the program director and faculty: they thus experience the intimate guidance of a center of excellence within the parameters of a great university.

**Faculty**

**Professors:** Barkan (English), Beaujour (French), Benardete (Classics), Bonfante (Classics), Boorman (Music), Weil-Garris Brandt (Fine Arts), Cantor (History), Carruthers (English), Chazan (Hebrew and Judaic Studies), Chelkowski (Middle Eastern Studies), Claster (History), Costello (Linguistics), Dinshaw (English/Women’s Studies), Freccero (Italian), Gans (Chemistry), Gilman (English), Guillery (English), Gurland (Philosophy), Hsia (History), Hyman (Fine Arts), Ivry (Hebrew and Judaic Studies), Javitch (Comparative Literature), Johnson (History), Krinsky (Fine Arts), Low (English), Martinez (Spanish and Portuguese), McChesney (Middle Eastern Studies), Mitsis (Classics), Oliva (History), Peters (Middle Eastern Studies), Raymo (English), Regalado (French), Reiss (Comparative Literature), Roesner (Music), Rubenstein (Hebrew and Judaic Studies), Sandler (Fine Arts), Santirocco (Classics), Scaglione (Italian), Schifman (Hebrew and Judaic Studies), Sifakis (Classics), Sullivan (Fine Arts), Turner (Fine Arts), Vitz (French), Walton (Fine Arts), Wolfson (Religious Studies)

**Associate Professors:** Crabtree (Anthropology), Deakins (English), Erspamer (Italian), Hicks (History), Hooper (English), Krabbenhof (Spanish and Portuguese), Lowrie (Classics), Mikhail (Middle Eastern Studies), Momma (English), Ross (Spanish and Portuguese), Zeezula (French)

**Assistant Professors:** Ardizzone (Italian), Arnal (Religious Studies), Baun (History), Feros (History), Husain (Middle Eastern Studies), Kennedy (Middle Eastern Studies), Smith (Fine Arts)

**Senior Language Lecturer:** Campbell (French)

**Adjunct Professors:** Fletcher (New York Public Library), Kardon (Guggenheim Foundation), Marshall (Fordham), Postlewate (Barnard), Talarico (CUNY College of Staten Island), Voelkle (Pierpont Morgan Library), Westrem (CUNY Graduate Center), Wieck (Pierpont Morgan Library)
Program

OBJECTIVES
The program offers an interdisciplinary approach to the civilization and culture of the Middle Ages and the Renaissance. It is specifically designed for students wishing to work in more than one field of specialization and to develop majors around their own interests rather than those of a departmental major. Individual advisement enables students to develop a coherent course of study that suits their needs and interests. The fields of specialization from which students may draw to develop their programs currently include (1) language and literature: classics, comparative literature, English, French, German, Italian, Middle Eastern (Arabic), Hebrew and Judaic, Scandinavian, Slavic, Spanish, and Portuguese; (2) fine arts; (3) history; (4) music; (5) history of science; and (6) philosophy and religion.

In addition to its large and varied offering of undergraduate courses, the program schedules a Distinguished Lecture Series each semester in association with the Center for Research in the Middle Ages and the Renaissance (CRMAR), as well as colloquia and special seminars. The New York area offers unique research opportunities in medieval and Renaissance studies through some of its most distinguished institutions: the Pierpont Morgan Library, the Cloisters (the medieval branch of the Metropolitan Museum of Art), the Jewish Theological Seminary, and the Index of Christian Art. MARS students are regularly invited to receptions, concerts, and exhibits throughout New York City. Available to majors and minors is the Marco Polo Travel Award, which is granted to an outstanding student each year to allow her or him to travel abroad for research.

MAJORS in this program have gone on to graduate work in medieval studies, Celtic studies, archival studies, religious studies, history, art history, and English, as well as to professional schools. Other majors have gone on to careers in business and in education.

MAJOR
Ten courses in medieval and Renaissance studies, of which at least five must be in a single field of concentration; four or, preferably, three courses in one or more other fields of concentration; and one or, preferably, two courses in an interdisciplinary seminar. In addition, students are expected to show proficiency through course work or examination in Latin (or another language central to their area, such as ancient Greek, Arabic, or Hebrew) and in one other language appropriate to the field of concentration.

MINOR
Five courses, 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 is happy to discuss with students 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
The general requirements for departmental honors are outlined in the Honors and Awards section of this bulletin. In addition, students wishing to receive their degree with honors in medieval and Renaissance studies are required to complete a satisfactory thesis on a topic of their choice demonstrating their ability to control the relevant sources, bibliography, and methodology.

Students who meet the general College requirements must seek written approval of the director of the program before beginning the senior thesis—an essay of 30 to 60 pages on a research topic—at which time a thesis director will be chosen. Once the topic has been defined, the student will meet with the thesis director to discuss bibliography and research plans. Students will normally take one independent study during the course of the research and writing of the thesis. The independent study course will be supervised by the thesis director and may not replace any of the primary or secondary concentration requirements for the major. Deadlines for completing the honors thesis are the following: the thesis outline and bibliography are due one month after the opening date of the term; the completed first draft is due two months after the opening of the term; the completed final draft is due three weeks before the end of the term. This schedule enables students to compete for awards, honors, and fellowships.

STUDY ABROAD
MARS prepares and encourages its students to complement their work in medieval and Renaissance studies at one of NYU's study abroad programs in France, Italy, Spain, the Czech Republic, England (summer study only), and Ireland (summer study only) or at one of the Western European exchange universities.

Courses

The following is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

Interdisciplinary Seminar in Medieval and Renaissance Studies
V65.0991, 0992 4 points.
Each semester, the course is devoted to a topic chosen for its interdisciplinary character. Recent topics have included 1497-1498: The Renaissance at Full Tilt; Visions of Medieval History; The Age of Chivalry; The World of the Celts; The World of Charlemagne; Journey in Medieval Christian Theology; Interpreting the Medieval World; The 12th-Century Renaissance; The Classical Tradition in the Middle Ages; Christian Culture in the Middle Ages; Literature and Culture of the Renaissance; Renaissance Monarchy; Medieval and Renaissance Travel Journals; The Structure of Knowledge in the Renaissance.
Studies in Medieval Culture
V65.0985, 0986 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include The Medieval Manuscript and the Book of Hours; Medieval Theatre; The Wisdom Tradition; Medieval Literature in the Movies; Law and Moral Issues in Medieval Philosophy; Performing Medieval Literature; Martyrs, Mystics and Prophets; Happiness in the Christian Middle Ages; The Medieval Book: Materials, Forms and Uses; Two Medieval Minds.

Studies in Renaissance Culture
V65.0995, 0996 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include French Women Writers of the Middle Ages and the Renaissance; Classics in the Middle Ages and Renaissance; Pagan Mythology in the Middle Ages and Renaissance; Renaissance Philosophy; Renaissance 2000 (Telecourse).

Topics in Medieval Studies
V65.0985, 0984 2 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Gothic Romance; Music and Cosmology; Poets, Patrons, and Public in Medieval Lyric; Gender Issues in the Art of the Middle Ages; Myths and Legends of the Middle Ages; Doomsday: The Last Judgment in Medieval Culture; Medieval Minstrels; Angels; Sexual Transgression in the Middle Ages and Renaissance; Saints: Lore and Legend; The Troubadours: Lyrics, Love, and War; Early Irish Art; The Middle Ages at the Movies; The Medieval Book (held at the Pierpont Morgan Library).

Topics in Renaissance Studies
V65.0993, 0994 2 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Material Culture of the Renaissance; Renaissance Fools and Foolery; Shakespeare and Chivalry; A Renaissance of Curiosity: Travel Books, Maps, and Marvels; The Printed Book in the Renaissance (held at the New York Public Library).

Note: Normally two of these 2-point courses must be taken to constitute a full 4-point course fulfilling requirements for the major.

The Arthurian Legend
V65.0800 4 points.
Beginning with early stories of King Arthur and the knights of the Round Table, the course focuses on masterpieces of French, English, and German medieval literature. 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.

The Civilization and Culture of the Middle Ages
V65.0011 Identical to V57.0011. Johnson. 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.

The Civilization and Culture of the Renaissance
V65.0112 Identical to V57.0112. Zezula. 4 points.
Concentrates on the culture of Renaissance Europe. Examines the richness and diversity of Renaissance creativity through lectures, class discussions, literature, and slides.

Dante and His World
V65.0801 Identical to V41.0143 and V59.0160. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention not only to the literature, art, and music, but also to the political, religious, and social developments of the time as well as to new philosophical and scientific currents. Emphasizes the continuity of the Western tradition, especially the classical backgrounds of medieval culture and its transmission to the modern world. Cinematic re-creations, documentaries, other visual aids, and museum trips.

Medieval Mysticism
V65.0360 4 points.
In Western religion, mysticism describes the union of the individual soul with God. Topics include the structure of mystical ascent; the role of asceticism and prayer in mystical experience; the underlying unity of Christian mysticism; Kabbalah and Sufism; mysticism and gender; and similarities and differences between Western and Eastern mysticism (Taoism, Vedanta, and Zen Buddhism). Texts are drawn from Christian, Jewish, and Islamic traditions, stressing the great works of the Christian mystical tradition that culminated in 16th-century Spain.

The Medieval and Renaissance Love Lyric
V65.0420 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. The course traces the medieval love lyric from its beginnings in 11th-century Provengal 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 Theatre
V65.0712 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. Course includes videos and attendance at live performances. Texts taught in translation.

Medieval Christian Theology
V65.0510 Identical to V90.0510. 4 points.
Study of the texts of Augustine, Anselm, Bonaventure, and Thomas Aquinas on major theological and philosophical themes: the Trinity, proofs for the existence of God, salvation, and the influences of Neo-platonism and Islamic thought.
Medieval Technology and Everyday Life  
V65.0003 4 hours. 2 points.  
Gives a tour of the mills, factories, schools, travel technology, cathedral builders, miners, merchants, potters, weavers, and nobles of the Middle Ages. Examines the impact of new technology on the lives of both the rich and the ordinary, men, women, and children, and on medieval beliefs and politics. Also looks at the start of the process that propelled Western Europe from a pastoral backwater to the dominant region of the globe. No background in medieval history or science/technology is needed for this course.

Passion and Desire in the Middle Ages  
V65.0961 Identical to V29.0961, V45.0214, V90.0250. Vitz. 2 points.  
Focuses on the saint as a major figure in Western culture. Examines definitions of holiness and models of sanctity in the Old and New Testaments and in the early Christian church and then explores the important role played by saints in medieval culture and beyond. Topics considered: the theology of devotion to the saints and to the Virgin Mary in Catholicism and Eastern Orthodoxy, determination of sainthood, and gender differences among saints. Uses literary, historical, artistic, and religious documents.

Independent Study  
V65.0997, 0998 Prerequisite: written permission of the director of the program. Counts toward majors and minors only. May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

Internships  
V65.0980, 0981 Prerequisite: written permission of the director of the program. Counts toward majors and minors only. Majors and minors may find internships that can be related to MARS. A faculty director will be appointed and the student will write a substantial report for 1-4 points of academic credit for independent study.

**ELECTIVES**

The following regularly offered courses in individual disciplines are cross-listed with MARS and can count toward medieval and Renaissance studies majors and minors. See departments for course descriptions.

**CLASSICS**

Medieval Latin  
V65.0824 Identical to V27.0824.

**COMPARATIVE LITERATURE**

The Epic Poem: From Homer to Milton V65.0106 Identical to V29.0106.

Fiction Before the Novel V65.0135 Identical to V29.0135.

Masterpieces of Renaissance Literature V65.0017 Identical to V29.0151.

Shakespeare's Adaptations of His Sources V65.0155 Identical to V29.0135.

**ENGLISH**

History of Drama and Theatre V65.0127 Identical to V41.0125, 0126.

British Literature I V65.0210 Identical to V41.0210.

Medieval Visionary Literature V65.0521 Identical to V41.0309.

Medieval Literature in Translation V65.0310 Identical to V41.0310.

Colloquium: Chaucer V65.0320 Identical to V41.0320.

The Renaissance in England V65.0400 Identical to V41.0400.

Shakespeare I, II V65.0410, 0411 Identical to V41.0410, 0411.

Colloquium: Shakespeare V65.0415 Identical to V41.0415.

17th-Century English Literature V65.0440 Identical to V41.0440.

Colloquium: The Renaissance Writer V65.0445 Identical to V41.0445.

Colloquium: Milton V65.0450 Identical to V41.0450.

**FINE ARTS**

Art in the Islamic World V65.0098 Identical to V43.0098.

Medieval Art V65.0200 Identical to V43.0200.

Art of the Early Middle Ages V65.0201 Identical to V43.0201.

Romanesque Art V65.0202 Identical to V43.0202.

Gothic Art in Northern Europe V65.0203 Identical to V43.0203.

Italian Art 1200 to 1420: Before and After the Black Death V65.0204 Identical to V43.0204.

Renaissance Art V65.0333 Identical to V43.0300.

European Architecture of the Renaissance V65.0301 Identical to V43.0301.

Architecture in Europe in the Age of Grandeur V65.0302 Identical to V43.0302.

The Century of Jan van Eyck V65.0303 Identical to V43.0303.

16th-Century Art North of the Alps V65.0304 Identical to V43.0304.

Italian Renaissance Sculpture V65.0305 Identical to V43.0305.

Early Masters of Italian Renaissance Painting V65.0306 Identical to V43.0306.

The Age of Leonardo, Raphael, and Michelangelo V65.0307 Identical to V43.0307.
The Golden Age of Venetian Painting V65.0308 Identical to V43.0308.

French Art: Renaissance to Rococo (1520-1770) V65.0313 Identical to V43.0313.

Italian Art in the Age of the Baroque V65.0314 Identical to V43.0309.

Dutch and Flemish Painting 1600-1700 V65.0311 Identical to V43.0311.

FRENCH

Medieval Literature V65.0211 Identical to V45.0211.

Literature of the French Renaissance V65.0311 Identical to V45.0311.

Topics in French Culture V65.0864 Identical to V45.0865.

Topics in French Literature V65.0969 (in French), V65.0869 (in English) Identical to V45.0968 (in French), V45.0868 (in English).

HEBREW AND JUDAIC STUDIES

Judaism, Christianity, and Islam V65.0025 Identical to V78.0160.

Rabbinic and Medieval Hebrew Literature V65.0051 Identical to V78.0051.

Jewish Philosophy in the Medieval World V65.0425 Identical to V78.0425.

Christian-Jewish Relations in Antiquity and the Middle Ages V65.0119 Identical to V78.0213.

Foundations of the Christian-Jewish Argument V65.0160 Identical to V78.0161.

Jewish Mysticism and Hasidism V65.0430 Identical to V78.0430.

The Jews in Medieval Spain V65.0913 Identical to V78.0113.

HISTORY

The Early Middle Ages V65.0111 Identical to V57.0111.

Byzantine History V65.0112 Identical to V57.0112.

The Crusades V65.0113 Identical to V57.0113.

The High Middle Ages V65.0114 Identical to V57.0114.

Roman Church 1200-1600 V65.0117 Identical to V57.0117.

Early Medieval Italy V65.0120 Identical to V57.0120.

The Renaissance V65.0121 Identical to V57.0121.

The Protestant and Catholic Reformations V65.0122 Identical to V57.0122.

Italy During the Renaissance V65.0123 Identical to V57.0123.

Social and Political Ideas of Renaissance Humanism V65.0124 Identical to V57.0124.

Italy in the Age of Dante and Petrarch V65.0132 Identical to V57.0132.

The Golden Age of Spain, 1450-1700 V65.0138 Identical to V57.0138.

England to 1700 V65.0162 Identical to V57.0162.

Seminar: The Crusades and the Crusader Kingdom in the Middle Ages V65.0265 Identical to V57.0265.

Seminar: Women in Medieval and Renaissance Europe V65.0270 Identical to V57.0270.

Seminar: Topics in Early Modern Europe V65.0279 Identical to V57.0279.

Seminar: Topics in the Renaissance V65.0281 Identical to V57.0281.

Seminar: Witchcraft, Heresy, and Dissent in the Middle Ages V65.0284 Identical to V57.0284.

Seminar: The Classical Tradition in the Middle Ages V65.0285 Identical to V57.0285.

Seminar: 12th-Century Renaissance V65.0284 Identical to V57.0284.

Seminar: Inventing the Middle Ages V65.0802 Identical to V57.0802.

ITALIAN

The Civilization of the Italian Renaissance V65.0161 Identical to V59.0161.

Survey of Medieval and Renaissance Literature V65.0115 Identical to V59.0115.

Dante's Divine Comedy V65.0271 Identical to V59.0270.

Petrarch, Boccaccio, and the Dawn of the Renaissance V65.0274 Identical to V59.0271.

LINGUISTICS

Etymology V65.0076 Identical to V61.0076.

MIDDLE EASTERN STUDIES

Judaism, Christianity, and Islam V65.0025 Identical to V77.0800, V78.0160, and V90.0102.

The Making of the Muslim Middle East, 600-1250 V65.0640 Identical to V77.0640.

The Ottoman Empire and World History V65.0651 Identical to V77.0650.

Mediterranean Worlds V65.0660 Identical to V77.0660, V57.0131.

The Jews: The Medieval Period V65.0681 Identical to V77.0681.

Musim Societies V65.0692 Identical to V77.0692.

Islam and the West V65.0694 Identical to V77.0694, V57.0250.

Masterpieces of Islamic Literature in Translation V65.0710 Identical to V77.0710.

The Arabian Nights V65.0714 Identical to V77.0716.

The Sufis: Mystics of Islam V65.0863 Identical to V90.0863 and V77.0863.

MORSE ACADEMIC PLAN

Conversations of the West: Antiquity and Middle Ages V55.0401

Conversations of the West: Antiquity and Renaissance V55.0402
MUSIC

Medieval and Renaissance Music V65.0101 Identical to V71.0101.

PHYSICS

The Evolution of Scientific Thought V65.0002 Identical to V85.0005.

POLITICS

Topics in Premodern Political Philosophy V65.0110 Identical to V53.0110.

RELIGIOUS STUDIES

Judaism, Christianity, and Islam V65.0025 Identical to V90.0102.

Varieties of Mystical Experience V65.0240 Identical to V90.0240.

Christianity V65.0627 Identical to V90.0627.

The Sufis: Mystics of Islam V65.0865 Identical to V90.0865 and V77.0865.

Martyrs, Mystics, and Prophets V65.0985 Identical to V90.0241.

SPANISH

Chronicles and Travel Literature of the Colonial World V65.0273 Identical to V95.0273.

Readings in Spanish Literature Through the Golden Age V65.0215 Identical to V95.0215.

Cervantes V65.0335 Identical to V95.0371.

Forms of the Picaresque in Spain and Spanish America V65.0438 Identical to V95.0438.

GRADUATE COURSES OPEN TO UNDERGRADUATES

COMPARATIVE LITERATURE

Themes and Forms of Medieval Literature G29.1452

European Renaissance Literature I G29.1500

European Renaissance Literature II G29.1550

ENGLISH

Introductory Old English G41.1060

Introductory Middle English G41.1061

FRENCH

Introduction to Medieval French Literature G45.1211

The Medieval Epic G45.1241

Prose Writers of the 16th Century G45.1331

La Pléiade G45.1342

GERMAN

History of the German Language G51.1210

Introduction to Middle High German G51.1220

German Literature from the Beginnings to 1500 G51.1221

Humanism and Reformation G51.1310

HISTORY

Europe's Relationship with Africa Since Classical Antiquity G57.1040

The Transition from Late Antiquity to the Early Medieval Period G57.1111

The Crucible of Europe: The Late 5th Century to 1050 G57.1112

The Medieval Synthesis: Europe from 1050-1250 G57.1113

The Harvest of the Middle Ages: 1250-1450 G57.1114

Roman Church and Papacy, 1200-1600 G57.1140

Politics and Society in 15th-Century Europe G57.1133

Politics and Society in 16th-Century Europe G57.1134

Medieval England G57.1401

MIDDLE EASTERN STUDIES

History of the Islamic Near East to 1200 G77.1640

Medieval Iran G77.1660

History of the Jews in Late Antiquity G77.1692

MUSIC

Collegium Musicum G71.1001

RUSSIAN AND SLAVIC STUDIES

Old Russian Literature G91.1002

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Introduction to Medieval Spanish Literature G95.1211

16th-Century Novelistic Forms G95.1334

Spanish Poetry of the Renaissance G95.1341

Portuguese Literature: The Cancioneiros to Camões G87.1817
The Program in Metropolitan Studies is an undergraduate, interdisciplinary program for the study of cities, urban issues, and urban culture.

Using New York City as their laboratory, students work to better understand the relationship between people and the built environment. In their course work, students develop a critical understanding of how metropolitan areas evolve while they examine those areas’ core problems.

The program exploits one of NYU’s major assets—its New York City location—in a variety of ways. In many courses, students learn through assignments involving independent fieldwork, observation, and analysis in both Manhattan and the greater metropolitan area. All majors participate in an 8-point internship program enabling them to work in government or nonprofit agencies while participating in a seminar in order to link this practical experience with theoretical and historical issues. The internship allows students to get involved in the community, gain experience in a professional setting, and explore career options. There is an honors program for qualified students that culminates in a senior thesis written under supervision of a faculty member.

The program draws on faculty active in the city’s government, community, and nonprofit agencies. The major provides excellent training for students who wish to pursue further professional or graduate studies as well as for those seeking careers in the public, nonprofit, or private sectors. It provides particularly valuable preparation for students interested in law, the health professions, 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. arrangement exists with New York University’s Robert F. Wagner Graduate School of Public Service. For more information, see under Preprofessional, Accelerated, and Specialized Programs.
**Program**

**MAJOR**
Students majoring in metropolitan studies take two introductory sequence courses, four elective area courses, and four research core courses, including the internship.

The major is structured sequentially. With the introductory sequence, the student begins a general, comparative, and historical overview of cities and how they change, comprehensively addressing cultural, political, and economic issues. The student then takes four electives that explore particular urban topics or issues. Thereafter the student develops his or her interests through an internship in a related area.

Finally, two research seminars enable the student to develop skills in primary research and written communication, as well as data and policy analysis.

The introductory sequence consists of Introduction to Metropolitan Studies, V99.0101, and Crisis of the Modern City: New York City in Comparative and Historical Perspective, V99.0103. Additionally, there is a required research core of four courses: Internship Fieldwork, V99.0401; Internship Seminar, V99.0402; Research Methods in Metropolitan Studies, V99.0501; and Senior Research Seminar in Metropolitan Studies, V99.0502. Students must complete one introductory sequence course before taking Research Methods in Metropolitan Studies and three introductory sequence courses plus Research Methods before taking Senior Research Seminar. Finally, students choose four courses in three elective areas of concentration—social welfare and public policy, urban culture and identity, and the material city.

**MINOR**
The minor consists of four courses. Introduction to Metropolitan Studies is required.

**INTERNSHIP PROGRAM**
The internship complements and enhances the formal course work of the metropolitan studies program. Students intern at agencies dealing with a range of urban issues and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. Students majoring in metropolitan studies are required to take an internship, although many non-majors also enroll. 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 the analytical tools to improve urban life, and (3) to assist students in exploring professional career paths.

**HONORS PROGRAM**
Honors work consists of a yearlong, 12-credit individualized research project to be completed during the senior year and conducted through a sequence of independent study courses in consultation with a faculty member. Honors students present and defend their completed research before a committee of metropolitan studies faculty. For general requirements, please see under Honors and Awards.

**Courses**

**INTRODUCTORY CORE COURSES**

**Introduction to Metropolitan Studies**
V99.0101  Identical to V55.0625. 4 points.

A broad and interdisciplinary introduction to the field of urban studies. Surveying the major approaches that have been deployed to investigate the urban experience in the contested social space of the modern city, this course explores the historical geography of capitalist urbanization with particular 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 contexts; urban social movements; urban planning and restructuring; the gendering of urban space; and racism, racial segregation, and the politics of urban space.

**Crisis of the Modern City: New York City in Comparative and Historical Perspective**
V99.0103  4 points.

Places the public sense of crisis that has been associated with modern cities such as New York in historical and comparative perspective. Liberal urban policy in late Victorian London identified the city as both the center and crisis point for an urban-based capitalist world economy. Compares and contrasts the distinct patterns of urban development and public policy from that era with those in the relatively new Sunbelt and older industrial Snowbelt cities of Los Angeles and Chicago, respectively, and with those patterns in a “Third-World” city such as Buenos Aires. The second half of the course then uses these cities as a context for understanding New York City’s urban “crisis” in the 20th century.

**ELECTIVE COURSES**

**Teen Culture in Urban America: Dreams, Schemes, and Scenes**
V99.0212  Prerequisite: permission of the department. 4 points.

Focuses on a little understood, highly understudied, yet paradoxically influential force in American culture—the teenager. From the unwed teenage welfare mothers to the newly made “hip-hop millionaires,” teens are in the news and on our minds. Who are these people caught in that inevitable stage between childhood and adulthood, and how are they different from the rest of urban America and from teenagers who have gone before them? The course studies this life stage from many perspectives. Class lectures, readings, and discussions focus on themes that explore both the historical and the contemporary political and cultural context of teen culture. This interdisciplinary approach is expanded to include an ethnographic experience gained from a service learning internship component of five hours a week.
Urban Housing: Critical Issues
V99.0221 4 points.
Analysis of the current housing crisis in large U.S. cities, with particular attention to New York City. Considers the affordability crisis, institutional barriers to a decent home in a suitable living environment, why some neighborhoods deteriorate and others become "gentrified," why owners abandon property, and how housing is built and under what fiscal and political constraints. Fieldwork focuses on a local neighborhood as a case study.

Law and Urban Problems
V99.0252 4 points.
Interdisciplinary introduction to the law as it interacts with society. Analysis focuses on problems in areas such 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.

Urban Schools in Crisis: Policy Issues and Perspectives
V99.0258 4 points.
Examines the changing political purposes of public education. The pressures placed on school systems and how they adapt to the demands of political clients and constituents are studied in the context of political and fiscal pressures exerted by competing priorities at different levels of government. The intergovernmental context of urban schools is also explored, with emphasis on repeated criticisms of the adequacy of the American public school system to train future generations to think and perform well in the workplace.

Work and Wealth in the City: The Economics of Urban Growth
V99.0243 4 points.
The financing of complex American cities raises related issues about the changing character of work in the city and the organization of wealth and city finances in contemporary urban America. Examines a diverse set of questions about the forms of capital needed to maintain a city, the economics of regional development, the role of taxes in supporting services and urban development, the job structure of a metropolitan area, and the types of incentives necessary to maintain a diverse labor force.

Community Empowerment
V99.0244 4 points.
Empowerment is defined as those processes, mechanisms, strategies, and tactics through which people, as well as organizations and communities, gain mastery over their lives. It is personal as well as institutional and organizational. This course addresses these issues in a wide variety of community settings. It is designed to be challenging and rewarding to those students interested in helping people work together to improve their lives.

Sexual Identity and Urban Community
V99.0245 4 points.
Through necessity and desire, people build communities, and forge alliances, in order to work, play, live, and survive. This course asks questions such as how do people build “communities” in the urban environment based on their articulations of gender, sexuality, or sexual orientation? Are gender and sexuality defining features of the urban experience? Or are they only components of a much larger and more complex set of urban identities? Students read and respond to many different historical, sociological, and theoretical writings about a wide variety of issues related to gender, sexuality, and community.

Culture of the City
V99.0247 4 points.
Urban culture is complex, fantastic, frightening, and a part of daily life, encompassing everything from vaudeville, the circus, the public library, opera, and dance to the local bar, social club, and graffiti. By considering cities to be sources of cultural invention, it explores, through literature, history, social science, and student experience, the evolution of high and popular culture, both modernist and postmodernist. Emphasis is on how cultures create bonds between specific interest groups and on how culture becomes the arena for acting out or resolving group conflict.

Social Welfare: The State and the City
V99.0264 4 points.
Poverty, its causes and the disadvantages it creates, is at the heart of any concept of public assistance. Public welfare systems address the basic survival needs of urban populations: health, income security, food and nutrition, and housing. Explores the role of government in developing social policy, especially as it addresses poverty, medical care, and jobs. Examines federal, state, and local initiatives from two viewpoints: the quality and adequacy of services provided and the social and moral issues in the debate over the role of government in maintaining a “social safety net.”

Women in the Urban Environment
V99.0270 Identical to V97.0290. 4 points.
Explores the effects of urban spatial and economic changes on women’s lives. Is the labor force of the new service-based city predominantly female, and where do these women live? How do women of different ethnic groups, classes, races, and religious affiliations fare in the city? What are the problems of the new female immigrants from the West Indies, Haiti, Mexico, and the Pacific Rim? Are women as a low-wage labor pool displacing men in certain employment categories? What changes in urban family structure does the 1990 census reveal, and what are the implications for women’s social service needs? Theoretical and historical analysis of sexism. Implications for health care, welfare, day care, crime, family relations, sexual harassment, and wage discrimination.

City Planning: Social and Economic Aspects
V99.0280 4 points.
Introduction to the theories and practice of city planning and critical evaluation of the field. Also examines the role of city planning in influencing urban development and confronting chronic urban social problems. Gives special attention to the impact of planning on the neighborhood as opposed to the citywide level, to social science as opposed to the physical side of urban planning, and to the political context of planning as opposed to...
the notion of planners as “neutral” technical experts.

**Topics in Metropolitan Studies**

V99.0290 4 points.
Uses the seminar format to explore a critical urban topic in depth. Past offerings have included Space and Power: Issues in Political Theory and Suburbia: An Ongoing American Dream. See the director or manager of internships for requirements and content.

**Introduction to Black Urban Studies**

V99.0105 Identical to V11.0020. 4 points.
See description under Africana Studies (11).

**Violence in American History**

V99.0220 Identical to V57.0616. 4 points.
See description under History (57).

**Race, Power, and the Postindustrial City**

V99.0301 Identical to V11.0301 and V14.0324. 4 points.
See description under Africana Studies (11).

**Urban Economics**

V99.0310 Identical to V31.0227. 4 points.
See description under Economics (31).

**Economics of the Environment**

V99.0331 Identical to V31.0230. 4 points.
See description under Economics (31).

**Shaping the Urban Environment**

V99.0320 Identical to V43.0021. 4 points.
See description under Fine Arts (43).

**Decision Making and Urban Design**

V99.0321 Identical to V43.0032. 4 points.
See description under Fine Arts (43).

**Environmental Design: Issues and Methods**

V99.0322 Identical to V43.0034. 4 points.
See description under Fine Arts (43).

**Cities in History**

V99.0323 Identical to V43.0033. 4 points.
See description under Fine Arts (43).

**Urban Design and the Law**

V99.0327 Identical to V43.0037. 4 points.
See description under Fine Arts (43).

**New York City: A Social History**

V99.0330 Identical to V57.0639. 4 points.
See description under History (57).

**The City in American History**

V99.0331 Identical to V57.0636. 4 points.
See description under History (57).

**Contested Cities**

V99.0334 Identical to V93.0936. 4 points.
See description under Sociology (93).

**Re-Imagining Community**

V99.0341 Identical to V15.0200 and V14.0325. 4 points.
See description under Asian/Pacific American Studies (15).

**Asian/Pacific American Community Studies**

V99.0343 Identical to V15.0101. 4 points.
See description under Asian/Pacific American Studies (15).

**Asian Communities in New York City**

V99.0344 Identical to V15.0020. 4 points.
See description under Asian/Pacific American Studies (15).

**Race, Class, and Metropolitan Transformation**

V99.0345 Identical to V15.0601. 4 points.
See description under Asian/Pacific American Studies (15).

**Multi-Ethnic New York**

V99.0349 Identical to V15.0310. 4 points.
See description under Asian/Pacific American Studies (15).

**Urban Sociology**

V99.0350 Identical to V93.0460. 4 points.
See description under Sociology (93).

**Social Policy in Modern Societies**

V99.0351 Formerly Urban Public Policy. Identical to V93.0313. 4 points.
See description under Sociology (93).

**Filming Asian America**

V99.0352 Identical to V15.0090. 4 points.
See description under Asian/Pacific American Studies (15).

**Government of New York City**

V99.0370 Identical to V53.0364. 4 points.
See description under Politics (53).

**Urban Government and Politics**

V99.0371 Identical to V53.0360. 4 points.
See description under Politics (53).

**Law and Society**

V99.0372 Identical to V53.0335 and V97.0335. 4 points.
See description under Politics (53).

**Community Psychology**

V99.0380 Identical to V89.0074. 4 points.
See description under Psychology (89).

**The Politics of Poverty and Welfare**

V99.0382 Identical to V53.0382. 4 points.
See description under Politics (53).

**RESEARCH CORE COURSES**

**Internship Fieldwork**

V99.0401 Corequisite: V99.0402. Ten hours of fieldwork are required for 2 points; fifteen for 4 points. Majors must enroll for 4 points. 2 or 4 points.

**Internship Seminar**

V99.0402 Corequisite: V99.0401. Prerequisites: majors must have taken one course in the introductory sequence and one elective. There are no prerequisites for nonmajors except that they be in their junior or senior year. Interview and permission of the manager of internships required. 4 points.

**Section 1: General Internship. Nonprofit and government agencies.**

**Section 2: Legal Aid Internship. Students work directly with the criminal justice division of The Legal Aid Society.**
The internship complements the program’s formal course work. It enables students to test theory against practice as they help improve urban life by working in a government, community, or nonprofit agency. It also gives students the chance to explore career paths in their field of interest. The internship is open to nonmajors. Internships are offered in many areas including law, city planning, arts, housing, education, and social welfare. In addition, students attend a weekly seminar in which they analyze the workings and policies of urban institutions.

Research Methods in Metropolitan Studies
V99.0501  Nonmajors must have permission of the instructor. Prerequisites for majors: at least one of the introductory core courses. 4 points.
Introduces an array of social scientific research methods, both qualitative and quantitative, for research in urban studies. Topics range from ethnography to survey research to social statistics, among others. The course culminates in the development of students’ detailed research proposals and some practical hands-on application of the research methods. Majors must enroll in spring of their junior year.

Senior Research Seminar
V99.0502  Prerequisites for majors: V99.0501 and the introductory core courses, V99.0101, V99.0103. 4 points.
Advanced research in metropolitan studies, which culminates in each student completing an extended research paper that makes use of various urban methodology skills. Students work individually and collaboratively on part of a class research project on a major urban and regional policy issue. Must be taken in fall of their senior year.

Honors and Independent Study
Honors Thesis
V99.0503-0504  Prerequisite: Urban Methods in Metropolitan Studies, 3.5 cumulative and major average, or permission of the director. Open only to senior majors in metropolitan studies. Walkowitz. 4 points per term.
Extended primary research project completed in a tutorial with a faculty member in the program. Normally begun in the second semester of the junior year or in the fall of the senior year, this two-semester course culminates in an oral examination of the written project.

Independent Study
V99.0997, 0998  Prerequisite: permission of the instructor. 2-4 points per term.
The Department of Middle Eastern Studies (MES) 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 day, with particular focus on the period after the emergence of Islam. A Middle Eastern studies major offers students the opportunity to master one of the regional languages, including Arabic, Persian, Turkish, Hindi/Urdu, and ancient Egyptian. Students will 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 such as anthropology, fine arts, Hebrew and Judaic studies, history, politics, comparative literature, religious studies, and sociology that complement the department’s offerings.

### Faculty

**Professors:**
- Chelkowski, Gilsenan, Lockman, McChesney, Peters

**Associate Professors:**
- Fahmy, Mikhail

**Assistant Professors:**
- Dallal, Haykel, Husain, Kennedy, Salzmann

**Clinical Associate Professor:**
- Ferhadi

**Language Lecturers:**
- Erol, Ilieva, Khorrami

**Associate Research Scholar:**
- Goelet

**Affiliated Faculty:**
- Fleming, Ivry, Kazemi, Mitchell

### Program

**Language:** To obtain the B.A. degree with a Middle Eastern studies major, students must meet the CAS language requirement in either Arabic, Persian, Turkish, or Hindi/Urdu. This means either (1) studying one of these languages at least through the intermediate level (four semesters) at NYU; (2) demonstrating the completion of equivalent course work elsewhere; or (3) satisfying the CAS language requirement by exam in one of these languages.

**Course Requirements:** In addition to the language requirement, majors must successfully complete at least eight MES courses. Undergraduates are encouraged to consider taking MES graduate courses as well.

- Majors are required to take the following courses:
  1. Two courses from the MES history list, one of which must be V77.0688, Topics in Middle Eastern History.
  2. One course from the MES literature list.
  3. One course from the MES religion list.

  4. Four elective courses from the MES course list of the undergraduate’s choosing.

**MINOR**

Students who wish to minor in Middle Eastern studies must complete either (1) at least four non-language courses that are offered by MES or are cross-listed by MES and approved by the director of undergraduate studies or their MES adviser; or (2) four courses in either Arabic, Persian, Turkish, or Hindi/Urdu.
AWARDS FOR EXCELLENCE IN MIDDLE EASTERN STUDIES
The department offers the following awards for excellence: the Rumi-Biruni Prize for excellence in Persian studies, the Ibn Khaldun Prize for excellence in Arabic studies, the Evliya Chelebi Prize for excellence in Turkish studies, and the Premchand Prize for excellence in Hindi and Urdu studies.

INTERNET PROGRAM
The department participates in the College of Arts and Science internship program. See the director of

Courses

LANGUAGE COURSES
Note: Language examinations are held before the first week of the fall semester. For placement at the appropriate level of language instruction, students are required to consult the department. Qualified undergraduates are also eligible to register for advanced language courses.

ARABIC

Elementary Arabic I, II
V77.0101-0102 Ferhadi. 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 of instruction and drill, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II
V77.0103, 0104 Prerequisite: V77.0102 or equivalent. Ferhadi. 4 points per term.
 Builds on the skills acquired in V77.0101-0102, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

The following two Advanced Arabic courses compose the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

Advanced (Media) Contemporary Arabic I, II
G77.1005, 1006 Prerequisite: V77.0104 or equivalent. Ferhadi. 4 points per term.
 Focuses on contemporary standard Arabic as used by electronic and print media. Contemporary press reports from the Middle East are used as texts, and current news programs from select Arab broadcasts are used and discussed.

PERSIAN

Elementary Persian I, II
V77.0401-0402 Khorrami. 4 points per term.

Intermediate Persian I, II
V77.0405, 0406 Prerequisite: V77.0404 or equivalent. Khorrami. 4 points per term.
 Builds on the skills acquired in V77.0401-0402 through continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

TURKISH

Elementary Turkish I, II
V77.0501-0502 Evrol. 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
V77.0503, 0504 Prerequisite: V77.0502 or equivalent. Evrol. 4 points per term.
 Materials from Turkish newspapers, magazines, literature, and radio provide the basis for reading comprehension and conversational ability in modern Turkish.

HINDI/URDU

Elementary Hindi/Urdu I, II
V77.0405, 0406 Iliescu. 4 points per term.
 The overall goal of this course, as a part of a two-year-curriculum, is to prepare the student to a high level of proficiency in Hindi. Through a variety of class, small-group and paired activities, as well as language and computer lab sessions, students are expected to develop reading, speaking, listening, and writing skills. The instructor also takes into consideration individual needs.

Intermediate Hindi/Urdu I, II
V77.0407, 0408 Iliescu. 4 points per term.
 Designed to further develop fluency in oral and written communication.
In addition to the class, small-group activities, and language and computer lab-sessions, students are given an individual assignment to work with native speakers from the community and report on their findings. The reading assignments are designed to broaden understanding of content used for oral presentations.

Note: Please consult the class schedule of courses and the Graduate School of Arts and Science Bulletin for information about advanced courses in Arabic, Persian, and Turkish that are open to undergraduates who have completed the intermediate level of the languages.

**HISTORY COURSES**

**Archaeology and History in the Near East**
V77.0600 Identical to V57.0600. Staff. 4 points.
Examines what conventional written history can and cannot explain about pagan, Jewish, Christian, and Islamic sites and monuments in Israel, Syria, Jordan, Iraq, and Iran in light of archaeologists’ reports, writings of historians, and slides.

**The History of Ancient Egypt, 3200-50 B.C.**
V77.0611 Identical to V57.0506. Goulet. 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 upon biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

**Seminar: Topics in Middle Eastern History**
V77.0688 Identical to V57.0550. Staff. 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 Making of the Muslim Middle East, 600-1250**
V77.0640 Identical to V57.0542 and V65.0640. Hausek. 4 points.
A historical and comparative approach to the first half millennium of Islamic history. Course traces the cultural and religious strands shaping the institutions, belief systems, and practices. Using primary sources, students explore the major debates in cultural history of this period.

**World Cultures: Muslim Spain (711-1492)**
V55.0257 Peters. 4 points.
See description under Foundations of Contemporary Culture (53).

**The Ottoman Empire in World History**
V77.0650 Identical to V57.0515 and V65.0551. Salzmann. 4 points.
Examines the Ottoman Empire from a world historical perspective. Beginning with the collapse of the Byzantine state and ending with the French Revolution, students gain an understanding of Ottoman state and society and its responses to, and participation in, global trade, interstate warfare, and the cultural and political development of the modern world.

**Mediterranean Worlds**
V77.0660 Identical to V57.0131. Salzmann. 4 points.
The early modern Mediterranean was a fluid frontier shifting between the Islamic and Christian powers. From the mosques of Spain to the markets of Venice to the multireligious neighborhoods of Istanbul, students explore sites of coexistence, accommodation, and conflict through history, literature, and art.

**Europe and the Middle East**
V77.0689 Identical to V57.0534. Staff. 4 points.
Survey of economic, political, and cultural relations between Europe and the Middle East. Stresses the dynamics of social, economic, and political change in the Middle East in the 19th and 20th centuries resulting from the dramatic expansion of European influence in the region. Also explores Middle Eastern ideological, cultural, and political responses to European dominance.

**Islam and the West**
V77.0694 Identical to V57.0520. Staff. 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.

**The Emergence of the Modern Middle East**
V77.0690 Identical to V57.0531. Lockman. 4 points.
Surveys 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.

**Seminar: Colonial, Imperialism, and Nationalism in the Middle East**
V77.0677 Identical to V57.0541. Fehmey. Lockman. 4 points.
Addresses theories of nationalism and its emergence as the primary political ideology in the Middle East. Investigates historiographical problems in writing nationalistic history and the intersection of class and gender concerns with national identities.

**Palestine, Zionism, Israel**
V77.0697 Identical to V57.0532. Lockman. 4 points.
Survey of the conflict over Palestine from its origins in the late 19th century until the present. The purpose of this course is to examine the evolution of this ongoing struggle in its historical context and then try to understand why the various parties to the conflict have thought and acted as they did.

**Seminar: Modern Central Asia**
V77.0700 Identical to V57.0700. McChesney. 4 points.
Surveys the emergence of the newly independent states of Central Asia, the historical legacy that connects them, and the political, social, environmental, and economic problems that they confront today.
Russia and the Middle East
(To 1917)
V77.0675 Identical to V57.0173. Staff. 4 points.
Examines the evolution of Russian national identity in the bipolar system “East-West.” Students learn how Russia, after a century of Westernization, undertook colonial expansion in the Black Sea region, the Caucasus, and Central Asia in the late 18th and 19th centuries, which resulted in the recurrent wars with the Ottoman Empire and Iran. Russia’s advances also led to its rivalry with Great Britain for domination over Asian politics, which became known as “the Great Game.” The course emphasizes the impact of the Middle East on Russian culture, especially literature, visual art, and music. It includes readings from Russian prose and poetry in translation, pieces of music, and reproductions of paintings.

The United States and the Middle East in the 20th Century
V77.0676 Identical to V57.0653. Staff. 4 points.
Introduces the student of politics and history to the progress of U.S. involvement in Middle Eastern affairs beginning with the relatively simple problems of the missionary and the trader and ending with the complex and often equivocal issues of the contemporary scene. Guest speakers lend new insights into these complicated questions.

Israel: Fact through Fiction
V77.0698 Identical to V78.0780. Landres. 4 points.
See description under Hebrew and Judaic Studies (78).

Zionism and the State of Israel
V77.0696 Identical to V78.0180. Engel. 4 points.
See description under Hebrew and Judaic Studies (78).

LITERATURE COURSES
Except where indicated, there is no language requirement for these courses.

The Arabian Nights
V77.0716 Identical to V65.0714. Kennedy. 4 points.
The Arabian Nights have been an essential and dynamic literary meeting point between Arabic/Islamic literature and the Western canon. This course examines both sides of this cultural dichotomy. 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.

Seminar: Introduction to Islamic Texts
V77.0720 Kennedy. 4 points.
Introduces students with at least two semesters of Arabic behind them to the main stylistic features of classical Arabic. The object is to give students a flavor of an older, yet essential, register of Arabic through the most important texts of the Islamic tradition. These texts constitute the very core of Islam to this day: the Koran (Qu’ran) and the Hadith (Sayings of the Prophet Muhammad). The syllabus also includes 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 for the course, with particular attention being paid to how it has influenced all categories of Arabo-Islamic literature: linguistically, stylistically, thematically, and doctrinally.

Masterpieces of Islamic Literature in Translation
V77.0710 Identical to V65.0710. Kennedy, Mikhail. 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 Arab World
V77.0711 Mikhail. 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
V77.0714 Identical to V29.0714, V97.0714, and H72.0714. Dallal. 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. The course 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 antierotic; and combat and collaboration.

Comparative Imperialism
V77.0715 Identical to V29.0811. Dallal. 4 points.
Examines the diverse ways in which imperial and aesthetic idioms converge in American, English, French, and Arabic literature. Texts include 19th- and 20th-century narrative, political discourse, and poetry.

Modern South Asian Literature
V77.0717 Identical to V29.0717. Ultee. 4 points.
Addresses the rich literary product of modern and contemporary South Asia. It offers more advanced undergraduates a window on a rich and culturally varied area of the world, as well as to aspects of South Asian history and society as represented in translations of modern prose writing (short stories and novels) originally written in South Asia’s regional languages.

Modern Hebrew Literature
V77.0306 Identical to V78.0075. 4 points.
See description under Hebrew and Judaic Studies (78).

Masterpieces of Modern Hebrew Literature in Translation
V77.0713 Identical to V78.0076 and V90.0713. Staff. 4 points.
See description under Hebrew and Judaic Studies (78).
SOCIAL SCIENCES COURSES

A Cultural History of Ancient Egypt
V77.0614 Identical to V57.0506 and V78.0121. Goedel. 4 points.
Survey of the literary, religious, and material culture of ancient Egypt.
Each class examines the ancient Egyptian intellectual world as shown by a major monument (e.g., the Great Pyramid) along with its cultural background. Daily life as well as the visual and symbolic aspects of the civilization are illustrated with slides and charts. The reading emphasizes historical, literary, and religious texts in translation.

Islam and Politics
V77.0674 Haykel. 4 points.
This course attempts to explain the rise of Islamic political movements in the contemporary Middle East and look at the various ways in which they have been discussed in the media and in academic writings. Examples of Islamist writings and publications are also presented in order to elucidate the ways in which Islamists depict themselves and their concerns. Because of the nature of these movements, the course has a multidisciplinary approach, drawing on concepts from politics, history, and law.

Seminar: Islamic Law and Society
V77.0780 Haykel. 4 points.
The purpose of this course is to introduce students to Islamic law through a reading of its various genres and a study of a selection of secondary sources covering its various topics. The course 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.

Seminar: Women and Islamic Law
V77.0785 Haykel. 4 points.
The aim of this course is to acquaint students with the ways Islamic law has treated women in theory and practice. Students are exposed to 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.

Politics of the Near and Middle East
V77.0750 Identical to V53.0540. Staff. 4 points.
See description under Politics (53).

International Politics of the Middle East
V77.0752 Identical to V53.0760. Mitchell. 4 points.
See description under Politics (53).

Politics and Society in Iran
V77.0797 Identical to V53.0545. Kazemi. 4 points.
See description under Politics (53).

RELIGION COURSES

Introduction to Egyptian Religion
V77.0719 Identical to V90.0719. Goedel. 4 points.
Examines the religious beliefs of the ancient Egyptians, including the nature of the gods, syncretism, private 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—all illustrated by Egyptian religious texts or scenes from temples and tombs.

The Civilizations and Religions of the Ancient Near East
V77.0790 Identical to V90.0790. Staff. 4 points.
Introduction to the ancient Near East. Places the civilizations of Mesopotamia, Egypt, and Anatolia in their historical framework and discusses their institutions.

Judaism, Christianity, Islam
V77.0800 Identical to V55.0023, V78.0160, and V90.0102. Peters. 4 points.
Comparative study of the three great monotheistic religious traditions: how each understood its origins and evolution and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

World Cultures: Islamic Societies
V55.0502 Peters. 4 points.
See description under Foundations of Contemporary Culture (55).

What Is Islam?
V77.0691 Identical to V57.0085 and V90.0085. Staff. 4 points.
The prophet Muhammad and the origins of Islam: the Islamic community; its beliefs and practices; Sunni and Shi’ite Islam; Sufism; an introduction to the spiritual, intellectual, and artistic life of the Islamic Commonwealth; and the modern Islamic revival.

Muslim Societies
V77.0692 Identical to V65.0692. Staff. 4 points.
Focuses on the study of Islamic traditions and values with emphasis on the individual, the family, and the larger society. Specific subjects examined are marriage, divorce, the economy, social organizations, and land and living space. Readings are drawn from a variety of sources: memoirs, legal works, and popular literature supplemented by film and video.

The Sufis: Mystics of Islam
V77.0863 Identical to V65.0863 and V90.0863. Chelkowski. 4 points.
Readings in the Sufi poets in translation and reflections of their influence in Persian literature and the European tradition. Sufism as one of the primary manifestations of the Islamic spirit in Iran. The effect of Sufism (the hidden path that leads from the individual to God) on the shape of Islam, on the spirit of Persian literature and art, and on Western religious sensibilities.

Islam in Asia
V77.0695 Identical to V57.0518. McChesney. 4 points.
Two-thirds of the world’s Muslims today live in Central, South, and Southeast Asia. This course examines the ways in which the Islamic traditions spread from the Middle East, the nature of the ensuing dialogue between Muslims and adherents of existing traditions (Hinduism, Buddhism, Shaminism), and the politics of Islam today in Asia from Afghanistan to the Philippines.
Iran Past and Present  
V77.0796 Chelkowski. 4 points.  
Ancient Iranian culture and its influence on the Near East. The impact of the Arab-Islamic conquest, the Islamization of Iran, and the Iranian role in the development of Islamic civilization. The rebirth of Iranian self-consciousness and the establishment of Shi‘ism as the state religion under the Safavids. Traditional Iranian culture in conflict with the West. Modern Iran from the reinstatement of the monarchy to the Islamic revolution. Illustrated with readings, slides, films, a museum visit, live recitations, and music.

Jerusalem: The City, the Shrine, the Conflict  
V77.0843 Identical to V90.0843. Peters, staff. 4 points.  
See description under Religious Studies (90).

The Land of Israel Through the Ages  
V77.0609 Identical to V57.0540, V78.0141, and V90.0609. Staff. 4 points.  
See description under Hebrew and Judaic Studies (78).

The Jews: The Ancient Period  
V77.0680 Identical to V78.0100 and V90.0680. Staff. 4 points.  
See description under Hebrew and Judaic Studies (78).

Art in the Islamic World  
V77.0891 Identical to V43.0098 and V65.0098. Staff. 4 points.  
See description under Fine Arts (43).

INDEPENDENT STUDY  
Internship  
V77.0980, 0981 Prerequisite: permission and placement for departmental majors from the director of undergraduate studies. 2 or 4 points.  
For guidelines, see under “Internship Program.”

Independent Study  
V77.0997, 0998 Prerequisite: permission of 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.
The Department of Music offers a wide range of opportunities for studying and performing music. Areas of specialization in Western music history and theory include medieval, Renaissance, baroque, classical, and 19th- and 20th-century music, as well as music from other parts of the world. Courses are available for students with no previous musical experience as well as for those with some background in areas of music such as history, theory, composition and orchestration, ethnomusicology, or the history of musical instruments. Through the Collegium Musicum (part of the Center for Early Music), the Ethnomusical Ensembles, and the New York University Symphony Orchestra, students bring to life music from many periods and cultures.

The Center for Early Music is devoted to research into problems of performance practice for music before circa 1630. The majority of courses offered by the center are at the graduate level; undergraduate students, however, are welcome (after audition) to work with the Collegium Musicum, the performing ensemble of the center, using the Noah Greenberg Collection of Musical Instruments (based on the performing collection of the former New York Pro Musica). The Elmer Holmes Bobst Library and Study Center houses the archives of the American Institute for Verdi Studies, a continually expanding collection of microfilm resources, plus numerous books and manuscripts. Students also have access to a major research collection in the New York Public Library for the Performing Arts at Lincoln Center Library for the Performing Arts.

**Faculty**

**Professors Emeriti:** Fennelly, LaRue

**Carroll and Milton Petrie Professor of Music:** Bailey

**Professors:** Boorman, Burrows, Chusid, Roesner, Yellin

**Associate Professors:** Averill, Karchin

**Assistant Professors:** Dujunco, Hoffman

**Adjunct Faculty:** Levi, Mueller, Panofsky

**Program**

**MAJOR**

A total of 40 points, including Harmony and Counterpoint I-IV (V71.0201-0204) and two courses from History of European Music (V71.0101-0105). These courses assume an ability to read music and a knowledge of basic music theory. In view of the two-year theory requirement, anyone considering the major in music should see the director of undergraduate studies as early as possible. Four other courses are required to complete the major: one in the area of ethnomusicology, either V71.0014 or V71.0152; and two selected from V71.0015, V71.0017, or any other courses numbered above V71.0100 (except V71.0505-0508) with the approval of the director of undergraduate studies.

**Musicianship:** Music majors are expected to improve their musicianship in music courses and, even more, privately. Progress is tested during the final examinations for V71.0204 or at the conclusion of the junior year, whichever comes first. At this time, students identify musical sounds, imagine and reproduce written music vocally, and show a degree of facility at the key-
board. Students are strongly advised to improve their musical skills by enrolling in one of the performing ensembles sponsored by the department, for which a maximum of 4 points of credit can count toward the degree.

Faculty advisers: Students should see the director of undergraduate studies who approves programs of study each term.

Music making: Music making is strongly encouraged. All majors in music should participate each term in a departmental ensemble group such as an NYU orchestra or the department’s Collegium Musicum and Ethnomusicalogical Ensembles. Course credit for such participation is available. Students are also urged to attend the concert and lecture activities of the Washington Square Music Society. A listing and description of music organizations at New York University is available from the department or the Center for Music Performance.

Prizes: Three prizes are awarded every year to students in the department: The Elaine R. Brody Prize is awarded to an outstanding music major in the junior class; the Hanna van Vollenhoven Memorial Prize is awarded to an accomplished music major in the senior class; and the Gustave Reese Memorial Prize in Music is awarded to a student proficient in music who performs a recital for the students and faculty of the community.

HONORS PROGRAM
In their final semester, seniors wishing to graduate with honors take a single 4-point course devoted to an individual project in music history, analysis, or composition. This might take the form of an analytical 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. Prerequisites include an average in music courses of 3.5 and a general average of 3.5. For general requirements, please see Honors and Awards. On the recommendation of the department, the student is entitled to honors citation at graduation. A student wishing to enroll should apply to the director of undergraduate studies.

MINOR
Four courses in the department are required. One must be chosen from among V71.0020 or V71.0201-0204 in consultation with the director of undergraduate studies. Three further courses should be chosen from among V71.0003, V71.0004, V71.0006, V71.0014, V71.0015, V71.0016, V71.0018, V71.0100 or above (except V71.0505-0508).

Courses
INTRODUCTORY COURSES
(OPEN TO ALL STUDENTS)

The Art of Listening
V71.0003 Additional conference section required. 4 points.
The art of listening to music of great composers. Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. The course considers the structure and style of masterworks by such composers as Dufay, Josquin, Lassus, Monteverdi, Bach, Handel, Mozart, Haydn, Beethoven, Wagner, Brahms, Verdi, Debussy, Stravinsky, Schoenberg, Berg, and others. Illustrated by recordings. Students are expected to listen to a wide range of music, which is available at the Avery Fisher Center for Music and Media at the Elmer Holmes Bobst Library and Study Center.

Music in Society
V71.0004 4 points.
How music contributes to our lives, the variety of roles it plays, and the ways it plays them. These roles are illustrated in a worldwide repertory of compositions. Representative topics may include music in ritual, music in the theatre, music for dancing, music in the concert hall, background music, and music expressive of group identity. Course opens with a brief introduction to the elements of music.

History of Opera
V71.0006 Chusid, Mueller, Yellin. 4 points.
Opera both as a musical theatre and as theatrical music. Topics include the evolution of musical structure, history of the libretto, and lighting and staging techniques.

Introduction to Music in World Cultures
V71.0014 Additional conference section required. Averill. 4 points.
Introduction to the folk and traditional music of Europe, sub-Saharan Africa, Asia, and the Americas, with particular attention to historical relationships.

The Music of Bach
V71.0015 Yellin. 4 points.
Study of important instrumental and vocal works of the great German master of the first half of the 18th century. While emphasizing the origins and style of the music, the course also relates Bach’s works to the society for which they were written; it also examines how they have become universal models of excellence for generations of succeeding composers as well as sources of intellectual entertainment.

African American Music in the United States
V71.0016 Formerly V71.0116. Identical to V11.0016. 4 points.
Study of black people’s contribution to the music of the United States from the time of the first arrival of Africans in 1619 to the present, covering such topics as the African heritage, folk song, and performers and illustrated by recordings, films, and live performances. Assignments are based on the examination of primary sources and listening to recordings.

Jazz
V71.0018 4 points.
The history and development of black music in America, with special emphasis on the music from 1870 to the present. Course is illustrated with recordings, films, and live performances. Assignments are based on the examination of primary sources and listening to recordings.

The Elements of Music
V71.0020 Formerly V71.0200.
Additional conference section required. 4 points.
The basic theory of music: concepts of key, scale, tonality, and rhythm. Course explores the underlying
principles and inner workings of the tonal system, a system that has guided all of Western music from the years 1600 to 1900. It includes a discussion of the historical background and evolution of the system. Related skills in sight-singing, dictation, and keyboard harmony are stressed in the conference sections.

ADVANCED COURSES
(REQUIRE APPROVAL OF THE DIRECTOR OF UNDERGRADUATE STUDIES)

HISTORY OF EUROPEAN MUSIC

The following three courses form a chronological survey of the music of Atlantic civilization from the Middle Ages to the present. They emphasize the development of musical style, the relationship of music to other intellectual activities, and music’s functions in society. Students are encouraged to attend concerts of the musical repertory discussed in class and to perform it themselves. Assigned works are available in the Avery Fisher Center for Music and Media in the Elmer Holmes Bobst Library and Study Center. Any term of this sequence may be taken alone for credit.

Medieval and Renaissance Music
V71.0101 Additional conference section required. Prerequisite: the ability to read music. Boorman, Roesner. 4 points.

This course covers the following topics: the music of the medieval church; the codification and extension of the plainsong repertory 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, and chanson and madrigal; the beginnings of an autonomous repertory for instruments in the 16th century.

The Baroque and Classical Periods
V71.0102 Additional conference section required. Prerequisite: the ability to read music. Barrows, Chusid. 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; musical autonomy in the symphonies and quartets of the Viennese classicists.

Romanticism and the 20th Century
V71.0103 Additional conference section required. Prerequisite: the ability to read music. Mueller, Roesner. 4 points.

The works of major composers from Beethoven to the present day. Topics include the effect of romanticism on musical forms: symphony, sonata, lieder, opera, etc.; the central importance of Wagner’s musical ideal; 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 THE HISTORY OF MUSIC AND IN ETHNOMUSICOLOGY

Students intending to register for any of the following are required to consult with the director of undergraduate studies or the instructor and should be able to read music.

Mozart’s Operas
V71.0133 Prerequisite: ability to read music. Chusid. 4 points.

The topic changes each time the course is offered.

Beethoven
V71.0142 Prerequisite: ability to read music. Barrows, Chusid. 4 points.

Studies in selected works from the music of Beethoven: piano sonatas, chamber music, symphonies, concertos, and Lieder. These illuminate Beethoven’s place in the Viennese classical tradition.

19th-Century Orchestral Music After Beethoven
V71.0134 Prerequisite: ability to read music. Bailey, Chusid, Mueller, Yellin. 4 points.

The impact of Beethoven’s innovations on composers of the ensuing generations, with particular emphasis on works by some of the following composers: Weber, Schubert, Mendelssohn, Schumann, Berlioz, Liszt, Dvořák, Wagner, Brahms, Tchaikovsky, Franck, Strauss, Mahler, Elgar, and Debussy.

Piano Music and Song in the 19th Century
V71.0144 Prerequisite: ability to read music. Bailey, Mueller. 4 points.

The development of the piano repertory from Beethoven through Richard Strauss and Rachmaninoff; the various song repertories—Lied, Gesang, French mélodie, and post-Wagnerian art song—and their literary sources.

Wagner
V71.0136 Prerequisite: ability to read music. Bailey, Roesner. 4 points.

A chronological survey of Wagner’s major works, with emphasis on either The Flying Dutchman or Tannhäuser, plus Tristan, Meistersinger, and The Ring.

American Music
V71.0137 Prerequisite: ability to read music. Yellin. 4 points.

Survey of the primary role played by musical activity in the shaping of American culture from Jamestown to the present. The course stresses communal, educational, and artistic aspects of American music that have resulted in the richness and diversity of our present musical life. Composers may include Billings, Mason, Gottschalk, Paine, MacDowell, Chadwick, Ives, Thomson, Copland, Blitzstein, Bernstein, Carter, Cage, and Glass.

Words and Music: The Song as Mixed Medium
V71.0140 Prerequisite: one introductory course in the department. Burrows, Collins. 4 points.

Song is the marriage of two unique arts, poetry and music. As such, it requires of the composer, the performer, and the listener a sensitivity both to verbal and to melodic structures. This team-taught course explores the artistic possibilities of voice as an instrument of linguistic and musical expression, ranging in analysis from such word-dominant forms as chant and recitative to such music-dominant forms as vocalise and scat-song. Emphasis on the larger structures of sung poetry: Elizabethan and baroque song, lieder, folk ballad, and opera.
Exploring the World’s Musical Traditions: Art Musics of the Non-Western World
V71.0152  Prerequisite: one course chosen from among V71.0003, V71.0014, and V71.0200 or any more advanced course in music theory, history, or performance. Averill. 4 points.
Explores the art music traditions of Asia and the Mediterranean, including Andalusia; the Arab Middle East; Central Asia (Afghanistan, Azerbaijan, Tajikistan, and Uzbekistan); China; Greece; the Indian subcontinent; Indonesia; Japan; Korea; Iran; Thailand; and Turkey. The course seeks to understand how these musical traditions relate to the larger local philosophies of spirituality, morality, and aesthetics and thence to important aspects of cultural ideology or world view, especially cosmology, social structure, social behavior, and the conceptualization of time.

THEORY

Harmony and Counterpoint I-II
V71.0201-0202  Prerequisites: ability to read music and permission of the instructor. Additional conference section required. Hoffman, Karchin. 4 points per term.
General principles underlying musical structures, with analysis of examples from relevant musical literature. Students learn concepts of the 18th- and 19th-century harmonic and contrapuntal practices by harmonizing figured basses and constructing short works in various tonal idioms. The additional weekly classes are devoted to skills in musicianship and are required throughout the sequence.

Harmony and Counterpoint III-IV
V71.0203-0204  Prerequisite: V71.0201-0202 or permission of the instructor. Additional conference section required. Hoffman, Karchin. 4 points per term.
The continuation of V71.0201-0202 covers chromatic extensions of tonality and intensive analysis of representative passages from the tonal literature and more advanced contrapuntal practices of the 18th and 19th centuries.

PERFORMING ENSEMBLES

Students may audition for the Collegium Musicum, G71.1001-1002, or the Ethnomusicological Ensembles, G71.1003-1004, and enroll for 2 points of credit per semester.

Orchestra I-II
V71.0505-0506  2 points per term.
Open to all performers on orchestral instruments, after audition. The presentation of two public concerts: sectional rehearsals under professional guidance.

Orchestra III-IV
V71.0507-0508  Continuation of V71.0505-0506. Prerequisite: V71.0505-0506. 2 points per term.

INDEPENDENT STUDIES

Independent Study
V71.0997, 0998  Prerequisite: written approval of the director of undergraduate studies. 2 or 4 points per term.
Seniors majoring in music who, in the opinion of the department, possess unusual ability, are permitted to carry on individual work in a selected field of music under the supervision of a member of the department designated by the director of undergraduate studies.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Qualified undergraduates may register for graduate courses, including the Collegium Musicum and the Ethnomusicological Ensembles, with the permission of the instructor and the director of undergraduate studies.

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Neural science is a collection of disciplines unified by a concern for the function of the brain. Experimental approaches in neural science vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms. The Center for Neural Science offers a B.S. degree in neural science.

The requirements for the major include V80.0100, V80.0201 (with lab), V80.0202 (with lab), V80.0301, V80.0303, V85.0011, V89.0001, V89.0009 or V89.0010, V23.0001, V23.0002, V23.0003, V23.0004, V23.0005, V25.0101-0103, V25.0102-0104, V25.0243-0245, and V63.0021. One elective course in neural science and one in either psychology or biology are also required. Students should see the director of undergraduate studies for approval of elective choices. Prehealth students must take, in addition, V85.0012 and V25.0244-0246, but are not required to take V80.0301. A grade of B or better in Introduction to Neural Science is required for entrance into the major; a grade of C or better must be achieved in all other courses required for the major. The following courses are recommended: V25.0244-0246 and V85.0012.

Honors: To graduate with honors in neural science, students must achieve a 3.5 grade point average or better for courses required for the major and a 3.5 for all other courses taken for credit. Students must complete at least one semester of tutorial research with a faculty member affiliated with the Center for Neural Science. They are also required to submit an honors thesis that must be accepted for honors standing by the faculty sponsor and the director of undergraduate studies.
### Courses

**Introduction to Neural Science**

V80.0100  Identical to V23.0100.  
Prerequisites: V23.0011, 0012.  Recommended: V89.0001, V23.0021.  
Feldman. 4 points.

Introductory lecture course covering the fundamental principles of neuroscience. Topics include 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 cerebral cortex, and modeling of neural systems.

**Cellular and Molecular Neuroscience**

V80.0201  Identical to V23.0201.  
Prerequisites: V23.021, V23.0243, and V80.0100.  Lab required for neural science majors. Aoki, Reyes. 4 or 5 points.

Lecture and laboratory course that provides students with broad exposure to current questions and experimental approaches in cellular neuroscience. 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. Neural science majors must register for both the lecture and the laboratory (5 points); nonmajors may register for the lecture alone (4 points).  
*Note: A grade of B or better in V80.0100 is required for entrance to the laboratory section.*

**Behavioral and Integrative Neuroscience**

V80.0202  Identical to V23.0202.  
Prerequisites: V89.0001, V23.0011, V23.0012, and V80.0100 (non-neural science majors may substitute V89.0024 for V80.0100 as a prerequisite for this course).  
Lab required for neural science majors. Glimcher, Suzuki. 4 or 5 points.

Lecture and laboratory course that focuses on how the brain uses both sensory and stored information to generate behavior. 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. Neural science majors must register for both the lecture and the laboratory (5 points); nonmajors may register for the lecture alone (4 points).  
*Note: A grade of B or better in V80.0100 is required for entrance to the laboratory section.*

**Developmental Neurobiology**

V80.0303  Identical to V23.0303.  
Prerequisites: V80.0100, V23.0021.  Sames. 4 points.

Advanced course addressing the major mechanisms and principles that govern neural development. Topics include neural induction, birth and migration of neurons and glia, patterns of gene expression and their control, the growth cone and axonal pathfinding, normal cell death and survival factors, differentiation of neuron form and molecular phenotype, initiation of synaptic function, formation of sensory and motor maps, regeneration and plasticity in the adult nervous system, and developmental disorders of the nervous system in humans.

**Behavioral and Integrative Neuroscience**

V80.0404  Identical to V23.0404.  
Prerequisites: V80.0202, V23.0303.  
Lab required for neural science majors. Aoki, Kiorpes. 4 or 5 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. May be repeated for credit.

**Special Topics in Neural Science**

V80.0302  Prerequisites: V80.0201, V80.0202, or permission of the instructor.  Staff. 4 points.

Seminar course providing in-depth treatment of an area of current interest in neuroscience. Lectures present background material and address current problems in the area related to the topic. Students read and discuss review articles and current literature on the topic. Course content determined on a semester-by-semester basis.

**Independent Study**

V80.0997, 0998  Core faculty. 2-4 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.

## NEURAL SCIENCE
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, as well as for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.

Faculty

Professor Emeritus: Abelson

Professors: Block, Boghossian, Dworkin, Field, Fine, Foley, Gurland, Kamm, Nagel, Parfit, Peacocke, Richardson, Ruddick, Schiffer, Unger

Assistant Professor: Belot

Associated Faculty: Mitsis, Murphy

Program

MAJOR
A major in philosophy requires nine 4-point courses in the department, with numbers higher than V83.0009 (the courses listed as Introductory Courses do not count). These nine courses must include (1) Logic, V83.0070; (2) History of Ancient Philosophy, V83.0020; or Advanced Greek Philosophy, V83.0023; (3) History of Modern Philosophy, V83.0021; (4) Ethics, V83.0040; or Nature of Values, V83.0041; or Political Philosophy, V83.0045; (5) Belief, Truth, and Knowledge, V83.0076; or Metaphysics, V83.0078; (6) Minds and Machines, V83.0015; or Philosophy of Mind, V83.0080; or Philosophy of Language, V83.0085; and (7) Topics in the History of Philosophy, V83.0101; or Topics in Ethics and Political Philosophy, V83.0102; or Topics in Metaphysics and Epistemology, V83.0103; or Topics in Language and Mind, V83.0104. No credit toward the major is awarded for a course with a grade lower than C.

Students considering a major in philosophy are encouraged to begin with one of the Intensive Introductory Courses, or with one of the following: History of Ancient Philosophy, V83.0020; History of Modern Philosophy, V83.0021; Ethics, V83.0040; or Belief, Truth, and Knowledge, V83.0076. Logic, V83.0070, should be taken as soon as possible.

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. Eleven courses are required (four in linguistics, one in philosophy, five in psychology, and one additional course), to be construed as follows. The linguistics component consists of Language, V61.0001; Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and one more course chosen from Computational Models of Sentence Construction, V61.0024; Phonological Analysis, V61.0012; and Introduction to Semantics, V61.0004. The philosophy component consists of one
INTRODUCTORY COURSES

Introduction to Philosophy
V83.0001 4 points.
The most basic questions about human life and its place in the universe. Topics may include free will, the relation of body and mind, and immortality; skepticism, self-knowledge, causality, and a priori knowledge; religious and secular ethical codes and theories; and intuition, rationality, and faith. Includes classic and current philosophers (e.g., Plato, Descartes, Hume, Russell, Sartre).

Ethics and Society
V83.0005  Formerly A83.0015. 4 points.
Examines grounds for moral judgment and action in various social contexts. Typical topics: public versus private good and duties; individualism and cooperation; inequalities and justice; utilitarianism and rights; regulation of sexual conduct, abortion, and family life; poverty and wealth; racism and sexism; and war and capital punishment.

Ethics and the Professions
V83.0007  Formerly A83.0016. 4 points.
Study of moral conflicts faced by members of various professions, especially in health care, law, and corporate business. Topics include special duties to clients, colleagues, and the public; professional codes, character, and etiquette; incompetence and malpractice; ladder-climbing and whistle-blowing; racial and sexual quotas; fees, profits, and advertising; relations with governments and other professions; and the limits of professionalism.

CENTRAL PROBLEMS IN PHILOSOPHY

Central Problems in Philosophy
V83.0010 4 points.
An intensive introduction to central problems in philosophy. Topics may include free will, the existence of
tions for creating, preserving, and taking human and animal life; conceptions of, and attitudes toward, death and immortality; abortion, euthanasia, and quality of life.

GROUP 1: HISTORY OF PHILOSOPHY

History of Ancient Philosophy
V83.0020 Formerly V83.0013. 4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
V83.0021 Formerly V83.0014. 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.

Advanced Greek Philosophy
V83.0023 Prerequisite: one course in philosophy. 4 points.
Advanced study of Plato and/or Aristotle.

Philosophy in the Middle Ages
V83.0025 Formerly V83.0061. Identical to V65.0060. Prerequisite: one course in philosophy, preferably V83.0020. 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
V83.0030 Formerly V83.0023. Philosophy of Kant. Prerequisite: one course in philosophy, preferably V83.0021. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
V83.0032 Formerly V83.0049. Prerequisite: one course in philosophy. 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.

American Philosophy
V83.0035 Formerly V83.0065. Prerequisite: one course in philosophy. 4 points.

Existentialism and Phenomenology
V83.0036 Prerequisite: one course in philosophy. 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.

20th-Century Analytic Philosophy
V83.0037 Formerly V83.0050. Prerequisite: one course in philosophy. 4 points.
Investigation of the primary works of this century's central analytic philosophers, including Peirce, Russell, the positivists, Wittgenstein, and Quine.

Recent Continental Philosophy
V83.0039 Formerly V83.0075. Prerequisite: one course in philosophy. 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
V83.0101 Formerly V83.0098. Prerequisites: two courses in philosophy, at least one in history of philosophy. 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, VALUE, AND SOCIETY

Ethics
V83.0040 Formerly V83.0010. 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
V83.0041 Formerly V83.0019. Prerequisite: one course in philosophy. 4 points.
Examines the nature and grounds of judgments about moral and/or non-moral values. Are such judgments true or false? Can they be more or less justified? Are the values of which they speak objective or subjective?

Political Philosophy
V83.0045 Formerly V83.0018. 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.

Social Philosophy
V83.0047 Formerly V83.0056. Philosophy and Social Theory. 4 points.
Examines the nature and moral status of social institutions and relations. Topics may include equality and subordination, the justice of economic systems, the family, work. Also consideration of various approaches to social theorizing, e.g., analytic, Marxist, critical theory.

Medical Ethics
V83.0050 Formerly V83.0037. 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 (e.g., Quinlan, Willowbrook, Baby Jane Doe).
Philosophy of Law
V83.0052  Formerly V83.0064.
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, Rawls, and others.

Philosophical Perspectives on Feminism
V83.0055  Formerly V83.0066.
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.

War and Morality
V83.0057  Formerly V83.0068.
4 points.
Focusses on complex moral problems concerning decisions to enter a state of war and results of active engagement in warfare. Possible topics include competing theories of aggression; “just war” theory; pacifism; the rules of warfare; the “innocent” in the context of war; acceptable versus unacceptable weaponry; individual versus collective responsibility; war in the context of diplomacy (i.e., the threat of war, the arms race, the logic of deterrence); and terrorism.

Aesthetics
V83.0060  Formerly V83.0076.
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; the creation, interpretation, and criticism of artworks. Readings from classical and contemporary sources.

Philosophy and Literature
V83.0062  Formerly V83.0077.
4 points.
Explores the relations between philosophy and literature by considering both the presentation of philosophical ideas in literary forms and philosophers’ accounts of the proper status of literature. A central topic is whether philosophy and literature aim to produce basically different types of understanding or different effects on their audiences. Readings include classic and contemporary plays, novels, and essays by, for example, Euripides, Plato, Dostoevsky, and Sartre.

Logic
V83.0070  Formerly V83.0012.
4 points.
Introduces the techniques, results, and philosophical import of 20th-century formal logic. Principal concepts include those of sentence, set, interpretation, validity, consistency, consequence, tautology, derivation, and completeness.

Advanced Logic
V83.0072  Formerly V83.0040. Prerequisite: V83.0070. 4 points.
Selected issues from the philosophy of logic and/or mathematical logic.

Belief, Truth, and Knowledge
V83.0076  Formerly V83.0083. 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
V83.0078 Formerly V83.0044. Prerequisite: one course in philosophy. 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
V83.0080  Formerly V83.0090. Prerequisite: one course in philosophy. 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?

Philosophy of Language
V83.0085  Formerly V83.0089. Prerequisite: one course in philosophy. 4 points.
Examines various philosophical and psychological approaches to language and meaning and their consequences for traditional philosophical problems in metaphysics, epistemology, and ethics. Discusses primarily 20th-century authors, including Russell, Wittgenstein, and Quine.

Philosophy of Science
V83.0090  Formerly V83.0017. Prerequisite: one course in philosophy or natural sciences. 4 points.
Examination of philosophical issues about the natural sciences. Central questions include, 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
V83.0091  Formerly V83.0020. Prerequisite: one course in biology. 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.

Philosophy of the Social Sciences
V83.0092  Formerly V83.0057. Prerequisite: one course in social sciences.
4 points.
Addresses questions raised by the “social sciences.” What makes a field a social science (anthropology, economics, sociology) rather than a natural science (physics, chemistry, biology)? Are the social sciences inferior? Are they too subjective and interpretive? Should they be reformed to emulate the rigor and predictive power of physics? Or can the social sciences progress with distinct methods and forms of understanding?

Philosophy of Religion
V83.0096  Formerly V83.0062.
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 for belief in God, the immortality of the soul, faith and revelation, and problems of religious language. Readings from both classic and contemporary sources.

Philosophy of Mathematics
V83.0098  Formerly V83.0094.
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
V83.0103  Formerly V83.0096. Prerequisite: two courses in philosophy, including either V83.0076 or V83.0078. 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
V83.0104  Formerly V83.0092. Prerequisite: two courses in philosophy, including either V83.0013, V83.0080, or V83.0085. 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

Honors Seminar
V83.0201-0202  Formerly V83.0099-0100. Prerequisite: open to seniors with permission of the department. 2 points per term.
Seminar for majors in philosophy who have been approved by the department on the basis of merit. See description of “Honors Program,” above.

Independent Study
V83.0301, 0302  Formerly V83.0997, 0998. Prerequisite: permission of the department. Available only for study of subjects not covered in regularly offered courses. 2 or 4 points per term.
See description of “Independent Study,” above.
The faculty and program of the Department of Politics represent the four major substantive fields of modern political science, namely political theory, American government, comparative politics, and international politics. In addition, the department provides instruction in political economy and research methodology.

Many graduates of the program enter law school. However, the orientation of the department is not strictly preprofessional, and its students are well prepared to enter a number of fields: teaching, business, journalism, government (including the foreign service), social work, urban affairs, and practical politics.

The department has an internship program that has helped to place advanced students with New York State and City government, congressional staffs, public policy interest groups, and international organizations with offices in New York. The department also sponsors a Washington Semester Program for which a limited number of students are accepted each semester. For details of this program, see course descriptions (V53.0301 and V53.0302), and consult the director of undergraduate studies.

The honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their junior and senior years. For details on this program, see below.

**Faculty**

**Professors Emeriti:**
Cooley, Crown, Cushman, Flanz, Koenig, Larus, Skinner, Smith, Straetz, Swift

**Professors:**
Brademas, Brams, S. Cohen, Downs, Gross, Hardin, Hsiung, Kazemi, Manin, Mead, C. Mitchell, Ollman, Przeworski, Randall, Roelofs, Schain

**Associate Professors:**
Y. Cohen, Denoon, Gilligan, Harrington, Harvey, Kalyvas, Merlo, T. Mitchell

**Assistant Professors:**
Chwe, Clark, Kaminski, Satyanth, Schuessler, Wood

**Visiting Professor:**
Castañeda

**Program**

**MAJOR**
The major requires eight 4-point courses (32 points) in the department chosen in consultation with a departmental adviser and completed with a grade of C or better. At least two of these should be designated introductory courses (V53.0100, V53.0300, V53.0500, and V53.0700) and should be taken before completion of the sophomore year. At least one course must be taken in three of the four fields. Exceptions are made only with the approval of the director of undergraduate studies. A politics seminar and a foreign language or statistics course are recommended, especially for students who plan to go on to graduate school. A course from another discipline cannot be substituted for a politics course in fulfillment of the major requirements.

A major may emphasize one of the four subfields in political science (political theory, American politics, comparative politics, and international politics); a combination of subfields; or a special program approved by the student’s adviser, such as prelaw. However, the following internship and reading and research courses do not count toward the major in politics: V53.0970, V53.0971, V53.0847, V53.0848, and V53.0990.
HONORS PROGRAM
For admission to and completion of the department’s honors program, students must have and sustain a GPA of 3.5 overall and in the major. Application to the honors program takes place during the spring of the sophomore year; admission to the honors program permits students to register for the Junior Honors seminar (V53.0912), held in the fall of the junior year.

In addition to other program requirements, honors students write a senior thesis in the fall or spring of their senior year. The thesis is reviewed by a committee of at least two faculty members during an oral examination. Successful completion of all honors requirements permits students to graduate “with honors in Politics.” Detailed information about the program may be obtained at the department.

MINOR
The minor requires four 4-point courses (16 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 political science’s four fields or subfields such as prelaw. A course from another discipline cannot be substituted for a politics course in fulfillment of the minor requirements.

SUGGESTED PROGRAMS
The department has several model programs of courses in politics and in related departments for majors and minors with special career or vocational interests. These programs are designed particularly for students interested in law, graduate and professional work in political science, public administration, and urban affairs, as well as work in the foreign service, the federal civil service, and in state and local government. Copies of the model programs may be obtained from the department.

THE WASHINGTON SEMESTER PROGRAM
This program is sponsored by the Department of Politics in conjunction with American University. Seminars are taught by the faculty of American University in Washington, DC. The full Washington Semester Program, totaling 16 points, consists of one Washington Semester seminar (either V53.0301 or V53.0302) for 8 points, one internship (V53.0970 or V53.0971) for 4 points, and one research project (V53.0990) for 4 points. Only the seminar (8 points) can be applied to the requirements for a major in politics. Applications may be submitted in October and March of each year for the following semester.

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 later 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 among the areas of importance in prelegal education are the study of the political organization of societies; the democratic processes of Western societies; the freedom of individuals; and the art of peaceful, orderly adaptation to change. The association also suggests that students develop the power to think creatively and analytically.

Courses
Undergraduate Field Seminars
Undergraduate field seminars are offered in each field each year. They are advanced seminars for juniors and seniors who are politics majors. Students must have completed four courses in politics, with two or more in the field in which the seminar is taken. They must also have a 3.0 cumulative average or the permission of the instructor. Enrollment is limited.

POLITICAL THEORY AND ANALYSIS
Political Theory (Introductory Course)
V53.0100 Manin, Ollman, Roelofs. 4 points.
Introduces students to some outstanding theories of politics. The theories treated offer alternative conceptions of political life, and they are examined from both theoretical and historical perspectives. Among the theorists included are Plato, Aristotle, Locke, Machiavelli, Hobbes, Rousseau, Mill, and Marx.

Topics in Premodern Political Philosophy
V53.0110 Formerly Political Thought from Plato to Machiavelli. Manin. 4 points.
Intensive introduction to the major themes of Western political thought through a careful analysis of classical and medieval works. Among the authors studied are Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

Topics in Modern Political Thought: 1500 to the Present
V53.0120 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.

Socialist Theory
V53.0140 Ollman. 4 points.
Focuses on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Aims to present their major theories and to examine the usefulness of such theories in helping us to understand and, in some cases, alter the world in which we live.

Games, Strategy, and Politics
V53.0144 Brams. 4 points.
Theories of political strategy, with emphasis on the theory of games. 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 uses of power, with some applications outside political science.

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Social Choice and Politics  
V53.0145 Schuessler. 4 points.
Introduces students to social choice theory applied to political science. It focuses on (1) individual choice, (2) group choice, (3) collective action, and (4) institutions. It looks at 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.

Democracy and Dictatorship  
V53.0160 Ollman. 4 points.
Democracy and dictatorships have traditionally been analyzed in terms of their apparently different institutional characteristics and legal foundations. Examines these traditional interpretations but leans heavily toward ideological and contextual factors. Challenges traditional distinctions between democracy and dictatorship.

American Political Thought  
V53.0170 Randall, Roelofs. 4 points.
Study of American political ideas and debate from colonial times to the present. Topics include Puritanism, revolution and independence, the Constitution framing, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro- and anti-slavery 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 war protest. Readings and discussion are based on original and interpretative sources.

Politics Through Literature  
V53.0180 4 points.
Explains how works of literature are rooted in political thought and culture and how special insight into politics can be gained from novels, plays, short stories, etc. The great political traditions and the classic political questions are discussed and are related to the art of such writers as Sophocles, Shakespeare, Hawthorne, Melville, Twain, Tolstoy, Kate Chopin, Fitzgerald, Steinbeck, Achebe, Camus, John Irving, and Tom Wolfe.

Undergraduate Field Seminar: Political Theory  
V53.0195 4 points.
Advanced seminar for juniors and seniors in political theory. The specific topic of the seminar is announced each year.

AMERICAN GOVERNMENT AND POLITICS  

Power and Politics in America (Introductory Course)  
V53.0300 Harvey, Mead, Roelofs. 4 points.
Analyzes the relationship between the distribution of power and the process of politics in the United States. The cultural setting, constitutional foundations, and basic principles of American politics are stressed. Examines the policymaking process in terms of both the relevant institutional organs and the theories purporting to define what public policy should be. Attention is paid to national security policy and to how administrative action shapes important domestic policy problems.

The Washington Semester Program: National Government and Politics  
V53.0301 Prerequisites: open to juniors and seniors; no outstanding incompletes; 3.0 or above general average; 3.2 average in politics with at least two courses in politics (one core, one advanced); and approval of the director of undergraduate studies. Seminar. 8 points.

The Washington Semester Program: Foreign Policy  
V53.0302 Prerequisites: open to juniors and seniors; no outstanding incompletes; 3.0 or above general average; 3.2 average in politics with at least two courses in politics (one core, one advanced); and approval of the director of undergraduate studies. Seminar. 8 points.

Public Policy  
V53.0306 Prerequisite: V53.0300. Mead. 4 points.
Introduction to public policymaking in American federal government. The issues politicians address at election time often have little to do with what they actually do in office. Looks at the operations of the government in the terms Washingtonians use. Examines the roles of Congress and the bureaucracy; the procedures of budgeting and regulatory agencies; and the issues in several concrete areas of policy, mainly in the domestic area. Excellent preparation for students planning to take the Washington Semester Program.

The Presidency  
V53.0310 4 points.
Study of the American presidency, its origins and 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 by observers of the presidency, and biographies.

Congress and Legislative Assemblies  
V53.0320 Prerequisite: V53.0300. 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 a textbook, official sources such as the Congressional Record and Congressional District Data Book, and the new behavioral studies and commentaries.

The American Constitution  
V53.0330 Harrington, Randall. 4 points.
Interpretation of the U.S. Constitution through the reading of Supreme Court opinions. 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. Cases are read and discussed closely for their legal and philosophical content.

Civil Liberties  
V53.0332 Harrington, Randall. 4 points.
Interpretation of the Bill of Rights, the Civil War amendments, and other rights in the U.S. Constitution through the reading of
Supreme Court opinions. 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. Cases are read and discussed closely for their legal and philosophical content.

American Law and Legal System
V53.0334 Randall. 4 points.
Introduction to law and the legal system through the 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
V53.0335 Identical to V97.0335 and V99.0372. Harrington. 4 points.
Critically examines the relationship between law and 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 and 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
V53.0336 Identical to V97.0336. Harrington. 4 points.
Examines the relationship between gender politics, legal theory, and social policy. Studies the role that the legal arena and certain historical conditions have played in creating, revising, and protecting particular gender identities and not others and examines the political effects of those legal constructions. Analyzes the major debates in feminist legal theory, including theories of equality, the problem of essentialism, and the relevance of standpoint epistemology. In addition to examining how the law understands sex discrimination in the workplace and the feminization of the legal profession, also addresses to what extent understandings of the gender affect how law regulates the physical body by looking at the regulation of reproduction and of consensual sexual activity. In light of all of the above, considers to what extent law is or is not an effective political resource in reforming notions of gender in law and society.

Political Parties
V53.0340 Harvey. 4 points.
Background, structure, operation, and definition of the party systems. 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 pressure groups on the party system. The national election from first stirrings of potential candidates through the general election.

American Public Opinion
V53.0342 Schuessler. 4 points.
Covers two areas of great importance to American democratic society. One area deals with the attempts made to define, identify, survey, analyze, and evaluate the influence of what is referred to as public opinion. The other concerns how citizens unite in interest groups to influence or pressure government. Role and methods of interest groups in American society and their relationship to political parties, elected and appointed officeholders, and the democratic process. A study of who governs in the United States.

The Election Process
V53.0344 Harvey. 4 points.
Provides an understanding of election processes in the United States through 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.

The Politics of Administrative Law
V53.0354 Formerly Law and Administrative Regulation. Harrington. 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
V53.0360 Identical to V99.0371. 4 points.
Study of politics and politicians in the contemporary American city. Evolution of local party organizations, the rise and fate 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.

Government of New York City
V53.0364 Identical to V99.0370. 4 points.
Examines the exercise of power in New York City and its relationship to policymaking. The roles of mayor, city council, unions, and the bureaucracy as they interact with one another. Ethnic, racial, and other interest group questions. Who governs the city, if anyone, and the consequences of power relationships on the allocation of rewards. Analyzes the effectiveness of this system of power and decision making. Alternative arrangements for governing the city and what has been done in other cities in terms of urban rejuvenation.

The Politics of Poverty and Welfare
V53.0382 Mead. 4 points.
Poverty and welfare problems in the United States and the controversies aroused by them. Concentrates on the causes of poverty and dependen-
Comparative Politics

(Introductory Course)

V53.0500 Kazemi, T. Mitchell, Schain. 4 points.

Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, the classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, systems analysis, and communications theory and evaluation of the relevance of political ideology; national character; elite and class analysis; and problems of conflict, violence, and internal war.

Western European Politics

V53.0510 Kalyvas. 4 points.

Study of the politics of Britain, Ireland, France, and the German Federal Republic. 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.

British and Irish Politics

V53.0514 Kalyvas. 4 points.

Introduction to the politics and society of the United Kingdom of Great Britain and Northern Ireland and the Republic of Ireland. Traces the political and social development of the historic countries of England, Ireland, Scotland, and Wales; the growth of British hegemony and imperialism; the politics of decline and decay; and the promise of rebirth. Studies contemporary political institutions and processes in detail for their functioning on the context of massive transformation over the past 50 years. Examines the continuing conflict and terrorism in Northern Ireland and dynamics of change in the Thatcher era and beyond.

Government and Politics of the Former Soviet Union

V53.0520 Gross. 4 points.

Introduction to the study of the politics of the Soviet Union and its successor, the Commonwealth of Independent States. Considers the origins and evolution of the political and economic systems, the distribution of political power, the degree of mass participation, and the sources of change and continuity in Soviet politics and society. Also deals with contemporary issues, including the politics of economic reform, the resurgence of ethnic politics, and the collapse of Communism and its aftermath.

East European Government and Politics

V53.0522 Gross. 4 points.

Introduction to the politics of Eastern and Central European countries. Considers political, social, and economic developments in these countries during the post-Versailles period. Subjects include the communist takeover at the end of World War II, uprising during the de-Stalinization era, and the collapse of communism at the end of the 1980s. Also deals with contemporary issues, including the process of democratization.

Modern Greek Politics

V53.0525 Kalyvas. 4 points.

Introduction to the politics of modern Greece. No prior knowledge of modern Greece, Greek history, or Greek politics is assumed. Places Greece in a wider comparative and theoretical context. Focuses on domestic politics with an emphasis on political history, party politics, and political economy, as well as the relation between contemporary politics and society.

Politics of Southern Europe

V53.0527 Kalyvas. 4 points.

Introduction to the politics of Portugal, Spain, Italy, and Greece. Based on a comparative perspective rather than a case-oriented approach. Focuses on the political institutions of the four countries, their party systems, their political economies, and the relation between state and civil societies. Examines their authoritarian experiences, their transitions to democracy, and the consolidation of their democratic polities.

Politics of Latin America

V53.0530 C. Mitchell. 4 points.

Analysis of how political power relates to social structure, economic change, and international pressures in Latin America. Presents case studies of three to five Latin American nations at distinct levels of social modernization. These comparative cases illustrate trends including the struggle for democracy, military interference in politics, and
parties. Concentration on the study of specific countries is possible and requires a research paper in addition to other requirements. Attention to the communities of Caribbean nationals in the United States to the extent that the study of these communities is relevant to internal political processes.

The Politics of Mexican Development
V53.0534 Castañeda. 4 points.
The purpose of this lecture course is to provide upper-level undergraduates with an advanced, overall, multifaceted survey of Mexican politics and economic development today, with an emphasis on the complexities of economic reform and political change as they have taken place in Mexico since the late 1980s. The course begins with a historical overview since the revolution of 1910-1917, followed by a survey of the principal contemporary economic, political, and social trends, and concludes with a detailed analysis of the main dilemmas facing Mexico today.

Politics of the Near and Middle East
V53.0540 Identical to V77.0750. Kazemi, T. Mitchell. 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—using a few selected countries for comparison and analysis—including the role of the military, the intelligentsia, the religious classes, the legitimation of power, urban-rural cleavages, bureaucracy, and political parties.

Politics and Society in Iran
V53.0545 Kazemi. 4 points.
Examines the relationship between the state and society in modern Iran by focusing on the social bases of politics. Recurrence of certain historical and cultural themes and their political implications from the Constitutional Revolution (1906-1909) to the current period. Topics include the rise and demise of the Pahlavi dynasty; the interaction of the Pahlavi 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 process leading to 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
V53.0560 Identical to V33.0560. Hizangi. 4 points.
Introduction to the workings of the political systems of China and Japan. Examines the impact of tradition, demands of modernization, ideology, role of the elite, and social dynamics as well as political institutions and processes. Compares the Chinese and the Japanese "models" of development with a view to evaluating their relevance to other areas.

Political and Economic Development in Comparative Perspective
V53.0570 Wood. 4 points.
Introduction to the political processes of change and development. Survey of classical and contemporary theories of political and economic development 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.

Collective Action: Social Movements and Revolutions
V53.0580 Wood. 4 points.
Analyzes patterns of collective action by socially subordinate groups. Survey of theoretical approaches to social movements and revolutions. Focuses on the evolution of forms of collective action and the conditions for the emergence of revolutionary social movements from social protest. Examines closely several case studies such as the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

Undergraduate Field Seminar: Comparative Politics
V53.0595 4 points.
Advanced seminar for juniors and seniors in comparative politics. The specific topic of this seminar is announced each year.

Soviet and Post-Soviet Foreign Policy
V53.0714 4 points.
See description under “International Politics,” below.

INTERNATIONAL POLITICS

International Politics (Introductory Course)
V53.0700 Clark, Gilligan. 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, cold war, game theory and deterrents, national interests, and world organization.

U.S. Foreign Policy
V53.0710 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 in the making and executing of U.S. foreign policy.

National Security
V53.0712 4 points.
Starting with the traditional arena of national security and U.S. military policy, students analyze how national security decisions are made in this country, as well as the past and current military strategies used to carry out those decisions. From there students examine the particular national security concerns and policies of Russia, China, Germany, etc.
and Japan. This class also looks at new thinking on national security, asking to what extent international trade and competition, immigration, illegal drugs, and the environment should be considered national security issues.

**The Search for Peace in the Nuclear Age**
V53.0713 Identical to V37.0813.
4 points.
See description under History (57).

**Diplomacy and Negotiation**
V53.0720 Brams, Hsiung; 4 points.
Analyze the theory and practice of diplomacy, 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.

**International Organization**
V53.0730 Gilligan; 4 points.
Detailed study of the nature, historical development, and basic principles of international organization.

**International Law**
V53.0740 Hsiung; 4 points.
The norms that govern states in their legal relations and the current development of law among nations, based on cases and other legal materials relating to the nature and function of the law; 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, as used in law school instruction.

**War, Peace, and World Order**
V53.0741 4 points.
Characteristics and conditions of war and peace and the transition from one to the other from the perspective of political and social science. 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.

**International Politics of the Middle East**
V53.0760 Identical to V77.0752.
Kazemi, T. Mitchell; 4 points.
Systematic study of the international politics of the Middle East, emphasizing the period since World War II. Emphasis on the relationship among patterns of inter-Arab, Arab-Israeli, and Great Power politics and on the relationship between domestic and external politics.

**International Relations of Asia**
V53.0770 Identical to V33.0770.
Denoon; 4 points.
The relations of and between the principal Asian national actors (e.g., China, Japan, India) and the relationship of the Asian “subsystem” to the international system.

**Inter-American Relations**
V53.0780 Formerly Latin America and the World. Casta and technological revolutions; 4 points.
Examines inter-American relations in the 20th century. The role the United States has played in influencing economic and social policy in Latin America and the Caribbean is examined through the Good Neighbor Policy, the cold war, Alliance for Progress, National Security Doctrine, and the democratization wave. The Mexican Revolution; Import Substitution Industrialization policies; 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. Heavy on readings, the course provides a historical, sociological, and economic background of Latin American political development in the 20th century.

**Undergraduate Field Seminar:**
**International Relations**
V53.0795 4 points.
Advanced seminar for juniors and seniors in international relations. The specific topic of the seminar is announced each year.

**Doing Political Science**
V53.0800 Y. Cohen, Harvey; 4 points.
Introduces students to the practice of political science. Through concrete research questions, the course examines methodological issues common to the social sciences. Such issues include the roles of positive and normative theory, the merits of induction and deduction, problems involved in making descriptive and causal inferences, the status of assumptions about unobservables, the choice of levels of analysis, and the difficulties of generalizability.

**Russian Politics and History Since 1917**
V53.0834 Identical to V91.0834 and V57.0834.
S. Cohen; 4 points.
See description under Russian and Slavic Studies (91).

**HONORS, INTERNSHIPS, AND INDEPENDENT STUDY**

**Junior Honors**
V53.0912 Prerequisite: permission of the director of the honors program.
Denoon. 4 points.
One term of intensive reading, writing, and regular seminar discussions in which the student is given an integrated overview of the substantive contributions and methods of political science as an intellectual discipline.

**Senior Honors**
V53.0930 Prerequisites: permission of the department and completion of Junior Honors, V53.0912. 4 points.
One term of individual research for
and preparation of a senior thesis of the student’s own choice under the supervision of an appropriate member of the faculty.

Internships in Politics and Government I, II
V53.0970, 0971 Not counted toward the major, normally limited to two internships. Prerequisites: open to junior and senior politics majors, 3.0 GPA overall, and permission of the director of internship. 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. The internships are carefully selected and average eight to 12 hours per week. The instructor holds meetings with the interns and provides individual supervision and consultation.

Readings and Research
V53.0990 Prerequisite: written approval of student’s departmental adviser, instructor, and director of undergraduate studies. 2 or 4 points.
Students with exceptional intellectual ability (3.0 average in at least three previous politics courses) are permitted to carry on supervised individual readings and research.

Topics
V53.0994 4 points.
Advanced undergraduate course, often to be given in seminar style, to accommodate professors and faculty in the department who wish to give a one-time or experimental course. Encourages department or visiting faculty to give courses on subject areas or issues not in the permanent course offerings.

Seminar in New York City Government; Internships in New York City Government
V53.0845, 0847; V53.0846, 0848 6 or 8 points per term.
See description under “American Government and Politics,” above.

GRADUATE COURSES OPEN TO UNDERGRADUATES
1000- and 2000-level courses are open to exceptional undergraduates with an adequate background in politics. Requires written permission of the instructor or, in his or her absence, the director of graduate studies.
Physics at the College of Arts and Science is a multidimensional discipline. The department offers several tracks of study designed for preprofessional students as well as aspiring physicists. A detailed curriculum is worked out for each student, with individual attention to progress and career plans.

The physics major may participate in internationally recognized research activities carried out by the faculty. Some major areas of specialization include astrophysics, atomic physics, condensed matter physics, and elementary particle physics.

In addition to technical physics courses, the department offers general interest courses intended to broaden the scientific background of nonscience majors.

DEPARTMENTAL OBJECTIVES

The Department of Physics offers several programs for majors in physics, leading to either the Bachelor of Arts or the Bachelor of Science degree. A minor in physics and a minor in astronomy are also offered. The B.A. major is particularly well suited for preprofessional and other students who, while not planning careers in physics, would like to have the benefits and background of an undergraduate major in physics. The B.A. intensive major is for students who plan to continue their study of physics in graduate school or who intend to work in physics or related fields. The B.S. degree provides some breadth in other sciences.

In a joint program between New York University and Stevens Institute of Technology, a physics major at NYU can be combined with an engineering major at Stevens. The five-year program leads to a B.S. degree in physics and a B.E. degree in either civil engineering, electrical engineering, or mechanical engineering. For further information, contact Mr. Joseph Hemmes, coordinator of the B.S./B.E. program, at the College Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.

For students not majoring in physics, the following courses are suitable for single electives, have no prerequisites, and assume no mathematical background beyond the high school level. Of special interest to the nonscience major are the following:

- Introduction to Physics, V85.0001
- The Evolution of Scientific Thought, V85.0005
- Light and Color in Nature and Art, V85.0009
- Sound and Music, V85.0010
- 20th-Century Concepts of Space, Time, and Matter, V85.0020
- The Universe: Its Nature and History, V85.0007
- Origins of Astronomy, V85.0008

Physics is the most highly developed of the natural sciences. For this reason, it is frequently taken as the exemplar of the scientific method, the model for other quantitative sciences. Those trained in physics are found in many occupations. A higher degree opens the possibility of creative research in industry, or teaching and research in colleges and universities. Men and women with degrees in physics often are employed in various fields of engineering. Undergraduate training in physics is valuable preparation for careers in medicine and dentistry, computer technology, environmental and earth sciences, communications, and science writing. It is fairly common for those planning research careers in molecular biology.
chemical physics, or astronomy to major in physics while undergraduates. Because of their physical intuition, ability to develop abstract models, and expertise in quantitative reasoning, physicists are frequently members of interdisciplinary groups engaged in studying problems not directly related to physics.

**SUGGESTED PROGRAMS FOR MAJORS IN PHYSICS**

The calculus requirement may be satisfied by taking Intensive Calculus I, II, V63.0221, 0222, or Calculus I, II, III, V63.0121, 0122, 0123. Students who take the Intensive Calculus sequence begin it in the fall semester of their freshman year. Students who complete Intensive Calculus I, II are encouraged to take Linear Algebra, V63.0024, in the fall term of the second year. Variations of the following programs may be constructed with the approval of the director of undergraduate study.

**B.A. PROGRAMS**

1. **Major in physics:** Provides maximum flexibility for tailoring a program to the needs of a student who has a strong interest in another area in addition to physics. Those wishing to enter physics as a profession should take the intensive major. The major in physics consists of the following courses: Year 1: V63.0121, V63.0122, V85.0091, and V85.0092; Year 2: V63.0123, V85.0093, V85.0094, V85.0095, V85.0096, and V85.0097; Year 3: V85.0110, V85.0101, V85.0102, V85.0103, V85.0104, V85.0111, V85.0112, V85.0113, and V85.0114; Year 4: V85.0123, V85.0140, and V85.0141.

**Math electives:** Students are advised to take advanced-level mathematics courses. Consult with the director of undergraduate studies.

2. **Intensive major in physics:** Provides the 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.

**B.S. PROGRAM**

1. **Bachelor of Science in physics:** The B.S. degree involves breadth in the sciences in addition to the physics major. The B.S. degree in physics will be granted to students completing the following, in addition to the standard college requirements.

   a. All courses required for the B.A. major, including electives.

   b. A semester of computer science or above the level of Introduction to Computer Science I, V22.0101.

   c. Two semesters of chemistry at or above the level of College Chemistry I, II, V25.0101, 0102.

   d. An elective course in biology—at or above the level of Principles of Biology, V23.0011; or in chemistry—above the level of College Chemistry II, V25.0102.

2. **Joint program with Stevens Institute of Technology:** The department offers a five-year program leading to a B.S. (in physics) and a B.E. (in one of several engineering disciplines) in conjunction with Stevens Institute of Technology. Detailed programs of study are worked out in consultation with Mr. Joseph Hemmes, coordinator of the program, in the College of Arts and Science Advising Center, Main Building, 100 Washington Square East, Room 905; (212) 998-8130.

**MINORS**

1. **Minor in physics:** Provides the student with a general survey of the field plus specialized study. Consists of four of the following courses, or three of the following courses plus one of the courses listed under the minor in astronomy: V85.0001, V85.0002, V85.0005, V85.0006, V85.0009, V85.0010, V85.0011 and 0012, V85.0019, V85.0020, and all courses numbered above and including V85.0091 except for V85.0092, V85.0094, and V85.0096.

2. **Minor in astronomy:** Provides a comprehensive introduction to astronomy, including modern concepts, historical ideas, and observational experience. Consists of four courses: V85.0007 and the three following (or two of the following, and one of the courses listed under the minor in physics): V85.0008, V85.0013, and V85.0015.

**INDEPENDENT STUDY**

V85.0997, 0998 may be taken by all students who have interests that are not included in the curriculum or who wish to carry out research under faculty supervision.

**HONORS PROGRAM**

Candidates for a degree with honors in physics must complete the requirements for an intensive major described above. 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. For additional general requirements for a degree with honors, please see Honors and Awards.

**Courses**

The following courses are lectures unless otherwise indicated.

**Introduction to Physics I**

V85.0001 Assumes high school-level elementary algebra and trigonometry. Not open to students who have completed V85.0011 or V85.0012 with a grade of C- or better. May be taken as a one-semester introduction or as the first part of the two-semester sequence V85.0001- V85.0002. Lecture and laboratory-recitation. 5 points. Introduction to basic concepts in physics intended for the non-science major who wants to appreciate and use the principles of physics. Topics include the main areas of classical physics from a modern viewpoint: mechanics, thermal physics, electricity and magnetism, and optics. The
emphasizes the understanding of the laws of the physical universe. Problem solving is required. The laboratory includes physical measurements and fundamental experiments.

**Introduction to Physics II**

V85.0002  Prerequisite: V85.0001 with a grade of C- or better, or permission of the department. Lecture and laboratory-recitation. 5 points.

Broadens and deepens the ideas developed in Introduction to Physics I, utilizing the methodology and knowledge developed in that course. Topics include energy conservation, emphasizing the transfer of energy from one form to another; the physics of waves, with applications to sound and light; rotational and orbital mechanics with applications to orbital systems on many size scales, from atoms to galaxies; atomic and nuclear physics, with an emphasis on understanding the quantum, and applications.

**The Evolution of Scientific Thought**

V85.0005  Identical to V65.0002. 4 points.

Development of the concepts and principles of science in a historical context: in antiquity, the Middle Ages, the scientific renaissance, and more recent times. The impact of this scientific evolution on our perception of the universe and our place in it, with emphasis on the laws of physical science. The interaction of mysticism, religion, and philosophy with science.

**Physics and Sports**

V85.0006  4 points.

Application of physical principles to the understanding of various sports. Uses basic physics to explain specific athletic techniques, and conversely, illustrates many aspects of elementary physics through examples of popular sports. Applies the physical laws of mechanics and fluid dynamics to methods and strategies used in performing a variety of athletic activities. Examples: the use of linear and angular momentum conservation to explain various karate motions and counter-motions, the use of gas laws in scuba diving, and the aerodynamics of golf balls.

**The Universe: Its Nature and History**

V85.0007  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**

V85.0008  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.

**Light and Color in Nature and Art**

V85.0009  Assumes high school-level mathematics background. Not open to students who have completed V35.0205. 4 points.

Physical basis for optical phenomena involved in many facets of daily life. Topics include the interaction of light with materials and the visual perceptions it produces; the basic physics of spectra; wave, ray, and quantum optics; polarized light; photography; the laser and holography; paintings; rainbows and mirages; color theory and systems; formation of images; and optical instruments.

**Sound and Music**

V85.0010  Assumes high school-level mathematics background. 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**

V85.0011  Prerequisite: V63.0121 or permission of the instructor. With V85.0012 forms a two-semester sequence that must be taken in order. Lecture and laboratory-recitation. Not open to students who have completed V85.0091 with a grade of C- or better. 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 majors sequence V85.0091, V85.0092, V85.0093, V85.0094, V85.0095, and V85.0096 instead. 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; heat and thermodynamics.

**General Physics II**

V85.0012  Prerequisite: V85.0011 with a grade of C- or better, or permission of the department. Lecture and laboratory-recitation. 5 points.

Continuation of V85.0011. 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**

V85.0013  Recommended prerequisite: V85.0007 or V85.0008. Lecture and observing session. 4 points.

To see the moons of Jupiter through a telescope, to observe the mountains and crater of the Moon, or to glimpse a distant star cluster is more exciting than to read a description in a book. This course provides an introduction to the theory and practice of observational astronomy. Topics include the phenomena that can be seen in the night sky, coordinate systems, optics, and how to use a telescope. Observing sessions are carried out using eight-inch telescopes.

**Physics of the Human Body**

V85.0019  Recommended prerequisite: V85.0001. 4 points.

Applies simple physical principles to understand how components of
the human body and other biological systems function. How physical concepts such as the lever, energy, temperature, diffusion, waves, and electricity govern biological mechanisms. Scaling relations among aspects of size, weight, and strength. Mastery of these concepts within a biological context by practice with quantitative applications.

20th-Century Concepts of Space, Time, and Matter

V85.0020 Assesses high school-level geometry and intermediate algebra background. Not open to students who have completed V53.0204. 4 points.

The 20th century has been witness to 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 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.

Physics I

V85.0091 with V85.0092 replaces V85.0100. Corequisite: V63.0122 or V63.0222. Physics majors must also register for V85.0092. 4 points.

Physics majors must also register for V85.0092. With V85.0093 and V85.0095 forms a three-semester sequence that must be taken in order, starting in the spring semester. Lecture and recitation. 3 points.

Begins a three-semester introduction to physics 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.

Physics I Laboratory

V85.0092 Corequisite: V85.0091. With V85.0094 and V85.0096 forms a three-semester sequence that must be taken in order, starting in the spring semester. Laboratory. 2 points.

Begins a three-semester introduction to physics laboratory and statistical methods intended for physics majors and other interested science and math majors. Experiments are based on subjects covered in V85.0091. Statistical methods covered include experimental uncertainties, propagation of errors, mean and standard deviation, least-squares fitting, and goodness of fits.

Physics II

V85.0093 With V85.0094 replaces V85.0101. Prerequisite: V85.0091 with a grade of C- or better, or permission of the department. Corequisite: V63.0123, except for students who have completed V63.0222. Physics majors must also register for V85.0094. Lecture and recitation. 3 points.

Continuation of V85.0091. Topics include electrostatics; dielectrics; currents and circuits; the magnetic field and magnetic materials; induction; AC circuits; Maxwell’s equations.

Physics II Laboratory

V85.0094 Prerequisite: V85.0092 with a grade of C- or better, or permission of the department. Corequisite: V85.0093 Laboratory. 2 points.

Continuation of V85.0092. Experiments will be based on subjects covered in V85.0093.

Physics III

V85.0095 With V85.0096 replaces V85.0102. Prerequisite: V85.0093 with a grade of C- or better, or permission of the department. Physics majors must also register for V85.0096. Lecture and recitation. 3 points.

Continuation of V85.0093. Topics include wave motion; sound; the reflection, refraction, interference, and diffraction of light; polarization; thermodynamics; kinetic theory and statistical physics.

Physics III Laboratory

V85.0096 Prerequisite: V85.0094 with a grade of C- or better, or permission of the department. Corequisite: V85.0095. Laboratory. 2 points.

Continuation of V85.0094. Experiments are based on subjects covered in V85.0095.

Modern Physics I, II

V85.0103, 0104 Prerequisites: V85.0095 or V85.0012 and V63.0123 or V63.0222. Lecture and laboratory. 5 points per term.

Introduction to modern physics for the junior and senior courses in physics. Students have at their option a variety of open-ended experiments they can pursue, including the use of microcomputers for data analysis. Experimental areas include optics (holography), atomic beams, Mossbauer effect, radiation physics, and magnetic resonance.

Experimental Physics

V85.0112 Prerequisite: V85.0096 and V85.0103. Laboratory. 3 points.

Introduces the experiments and techniques of modern physics. Following a number of introductory experiments, students have at their option a variety of open-ended experiments they can pursue, including the use of microcomputers for data analysis. Experimental areas include optics (holography), atomic beams, Mossbauer effect, radiation physics, and magnetic resonance.

Mathematical Physics

V85.0106 Prerequisites: V85.0093 and either V63.0123 or V63.0222. Lecture and recitation. 3 points.


Electronics for Scientists

V85.0110 Identical to V23.0110 and V23.0671. Prerequisite: V85.0012 or V85.0093, or permission of the instructor. Lecture and laboratory. 5 points.

Introduction to basic analog and digital electronics used in modern experiment and computers for students of all science disciplines, mainly in a laboratory setting. Basic concepts and devices presented in lecture are studied in the laboratory. The course covers 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.

Dynamics

V85.0120 Prerequisites: V85.0095 and V85.0106. 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, II
V85.0123, 0124  Prerequisites: V85.0104, V85.0120, and V85.0132. 3 points per term.
Designed to deepen the insights into quantum mechanics introduced in V85.0105, 0104 and to provide an introduction to the more formal mathematical structure of quantum mechanics. The Schroedinger and Heisenberg description of quantal systems; perturbation theory; spin and statistics; coupling of angular momenta; scattering theory; and applications to atomic, molecular, nuclear, and elementary particle physics.

Electricity and Magnetism I, II
V85.0131, 0132  Prerequisites: V85.0095 and V85.0106. 3 points per term.
Introduction to Maxwell’s equations with applications to physical problems. Topics include electrostatics, magnetostatics, the solution of the Laplace and Poisson equations, dielectrics and magnetic materials, electromagnetic waves and radiation, Fresnel equations, transmission lines, wave guides, and special relativity.

Thermal and Statistical Physics
V85.0140  Prerequisites: V85.0103, V85.0106. 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
V85.0150  Formerly V85.0050. Prerequisites: V85.0012 or V85.0095, or permission of the instructor. 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.

Computational Physics
V85.0210  Prerequisites: V85.0104 and V85.0106 or equivalent, or permission of the instructor, and knowledge of a scientific programming language (e.g., FORTRAN, Pascal, C). 4 points.
Introduction to computational physics, with an emphasis on fields of current research interest where 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.

Independent Study
V85.0997, 0998  Prerequisite: permission of the director of undergraduate studies. 2-4 points per term.
Public policies affect almost every aspect of our lives. Decisions by state, local, federal, and international organizations influence the quality of the environment, access to health care, international development, and the emergence of a global media industry. The minor in public policy, jointly developed and administered by the College of Arts and Science and the Robert F. Wagner Graduate School of Public Service, is designed for undergraduates interested in understanding such key issues and problems of the modern world and in approaches to dealing with them.

This interdisciplinary, interschool minor offers students a meaningful cluster of courses in a professional area where the liberal arts disciplines can provide important perspectives. It also furthers several related goals: it links the classroom to the city, encourages students to apply their theoretical learning, and provides a minor that is coherent and substantial, in that it entails five courses, one of which is a capstone experience whereby students gain a deeper understanding of how public policies are made and carried out.

An executive committee of College of Arts and Science and Wagner School of Public Service faculty oversees the public policy minor. For each track, a faculty member serves as the adviser to students. For communications and the media, it is Professor Michael Ludlum, Department of Journalism and Mass Communication, 10 Washington Place, Room 605B, (212) 998-7972. For health, it is Professor Gerard Fergerson, Program in Health Policy and Management, Wagner School (also Department of History, FAS), 4 Washington Square North, Room 541, (212) 998-7471. For international development, it is Professor Roman Frydman, Department of Economics, 269 Mercer Street, Room 830, (212) 998-8967. Also available to advise students in this minor is Ms. Anne Blatz, a staff adviser in the College Advising Center, Room 905, Main Building, (212) 998-8130.

Program

The minor currently features three different tracks: (1) communications and the media, (2) health, and (3) international development. It requires four courses, plus a capstone course. The capstone course, taught by Wagner faculty, takes a rigorous look at the whole public policy process and builds on the different tracks but does not necessarily restrict its discussions to them. The other four courses are to be selected from the list of courses for the chosen track; one of the four may be from the list of “General Courses.” These four courses must come from at least two different departments, and typically, no more than two from any one department.

Note: Courses counted toward the major cannot be counted toward this minor.
Courses

A. COMMUNICATIONS AND THE MEDIA

JOURNALISM AND MASS COMMUNICATION

Media Ethics, Law, and the Public Interest V54.0008
The Media in America V54.0010
Media and the Law V54.0011
Mass Media and Government V54.0013
Minorities and the Media V54.0016
Television and the Information Explosion V54.0017
History of the Media V54.0018
Understanding Communication V54.0041
Methods of Media Criticism* V54.0244
Media and Society V54.0298
Women and the Media V54.0720

LINGUISTICS

Language and Society V61.0015
Bilingualism V61.0018
Language, Literacy, and Society V61.0020
Sex, Gender, and Language V61.0021

POLITICS

American Public Opinion and Pressure Groups V53.0342

SOCIOLOGY

Public Opinion and Social Change V93.0019
Communication Systems in Modern Societies V93.0118
Social Psychology V93.0201

B. HEALTH

ANTHROPOLOGY

Medical Anthropology V14.0035
Health and Disease in Human Evolution* V14.0055

FINE ARTS

Urban Design and Health* V43.0036

PHILOSOPHY

Medical Ethics V83.0050 Formerly V83.0037.

POLITICS

The Politics of Poverty and Welfare V53.0382

PSYCHOLOGY

Psychology, Neuropsychology, and Medicine* V89.0055
Community Psychology* V89.0074
Preventive Psychology* V89.0095

SOCIOLOGY

Sociology of Medicine V93.0414

SCHOOL OF EDUCATION

Comparative Health Systems E39.1003

C. INTERNATIONAL DEVELOPMENT

ECONOMICS

Economics and Society in the Third World: Africa V31.0125
Economic Development* V31.0323
International Economics: Trade* V31.0335
International Economics: Finance* V31.0336

EAST ASIAN STUDIES

Modernism and the Formation of National Culture in Japan, 1900-1980 V33.0730

EUROPEAN STUDIES

The European Community: Political Economy of Contemporary Europe V42.0166

HISTORY

Seminar: Modernization and Nation-Building in Sub-Saharan Africa* V57.0585

POLITICS

Politics of Modernization and Development V53.0570

STERN SCHOOL OF BUSINESS, UNDERGRADUATE

Economics of International Business* C45.0001
Business and the Global Environment* C45.0003

D. GENERAL COURSES ON PUBLIC POLICY

ECONOMICS

Urban Economics* V31.0227
Public Economics* V31.0353

HISTORY

American Social Institutions, 1880-1980 V57.0630

POLITICS

Public Policy V53.0306

PSYCHOLOGY

Social Issues and Social Policy* V89.0094

SOCIOLOGY

Social Policy in Modern Societies V93.0313
Contemporary Social Problems V93.0510

*Please consult the relevant departmental section for course prerequisites.
The Program in Religious Studies includes three related approaches: study of the history of religion, examination of basic religious texts, and interdisciplinary analysis of the fundamental ideas and practices surrounding the development of each major religion. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and is not intended to promote or endorse either religious belief itself or the views of any particular religious tradition.

The program makes use of resources from several areas of study in the College. Courses may be taught by scholars of anthropology, classics, English, fine arts, French, Hebrew and Judaic studies, history, Middle Eastern studies, performance studies, Spanish and Portuguese languages and literatures, and others. Both majors and others enrolled in religion courses should consult the director of undergraduate studies for specific information about required courses and to design a schedule of study tailored to individual interests. Students may also want to refer to the religious studies web site for the most current information on the program.

**Faculty**

**Professors:** Peters, Wolfson

**Associate Professor:** Zito

**Assistant Professor:** Arnal

**Associated Faculty:** Baun, Carruthers, Chelkowski, Fleming, Haykel, Hull, Ivry, Johnson, Kaplowitz, Klein, Krabbenhoft, Lachter, Levine, Marshall, Rubenstein, Schiffman, Vitz, Wells

**Program**

**MAJOR**

Each major is required to take eight 4-point courses (32 points), which must include V90.0001 and V90.0015. Majors are expected to outline core requirements and design a coherent study plan, which may include courses outside the religious studies curriculum, in consultation with the director of undergraduate studies.

**MINOR**

Students minoring in religious studies may take any four, 4-point courses listed under religious studies.

**HONORS PROGRAM**

Eligibility: A student must spend at least two full years in residence at the College of Arts and Science, completing at least 60 points of graded work in the College. The student must maintain a general grade point average of 3.5 and a major average of 3.5.

Requirements: (1) Completion of the major requirements and (2) an honors paper written as part of Independent Study, V90.0997, 0998, for 4 points, under supervision of a departmental faculty member, in addition to the course work required of all majors. The subject of the honors paper and the faculty supervisor are chosen in consultation with the director of undergraduate studies. The average length of the paper is between 25 and 30 double-spaced, typed pages. For general requirements, please see Honors and Awards.
Courses

Approaches to the Study of Religion
V90.0001 4 points.
Focuses on fundamental theoretical and methodological issues pertaining to the academic study of religion. The course is intended to expose students to, and familiarize them with, some of the more important theories of the origin, character, and function of religion as a human phenomenon. Students are given an opportunity to encounter and test an assortment of the main scholarly approaches to understanding and interpreting religious phenomena, including psychological, sociological, anthropological, and hermeneutical perspectives.

Major Seminar: Comparative Topics in the Study of Religion
V90.0015 Prerequisites: junior or senior status. V90.0001 and at least two other religious studies courses. 4 points.
Complements and develops the methodological and theoretical emphasis encountered in Approaches to the Study of Religion, albeit with a higher level of specificity and sophistication. The focus is on a specific thematic motif with cross-cultural applicability: e.g., ritual, the body, sacrifice, religion and the state, etc. Students can explore the import of the motif in question for their own area of specialization as well as examining its manifestations in other traditions. Students are expected to make formal presentations to the class.

Women and Islamic Law
V90.0026 Identical to V77.0783 and V77.0784. Haykel. 4 points.
See description under Middle Eastern Studies (77).

What Is Islam?
V90.0085 Identical to V77.0691 and V77.0085. 4 points.
See description under Middle Eastern Studies (77).

Gender in Early Christianity
V90.0086 Arnal. 4 points.
Students reexamine 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
V90.0102 Identical to V65.0025, V77.0800, and V78.0160. Peters. 4 points.
See description under Middle Eastern Studies (77).

Jewish Mysticism and Hasidism
V90.0104 Identical to V78.0430 and V65.0430. Wolfson. 4 points.
See description under Hebrew and Judaic Studies (78).

Jewish Ethics
V90.0117 Identical to V78.0117. Reubenstein. 4 points.
See description under Hebrew and Judaic Studies (78).

Protestant and Catholic Reformations
V90.0122 Identical to V57.0122 and V65.0122. Hsia. 4 points.
See description under History (57).

Foundations of the Christian-Jewish Argument
V90.0192 Identical to V78.0161 and V65.0986. Klein. 4 points.
See description under Hebrew and Judaic Studies (78).

Roman Church 1200-1600
V90.0217 Identical to V57.0117 and V65.0117. See description under History (57).

Beginnings of Monotheism
V90.0220 Identical to V78.0116. Fleming. 4 points.
See description under Hebrew and Judaic Studies (78).

Varieties of Mystical Experience
V90.0240 Wolfson. 4 points.
Sees the traditional forms of mystical expression in Judaism, Christianity, and Islam.

Martyrs, Mystics, and Prophets
V90.0241 Identical to V57.0985 and V65.0985. Wells. 4 points.
See description under Medieval and Renaissance Studies (65).

Passion and Desire in the Middle Ages
V90.0250 Identical to V29.0961 and V65.0961. Vitz. 4 points.
See description under Medieval and Renaissance Studies (65).

Belief and Social Life in China
V90.0351 Identical to V14.0351 and V33.0351. Zito. 4 points.
The Chinese word for "religion" means "teaching." "Teaching" immediately implies someone else besides the self. Belief in China has always been theorized and practices as mediated by the presence of others, miraculous and mundane. The class explores what Chinese people "taught" themselves about the person, society, 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; Buddhist, especially Ch'an (Zen) practices in China; issues of gender in past and present practice; and religion's relation to the state.

Saints: Lore and Legend
V90.0365 Identical to V45.0365 and V65.0365. Vitz. 2 points.
See description under French (45).

Classical Mythology
V90.0404 Identical to V27.0404. 4 points.
Discusses the myths and legends of Greek 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. Special emphasis on the return of Odysseus, as related by Homer in the Odyssey.

Jewish Responses to Modernity: Religion and Nationalism
V90.0470 Identical to V78.0719. Ivry. 4 points.
See description under Hebrew and Judaic Studies (78).

American Religion
V90.0480 4 points.
Study of the religious implications of the idea of America during the past five centuries. The influence of this idea of America on the religions of Catholicism, Judaism, and Protestantism, especially in the United States. The peculiar relation of politics and religion in the United States, including the proliferation of apocalyptic sects and cults.
Religions of Africa
V90.0566 Identical to V37.0566 and V11.0566. Hull. 4 points.
See description under History (57).

The Land of Israel Through the Ages
V90.0609 Identical to V77.0609, V78.0141, and V37.0540. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Jewish Philosophy in the Middle Eastern World
V90.0675 Identical to V78.0425 and V65.0425. Lachter. 4 points.
See description under Hebrew and Judaic Studies (78).

History of Judaism 1
V90.0680 Identical to V77.0680 and V78.0100. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Meaning of Death
V90.0705 Identical to E70.1003. Moran. 4 points.
Study of death in cultural and historical perspectives with particular attention to religious meaning and ritual. The care of those who are dying and rituals of bereavement. Ethical-religious issues concerning the dying.

Introduction to Egyptian Religion
V90.0719 Identical to V77.0719. Goelt. 4 points.
See description under Middle Eastern Studies (77).

The Civilizations and Religions of the Ancient Near East
V90.0790 Identical to V77.0790. 4 points.
See description under Middle Eastern Studies (77).

The Dead Sea Scrolls
V90.0807 Identical to V78.0131. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Modern Perspectives on the Bible
V90.0809 Identical to V77.0809 and V78.0126. Von Dassow. 4 points.
See description under Hebrew and Judaic Studies (78).

Gender and Judaism
V90.0815 Identical to V78.0718 and V97.0718. Levine. 4 points.
See description under Hebrew and Judaic Studies (78).

Buddhism
V90.0832 Identical to V33.0832. Zito. 4 points.
An introduction to this complex religion, emphasizing its 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.

Jesus and His Times
V90.0843 Identical to V77.0843. Arnal. 4 points.
Introduces students to the modern quest to separate the historical, human Jesus from the unreliable accounts of his behavior and teaching in the early Christian gospels. The background of this “quest” and its key techniques are surveyed in the first portion of the course; the remainder is spent applying these techniques to two very unusual ancient Christian writings: the sayings gospel “Q” and the Gnostic Gospel of Thomas.

Jesus and the Gospel Writings
V90.0844 Arnal. 4 points.
Partial introduction to the historical and critical study of earliest Christianity and the writings of the Christian New Testament. The main emphasis lies on a study of the New Testament gospels and their sources, particularly the so-called “synoptic tradition”—the Gospels of Matthew, Mark, and Luke, as well as their sources, both written and oral.

Early Christian Gnosticism: The Gospel of Thomas and the Johannine Writings
V90.0845 Arnal. 4 points.
Partial introduction to the historical and critical study of earliest Christianity and the writings of the Christian New Testament. The main emphasis lies on a study of New Testament and contemporary writings that show strong mystical and Gnostic-leaning tendencies. Above all, the focus is on the Gospel of Thomas, the Gospel of John, and the other New Testament writings related to the Gospel of John (1-3 John).

The Birth of the Church
V90.0846 Arnal. 4 points.
Partial introduction to the historical and critical study of earliest Christianity and the writings of the Christian New Testament. The main emphasis lies on a study of the later New Testament writings—those which show the first signs of the church defining itself as an institution. Writings include Luke-Acts, the later pseudo-Pauline letters, the so-called “general epistles,” and the Apocalypse.

The Life and Letters of Paul
V90.0855 Arnal. 4 points.

The Sufis: Mystics of Islam
V90.0863 Identical to V77.0863. Chelkowski. 4 points.
See description under Middle Eastern Studies (77).

Introduction to Medieval Philosophy
V90.0986 Identical to V65.0986. Marshall. 4 points.
See description under Medieval and Renaissance Studies (65).

Internship
V90.0980, 0981 Prerequisite: permission of the instructor. Variable 1-4 points.

Independent Study
V90.0997, 0998 Prerequisite: permission of the instructor. 2 or 4 points per term.
Through a broad range of courses in Russian language, literature, politics, history, and culture, the department aims to give students a thorough understanding of one of the most interesting and significant countries in the world today. Language courses develop a practical skill useful for careers in international business, diplomacy, journalism, law, and other professions. A series of courses centered on contemporary issues, as well as those that treat the great Russian achievements in poetry, fiction, and art, prepare students to meet modern needs.

Courses are offered by an internationally known faculty and prominent visitors from Russia. Students are encouraged to work at internships with charitable and business organizations that have connections with Russia.

New York City has the largest Russian community in the United States; it offers varied cultural activities, Russian newspapers, and bookstores. The New York Public Library is an outstanding repository of Russian and Slavic materials.

Program

MAJOR
A major in Russian and Slavic studies requires 36 points. These may include credit for language courses beyond Intermediate Russian II and all nonlanguage courses offered by the department. Majors must demonstrate a proficiency in Russian equivalent to 2.5 years of language study. Ordinarily this is accomplished by taking at least one semester of Russian beyond Intermediate Russian. With the permission of the director of undergraduate studies, a maximum of four Russian related courses (16 points) may be drawn from other departments. Possible related subjects include history, economics, politics, philosophy, and religion. Students with special problems or without required prerequisites should see the director of undergraduate studies for placement.

MINOR
A minor in Russian requires 16 points beyond Elementary Russian II. All courses for the minor must be chosen in consultation with the director of undergraduate studies.

MAJOR AND MINOR FOR TRANSFER STUDENTS
Major: To obtain a major in Russian and Slavic studies from NYU, a transfer student must earn at least 20 points in language, literature, or culture from the NYU Department of Russian and Slavic Studies. Transfer credits in these areas may be used to make up the remainder of the 36 points needed for the major (see “Major,” above).

Minor: To obtain a minor in Russian and Slavic studies from NYU, a transfer student must earn at least 8 points in language, litera-
All courses from V91.0001 through V91.0004 meet four times a week. All lower-division Russian language courses are closed to native speakers except Russian Grammar Review for Native Speakers I and II, V91.0005, V91.0006.

Elementary Russian
V91.0001-0002 4 points per term. 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.

Intermediate Russian I
V91.0003 Prerequisite: V91.0001-0002 or equivalent. 4 points. Grammar review, vocabulary building, and drills in spoken Russian.

Intermediate Russian II
V91.0004 Prerequisite: V91.0003 or equivalent. 4 points. Vocabulary building, idiomatic expressions, and drills in spoken Russian.

Russian Grammar Review for Native Speakers I
V91.0005 4 points. Intended for native speakers of Russian who have deficiencies in literacy, this course presents a comprehensive review of Russian grammar and word formation. Special attention is given to orthography and to writing and reading skills. Satisfies language requirement.

Russian Grammar Review for Native Speakers II
V91.0006 4 points. Intended for native speakers of Russian with deficiencies in literacy. The course emphasizes development of reading and writing skills. Special attention is given to syntax and style. Satisfies language requirement.

The following advanced Russian courses are offered on a rotation basis:
1. Russian Film (viewing and discussion of Russian and Soviet films);
2. Russian Press (reading and discussion of newspaper and magazine articles);
3. Readings in Russian Literature (reading and discussion of short stories by Russian and Soviet writers);
4. Soviet and Russian Theatre (reading, viewing, and analysis of Russian dramatic works with background readings on Russian theatre);
5. Social Issues in Russian Culture (reading and discussion of articles on important social and cultural topics).

Advanced Russian I
V91.0107 Prerequisite: V91.0004, V91.0005, V91.0006 or equivalent. 4 points.

Advanced Russian II
V91.0108 Prerequisite: V91.0004, V91.0005, V91.0006 or equivalent. 4 points.

Advanced Russian III
V91.0109 Formerly V91.0111. Prerequisite: V91.0004, V91.0005, V91.0006 or equivalent. 4 points.

Elementary Czech I and II
V91.0201, 0202 Frycak. 4 points. Introduction to the basic skills—speaking and reading. Essentials of Czech grammar, reading of graded texts, and conversation on typical everyday subjects. Vocabulary building. Essentials of writing.
Intermediate Czech I and II
V91.0203, 0204  
Frycak. 4 points.
Grammar review. Reading and discussion of selected contemporary texts. Standard literary Czech and the spoken variety of the language. Vocabulary building and development of writing skill.

LITERATURE AND CIVILIZATION COURSES
All courses are conducted in English unless otherwise noted.

Vladimir Nabokov
V91.0230  
Rudy. 4 points.
Survey of the fiction of the great 20th-century Russian and American writer. Students read novels from every period of Nabokov’s work, starting with Invitation to a Beheading (1938) and ending with Look at the Harlequins! (1974). Key ideas discussed in the lectures include the “lost land” myth of emigration; the functioning of Nabokov’s trilingual vocabulary; and his use of unreliable narrators, multiple realities, and surrealistic imagery. Special consideration is given to the writer’s interest in and knowledge of Russian literature, his position within the context of this tradition, and the strong intertextuality of his work.

19th-Century Russian Literature in Translation
V91.0811  
Rudy. 4 points.
A survey of 19th-century Russian literature, including major works by Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev, Tolstoy, and Chekhov. Along with issues of narrative technique and style, the course also deals with some of the central questions of the Russian literary tradition: Russia’s relation to the East and West, the problem of the “superfluous man,” the generation gap between “fathers and sons,” the nature of the “moral life,” and the feasibility of radical social change.

20th-Century Russian Literature in Translation
V91.0812  
Borenstein. 4 points.
This survey of 20th-century literature includes major works by Bulgakov, Babel, Olesha, Solzhenitsyn, Tertz, Zamiatin, and Erofeev. Special emphasis is given to the artistic and social experimentation of the Soviet period, which is marked by a preoccupation with issues such as the representation of the “new man” and “new woman,” the role of the intellectual in the “new world,” utopian dreams and apocalyptic nightmares, and the gap between theory and practice.

Contemporary Issues in Russian Literature
V91.0815  Staff. 4 points.
Examination of Russia’s background, contemporary questions, and future horizons as reflected in Russian literature.

Theory and Practice of Translation: Russian to English and English to Russian
V91.0825  
Zaitseva. 4 points.
Designed for upper-level undergraduates who have had a minimum of two years of Russian. This course has two main objectives: to provide students with practical skills and experience in translating texts of a wide variety of genres and styles and to offer students basic theoretical concepts for thinking about cultural difference. Discussion of the contextual and cultural background of the given texts is of central importance.

Russian Art
V91.0827  Douglas. Identical to V43.0827. 4 points.
Examination of the art of Russia, from icons of the 12th century to contemporary art. Particular attention is given to understanding this art in its cultural and historical context and to the elucidation of the Russian tradition as a part of European art history. Artists discussed include Rublev, Repin, Petrov-Vodkin, Malevich, and Goncharova.

Gogol
V91.0828  Rudy. 4 points.
A critical examination of the great Ukrainian-Russian humorist’s short stories and of his unfinished novel Dead Souls.

Art of the Russian Avant-Garde
V91.0829  Douglas. 4 points.
A survey of avant-garde art in Russia in the first third of the 20th century. Lectures consider the development and significance of various modern styles, including symbolism, cubo-futurism, suprematism, and constructivism; artists include Chagall, Goncharova, Exter, Malevich, Tatlin, Kandinsky, and Rodchenko. Emphasis is placed on the historical and art historical contexts.

Sex and Gender in Russian Culture
V91.0830  Borenstein. 4 points.
Explores the construction of sexuality and gender in Russian literature, art, film, philosophy, and the mass media. Particular attention is paid to the following issues: the politicization of the family, the “strong Russian woman” and the “superfluous” man, the Russian self-perception as both puritan and libertine, and the persistence of the love triangle.

Contemporary Central and East European Literature
V91.0832  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 the literature of the last 30 years. The problems of “minor” literature, postmodernism, and the attempt to articulate “authentic” experience are emphasized. Authors to be read include Kafka, Kundera, Hrabal, Kosinski, Schulz, Gombrowicz, Kristof, Kadare, Kis, Pavic, and Ugresvi. All works are read in translation.

Utopia, Apocalypse, and the Millennium
V91.0833  Borenstein. 4 points.
The development of utopianism in literature, philosophy, and political theory, as well as attempts to put utopian theory into action. What does it mean to posit a perfect world, and what is the relationship between such an ideal world and our less-than-perfect reality? What are the impulses behind antiutopianism? The current resurgence of utopianism and apocalypticism is examined (millenarian “cults,” the millennium bug, etc.). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.
Russian Politics and History Since 1917
V91.0834 Identical to V57.0834 and V53.0834. Cohen. 4 points.
An examination of the major periods, developments, and interpretative issues in Russian politics and history, which are treated as a single subject, from the 1917 revolution to the present. Much of the course is devoted to the Soviet experience, but post-Soviet developments are also examined. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and social-economic factors. Prior knowledge of Russian history and politics is not required.

The Russian Short Story
V91.0836 Borenstein. 4 points.
Includes such great 20th-century Russian short story writers as Gorky, Babel, Zamiatin, and Solzhenitsyn. The short stories of Pushkin, Gogol, and Chekhov represent the 19th century. Aims to present a complete picture of the development of the Russian novella.

Chekhov
V91.0837 Rudy. 4 points.
Study of major techniques in Chekhov's short story writing; analysis of his influence on the development of the Russian and European novella; a close analysis of Chekhov's drama (Three Sisters, 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
V91.0839 Rudy. 4 points.
The major philosophical and religious themes of Dostoevsky as they are reflected in his works. Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov, and major short stories form the main part of the course. Examines Dostoevsky's concepts of freedom, history, and Christianity.

Theory of the Avant-Garde, East and West, 1890-1930
V91.0841 Identical to V29.0841 and V41.0730. Rudy. 4 points.
Theory and practice of the European avant-garde in art and literature, 1890-1930. General cultural and historical approach to the avant-garde, with close readings of some of its key productions. Topics: 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.

Russia Today
V91.0845 Staff. 4 points.
This interdisciplinary survey of the culture, politics, and daily life of contemporary Russia provides an introduction to the major social and political changes that began under Gorbachev and continue to this day. Topics include nationalism, religion, the public and private spheres, the role of women, the fate of the intelligentsia, popular culture, and current events.

Modern Russian Literature I
V91.0847 Prerequisite: native or near-native fluency in Russian. Staff. 4 points.
Focuses on major works of these 20th-century prose writers and poets: Babel, Zamiatin, Zoshchenko, Mayakovsky, Pasternak, Olesha, Bulgakov, and Bunin. Conducted in Russian.

Modern Russian Literature II
V91.0848 Prerequisite: native or near-native fluency in Russian. Staff. 4 points.
Late 20th-century Russian prose and poetry focuses on major works of these writers and poets: Nabokov, Solzhenitsyn, Sokolov, Erofeev, and Brodsky. Conducted in Russian.

Introduction to Soviet Cinema
V91.0850 Lampolski. 4 points.
An examination of the history of Russian cinema from its beginnings. The main focus is on landmarks of cinematic art and on the cultural specificity of Russian cinema. The survey also includes questions of cinema and politics (cinema as a propaganda tool), and cinema and the market. Artists discussed include Eisenstein, Vertov, Pudovkin, Kuleshov, Barnet, Shub, Kozintsev, Trauberg, and Tarkovsky. Topics include cinema and revolution, the cinema of the Russian avant-garde and constructivism, cinema and totalitarianism, socialist realism in film.

INDEPENDENT STUDY COURSES

Independent Study
V91.0997, 0998 A maximum of 4 points of independent studies 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 professor.

Internship
V91.0998 Native speakers of Russian may obtain internship credit by working with Russian language students once or twice a week (two hours per week minimum). Each meeting should have as its goal the bettering of the students' understanding of Russian culture, as well as practicing conversational Russian. See the director of undergraduate studies for further details.

Students should also note the course Russia Between East and West, V55.0510, offered in the World Cultures sequence of the Morse Academic Plan.
Sociologists study the ways that social structures and interactions shape human life. We seek to understand the full range of social institutions and practices, from couples and small groups to organizations such as businesses and government agencies, to the functioning of communities, cities, and nations. Our 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.

Whether the goal is to become an informed citizen, an expert in some special field, or a socially active trailblazer, we offer the tools and knowledge to help students make sense of the world around them. Students preparing for careers in law, social service, health, public administration, and other professional areas will find sociology an excellent major and can choose from many relevant substantive courses. Those interested in social research and policy making will benefit especially from courses that teach practical skills of data gathering and analysis. In all of these courses, we encourage students to study issues from a variety of perspectives, to develop a critical awareness of social life, and to use a “sociological imagination” to analyze social problems and act effectively.

NYU’s Department of Sociology reflects the scope of our discipline. The faculty includes experts in a variety of fields, including gender studies and the family; crime, law, and deviance; political sociology, including social movements and social policy; organizations and economy; education; inequality; community; social theory; and culture. The full range of our course offerings is shown in the listing of courses below.

**Faculty**

- Professors Emeriti: Freidson, Schur, Sexton, Wrong
- Max Weber Visiting Professor of European Studies: Mueller
- Professors: Amenta, Calhoun, Corradi, Duster, Garland, Gerson, Gitlin, Greenberg, Heydebrand, Heyns, Horowitz, Jasso, Lehman, Lukes, Molotch, Nelkin, Persell, Sennett

**Program**

**MAJOR**

Students majoring in sociology must fulfill the following requirements: an introductory course—V93.0001, V93.0002, V93.0003, V93.0010; Research Methods, V93.0301; Statistics for Social Research, V93.0302; Sociological Theory, V93.0111; one seminar—V93.0934, V93.0936, V93.0937, V93.0938, or V93.0939—or one Research Practicum, V93.0950, V93.0951, V93.0952, V93.0953, V93.0954; and three electives from other courses or seminars in sociology. With the approval of the director of undergraduate studies, a MAP Societies and the Social Sci-
enences course can count toward the fulfillment of the major requirement. Of the eight courses required for the major, at least four must be taken at this College.

MINOR
An introductory course plus three other courses. At least two courses must be taken at this College.

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
V93.0001 Goodwin, Guthrie, Haney, Jasso, Lehman, Park, Persell. 4 points.
Survey of the field of sociology: its basic concepts, theories, and research orientation. Threshold course that 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
V93.0002 Honors course. Lehman, Persell. 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 heading, and why. Same topics as V93.0001, but more challenging. Recommended for students who would like to be challenged.

Great Books in Sociology
V93.0003 Brenner, Chibber, Corradi, Goodwin. 4 points.
Original thinkers in sociology—their pathbreaking works and challenging views. Critical explanation and analysis of the principles and main themes of sociology as they appear in these works. Topics: 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.

Sociological Inquiry
V93.0010 Prerequisite: completion of first-year MAP courses, or sophomore status or above, or permission of instructor. Calhoun, Jackson. 4 points.
Introduces the tools of sociological inquiry. Students learn how to recognize social aspects of issues like racial identity, gender inequality, poverty, crime; they discover how systematic data can reveal new insights and how sociological concepts and theories guide both the questioning and the discovery of answers. Students continually investigate problems and ideas through discussion, research, and writing.

METHODS OF INQUIRY

Research Methods
V93.0501 Arum, Conley, Guthrie, Haney, Maisel, Persell. 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
V93.0302 Only one of the courses—V31.0018, V63.0012, V89.0010, and V93.0302—can be taken for credit. Conley, Greenberg, Guthrie, Maisel. 4 points.

Research Practicum in Qualitative Methods
V93.0801 Prerequisites: senior or advanced junior standing, four courses in sociology, including Introduction to Sociology and Research Methods. Gerston, Haney, Horowitz. 4 points.
Directed independent research projects using qualitative research techniques such as participant observation and in-depth interviewing. Students write major papers based on their data collected.

SOCIOLOGICAL THEORY

Sociological Theory
V93.0111 Brenner, Ertman, Goodwin, Heydebrand, 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 of the 19th and 20th centuries in both Europe and America: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Alexander, and Bourdieu.

Social Science Theorizing
V93.0112 Chibber, Heydebrand. 4 points.
Basic issues in social science theorizing. The language and logic of method, concept formation, and theory construction; understanding, interpretation, and explanation as they relate to objectivity and ideolo-
gy; ideal type constructs and analytical causal schemes; positivism and postempiricism; methodological individualism versus holism, realism, and structuration; neo-functionalist and systems analysis, rational choice theory, dialectical analysis, and critical theory.

**LAW, DEVIANCE, AND CRIMINOLOGY**

**Law in Society**

V93.0413 Dixon, Duster, Greenberg, Heydebrand. 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**

V93.0502 Dixon, Greenberg, Horwitz. 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**

V93.0503 Dixon, Garland, Greenberg. 4 points.

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.

**Juvenile Delinquency**

V93.0504 Horwitz. 4 points.

Juvenile delinquency as a legal and social condition. The extent and distribution of juvenile offenses, both geographically and demographically, its causes and consequences. The role of class, status, opportunity structures, school, and family in causing delinquency and shaping responses to delinquency. Gangs. Evaluates various forms of individual and group treatment and legal approaches to delinquency control through the police, detention centers, juvenile courts, and training schools.

**SOCIAL PSYCHOLOGY AND COMMUNICATIONS**

**Social Psychology**

V93.0201 Horwitz. 4 points.

Examines emotional experience and expression, language and communication; self, identity, and biography; time concepts, 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.

**Communication Systems in Modern Societies**

V93.0118 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.

**SEX, GENDER, AND THE FAMILY**

**The Family**

V93.0451 Identical to V97.0451. Gerson. 4 points.

Introduction to the sociology of family life. Addresses a range of questions, including: What is the relationship between family life and social arrangements outside the family (e.g., 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?

**Sex and Gender**

V93.0021 Identical to V97.0021. 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”? The course 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.

**Sexual Diversity in Society**

V93.0511 Identical to V97.0511. 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.

**Introduction to Women’s Studies**

V93.0022 Identical to V54.0700, V57.0013, and V97.0010. Counts toward the sociology major only if taken as V93.0022. 4 points.

See description under Women’s Studies (97).

**Women and Work**

V93.0150 Dixon, Haney, Park, Persell. 4 points.

See description under “Organizations, Occupations, and Work,” below.

**Childhood**

V93.0465 Heyns. 4 points.

Explores the theories of Aries, Rousseau, and Locke to understand how and why children are miniature adults, as symbolic figures representing the state of nature or innocence, and as essential to the discourse and limits of human rights. Examines the origins and development of services for children, beginning with juvenile courts, children’s hospitals, asylums for orphans, and homes for the dependent in 19th-
INEQUALITY AND POWER IN MODERN SOCIETIES

Wealth, Power, Status: Inequality in Society
V93.0137 Chibber, Conley, Guthrie, Heyns, Jackson, Smith. 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.

Politics, Power, and Society
V93.0471 Amenta, Brenner, Lehman. 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: 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.

Race and Ethnicity
V93.0135 Identical to V11.0135. Conley, Duster, Smith. 4 points.
The major racial, religious, and nationality groups in the United States. The social meaning of the concept “race.” Emphasizing social and cultural factors, the course 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.

Social Movements, Protest, and Conflict
V93.0205 Amenta, 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.

EDUCATION, ART, RELIGION, CULTURE, AND SCIENCE

Historical Sociology
V93.0004 Brenner, Ertman. 4 points.
See description under “Comparative Sociology,” below.

American Ideas and Institutions
V93.0386 Identical to V53.0386. Chibber. 4 points.
Course aims to create critically self-conscious citizens who can place political and cultural debates in social and historical contexts. In trying to understand themselves and to solve social and political problems, Americans use a standardized tool kit of ideas about the individual, private property, progress, race and ethnicity, male and female, and much more. Where did these ideas originate? Why have Americans continued to use them? What effects do they have on current political action and institutions?

Education and Society
V93.0415 Arum, Heyns, Persell. 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.
Religion and Society  
V93.0432 4 points.  
Discussion of various definitions of religion, the demography of religion, the Protestant ethic, church and the sect-type religious organizations, the process of secularization, theories of religion in America, sociological aspects of the relationship between church and state, religious involvement in political and social issues, theories of the place of religion in the social system, the clergy as an occupational group, magic, and the implications of social stratification for religion.

Sociology of Music, Art, and Literature  
V93.0453 Corradi, Ertman. 4 points.  
Production, distribution, and consumption of music, art, and literature in their social contexts.

URBAN COMMUNITIES, POPULATION, AND ECOLOGY

Immigration  
V93.0452 Jasso. 4 points.  
After a brief historical study of immigration trends, this course 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.

Race, Immigration, and Cities  
V93.0453 Identical to V15.0322. 4 points.  
Continuities and discontinuities in the contemporary immigrant experience. How a “context of reception” shaped by a restructuring urban economy poses both marginal opportunities and new adversities. We also address how race and ethnicity mediate immigrant incorporation strategies and experiences, and, in turn, how immigrant status mediates racial, ethnic, and transnational identities.

Cities, Communities, and Urban Life  
V93.0460 Brenner, Horowitz, 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?

Social Policy in Modern Societies  
V93.0313 Amenta, Heyns. 4 points.  

COMPARATIVE SOCIOLOGY

Historical Sociology  
V93.0004 Brenner, Chibber, Ertman. 4 points.  
Examines the prime facets in the social and cultural transformation of Western Europe from the Middle Ages to the 20th century and the models that have been used to explain phases and dimensions of the social-historical structure. Examines the methods and possibilities of historical sociology.

Comparative Modern Societies  
V93.0133 Chibber, Corradi, Gutbrue, 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 with respect to the theories and propositions learned. Attempts to synthesize sociologically the nature of modernity and its implications for the individual, his or her society, and the world.

Social Change  
V93.0141 Corradi. 4 points.  
Major theories of social change, including a history of the development of concern for the problem, evolutionary and neoevolutionary theories, socialistic concepts of change, and sociological theories of social change. Modernization of the Western world; change in the family structure, community base, political organization, and economic life of American society and the limitations of planned attempts at social change.

Globalization and the Nation-State  
V93.0134 Identical to V14.0133 and V42.0133. Brenner, Chibber, Heydebrand. 4 points.  
Impact of globalization on the nation-state in the post-cold war era. The alleged erosion of the nation-state from above and below; supranational and subnational political, economical, and ideological units and actors; the role of class in mediating globalization in local contexts; transnational political and social movements; the use of globalization to mobilize political resistance against existing political authorities; the creation, manipulation, and evolution of racial/ethnic identities in the service of (or in opposition to) the modern nation-state.

SOCIAL POLICY AND SOCIAL PROBLEMS

Social Policy in Modern Societies  
V93.0313 Identical to V99.0351. Amenta, Haney, Heyns. 4 points.  
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  
V93.0510 Chibber, Dixon, Persell. 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.

Medical Sociology  
V93.0414 Staff. 4 points.  
The goal is to map out the social terrain of medicine: the health care professions, health care systems, illness, and healing. Employs a historical approach to uncover the evolution of health care in the United States and evaluate how sickness and healing are socially constructed.
and organized. Explores how competing and changing social institutions have reshaped the social landscape of living and dying.

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 seminars 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, and many others. Please consult the department for the seminars offered each semester.

Senior Seminar in Sociology
V93.0934, 0935, 0938, 0939 Prerequisite: senior standing and four courses in sociology, including Introduction to Sociology, or written permission of the instructor. 4 points.

See the director of undergraduate studies for content and other information.

Seminar in Sociology
V93.0936, 0937 Prerequisite: senior standing and four courses in sociology, including Introduction to Sociology, or written permission of the instructor. 4 points.

See the director of undergraduate studies for content and other information.

INTERNSHIPS AND INDEPENDENT STUDY
The Department of Sociology is affiliated with the Program in Metropolitan Studies, which offers well-developed internship opportunities. For further information on these internships, please see Program in Metropolitan Studies (99).

Internship
V93.0980, 0981 Prerequisites: four courses in sociology with a B average. 2 or 4 points per term.

Applied sociology in supervised field placement. Students must find their own field placement. Academic component supervised by department faculty member.

Independent Study
V93.0997, 0998 Prerequisite: permission of the department. 2 or 4 points per term.

Intensive research under the supervision of 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.
The department offers four broad areas of study: the Spanish and Portuguese languages, Spanish literature and civilization, Spanish American literature and civilization, and Luso-Brazilian literature and civilization. In addition to the Washington Square campus, NYU in Madrid gives students the opportunity to study in Madrid (single semester, full academic year, or summer programs). NYU also has a center for study abroad in Buenos Aires, Argentina. Through the NYU International Student Exchange, students may arrange study in Mexico City or Santiago de Chile. The department’s links with the King Juan Carlos I Center for the Study of Spain and the Spanish-Speaking World, the Instituto Cervantes, the Americas Society, the Mexican Cultural Institute, the Brazilian and Portuguese consulates, and other organizations that sponsor cultural and literary activities enhance the multidisciplinary and cross-cultural emphasis of our majors.

**Faculty**

Professors Emeriti: Coleman, Hughes, Martins, Pollin

Albert Schweitzer Professor of the Humanities: Molloy

Professors: Anderson, Martínez, Subirats, Yúdice

Associate Professors: Aching, Black-Dopico, Fernández, Krabbenhoft, Peixoto, Ross

Assistant Professors: Basterra, Dopico, Rosman, von der Walde

Language Coordinators: Ayres, Némethy

**Portuguese (87)**

**MAJOR**

Luso-Brazilian language and literature: Nine courses in language skills, culture, and literature beyond the intermediate course in the Portuguese language. Portuguese courses on the graduate level and related courses in other departments may also be chosen with the permission of the director of undergraduate studies.

**MINOR**

Four courses beyond the intermediate level, including 1000-level graduate courses, with the advice of the director of undergraduate studies.

**Courses—Portuguese**

**LANGUAGE COURSES**

*Intensive Elementary Portuguese* V87.0010. Open to students with no previous training in Portuguese and no knowledge of Spanish and to others on assignment by placement test. 6 points.

*Intermediate Portuguese, Level I* V87.0003. Prerequisite: V87.0010, placement, or permission of the director of undergraduate studies. Continuation of V87.0010. 4 points.

*Intermediate Portuguese, Level II* V87.0004. Prerequisite: V87.0003, placement, or permission of the director of undergraduate studies. Continuation of V87.0003. 4 points.

*V87.0010, V87.0003, and V87.0004* are orally oriented courses taught in the native language. The elementary level stresses the structures and patterns that permit meaningful communication and encourages spontaneous and practical proficiency outside the classroom. The intermediate-level course aims to promote fluency in speaking as well as proficiency in reading and writing. Includes readings and discussions on contemporary Portuguese and Brazilian texts.
Intensive Elementary Portuguese for Spanish Speakers
V87.0011 Prerequisite: native or near-native fluency in Spanish. 4 points.
An accelerated introduction to spoken and written Portuguese.

Intensive Intermediate Portuguese for Spanish Speakers
V87.0021 Prerequisite: V87.0011. Continuation of V87.0011. 4 points.

Modern Brazilian Fiction
V87.0821 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. When conducted in English, this course is numbered V87.0820. 4 points.
Introduction to the fiction of 19th- and 20th-century Brazil. Studies the development of a national literature within the broad context of cultural and literary history.

The Brazilian Short Story
V87.0830 Prerequisite: V87.0004, V87.0021, or permission of director of undergraduate studies. 4 points.
Examines formal aspects of the Brazilian short story while developing skills in written and spoken Portuguese. Authors include Machado de Assis, Mário de Andrade, João Guimarães Rosa, Murilo Rubião, Clarice Lispector, Lygia Fagundes Telles, Dalton Trevisan, and Rubem Fonseca.

Night and the City: Brazilian Literature by and About Urban Marginals
V87.0840 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. 4 points.
Short texts about social marginals, street life, and the underground/bohemian cultures of urban Brazil. Includes analysis of short stories, biography, crônicas, and fictional drama.

Readings in Portuguese Literature
V87.0811 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. 4 points.
Introduction to the evolution of Portuguese literature through representative works from the Middle Ages to the present. Genres studied include poetry, fiction, and didactic prose.

Independent Study
V87.0997, 0998 Prerequisite: permission of the department. Open only to majors. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH
The following courses are open to all undergraduates.

Modern Brazilian Fiction
V87.0820 Formerly Fiction in Translation: Modern Brazilian 4 points.
See Modern Brazilian Fiction, V87.0821, above.

Topics in Brazilian Literature and Culture
V87.0851 4 points.
See Topics in Brazilian Literature and Culture, V87.0850, above.

Spanish (95)

MAJOR
Students may fulfill a major in this department by specializing in one of the following five programs of study. The chosen program of study is to be discussed and planned with the director of undergraduate studies at the time of the declaration of the major. It is highly recommended that all majors spend at least one semester studying abroad in Spain or Latin America. Transfer students must complete at least five courses toward the major while in residence at New York University.

1. Spanish literature: At least nine courses beyond V95.0030. Up to two courses in advanced language (V95.0101, V95.0106, V95.0110, V95.0111, and V95.0114) and one civilization course (V95.0261 or V95.0762) may be counted toward this major. Required courses:
V95.0200, Approaches to Spanish and Spanish American Literary Texts; V95.0211, Readings in Spanish American Literature; V95.0215, Readings in Spanish Literature; four advanced courses in Spanish literature.

2. Spanish American literature: At least nine courses beyond V95.0030. Up to two courses in advanced language (V95.0101, V95.0106, V95.0110, V95.0111, and V95.0114) and one civilization course (V95.0261 or V95.0762) may be counted toward this major. Required courses:
V95.0200, Approaches to Spanish and Spanish American Literary Texts; V95.0211, Readings in Spanish American Literature; V95.0215, Readings in Spanish Literature; four additional courses in Spanish American literature. At least one semester of Portuguese (V87.0011, Intensive Elementary Portuguese for Spanish Speakers) is highly recommended.

3. Major in Romance languages: Nine courses distributed between two languages—a combination of either Spanish-French, Spanish-Italian, or French-Italian. The major consists of courses 1 and 2: one conversation course in each of the two languages—V45.0101 or V45.0106, and V95.0101; courses 3 and 4: one composition course in each of the two languages—V45.0105 or V45.0106, and V95.0106; courses 5 and 6: one literature course or one civilization course in each of the two languages—V45.0115, V45.0163, or V45.0164 and V95.0200, V95.0762, or V95.0261; and courses 7, 8, and 9: three upper-level language or literature courses in a combination of

Topics in Brazilian Literature and Culture
V87.0850 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. 4 points.
Sample topics include Brazilian women writers, national identity in the Brazilian novel, interrogation of the lyrical subject in Brazilian poetry, and Machado de Assis.

The following five programs of study are offered by the department.

1. Spanish literature:
   - At least nine courses beyond V95.0030. Up to two courses in advanced language (V95.0101, V95.0106, V95.0110, V95.0111, and V95.0114) and one civilization course (V95.0261 or V95.0762) may be counted toward this major. Required courses:
     - V95.0200, Approaches to Spanish and Spanish American Literary Texts; V95.0211, Readings in Spanish American Literature; V95.0215, Readings in Spanish Literature; four advanced courses in Spanish literature.

2. Spanish American literature:
   - At least nine courses beyond V95.0030. Up to two courses in advanced language (V95.0101, V95.0106, V95.0110, V95.0111, and V95.0114) and one civilization course (V95.0261 or V95.0762) may be counted toward this major. Required courses:
     - V95.0200, Approaches to Spanish and Spanish American Literary Texts; V95.0211, Readings in Spanish American Literature; V95.0215, Readings in Spanish Literature; four additional courses in Spanish American literature. At least one semester of Portuguese (V87.0011, Intensive Elementary Portuguese for Spanish Speakers) is highly recommended.

3. Major in Romance languages:
   - Nine courses distributed between two languages—a combination of either Spanish-French, Spanish-Italian, or French-Italian. The major consists of courses 1 and 2: one conversation course in each of the two languages—V45.0101 or V45.0106, and V95.0101; courses 3 and 4: one composition course in each of the two languages—V45.0105 or V45.0106, and V95.0106; courses 5 and 6: one literature course or one civilization course in each of the two languages—V45.0115, V45.0163, or V45.0164 and V95.0200, V95.0762, or V95.0261; and courses 7, 8, and 9: three upper-level language or literature courses in a combination of
the two languages. The same procedure is followed for Spanish-Italian. Students must consult with the director of undergraduate studies in both departments.

4. Latin American studies: Under this nine-course program, a student combines studies in Latin American literature, in both Spanish and Portuguese, with courses related to Latin America in other departments, including, but not limited to, anthropology, comparative literature, history, politics, and sociology. Requires knowledge of Spanish at the level of V95.0030 and of Portuguese at the level of V87.0010 or V87.0011. For a more detailed description, see Latin American Studies.

5. Spanish and linguistics: 10 courses chosen from the offerings of both departments in consultation with their respective directors of undergraduate studies.

MINORS
1. Spanish: All students who wish to minor in the Department of Spanish and Portuguese Languages and Literatures must register with the department. A minor consists of four courses (conducted in Spanish) above the intermediate level, including up to two advanced language courses combined with at least two courses in civilization or literature, to be determined in consultation with the director of undergraduate studies.

2. Literature in translation: Students interested in this minor should see Literature in Translation. The courses in Spanish literature in translation are listed below under "Courses Conducted in English."

NEW YORK UNIVERSITY IN MADRID
New York University has a summer program and an undergraduate full-year program in Madrid. Students who are interested in attending New York University in Madrid should consult with the staff of the Student Center for International Study, Main Building, Room 904, or with the director of undergraduate studies.

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.

Spanish-speaking students who wish to study the language may not enroll in Spanish for Beginners or Intermediate Spanish but must take Advanced Spanish for Spanish Speakers, V95.0011 (see below for description).

Fulfillment of the MAP language requirement: A student fulfills the language requirement in Spanish by completing any one of the following courses of study:

1. A series of 4-point courses (V95.0001, V95.0002, and V95.0020; V95.0010, V95.0003, and V95.0004; or V95.0010, V95.0003, and V95.0004) (see below for description of the two tracks), for a total of 16 or 20 points.

2. Two 6-point courses (V95.0010 and V95.0020) (see below for provisions) for a total of 12 points.

3. One of the following combinations of 4- and 6-point courses: V95.0001, V95.0002, and V95.0020; V95.0010, V95.0003, and V95.0004; or V95.0010, V95.0003, and V95.0004 (see below for further explanation).

4. V95.0011.

Admission to courses beyond Intermediate Spanish: Students who have completed V95.0004 or V95.0020 must take V95.0030 as a preparation for upper-level courses. Students who take V95.0018 and V95.0005 must also take V95.0004 as preparation for V95.0030.

Spanish for Beginners, Level I
V95.0001. Not equivalent to V95.0010. Open to students with no previous training in Spanish and to others on assignment by placement test. Only by combining V95.0001 with V95.0002 can a student complete the equivalent of V95.0010. 4 points.

Beginning course designed primarily to teach the elements of Spanish grammar and language structure through an oral orientation. Emphasis is on building vocabulary and spontaneous language use in and out of the classroom.

Spanish for Beginners, Level II
V95.0002 Continuation of V95.0001. After completing this course, students who wish to continue studying Spanish must take a qualifying exam. Students who pass the exam may go into V95.0020 or V95.0003; the latter is preparation for V95.0004. Both V95.0020 and V95.0004 complete the MAP requirement. Students who do not pass the qualifying exam go on to V95.0018. They may then complete the MAP requirement with V95.0003 and V95.0004. 4 points.

Continuing Spanish
V95.0018 Open to freshmen and transfer students through placement. Preparation for V95.0003. Qualif...
building vocabulary and language patterns through listening, speaking, reading, and writing activities.

**Intermediate Spanish, Level I-E**
V95.0003E Prerequisite: V95.0002 or V95.0010. Designed for students with nonpassing grade on qualifying exam. 4 points.

**Intermediate Spanish, Level I**
V95.0005 Prerequisite: V95.0002 or V95.0010 and passing grade on qualifying exam, or V95.0018. 4 points.

**Intermediate Spanish, Level II**
V95.0004 Prerequisite: V95.0003 or placement. 4 points.

**Elementary Spanish (Intensive)**
V95.0010 Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.

**Elementary Spanish Conversation**
V95.0020 Prerequisite: V95.0010. Designed for students with nonpassing grade on qualifying exam, or V95.0018. 6 points.

**Advanced Spanish Review**
V95.0030 Prerequisite: V95.0020, V95.0004, or permission of the director of undergraduate studies. 4 points.

**Advanced Spanish Conversation**
V95.0101 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points.

**Written Contemporary Spanish**
V95.0106 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points.

**Techniques of Translation**
V95.0110 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points.

**Advanced Spanish for Spanish-Speaking Students**
V95.0111 Prerequisite: permission of the director of undergraduate studies. 4 points.

**Workshop in Advanced Literary Translation (of Fiction)**
V95.0114 Prerequisite: V95.0110 or permission of the director of undergraduate studies. 4 points.

**Approaches to Spanish and Spanish American Literary Texts**
V95.0200 Formerly Contemporary Hispanic Readings. V95.0035. Prerequisite: V95.0030 or equivalent. 4 points.

**Introduction to Latin American Cultures**
V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

**Readings in Spanish American Literature**
V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

**Workshop in Latin American Culture**
V95.0764 Formerly Latin American Culture. Prerequisite: V95.0762 or equivalent or permission of the director of undergraduate studies. 4 points.

**Introduction to Latin American Cultures**
V95.0761 Formerly Spanish Civilization Past and Present. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

**Introduction to Latin American Literature**
V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

**Workshop in Latin American Culture**
V95.0764 Formerly Latin American Culture. Prerequisite: V95.0762 or equivalent or permission of the director of undergraduate studies. 4 points.

**Approaches to Spanish and Spanish American Literary Texts**
V95.0200 Formerly Contemporary Hispanic Readings. V95.0035. Prerequisite: V95.0030 or equivalent. 4 points.

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V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

**Readings in Spanish American Literature**
V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

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V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

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V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

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**Approaches to Spanish and Spanish American Literary Texts**
V95.0200 Formerly Contemporary Hispanic Readings. V95.0035. Prerequisite: V95.0030 or equivalent. 4 points.

**Introduction to Latin American Cultures**
V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

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V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

**Workshop in Latin American Culture**
V95.0764 Formerly Latin American Culture. Prerequisite: V95.0762 or equivalent or permission of the director of undergraduate studies. 4 points.

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**Introduction to Latin American Cultures**
V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

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**Workshop in Latin American Culture**
V95.0764 Formerly Latin American Culture. Prerequisite: V95.0762 or equivalent or permission of the director of undergraduate studies. 4 points.

**Approaches to Spanish and Spanish American Literary Texts**
V95.0200 Formerly Contemporary Hispanic Readings. V95.0035. Prerequisite: V95.0030 or equivalent. 4 points.

**Introduction to Latin American Cultures**
V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. 4 points.

**Readings in Spanish American Literature**
V95.0211 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points.

**Workshop in Latin American Culture**
V95.0764 Formerly Latin American Culture. Prerequisite: V95.0762 or equivalent or permission of the director of undergraduate studies. 4 points.

**Approaches to Spanish and Spanish American Literary Texts**
V95.0200 Formerly Contemporary Hispanic Readings. V95.0035. Prerequisite: V95.0030 or equivalent. 4 points.
Readings in Spanish Literature
V95.0215 Formerly Masterpieces of Spanish Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. 4 points. Inquiry into the development of Spanish literature in historical context from the Middle Ages to the present. Texts include poetry, fiction, theatre, and didactic prose.

COURSES IN LITERATURE AND CIVILIZATION
The prerequisite for all of these courses is V95.0211, V95.0215, or permission of the director of undergraduate studies.

Chronicles and Travel Literature of the Colonial World
V95.0273 Formerly Travelers and Travel Literature in the Spanish Renaissance. See under section heading for prerequisite. 4 points. Chronicles of the encounter between Spain and non-European cultures. Diaries and memoirs of explorers and travelers such as Columbus, Bernal Díaz, el Inca Garcilaso, and Cabeza de Vaca.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
V95.0570 See under section heading for prerequisite. 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
V95.0571 Formerly Cervantes and Don Quijote. See under section heading for prerequisite. 4 points. Major themes in the principal prose works, with emphasis on Don Quijote and the Novelas ejemplares. Special attention paid to levels of narration and the role of the reader.

Theatre and Poetry of the Spanish Golden Age
V95.0421 Formerly Spanish Theatre of the Golden Age. See under section heading for prerequisite. 4 points. Selected texts from the siglo de oro, read in the context of Counter-Reformation culture and Spain’s changing place in early-modern Europe. Authors include Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora.

Spanish Theatre
V95.0450 See under section heading for prerequisite. 4 points. Development of dramatic genres in Spain from the Renaissance to the 20th century. Authors include Juan del Encina, Torres Naharro, representative dramatists of the 17th century, Zorrilla, García Lorca, and Arrabal.

Forms of the Picar-esque in Spain and Spanish America
V95.0438 Formerly the Picar-esque Way of Life. See under section heading for prerequisite. 4 points. Examines novels in which the protagonist is a rogue and social outcast who, as narrator, reveals not only his character but that of society. Includes Lazarillo de Tormes and works by Cervantes, Quevedo, Cela, Lizardi, José Rubén Romero, and Roberto Payró.

The Spanish American Short Story
V95.0638 See under section heading for prerequisite. 4 points. Initiation into the theory and evolution of short fictional forms, with emphasis on the works of Lugones, Quiroga, Bombal, Borges, Cortázar, and Rulfo.

Fictions of Power in Spain and Latin America
V95.0752 Formerly Literature and Social Change in Latin America. See under section heading for prerequisite. 4 points. Details about the texts, authors, and films covered in any particular semester may be found on the department’s Web page and in course descriptions available in the department.

Generation of ’98
V95.0755 See under section heading for prerequisite. 4 points. Contrasting cultural and literary conventions in the fin-de-siècle Hispanic world. Works by Darío, Márquez, Lugones, Machado, Unamuno, Baroja, Azorín, and Valle-Inclán.

La tracción de un sentido: Illosion, Estética, y ciencia social en la Argentina 1970-1980
V95.0758 See under section heading for prerequisite. 4 points. Focuses on the growing body of literary written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works.

Literature of the Spanish-Speaking Caribbean
V95.0764 See under section heading for prerequisite. 4 points. Texts from Puerto Rico, the Dominican Republic, and Cuba are studied with special attention to the relevance of these works to their social and political context and to the region’s history of slavery, colonization, and decolonization.

Poetry and Poetic Theory in 20th-Century Spain
V95.0765 Formerly called García Lorca and the Generation of ’27. See under section heading for prerequisite. 4 points. Close readings of poems by Lorca, Cernuda, Salinas, Jiménez, Gil de Biedma, Rossetti, and others, from the perspective of several critical languages. Special emphasis on the creations of the poetic voice and the addressee. Poems are contextualized in the Spanish poetic tradition, avant-garde art, and other European and American aesthetic movements.

Women’s Writing in Latin America
V95.0640 See under section heading for prerequisite. 4 points. Feminist critical perspectives on a selection of fiction and poetry by women from colonial times to the present.

Autobiographical Writing in Hispanic Literatures
V95.0860 See under section heading for prerequisite. 4 points. Studies different forms of self-figuration in Spanish and Spanish American autobiographies and analyzes the textual strategies and perceptions of self that inform these texts. Authors may include Cabeza de Vaca, Santa Teresa, Sor Juana Inés de la Cruz, Sarmiento, Manzanos, Lange, Vasconcelos, and Goytisolo.

The Spanish American Novel Since 1940
V95.0767 Formerly the Contemporary Latin American Novel. See under section heading for prerequisite. 4 points. Traces the movement of the contemporary novel away from realism toward self-referentiality. Works by
Carpentier, García Márquez, Cortázar, Roa Bastos, Cabrera Infante, Rulfo, Garro, Fuentes, and Vargas Llosa.

Modern Spanish Fiction
V95.0772 Formerly the Contemporary Spanish Novel. 4 points. See under section heading for prerequisite. Topics in realism, modernism, and postmodernism. Works by Pérez Galdós, Unamuno, Valle-Inclán, Pérez de Ayala, Goytisolo, and others.

Modern Spanish American Poetry
V95.0842 Formerly Contemporary Poetry of Spanish America. 4 points. Development of this genre from modernismo to anti-poésia and more recent developments. Includes works by Darío, Huidobro, Agustini, Storni, Vallejo, Paz, and Parra.

The Avant-Garde in Latin America
V95.0845 Formerly Borges and Neruda. 4 points. An examination of various avant-garde movements in Latin America tracing their emergence and extension in poetry, art, narrative, and critical essays in regions such as the Southern Cone, Brazil, Peru, Mexico, and the Caribbean.

Topics in Spanish American Literature and Culture
V95.0550 Formerly Topics in Latin American Literature. 4 points. Sample topics include literature of the fantastic, history and fiction in Spanish America, literature of the neo-baroque, cultural relations between Spain and Spanish America, literature and ethnicity, and construction of gender in Spanish American literature.

Topics in Peninsular Spanish Literature and Culture
V95.0550 Formerly Topics in Spanish Culture. 4 points. Sample topics include the medieval epic, Spanish mysticism, theory and literary practice in the Spanish baroque, Spanish romanticism, contemporary Spanish poetry, Spanish postmodernism, and contemporary Spanish culture.

Internship
V95.0980, 0981 Prerequisite: permission of the director of undergraduate studies. 4 points per term. Course credit for internship projects in approved businesses, schools, social service agencies, and cultural or governmental offices. Supervised by the director of undergraduate studies. Interested students should apply to the department early in the semester before they wish to begin their internship.

Independent Study
V95.0997, 0998 Prerequisite: permission of the director of undergraduate studies. 4 points per term. Research and reading project carried out under the supervision of a faculty sponsor. Interested students should arrange for sponsorship and permission during the semester prior to the project.

COURSES CONDUCTED IN ENGLISH
The following courses are open to all undergraduates.

García Lorca: Theatre and Poetry
V95.0761 4 points. Studies the principal poetry and dramatic works in relation to the historical period culminating in the Spanish Civil War and contemporary literary movements from impressionism to surrealism.

Topics in Peninsular Spanish Literature and Culture
V95.0951 Formerly Topics in Hispanic Culture. 4 points. See Topics in Peninsular Spanish Literature and Culture, V95.0950, above.

Topics in Spanish American Literature and Culture
V95.0551 Formerly Topics in Latin American Literature. 4 points. See Topics in Spanish American Literature and Culture, V95.0550, above.

Literature, Culture, and the Arts in Spain
V95.0262 Formerly Spanish Civilization Past and Present. 4 points. See Literature, Culture, and the Arts in Spain, V95.0261, above.

Introduction to Latin American Cultures
V95.0760 Formerly Development of Latin American Culture. May be used toward the literature in translation minor. 4 points. See Introduction to Latin American Cultures, V95.0762, above.

Contemporary Latin American Literature in Translation
V95.0766 4 points. Contemporary Latin American literature as part of the philosophical and literary tradition of the West and as a reflection of situations and problems peculiar to Latin America, as seen through contemporary poetry, essays, and fiction.

Fiction into Film: Spain and Latin America
V95.0999 4 points. Focuses on how a literary work is transformed into cinematic form when the camera lens replaces the reader’s eye. Analyzes narrative as a common characteristic in both genres, the relations between verbal and visual language, and the impact of the written word and the film image.

GRADUATE COURSES OPEN TO UNDERGRADUATES
1000-level courses in the Graduate School of Arts and Science are open to seniors who have a B (3.0) average in three full courses (12 points) of advanced work in Spanish. If these courses are offered toward the completion of 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.
Women’s studies is a broad interdisciplinary investigation of gender as a key to understanding human experience. Women’s studies assumes that sexual asymmetry (the belief that men are “better” than women) is a human construct requiring analysis. The excitement of women’s studies is the challenge it poses to a traditional academic curriculum. The world looks quite different when women are at the center rather than marginalized.

New York University’s Program in Women’s Studies offers students an opportunity and two questions. The opportunity: to study the lives and works of women throughout history and across cultures and to examine assumptions about gender from a variety of critical perspectives. The questions: Are all our beliefs about women and men, even those we’re sure are “natural,” really social constructions? Do “women” and “men” really exist at all?

**Faculty**

**Professors:**
- Anderson (Spanish and Portuguese),
- Diner (Hebrew and Judaic),
- Dinshaw (English),
- Gerson (Sociology),
- Ginsburg (Anthropology),
- Gordon (History),
- Greenberg (Sociology),
- Harper (English),
- Heilman (Psychology),
- Johnson (History),
- Kamm (Philosophy),
- Nolan (History),
- Penell (Sociology),
- Poovey (English),
- Ruble (Psychology),
- Ruddick (Philosophy),
- Schieffelin (Anthropology),
- Walkowitz (History),
- Young (History)

**Associate Professors:**
- Cohen (Comparative Literature),
- Denys-Tunney (French),
- Dixon (Sociology),
- Feldman (Hebrew and Judaic),
- Harrington (Politics),
- Jackson (Sociology),
- Krauthamer (History),
- Levy (History),
- Reuter (German),
- Rogers (Anthropology),
- Rose (History),
- Sternhell (Journalism),
- Straayer (Cinema Studies),
- Sutton (Anthropology),
- Zito (Anthropology)

**Assistant Professors:**
- Dopico (Spanish and Portuguese),
- Duggan (American Studies),
- Haney (Sociology),
- Kanaaneh (Anthropology),
- Krauthamer (History),
- Mu, Levy (History),
- Reuters (English),
- Moore (Anthropology),
- Reuters (German),
- Moore (Anthropology),
- Sternhell (Journalism),
- Zito (Anthropology)

**Affiliated Faculty:**
- Fisher (Education),
- Martin (Tisch)

**Program**

**MAJOR**
A student who majors in women’s studies must also choose a concentration in any other department within the College of Arts and Science.

The women’s studies major typically requires 48 points (12 courses). Some students, however, may complete their B.A. requirements with only 40 points (10 courses). The major requires 32 points in women’s studies (across at least three disciplines that are not the discipline of the student’s departmental concentration) and 16 points in the student’s departmental concentration. Because 8 of these points may overlap (V97.0021, for instance, may count toward both the women’s studies major and a concentration in sociology), some students will complete the major with 40 points.

All majors must complete Introduction to Women’s Studies, V97.0010, and Senior Seminar: Feminist Theory, V97.0999. Because of the interdisciplinary nature of feminist scholarship, remaining women’s studies electives must be drawn from at least three different departments.

Individual programs must be approved by the director.

**MINOR**
A women’s studies minor requires 16 points (four courses) drawn from at least two different departments. Minors must complete Introduction to Women’s Studies, V97.0010.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Women’s Studies</td>
<td>V97.0010</td>
<td>Identical to V37.0013 and V93.0022. 4 points. Designed to interest and challenge both the student new to women’s studies and the student who has taken departmental courses focusing on women and gender. Explores gender asymmetry and the interaction of gender, race, and class. This interdisciplinary course uses materials and methodologies from literature, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.</td>
</tr>
<tr>
<td>Anthropology of Language</td>
<td>V97.0017</td>
<td>Identical to V14.0017. Schieffelin. 4 points. See description under Anthropology (14).</td>
</tr>
<tr>
<td>Sex and Gender</td>
<td>V97.0021</td>
<td>Identical to V93.0021. 4 points. See description under Sociology (93).</td>
</tr>
<tr>
<td>Reproductive Biology</td>
<td>V97.0042</td>
<td>Identical to V23.0041. Prerequisites: V23.0011-12 or permission of the instructor. 4 points. See description under Biology (23).</td>
</tr>
<tr>
<td>Philosophical Perspectives on Feminism</td>
<td>V97.0066</td>
<td>Identical to V83.0055. 4 points. See description under Philosophy (83).</td>
</tr>
<tr>
<td>Gender Roles and Behavior</td>
<td>V97.0072</td>
<td>Identical to V89.0072. 4 points. See description under Psychology (89).</td>
</tr>
<tr>
<td>Re-Imagining the City: People, Place, and Power</td>
<td>V97.0102</td>
<td>Identical to V99.0102. 4 points. See description under Metropolitan Studies (99).</td>
</tr>
<tr>
<td>Sex, Gender, and Language</td>
<td>V97.0121</td>
<td>Identical to V61.0021. 4 points. See description under Linguistics (61).</td>
</tr>
<tr>
<td>Wealth, Power, Status: Inequality in Society</td>
<td>V97.0137</td>
<td>Identical to V93.0137. 4 points. See description under Sociology (93).</td>
</tr>
<tr>
<td>Topics in 20th-Century Literature: Global Women’s Writing</td>
<td>V97.0190</td>
<td>Identical to V29.0190. 4 points. See description under Comparative Literature (29).</td>
</tr>
<tr>
<td>Women in European History</td>
<td>V97.0196</td>
<td>Identical to V57.0196. Nolan. 4 points. See description under History (57).</td>
</tr>
<tr>
<td>History of Women in the Western World</td>
<td>V97.0197</td>
<td>Identical to V57.0197. Johnson. 4 points. See description under History (57).</td>
</tr>
<tr>
<td>Social Movements, Protest and Conflict</td>
<td>V97.0205</td>
<td>Identical to V93.0205. 4 points. See description under Sociology (93).</td>
</tr>
<tr>
<td>Women in the Economy</td>
<td>V97.0252</td>
<td>Identical to V31.0252 and C31.0252. Prerequisite: V31.0002. 4 points. See description under Economics (51).</td>
</tr>
<tr>
<td>Seminar: Women in Medieval and Renaissance Europe</td>
<td>V97.0270</td>
<td>Identical to V57.0270. Johnson. 4 points. See description under History (57).</td>
</tr>
<tr>
<td>Seminar: Family and Sexuality in Medieval Europe</td>
<td>V97.0280</td>
<td>Identical to V57.0280. Prerequisites: V57.0001 and some advanced study in European history. Johnson. 4 points. See description under History (57).</td>
</tr>
<tr>
<td>Women in the Urban Environment</td>
<td>V97.0290</td>
<td>Identical to V99.0270. 4 points. See description under Metropolitan Studies (99).</td>
</tr>
<tr>
<td>Law and Society</td>
<td>V97.0335</td>
<td>Identical to V53.0335 and V99.0372. Harrington. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>Gender in Law</td>
<td>V97.0336</td>
<td>Identical to V53.0336. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>Introduction to Gay and Lesbian Studies</td>
<td>V97.0419</td>
<td>Identical to H72.0419. 4 points. Lesbian and gay studies offers an integrated approach to human culture through the examination of human sexuality. This course is designed to introduce students to the subject matter through historical and theoretical research. Topics 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.</td>
</tr>
<tr>
<td>The Family</td>
<td>V97.0451</td>
<td>Identical to V93.0451. 4 points. See description under Sociology (93).</td>
</tr>
<tr>
<td>American Families and Social Change</td>
<td>V97.0464</td>
<td>Identical to V93.0464. 4 points. See description under Sociology (93).</td>
</tr>
<tr>
<td>Sexual Diversity in Society</td>
<td>V97.0511</td>
<td>Formerly Sexual Variations. Identical to V93.0511. 4 points. See description under Sociology (93).</td>
</tr>
</tbody>
</table>
Women Writers in German Literature
V97.0601 Identical to V51.0229. 4 points.
See description under German (51).

Gender(s) and Sexualities in Asian America
V97.0604 Identical to V15.0604. 4 points.
See description under Asian/Pacific/American Studies (15).

Women in American Society
V97.0635 Identical to V57.0635.
Prerequisite: permission of the instructor.
4 points.
See description under History (57).

Women’s Writing in Latin America
V97.0640 Identical to V95.0640. Taught in Spanish. 4 points.
See description under Spanish and Portuguese Languages and Literature (95).

Race, Gender, and Sexuality in American History
V97.0655 Identical to V57.0655 and V11.0655. 4 points.
See description under History (57).

Seminar: Women in American History
V97.0679 Identical to V57.0679. 4 points.
See description under History (57).

Topics in Criticism: Feminist Criticism
V97.0700 Identical to V41.0700. Prerequisite: V41.0001. 4 points.
See description under English (41).

Women and War: Contemporary Arabic Literature and Film
V97.0714 Identical to V77.0714 and V29.0714. Dallal. 4 points.
See description under Middle Eastern Studies (77).

Gender and Judaism
V97.0718 Identical to V78.0718 and V90.0815. 4 points.
See description under Hebrew and Judaic Studies (78).

Women and the Media
V97.0720 Identical to V34.0720. 4 points.
See description under Journalism and Mass Communication (54).

Representations of Women
V97.0755 Identical to V41.0755. Lind, Sprague. 4 points.
See description under English (41).

Topics in Women's History
V97.0820 Identical to V37.0820. 4 points.
See description under History (57).

Women and the Novel
V97.0830 Identical to V29.0830. 4 points.
See description under Comparative Literature (29).

Women Writers in France
V97.0935 Identical to V45.0935. When conducted in English, this course is numbered V97.0935 and is identical to V45.0835. 4 points.
See description under French (45).

Seminar: Gender and Deviance
V97.0938 Identical to V93.0938. Prerequisite: four courses in sociology or written permission of the instructor. 4 points.
See description under Sociology (93).

Topics in French Literature: The Image of Women in French Literature
V97.0968 Identical to V45.0968. 4 points.
See description under French (45).

Internship in Women's Studies
V97.0980 (fall), 0981 (spring) Open to women's studies majors and minors only. Prerequisites: permission of the director and the professor who will supervise the internship, plus completion of at least one women's studies course. 2 or 4 points per term.
Students are placed with an organization or business specializing in women's issues and are given a reading list against which they evaluate their experience in a final paper.

Sexual Transgression in the Middle Ages and Renaissance
V97.0983 Identical to V65.0983. Gravdal. 2 points.
See description under Medieval and Renaissance Studies (65).

Topics in Women's Studies
V97.0996 4 points.
In-depth study of a particular problem or research area within women's studies. See course schedule for current topic.

Independent Study
V97.0997 (fall), 0998 (spring) Prerequisite: permission of the director. 2 or 4 points per term.

Senior Seminar: Feminist Theory
V97.0999 4 points.
Advanced course in feminist theory and research exploring feminist methodologies in both traditional and emerging disciplines.
A
dmission to the College of Arts and Science at New York University is highly selec-
tive. Applicants are admitted as freshmen and as transfer students. The applicant’s
capacity for successful undergraduate work is measured through careful considera-
tion of secondary school and/or college records; recommendations from guidance counselors,
teachers, and others; and scores on standardized tests.

Students at the College of Arts and Science represent the best applicants from all 50
states and 125 foreign countries. 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 is evaluated for participation
in extracurricular and community services, in addition to scholarly pursuits.

The College welcomes a diversity of undergraduates from all economic, social, and
geographic backgrounds.

Applicants who are neither U.S. citizens nor permanent residents should refer to
this section’s heading “International Applicants.”

Recommended
High School
Preparation

The quality of an applicant’s sec-
ondary school record is more impor-
tant than a prescribed pattern of
courses. Sound preparation should
include four years of English, with
heavy emphasis on writing; three
years of mathematics; two to three
years of laboratory science; three to
four years of social studies; and two
to three years of foreign language.

The remainder of the program may
include further work in the above
subjects or elective work in other
subjects, including music and art.
Special consideration is given to
honors and Advanced Placement
courses. It is strongly recommended
that all applicants take mathematics
and language courses in the senior
year of high school.

Applicants for the premedical,
predental, and preengineering pro-
grams are advised to complete one
year of work in at least two of the
major sciences—physics, chemistry,
or biology.

The Admission
Process

All candidates for admission to the
College should send the following
to the Office of Undergraduate
Admissions, New York University,
22 Washington Square North, New
York, NY 10011-9191.

a. Undergraduate Application
   for Admission
b. Undergraduate Statistical
   Form
c. Nonrefundable $50.00 appli-
   cation fee
d. Official high school and/or
   college records

All required testing should
be completed and official results
forwarded.

Candidates are urged to com-
plete and file their applications as
soon as possible, especially those
who are seeking financial aid and/or
housing (see below for application
filing deadlines). Applicants will be
notified promptly if additional
information is required. No admis-
sion decision will be made without com-
plete information.

The Office of
Undergraduate Admissions reserves
the right to substitute or waive par-
ticular admission requirements at
Admission Application Filing Deadlines

For entrance in September, applications for admission, including all required supporting credentials, must be received by January 15 for freshman applicants, with the following exceptions:
1. Early Admission applicants—February 1 (freshmen only).
2. Early Decision applicants—November 15 (freshmen only).

The deadline for transfer candidates is April 1.

For entrance in January, applications for admission, including all required supporting credentials, must be received by November 1 for transfer candidates.

For entrance in the summer sessions, applications should be received by April 1. Some programs may have earlier deadlines. Applications for admission received after these dates will be considered only if space remains in the program desired.

Campus Visits

All prospective students and their parents are invited to tour 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 the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions. Although interviews generally are not required, a visit to the campus is strongly recommended. Applicants will be notified if an interview is required by the Office of Undergraduate Admissions or any of the individual departments. Tours of the campus are conducted several times daily, Monday through Friday, except during University holidays.

To make an appointment for a tour, an information session, or a class visitation, call the Office of Undergraduate Admissions at (212) 998-4524. It is suggested that arrangements be made several weeks prior to visiting the campus. Information is also available at the NYU Web site at www.nyu.edu/ugadmissions.

NYU Guest Accommodations

Prospective students and their families visiting New York are invited to stay in Club Quarters, a private hotel convenient to the University. Located in a newly renovated turn-of-the-century building in New York’s historic financial district, the hotel offers concierge services, a health club, and room service, among other amenities. If space is available, weekend University guests may also stay at the midtown Club Quarters, located in a landmark building that is close to shopping, Broadway theatres, and Rockefeller Center. For information and reservations, call (212) 443-4700.

Required Testing

Freshman applicants must take the College Board’s Scholastic Assessment Test (SAT I) or American College Test (ACT) and have official scores sent directly from the testing service to the University. We recommend that freshman applicants also submit scores from the SAT II subject tests, preferably from the Writing Examination and any other two tests. Students considering the B.A./M.D. program must take three SAT II subject tests, one of which should be English. Applicants who want their scores sent to New York University may enter the appropriate code number. For SAT I and II, the University’s code number is 2562. For the ACT, the code number is 2838.

Arrangements to take these examinations should be made during senior year in high school and one month prior to the examination date. Applicants seeking September admission should take the SAT I (SAT II recommended) or ACT examination during the preceding October, November, or December. Those seeking spring (January) admission should take it during the preceding May or July.

Transfer students should submit SAT, SAT I (SAT II recommended), or ACT scores. The College may require additional testing at the discretion of the Admissions Committee.

Freshman candidates for September or summer admission are notified approximately April 1. Early decision candidates are notified beginning the middle of December. Candidates for spring (January) admission are notified on a rolling basis, usually within a month after their application is received, but not before November 15 of the preceding year. Transfer candidates for September or summer admission are notified beginning in the middle of April.

Applications submitted after the filing deadlines will be considered in the order received as long as space is available.
Financial Aid Application

After the admission decision is made and the appropriate financial aid applications are received by the Office of Financial Aid, a request for financial aid is considered. All students applying for any federal financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for all federal financial aid, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Stafford Student Loans (including the unsubsidized Federal Stafford Student Loan), Perkins Loans, Federal Work-Study, and other federal financial aid programs. Students will not be charged a fee when filing this form. By listing NYU as a recipient of the information, students can also use the FAFSA to apply for financial aid at NYU. The University's code number is 002785. New York State residents will also be required to complete a separate application for the Tuition Assistance Program (TAP), and students from other states may have to complete separate applications for their state programs if their state grants can be used at New York University.

Early Decision Plan for High School Seniors

Entering freshmen with clearly acceptable high school records and SAT I (SAT II recommended) or ACT scores may be considered under the Early Decision Plan. Under this plan, students should submit their applications and all supporting credentials, including their junior year SAT I (SAT II recommended) or ACT results, no later than November 15. Early Decision candidates who are also applicants for financial aid must submit the NYU Early Decision Financial Aid Application by November 15, so that the University will be able to provide a financial aid estimate by the early decision notification date. Early Decision applicants must also file the FAFSA by February 15. In addition, each applicant must complete a signed statement on the application, agreeing that he or she will withdraw applications to any other colleges if accepted by New York University. Action on these applications will be taken by the Office of Undergraduate Admissions beginning in mid-December.

Early Admission for High School Juniors

The College of Arts and Science offers early admission to qualified high school juniors who are ready to undertake college study. Under this plan, a high school junior who has completed the first three years of high school work with an above average record and who has taken the SAT I (SAT II recommended) or ACT in the junior year is eligible to apply for early admission as a freshman in the College. The early admission applicant must submit two letters of recommendation—one from the applicant’s high school principal or guidance counselor and one from a teacher. The applicant may also be required to have a personal interview at the Office of Undergraduate Admissions. Early admission entrants are eligible for the same privileges and programs, including financial aid consideration, as all other entrants to the freshman class.

Transfer Applicants

A student may be admitted by transfer from another college in September, January, or May (see “The Admission Process,” above). Except where specifically noted, the general procedures described for entering freshmen also apply to all applicants seeking to transfer from other two- and four-year regionally accredited institutions. Transfer applicants must submit official credentials to the Office of Undergraduate Admissions from all institutions attended, including secondary school records and transcripts from all colleges attended, whether or not the applicant completed any courses there. Credits that are 10 or more years old are not transferable. SAT, SAT I, SAT II, or ACT scores should be submitted. The Office of Undergraduate Admissions may require additional testing at the University for transfer students or for those with interrupted education.

Transfer Students: Degree Requirements

To be eligible for a degree, a transfer student must complete at least 48 points with a grade point average of 2.0 or higher in courses at the College during two or more terms. For full details, see the separate Degree Requirements section of this bulletin.
Transfer Applicants Within the University

Students who wish to transfer from one school to another within the University must file an internal transfer application in the Office of Undergraduate Admissions, 22 Washington Square North, prior to the application deadline. A departmental interview may be required for transfer applicants during their junior year.

Special Undergraduate Students (Visiting)

Undergraduate students who are currently matriculated at other regionally accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted upon certification from their own schools. Such students must be eligible to receive degree credit at their own schools for courses taken at the College. The approval as a special undergraduate student is for two terms only and cannot be extended. The Special Student Application Form may be obtained from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

All special students must meet the regulations of the Faculty Committee on Undergraduate Academic Standards regarding grades and program. Special students are not permitted to enroll for graduate level courses.

International Applicants

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 for international students available at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191, U.S.A.

Freshmen applicants who are currently attending or who previously completed secondary school and who are seeking to begin studies in the fall semester (September) must submit applications and all required credentials on or before January 15. Transfer applicants who are currently attending or who have previously attended university or tertiary school must submit applications and all required credentials on or before April 1.

All freshman applicants are required to submit official results of either the Scholastic Assessment Test (SAT I) or the American College Test (ACT). In addition, we recommend that freshman applicants also submit scores from three SAT II subject tests, preferably from the Writing examination and any other two tests.

Those seeking admission for the spring semester (January) must submit their applications and credentials on or before November 1. Applications will not be processed until all supporting documents are received by the Office of Undergraduate Admissions.

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 of his or her examinations. All documents submitted for review must be official; that is, they must be either originals 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 official 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). Information concerning this examination may be obtained by writing directly to TOEFL, Educational Testing Service, Princeton, NJ 08541, U.S.A., or by visiting the Web site at wwwtoefl.org. Each student must request that his or her score on this examination be sent to the Office of Undergraduate Admissions.

Applicants residing in the New York area may take the English proficiency test of the University’s American Language Institute, located at 48 Cooper Square, Room 200, New York, NY 10003-7154, U.S.A. An appointment to take the test may be made by telephoning (212) 998-7040.

The student’s ability to speak and write English will be further tested upon arrival at the University. If the student’s English is not adequate, he or she will have to register for noncredit English courses that will entail additional expense and extend the time normally required to complete the degree. It is also possible to register for English language courses in the summer (June, July, August) prior to degree study.

Non-U.S. citizens and non-U.S. permanent residents must submit appropriate evidence of financial ability. The issuance of certificates for student visas (Form I-20) or exchange visitor visas (Form IAP-66) will be delayed until such evidence is received. If the applicant’s studies are being financed by means of his or her own savings, parental support, outside private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with an Application for a Certificate of Eligibility (AFCOE) form. This form is included in the admissions packet for international students.

For more information, see under “Office for International Students and Scholars” in the Student Activities, University Services section of this bulletin.
The American Language Institute offers intensive courses in English for students with little or no proficiency in the language. It also offers the University Preparatory Workshop program in English for students with English proficiency insufficient for undertaking a full-time academic program but sufficient for a part-time academic program in combination with part-time English study. This combination may constitute a full-time program of study.

Individuals who wish to obtain additional information about the American Language Institute are invited to telephone or 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.) and Saturdays from 9 a.m. to 4 p.m., or write to the American Language Institute, School of Continuing and Professional Studies, New York University, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: (212) 998-7040.

Student Visas and Orientation

Matters pertaining to student visas and orientation are handled by the Office for International Students and Scholars, 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.

Readmission of Former Students

Any former student who has been out of attendance for more than two consecutive terms (not on an official leave of absence) and who wishes to return to the College must apply for readmission. Applications and questionnaires for readmission are available at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. Students who have attended another college or university since their last attendance at New York University must file a new application for admission, submit an official transcript, and pay the $50.00 application fee. The Office of Undergraduate Admissions may require additional testing at the University for those with interrupted education. Requests for readmission should be received by the following dates: July 1 for the fall term, November 1 for the spring term, and April 1 for the summer term.

Special (Postgraduate) Students

Graduates of accredited four-year colleges, including the College of Arts and Science and other schools of New York University, may register as special students in undergraduate courses for which they meet the prerequisites and that are still open after matriculated students have registered. Such a student should submit proof of his or her degree and an application for admission as a special postgraduate student. The application form can be obtained at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

Junior Year in New York

The College of Arts and Science accepts a limited number of junior-year students from colleges and universities in other parts of the United States who are in good academic standing and for whom a year of study in New York would be of unusual value. On completion of their studies, they return to their home colleges. Approval of the officers of the home college is essential for admission to the program.

Students from institutions as widely separated as the Universities of Alaska, California, Florida, and Maine have participated in this program. There are, as well, over 1,200 international students in undergraduate degree courses at the University, another 1,500 in the American Language Institute, and many American students who have studied abroad.

Students from other accredited colleges are admitted to the Junior Year in New York program as special students by a statement of good standing and the recommendation of the dean of the home school, who must approve the program. Inquiries and requests for information should be addressed to the Director, Junior Year in New York, College of Arts and Science, New York University, 100 Washington Square East, Room 905, New York, NY 10003-6688.

Advanced Standing

Credit may be awarded for satisfactory work completed at another 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.
Transfer students must fulfill residence requirements for the degree. See the section “Transfer Students: Degree Requirements,” above.

A tentative statement of advanced standing is provided to each student upon notification of admission to the College. A final statement of advanced standing is provided during the student’s first semester of matriculation.

Course work taken 10 years or more prior to matriculation at CAS is not transferable. In addition, transfer students from two-year colleges are eligible to receive credit only for course work credited toward the associate’s degree. Postgraduate courses taken at a two-year institution are not acceptable for transfer.

Credit by Examination

The ACT Proficiency Examination Program (PEP), the International Baccalaureate Program, the Advanced Placement Program (AP) (College Entrance Examination Board), 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 school’s degree requirements, subject to the approval of the school.

The maximum number of credits transferable by examination allowed shall not exceed a total of 32.

Students considering taking these examinations should seek clarification of the policies in regard to a particular subject area at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.

ACT Proficiency Examination Program (PEP). For further information about examinations, including the subjects covered, the dates of administration of the examinations, and the fee, write to ACT Proficiency Examination Program, New York State Education Department, 99 Washington Avenue, Albany, NY 12230.

International Baccalaureate (IB). The school recognizes for advanced standing credit higher level examinations passed with grades of 5, 6, or 7. No credit is granted for standard level examinations. Official reports must be submitted to the Office of Undergraduate Admissions for review.

Maturity Certificate Examinations. The school will consider the results of certain foreign maturity certificate examinations for advanced standing credit, i.e., British “A” levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Office of Undergraduate Admissions. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

Advanced Placement Program

The College participates in the Advanced Placement 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. See the chart on the next page concerning those Advanced Placement test scores for which credit is given. The chart also lists those tests for which Morse Academic Plan (MAP) equivalencies are granted. Students receiving credit toward the degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement credit.

Students should consult the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.
### ADVANCED PLACEMENT EQUIVALENCIES

<table>
<thead>
<tr>
<th>AP Examination and Grade</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History 4, 5</td>
<td>4</td>
<td>V57.0009 or 0010</td>
</tr>
<tr>
<td>Biology 4, 5</td>
<td>8</td>
<td>V23.0011-0012</td>
</tr>
<tr>
<td>Chemistry 4, 5</td>
<td>8</td>
<td>V25.0101-0102</td>
</tr>
<tr>
<td>Classics—Vergil 4, 5</td>
<td>4</td>
<td>V27.0006</td>
</tr>
<tr>
<td>Classics—Lyric 4, 5</td>
<td>4</td>
<td>V27.0871</td>
</tr>
<tr>
<td>Computer Science A 4, 5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>Computer Science B 4, 5</td>
<td>8</td>
<td>V22.0101-0102</td>
</tr>
<tr>
<td>English Literature 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science, 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History 4, 5</td>
<td>4</td>
<td>V57.0001 or 0002</td>
</tr>
<tr>
<td>French Language 4, 5</td>
<td>4</td>
<td>V45.0101</td>
</tr>
<tr>
<td>French Literature 4, 5</td>
<td>4</td>
<td>V45.0115</td>
</tr>
<tr>
<td>German Language 4, 5</td>
<td>4</td>
<td>Any 100-level language course</td>
</tr>
<tr>
<td>History of Art 4, 5</td>
<td>4</td>
<td>V43.0001 or V43.0002*</td>
</tr>
<tr>
<td>Macroeconomics 4, 5</td>
<td>4</td>
<td>V31.0001</td>
</tr>
<tr>
<td>Mathematics AB 4, 5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Mathematics BC 4, 5</td>
<td>8</td>
<td>V63.0121-0122</td>
</tr>
<tr>
<td>Microeconomics 4, 5</td>
<td>4</td>
<td>V31.0002</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B 5</td>
<td>10</td>
<td>V85.0011-0012</td>
</tr>
<tr>
<td>Physics C—Mech. 4, 5</td>
<td>5 or 3</td>
<td>V85.0011 or V85.0091</td>
</tr>
<tr>
<td>Physics C—E&amp;M 4, 5</td>
<td>5 or 3</td>
<td>V85.0012 or V85.0093</td>
</tr>
<tr>
<td>Politics (Amer. Gov’t and Politics) 4, 5</td>
<td>4</td>
<td>V53.0300</td>
</tr>
<tr>
<td>Politics (Comparative Gov’t and Politics) 4, 5</td>
<td>4</td>
<td>V53.0500</td>
</tr>
<tr>
<td>Psychology 4, 5</td>
<td>4</td>
<td>V89.0001†</td>
</tr>
<tr>
<td>Spanish Language 4, 5</td>
<td>4</td>
<td>V95.0106</td>
</tr>
<tr>
<td>Spanish Literature 4, 5</td>
<td>4</td>
<td>V95.0200</td>
</tr>
</tbody>
</table>

*Students who major or minor in fine arts are exempt from the introductory course, but AP credit does not reduce the total number of courses required for the major or the minor.
†Students who obtain a score of 5 and who major or minor in psychology receive credit for the introductory course and may count it toward the major or minor. Those with a score of 4 are exempt from the introductory course, but the AP credit does not count toward the nine courses required for the major or the four required for the minor.

### ADVANCED PLACEMENT CREDIT AND THE MORSE ACADEMIC PLAN

<table>
<thead>
<tr>
<th>AP Examination and Grade</th>
<th>MAP Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science, 4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB 4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC 4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C-E&amp;M 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. 4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M 4, 5</td>
<td>Natural Science I</td>
</tr>
</tbody>
</table>
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 — 2000–2001

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2000-2001. 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 supplements to this bulletin.

Note that the registration and services fee covers membership, dues, etc., to the student’s class organization and the day 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 and emergency and accident coverage.

#### Tuition, 12 to 18 points

- Fall term 2000: $11,545.00
- Spring term 2001: $11,545.00

#### Nonreturnable registration and services fee

- Fall term 2000: $623.00
- Spring term 2001: $623.00

#### For each point taken in excess of 18, per point, per term

- Includes a nonreturnable registration and services fee of $39.00 per point

#### FULL-TIME STUDENTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term 2000</td>
<td>$11,545.00</td>
</tr>
<tr>
<td>Spring term 2001</td>
<td>$11,545.00</td>
</tr>
</tbody>
</table>

#### OTHER STUDENTS

<table>
<thead>
<tr>
<th>Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td>$668.00</td>
</tr>
<tr>
<td>Spring term</td>
<td>$668.00</td>
</tr>
</tbody>
</table>

#### BASIC HEALTH INSURANCE BENEFIT PLAN

- Full-time students automatically enrolled
- All others can select:
  - Fall term: $404.00
  - Spring term: $608.00
  - Summer term: $253.00

#### COMPREHENSIVE HEALTH INSURANCE BENEFIT PLAN

- International students automatically enrolled
- All others can select:
  - Fall term: $476.00

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1 Waiver option available.
2 Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, waive the plan entirely (and show proof of other acceptable health insurance), or select the UHC Only plan.
Spring term . . . . . . . . 715.00
(coverage for the spring and sum-
mer terms)
Summer term . . . . . . . . 298.00
(only for students who did not reg-
ister in the preceding term)

UHC ONLY HEALTH INSUR-
ANCE BENEFIT PLAN
Any student can select, but must
maintain other insurance:
Fall term . . . . . . . . . . . . $212.00
Spring term . . . . . . . . . . 319.00
(coverage for the spring and
summer terms)
Summer term . . . . . . . . . . 133.00
(only for students who did not reg-
ister in the preceding term)

STUDENT PLAN
Dental service through NYU's
College of Dentistry .... $150.00

ACADEMIC SUPPORT FEE
All students must pay an academic
support fee. For those taking 12
points or more, it is $25.00 per
term. For those taking fewer than
12 points, it is $5.00 per point, up
to a maximum of $25.00 per term.

MAINTENANCE OF
MATRICULATION
Per term . . . . . . . . . . . . varies
Plus
Nonreturnable registration and
services fee:
Fall term . . . . . . . . . . . . $118.00
Spring term (coverage for spring
and summer terms) . . . . . . 131.00

SPECIAL FEES FOR ALL
STUDENTS
Late payment of tuition fee . . $25.00
Late registration fee
commencing with the
second week of classes . . . . 50.00
Late registration fee
commencing with the
fifth week of classes . . . . . . $100.00

SPECIAL PROGRAMS
For expenses for study in the NYU
Programs Abroad and in NYU
International Exchange Programs,
contact NYU Office of Study
Abroad Admissions, 7 East 12th
Street, 6th Floor, New York, NY
10003-4475; (212) 998-4433.

ARRIERS 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.
The unpaid balance of a stu-
dent's account is subject to an inter-
est charge of 12 percent per annum
from the first day of class until pay-
ment is received.

GRADUATION POLICY
No candidate may be recommended
for a degree until all outstanding
bills have been paid. The University
cannot be responsible for the inclu-
sion in the current official graduation
list of any candidate who pays
fees after the first day of May, Sep-
tember, or January for degrees in
May, September, or January, respec-
tively. Following the payment of all
required fees and on approval of the
faculty, the candidate will be recom-
manded for the degree as of the date of
the next regular meeting of the
University Board of Trustees at
which the awarding of degrees is a
part of the order of business.

WITHDRAWAL AND REFUND
OF TUITION
A student who for any reason finds
it impossible to complete a course
for which he or she has registered
should consult with an academic
adviser in the College Advising
Center, Main Building, Room 905,
and file a completed Change of Pro-
gram form with the Bursar's Office.
(Note: An official withdrawal must be
filed if a course has been can-
celled, and, in this case, the student
is entitled to a refund of tuition and fees
paid.) Withdrawal does not neces-
arily entitle the student to a
refund of tuition paid or a cancella-
tion 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 schedule below).

Мerely ceasing to attend a class
does not constitute official with-
drawal, 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 Uni-
versity. The nonreturnable registra-
tion fee and a penalty fee of $10.00
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 comput-
ing any refund granted the student.
The refund period (see schedule
below) is defined as the first four
calendar weeks of the term for
which application for withdrawal is
filed. The processing of refunds
takes approximately four weeks.

REFUND PERIOD SCHEDULE
(FALL AND SPRING TERMS ONLY)
This schedule is based on the total
applicable charge for tuition,
excluding nonreturnable fees and
deposits.

Withdrawal before the official
opening date of the term: 100%
Withdrawal within the first
calendar week from the
opening date of the term: 100%
The first calendar week consists of
the first seven (7) calendar days begin-
ing with the official opening date of
the term. (Note: not the first day of the
class meeting.)
Withdrawal within the second
calendar week from the
opening date of the term: 70%
Withdrawal within the third
calendar week from the
opening date of the term: 55%
Withdrawal within the fourth
calendar week from the
opening date of the term: 25%
Withdrawal after completion of
the fourth calendar week of
the term: NONE

The above refund schedule is not
applicable to students whose registra-
tion remains within the flat-fee
range.

Students automatically enrolled in the Basic
Plan or the Comprehensive Plan can change
between plans; waive the plan entirely (and
show proof of other acceptable health insur-
ance), or select the UHC Only plan.
New York University believes that students should be able to choose the college that offers them the best range of educational opportunities. In order to make that choice possible, New York University attempts to aid students who are in need of financial assistance.

Financial aid is awarded 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. Detailed information on financial aid is forwarded with the admission application (and see also the Office of Financial Aid at www.nyu.edu/financial.aid).

Many awards are granted purely on the basis of scholastic merit. Others are based on financial need. However, it is frequently possible to receive a combination of awards based on both. Thus University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. To ensure that maximum sources of available support will be investigated, students must apply for financial aid by the appropriate deadline.

Student responsibilities. It is the student’s responsibility to supply true, accurate, and complete information and to inform the Office of Financial Aid immediately of any change in his or her financial situation, including the offer of jobs or outside grants, once application has been made.

A student who has received a financial aid award must inform his or her department and the Office of Financial Aid if he or she subsequently decides to decline all or part of that award. To neglect to do so prevents use of the award by another student. If a student has not claimed his or her award by the close of regular (not late) registration and has not obtained written permission from his or her department and the Office of Financial Aid for an extension, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years.

Determination of financial need is also based on the number of courses for which the student indicates he or she intends to register. A change in registration therefore may necessitate an adjustment in financial aid.

HOW TO APPLY

Students must submit the Free Application for Federal Student Aid (FAFSA), and later, New York State residents must also complete the preprinted New York State Tuition Assistance Program (TAP) application, which is mailed automatically to the student by the New York State Higher Education Services Corporation (HESC) after the FAFSA is processed. The FAFSA is the basic form for all student aid programs; be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent to New York University (the NYU federal code number is 002785). Note: There is no separate application for NYU scholarships. All students are automatically considered for academic (merit-based) and financial need-based scholarships after applying for admission and financial aid. The FAFSA and the admissions application contain all the information needed for scholarship determination.

Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. Information is transmitted directly to the U.S. Department of Education and eliminates the additional processing time and potential error associated with a traditional paper FAFSA. The process is quicker and better for both the student and New York University. See www.nyu.edu/financial.aid.

The FAFSA is also available from the student’s current high school or institution or from the Office of Financial Aid, New York University, 25 West Fourth Street, New York, NY 10012-1119. Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Continuing undergraduate students should consult the Financial Aid Web site for information. For returning undergraduates, the deadline for the government to receive the “Renewal FAFSA on the Web” is March 1.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP application. The application becomes available in February and can be obtained from the Financial Aid Web site or the
Office of Financial Aid. Complete all applications at least 12 weeks before the beginning of the term in which funds are needed.

**ELIGIBILITY**

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. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 points per semester) may be eligible for a Federal Stafford Loan or a Federal Parent Loan for Undergraduate Students (PLUS), but they must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants. Financial aid awards are not automatically renewed each year. Continuing students must submit a Renewal FAFSA each year by the NYU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing.

**Citizenship:** In order to be eligible for aid both from NYU and from federal and state government sources, students must be classified either as U.S. citizens or as eligible noncitizens. Students are considered to be eligible for financial aid if one of the following conditions applies:

1. U.S. permanent resident with an Alien Registration Receipt Card ("green card"), I-151 or I-551.
2. Conditional permanent resident (I-151C).
3. Other eligible noncitizen with an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing any one of the following designations: (a) "Refugee," (b) "Indefinite Parole," (c) "Humanitarian Parole," (d) "Asylum Granted," or (e) "Cuban-Haitian Entrant."

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, made on a competitive basis, are based on the student’s record of academic achievement and test scores as well as financial need.

**SCHOLARSHIPS AND GRANTS**

Scholarships and grants awarded by the University generally range from $500 to full tuition and room and board. In addition, the University has established separate scholarship funds for students in the following special situations:

**New York University Merit and Achievement Scholarships.** The University sponsors scholarships for finalists in the annual National Merit and National Achievement Scholarship Programs. New York University must be listed as the first choice of schools in order to qualify for New York University Merit and Achievement Scholarships.

**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 abroad, 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 five percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements, 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. Scholars also register for a Freshman Honors Seminar. During the January intersession, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study abroad intersession, 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 abroad. 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.

Scholars admitted as freshmen directly from high school receive financial assistance in the form of a scholarship. 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 3.5. Students who are 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 Dean, College of Arts and Science, New York University, Main Building, 100 Washington Square East, Room 909B, or from the Office of Undergraduate Admissions, 22 Washington Square North. You can also reach the Office of Undergraduate Admissions at (212) 998-5540.

**Trustees Scholars.** A program of Trustees Scholarships was established in 1983 in order to recognize the exceptional promise of new freshman and transfer students who meet special academic criteria: outstanding high school/college grade point averages and SAT scores. Each scholar receives generous scholarship aid and is invited to participate in a series of special lectures and other events.

**Federal Supplemental Educational Opportunity Grants (FSEOG).** These federally funded grants are awarded to undergradu-
ates whose financial need is substantial. All FAFSA filers who qualify are automatically considered for this grant. However, funds for this program are very limited.

**Phi Theta Kappa Scholarship Program.** This program, established in 1984, honors members of the national honor society for two-year colleges. It provides minimum scholarships of $2,500 for students entering New York University as juniors after completing degree programs at two-year colleges. Transfer students with grade point averages of at least 3.8 are eligible.

**LOAN PROGRAM**

**Federal Perkins Loans Program.** The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid.

Perkins loans are made possible through a combination of resources: an annual allocation from the U.S. Department of Education, a contribution from New York University, and repayments by previous borrowers.

New York University generally awards Perkins Loans to the neediest full-time students only. The annual interest rate is currently 5 percent, and interest does not accrue while the student remains enrolled at least half-time. Undergraduates may borrow up to $8,000 during the first two years; the aggregate borrowing limit is $20,000 for undergraduates and $40,000 for graduate students, which includes all previous undergraduate and graduate National Direct Student Loans and Federal Perkins Loans.

**PART-TIME EMPLOYMENT**

**The Federal Work-Study Program.** Established under the Economic Opportunity Act of 1964, this program is supported by both federal and University funds and is administered by the University. The program is designed to expand opportunities for part-time employment on campus for students who are in need of additional earnings to remain in school. Maximum earnings from this program are assigned as part of the financial aid package drawn up by the University for aid recipients. Students may work an average of 15 hours per week during the school term and up to 35 hours per week during vacations and summer. Students in the program may choose from a number of part-time job opportunities; they are not required to accept a specific job assignment.

**New York University.** The University’s Office of Student Employment and Internship Center, 5 Washington Place (second floor), posts listings of part-time job opportunities both on and off campus. See also the Student Employment Web site at www.nyu.edu/careerservices.

Other sources of part-time employment opportunities are the Federal Work-Study Program, support

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**All Other Sources of Aid**

**STATE GRANTS**

New York State and other states offer a variety of grants (see the New York Higher Education Services Web site at www.hesc.com). Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when drawing up the student’s financial aid package. All applications for state scholarship aid should be filed at least two months before bills are due or by the deadline the state specifies, whichever is earlier.

**New York State Tuition Assistance Program.** Legal residents of the state of New York who are enrolled in a full-time degree program of at least 12 points a term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via a FAFSA application, or they may contact the New York State Higher Education Services Corporation (HESC) at 1-888-NYS-HESC for an express TAP application. TAP change forms are available at the HESC Web site. Return the completed application as instructed. Do not send the forms to NYU.

If you receive a TAP award for the fall or spring semester, you will be given a credit on your Bursar Statement of Account. Credit is not extended for the summer term because the state of New York defers payment on these awards. Students who are registered as half time for the summer will receive their TAP award at the end of the following year. Holders of New York State Grants or Fellowships may also receive the TAP award, but it cannot be more than the amount by which the tuition for the semester exceeds the grant or fellowship. A student who has tuition remission privileges from the University may be eligible for TAP funds. Consult the Bursar’s Office, 25 West Fourth Street, for further details.
Students may receive TAP assistance for a maximum of four years of undergraduate study (or five years in an approved five-year baccalaureate program) and four years of graduate study, but not for more than eight years of combined graduate and undergraduate study, provided they fulfill all state requirements for award eligibility such as those for attendance, academic progress, program pursuit, and income analysis.

Regents Grants for Children of Deceased or Disabled Veterans. Grants in the amount of $450 are given for each of four years of undergraduate study. These awards are not limited to high school seniors. Students may apply at any time during their undergraduate career, but no awards will be granted retroactively. There is no competitive examination. Students should write to the New York State Higher Education Services Corporation and request the appropriate application. See also www.hesc.com.

Regents Grants for Children of Deceased or Disabled Police Officers or Firefighters. The deceased parent of the student must have served either as a police officer, as defined in criminal procedure law, or as a firefighter or volunteer firefighter of New York State or any of its municipalities and must have died after June 1982. In the case of a disabled parent, the injury must have been sustained in the line of duty. Students may receive this grant for a maximum of four years of undergraduate study (or five years in an approved five-year baccalaureate program, e.g., nursing, HEOP). The award is $450 per year, without consideration of income or tuition. Both this grant and the TAP award together cannot exceed the cost of tuition. See also www.hesc.com.

Aid for Part-Time Study (APTS). A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $1,000 per semester or tuition, whichever is less. The amount of an award is determined by the institution. To be eligible, the student must have applied for a Federal Pell Grant (file the FAFSA), must not have exhausted his or her TAP eligibility, must have already accrued 6 credits or the equivalent, and must be enrolled for 6 to 11 credits per term. Applications are available from the Financial Aid Web site or the Office of Financial Aid. The application deadline varies; please consult the Office of Financial Aid.

Vietnam Veterans Tuition Awards. To qualify for this award, the student must have been a New York State resident on the effective date of the law that established the program (April 20, 1984) or at the time of entry into service and resumed residency by September 1, 1995. Veterans must have served in the U.S. Armed Forces in Indochina between December 22, 1961 and May 7, 1975. The veteran must apply for both a TAP award and a Federal Pell Grant if he or she intends to enroll full time and for Federal Pell Grant if only part-time study is planned.

Full-time awards—$1,000 per term for NYU students—are available for up to eight terms for a four-year program or 10 terms in an approved five-year curriculum. Part-time awards are $500 per term for NYU students, and these are available for eligible students taking 6 to 11 credit hours per term, or the equivalent, in an approved undergraduate degree program. Awards for part-time study are available for 16 terms (eight years) or for 20 terms (10 years) in programs specifically approved as requiring five years of full-time study.

The aggregate of all awards received under this program cannot exceed $10,000. If the veteran also receives a TAP award, the combination of the two awards cannot exceed tuition. For an application, veterans should write to Vietnam Veterans Tuition Awards, HESC, 1 Commerce Plaza, Albany, NY 12255. See also www.hesc.com.

States Other Than New York. Students from outside New York State should apply to their state scholarship programs if the awarded funds can be used at New York University. Currently, students living in Rhode Island, Vermont, the District of Columbia, Maryland, and, in some cases, Delaware may use their state scholarships at New York University.

To apply for a state scholarship, contact your state financial aid agency for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the New York University Office of Financial Aid in advance of registration.

Note: Other states that award education grants are also considering provisions to allow their residents to use funds out of state. To find out if your state is one of these, write to the state education department in the capital of your state, or call 1-800-433-3243 for the address and telephone number of your state agency.

FEDERAL GRANTS AND BENEFITS

Federal Pell Grants Program. This program is designed to provide financial assistance to undergraduate students who are registered. The grant is based on need. The maximum award is currently $3,500 per academic year. By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Veterans Benefits. Various programs provide educational benefits for veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs the amount of benefits varies.

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.

OUTSIDE SCHOLARSHIPS AND GRANTS

Students may be eligible for a specialized 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 on the Internet, and several are featured on the NYU Office of Financial Aid Web site. Students must notify the Office of Financial Aid if they receive funds from any of these sources.
FEDERAL LOANS

Subsidized Federal Stafford Student Loan Program (SSL). The subsidized Federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

An undergraduate student may borrow up to a maximum of $2,625 for the freshman year and $3,500 for the sophomore year of study. The maximum for juniors and seniors is $5,500 with a total borrowing limit of $23,000. A graduate student may borrow up to a maximum of $8,500 per year with a total aggregate borrowing limit (including undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of education, the family contribution, and the total of all financial aid awards. For dependent students (undergraduates only), “family contribution” is derived from the incomes of the parents, the student, and the student’s spouse, if married. For independent undergraduates, family contribution is based on the incomes of the student and spouse (if married).

The subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin until six months after the borrower ceases to enroll at least half time.

An insurance premium of up to 1 percent as well as an origination fee of 3 percent will generally be deducted from the loan funds.

Unsubsidized Federal Stafford Student Loan Program. Students who do not qualify for subsidized Federal Stafford Loans, or who qualify for only partially subsidized Federal Stafford Loans, may borrow funds through this program up to the applicable Federal Stafford Loan limit. Students will automatically be considered for the unsubsidized program at the same time eligibility is determined for other aid programs. Terms and conditions of borrowing are the same as for the subsidized Federal Stafford Loan except that principal and interest must be paid while the student is still in school, beginning 60 days after the first loan is issued. For independent undergraduate students and graduate students, this program provides additional loan eligibility beyond subsidized Stafford amounts. Independent student borrowers may receive both subsidized and unsubsidized Federal Stafford Student Loans as follows: freshman $6,625; sophomore $7,500; junior and senior $10,500, for a combined aggregate limit of $46,000 for all undergraduate enrollment. Graduate students may receive both subsidized and unsubsidized Federal Stafford Student Loans for a combined annual total of $18,500. The total combined aggregate borrowing limit, including amounts borrowed while an undergraduate, is $138,500.

Federal Parent Loans for Undergraduate Students Program (FPLUS). The Federal Parent Loans for Undergraduate Students Program enables parents of dependent undergraduate students to borrow up to an amount equal to the cost of education minus all other financial aid. No aggregate borrowing limits apply.

The annual interest rate is set by a federal formula and does not exceed nine percent. Repayment of the loan must begin within 60 days after funds are disbursed and may extend up to 10 years. An insurance premium/guarantee fee of up to four percent is due at the time of disbursement.

PRIVATE LOANS

A variety of private student loan programs are available to both U.S. and international students attending NYU. They feature attractive terms and interest rates, and all creditworthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders and are not “endorsed” by NYU. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students must also notify the Office of Financial Aid if they receive this benefit.
The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, socials, 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 (e.g., Fine Arts, History, 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 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 is available at the College Advising Center, Main Building, Room 905.

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 ethnic 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 Office of Student Activities, Student Activities Center, 21 Washington Place, 1st Floor; (212) 998-4700.

The Office of Student Life is the focal point and coordinator for student events on campus. Construction has begun on a new student center, which will house student clubs, activity spaces, a large theatre, lounges, and other facilities. Contact the Office of Student Activities for specific information; (212) 998-4700.

During the construction period, student activities are being held in a variety of locations on campus.

The place to go with a problem or a question is the Office of Student Life; telephone: (212) 998-4999. The staff has extensive knowledge of both University and student issues. They can direct a student to resources within and outside the University, relay comments or complaints to the appropriate people, or check into established policies on the student’s behalf.

The staff works with the student councils, the University Committee on Student Life, the Washington Square News, and many clubs and organizations. This office also coordinates all-University orientation programs for undergraduate and graduate students, Family Weekend, the Human Relations Committee, Student Mediation Services, and student leader recognition programs. It also publishes the Student’s Guide to NYU. A wide variety of maps, NYU informational material, and brochures on New York City’s cultural institutions is available.
Office of Student Activities

The Office of Student Activities (OSA) provides comprehensive programs and services that support student clubs and organizations and assist student leaders in achieving their educational, personal, and career goals. It is home to all-University clubs and organizations (groups with membership open to all NYU students), as well as many of the school clubs and organizations. Over 250 NYU student clubs and organizations annually register with the OSA.

The OSA provides numerous programs and services for students. They include, but are not limited to, club advisement; fall and spring club fairs; student leadership programs such as the OSA GOLD Program; leadership retreats; new club development programs; and cultural programs, including Pride Month, La Herencia Latina, African Heritage Month, Womyn’s Herstory Month, Asian Heritage Month, and Diversity Week. In addition, the office publishes the OSA Weekly Calendar of Club Events in the Washington Square News and oversees the Club Resource Center (CRC), club offices and mailboxes, commuter programs, and various community service projects.

Visit the OSA Web site, www.osa.nyu.edu, for a complete listing of OSA registered clubs, their mission statements, and contact information along with a comprehensive directory of the OSA programs, services, and event calendars plus links to other important Web sites. The office is located at 21 Washington Place; telephone (212) 998-4700.

Program Office

The Program Office, (212) 998-4999, coordinates Big Fun Days, a series of fun-packed special events, which starts in September with Bobcat Day and finishes the year with the Strawberry Festival. The office also produces Works in Progress, which supports original performance art by NYU students; the Coffee House Music Series; and Network Event Theatre, a series of free premieres of big budget movies. The staff also advises the Program Board.

NYU Program Board

The Program Board is a student-run organization dedicated to providing low-cost, quality entertainment and special events for the entire New York University community. Members are responsible for every step of the event-planning process, from booking of talent and contract negotiation to technical production and publicity.

The Program Board is made up of an executive board as well as the following committees: Concerts, Films, Lectures, New Music, Performing Arts, Poets and Writers, and Visual Arts. All interested students are invited to join. For information about events, have your name put on the Program Board E-mail list by sending a request to join-prog-board-events@forum.nyu.

Ticket Central Box Office

The Ticket Central Box Office, (212) 998-4949, is NYU’s clearinghouse for discount tickets to a wide range of performing arts and film events on and off campus. Ticket Central is located at 7 Washington Place in the Mercer Lounge.

Jerome S. Coles Sports and Recreation Center

The Jerome S. Coles Sports and Recreation Center fills the recreational needs of the University’s students, faculty, staff, and alumni. The facilities accommodate a wide range of individual and group recreational activities, in addition to serving as home for the New York University intercollegiate teams. The center’s operating schedule provides every member of the University community with an opportunity to participate in a series of programs—recreational courses, free play, intramural activities, and varsity or club teams.

As a result of multipurpose area functions and scheduling, a wide range of activities at varying skill levels is available to center users. The Coles Sports and Recreation Center provides the following facilities:

- A roof with a 1/6-mile, three-lane running track, plus a playing surface that accommodates six tennis courts, soccer practice, and intramural touch football
- A natatorium with an NCAA regulation swimming pool and diving tank
- Six squash courts and five handball/ racquetball courts
- A large, modern weight-training room, and two annexes containing Universal and Nautilus machines, free weights, StairMasters, VersaClimbers, Lifesteps, Cybex hip machines, rowing machines, and abductor/adductor machines
- Individual rooms for wrestling/judo, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction
- Over 1,000 square feet of textured rock wall—Coles Rock

The Coles Sports and Recreation Center is located at 181 Mercer Street (between Bleecker and West Houston Streets). The center covers 142,000 square feet and has four levels (roof, lobby, natatorium, and...
field house. Five hundred people can use the facility at one time, 1,800 spectators can be seated in the field house bleachers, and 230 can be seated in the natatorium bleachers. The center is barrier-free to facilitate access for those with disabilities.

Lockers and recreational equipment are available to members. Reservations are necessary for squash, handball/racquetball, and tennis courts. Tickets for home and away intercollegiate events that require an admission fee can be secured at the center. The Pro-Shop (Level N) sells attire and equipment commonly needed by center members.

Use of the Coles Center is available to all students who are registered for credit-bearing courses and who hold currently valid ID cards. Students who are maintaining matriculation must pay an additional $60 per term ($45 for summer) for the use of Coles. Other members of the University community may obtain access to the Coles Center by purchasing a membership. Rules and procedures pertinent to use of the Coles Center and its programs are published annually and are available at the center’s Membership Office.

DEPARTMENT OF ATHLETICS, INTRAMURALS, AND RECREATION

The Department of Athletics, Intramurals, and Recreation, housed in the Coles Center, administers the recreation, intramural, and intercollegiate athletic programs of the University.

Recreational activities are designed to respond to the needs and interests of the entire University community—including students, faculty, administration, staff, alumni—and a limited number of neighboring community residents. The recreation program has two major components. Instructional activities are intended to develop skills and healthful habits to be used throughout life. General recreation, informal and unstructured, is meant to provide personal enjoyment, conditioning, and relaxation.

Intramural activities provide participation and growth possibilities to those members of the center whose widely differing abilities, interests, and priorities warrant more structured and somewhat more formal levels of competition than recreational participation. Call (212) 998-2025 for information and schedules.

Intercollegiate athletics offer desirable opportunities for physical, confidence, and leadership development for those men and women of the student body interested in higher levels of competition. New York University is a member of and adheres to the rules and regulations of the National Collegiate Athletic Association, the Eastern Collegiate Athletic Association, and the IC4A, as well as a number of local and regional associations in particular sports. The University competes in NCAA Division III intercollegiate varsity basketball for men and women. It also maintains a program of intercollegiate competition for men and women in several other sports. The men’s sports include swimming and diving, fencing, wrestling, tennis, golf, soccer, volleyball, cross-country, indoor track, and track and field. In addition to basketball, varsity competition is available to women in volleyball, swimming and diving, fencing, indoor track, cross-country, track and field, and tennis. Call (212) 998-2024 for information and schedules.

New York University is a member of the University Athletic Association, which includes Brandeis University, Carnegie Mellon University, Case Western Reserve University, University of Chicago, Emory University, Johns Hopkins University, University of Rochester, and Washington University (in St. Louis).

CHELSEA PIERS

Special arrangements have been made for New York University students to take classes and join the sports and entertainment complex at Chelsea Piers. The complex includes an outdoor, multi-tiered golf driving range, batting cages, in-line skating rinks, ice-skating rinks, rock-climbing walls, a 1/4-mile indoor track, indoor sand volleyball courts, and many other facilities. Information about discounted daily admission fees, registration for Chelsea Piers courses at reduced rates, and special monthly membership fees can be obtained by calling the Coles Recreation Office at (212) 998-2028 or by picking up a brochure at the Coles Membership Office.

Student Residences

The Office of Housing and Residence Life, at 8 Washington Place, first floor, is responsible for housing undergraduate and graduate students in University residence halls.

Each of the residence halls has mail distribution, a 24-hour-a-day reception desk and/or security guard, and laundry facilities in addition to a variety of recreational facilities. Each of the following residence halls accommodates undergraduates only unless otherwise noted.

Alumni Hall, 33 Third Avenue
Brittany Hall, 55 East 10th Street
Broome Street Residence, 400 Broome Street
Carlyle Court, 25 Union Square West
Coral Towers, 201 East 14th Street (opens fall 2000)
Paulette Goddard Hall, 79 Washington Square East
Greenwich Hotel, 635 Greenwich Street
Hayden Hall, 33 Washington Square West
Lafayette Street Residence, 80 Lafayette Street (undergraduates and graduates)
NYU at the Seaport, 200 Water Street
Palladium Hall, 126 East 14th Street (undergraduates and Stern graduates; opens fall 2001)
Rubin Hall, 35 Fifth Avenue
Seventh Street Residence, 40 East Seventh Street
Third Avenue North Residence Hall, 75 Third Avenue
Twenty-sixth Street Residence, 334 East 26th Street (undergraduates and graduates)
University Court, 334 East 25th Street
University Hall, 110 East 14th Street
Washington Square Village, 4 Washington Square Village (graduates only)
Weinstein Center for Student Living, 5-11 University Place

For more information about NYU housing, call (212) 998-4600.

NYU’s Off-Campus Housing Office, under the auspices of the Department of Housing and Residence Life, assists members of the NYU community in their search for information about non-University housing options. The office is open only to current and newly admitted NYU students.

Located at 4 Washington Square Village on the corner of Mercer and Bleecker Streets, the office is open Monday-Friday from 9 a.m. to 5 p.m.; (212) 998-4620. Web site: www.nyu.edu/housing/offcampus.

The mission of the New York University Health Center (UHC) is to provide and promote high-quality, accessible, and cost-effective treatment, prevention, and education in response to the needs and concerns of its students. To this end, a comprehensive range of services is offered in a facility with state-of-the-art equipment and highly qualified health care professionals.

Health care at UHC is available to all registered NYU students. Students covered under an NYU insurance plan must first seek treatment at the UHC, except in emergencies. Students covered under private health insurance may telephone Patient Accounts at (212) 443-1010, to determine if the UHC has a billing relationship with its insurance company.

A scheduled appointment is the preferred method for students to receive services at UHC. Typically, a health care provider will be available to see you in Primary Care Services based on appointment availability and your scheduling needs. Patients who cannot wait for an appointment due to the nature of their illness or injury will receive assistance through Urgent Care Services.

The UHC also offers a wide range of additional services, including the following specialty services: allergy and immunization; dermatology; ear, nose, and throat; endocrinology; gastroenterology; gynecology/women’s health; minor surgery; neurology; occupational medicine; orthopedics; ophthalmology; performing arts medicine; podiatry; pulmonology; sports medicine; and travel medicine. Appointments for specialty services may be made after a medically warranted referral from a UHC health care provider.

Additional programs and services include Center for Health Promotion; chiropractic; HIV services; laboratory; nutrition services; physical and occupational therapy; optometry; pharmacy; and radiology and ultrasound.

The general hours of operation are academic year (September through May), Monday-Friday, 8 a.m. to 8 p.m.; Saturday and Sunday, 10 a.m. to 6 p.m. During the

Campus Dining Services

Keeping up with the ever-changing food trends, NYU’s Really Cookin! has everything from traditional American cuisine, ethnic dishes, and popular brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 10 different dining sites, including a food court, outdoor café, five dining rooms, and two late-night snack bars, which make eating on campus convenient for all.

Students can choose from 11 distinctive meal plans. On-campus and off-campus residents who subscribe to NYU meal plans have the freedom to use their NYUCard for meals, beverages, and snacks.

Each of the following dining locations accepts cash, Campus Cash, Torch Plan, meal plans, and Declining Dollars.

Court Yard Café (Third Avenue North), 75 Third Avenue (at 12th Street)
Founder’s Café, 50 West Fourth Street (at the NYU Information Center)
Hayden Dining Hall, 33 Washington Square West
Kosher Eatery (with meat and dairy options), 5-11 University Place
Rubin Dining Hall, 35 Fifth Avenue
University Café (Java City), 110 East 14th Street
University Hall Atrium Dining Room, 110 East 14th Street
The Violet Café, 79 Washington Square East
Weinstein Dining Hall, 5-11 University Place, Lower Level
Weinstein Food Court and Java City, 5-11 University Place, Street Level

Kosher Eatery

Away from your home and family, finding Kosher food can be difficult. NYU offers Kosher options at the Courtyard Café, Founder’s Café, Hayden Dining Hall, and the Weinstein Food Court. Kosher dining is a priority at NYU, and students are assured of high-quality, nutritious meals.

University Health Center

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The UHC also offers a wide range of additional services, including the following specialty services: allergy and immunization; dermatology; ear, nose, and throat; endocrinology; gastroenterology; gynecology/women’s health; minor surgery; neurology; occupational medicine; orthopedics; ophthalmology; performing arts medicine; podiatry; pulmonology; sports medicine; and travel medicine. Appointments for specialty services may be made after a medically warranted referral from a UHC health care provider.

Additional programs and services include Center for Health Promotion; chiropractic; HIV services; laboratory; nutrition services; physical and occupational therapy; optometry; pharmacy; and radiology and ultrasound.

The general hours of operation are academic year (September through May), Monday-Friday, 8 a.m. to 8 p.m.; Saturday and Sunday, 10 a.m. to 6 p.m. During the
Program (CAP) Assistance

The Career Assistance Program (CAP) at Main Building, Room 901; (212) 998-8145, designed specifically for College of Arts and Science undergraduates, utilizes the extensive resources of the University Office of Career Services and tailors them to meet the needs of liberal arts students. CAP provides guidance and information concerning academic choices and career options. Through internship and part-time job listings, an alumni mentor program, individual counseling (by appointment and walk-in hours), and specially designed workshops, students evaluate their interests, explore career goals, and integrate their academic work with practical experience. Students also have access to full-time job listings on NYU CareerNet (an on-line database listing part-time jobs, internships, and full-time positions), a career library, and Web-based software for career self-assessment and guidance.

Visiting the College’s Career Assistance Program office or the University’s Office of Career Services early in the college career is a first step toward identifying and achieving career aspirations. The mission of these offices is to assist with making sound career decisions and to help students explore part-time and full-time positions. With well over 14,000 part-time jobs, 5,000 internships, and 22,000 full-time positions listed each year, NYU is proud of its student job placement rate of over 98 percent.

After-Hours Care

In case of a life- or limb-threatening emergency, please dial 911. For a non-life- or non-limb-threatening health emergency, or when the UHC is closed, please call Protection Services at (212) 998-2222. You will be connected with Tisch Hospital’s emergency room, where a physician will provide advice over the telephone and determine if you need to come to the emergency room or can wait to see a health care provider at the UHC the following day.

Insurance

New York University students in degree-granting programs are required to maintain health insurance. Most students are automatically enrolled in an optional NYU-sponsored student health insurance plan as part of the University’s registration process. The plan in which students are automatically enrolled varies according to school, credit load, and visa status. For more specific information, please refer to the Student Health Insurance Handbook, send an E-mail to the office at health.insurance@nyu.edu, or call the Student Health Insurance Services Office at (212) 443-1020.

NYU sponsors three student health insurance plans: the Basic Plan, the Comprehensive Plan, and the UHC Only Plan. Students enrolled in the NYU-sponsored student health insurance program may switch from the Basic Plan to the Comprehensive Plan, or vice versa. Students maintaining their own health insurance can supplement their coverage by enrolling in the UHC Only Plan, or they can waive any of the optional student health insurance plans (and corresponding charge) entirely. Also, students who otherwise are eligible for the program but who do not meet the credit load requirement for automatic enrollment may enroll in any NYU-sponsored student health insurance plan voluntarily.

To select, change, or waive coverage, students must submit a completed Student Health Insurance Selection/Waiver Form to the Student Health Insurance Services Office before the applicable enrollment/waiver deadline. Doing so will ensure that students are enrolled in the plan of their choice.

Except for medical emergencies and when living outside the borough of Manhattan, students insured under any NYU-sponsored student health insurance plan are required to first seek treatment and be evaluated at the UHC for any sickness or injury. A medical emergency refers to an acute illness or injury that is life- or limb-threatening or may permanently affect the quality of life. It is the student’s responsibility to notify the plan administrator, Chickering Claims Administrators, Inc., (800) 466-4148, of any emergency or elective hospital admission. Detailed information about the NYU-sponsored student health insurance plans is included in the Student Health Insurance Handbook. To obtain a copy of the booklet and/or the Student Health Insurance Selection/Waiver Form, please visit or call the Student Health Insurance Services Office at (212) 443-1020, located at the UHC, 726 Broadway, 4th Floor. You may also contact the office via E-mail at health.insurance@nyu.edu.
The NYU Office of Career Services is located at 719 Broadway, 3rd Floor; telephone: (212) 998-4730; fax: (212) 995-3827; Web site: www.nyu.edu/careerservices. Office hours are Monday, Tuesday, and Friday, 9 a.m.-5 p.m.; Wednesday and Thursday, 9 a.m.-7 p.m. (early morning hours by appointment).

The office is open to all New York University undergraduates and graduate students and alumni and assists students in making career decisions, exploring career opportunities, and securing employment appropriate to their career goals and aspirations.

All students, after registering with the office, meet with a career counselor to develop an individualized Career Action Plan. This plan is designed to assist students in assessing their skills, interests, values, and goals and in developing strategies for implementation. Students are encouraged to begin utilizing the full range of services offered early in their college careers. Some of the services and programs offered include the following:

**SEMINAR SERIES**

**Planning Your Career:** Learn to identify marketable skills, interests, and values that are important in determining the career direction that is best for you. Also, learn how to develop an individualized plan for effective career decision making.

**Résumé and Cover Letter:** Learn how to write and construct an effective résumé and cover letter that best reflect your qualifications. Topics include format, content, and layout.

**Interviewing Skills:** Topics include interview behavior, proper attire, and responding to difficult questions. Perfect your interviewing style through role plays and mock interviews.

**Dining With Success—Mastering the Lunch and Dinner Interview:** A comprehensive program for juniors and seniors, designed to train students on dining etiquette and appropriate professional behavior through a simulated business lunch/dinner experience. This workshop addresses interactions that occur when interviews are conducted during mealtime and when dining with and entertaining clients.

**Diversity in the Workplace:** Address issues related to cultural and ethnic diversity at work.

**Job Networking Skills:** Learn how to develop your networking skills. Topics include improving interpersonal communication, identifying potential contacts, informational interviewing, getting past “the screen,” and utilizing and maintaining your network.

**Job Search and Internet Resources:** Acquire new techniques for identifying job openings, making contacts, and implementing appropriate follow-up strategies. Use the Internet to assist you with all phases of your job search, including finding actual job listings, researching organizations, networking, and even career exploration.

**On-Campus Recruitment:** Learn how to make the most of the On-Campus Recruitment Program, important recruitment dates, numerous ways to obtain interviews, and what additional employment services are available.

**Careers in Focus for Liberal Arts Students:** This orientation provides an overview of the services and programs that are specifically geared for liberal arts students. A step-by-step “4-Year Action Plan” is provided to assist in your career planning and in utilizing career services throughout your college years.

**Job Search Strategies for International Students:** Discuss effective interviewing, networking, and job-hunting techniques. Examine cultural values of American employers.

**Work Abroad Orientation:** Provides an overview of the work abroad resources available at the Office of Career Services. Discover the types of opportunities available and what the challenges are in finding a short-term position abroad.

**CAREER PROGRAMS**

**Mentor Program:** Successful professionals in a variety of fields serve as mentors to give students an inside look at various occupations. Students speak with mentors by telephone or in person and in some cases are able to spend a “day on the job” with a professional in their field of interest.

**Career Week:** Held in October, this annual program features presentations by professionals and special guest speakers on a variety of career-related issues. Students have opportunities to gather in-depth career information and ask questions.

**Career Fairs:** Each year several fairs are held to target nonprofit, private sector, full-time, part-time, and internship opportunities for NYU students. Representatives from over 130 major companies and nonprofit agencies visit NYU to meet with students to discuss career opportunities within their organizations.

**Strong Interest Inventory and Myers-Briggs Type Indicator:** Self-assessment instruments that can assist students in learning about their interests and related occupations are offered. (Fee and follow-up appointment required.)

**EMPLOYMENT ASSISTANCE**

**NYU CareerNet:** Information on on- and off-campus part-time jobs, internships, and full-time opportunities is available 24 hours a day on NYU CareerNet and the World Wide Web. Terminals for CareerNet are available at the Main Office and the Student Employment and Internship Center.

Many students also secure internships through the résumé-faxing service and special internship programs.

**On-Campus Recruitment:** Recruiters from about 600 major organizations interview graduating students at the Main Office for full-time employment after graduation.

**Résumé Faxing:** Graduating students and alumni seeking full-time positions and current students seeking internships are encouraged to submit résumés to be faxed to employers with immediate employment openings.

**Credential Files:** Reference letters are maintained on file and mailed on request for employment (usually in academia) and graduate school application purposes. (Fee required.)
STUDENT EMPLOYMENT AND INTERNSHIP CENTER
The Student Employment and Internship Center, located at 5 Washington Place, 2nd Floor (telephone: [212] 998-4757, fax: [212] 995-4197), is open Monday, Tuesday, and Friday from 9 a.m. to 5 p.m. and on Wednesday and Thursday from 9 a.m. to 7 p.m. It assists students in securing internships and part-time jobs both on and off campus. These positions provide career-related experience and typically pay between $7 and $20 an hour. All jobs are listed on NYU CareerNet. Full-time jobs not requiring a bachelor's degree are posted with the office as well. Many on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get "connected" to NYU. Students interested in tutoring, babysitting, special projects, or working at parties and special functions should contact the "NYU Work$" program located at the Student Employment and Internship Center.

Fraternities and Sororities
There are 30 fraternities and sororities recognized by the University. Information may be obtained at the Office of Student Life, 31 West Fourth Street; (212) 998-4959.

Student Government
The management of student affairs is entrusted to the students themselves. All registered students participate in the election of the Student Council. The Student Council sponsors and coordinates College functions and approves the expenditure of funds allocated for student activities in the College. Information on student government is available on the ninth floor of Main Building or by calling (212) 998-8125. Web site: www.nyu.edu/cas/studentcouncil.

Orientation Program
The orientation program is designed to aid new students in their transition to the College and the University. During the orientation session, students will develop an understanding of the purpose of higher education at the College of Arts and Science. They will get information regarding academic policies, procedures, and requirements as well as social and extracurricular activities. They will also receive assistance in course selection, scheduling, and registration for the fall term.

Because the University is in the center of a major city, the program seeks to provide appropriate information on being comfortable and safe in an urban setting. Finally, it offers students opportunities to discuss with fellow new students, upperclassmen, and advisers their expectations, perceptions, and anxieties regarding college life. In this way is begun the process of academic and social development that will continue throughout the undergraduate years.

Full details concerning the orientation program are sent to new students during the summer. Questions can be addressed to the College Advising Center, Main Building, Room 905; telephone: (212) 998-8130.

Students with Disabilities
The Henry and Lucy Moses Center for Students with Disabilities provides services within the 14 schools and colleges of the University. Located at 240 Greene Street, 4th Floor, the center provides services to populations with hearing and visual impairments, mobility impairments, and learning disabilities and to students with chronic conditions, such as AIDS and psychiatric disorders.

Services include the provision of sign language interpreters, readers, notetakers, and other ancillary aides. The center works in conjunction with academic and administrative departments in providing assistance with registration and housing. Tuition aid is also available through a special application process.

Access to Learning, a comprehensive support program for students with learning disabilities, functions under the center's auspices.

The center also sponsors numerous programs and life skills workshops, as well as the Career Enhancement Program, which assists students in obtaining employment in the private sector.

Telephone (212) 998-4980 (voice and TDD) for more information. All contacts with the center are strictly confidential.
Office for African American, Latino, and Asian American Student Services

The Office for African American, Latino, and Asian American Student Services (OASIS) is responsible for providing a broad array of outreach programs, services, and activities to assist the University in its efforts to enroll, retain, and graduate students of African, Latino, and Asian descent. Services and programs offered through OASIS include the following:

- **Educational and Cultural Programs**
  - Educational and Cultural Institute/UnderOneRoof
  - Asians in America Conference
  - D-Day
  - The -ISM Project

- **Student Development and Leadership Training**
  - Leadership Institute Internship
  - Three-Tier Mentorship Program
  - FACTS Program

- **Academic Enrichment Services**
  - Strategic Networking for Academic Performance (SNAP)
  - OASIS Learning Initiative
  - Timbuktu Academic Resource Center

- **Graduate and Professional School Outreach**
  - Graduate School Forum
  - Binary Solutions
  - Law School Fair
  - Institute for the Recruitment of Teachers
  - Career Advantage Internship Program
  - Career Advantage Internship Résumé Book
  - CareerNET

- **OASIS Envoys**
- **Diversity Education Internship**
- **The Leadership Resource Center**

Alumni Initiatives
- **Life After NYU Series**
- **Alumni Links**
- **Asian/Pacific American Alumni**
- **Alumni of Color**

Social and Cultural Programs
- **Welcome Reception**
- **Open Houses**
- **Nia Awards Celebration**
- **University Commencement Reception**
- **OASIS in the Community Day**

The office, located at 31 West Fourth Street, 3rd Floor, is open from 9 a.m. to 5 p.m., Monday through Friday; telephone: (212) 998-4343.

The Office for International Students and Scholars (OISS) coordinates services for international students and scholars. The OISS issues certificates of eligibility for F-1 and J-1 student visas, advises on all matters pertaining to student immigration status, and serves as the University’s liaison to the United States Immigration and Naturalization Service. Advisers are available every day to assist students with immigration, employment, financial, personal, and cross-cultural concerns.

The OISS sponsors programs to facilitate international students’ adjustment to their new environment and to ensure continued success during their studies at New York University. Programs include a comprehensive orientation; a University-based friendship program that provides international students the opportunity to share common interests with NYU faculty, staff, alumni, and friends; trips to spots of local and regional cultural interest; cross-cultural and educational seminars; and festivals celebrating U.S. and world cultures.

The office is located at 561 La Guardia Place and is open from 9 a.m. to 5 p.m., Monday through Friday; telephone: (212) 998-4720; E-mail: intl.students.scholars@nyu.edu; Web site: www.nyu.edu/pages/osl/offices/oiss.

Religious Groups

The Catholic Center. The Catholic Center offers daily and Sunday mass and a variety of religious, educational, social service, and social activities for both undergraduate and graduate students. Center facilities include the Holy Trinity Chapel, an auditorium/lounge, and the Newman Catholic Students Room. The center is open every weekday, and chaplains are available for consultation and counseling. The office is located in the Thompson Building at 238 Thompson Street, 2nd Floor, between West Third and Fourth Streets. For further information, call (212) 674-7236 or (212) 998-1069.

The Edgar M. Bronfman Center for Jewish Student Life. Situated at 7 East 10th Street, the Bronfman Center is the home of Jewish student life on campus. It is a five-floor town house with lounges, conference rooms, study areas, an art gallery, and a computer room. The center serves as a gathering place where students and faculty can study, worship, socialize, and engage in discussion of issues relating to Jewish history, welfare, culture, and community. Activities and programs include innovative, informal classes, film series, exciting speakers, weekly Shabbat services, and cultural and social events. For more information, call (212) 998-4114.

Protestant Campus Ministries. Located at 238 Thompson Street, (212) 998-4711, the Protestant Campus Ministries have a part-time chaplain available for counseling.

Other Religious Organizations. There are many other religious organizations at NYU. For further information, check at the Student Activities Center, 21 Washington Place.
There's a wealth of musical activity at New York University, and the Center for Music Performance (CMP) is key to staying informed, involved, enlightened, and entertained. The CMP promotes all musical events on campus through the publication of its monthly performance calendar, Square Notes. This free musical listing service provides dates, times, and locations for dozens of outstanding musical events that are available to students.

The CMP also acts as a catalyst to create new musical happenings and opportunities. It presents special events, including a weekly series of free jazz concerts called Jazz Tuesdays and the All-University Holiday Sing, the University's musical kickoff to the holiday season. Each semester the CMP produces the All-University Artist-in-Residence Series, an ongoing program that brings musical artists from around the world to interact with the University community via workshops, lectures, master classes, and concerts.

The CMP serves as a liaison between individual and the various musical organizations at NYU. There are myriad performance opportunities available enabling students of all ability levels to get involved. Ensembles that are administered through the CMP include the NYU Festival and Symphony Orchestras, the Concert Band, and NYU Pipes and Drums. Student music clubs abound, spanning a wide array of musical pursuits, including vocal performance, composition, music business, and international music. The academic music departments at the University (within the School of Education and the Faculty of Arts and Science) offer additional performance opportunities such as jazz ensembles; choral ensembles; early music ensembles; ethnomusical ensembles; brass; woodwind and percussion ensembles; and much more. No matter what your taste or musical ambition, the CMP is the resource that will point you in the right direction.

The CMP invites students to join music lovers from across the University community to explore the wide range of offerings that make music an intrinsic part of the NYU experience. Students with any questions or who wish to be added to the Square Notes mailing list should call the Center for Music Performance at (212) 992-6874. The office is located at 238 Thompson Street, 1st Floor.

Other performing organizations at the University include the College of Arts and Science Theatre Troupe (CAST) (information can be obtained through the College Advisory Center, (212) 998-8130); the NYU Washington Square Repertory Dance Company, (212) 998-5863; the NYU Kaleidoscope Dancers for Children, (212) 998-5411; the NYU Playwrights; and the NYU Summer Musical Theatre Workshop.

The New York University Main Bookstore, located at 18 Washington Place, stocks required and recommended course books, both new and used; a complete selection of hardcover and paperback general books; current best-sellers; children’s books and clothing; study aids; and NYU sportswear, stationery, and gifts. Registered students can get a printout of required and recommended textbooks at the store on the text level. The main telephone number is (212) 998-4667. Regular store hours are 10 a.m. to 7:15 p.m., Monday–Thursday, and 10 a.m. to 6 p.m., Friday and Saturday. Store hours are extended beginning one week prior to the start of classes and continuing through the first two weeks of classes. Call the store or check the Web site for more information.

Book inquiry systems (TextTone: [212] 443-4000 and the Web site: www.bookc.nyu.edu) are available two weeks prior to the start of a new semester. Registered students, using a Touch-Tone telephone or the Internet, can inquire about, get a listing of, and purchase optional and required course books 24 hours a day with a major credit card. Orders will be shipped via UPS ground within two business days.

The Computer Store, located at 242 Greene Street, (212) 998-4672, or computer.store@nyu.edu, offers educationally priced hardware and software. Books, CDs, film supplies, accessories, small electronics, repair services, and computing supplies are also available. At the start of each semester, students can take advantage of a no-interest computer loan for up to $3,000 with deposit, with the deferred-interest computer purchase program.

The Professional Bookstore, located at 530 La Guardia Place, (212) 998-4680, or prof.books@nyu.edu, serves the Leonard N. Stern School of Business (Graduate Division), the School of Law, and the Robert F. Wagner Graduate School of Public Service with course books, sportswear, stationery, and gifts.

Forms of payment include MasterCard, Visa, American Express, Discover, and NYUCard Campus Cash.
Campus Safety

The safety of its students is of the utmost concern to New York University. The University has a comprehensive safety program that includes training, protection, and education. As part of the overall plan, the NYU Protection Services provides a force of 215 uniformed security guards who are on duty at campus facilities and patrol 24 hours a day by foot, bicycles, and vehicles. Residence halls have 24-hour security or doormen. The trolley and escort van service provides safe transport to residence hall locations and off-campus University facilities.

In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report is available by contacting the Office of Student Life, 31 West Fourth Street, New York, NY 10012-1119; (212) 998-4953. This report includes campus crime statistics for the previous three years and also contains institutional policies concerning campus security and crime prevention, alcohol and drug abuse, and sexual harassment.

Computer Services and Internet Resources

Information Technology Services (ITS)
(212) 998-3333 for information by telephone
www.nyu.edu/its on the Web

Information Technology Services (ITS) is the central NYU source for computing, information, network, and telecommunications services. ITS provides Internet access and software; four student computer labs around campus; and classes, assistance, and a variety of additional resources to help students with their course work and other learning and research projects. Our services include the following.

E-mail and Internet
(212) 998-3333 for information by telephone
(212) 998-3035 for account information by telephone
www.nyu.edu/its/students/internet on the Web

ITS provides NYU-Internet accounts with E-mail, personal Web pages, and easy-to-use access to the World Wide Web, network news, and other Internet services. NYU students in degree or diploma programs and visiting and special students in NYU degree program courses are eligible for these accounts and the many services available to account holders.

Computer Labs and Instructional Facilities
www.nyu.edu/its/students/labs on the Web

ITS's four large, modern computer labs offer high-end Apple Macintoshes and IBM-type PCs—along with laser printers, CD-ROM drives, and related equipment—and a wide variety of up-to-date software. High-speed connections to the World Wide Web and Internet resources can be made from the labs' computers. ITS's labs are located in the Education Building (second floor), Tisch Hall (lower course—Room LC-8), 14 Washington Place (lower level), and the Third Avenue North Residence Hall (Level C-3).

The labs are open to students with ITS lab access accounts during all their hours of operation. Without an access account, eligible NYU students in degree or diploma programs may use the Third Avenue lab during all its hours of operation; they may use the other three labs on weekdays until noon and after 6 p.m. and during all weekend hours.

For complete lab hours, visit the Web site above.

Connecting to NYU-NET
(212) 998-3333 for information by telephone
www.nyu.edu/its on the Web

NYU's campuswide data network, NYU-NET, links your personal computer—whether in your home, dorm room, or off-campus workplace—to your NYU-Internet account, the NYU Web, and the other Internet services mentioned above. Several types of telephone and modem ("dial-in") connections can be made, and, from rooms in most on-campus residence halls, direct Ethernet links are also possible for eligible NYU students. For information about in-room connections, visit the Web site above.

In-Room Telephone Service
(212) 443-1221 for Residence Hall Telephone Service Line
www.nyu.edu/its/students/telephone on the Web

ITS's Telecommunications Services provides telephone services to students housed in all NYU-owned residence halls.

Classes
www.nyu.edu/its/classes on the Web

Each semester, ITS and Bobst Library offer programs of short classes and talks in the use of computers, Internet, and library resources to all eligible NYU students. For a class schedule, visit the Web site above.

Special Resources
ITS also offers advanced students special resources in the arts, education, the humanities, the sciences, and the social sciences.

Software for Home and Office Use
www.nyu.edu/its/software on the Web

Look to ITS for selected Internet software that can help you make the most of your home or office connection to NYU-NET. Visit the Web site above to download directly to your PC or Macintosh or pick up ITS's new NYU-NET CD when you start up your NYU-Internet account.

Help
(212) 998-3333 for the Client Services Center HelpLine
www.nyu.edu/its/helpdesk on the Web

In-person help is available at ITS computer labs and the Client Services Center, via E-mail to comment@nyu.edu, via telephone, and via the Web site above.

Further Information
www.nyu.edu/its on the Web

Further information can be obtained at (212) 998-3333 or via the Web site above. Or pick up a Computer Services and Internet Resources brochure at any of the ITS labs or at the NYU Information Center.
NYU Web—Campus Information and More

www.nyu.edu/its on the Web

NYU Web provides easy interactive access to information about NYU programs, courses, events, and facilities and to the rich array of information resources accessible via the World Wide Web and the Internet. Eligible NYU students in degree or diploma programs can reach the NYU Web from on-campus PCs and Macintoshes with connections to NYU-NET.

NYU-Internet stations installed at Bobst Library, Mercer Lounge, the Study Center, and other locations around campus also provide eligible students with access to the NYU Web, E-mail, and other Internet resources.

New York University Alumni Activities

New York University welcomes and encourages the involvement of its alumni in the life of the University. Alumni provide a key link between the past and present, assisting the University in a variety of capacities such as serving on departmental advisory boards, career mentoring of current students, and recruitment of new students. Alumni are also critical to ensuring the University’s future through their financial support of the NYU Annual Fund, which provides essential resources for faculty and curriculum development, student financial aid, undergraduate research, facilities maintenance, and other needs requiring flexible funding.

The New York University Office for University Development and Alumni Relations provides a wide range of benefits and services to all alumni, including a full range of comprehensive programs and services at the Office of Career Services, guest accommodations at the University Club Quarters, a credit card program, an admissions hotline for alumni inquiries, discounted car rentals and movie and theatre tickets, lifetime E-mail forwarding, and more. In some cases, an alumni card entitles holders to limited access to the Elmer Holmes Bobst Library and Study Center and the Jerome S. Coles Sports Recreation Center; special membership to Chelsea Piers and Sports and Entertainment Complex; invitations to special University events; discounts at the School of Continuing and Professional Studies Center for Career, Education, and Life Planning; and other benefits.

Information regarding these benefits and services is available from the Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, 5th Floor, New York, NY 10012-1119; (212) 998-6912; or visit the NYU alumni homepage at www.nyu.edu/alumni.

The Alumni Association

Graduates of the College of Arts and Science are organized into an Alumni Association, governed by an elected Board of Directors. It sponsors a variety of social, cultural, and educational events throughout the year, which enable graduates to maintain contact with the College and their classmates. In addition, delegates of the Alumni Association Board of Directors participate in the New York University Alumni Council, which represents all alumni. Highlights of the year include a fall Dean’s Day, a holiday party, and an Alumni Council awards dinner. In addition, College alumni who are recent graduates are encouraged to participate in special Young Alumni Activities.

Alumni financial support of the CAS Fund, the College’s Annual Fund, provides the resources for the College’s alumni activities as well as vital discretionary moneys for special initiatives of the dean of the College.

For further information, contact the director of alumni relations for the Faculty of Arts and Science, Office for University Development and Alumni Relations, New York University, 25 West Fourth Street, New York, NY 10012-1119; (212) 998-6954.
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 Community Service Center, 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.

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 Scholars Program participate in ongoing service projects such as the Dean’s Service Honor Corps; Cambodian Book Drive; Stories on Stage in the neighborhood grade school; and the Freedom School Mentoring Project. 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 number of central services, including a central Community Service Office (Web site: www.nyu.edu/community.service) and ServiceNet, an on-line community service database. 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 Gloria Cahill at (212) 998-2329.

The University supports a national service initiative, Project SafetyNet. Members of the AmeriCorps Project SafetyNet, a cross-university corps, work to promote safety among young people at risk through peer mediation and conflict resolution programs. For general information, please call (212) 998-2094. Any students at NYU interested in joining AmeriCorps Project SafetyNet can contact Lee Frissell at (212) 998-5021.

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. Under the direction of Dean Matthew S. Santirocco, 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 the students. For more information about these courses, contact particular departments or Associate Dean Richard Kalb, (212) 998-8140.

Many student clubs and organizations such as Asian Initiative, C.H.A.N.C.E., and the Office of Fraternity and Sorority Life sponsor special service projects and philanthropic events throughout the year. To find out more about becoming involved, contact the Community Service Center or the Office of Fraternity and Sorority Life at (212) 998-4710.

In addition to clubs and organizations, the Office of Student Life sponsors an Alternative Spring Break that is a nontraditional spring vacation in which students participate in a weeklong community service project. One group travels outside of New York to a site in need; another serves on the Lower East Side. Another option available to students is Outreach, a volunteer corps that introduces freshmen to service in New York City, (212) 998-2097.

The NYU Community Service Center, (212) 998-4614, provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Center staff are available to provide advice and support. A community service handbook, a helpful guide for doing community service, may be obtained at the center. The center also sponsors special events such as Alternative Spring Break, Weekend Service Projects, and the annual Hunger Clean-Up. In addition, the center welcomes organizations to post volunteer positions.
Matriculated students with superior academic records are honored in various ways, such as 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, Main Building, Room 905.

**Honors**

**DEAN’S HONORS LIST**
A Dean’s Honors List is compiled at the end of each semester. This is an honor roll of matriculated students who in that semester have maintained an average of 3.60 or more in a program of studies of at least 12 graded points in the College. To be listed, a student must have been assigned no grades of Incomplete or N. If a program of only 8 to 11 points per term is taken, the required average is 3.70. All of these points must be graded points as well. 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 3.00 and an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the societies listed below.

**Scholarship**
Phi Beta Kappa

**Departmental Honorary Societies**
Alpha Kappa Delta (Sociology)
Beta Lambda Sigma (Biology)
Delta Phi Alpha (German)
Omicron Delta Epsilon (Economics)
Joseph H. Park History Honor Society
Kappa Tau Alpha (Journalism)
Phi Alpha Theta (History)
Phi Lambda Upsilon (Chemistry)
Pi Delta Phi (French)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Politics)
Psi Chi (Psychology)
Sigma Delta Omicron (English)
Sigma Delta Pi (Spanish)
Sigma Pi Sigma (Physics)
Preprofessional Honorary Societies
Caducean (Premedical)
Fauchardian (Predental)

**ELIGIBILITY FOR GRADUATION WITH LATIN HONORS**
To be graduated with honors, a student must have completed at least 64 points in the College in courses in which the letter grades A through D were received. All graded courses taken while enrolled in the College, and those A-, V-, and G-level graded courses taken while enrolled in other divisions of the University, prior to transfer to the College, will be used in computing the honors average. Pass grades are not counted; grades received in courses taken at other institutions are also not counted.

The student must have a clean record of conduct and maintain a minimum general average as follows: cum laude, 3.50; magna cum laude, 3.70; summa cum laude, 3.90.

**DEPARTMENTAL HONORS**
Students who have completed at least 48 points of graded work in the College may be awarded degrees with departmental honors by successfully completing the specially designated honors sequence in a department, or the equivalent approved by the department, and by maintaining a general average of 3.50 and an average in the major of 3.50. The director of undergraduate studies may waive the general average of 3.50, as long as it is at least 3.30.

Students interested in entering a departmental honors program should consult with the department for information and permission by the end of the sophomore year. A department may drop from an honors program any student whose work does not meet departmental standards. Honors are conferred by a vote of the departmental faculty on students who successfully complete the honors program.

**AWARDS AND PRIZES**

**Africana Studies Prize**
Presented for excellence in this field.

**Albert S. Borgman Memorial Prize**
Income from a fund given in memory of Professor Borgman, former long-term chairman of the Committee on Honors, awarded to the candidate for honors who submits the best honors thesis.

**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 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 prelaw.

Annette B. Weiner Memorial Prize
Presented for excellence in the field of anthropology and for service to the department.

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.

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 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
A prize of $200 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 French studies.

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.

Caducean Award
Presented each year by the Caducean Premedical Honor Society to the student who has completed the premedical course with highest scholastic standing.

Catherine Vassilakis Certificate of Achievement
Awarded annually by the New York University Alumnae Club to a woman in the senior class for outstanding scholarship in the study of psychology.

Chairman’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.

Chemistry Mentor Award
Presented to a student for assisting in the College Chemistry Mentoring Program.

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.

Chester H. Lane Prizes in Public Speaking
The income from a bequest of $1,000 from Chester H. Lane of the Class of 1904 awarded to those members of the freshman class who show greatest proficiency in public speaking.

Comparative Literature Prize
Presented to a graduating senior for excellence and accomplishment in this field.

Computer Science Prize
Awarded to graduating seniors for excellence in computer science and for service to the students in the department.

Computer Science/Engineering Prize
Awarded to graduating seniors 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.

Delta Phi Alpha Prize
Awarded to an honors student for excellence in German.

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 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.

Edna Ables Certificate of Achievement
An annual award given through the New York University Alumnae Club to an outstanding woman senior for excellence in scholarship and leadership in student activities.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

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 Germanic Languages and Literatures.

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.

Evlia 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.

Frances Lewis Hayman Memorial Certificate of Achievement
The Alumni Club's designated use of a bequest to award a certificate to a woman of outstanding scholarship. Award made annually, rotating between the Departments of History and Politics of the College of Arts and Science.

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 Slocovsky Memorial Award
Presented to a student for excellence in Hebrew and Judaic studies.

George Goldstone Award
Established in honor of George Goldstone's early fostering of interest in the American one-act play and providing a prize of $1,000 for the best original one-act play written by a CAS undergraduate.

George Schwartz Prize in Biology
Income from a fund given by Dr. George Schwartz, Class of 1925, awarded for outstanding performance in the general biology laboratory course.

Georges Borchardt Literary Agency Prize
Award presented for excellence in French.

Germaine Brée Prize
Awarded to members of the senior class for excellence in French.

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.

Hema Sakhrani 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.

Hossein Jafari Memorial Award
Presented to a premedical student with diverse interests, for excellence in academic and extracurricular endeavors.

Hughes Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability in neural science.

Ibn Khaldun Prize
Presented for excellence and achievement in the study of Arabic.

Irving 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.”

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.

Kappa Tau Alpha Prize
Awarded by the National Journalism Honor Society and presented for overall excellence in journalism to the department’s highest-ranking student.

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 for service and academic excellence and/or service to the students in predentistry.

Lena Kastle Key Pin
Awarded annually by the New York University Alumnae Club to a graduating woman for excellence.

Lillian Herlands Hornstein Award for Excellence in English Studies
A prize to a graduating senior who in the judgment of the Department of English merits the citation.

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.

Literary Society Foundation Prize
Awarded to a senior of the Department of German for outstanding accomplishment in German studies.

Margaret L. Carulli Certificate of Achievement
Presented by the NYU Alumnae Club to a woman student for excellence in scholarship and leadership in extracurricular activities.

Mark Carroll Award
Granted by annual vote of the Student Council in memory of Mark Carroll, Class of 1955, for excellence in scholarship and service to the College.

Mathematics Awards
Presented to a graduating senior for excellence in mathematics and service to the department and to a member of the junior class for either meritorious service or excellence in mathematics.

Maurice Saklad Predental Award
Presented to the predental student who has demonstrated academic excellence and service to students in predentistry.

Medieval and Renaissance Studies Program Award
Awarded for excellence and services 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 the department for dedicated service to the Program in 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 an outstanding student of 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.

Morris Kline Memorial Award
Presented to a student for excellence in mathematics.

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 European History
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work in the field of European history.

New York University Alumnae Club Key Pin Award
Presented to a scholastically and all-around outstanding graduating woman senior.

New York University Chemistry Alumni Association Award
A book prize presented to a junior or senior with an outstanding record in chemistry.

Ophelia Harper Memorial Award
Presented to a member of the Scholars Program for outstanding service and dedication to the Scholars Program.

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.

Premchand Prize
Presented for excellence in Hindi and Urdu studies.

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.

Rae Dalven Prize
Presented for outstanding undergraduate work in modern Greek studies in the Program in Hellenic Studies.

Raymon T. Ford Memorial Prize
Awarded to the students showing excellence and achievement in creative writing (poetry and short stories).

Rita Cooley Prize
Established upon her retirement in 1986 by the students of Professor Cooley in honor of her 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.”

Robert Perry Scholarship Prize
Awarded to an outstanding graduating senior in the Department of History.

Rita Cooley Prize
Presented annually to a junior or senior in the College who has demonstrated conscientious and outstanding work in the field of European history.

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.”

Robert Perry Scholarship Prize
Awarded to an outstanding graduating senior in the Department of History.

Sandham Prizes in Public Speaking
Income from the George Augustus Sandham Fund devoted to the maintenance of two contests in public speaking in which first and second prizes are awarded. Contest open to sophomores, juniors, and seniors; first-prize winner not eligible to compete a second time.

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
Established in 1979 by the family, colleagues, and friends of Professor Sidney Goldwater Roth to honor his memory. Awarded to the graduating senior who has shown outstanding ability 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 Goldwater Roth to honor his memory. Awarded to the graduating senior who has shown outstanding ability in mathematics.
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
Income from a bequest of $5,597 from an anonymous donor and providing 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.

Women's Studies Prize
Presented for excellence in this field and for service to the program.

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.
Registration

The College Advising Center, Main Building, 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 daily from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Students can complete their initial registration through “Albert,” the University’s Web registration system, at www.albert.nyu.edu or through TorchTone, the University’s telephone voice-response registration system. The TorchTone number is (212) 995-4747. Students can also use TorchTone and Albert to make later adjustments in their schedule.

Continuing students. Students currently enrolled in the College register early for the following semester—in November for the spring term and in mid- to late April for the fall term. Students who are currently enrolled or on official leave of absence receive notification of the date and time when they can register. Before registering, all students fill out a registration worksheet and discuss their program and courses with their adviser, who then clears them for registration. At the appointed time or thereafter, students access Albert or call TorchTone and enter their courses into the Student Information System (SIS). Students should complete registration by paying their tuition and fees by mail. They should review their schedule, including the latest information about classrooms, shortly before the start of the semester, by means of Albert, TorchTone, or NYU View.

New students. Newly admitted students receive detailed instructions about orientation and registration, as well as an appointment with an adviser in the College Advising Center to assist in academic planning and course selection. Transfer students with a declared major also have an opportunity to discuss their program with a faculty member in their chosen major department.

Students entering in the fall term are invited to participate in a summer program that includes advising and registration. Students who cannot come to the campus at that time have an opportunity to register in early September. Two photographs (2” x 2”) and a medical report are required as part of the registration procedure.

Advisement

College Advising Center. The College Advising Center (Main Building, 100 Washington Square East, Room 905; telephone [212] 998-8130) 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. Students are able to obtain internships and explore career opportunities as well as secure tutorial support. Academic and career development workshops are sponsored in order 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, Asian Pacific American students, international students, undecided students, freshmen, and seniors, among others.

A freshman advising program beginning with summer orientation provides individual advising for new students entering in September. Each student is assigned an adviser with whom the student meets throughout his or her first year to discuss academic as well as career and other issues. New students also work with peer advisers who can provide information and support during the transition to college. In addition, freshmen are paired with a faculty mentor during their second semester who is available to discuss their interest in a particular discipline.

There is also an orientation program for entering transfer students right before the start of each semester. Students needing additional assistance may, throughout the year,
make an individual appointment with any adviser in the center. Advisers also meet individually with students who want to discuss various concerns or questions they may be having about the University. The advisers serve as a liaison with other offices and can make referrals when appropriate. The center is thus preeminently the place for students to visit when they are unsure of where to go for help.

The College Advising Center is open daily from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.). **Departmental advisement.** Students who have declared a major go to their major's department for their primary advisement. All declared majors must have their registration approved by a departmental adviser. Departmental advisers can also be consulted throughout the academic year about graduate study and career opportunities.

Office hours for departmental advisers are maintained in the departmental offices. **Special programs.** Questions about cross-registration in other schools of the University, combined-degree programs, and the Morse Academic Plan may be brought to the College Advising Center. Please also see under Morse Academic Plan and Preprofessional, Accelerated, and Specialized Programs.

### The College Learning Center

The College of Arts and Science, with the cooperation of the Division of Student Affairs and the Office of Housing and Residence Life, operates a Learning Center in Weinstein Center for Student Living, 5-11 University Place. The Learning Center provides extensive academic support services to students in all divisions of the University who take courses in the College. Its location in a residence hall serves as a critical link between the academic and residential lives of students, serves as a highly visible and accessible setting, and represents an important partnership between the College and the Division of Student Affairs. Services offered by the center include the following:

- a multimedia language laboratory
- individual and group tutoring sessions
- examination review sessions
- study skills assessment
- workshops on academic effectiveness and time management
- computer-assisted tutoring

### The University Counseling Service at the College of Arts and Science

**Hours and location.** The College of Arts and Science Counseling Service is open between 9 a.m. and 5 p.m. daily, Monday through Friday, in the Main Building, 100 Washington Square East, Room 920. Call (212) 998-8150 or visit the center for information or to make an appointment. The walk-in hour is 2-3 p.m. daily; no appointment is necessary.

**Confidential.** Counseling services are free on a voluntary basis for any full- or part-time student enrolled in the College. The maximum number of sessions is 20. When necessary, outside referrals are available. All conversations are kept strictly confidential.

CAS Counseling Service staff members provide assistance, in workshops as well as in individual sessions, in the following areas:

**Personal problems.** The social and emotional conflicts that occur in everyone's life occasionally prevent a person from functioning optimally. Concerns about interpersonal relationships, poor grades, feelings of inadequacy, anxiety, loneliness, sexual problems, eating disorders, substance abuse, and family and/or marriage conflicts are difficulties any individual might encounter. Counselors provide an atmosphere where personal concerns can be examined and discussed freely and confidentially to accomplish satisfying resolutions.

**Academic effectiveness.** Most students eventually experience some type of difficulty in academic work. The difficulties often involve problems in concentration, organizing study time, developing self-discipline in academic work, and general anxiety over academic performance in taking tests, giving presentations in class, and meeting assignment deadlines. Through counseling, students can examine such difficulties and learn to overcome them. When necessary outside referrals are available.

### 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 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 be qualified 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. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 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.

Veterans may obtain applications or assistance in filing for educational benefits in 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 the Office of the University Registrar. For further information, see under “Veterans Benefits” in the Tuition, Expenses, and Financial Aid section of this bulletin.
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:

1. Bachelor of Arts (B.A.)
   B.A. programs are offered by all departments of the College except that of neural science.

2. Bachelor of Science (B.S.)
   B.S. programs are offered by the following departments of the College: chemistry, neural science, and physics. For details, see these individual departments.

The College also offers jointly with Stevens Institute of Technology a Bachelor of Science/Bachelor of Engineering (B.S./B.E.) program. See under Engineering. Further information is available in the College Advising Center, Main Building, Room 905.

The general degree requirements are the same for the B.A. and the B.S. with the exception of the B.S./B.E.

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 Morse Academic Plan (MAP).

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, Main Building, Room 909B.

### 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 section 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. One-half of the courses (and in some departments, one-half of the points) used to complete the major must be taken in the College of Arts and Science. The student must be accepted as a major in the department and must review his or
her program with a department adviser each term.

DEPARTMENT OF MAJOR
Students go to the office of the department or program in question to declare a major and have it posted in the Student Information System. 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 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. Except for the minors in education, studio art, and social work, one-half of the courses used to complete the minor must be College of Arts and Science courses. The minor is declared at the office of the sponsoring department or program.

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- 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. A number of departments have higher minimum grade requirements, and students should refer to the departmental sections of the bulletin for specific information.

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). Except for the minors in education, studio art, and social work, no courses given in other NYU divisions may be counted toward the major or minor. 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.

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
All students must complete their last 32 points while registered in the College of Arts and Science. 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. Registration in another undergraduate division of NYU does not constitute registration in the College for any purposes, including fulfillment of the residence requirement or completion of the last 32 points.

Transfer Students
Transfer students must complete 48 points in the College 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. Courses in which a grade of C- or lower was obtained are not transferable.
**Internships**

The College of Arts and Science offers academic internships in the following departments or programs: anthropology, biology, classics, dramatic literature, East Asian studies, English, French, German, history, Italian, journalism and mass communication, metropolitan studies, Middle Eastern studies, politics, psychology, sociology, and Spanish and Portuguese.

Under these programs, qualified students are given an opportunity to apply the theory and skills attained in the classroom. Students are placed in New York City area businesses, institutions, and agencies where they can acquire hands-on experience in their field of interest.

Eligibility requirements for internships in most departments or programs are outlined in this bulletin. If they are not, please consult the director of undergraduate studies for this information. Although the requirements for these 2- to 4-point courses vary from department to department, internships must be taken within the 12-point maximum allowed for independent study. (Placements are dependent on the availability of opportunities each term.) Internships for credit must be sponsored by an academic department.

The College's Career Assistance Program can help place students not only in internships for academic credit but also in noncredit internships. This program's counseling on academic choices and career options emphasizes the planning of internships. For more information, see "The Career Assistance Program" under Student Activities, University Services, or make an appointment with a career counselor by coming to the Main Building, 100 Washington Square East, Room 905; (212) 998-8130.

**Preprofessional Program**

The prehealth program in the College of Arts and Science is designed for any student who wishes to undertake preprofessional preparation for application to medical, dental, veterinary, osteopathic medical, optometry, or podiatry school. The program of study for a student interested in any of these areas minimally requires completion of the following courses: Principles of Biology I and II, V23.0011, V23.0012; General Chemistry I, V25.0101, Introduction to General Chemistry I Laboratory, V25.0103; General Chemistry II, V25.0102, Introduction to General Chemistry II Laboratory, V25.0104; Organic Chemistry I, V25.0243, Organic Chemistry I Laboratory, V25.0245; Organic Chemistry II, V25.0244, Organic Chemistry II Laboratory, V25.0246; General Physics I and II, V85.0011, V85.0012; Writing Workshop I and II, V40.0001, V40.0002 (or their equivalent); and Calculus I, V63.0121. Some professional schools may require additional courses.

While striving to earn the best grades possible, prehealth students must also keep in mind that schools of the health professions look at 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 get either paid or volunteer work experience in the area they would like to follow.

The reason for this experience is twofold: students will be able to make an intelligent decision about whether or not they should pursue this profession, and admissions committees can see that an applicant is dedicated enough to find out about a particular profession and that he or she has made an attempt to become aware of both its positive and its negative aspects.

The College's Preprofessional Advisement Office, Main Building, Room 901, telephone: (212) 998-8160, has an extensive interview process during the spring semester before application. Students are encouraged to keep in touch with the Preprofessional Advisement Office so that they are informed about deadlines for the evaluation procedures.

Any student even remotely considering a career in one of the health professions is strongly urged to see an adviser in the Preprofessional Advisement Office as early as possible. Being "premed" is not a major, does not affect earning one's degree, and is not an irrevocable commitment should the student change his or her mind. The Preprofessional Advisement Office will also help students from other NYU divisions who wish to follow a prehealth curriculum. Much more detailed information about the undergraduate experience as a prehealth student, about health professional schools, and about the application process is available in the Preprofessional Advisement Office. Advisers there can help students at every stage of their prehealth careers.
Accelerated and Joint Programs

B.A./M.D. PROGRAM

The B.A./M.D. program is an eight-year joint program between the College of Arts and Science and the School of Medicine at New York University. It is designed for students who are certain that they would like to pursue a career in medicine. The goal of the program is to train scientifically and humanistically oriented physicians and to encourage students to pursue intellectual areas outside of the sciences.

Application to the program is extremely competitive. Admission requirements include a minimum high school grade point average of 3.8 and a combined SAT score of 1450 or higher. In addition to SAT scores, students must present scores from either three Achievement Tests or three Advanced Placement Exams. Other selection factors include motivation to enter the medical profession and evidence of intellectual curiosity. Interviews at the College of Arts and Science and the School of Medicine are required.

Students are admitted to the College as freshmen and are offered admission, at the same time, to the New York University School of Medicine for four years hence. The B.A./M.D. program is not an accelerated program. Students are expected to spend four years on their undergraduate education and are not permitted to advance to the School of Medicine before their appointed entering class. While at the College, students in this program must complete all the requirements for the undergraduate degree. B.A./M.D. students are expected to maintain a minimum overall grade point average of 3.5 during each semester and a minimum grade of B or higher in all science courses required in the premedical curriculum.

B.A./M.D. students are members of the Honors Scholars Program and are expected to participate in a Freshman Honors Seminar and to pursue the honors track in their chosen major.

By their sophomore year, B.A./M.D. students must also begin an in-depth, scholarly research project that culminates in the preparation of a senior paper and a presentation at the College of Arts and Science’s Undergraduate Research Conference.

Additionally, students in this program must participate in cocurricular activities including lectures, field trips, and cultural functions that allow them to view the health professions from various perspectives, including those of the social sciences and humanities. Hospital volunteer opportunities will also be provided at the Mount Sinai-NYU Medical Center/Health System and other hospitals in the area to introduce the student to patient care.

ACCELERATED THREE-YEAR PROGRAM IN MEDICINE

The College offers a combined program with AAMC-approved colleges of medicine in the United States whereby a student who completes in three years the required work in premedical sciences, the requirements of a major, and the requirements of the Morse Academic Plan may receive the Bachelor of Arts degree on completion of the first year and promotion to the second year of medical school. Such students must have completed at least 104 points of work in the College of Arts and Science. In order to qualify for the Bachelor of Arts degree under this program, students must maintain matriculation in the College of Arts and Science while taking the first year of medical work, and they must submit an official copy of the first-year medical school transcript to the chair of the Committee on Recommendations to Schools of the Health Professions. In addition, they must submit a statement from the medical school indicating that they have been promoted to the second year of medical studies.

Admission to medical school after three years of undergraduate college work is extremely rare and is granted only to exceptionally well-qualified candidates.

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 grade point average of 3.5 and combined SAT scores of at least 1370. Students with a wide variety of intellectual pursuits and curiosity 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 Morse Academic Plan, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall grade point average 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 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 assistant dean for advising and student services in the College of Arts and Science Office of the Dean.

ACCELERATED THREE-YEAR PROGRAM IN DENTISTRY
The College of Arts and Science offers a combined program with AADS-approved colleges of dentistry in the United States whereby a student who completes the required work in predental science, the requirements of a major, and the requirements of the Morse Academic Plan in three years may receive the Bachelor of Arts degree on completion of the first year and promotion to the second year of dental school. Such students must have completed at least 104 points of work in the College of Arts and Science. In order to qualify for the Bachelor of Arts degree under this program, students must maintain matriculation in the College while taking the first year of dental work, and they must submit an official copy of the first-year dental school transcript to the chair of the Committee on Recommendations to Schools of the Health Professions. In addition, they must submit a statement from the dental school indicating that they have been promoted to the second year of dental studies.

EARLY DECISION PROGRAM FOR ADMISSION TO NEW YORK UNIVERSITY COLLEGE OF DENTISTRY
Predental students in the College of Arts and Science may make formal application to the College of Dentistry before the regular opening date for applications. They will be notified of the College of Dentistry’s decision by mid-July.

This program is open only to highly qualified, full-time NYU undergraduate students whose first choice is the New York University College of Dentistry. To be eligible, students must have completed approximately 90 points as well as both the sophomore and junior years in the College, and, at the time of application, they must be making progress toward the satisfactory completion of their degree requirements. Those who apply under the early decision plan must commit themselves to attend the New York University College of Dentistry if they are accepted. All applications will be handled through the Committee on Recommendations to Schools of the Health Professions, with which students should register.

**Prelaw**

Prospective law students are free to choose from the wide variety of courses offered at the College of Arts and Science. The College endorses the position of the Association of American Law Schools that a single “best” preparation for law school cannot be recommended. As a result, there is no prescribed prelaw curriculum.

**PURPOSE OF PRELAW STUDY**
While the College considers the prescription of particular courses unwise, it recognizes an essence of undergraduate instruction it believes fundamental to the attainment of legal profession. Courses that require extensive reading, research, and writing should therefore be undertaken. The College’s core curriculum is an excellent beginning for prelaw students since 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 do extensive written work during the junior and senior years. Second, 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. Finally, a background in the behavioral sciences and the humanities (politics, economics, history, literature, philosophy, anthropology, and sociology) is suggested since each will offer a critical understanding of the human institutions and values with which the law deals.

**ADVISING**
The services of the Prelaw Advising Office, Main Building, Room 901, telephone: (212) 998-8160, are available to students seeking consultation on general course selection, law school applications, and related issues. The office serves as a clearinghouse for the dean’s letter of recommendation, required by a number of law schools as part of their admissions process.

**OTHER 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 sit in on first-year law school classes and to meet and talk informally with students actively pursuing legal studies. The College’s Prelaw Society also sponsors talks by guest speakers on law-related topics and field trips to courts and schools of law, arranges for representatives from various law schools to visit the College and describe their programs, and administers sample Law School Admissions Tests (LSAT) in the fall and spring of each year. For further information, please contact the prelaw adviser.
ACCELERATED B.A./M.P.A. PROGRAM

The College of Arts and Science and the Robert F. Wagner Graduate School of Public Service offer selected students the opportunity to earn the B.A. and M.P.A. degrees in a shortened period of study. This program combines the benefits of a broad liberal arts education at the undergraduate level with professional training at the graduate level.

Admission to the program is open to students who have completed 75 points toward the B.A., with a GPA of 3.0 or higher and who have finished at least 32 of those points at the College. Formal application to the program is made in part through its College coordinator in the College Advising Center, Main Building, Room 905.

In order to gain the greatest benefit from the combined degree program, the student should complete, while still an undergraduate, 28 of the 60 points required for the M.P.A. This advanced standing can be earned by enrolling in approved courses at Wagner or by taking undergraduate equivalents, a list of which may be obtained from the program coordinator. The courses are selected in consultation with the College coordinator or with the Wagner coordinator.

Metropolitan studies majors follow a course of study that allows them to take full advantage of the joint degree program. Interested students should speak with the associate director of the Program in Metropolitan Studies.

ACCELERATED B.A./M.A. (M.S.) PROGRAMS

The College of Arts and Science and the Graduate School of Arts and Science offer students in a number of departments 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 typically accepted into a program toward the end of the sophomore or the beginning of the junior year. 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 fellowship covering up to 50 percent of the tuition for the master’s degree.

Programs currently exist in the Center for European Studies and the Departments of Computer Science, French, and German. Others are being developed in the Departments of Economics, English, Mathematics, and other areas. Interested students should consult the relevant department or the Academic Advising Center in Main Building, Room 905; (212) 998-8130.

JOINT B.S./B.E. PROGRAM IN ENGINEERING

The College of Arts and Science offers a combined B.S./B.E. program with Stevens Institute of Technology. See under Dual Degree Program in Engineering (with Stevens Institute of Technology) for details. For more information, please call the academic advisor for the B.S./B.E. program at (212) 998-8130.

Minor in Education (General Education and Secondary Education Teacher Certification)

The College of Arts and Science, in conjunction with the School of Education, offers two different options for the minor in education.

Option I (General Education). This program is for students who would like to explore a possible career in education but who do not wish to pursue a program leading to certification. Students can start by taking one or two courses that are also part of the core requirement for the teacher certification program. This program consists of six courses (17 points) offered by the School of Education. Students who complete it will have an official minor in education indicated on their transcript. For more information, contact the coordinator of the education minor in the College Advising Center, Main Building, Room 905; (212) 998-8130.

Option II (Secondary Education Teacher Certification Program). This program enables students majoring in one of five subjects or areas to qualify for certification to teach in intermediate, junior, and senior high schools. The program can be completed within the usual four years of undergraduate study. Students who complete this program and apply for certification will receive the New York State Provisional Teacher Certification, which through a reciprocity agreement is valid in most other states in the United States. It is valid for only five years, however. To qualify for permanent certification, candidates must receive a master’s degree in a functionally related field and complete two years of full-time teaching.

The five subjects or areas are English, foreign languages, mathematics, natural sciences, and social studies. The requirements for certification are as follows: (1) a minimum of 36 points in subjects or areas to be taught, (2) professional education courses (points vary depending on subject area), (3) 6-8 points of student teaching, (4) a 1-point course in drug and alcohol education, and (5) satisfactory scores on the New York State Teacher Certification Examinations.

All of the School of Education courses (prefix with an E) in the program fall into the category of non-liberal arts courses, from which no more than 24 points will count toward the 128 points required for the degree.

To ensure that they are meeting all the specific requirements and stipulations of their particular curriculum and to officially declare a minor in education, students must see the coordinator of the education minor program in the College Advising Center, Main Building, Room 905.
Minor in Social Work

The College of Arts and Science and the Shirley M. Ehrenkranz School of Social Work offer a minor in social work for selected students. This minor is designed for students who (1) wish to explore the field of social work as a possible career choice, (2) wish to complement their current career interests with relevant social work content, or (3) having decided on a social work career, wish to have an early exposure in order to accelerate at the graduate level or to be eligible to take a greater number of graduate electives.

The minor consists of 15-16 points in courses taken at the Ehrenkranz School of Social Work. Introduction to Social Work, S03.0001, and Skills in Interpersonal Communication, S03.0002, are required. The remaining courses are planned with and approved by the undergraduate program coordinator at the Ehrenkranz School of Social Work.

For further information, see an adviser in the College Advising Center, Main Building, Room 905; (212) 998-8130.
The College of Arts and Science offers a full range of courses during a 12-week summer session divided into six-week sessions. Students may register for either or both sessions. Each six-week session has evening as well as day courses.

Students may take a program combining courses in the College with those in the Tisch School of the Arts, the School of Education, and the Leonard N. Stern School of Business for which they have prerequisites. Qualified students may also enroll for some courses in the Graduate School of Arts and Science.

Students in good standing at other colleges and universities may register as special students for the summer session, provided they have the proper prerequisites for the courses they wish to take. New freshmen and transfer students who have been accepted for the fall term may register for courses during the summer session.

Students enrolled for at least 6 points per session may live in a dormitory for as little as $100 per session. For information, contact Arts and Science Summer Programs, New York University, 6 Washington Square North, 4th Floor, New York, NY 10003-6668; (212) 998-8170.
Programs Abroad

New York University Programs Abroad

A College of Arts and Science student in good standing may choose to study abroad for a semester or a year through an NYU program or exchange. Selecting an NYU study abroad program or exchange is an easy three-step process designed to help students understand their options and make sure that the courses fit well into their overall academic plan. First, students should contact the Study Abroad Admissions Office ([212] 998-4433; studyabroad@nyu.edu; www.nyu.edu/studyabroad) for information on all study-abroad options.

Second, they should consult their academic adviser in the College Advising Center (Main Building, 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 abroad, their adviser must approve the course work they will complete abroad.

Finally, students should pick up a Contact Data Form from Main Building, Room 905, or download it from www.nyu.edu/studyabroad/undergraduate/nyudataform.pdf. The form must be completed and submitted to the Study Abroad Admissions Office (7 East 12th Street, Room 608, New York, NY 10003-4475) by May 15 for the fall semester or November 1 for the spring semester. Requests will be processed and reviewed by Study Abroad Admissions as well as by the Office of the Associate Dean for Students. Considerations used in determining whether the program is appropriate for a given student include his or her academic and disciplinary standing and progress toward graduation. The review process takes approximately two weeks. Confirmation letters are mailed directly to students with instructions for registration, pre-departure arrangements, and orientation information.

Students who wish to study abroad on 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 (Main Building, Room 909B; [212] 998-8140).

New York University in Athens (Summer)

New York University in Athens, a six-week summer program, combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions to introduce students to various aspects of Greek life. Approaching modern Hellenic society and culture from an interdisciplinary perspective, the program provides students with an appreciation of the history of the modern Greek language and literature and an understanding of how the Greeks have borne their classical, Byzantine, and Ottoman historical and political experiences and transformed them in the modern era. Extracurricular activities include walking tours of Athens, visits to its monuments and museums, evening outings to dramatic and musical performances, and a half-day trip to Attica’s beautiful coastline with a visit to Poseidon’s temple at Cape Sounion. Weekend excursions include trips to Mycenae, Epidaurus, and Corinth in the south, Delphi, Meteora, and Thessaloniki in the north; and the islands of Aegina and Hydra in the Saronic Gulf. For more information, contact the Program Director, NYU in Athens, Program in Hellenic Studies, 19 University Place, 5th Floor, New York, NY 10003-4556; [212] 998-3990. For application and preregistration forms, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; [212] 998-4433; E-mail: summerinfo@nyu.edu; or visit the Web site at www.nyu.edu/summer.

New York University in Berlin (Fall only)

NYU in Berlin, in association with Duke University, is offered only during the fall semester and is limited to undergraduates who are interested in studying in Germany for the first time. The program helps students to improve their language skills and deepen their understanding of German culture, society, and politics. In addition to the academic curriculum, there are excursions for program participants to Dresden and Prague. These trips combine recreation and sightseeing with academic inquiry. Students take courses taught by German faculty and by the program’s resident director. Students wishing to stay on for the academic year may switch to NYU’s exchange program at Humboldt or Freie.

Students take a full NYU course load and can earn up to 18 points of credit. The program offers language and culture courses taught in German, as well as art, history, architecture, and economics classes that
Goethe Institute (Germany)

The Department of German provides an eight-week summer program of study under the auspices of the Goethe Institute, which has locations throughout Germany. Students have the opportunity to learn the German language in an intensive program. For a regular academic term, students must obtain the permission of the department prior to undertaking this program of study. The credits to be granted are determined upon successful completion of the program. Inquiries should be directed to the Director of Undergraduate Studies, Department of German, 19 University Place, 4th Floor, New York, NY 10003-4556; (212) 998-8650.

New York University in Buenos Aires

The vibrant city of Buenos Aires reflects the recent developments in Argentina’s political and social transition to democracy. Students at NYU in Buenos Aires encounter a rich tradition of theater, music, and other art forms and are encouraged, through their courses and the many excursions and visits offered by the NYU program, to consider the ways in which Argentinian society in general and Buenos Aires in particular have interpreted their recent political and cultural history.

The NYU Center in Buenos Aires is centrally located in the Norte/Recoleta section, a thriving urban center with exquisite parks as well as numerous cafés, restaurants, museums, bookstores, and even places to learn the tango. Students are immersed in this milieu and are also encouraged to participate in excursions further afield to places such as Chile, Patagonia, and Iguazu Falls.

Courses available consider topics such as art, music, and cinema in Latin America, as well as the history, politics, and economic development of the region. Students can study in Buenos Aires during the academic year as well as the summer. Courses are conducted in English and Spanish and all students are required to take a Spanish language course. Inquiries should be directed to NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: studyabroad@nyu.edu; or visit the Web site at www.nyu.edu/studyabroad.

New York University in Dublin (Summer)

New York University in Dublin, a six-week summer program, focuses on contemporary Ireland and its culture. The program is located at Trinity College, Ireland’s oldest and most beautiful university. Housing for students is provided at Trinity, ideally situated in the heart of Dublin. A series of field trips and cultural and social activities that are aimed at broadening the students’ knowledge of Ireland complement an interesting and rigorous academic program. Typical evening activities include outings to the theater and to poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions include visits to Newgrange, Glendalough, and the Wicklow Mountains. For application and preregistration forms, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: summer.info@nyu.edu; or visit the Web site at www.nyu.edu/summer. For more information, contact the Program Director, NYU in Dublin, Department of History, 53 Washington Square South, New York, NY 10012-1098; (212) 998-8632.

New York University in Florence

New York University in Florence at Villa La Pietra is situated on a hillside just north of Florence. The 57-acre estate was bequeathed to the University by Sir Harold Acton, a distinguished patron of the arts. A magnificent Renaissance estate with five villas, La Pietra houses a notable Early Renaissance art collection, and its grounds feature one of the most beautiful and authentically restored Renaissance gardens in Italy. Students are lodged at Villa Natalia, which also has computer facilities (including access to E-mail). Some students stay in private apartments or in Italian households. Courses open to undergraduates examine the history of Europe and its cultural legacy of art, literature, philosophy, and architecture, as well as the political, cultural, economic, and social issues that are shaping the future of Europe. Intensive Italian language courses are offered at the beginner, intermediate, and advanced levels. Sample courses include the Sir Harold Acton Seminar, which focuses on the issues related to a unified Europe; a Renaissance humanities course, which draws on the vast resources of the city of Florence; Masters and
Monuments, a course that focuses on art and architecture of the Renaissance; Italian Cinema and Literature; Modern Italy Since 1815; Masterpieces in Italian Literature; MAP: Expressive Culture—Words; Family and Gender in Late Medieval and Early Renaissance Italy; Introduction to Economic Issues: Europe; and Photography. Additional courses in a variety of disciplines are also offered.

Students can study at NYU in Florence for the fall or spring semester as well as for the full academic year. A full course load is usually four courses per semester (16-18 points) or 32-36 points for the academic year. Most courses are taught in English. Classes are mostly held at Villa Ulivi. Language courses are taught at the Centro Linguistico di Ateneo of the University of Florence. Additional courses for students with advanced Italian language skills are offered at the University of Florence. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the program.

In addition, NYU in Florence 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. For an application form for the academic year, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: studyabroad@nyu.edu; summer.info@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For more information on the summer session, contact the Program Director, Casa Italiana Zerilli-Mariotti, 24 West 12th Street, Room 101, New York, NY 10011-8697; (212) 998-8730.

NYU in London offers both academic year and summer programs in London at the NYU center, conveniently located near the University of London and the London School of Economics. Students are housed in a modern residence off Oxford Street in a popular student area near the British Museum, Bloomsbury, and Soho. In addition to a rigorous and varied academic curriculum, students can take advantage of guided tours to places such as the British Museum, the Globe Theatre, 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.

NYU in London’s six-week summer program offers students the opportunity to pursue study of British drama, visual arts, literature, and politics with distinguished NYU and University College London faculty. Students register for 8 points of course work. Housing is provided in John Dodgson House, a well-equipped, modern dormitory in the historic Bloomsbury district of London, within easy walking distance of theatres, museums, shops, and public transportation. The program includes excursions around London and further afield to Stratford-upon-Avon, Stonehenge, Salisbury, and Selbourne Village.

For an application form, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: studyabroad@nyu.edu; summer.info@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information on the summer program, contact the Program Director, NYU in London, Department of English, New York University, 19 University Place, 2nd Floor, New York, NY 10003-4556; (212) 998-8817; E-mail: london.program@nyu.edu.

New York University in Madrid, founded in 1958, is the oldest of NYU’s study abroad programs. Students from the undergraduate program enjoy exposure to a vibrant modern culture in a country that is an heir to ancient European traditions and that has served historically as a point of convergence of New World, Near Eastern, and African cultures. Famous for its beauty and nightlife, Madrid also offers all the conveniences and attractions of a big city such as theatre, music, cinema, dance, museums, and gyms. Undergraduates are offered a range of cultural activities, seminars, and excursions designed to immerse them in their environment. NYU in Madrid arranges housing for students in Spanish homes, which is strongly recommended as the best way to encourage the use of Spanish and immersion in the rhythms of everyday life. Accommodation in apartments is also available.

New York University in Madrid is located at the International Institute in Madrid at Calle Miguel Angel 8, which was founded in the 19th century by American intellectuals for the purpose of creating an opportunity for women to study in Spain. The building is a grand example of 19th-century architecture and traditional beauty. In addition to housing the NYU program office, student computer facilities and E-mail, a garden, and a library that holds 75,000 volumes, the International Institute facilitates conferences and student exchange events.

NYU in Madrid conducts undergraduate programs in Spain during the academic year, semester, and summer. The program offers Spanish language instruction at all levels, as well as course work in Peninsular and Spanish American literature, history, civilization, cultural anthropology, the social and political sciences, fine arts, and cinema. There are two comprehensive undergraduate programs—one taught in English, one taught in Spanish. For students studying in English, sam-
New York University in Prague

The modern city of Prague, magical and haunting, medieval yet modern, provides unparalleled opportunities to supplement classroom study with its museums, galleries, castles, and churches. The NYU Center is situated at Male Namesti in a 15th-century building only steps away from the Old Town Square and Prague’s historic clock tower. Originally called the “White Lion,” it was home of the first printing shop in the Kingdom of Bohemia, one of the earliest printing houses in Central Europe. The building has been restored to its original detail with painted wooden beams and arched entryways, an ideal place for study and reflection.

NYU in Prague uses the facilities of Charles University, located in the center of this magnificently preserved city. Founded in 1348, Charles University is the oldest and one of the most prestigious universities in Central Europe.

The program aims to expose students to the historical, political, social, and cultural heritage of the Czech Republic as well as to help students understand its role in a changing Europe and appreciate the complex economic and political issues influencing the relationship between Eastern and Western Europe. All courses are taught in English except for Czech language courses. Sample courses include Elementary Czech: Czech for Everyday Use; Modern Czech Literature; Musical Traditions of the Czechs; Introduction to Economic Issues: Recent Economic Developments in the Czech Republic; and Czech Art and Architecture. Qualified students may take content courses in Czech.

NYU in Prague’s six-week summer program offers courses at both the undergraduate and the graduate levels. The undergraduate courses
include Intensive Czech; Art and Architecture of Prague; Central European Cinema, Literature, and the Performing Arts; Central European and Czech Literature and Culture; and The Holocaust: Destruction of European Jewry. The last two courses are also offered at the graduate level. Courses are taught in English by NYU and Charles University faculty members. Study in Prague includes excursions to local museums, theatres, historical sites, and government offices, as well as to Bratislava and southern Bohemia. For an application form, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: studyabroad@nyu.edu; summerinfo@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information on the summer program, contact the Program Director, NYU in Prague, Department of French, 19 University Place, 6th Floor, New York, NY 10003-4556; (212) 998-8705.

**New York University in Paris**

Since September 1969, New York University in Paris has been at the forefront of French-American cultural exchange. Located at 56, rue de Passy, Paris 16e, the NYU Center consists of two charming 19th-century town houses joined by a rose garden on the rue de Passy. It is located near the Eiffel Tower and the Trocadero, in a quieter, residential section of Paris. Serving as a base for our students, it houses classrooms, a lecture hall, a library, a video collection, computer facilities, and administrative offices. The student lounge and garden provide pleasant settings for informal gatherings.

NYU in Paris offers undergraduate and graduate programs that are open to New York University students and those from other accredited four-year colleges. (Graduate programs lead to an M.A. in either French language and civilization or French literature.) Students must meet the admission standards of the College of Arts and Science or the Graduate School of Arts and Science and be supported by statements of good academic standing and language proficiency and the recommendation of the dean of their home school. NYU in Paris accepts students for the academic year, semester, and summer.

A selection of courses in the humanities and the social sciences is offered in both English and French at NYU in Paris so that students from various disciplines can study in both languages, depending on their language skills. All students must take a language course. For students studying in English, courses include Intensive Elementary French; French Urban Architecture; France and the European Integration; Expatriate Literature; French-African Relations; and French Cinema and Culture. Courses in French include Written Contemporary French; Advanced Conversation; Women and the French Novel; Existentialism and the Absurd; French Youth; French Artistic Movements from the Middle Ages to the Present; Advanced Composition; Business French; Women Writers; Theatre in the French Tradition; Artistic Movements in Paris: Field Study; and Culture: The French Fourth and Fifth Republics.

Advanced students may also enroll in courses at various Paris universities and the Institut d’Études Politiques. Many excursions to various regions of France and visits to monuments, museums, and cultural sites are planned. Courses are taught by distinguished NYU and University of Paris faculty. The normal course load is four classes per term and students receive an NYU transcript.

In addition, NYU in Paris sponsors a six-week undergraduate summer program and a series of three-week intensive summer graduate courses leading to the M.A. in French language and civilization. In the summer, all courses are held at the NYU in Paris Center. The undergraduate program combines the classroom study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Special weekend excursions are also part of the program, including the famous Avignon Theater Festival. For an application form, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; (212) 998-4433; E-mail: studyabroad@nyu.edu; summerinfo@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information, contact the College Advising Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; (212) 998-8130; E-mail: nyuparis@nyu.edu.
Students at New York University have the opportunity to study abroad for a semester or an academic year at outstanding urban universities as part of their NYU education. Among the European and British universities participating in the exchange are the Universities of Amsterdam (the Netherlands), Copenhagen (Denmark), Stockholm (Sweden), Vienna (Austria), and Bonn (Germany); Freie and Humboldt Universities in Berlin (Germany); the University of Florence and the European University Institute (EUI) in Florence (Italy); Charles University (Czech Republic); Comenius University (Bratislava, Slovakia); the Institute of Political Science (Paris, France); Trinity College (Dublin, Ireland); and Royal Holloway (England). In Latin America, participants include Pontifical Catholic University of Chile (PUC) in Santiago and the National Autonomous University of Mexico (UNAM) in Mexico City; and in Asia, Ewha Women’s University (note: Ewha’s international program is coed) and Yonsei University in Seoul, Korea. NYU students who participate in an exchange 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, contact the College of Arts and Science Advising Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; (212) 998-8130; E-mail: global.exchanges@nyu.edu.
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. 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 and his or her eligibility to receive financial aid.

A student who has not yet attained senior standing may not register for more than 18 points per term without the approval of an adviser in the College Advising Center.

Change of program. To make any changes in their program, including dropping or adding courses given in other divisions of the University, students must access Albert at www.albert.nyu.edu or call TorchTone at (212) 995-4747 or file a Change of Program form 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 an adviser in the College Advising Center.

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 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.

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:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.

2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious
Credit

Credit for Advanced Placement 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 forward their official scores to the Office of Undergraduate Admissions, 22 Washington Square North; (212) 998-4500. In most subjects, if the score received is four or five, credit will be granted. If such credit is granted, students should not retake that course for credit in the College. If they choose to do so, they will automatically lose the Advanced Placement credit. For more information, see the “Advanced Placement Equivalencies” chart in the Admission section of this bulletin.

Credit for Courses at the College

To receive credit for a course, the student must register before attending, meet the requirements for attendance, and satisfactorily 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

No credit is granted for the successful completion of only the first term of a full-year course, except by the permission of the director of undergraduate studies of the department in which the course is taken. Full-year courses are denoted by a hyphen between numbers, such as in V27.0003-0004.

A student who has earned credit for a course may repeat it once (a “W” obtained on first registration for a course does not count in these calculations). Students may not repeat courses in a designated sequence after taking more advanced courses; however, the sequencing of courses is determined by the departments. 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, but only the latter will be computed in the grade point average and have credit awarded. Students should be aware that certain graduate schools, including dental, medical, and law schools, will count both grades for a repeated course in the average.

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. Transfer students should note that credits for nonliberal arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. The following exception applies: Students are permitted to take up to 24 points in other divisions to complete their program, as prescribed, if they are formally matriculated in one of the following combined degree programs: secondary education; B.A./D.D.S. program; or the accelerated B.A./M.P.A. or B.S./B.E. program.

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.

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.

Summer Session

Once admitted to the College, students 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 should be made to an adviser in the College Advising Center, Main Building, Room 905.

Information about summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.
Examinations and Grades

FINAL EXAMINATIONS
When final examinations are missed because of illness, a doctor's note must be presented to the instructor, who may give a grade of Incomplete. See below for an outline of procedures for taking makeup examinations.

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 exam with the instructor and, in 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.

(Regarding the removal of Incompletes received for missed work other than final examinations, see under “Grades” and “Incompletes,” below.)

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 average.

GRADES
Students may obtain their final grades for each semester over the telephone or on the World Wide Web by means of a personal identification number. 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 terminal 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 while matriculated in the College, or earned in any of the College's courses (A/V prefixed courses) while matriculated in another division of New York 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: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, and F = 0.0.

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 (point value of A), 4 (points of B) x 3 (point value of B), and 4 (points of C) x 2 (point value of C), which totals 52 (the total of all grade points earned), and then by dividing 52 by 16 (the total number of credit hours completed). This gives the grade point average of 3.25.

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.

In the case of a course that has been repeated, only the second grade, whether higher or lower, is computed into the average. The initial grade, however, remains on the transcript.

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 undergraduate and graduate 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, law, or medical programs; grades for work done at institutions other than New York University (except for exchange sites abroad); and grades for work done in courses that are not prefixed with an A or a V (non-A/V courses) while enrolled in another division of New York University.

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 under “Pass/Fail Option,” below.

W: The grade of W indicates an official withdrawal of the student from a course. Please see “Change of program” and “Withdrawing from courses,” above, for information on the regulations and procedures for withdrawing officially from courses.

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 Incomplete, 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 for an Extension of Incomplete Form, which must be approved by the instructor. Extensions of these time limits are rarely granted.
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 are generally numbered V**.0997, 0998 and 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 more than 8 points of independent study (V**.0997, 0998) 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.

More specific information can be found under the individual departmental descriptions.

LEAVE OF ABSENCE
Students who wish to be out of attendance from the College for one semester or an academic year may be granted an official leave of absence. The student should submit a request to the College Advising Center, Main Building, Room 905, and have an interview with an adviser before the beginning of the term. Leaves are not granted after the third week of the term unless there are compelling personal or medical reasons.

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). The student on leave is responsible for financial aid deadlines. If students are on probation when the leave is granted, they will return on probation. If they have attended another college during the leave, they must submit an official transcript to the College Advising Center, College of Arts and Science, New York University, Main Building, 100 Washington Square East, Room 905, New York, NY 10003-6888.

Students out of attendance who did not apply for a leave and who wish to return to the College may apply for readmission. See under Admission.

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 Morse Academic Plan 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. The form for declaring the pass/fail option may be obtained in the College Advising Center, Main Building, Room 905.

PETITIONS
The Faculty Committee on Undergraduate Academic Standards will consider petitions of 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 considered. Petition forms may be obtained in the Office of the Associate Dean for Students, Main Building, Room 909B.

Information on placement testing can be obtained from Crystal Parsons at the Office of Academic Affairs, Main Building, Room 908. Students who place at a level below that at which they have completed at another college will lose transfer credit if they repeat course work at the College of Arts and Science.

B. Testing Exemptions. The proficiency/placement test 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 English courses for international students. Students in these categories should contact the College Advising Center to verify that they have satisfied the foreign-language requirement.

II. Examinations in Mathematics. All entering students must take a placement examination prior to registration. See “Placement Tests” under Mathematics (63).

III. Chemistry. A chemistry assessment examination is given to entering students to determine whether they have the qualifications for immediate placement into Molecular and Cell Biology I and II (V23.0021 and V23.0022).

ANALYSIS OF ACADEMIC PROGRESS

Via the World Wide Web (www.albert.nyu.edu), by means of their personal identification number (PIN), all students have access to their Analysis of Academic Progress as generated by the Office of the University Registrar. This is a Student Information System (SIS) accounting of completed and remaining degree requirements.

TRANSCRIPTS OF RECORD

Requests for official transcripts require the signature of the student requesting the transcript. A transcript may be requested in writing by sending a signed letter to the Office of the University Registrar, New York University, P.O. Box 910, New York, NY 10276-0910. A request for a transcript must include all of the following information: Social Security or student ID number; current name and any name under which you attended NYU; current address; date of birth; school of the University attended and for which you are requesting the transcript; dates of attendance; date of graduation; and full name and address of the person or institution to which the transcript is to be sent.

Please note the following: there is no charge for academic transcripts; the limit for official transcripts issued to the student, whether by mail or in person, is three. More than three official transcript requests require individual requests to be completed specifying the full name and address of the college, university, prospective employer, or scholarship agency to which the transcript will be sent. No exceptions may be granted to the three transcript limit policy.

Once a final examination period has begun, no transcript will be forwarded for any student who is currently enrolled in courses until all the student’s final grades have been received and recorded. Please notify the Office of the University Registrar immediately of any change of address.

Students are able to access their grades at the end of each semester via TorchTone using a Touch-Tone telephone and a personal identification number (PIN). Instructions on how to use TorchTone are available in the Office of the University Registrar. Students may also access grades at one of the NYU View kiosks placed throughout the campus or via the Web at www.albert.nyu.edu.

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.

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 in order 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 organizational 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 are informed in writing by registered mail. 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. Thus, when students enter the College, one of the first things that they are asked to do is to sign a community compact, recognizing these principles of academic integrity. For this reason, violations of these principles are treated with the utmost seriousness.

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:

   a) 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.

   b) 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 chairmain'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 registered 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 suspension 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, regulations, and established practices of the University and the College of Arts and Science, as stated in the Student Discipline Rules and Procedures of the College of Arts and Science and as outlined in the chapter “University and Student Governance, Policies, and Procedures” in the Students' Guide to NYU. 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.

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.
Professors

Doris R. Aaronson, Professor of Psychology; B.S. 1958, Maryland; M.A. 1959, Columbia; Ph.D. 1966, Pennsylvania

Thomas Abercrombie, Associate Professor of Anthropology; B.G.S. 1973, Michigan; Ph.D. 1986, Chicago

Lila Abu-Lughod, Professor of Anthropology; B.A. 1974, Carleton College; M.A. 1978, Ph.D. 1984, Harvard

Gerard Aching, Associate Professor of Spanish; B.A. 1982, California (Berkeley); Ph.D. 1991, Cornell

Milton B. Adesnik, Associate Professor of Cell Biology; B.S. 1964, City College; Ph.D. 1969, Massachusetts Institute of Technology

Karen Adolph, Associate Professor of Psychology; B.A. 1986, Sarah Lawrence College; M.A. 1989, Ph.D. 1993, Emory

Charles M. Affron, Professor of French; B.A. 1957, Brandeis; Ph.D. 1965, Yale


Edwin Amenta, Professor of Sociology; Chair, Department of Sociology; B.A. 1979, M.A. 1982, Indiana; Ph.D. 1989, Chicago

Thomas Anantharaman, Assistant Professor of Computer Science; B.A. 1982, Barnaras Hindu; M.A. 1986, Ph.D. 1990, Carnegie Mellon

Susan Andersen, Professor of Psychology; B.A. 1977, California (Santa Cruz); Ph.D. 1981, Stanford

Helene M. Anderson, Professor of Spanish; B.A. 1947, Brooklyn College; M.A. 1951, Ph.D. 1961, Syracuse

Loredana Anderson, Language Lecturer on Italian; B.A. 1984, San Francisco State; M.A. 1986, Ph.D. 1991, California (Los Angeles)

Chiye Aoki, Associate Professor of Neural Science and Biology; B.A. 1978, Barnard College; Ph.D. 1985, Rockefeller

Maria Louisa Ardizzzone, Assistant Professor of Italian; Ph.D. 1967, Palermo (Sicily)

William Arnal, Assistant Professor of Classics (Program in Religious Studies); B.A. 1989, M.A. 1990, Ph.D. 1997, Toronto

Felice B. Aull, Associate Professor of Physiology and Biophysics; B.A. 1960, Columbia; Ph.D. 1964, Cornell

Marco M. Avellaneda, Associate Professor of Mathematics; Lic. en Cien. 1981, Buenos Aires; Ph.D. 1985, Minnesota

Gage Averill, Associate Professor of Music; B.A. 1984, Ph.D. 1989, Washington

Miriam Ayres, Senior Language Lecturer on Portuguese; B.A. 1981, M.A. 1989, Rio de Janeiro

Efrazn Azmitia, Professor of Biology and Neural Science; B.A. 1968, Washington; M.A. 1976, Cambridge; Ph.D. 1973, Rockefeller

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Catheleen S. Morawetz, B.A., M.S., Ph.D., Mathematics
Walter S. Neff, B.A., M.A., Ph.D., Psychology
Henry Noss, B.A., M.A., Ph.D., History
Erika Ostrovsky, B.A., M.A., Ph.D., French
Alfred Perlmutter, B.S., M.S., Sc.D., Biology
Robert M. Perry, B.A., B.D., Ph.D., Religion
Arthur S. Peters, B.S., M.S., Ph.D., Mathematics
Humberto Piñera, Doc. en Let., Spanish
Alice M. Pollin, B.A., M.A., Ph.D., Spanish
Standing Committees of the College

The following standing faculty committees of the Faculty of Arts and Science serve only the College of Arts and Science.

The Committee on Undergraduate Academic Standards
Membership by appointment and by office. Term: two years.

The Committee on Undergraduate Honors
Membership by appointment. Term: two years.

The Faculty Grievance Committee
Membership by election. Term: two years.

Faculty Representatives to the Senate
The names of the representatives are available in the Office of the Dean.

Student Representatives to the Senate
The names of the representatives are available in the Office of the Dean.

Standing Committees of the Faculty of Arts and Science

The following standing faculty committees of the Faculty of Arts and Science serve both the College of Arts and Science and the Graduate School of Arts and Science.

The Faculty Advisory Committee on Policy and Planning
Membership by appointment, by election, and by office. Term: three years.

The Faculty Committee on Nominations and Elections
Membership by election. Term: two years.

The Faculty Grievance Committee
Membership by election. Term: two years.

Faculty Representatives to the Senate
The names of the representatives are available in the Office of the Dean.

Student Representatives to the Senate
The names of the representatives are available in the Office of the Dean.
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH): To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3, 5, and 18 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus
Bus numbered 8 to University Place. Walk south to Washington Square.

Broadway Bus
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

*See Washington Square Campus map and key for specific addresses.
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