College of Arts and Science

ANNOUNCEMENT FOR THE 170TH AND 171ST 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 140 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 90 and 6,200. 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.

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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 and, in some departments, the Bachelor of Science degree. Joint programs of study currently involve NYU’s Robert F. Wagner Graduate School of Public Service, Graduate School of Arts and Science, the Steinhardt School of Education, Leonard N. Stern School of Business, 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 College of Dentistry offers the degrees of Master of Science degree, as well as advanced education in the dental specialties and allied health programs in dental hygiene and dental assisting. The patient care clinics, laboratories, and other teaching facilities that comprise the College of Dentistry are housed within several buildings, including the Arnold and M. arie Schwartz Hall of Dental Sciences and the K. B. Weissman Clinical Science Building. The center is located on East 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 Graduate School of Arts and Science offers the degrees of Master of Arts, Master of Science, Master of Fine Arts, and Doctor of Philosophy in most areas of the humanities, social sciences, and natural sciences. Several certificate programs are also offered. The NYU Paris and NYU in Madrid M.A. programs are based in centers in Paris and Madrid, respectively. Dual degree programs of study currently involve the School of Law, the School of Medicine, the Leonard N. Stern School of Business, and the Robert F. Wagner Graduate School of International Affairs. Courses are offered in the late afternoon and evening as well as during the day.

The Steinhardt School of Education offers a broad range of innovative undergraduate programs and advanced graduate study in education, health, communications, and the arts professions. Undergraduate programs lead to the Bachelor of Science or Bachelor of Music degree and combine a solid foundation in the liberal arts with specialized course work and fieldwork, clinical practice, or internships in a wide variety of settings throughout New York City. Graduate students may enroll in master’s, advanced certificate, and doctoral programs in a wide variety of disciplines. Courses are given weekdays, evenings, weekends, and summers to full-time, part-time, and special students.

Study abroad is available for undergraduates during the academic year and for graduate students during the summer. Applied research opportunities abound for all students.

The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimmik 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., and Ph.D. degrees. Students may specialize in accounting or taxation, economics, finance, information systems, international business, management, marketing, operations management, statistics, 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 course work. The undergraduate curriculum is a full-time course of study.

The School of Continuing and Professional Studies for more than 60 years has provided courses and credentials designed to meet the cultural and career needs of today’s adult population. The school offers a wide range of noncredit classes in information technologies and digital media; e-business; real estate and construction; publishing; marketing and management; film and video; creative writing; international affairs; foreign languages; hospitality; finance and law; and more. The Virtual College™ SCPS’s distance learning component, hosts a growing number of online courses across a variety of disciplines. SCPS also offers workshops for adults considering a career change or return-
New York University and New York University

The Libraries

Nine distinct libraries at the University contain approximately 4.4 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 three 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 book stacks plus five major reading rooms; up to 3,500 students may comfortably study here at any one time. The stacks are open until midnight, and study areas on the A and B levels are open 24 hours during the academic year. The library has a computerized catalog, known as BobCat for Bobst Library Catalog, provides access to the libraries' holdings. It may be searched in any of the University libraries or over N Y U N E T. Students can also connect at computer workstations in the library or from home to hundreds of electronic journals, texts, and periodical databases through the Library's World Wide Web site, www.nyu.edu/library/bobst.

The Courant Institute of Mathematical Sciences Library has a highly specialized research collection of over 68,000 volumes in mathematics, computer science, and physics.

The Stephen C. Clark Library of Fine Arts is a reference collection of over 152,000 volumes in the history of art of all periods, classical archaelogy, and the conservation of paintings and sculpture.

The Law Library contains over 250,000 volumes and is strong in areas including public, commercial, 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, at the Medical Center contains more than 174,000 volumes, 3,700 periodicals, computer software, and audiovisuals.

The John and Bertha E. Waldman Memorial Library at the College of Dentistry contains over 39,000 bound volumes and 570 periodicals, computer software, and audiovisuals as well as one of the largest collections of rare books on dentistry in the country, including the Weninger Collection, the Blum Collection, and The Mestel St. Apollonia Collection.

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.

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 Steinhardt School of Education, and the Robert F. Wagner Graduate 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. Ehrmankranz 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 the arts. Departments and programs offering professional training are acting, dance, design, drama, performance studies, film and television, cinema studies, photography and imaging, 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.

INTRODUCTION • 7
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 resource of 1,900 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. The collection also includes representative area newspapers in Arabic, Persian, Turkish, Hebrew, and English.

The Grey Art Gallery, the University's fine arts museum, presents three to four innovative exhibitions each year that encompass all aspects of the visual arts: painting and sculpture, prints, 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 for NYU staff, faculty, and students.

The New York University Art Collection, founded in 1958, consists of more than 5,000 works in a wide range of media. The collection is comprised primarily of late-19th- and 20th-century works; its particular strengths are American painting from the 1940s to the present and 20th-century European prints. A unique segment of the NYU Art Collection is the Ben and Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Israel to Japan.

If you would like more information on the Grey's exhibitions, programs, and hours of operation, please visit our Web site at www.nyu.edu/greyart or call (212) 998-6780.

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 11,500 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 for Faculty Affairs, 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 States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; [215] 662-5606). Individual undergraduate, graduate, and professional programs and schools are accredited by the appropriate specialized accrediting agencies.
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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 non-sectarian 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. Although Henry Wadsworth Longfellow was turned down for a teaching post, literature thrived, with University Building even featured in a 1861 novel by Theodore Winthrop.

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

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

The College's move to the Heights reflected 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 Fraternity party, 1890s.

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

Left: Samuel F. B. Morse, inventor of the telegraph, noted painter, and NYU Professor of Literature of the Arts of Design.

Above: Main Building, 1893. NYU's Main Building originally held the departments of law and pedagogy in 1895.

NYU students, 1943 (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  
Silver Center, Room 910  
(212) 998-8100  
E-mail: cyberdean@nyu.edu

**Anita Farrington-Brathwaite**  
Assistant Dean for Freshmen  
Silver Center, Room 909C  
(212) 998-8167  
E-mail: froshdean@nyu.edu

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

**Carolyn Bolt**  
Director of Alumni Relations  
25 West Fourth Street, 5th Floor  
(212) 998-6954  
E-mail: carolyn.bolt@nyu.edu

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

**Otto Sonntag**  
Associate Dean for Academic Affairs  
Silver Center, Room 908C  
(212) 998-8110  
E-mail: otto.sonntag@nyu.edu

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

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

**Charlene Visconti**  
Assistant Dean for Preprofessional Advisement  
Silver Center, Room 904  
(212) 998-8160  
E-mail: charlene.visconti@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)**  
Silver Center, Room 901  
(212) 998-8147

**University Counseling Service**  
College of Arts and Science  
Silver Center, 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 Student Life**  
31 West Fourth Street, 2nd Floor  
(212) 998-4757

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

**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 University Counseling Service**  
College of Arts and Science  
Silver Center, Room 920  
(212) 998-8150

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(212) 998-4433  
studyabroad@nyu.edu
### Calendar 2002-2004

#### 2002

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>2002 Summer Session I</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td></td>
<td>May 20–June 28</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>May 27</td>
</tr>
<tr>
<td>2002 Summer Session II</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td></td>
<td>July 1–August 9</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>September 2</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>September 4</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>September 24</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>October 8</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>November 5</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday</td>
</tr>
<tr>
<td></td>
<td>November 28–30</td>
</tr>
<tr>
<td>Last day of classes; Legislative Day</td>
<td>Wednesday</td>
</tr>
<tr>
<td></td>
<td>December 11*</td>
</tr>
<tr>
<td>Reading day</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td>December 12</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Friday–Friday</td>
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<td></td>
<td>December 13–20</td>
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<tr>
<td>Winter recess</td>
<td>Saturday–Saturday</td>
</tr>
<tr>
<td></td>
<td>December 21–January 18</td>
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#### 2003

<table>
<thead>
<tr>
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<tbody>
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<td>Martin Luther King, Jr. Day: holiday</td>
<td>Monday</td>
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<td></td>
<td>January 20</td>
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<tr>
<td>Spring term begins</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>January 21</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>February 10</td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>February 17</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday</td>
</tr>
<tr>
<td></td>
<td>February 24</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Saturday</td>
</tr>
<tr>
<td></td>
<td>March 17–22</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
</tr>
<tr>
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<td>March 31</td>
</tr>
<tr>
<td>Founders Day</td>
<td>Sunday</td>
</tr>
<tr>
<td></td>
<td>April 13</td>
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</table>

*All Thursday classes will meet on Wednesday, December 11. Therefore, Wednesday classes do not meet on this day.*
<table>
<thead>
<tr>
<th>Event</th>
<th>Date Format</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Last day of classes</td>
<td>Monday May 5</td>
<td></td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday May 6</td>
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<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Wednesday May 7–14</td>
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</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday May 15</td>
<td></td>
</tr>
<tr>
<td>2003 Summer Session I</td>
<td>Monday–Friday May 19–June 27</td>
<td></td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday May 26</td>
<td></td>
</tr>
<tr>
<td>2003 Summer Session II</td>
<td>Monday–Friday June 30–August 8</td>
<td></td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Friday July 4</td>
<td></td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>Monday September 1</td>
<td></td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday September 2</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday September 22</td>
<td></td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday October 6</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday November 3</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday November 27–29</td>
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<tr>
<td>Last day of classes; Legislative Day</td>
<td>Tuesday December 9*</td>
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<td>Reading days</td>
<td>Wednesday–Thursday December 10–11</td>
<td></td>
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<tr>
<td>Fall term final examinations</td>
<td>Friday–Friday December 12–19</td>
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</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Saturday December 20–January 17</td>
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<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day: holiday</td>
<td>Monday January 19</td>
<td></td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Tuesday January 20</td>
<td></td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday February 9</td>
<td></td>
</tr>
<tr>
<td>Presidents’ Day: holiday</td>
<td>Monday February 16</td>
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<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday February 23</td>
<td></td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Saturday March 15–20</td>
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</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday March 29</td>
<td></td>
</tr>
<tr>
<td>Founders Day</td>
<td>Sunday April 18</td>
<td></td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday May 3</td>
<td></td>
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</tbody>
</table>

*All Thursday classes will meet on Tuesday, December 9. Therefore, Tuesday classes do not meet on this day.*
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading day</td>
<td>Tuesday May 4</td>
</tr>
<tr>
<td>Spring term final exams</td>
<td>Wednesday-Monday May 5-12</td>
</tr>
<tr>
<td>Commencement</td>
<td>Thursday May 13</td>
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<tr>
<td>2004 Summer Session I</td>
<td>Monday-Friday May 17-June 25</td>
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<tr>
<td>Memorial Day</td>
<td>Monday May 31</td>
</tr>
<tr>
<td>2004 Summer Session II</td>
<td>Monday-Friday June 28-August 6</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Monday July 5</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday September 6</td>
</tr>
</tbody>
</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, Silver Center, 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, Coordinated, 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 and Minor</th>
<th>HEGIS* number</th>
<th>Major and Minor</th>
<th>HEGIS* number</th>
<th>Major and Minor</th>
<th>HEGIS* number</th>
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<tbody>
<tr>
<td>Africana Studies</td>
<td>2211</td>
<td>Economics and Mathematics</td>
<td>1799</td>
<td>International Relations</td>
<td>2210</td>
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<tr>
<td>Ancient Studies (minor only)</td>
<td>2202</td>
<td>(major only) Education (minor only; through the Steinhardt School of Education and CAS)</td>
<td>1799</td>
<td>Irish Studies (minor only)</td>
<td>2210</td>
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<td>2202</td>
<td>Engineering (majors only)*</td>
<td>1799</td>
<td>Italian</td>
<td>1104</td>
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<tr>
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<td>†Chemical Engineering</td>
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<td>Italian and Linguistics (major only)</td>
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<td>†Civil Engineering</td>
<td>1101</td>
<td>Jewish History and Civilization</td>
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<tr>
<td>Asian/Pacific/American Studies (minor only)</td>
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<td>†Computer Engineering</td>
<td>1101</td>
<td>Journalism and Mass Communication</td>
<td>0602</td>
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<tr>
<td>Astronomy (minor only)</td>
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<td>†Electrical Engineering</td>
<td>1101</td>
<td>Language and Mind (major only)</td>
<td>4903</td>
</tr>
<tr>
<td>Biochemistry (major only)</td>
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<td>†Engineering Physics</td>
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<td>Latin American Studies (major only)</td>
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<td>Biology</td>
<td>0401</td>
<td>†Environmental Engineering</td>
<td>1101</td>
<td>Latin/Greek</td>
<td>1109/1110</td>
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<td>Chemistry</td>
<td>1905</td>
<td>†Mechanical Engineering</td>
<td>1101</td>
<td>Law and Society (minor only)</td>
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<tr>
<td>Classical Civilization</td>
<td>2203</td>
<td>English and American Literature</td>
<td>1502</td>
<td>Linguistics and Languages</td>
<td>1101</td>
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<tr>
<td>Classical Civilization and Hellenic Studies (major only)</td>
<td>1504</td>
<td>European Studies</td>
<td>0310</td>
<td>Literature in Translation (minor only)</td>
<td>1101</td>
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<tr>
<td>Classics-Fine Arts (major only)</td>
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<td>Fine Arts</td>
<td>1001</td>
<td>Luso-Brazilian Language and Literature</td>
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<td>French</td>
<td>1102</td>
<td>Mathematics</td>
<td>1701</td>
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<td>Mathematics and Computer Science</td>
<td>1799</td>
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<tr>
<td>Creative Writing (minor only)</td>
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<td>Gender and Sexuality Studies</td>
<td>4903</td>
<td>Medieval and Renaissance Studies</td>
<td>4903</td>
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<tr>
<td>Dramatic Literature, Theatre History, and the Cinema</td>
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<td>German</td>
<td>1103</td>
<td>Metropolitan Studies</td>
<td>2214</td>
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<tr>
<td>Earth and Environmental Science (minor only)</td>
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<td>German and Linguistics (major only)</td>
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<td>Economics</td>
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<td>Hellenic Studies</td>
<td>0399</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>History</td>
<td>2205</td>
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</table>
Music 1005  Neural Science (major only) 0425  Philosophy 1509  Physics 1902  Politics 2207  Pre-Business Studies (minor only)
Psychology 2001  Public Policy (minor only)
Religious Studies 1510  Romance Languages (major only) 1101  Russian 1106  Social Work (minor only; through Shirley M. Ehrenkranz School of Social Work and CAS)
Sociology 2208  Spanish 1105  Spanish and Linguistics (major only) 1199  Studio Art (minor only; available to fine arts majors and urban design and architecture studies majors only, through the Steinhardt School of Education)
Urban Design and Architecture Studies 2214  West European Studies (minor only)

**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, N.Y. 12230 Telephone: (518) 474-5851

†In dual degree program with Stevens Institute of Technology.

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 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 proficiency in 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 (foreign language, FCC, FSI),
• satisfaction of some courses by examination or Advanced Placement credit (foreign language, FSI), and
• substitution of departmental courses (FCC, 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. Students who pursue international study may also need to delay completing their MAP courses beyond the sophomore year.
Expository Writing

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

For a complete description of the curriculum, see the Expository Writing Program (40) section of this bulletin.

Foreign Language

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

In addition to the foreign language courses offered for academic credit, the College offers opportunities for students of modern languages to practice their skills in real-world situations outside the classroom. NYU Speaking Freely is a free, non-credit program that allows students to practice their speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. For more information about this popular program, contact the Office of the Associate Dean for Students, Silver Center, 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, Silver Center, Room 904, and consult the Programs A broad 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.
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, Virgil’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 nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In addition to the information on the 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 Program in Africana Studies 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**

**Professors:** Dash, Diawara, Kelley, Taylor, Willis-Kennedy

**Associate Professors:** Guerrero, Wantchekon

**Assistant Professors:** Amkpa, Blake

**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 is 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 Honors Thesis 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 Africentricity.

**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.

**African American 20th-Century Novels and Narratives**
V11.0139  4 points
This seminar covers a historized selection of black writers who over the latter half of the 20th century have inscribed in literature the cultural, social, and political experiences of African Americans in the U.S. We critically explore, discuss, and write about a range of works varying from poetry to the short story and the novel. Our studies focus on the key topics, issues, innovations, and themes that have consistently been important to African American literary production. Some examples are the emancipated impulse, "double consciousness," the black struggle for human rights, the rise of black women writers, postmodernism, sexual and gender politics, and contemporary expressions of the slavery motif.

**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.

**Elementary Swahili I**
V11.0202  Prerequisite V11.0201 or professor's approval.  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.

**Intermediate Swahili I**
V11.0203  Prerequisite V11.0202 or professor's approval.  4 points
This course builds on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features already attained at introduction level to strengthen reading, writing, and conversation skills accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genre. The students are required to familiarize themselves with a novel and a play written in Kiswahili.

**Intermediate Swahili II**
V11.0204  Prerequisite V11.0203 or professor's approval.  4 points
The aim of this course is to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, the students will have mastered the intricacies of Kiswahili grammar, acquired a wide range of vocabulary, read Kiswahili fluently, and to understand Kiswahili poetry, idioms, and proverb use and idiomatic Kiswahili in creative writing and translation.

**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.

**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, 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.

**African Political Thought**
V11.0411  4 points
An introduction to the works of the most significant African political thinkers and statesmen of the post-colonial era. Many prominent African nationalist leaders who came to power in the first decade of independence were also political philosophers imbued with a vision of the political, economic, social, and cultural devel-
of their countries. These African political thinkers are divided into two main schools: (1) the African nationalists, primarily concerned with internal African sociopolitical dynamics and (2) the Pan-Africanists who focused on external dynamics and constraints.

Politics of Sub-Saharan Africa
V11.0412 4 points
An in-depth exploration of the historical, political, social, cultural, and economic forces shaping contemporary African political processes, systems, and institutions. Different theories and approaches to the study of African politics are examined. The rise of African nationalism and the struggle for independence from colonial rule is examined as well as the first decade of independence, characterized by experiments with African Socialism. The period of the early '70s was characterized by recurrent military coups and the advent of military regimes, followed in the mid-'70s by a surge of military Marxist regimes. Finally the early '90s saw the development of democracy movements in practically every country on the continent.

International Relations of Africa
V11.0414 4 points
An introduction to the economic, political, and strategic dimensions of the external relations of the 54 African states from independence to the present. A historical overview of international actors in Africa and of foreign policies of the African states provides the backdrop for the examination of Africa's evolving economic, political, and strategic relations with the major world powers during and after the cold war. The course concludes with an assessment of the status and role of Africa in the post-cold war international system.

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 Afrocentricity.

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 18th-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
18th- and 19th-Century African American Literature
V11.0159 Identical to V41.0250.

20th-Century African American Literature
V11.0160 Identical to V41.0251.

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

Contemporary African American Fiction
V11.0162 Identical to V41.0254.

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 to 1865  
V11.0647  Identical to V57.0647.

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 V71.0016.

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 Alexander S. 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 biological anthropology—the four principal subfields of anthropology studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as European, Near Eastern, and South Asian prehistory; biological anthropology areas such as molecular primatology, primate behavior and ecology, 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; medical anthropology; science studies; race and ethnicity; and the problem of ethnographic representation in film and other media.

Departamental resources include an extensive film and video collection as well as teaching and research labs for archaeology, linguistic anthropology, and biological anthropology, which can be used for research by advanced undergraduates. A regular colloquium series and an undergraduate student association welcome undergraduate participation. Formal and informal cooperative arrangements with museums, zoos, 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:
Bedelman, Gilsenan, Harrison, Jolly, Kulick, Martin, Myers, Rapp, Schieffelin, White

Associate Professors:
Abercrombie, Blu, Crabtree, Davila, Disotell, Rogers, Wright, Zito

Assistant Professors:
Di Fiore, Harvali, M. Lagan, Siu

Research Associates:
Basch, Biddle, Campana, Cantwell, Friedlander, Herzog, Pike-Tay, Rockefeller, Schuldenrein, Simpson, Sutton, Volkman, Weathersford

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). Contem-
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 Hopp 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 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 (languages) adds to our understanding of how social categories such as ethnicity, race, and gender are interactionally 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 supplement 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 in designing programs of study that integrate the goals of individual students with the offerings and intellectual goals of the department and complementary disciplines.

The department offers the following concentrations and programs for majors:

- **Human Society and Culture**
- **Animal Behavior**
- **Economic and Social**
- **Linguistic and Cultural Analysis**
- **Physical**
- **Cultural**
- **Archaeology**
- **Sociology**
- **Sociobiology**
- **Ecology**

**Joint Major with the Department of Classics:** An interdepartmental major including courses from the Department of Anthropology and the Department of Classics. One anthropology course, V14.0001, is required, along with four other anthropology courses taken in consultation with the directors of undergraduate studies in both departments. Twenty (20) points are required in Classics. See Classics (27) for additional information. A grade of at least C is required in every course to be counted toward the joint major.

**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:**
- V14.0001: Anthropology of Language
- V14.0002: Cultural Symbols
- V14.0048: and two other cultural or linguistic anthropology courses approved by anthropology's director of undergraduate studies.

**Required courses in linguistics:**
- V55.0660: Societies and the Social Sciences: Linguistic Perspectives
- Language, V61.0001; Language and Society, V61.0015; and at least three additional courses chosen in consultation with the director of undergraduate studies in Linguistics. See Linguistics (61) for additional information.
MINOR
Any four courses in the department. The “principles” courses (Human Society and Culture, V14.0001; Human Evolution, V14.0002; and Archaeology: Early Societies and Cultures, V14.0003) are recommended as overviews of the discipline and as prerequisites for more advanced courses. Minors consult with the director of undergraduate studies to design a program that best accommodates their interests. A grade of C- or lower will not count toward the minor.

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 point average of 3.5 with an average of 3.5 in the major. Candidates for the honors program complete 10 courses for a total of 40 points of anthropology course work. Two honors tracks are available. The first, typically followed by students concentrating in socio-cultural or linguistic anthropology, consists of two senior honors seminars with substantial research and writing components. The second track, typically followed by those concentrating in biological or archaeological anthropology, includes two research courses, V14.0950 and V14.0951, in which a research project is carried out, and a special Seminar in Anthropology (V14.0800 or V14.0801) or a graduate course. All of these courses count toward the major.
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. Bederman, 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**


**Religion and World View**

V14.0030 Prerequisite V14.0001. Abercrombie, Bederman, Lynch, Myers, Zito. 4 points. Examines the cultural nature of basic beliefs and values manifested in both simple and complex societies. Discussion of time and space, causality, myth, prophecy and divination, witchcraft and magic, and mysticism.

**Witchcraft: An Anthropological Approach**

V14.0031 Prerequisite V14.0001. Bederman, 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.

**Conversation in Everyday Life**

V14.0032 Prerequisite V14.0001. 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.

**Salvation and Revolution**

V14.0034 Prerequisite V14.0001 or one other social science course. Bederman, Blu, Myers, 4 points. Examines revolutionary movements in both traditional and industrial societies in terms of how violence, coercion, prophecy, and radical thought impel social change. Analyzes utopian 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. Martin, Rapp, 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, bone setters, 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**

V14.0039 Prerequisite V14.0001. Bederman, 4 points. Examines beliefs and practices involving 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. 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. Discusses 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, Bederman, Ginsburg, Myers, 4 points. Surveys the various symbolic systems employed by the world's people, including their use in myth, ritual, literature, and art and the kinds of anthropological theories applied to explain their power and forms. Approaches theory through case studies, providing a diverse view of world cultures. Uses materials from all continents; emphasizes non-Western, nonliterate societies though some material from the West is also used.
Mythology and Anthropology
V14.0009  Prerequisite: V14.0001. 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
V14.0101  Identical to V11.0101. Prerequisite: V14.0001. 4 points.
Surveys the societies and cultures of Africa. Divides them into 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. 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 people 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. A barombie, 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. 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. 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  Prerequisite: V14.0001 or permission of the instructor. A barombie, 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. Uses 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. A barombie, 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. M. d. agan, 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.

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.
Anthropological Perspectives on Race and Identity
V14.0323 Identical to V11.0323.
Prerequisite: V14.0001 or permission of the instructor. Siu. 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 rearticulations of race-cum-ethnocultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of politics of difference.

Reimagining Community: Race, Nation, and the Politics of Belonging
V14.0325 Identical to V15.0200.
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 engage with 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. M d. 4 points
An anthropological perspective on the globalization 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.

Body, Gender, and Belief in China
V14.0350 Identical to V90.0350.
Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points
Provides an extended and historical exploration of categories basic to social life such as gender, body, and family. Examine the images of family and positions of women in the classics; factor in ritualist and Daoist notions of body; and discuss changes in the practices of filiality over time. Analyses of secondary monographs are combined with work in primary sources.

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 basic 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. M d. 4 points
Examines what is considered “new” in ongoing reconstruction of world order and its accompanying disorder. Also examines how this changes the ways people earn their livelihoods, how cultures are transmitted and hybridized; how migrating populations maintain connections to their homelands; how group identities are constructed and asserted; and how social movements around newly politicized issues arise. Discusses changing roles of nation-states and the growing significance of transnational, diasporic, and globalized social relations and cultural forms.

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. Wright. 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, 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.
Consider 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 World.

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, Europe witnessed a series of social and economic transformations that represented a transition from a hunting and gathering way of life to urban chiefdoms. The way, these hunter-gatherers became agriculturalists and stock herders, learned to use metals, and developed complex 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.

BIOLOGICAL ANTHROPOLOGY

Fossil Evidence for Human Evolution
V14.0050 Prerequisite: V14.0002 or permission of the instructor. Harrison, Harvati, 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. Distel, Harvati, Jolly. 4 points.
Humans are the most wide-ranging of all the species on earth. Our evolutionary history and 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. This course focuses on new data and methodologies, including molecular genetic techniques, and the hypotheses and controversies generated by these new perspectives.

Evolution and Biology of Human Behavior
V14.0052 Prerequisite: V14.0002, Harrison, Harvati, Jolly. 4 points.
Introductory survey presenting a synthetic approach to the biologist, 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. Di Fiore, Distel, 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. Examines the implications of modern advances in genetics, such as genetic engineering and gene therapy.

Primate Behavior and Ecology
V14.0054 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Jolly. 4 points.
Explores the different roles of the African apes 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. Distel, Harvati, Jolly. 4 points.
Examines the history and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops a history of diseases from the Neolithic period to the present. Uses laboratory exercises to emphasize the identification and functional interpretation of skeletal material in both human and nonhuman primates.

Biology of the Living Primates
V14.0056 Prerequisite: V14.0002 or permission of the instructor. 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.

Molecular Evolution of Primates
V14.0058 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Distel. 4 points.
Focusing on different aspects of molecular evolution, particularly as they relate 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. Di Fiore 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.

Human Ecology
V14.0090 Prerequisite V14.0002 or permission of the instructor. Crabtree, Di Fiore 4 points.
This course seeks to assess the degree to which variations in human biology and culture can be understood as adaptations to varying external conditions. We examine the relationship of human systems of action and the natural world in order to understand the various forms of human adaptation. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.
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 that 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 develop important analytical skills that will help them negotiate today’s multiracial, multiethnic environment, as well as gain a level of cross-cultural awareness and skills 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. This provides the opportunity for discussion, performance, and reflection with students, faculty, and community members.

**Faculty**

**Associate Professor:** Tchen

**Assistant Professors:** Sandhu, Siu

**Adjunct Faculty:** Gamalinda, Javier, Machida, Mukherjea, OuYang, San Agustin

**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 add to 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 tristate metropolitan region. Internships are a highly recommended, but
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. The course covers contemporary issues 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
V15.0010 Prerequisite V15.0010. 4 points.
This course investigates through class discussions and fieldwork definitions of Asian/Pacific 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, anthropology, sociology, humanities, media, and cultural arts.

Note: Students cannot enroll in the Metropolitan Studies internship in the same semester.

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. The course explores the experience of a wide range of groups that fall under the term "Asian American," noting not only the facts and figures of this group's presence in the United States but also their experiences, the dynamic of 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 and V29.0301. 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. The course focuses on significant factors affecting the formation of Asian American literature and criticism, such as changing demographics of Asian American communities and the influence of ethnic, women's, and gay/lesbian/bisexual studies. Included in the course is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism) by writers from diverse ethnic backgrounds.

The course explores the ways in which the writers treat issues such as racial/ethnic identity; immigration and assimilation; gender; class; sexuality; nationalism; culture and community; history and memory; and 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 then opens into a survey of current issues facing Asian American women.

Asian/Pacific American Media and Culture
V15.0305 Identical to H72.0488. 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 Asian/Pacific American experiences such 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. The course examines mainstream stereo-
typical representations of Asian/Pacific Americans and their experiences. The majority of the semester is spent looking at these representations in relationship to more complex narratives produced by cutting-edge Asian/Pacific Americans whose works address issues of class, race, gender, national, and sexual identities through independent and alternative cinematic and literary lenses.

Asian American Art and Social Issues
V 15.0313 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. Using 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 “ethnically 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
V 15.0314 Identical to V 33.8314 and H 72.0315. 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
V 15.0322 Identical to V 93.0453 and V 99.0347. 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 posed important challenges to traditional models of 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 economies, 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
V 15.0323 4 points
Examines how Filipino global dispersal after U.S. colonial rule (1902-1941) ambiguously culminated in the Philippines’ “Commonwealth” status, and the postindependence period. This course explores 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 the South Asian Diaspora
V 15.0326 Identical to V 57.0326. 4 points
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
V 15.0080 4 points
How have 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 grassroots 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
V 15.0090 Identical to V 99.0352 and H 72.0450. 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, demographics 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 interleaved or on entirely different subjects.
Reimaging Community: Race, Nation, and the Politics of Belonging
V15.0200 Identical to V14.0325 and V99.0341. 4 points.
Critically examines and evaluates the various approaches to studying and interpreting different community formations. Examines different notions of "community" through a variety of disciplinary lenses. Readings are drawn from anthropology, history, feminist studies, cultural studies, ethnic studies, and philosophy. The course also examines 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.

Asians in the Global Economy: United States and International Perspectives
V15.0303 4 points.
Examines the causes, patterns, and outcomes of the post-World War II recomposition of urban populations that have been facilitated by an increased and diversified international flow of people and global economic restructuring. Macroeconomic trends form the theoretical framework in which we investigate the experiences and multiple ways that Asians and Asian Americans participate in the emergence of the overlapping new "world order," "postindustrial" U.S. economy, and global production in the Pacific Rim and Third World countries. This course also reviews models of international migration and examines the causes and qualities of these trends including the bifurcated nature of Asian immigration to the U.S. characterized by "brain drain" and Golden Venture immigrants.

Multietnic New York: A Study of an Asian/Latino Neighborhood
V15.0310 Identical to V99.0349. 4 points.
The growth of the Asian and Latino populations is driving the transformation of the economic, social, and political landscape of New York City. One notable pattern in social geography of multietnic New York is the emergence of concentrated Asian/Latino neighborhoods. This course focuses on one such neighborhood and uses quantitative methods and fieldwork to conduct a comprehensive community study. The objective is to examine the reproduction of socioeconomic inequality in "global cities" and identify viable strategies for community-based economic development in multietnic immigrant communities.

Asian and Asian American Contemporary Art
V15.0319 Identical to V43.0319 and V33.0319. 4 points.
Examines Asian American art and cultural politics through the lens of the contemporary art world. Themes related to conceptions of Asian modernity and the legacy of interactions between Asian and the West as well as the experience of traversing cultures and situating oneself in America are explored.

Asian Americans and War
V15.0321 Identical to V57.0654 and V33.0321. 4 points.
Examines Asian American history and contemporary culture using the theme of "war" as an organizing principle. It considers not only the sociopolitical effects of actual war between Asian nations, between the United States and Asian nations, and civil wars in Asia—on immigration to the United States but also the myriad meanings of war and their social and cultural implications for Asian Americans. It examines the ways in which wars have transformed Asian American social organization and influenced shifting alliances, multiple sense of belonging, and racial representations in the United States during World War II and Vietnam, as well as the metaphorical presence of war in everyday life.

Race, Class, and Metropolitan Transformation
V15.0601 Identical to V57.0656 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 V41.0058 and V11.0603. 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 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."

Constitutional Challenges Affecting African, Latino, and Asian American Communities
Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government sanctioned segregation, the struggle for reparations for descendants of slavery and Japanese Americans during World War II, employment discrimination and affirmative action, racial profiling/police brutality/hate crimes, language rights, and
redistricting issues. Course requirements include attending and reporting on a related activity in the community, a midterm, and an interactive oral and written final project examining a present-day issue affecting all three racial minority groups in New York City and proposing measures to collectively address the issue.

**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 is “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 computer nerds, island “natives,” and the “exotic” erotic? What is the connection between Asian gender and sexuality to A/P/A identity?

**Chinatown and the American Imagination: A Field Research Course**  
V15.0607 Identical to K20.1229 and V99.0353. 4 points.  
What is a “Chinatown”? The word alone evokes many images, sounds, smells, and tastes from many different sensibilities. For recent immigrants it can be a home away from home, for “outsiders” an exotic place for cheap eats, for male action flick fans Chow Yun-Fat (or Mark Wahlberg) in The Corruptor, and for you? (Fill in the blank.) We explore the nooks and crannies of Chinatown in the American imagination and in its New York real time, nonvirtual existence. How do we know what we know and not know? What does Chinatown have to do with the formation of normative “American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events creating their own narrative “tour” of this place’s meanings. Novels, history books, tourist guides, films, and pop culture supplement the primary “text” of New York Chinatown. This is a collaborative, discussion intensive, field research-driven class.

**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, Asian/African Caribbean Literature, Global Youth Cultures, Asian Americans of Mixed Heritage, and Comparative Asian/Black American Cinema 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 Identical to V33.0410 and V33.0411. 4 points.  
See description under East Asian Studies (33).

**Intermediate Cantonese I, II**  
V15.0412, 0413 Identical to V33.0412 and V33.0413. 4 points.  
See description under East Asian Studies (33).
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, neurobiology, genomics, and bioinformatics. 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, Miltra, Strand

Carroll and Milton Petrie Professor of Biology:
Coruzzi

Margaret and Herman Sokol Associate Professor of Sciences:
Small

Vincent Astor Visiting Research Professor of Biology:
Gould

Professors:
Azmitia, Benfey, Broyde, Desplan, Furmanski, Reiss, Sanes, Scott, Shapley, Stotzky

Associate Professors:
Aoki, Borowsky, Fitch, Rampino, Rushlow, Scicchitano, Tranchina, Volk

Assistant Professors:
Blau, Chang, Holmes, Hubbard, Kirov, Piano, Reyes, Tan

Research Professor:
Ziff

Research Assistant Professor:
Gunsalus

Adjunct Associate Professors:
Estol, Flax

Adjunct Assistant Professors:
Bartido, Goldberg, Gre树, Jaeger, Kramer, Lee, Maenza-Gmelich, Rogers, Sideris

Visiting Research Professors:
Balick, Boom, Burger, Cerami, Drlica, Dubnau, Fisher, Kinally, Lentz, Macino, Mindich, Novick, Padoch, Smith, Stevenson

Visiting Research Associate Professors:
Daly, Tolias, Tully

Visiting Research Assistant Professors:
Cameron, DeSalle, McCutcheon, Motley, Rosenbaum, 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, genomics, and bioinformatics 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
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, Silver Center, 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. A advanced placement ordinarily allows exemption of V23.0011-0012.

GRADUATE COURSES

A number of courses in specialized fields are given 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
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. M ay not be taken after V23.0011-0012. Lecture and laboratory. Essol. 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. M ay not be taken after V23.0011-0012. Lecture Flax. 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. M ay not be taken after V23.0011-0012. Lecture Flax. 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  Identical to V49.0008. No prerequisites. Does not count toward the major or minor in biology. Counts toward the major or minor in earth and environmental science. M ay not be taken after V23.0011-0012. Essol. 4 points.

An issues-oriented course in biology emphasizing the current understanding of fundamental contemporary matters in life and environmental sciences. Covers topics such as evolution, biodiversity, genetic engineering, the human genome, bioterrorism, climate, pollution, and diseases. Examines the interrelationship within living systems and their environments.

Environmental Science: Principles and Practice
V23.0880  No prerequisites. Does not count toward the major or minor in biology. Essol. 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
V23.0011, 0012  Prerequisite: V23.0011 and V23.0012: high school chemistry; prerequisite for V23.0012: V23.0011 or equivalent. 4 points.

Co-requisites: V23.0012 may be taken before V23.0011 only by permission of the instructor. Strongly recommended, at least concurrently: V23.0011-0012, V25.0103-0104. Lecture and laboratory. Furmanski and staff. 4 points per term.

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, biochemistry, and genetics as well as the diversity of life forms and organ systems. Students are introduced to modern techniques and research literature.

Molecular and Cell Biology I, II
V23.0021, 0022  Prerequisite: V23.0011-0012. 4 points.

V23.0022: V23.0021; prerequisite for V23.0022: V25.0010-0101 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 laboratory. Biggiano and staff. 4 points per term.

In-depth study of cell biology, with an emphasis on the molecular aspects of cell function. Topics include protein structure and synthesis, gene expression and its regulation, cell replication, and specialized cell structure and function. Examine
immunology, cancer, developmental biology, and evolution as integrated systems of molecular and cellular functions.

**UPPER-LEVEL COURSES IN BIOLOGY**

**Field Laboratory in Ecology**
V23.0016 Prerequisite: permission of instructor. Lecture: Mann-Zanetta, 4 points.
Study of selected curricula coordinated with the syllabus for each course, combined with careful practical experience that is essential for understanding and interpreting the course material. Field trips to the American Museum of Natural History help illustrate some of the topics. Field trips to the Appalachian Mountains and at the Black Rock Forest in the spring are offered on Saturdays in the spring. Exercises in forest, coastal beach and dune, urban wildlife refuge, and bog. Experiences in field and laboratory, with an emphasis on the mammals, treat the major organ systems of vertebrate groups, with emphasis on the physiological integration of organ systems, underlying cellular/molecular mechanisms, and adaptation. Ventilation, organism scale and environment, blood, the cardiovascular system, acid-base regulation, osmoregulation, feeding, digestion and absorption, the nervous system and behavior, muscle, endocrine function, and reproduction are studied. Special topics include human physiology in extreme environments (high-altitude and diving), a detailed analysis of mammalian vision, animal sleep and hibernation, and the comparative physiology of animals that live at deep-sea hydrothermal vents. The laboratory includes traditional physiology experiments as well as an introduction to bioinformatics.

**Vertebrate Anatomy**
V23.0023 Prerequisite: V23.0011-0012 or permission of instructor. Lecture and laboratory: Sideris, 4 points.
Study of the evolutionary development of backboned animals, with emphasis on the mammals. Treats the major organ systems of vertebrate groups, with emphasis on the physiological integration of organ systems, underlying cellular/molecular mechanisms, and adaptation. Ventilation, organism scale and environment, blood, the cardiovascular system, acid-base regulation, osmoregulation, feeding, digestion and absorption, the nervous system and behavior, muscle, endocrine function, and reproduction are studied. Special topics include human physiology in extreme environments (high-altitude and diving), a detailed analysis of mammalian vision, animal sleep and hibernation, and the comparative physiology of animals that live at deep-sea hydrothermal vents. The laboratory includes traditional physiology experiments as well as an introduction to bioinformatics.

**Principles of Animal Physiology**
V23.0025 Prerequisite: V23.0021-0022 or permission of instructor. Lecture and laboratory: Holmes, 4 points.
A comparative course that encompasses vertebrate and invertebrate physiology. Extensive discussion of the anatomy and physiology of the human cardiovascular system, the human lung, the human kidney, and the human brain. There is a focus on the physiological integration of organ systems, underlying cellular/molecular mechanisms, and adaptation. Ventilation, organism scale and environment, blood, the cardiovascular system, acid-base regulation, osmoregulation, feeding, digestion and absorption, the nervous system and behavior, muscle, endocrine function, and reproduction are studied. Special topics include human physiology in extreme environments (high-altitude and diving), a detailed analysis of mammalian vision, animal sleep and hibernation, and the comparative physiology of animals that live at deep-sea hydrothermal vents. The laboratory includes traditional physiology experiments as well as an introduction to bioinformatics.

**Field Biology and Elements of Ecology**
V23.0017 Prerequisites: V23.0011-0012 and permission of instructor. Enrollment limited. Lecture, laboratory, and field exercises: Mann-Zanetta, 4 points.
In-depth, participatory field studies of the flora and fauna that define major natural habitats. Field sites explored include regional pine barrens, salt marsh, swamp, upland forest, maritime forest, coastal beach and dune, urban wildlife refuge, and bog. Discussions of plant-environment 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.

**Developmental Biology**
V23.0026 Prerequisites: V23.0021-0022 or permission of instructor: Benney, Small, 4 points.
Introduction to the principles and experimental strategies of developmental biology. Covers the cellular and molecular basis for pattern in the embryo; the determination of cell fate; cell differentiation; the genes controlling these events; how they are identified and studied; and the cellular mechanisms that perpetuate pattern, 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.

**Principles of Light and Electron Microscopy**
V23.0033 Prerequisite: V23.0021-0022 or permission of instructor. Rushlow, 4 points.
The principles and the theory of the various types of microscopes currently available are discussed. A histological overview of
various tissues is studied in regard to their cellular structure and function. Optical and computational methods of image processing useful to the biomedical scientist are also explored.

Introduction to Recombinant DNA Techniques
V23.0036 Prequisites: V23.0021 and permission of instructor. Enrollment limited. Lecture and laboratory. Tan. 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.

Techniques in Cell Biology
V23.0037 Prerequisites: V23.0011-0012, V23.0021-0022, and permission of instructor. Laboratory. Tan. 4 points.
Introduction to the methodology used to study cell structure and function. In the laboratory, students study the fundamentals of cell biology and the experimental approaches used to examine the cell. Experimental topics cover cellular, subcellular, and macromolecule localization, biochemical analysis of the cell, and cell culture techniques.

Reproductive Biology
V23.0041 Identical to V97.0042. Prerequisites: V23.0011-0012 or permission of instructor. Lecture. 4 points.
Detailed examination of male and female reproductive physiology at the molecular, cellular, and organism levels. Emphasis on neuroendocrine regulation of sexual differentiation, puberty, the ovarian cycle, pregnancy, parturition, lactation, and sexual behaviors. Various modes of courtship and reproduction used by different species are considered. Experimental research in gender differences in higher brain functions is also examined.

Endocrinology
V23.0048 Prerequisites: 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 cell biology of antibody production; T-cell mediated immune responses; and innate immunity. Topics include the nature of antigens, hypersensitivities, transplantation, cytokines, autoimmunity, cancer, response to infection, and vaccines.

Evolution
V23.0058 Prerequisites: V23.0021-0022 or permission of instructor. Fiott. 4 points.
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 extinctions, speciation 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: V23.0011-0012 or permission of instructor. Lab. 4 points.
Introduction to the methodology used to study cell structure and function. In the laboratory, students study the fundamentals of cell biology and the experimental approaches used to examine the cell. Experimental topics cover cellular, subcellular, and macromolecule localization, biochemical analysis of the cell, and cell culture techniques.

Introduction to Biophysics
Interdisciplinary approach to biophysical 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. Prerequisite: V23.0011-0012. May not be used for the major or minor in biology if G23.1101 or G23.1111 is taken. Fitch. 4 points.
See description under Neural Science (80).

Cellular and Molecular Neuroscience
V23.0201 Identical to V80.0201. Prerequisites: V23.0021, V23.0243, and V23.0100. Co- or prerequisite V85.0011. Aoki, Reyes. 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. Prerequisites: V89.0001, V23.0011, V23.0012, and either V89.0024 or V23.0100. Note V89.0024 may not be used for the major or minor in biology. Glimcher, Suzuki. 4 or 5 points.
See description under Neural Science (80).

Developmental Neurobiology
V23.0303 Identical to V80.0303. Prerequisites: V23.0100 and V23.0021. Sanes. 4 points.
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. Intended primarily for biology majors. The details of individual intern-
ships 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. The student must submit a lab or research notebook and a final paper.

**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 Seminar and Thesis Preparation**

V23.0999 Prerequisites: V23.0997 or V23.0998 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. May not be used for the major in biology. 2 points. 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. Requires a full literature search of the subject and a formal written report on the research in publication form. Examines important new trends in biology through reading and discussion of current review articles.

**Graduate Courses Open to Undergraduates**

**Environmental Health**

G23.1004 Identical to G48.1004. May not be taken after G23.2305 (G48.2305). Lippman. 4 points. Discusses some of the basic concepts of environmental science and major global environmental problems, such as global warming, soil erosion, overpopulation, and loss of biota. Another part of the course focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

**Toxicology**

G23.1006 Identical to G48.1006. Prerequisites V23.0025 and V25.0243-0244. May not be taken after G23.2310 (G48.2310). Recommended: biochemistry. Jager. 4 points. Introduction to the science of toxicology, stressing basic concepts essential to understanding the action of exogenous chemical agents on biological systems. Principles underlying the absorption, metabolism, and elimination of chemicals are discussed. Toxicokinetics, specific classes of toxic responses, and experimental methods used to assess toxicity are also examined.

**Advanced Immunology**

G23.1011 Prerequisite permission of instructor. Lecture. McCutcheon. 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**

G23.1027 Prerequisite: V25.0243-0244 and some upper-level biology. Strongly recommended: G23.1046 and/or V23.0025. Stotzky. 4 points. Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the protists. Emphasis is on bacteria, fungi, and viruses, although algae and protozoa are considered. Explores the similarities and differences between prokaryotic and eukaryotic cells and the microbiology of natural habitats.

**Scanning Electron Microscopic Techniques**

G23.1029 Prerequisite permission of the instructor. Lecture and laboratory. Tan. 4 points. Provides a working knowledge of and experience in scanning electron microscopy. Emphasis is on understanding the operation of the SEM (including routine maintenance), the design of the SEM, interaction of beam and specimen, a variety of specimen preparation techniques, photographic techniques for microscopy, and photographic procedures for presentation of data. A functional perspective of the ultrastructure as seen through the SEM is also studied.

**Special Topics in Physiology**

G23.1034 Prerequisite: V23.0025 or equivalent. Sott. 4 points. Designed for students with a background in mammalian physiology. Topics include reproduction biology, regulation of ion and water excretion, maintenance and control of cardiovascular function, and respiratory physiology.

**Electron Microscopic Techniques**

G23.1039 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. The theory of tissue preparation by vari-
sues of microbiology. Laboratory includes methods of preparation of animal (or plant) tissue for visualization of profiles in the transmission electron microscope.

**Experimental Microbiology**
G23.1037 Prerequisite G23.1027 or equivalent (corequisite with permission of the instructor). Not open to students who have taken G23.1057 or equivalent. Enrollment limited. Laboratory. Stotzky. 2 points.

A acquaints students with general principles and procedures of microbiology and advanced experimental techniques. Students are expected to undertake individual laboratory projects and to make use of original literature.

**Biochemistry I, II**
G23.1046, 1047 Identical to G25.1881, 1882. Prerequisite for G23.1046: V25.0244 or V25.0342. Prerequisite for G23.1047: G23.1046. Kallenbach, Staff. 4 points per term. Two-semester course taught jointly by faculty from the Departments of Biology and Chemistry. Topics include organic and physical chemistry of proteins, lipids, carbohydrates, and nucleic acids; enzyme kinetics and mechanisms; membranes and transport; bioenergetics and intermediary metabolism; molecular genetics and regulation.

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

Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

**Techniques in Microbiology**
G23.1057 Not open to students who have taken course in techniques in microbiology. Corequisite: G23.1027 or equivalent, and permission of the instructor. Laboratory. Stotzky. 2 points.

Basic techniques in microbiology. Introduction to the general procedures of microbiology.

**Tropical Field Ecology**
G23.1065 Mists in Mexico in March during spring recess. Prerequisite permission of the instructor. Borowsky. 2 points.

The fauna and flora of tropical Mexico with emphasis on the freshwater fish and birds of the area. Habitats studied include cloud and tropical deciduous forests, desert and river edge, and limestone caves.

**Special Topics in Evolution and Development**
G23.1068 Prerequisite for undergraduates: permission of the instructor. D'Uscio. 2 points.

While developmental biology has mostly focused on similarity among species, the comparison of development in different species has made it possible to understand how morphological differences between species are mediated by changes in gene networks and to follow how evolution allowed organisms to adapt to their environment. Through a detailed analysis of recent papers in this field, this course provides a framework to replace development in an evolutionary context.

**Principles of Evolution**
G23.1069 Prerequisites: V23.0058 and the V23.0030 or permission of the instructor. Fitch. 4 points.

Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.

**Ecological Botany**
G23.1070 Taught at Black Rock Forest, a 3,800-acre teaching and research facility affiliated with NYU and located about 35 miles north of New York City. Lecture and laboratory. Lentz. 4 points.

Concentrated course in the study of plant-environment interrelationships, floras, plant systematics, and sampling techniques.

**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. deFalco, Lentz. 4 points.

Covers population genetics, conservation biology, and biogeography.

**Neotropical Field Botany**
G23.1074 Prerequisites: G23.1072-1075 or equivalent. Laboratory. Lentz. 2 points.

Intensive course providing a practical knowledge of botanical field techniques and an introduction to the plant communities of the neotropics, with field exercises to expose students to different neotropical environments, each with its unique flora and concomitant collection 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 Prerequisite permission of the instructor. Lecture and laboratory. Lentz. 4 points.

Intensive course offering students 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 foods, medicines, stimulants, fibers, resins, waxes, spices, perfumes, dyes, tannins, construction materials, and many other products are addressed, as is the need to conserve scarce resources. Discusses both Western and non-Western plant-use practices.

**Animal Virology**
G23.1080 Prerequisites: V23.0021-0022 and permission of instructor. Reiss. 4 points.

Details the molecular life cycles of viruses that infect mammalian cells. Topics to be covered include disease pathogenesis, immune evasion mechanisms, vaccination, and genetic immunization vectors.

**Genes and Behavior**
G23.1082 Prerequisite senior standing. Lecture Blau. 4 points.

Survey of principles and patterns of animal behavior. Covers classical ethological research of Lorenz and
others and modern research on the molecular basis of behavior, especially in model systems. Behaviors studied include reproductive behavior, rhythmic behavior, learning and memory, and feeding behavior.

**Neuronal Plasticity**
G23.1101 Prerequisites: V23.0021-0022 or V23.0100. Lecture Staff. 4 points.
Introduction to 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, glial cells, and other non-neuronal cells. Summarizes animal and human studies of functional and structural recovery.

**Drugs and the Brain**
G23.1102 Lecture Staff. 4 points.
Introduction to neurochemical analysis of normal and pathological brain function. Discusses the pharmacological description of psychoactive drugs, their therapeutic uses, and the resultant behavioral effects. Also includes sedatives, antidepressants, stimulants, and hallucinogens.

**Molecular Pharmacology in Biology and Medicine**
G23.1103 Prerequisites: V23.0011, 0012, G23.1046-1047, and permission of instructor. Lecture, Staff. 4 points.
Detailed examination of mechanisms of drug action at organellar, tissue, cellular, and molecular levels, emphasizing receptors, receptor-effector coupling, neurotransmitters, and autonomic and central nervous system pharmacology.

**Laboratory Animal Science**
G23.1119 Prerequisite permission of the instructor. Enrollment limited. Lecture and laboratory. 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, anesia 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.

**Applications of Molecular Biology**
G23.1121 Corequisites: G23.1046-1047 or permission of the instructor. Staff. 4 points.
Introduction to the application of recombinant DNA technology and gene structure and function. Examines promoter structure and function and mechanisms of RNA splicing, capping, and polyadenylation in detail. Covers topics of importance for gene regulation, such as rearrangement of the immunoglobulin genes during B cell development, steroid hormone control of gene expression, the implications of transposable genetic elements, methylation, and chromatin structure.

**Laboratory in Molecular Biology I, II, III, IV**
G23.1122, 1123, 1124, 1125 Corequisites: G23.1046-1047 and permission of the instructor. Lecture. Staff. 4 points.
Analyzes selective developmental systems using recombinant DNA techniques. 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.

**Genomics**
G23.1128 Prerequisites: V23.0021-0022. Lecture and lab. 4 points.
Introduction to genomic methods for acquiring and analyzing genomic DNA sequence. Topics: genomic approaches to determining gene function, including determining genome-wide expression patterns; the use of genomics for disease-gene discovery and epidemiology; the emerging fields of comparative genomics and proteomics; and applications of genomics to the pharmaceutical and agribiotech sectors. Throughout the course, the computational methods for analysis of genomic data are stressed.

**Evolutionary Genetics and Genomics**
G23.1129 Prerequisites: G23.1069, V23.0030 and permission of instructor. Brown. 4 points.
Explores the genetic and genomic mechanisms underlying evolutionary change. Emphasizes are on complex trait evolution and its quantitative analysis and the impact of modern mapping and genomic techniques on evolutionary biology. Topics include, but are not limited to, the genetics of adaptation and character regression, the evolution of complex characters and traits such as organismal structure, form, and function, and methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

**Earth Biology**
G23.1201 Prerequisites: two semesters each of the following: biology, chemistry, physics, calculus. Volk. 4 points.
Global sciences of life biogeochemical cycles, biodiversity, evolution, and human impacts. Topics: atmospheric and oceanographic sciences; cycles of carbon, nitrogen, phosphorous, oxygen, and sulfur; terrestrial and marine ecosystem structure, range, and richness of species; human-induced shifts in land-use patterns and climate (greenhouse effect).

**Mammalogy**
G23.1318 Lecture, laboratory, and fieldwork. 4 points.
Survey 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  Prerequisites: college-level chemistry, two semesters of physics or calculus, and background in physiology or permission of the instructor. Holmes, Tranchina. 4 points.
Introduction to analysis of the physical mechanisms underlying electrical signaling in nerve and muscle cells. Gives students interested in research in the neural sciences and physiological psychology an understanding of signal processing in the nervous system.

**Mathematics in Medicine and Biology**
G23.1501  Identical to V63.0030.
Prerequisite: one semester of calculus or permission of the instructor. Peskin, Tranchina. 4 points.
Discussion of topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences and mathematics is introduced and developed.

**Computers in Medicine and Biology**
G23.1502  Identical to V63.0032.
Prerequisite: G23.1501 or permission of the instructor. Recommended: familiarity with a programming language such as FORTRAN or BASIC. Peskin, Tranchina. 4 points.
Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
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 undertaken a major development plan, strengthening its faculty, instructional laboratories, course offerings, and research facilities in the areas of physical, bio-physical, bioorganic, and theoretical chemistry. Research areas represented by faculty members include experimental and theoretical 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 chemistry courses.

Majoring in chemistry at the College of Arts and Science provides strong preparation for graduate study in chemistry; professional education in patent law, medicine, or dentistry; and careers in industrial or pharmaceutical chemistry and biotechnology.

Faculty

**Professors Emeriti:**
Hellman, Kosak, Lewin, Moskowitz, Pope, Sundheim

**Howard Hughes Investigator and Professor:**
Schlick

**Professors:**
Bačič, Gans, Geacintov, Kallenbach, McNelis, Miller, Schuster, Seeman, Shapiro, Wilson, Zhang

**Associate Professors:**
Brenner, Canary, Evans, Rugg, Walters

**Assistant Professors:**
Chang, Jerschow, Schelvis, Tuckerman

**Research Professors:**
Khan, Vologodskii

**Research Associate Professor:**
Shafirovich

**Research Scientist:**
Fishman

**Adjunct Professors:**
Cutler, Rhodes

**Clinical Assistant Professors:**
Callahan, Halpin

Program

DEPARTMENTAL OBJECTIVES
Chemistry is the central natural science interfacing physics and mathematics with the life sciences. A knowledge of chemistry has always been fundamental to the investigation of the physical world as well as to an in-depth understanding of living systems. The range of modern chemistry spans from chemical physics to molecular biology, merging the traditional divisions of analytical, organic, inorganic, and physical chemistry. In its recent development, the department is focusing its interest on physical, biophysical, and bioorganic chemistry, exploiting interdisciplinary areas of theory, materials science, and biological chemistry. The department has a large and active theoretical group in the areas of chemical physics and biomolecular modeling. Active research areas in the department include cancer research, nanotechnology, spectroscopy, and combinatorial chemistry. Graduates of the department have found rewarding careers and achieved distinction in all phases of scientific life, from basic research to commercial product development.

The late Gertrude Elion, a 1941 M.S. in chemistry 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 nonscience students 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 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 ment 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 prerequisite courses can make it impossible to complete a major in four years without summer attendance.

A grade of C or better in chemistry and other required courses 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, V25.0243, and V25.0244, respectively. In addition to these courses, two semesters of calculus and two semesters of general physics are required. A third semester of calculus is strongly recommended as preparation for V25.0651. 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. The core, described above, 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. It is strongly advised, however, that an advanced level chemistry course be taken in the third year of study, allowing at least three more semesters to complete all major requirements.

Undergraduate specialization in organic, biochemical, physical, or theoretical chemistry may be accomplished through combinations of 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 requirements 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 Hemmes and Ms. Ara Kupris Menzi in the College Advising Center, Silver Center, 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.
The following courses are lectures with the degree of Bachelor of Science (B.S.) instead of the Bachelor of Arts (B.A.). Students should note that the B.S. program is very difficult to complete within a normal four-year academic program and that it confers no particular advantage to students in premedical or predental programs.

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 II Laboratory, 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, approved by the adviser and presented at a special seminar in the spring term of the senior year. Students desiring entry into the honors program must obtain the approval of the director of undergraduate studies prior to the end of their junior year. For general requirements, please see Honors and Awards.

Courses

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<th>Course</th>
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| V25.0101 | General Chemistry I  
Prerequisites: 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. |
| V25.0102 | General Chemistry II  
Prerequisite: V25.0101 with a grade of C or better. Corequisite: V25.0104. 4 points. See General Chemistry I, V25.0101, above. |
| V25.0103 | General Chemistry I Laboratory  
Laboratory. 2 points. Provides an introduction to basic techniques used in experimental chemistry. Many experiments use a computer interface to provide experience in modern methods of data collection and to allow thorough analysis of experimental results. Proper laboratory procedures, chemical safety rules, and environmentally sound methods of chemical disposal and waste minimization are important components of the course. Experiments are selected to provide illustration and reinforcement of the topics covered in V25.0101. Involves manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry. |
| V25.0104 | General Chemistry II Laboratory  
Laboratory. 4 points. See General Chemistry I Laboratory, V25.0103. |
| V25.0109 | Introduction to Modern Chemistry  
Not open to students majoring in chemistry. Science majors and prehealth 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. |
| V25.0108 | Advanced Individual Study and Research  
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 II Laboratory, 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. |
| V25.0112 | Senior Honors in Chemistry  
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, approved by the adviser and presented at a special seminar in the spring term of the senior year. Students desiring entry into the honors program must obtain the approval of the director of undergraduate studies prior to the end of their junior year. For general requirements, please see Honors and Awards. |

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General Chemistry II Laboratory
V25.0104 Prerequisite: V25.0103. 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.

General Chemistry I (Honors)
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.

General Chemistry II (Honors)
V25.0110 Prerequisite: V25.0109 and permission of the department. Corequisite V25.0112. 4 points.
Provides in-depth discussion at an introductory level on the structure and reactions of atomic nuclei, quantum chemistry, inorganic, industrial, and materials chemistry. Selected topics in organic, polymer, and biochemistry may be included.

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. Experiments include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermochemistry, and equilibrium. Many experiments are augmented by the use of interfaced computers.

Chemical Experimentation II
V25.0112 Prerequisite: 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 nonscience majors and students in the Steinhardt 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 biochemistry, 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 I Laboratory
V25.0245 Prerequisite: V25.0104. 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 II Laboratory
V25.0246 Prerequisite: 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.

Organic Chemistry I (Honors)
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.

Organic Chemistry II (Honors)
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 is 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, electrocyclic 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. V63.0123 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.

Physical Chemistry III
V25.0657. Prerequisite: V25.0652 with a grade of C or better. 4 points.
Topics include statistical thermodynamics and partition functions; intermolecular forces and electric and magnetic properties of molecules; molecular motion in liquids and gases; kinetics as applied to chain reactions, photochemical reactions, catalysis and collision, and activated complex theory; and colligative properties, sedimentation, viscosity, and light scattering.

Experimental Methods
V25.0661. Prerequisite: or concurrent 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 V23.0110 and V25.0671. Prerequisite: V25.0012 or V25.0015, and permission of instructor. Lecture and laboratory. 5 points.
See description under Physics (85).

Inorganic Chemistry
V25.0711. Prerequisite: V25.0244 or V25.0342 with a grade of B or better. 4 points.
Studies of methods in inorganic chemistry that make use of symmetry to describe bonding and spectra of inorganic compounds. Reactions and kinetics are also discussed for inorganic, organometallic, and bioinorganic compounds. Selected topics in main group chemistry are also included.

Advanced Organic/Inorganic Laboratory
V25.0731. Prerequisite: V25.0246 with a grade of B or better, or permission of the instructor. 4 points.
Advanced laboratory emphasizing techniques commonly used in synthetic inorganic and organic chemistry research. Instruction in techniques such as gas chromatography, mass spectrometry, cyclic voltammetry, polarimetry, circular dichroism, air-sensitive techniques, and thin-layer, column, and high pressure liquid chromatography.

Chemical Dynamics
V25.0741. Formerly Advanced Physical Chemistry. 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 Steinhardt 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, anabolic medicines, and vitamin C.

Organic Reactions
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.

Structure and Theory in Organic Chemistry
V25.0913. Prerequisites: V25.0244 or V25.0342, and V25.0652. 4 points.
Stereocentric 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.

Molecular Modeling and Spectra
V25.0926. Prerequisite 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 course 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 nontechnical 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 emphases on chemical abstracts, Beilstein, Gmelin, and landmarks of science. Impacts of chemistry on modern history such as I.G. Farben’s connection with Auschwitz are explored. Scientific-societal problems such as Bhopal and Chernobyl are examined through student presentations.

Tutorial in Chemistry
V25.0993, 0994. Prerequisite: 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 overall average of 3.5 in their course of study and in the courses required for the chemistry or biochemistry major. 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, or earlier, and undertakes the work that spring, the following summer, and into the senior year. A written progress report at the end of the fall semester of the senior year is required. The research is completed during the spring term and the student presents his/her work at a short departmental seminar near the end of the term. Presentation at the Annual Undergraduate Research Conference is also required. The research culminates in the writing of a senior thesis that must be approved by the adviser and the director of undergraduate studies.

**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 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.

**Strategies in Synthetic Organic Chemistry**  

A continuation of Advanced Organic Chemistry (V25.0911) with an emphasis on biologically active and structurally interesting compounds.

**Organic Reaction Mechanisms**  
G25.1313. Prerequisite V25.0913. 2 points.

Discussion of the mechanisms of organic reactions including the interrelationships between structure and mechanism, nucleophilic and free radical substitution, as well as thermal and photochemical cycloaddition reactions.

**Organic Analysis**  
G25.1324. Prerequisite V25.0244 or V25.0342 with a grade of B or better or permission of the instructor. 4 points.

Emphasizes the application of spectroscopic methods in organic chemistry in determining molecular structure, including proton and carbon NMR and infrared and Raman Spectroscopy.

**Biophysical Chemistry**  
G25.1381. Prerequisites V25.0244 or V25.0342, and V25.0652. 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 biological 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, spectroscopy, 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 Alexander S. Onassis 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:** Bonfante, Mitsis, Peachin, Santirocco, Sider, Sifakis

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

**Assistant Professor:** 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 and 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 cours-
es in practical archaeology may be taken for credit.

4. Classical civilization and 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 V27.0305 and four other 4-point courses in classical civilization or languages. The second track emphasizes cultural anthropology and classical civilization and requires V27.0143 and four 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 Alexander S. Onassis 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 Alexander S. Onassis 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 Alexander S. Onassis 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: Virgil
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
V27.0824 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 of 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 ADVANCED ANCIENT GREEK

Advanced Latin: Epic
V27.0871 Prerequisite V27.0006 or equivalent. 4 points.
Extensive readings in Virgil's Aeneid and the other epics of Rome, including Lucretius' De Rerum Natura. Consideration will be given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans' construction of their past. Study of the development of the Latin hexameter is also included.

Advanced Latin: Cicero
V27.0872 Prerequisite V27.0006 or equivalent. 4 points.
Offering extensive readings from the prose works of Cicero, this course provides readings in Latin of a selection from Cicero's speeches, letters, oratorical works, and philosophical works. Cicero's place in the development of Latin literature is also considered, as is the social and political world of the late Republic that he inhabited.

Advanced Latin: Lyric and Elegy
V27.0873 Prerequisite V27.0006 or equivalent. 4 points.
This course provides extensive readings from the works of Rome's greatest lyric and elegiac poets, including Catullus, Horace, Tibullus, Propertius and Ovid. The various lyric meters adapted by the Romans are considered, as is the development of Latin Love Elegy.

Advanced Latin: Comedy
V27.0874 Prerequisite V27.0006 or equivalent. 4 points.
A selection of plays from those of Plautus and Terence. The development of Roman comedy, its relationship to Greek New Comedy, and its social and cultural place in Roman life will also be discussed. Some facility in Plautine and Terentian meter will also be expected.

Advanced Latin: Satire
V27.0875 Prerequisite V27.0006 or equivalent. 4 points.
With extensive readings from Horace's Juvenal's, and Persius' satires, this class traces the development of the satiric mode from its earliest beginnings in Rome to its flowering under the Empire. The relationship of satire to the social world of Rome, including its treatment of money, women, political figures, and social climbers, is also examined.

Advanced Latin: Latin Historians
V27.0876 Prerequisite V27.0006 or equivalent. 4 points.
Readings from the three masters of Roman historiography, Sallust, Livy, and Tacitus. The course also considers the rise and development of history in Rome, its relationship to myth, and its narrative structure and manner.

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

Advanced Greek: Archaic Poetry
V27.0971 Prerequisite V27.0010 or equivalent. 4 points.
Extensive readings from the lyric, elegiac, and iambic poets of Greece. The course studies the use of the various lyric forms, the different meters employed by the archaic poets, and the social functions of archaic poetry.

Advanced Greek: Greek Historians
V27.0972 Prerequisite V27.0010 or equivalent. 4 points.
Readings from the two fifth-century masters of Greek historiography, Herodotus and Thucydides. The course examines the themes, narrative structure, and methodology of both writers, as well as giving some consideration to the rise of historical writing in Greece, and its relationship to myth and epic.

Advanced Greek: Drama
V27.0973 Prerequisite V27.0010 or equivalent. 4 points.
Readings from a variety of plays from among those of Aeschylus, Sophocles, and Euripides. Spoken and choral meter are studied, and the role of performance, dramaturgy, and the place of theatre in Athenian society are also examined.

Advanced Greek: Orators
V27.0974 Prerequisite V27.0010 or equivalent. 4 points.
Readings from several speeches from the major Attic orators (Lysias, Aeschines, and Demosthenes). The course also examines the role of law in Athenian society, procedure in the Athenian courts, and rhetorical education and training.

Advanced Greek: Philosophy
V27.0975 Prerequisite V27.0010 or equivalent. 4 points.
Readings from the dialogues of Plato and the major philosophical works of Aristotle.

Advanced Greek: Hellenistic Poetry
V27.0976 Prerequisite V27.0010 or equivalent. 4 points.
The course offers a selection of various authors (including Callimachus, Theocritus, and Apollonius) and genres (pastoral, hymn, epigram, drinking song) from the Hellenistic era.

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

Classical Mythology
V27.0404  Identical to V90.0404.  4 points
Discusses the myths and legends of Greek and Roman mythology and the gods, demigods, heroes, nymphs, monsters, and everyday mortals who played out their parts in this mythology. Begins with creation, as vividly described by Hesiod in the Theogony, and ends with the great Trojan War and the return of the Greek heroes, especially Odysseus. Roman myth is also treated, with emphasis on Aeneas and the foundation legends of Rome.

Etymology
V27.0023  Identical to V61.0076.  4 points
See description under Linguistics (61).

LITERATURE

Greek Drama: Aeschybus, 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 playwrights. 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 elation. Authors include Aristophanes (all 11 plays, one may be staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays have only recently been discovered; and Plautus and Terence, whose works profoundly influenced the development of comedy in Western Europe.

Greek and Roman Epic
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 Virgil's Aeneid, but may also cover the Aetna 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 Chares and Callirhoe, Longus' Daphnis and Chloe, Heliodorus' Ethiopian Tale; Lucan's True History, Petronius' Satyricon, and Apuleius' Golden Ass. Concludes with the Getta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

Ancient Political Theory
V27.0206  4 points
Examines the foundation of the ancient polis (city-state), its ancient interpretations, and the emergence of political philosophy with Socrates. Orise of ancient sources, Aeschylus' Seven Against Thebes illustrates what the ancients regarded as problems inherent in political life that, however "solved," have always persisted. Also includes the Oresteia as the first example of a solution, Sophocles' Oedipus Tyrannus, Aristophanes' 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 Tactius), 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 construction 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 Greek 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 democracy, Athenian imperialism, the rise of historiography, theatrical production, festivals, art, science, the beginnings of moral philosophy and political thought, women's life, slavery, and Greek law.

History of the Roman Republic
V27.0267 Identical to V57.0205. 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 the Roman Empire
V27.0278 Identical to V57.0206. 4 points.
In the spring of 44 B.C., Julius Caesar was murdered by a group of senators disgruntled with his monarchic 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.

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
V27.0305 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—Lascars, Ur, Sakkara, Knosso, 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
V27.0335 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 palaces. 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.

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 Neoplatonists.
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, Latin American, Chinese, and Japanese areas as well as specialists in the European and Anglo-American traditions.
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 reflected 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, Dostoevsky, Eliot, and Pérez Galdós are discussed.

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, Alffert, 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, Cartesian, Sábató, 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 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, N’Güella Thiong’o, Nwapa, Ba, and Abrahams.

Topics in Caribbean Literature
V29.0132 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 representation of a tension between different norms of rationality. Relations of languages, reasons, and hegemones. 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 (pícaro, Tirso, Grimmshausen, and Molière); China (Journey to the West); India (Ramayana); and other moderns (e.g., Azaldua, Brathwaite, Brecht, Grass, Hasék, Kingston, Lorde, Mo, N’Güella Thiong’o, Paz, Soyinka).

Masterpieces of Renaissance Literature
V29.0151 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 generically, 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 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 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.

**Comparative Imperialisms**  
V29.0811  Identical to V77.0715.  
4 points.  
The course explores the interaction between expansion and cultural production within the global context. It traces the literary and cultural transpositions between the New World, Europe, and the Near East with emphasis on the differences and contests between imperial cultures north and south. Materials draw on American, English, French, and Arabic literature, travel narrative, historical sources, domestics tracts, cultural criticism, and film. Topics include domestic ideologies and imperialism; race, sexuality, and passing; terms of cultural renewal and extinction; the North/South divide; and representations of transnational culture.

**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 Lusophone traditions.

**Independent Study**  
V29.0997  Must be approved by the director of undergraduate studies.  
1-4 points.  
To write a senior essay as part of the Honors Program.

**Independent Study**  
V29.0998  Must be approved by the director of undergraduate studies.  
1-4 points.  
For special projects, including internships, contributing to the major.
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 graduates with both 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


Associate Professors: Davis, Geiger, Goldberg, Shoup, Siegel

Assistant Professors: Dodis, Karamcheti, Mazieres, Mediano, 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, V63.0124, 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 their 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 (not requiring V22.0202 as a prerequisite).
INTRODUCTORY COURSES FOR NONMAJORS

Introduction to Computers and Programming
V22.0002  Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is presumed. Students who have taken V22.0101 will not receive credit. Note: This course is intended for potential computer science majors who do not have programming experience as a prerequisite to V22.0101, as well as for non-computer science majors. 4 points. Elementary introduction to programming and computers. The characteristics of computers are discussed and students learn to write and debug programs using a high level programming language.

Computers in Principle and Practice
V22.0004  Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is presumed. 4 points. Students with computing experience should consult with the computer science department before registering. The principles part of the course introduces basic design principles underlying a computer, e.g., the difference between hardware and software and the interface between the two. The practical component of the course seeks to enable students to use computers as a tool, no matter what discipline they study, introducing them to word processing, graphics, spreadsheets, databases, and the World Wide Web.

Computers in Principles and Practice II
V22.0005  Prerequisites: V22.0004 and one semester of programming in Pascal or C or equivalent programming experience. Offered in the spring term only. 4 points. Students examine the latest Web technologies from formatting to creating graphics to writing programs using HTML, JavaScript, and other languages. Since the technology of the Web is constantly changing, new tools and techniques are introduced as they evolve.

COMPUTER FACILITIES

The Department of Computer Science has access to a variety of computers for both research and instructional use. The main computers for instructional use are PCs and Macs. Upper-level courses also use a variety of other computers, including Sun workstations. Most instructional facilities are operated by Information Technology Services (ITS). Students should review ITS's bulletin for complete information on services, hours of operation, and conditions of access. The Department of Computer Science also has its own network of Sun workstations, primarily used for research purposes. The department operates research laboratories for experimental computer science research in programming languages, distributed computing, computer vision, multimedia, and natural language processing; most are located at 715 and 719 Broadway. Selected undergraduates assist in work on these areas at this facility.

HONORS PROGRAM

A degree in computer science is awarded with honors to selected majors who successfully complete the requirements of the honors program. Further information is available in Warren Weaver Hall, 251 Mercer Street, Room 404 and on the computer science Web page: www.cs.nyu.edu.
Fundamentals of Computer Science for Nonmajors
V22.0051 Prerequisite three years of high school mathematics or equivalent. 4 points
This course provides an introduction to computer programming and computer science for students with little or no programming experience. Students learn the basic principles of programming and discover how to solve problems by writing and debugging computer programs. This course is not intended for computer science majors. It is intended primarily for students majoring in other scientific disciplines, in information systems (Stern), or in the joint engineering program. This course is more advanced than V22.0002, but less advanced than V22.0101.

Topics of General Computing Interest
V22.0380 Prerequisites topics determine prerequisites. 4 points
Detailed descriptions available when topics are announced. Typical offerings include Introduction to Multimedia and Database and Web Programming. Note: This course cannot be used as credit toward the major sequence.

MAJOR COURSES

Introduction to Computer Science I
V22.0101 Prerequisite V22.0002 or departmental permission assessed 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. Programming assignments.

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
This course covers the internal structure of computers, machine (assembly) language programming, and the use of pointers in high-level languages. Topics include the logical design of computers, computer architecture, stack, internal representation of data, instruction sets, and addressing logic, as well as pointers, structures, and other features of high-level languages that relate to assembly language. Programming assignments are both in assembly language and in other languages.

Computer System Organization II
V22.0202 Prerequisite V22.0101. Offered in the spring term only. 4 points
Covers the principles and design of operating systems. Topics include process scheduling and synchronization, deadlock, memory management, including virtual memory, input-output, and file systems. 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.

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. Programming assignments.

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 of computers, and structure of simple processors; speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input-output structures, buses, program transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures: stack, pipeline, and parallel machines, and multiple functional units.

Introduction to Database Systems
V22.0444 Prerequisite: V22.0002 and V22.0102. 4 points
This course covers the internal structure of databases. It is intended primarily for students majoring in other scientific disciplines, in information systems (Stern), or in the joint engineering program. This course is more advanced than V22.0002, but less advanced than V22.0051.

Basic Programming Concepts
V22.0453 Prerequisites: V22.0201. 4 points
This course takes a mathematical approach in studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, nondeterministic finite automata, regular expressions) and proof of nonregularity. Context-free languages and pushdown automata: proofs that languages are not context free. Elements of computability theory. Brief introduction to NP-completeness.

Introduction to the Theory of Computation
V22.0470 Prerequisite: V22.0002. 4 points
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.

Software Engineering
V22.0474 Prerequisite V22.0202 or permission of department. 4 points.
An intense hands-on study of practical techniques and methods of software engineering. Topics include advanced object-oriented design, design patterns, refactoring, code optimization, universal modeling language, threading, user interface design, enterprise application development, and development tools. All topics are integrated and applied during the semester-long group project. The aim of the project is to prepare students for dynamics in a real workplace. Members of the group meet on a regular basis to discuss the project and to assign individual tasks. Students are judged primarily on the final project presentations.

Distributed Storage Systems
V22.0477 Prerequisite V22.0202 or permission of the department. 4 points.
This class examines file system implementation, low-level database storage techniques, and distributed programming. Lectures cover basic file system structures, journaling and logging, I/O systems performance, RAID (redundant arrays of inexpensive disks), the remote procedure call abstraction, and numerous systems illustrating these concepts. Programming assignments make the topics concrete. In a final project, students build a real, functioning Unix file system. Topics: file systems, distributed computing, replication and consistency, fault-tolerance, crash recovery. Students have access to dedicated equipment for the assignments and project.

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, but are not limited to, Computer Graphics, Applied Internet Technology, Network Programming, Computer Vision, Unix Tools, and Multimedia for Majors.

Special Topics in Programming Languages
V22.0490 Prerequisite V22.0201 plus others determined by topic. 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 three to 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.
Drama, a universal and essential art form, provides a fitting focus of study in a liberal arts education. The special opportunities provided by New York as a world theatre center make the study of dramatic literature at NYU vital and intimately connected to other arts and disciplines. 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. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

An honors program is available for qualified students, and the department also offers course credit for internships that allow them to apply their knowledge of dramatic literature and the theatre in a professional setting.

**Faculty**

**Professors:**
- Chaudhuri, Gilman, Guillory

**Assistant Professor:**
- Harries

**Adjunct Professors:**
- Horwich, Oliver, Osburn

**Affiliated Faculty:**
- Affron, R. Allen (TSOA), Bishop, Chioles, Diawara, Lant (TSOA), Michelson (TSOA), Miller (TSOA), Reiss, Sifakis, Simon (TSOA), Sklar (TSOA), Stam (TSOA), Straayer (TSOA), L. Swortzell (The Steinhardt School of Education), N. Swortzell (The Steinhardt School of Education)

**Program**

**MAJOR**
A minimum of 10 4-point courses within the department, including V30.0130 and V30.0110, 0111; 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.

**MINOR IN DRAMATIC LITERATURE**
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.

**MINOR IN CINEMA STUDIES**
Four courses: Expressive Cultures: Film (V55.0750), plus three cinema studies courses cross-listed under dramatic literature (V30). Courses used to satisfy the cinema studies minor may not be used to satisfy the requirements of any other major or minor simultaneously. 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 cinema studies 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 con-
sists 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 the director of undergraduate studies.

INFORMATION AND ADVISEMENT
Students should consult the department's undergraduate Web site (www.nyu.edu/fas/dramlit) at registration time for a list of courses that satisfy the requirements outlined above and for more detailed descriptions of the particular courses offered in a given term. The director of undergraduate studies is available throughout the term as well as during registration periods to discuss the student’s general education and career aims as well as the dramatic literature program.

ADVANCED ELECTIVES IN DRAMATIC LITERATURE

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

Comedy
V30.0205 Identical to V41.0725 and V29.0111. 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 Attic New Comedy and Roman comedy. Authors include Aristophanes (11 comedies are studied, and one is staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays were only recently discovered; and Plautus and Terence, whose works profoundly influenced comedy in Western Europe.

Shakespeare I, II
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. A summons some familiarity with Shakespeare's works. 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, Friell, Storey, hare, Edgar, Brenton, Gems, Churchill, and Daniels.
Irish Dramatists
V30.0700  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 Annie 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.

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.

African American Drama
V30.0255  Identical to V41.0161. 4 points.

Modern Central European Drama: From Brecht to Handke
V30.0260  Identical to V51.0081. Conducted in English. No knowledge of German is required. 4 points.

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 include 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. 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. 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.

García Lorca: Theatre and Poetry
V30.0292  Identical to V51.0081. Conducted in English. 4 points.
Study of the principal examples of García Lorca's theatre and related poetry and prose. Glypsy 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.

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 on 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.

Advanced Workshop in Playwriting
V30.0840  Identical to V41.0840. Enrollment requires permission of the instructor and is based on submission of writing samples. Applications and deadline information are available on the department Web site. 4 points.
Encourages students to explore various ways of responding to theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

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ELECTIVES IN THEATRE PRODUCTION

Stagecraft
V 30.0635, 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
V 30.0637, 0638  Identical to E17.0027, 0028. Either term may be taken alone for credit. 4 points per term. Class hours are spent in the practice of improvisation, pantomime, and theatre games as well as brief scenes. Additional hours for rehearsal and performance of scenes.

Acting II
V 30.0639, 0640  Identical to E17.0037, 0038. Either term may be taken alone for credit. 4 points per term. Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as staff-directed or supervised, full-length productions.

Stage Lighting
V 30.0641  Identical to E17.1143. 4 points. Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.

Costume Design
V 30.0642  Identical to E17.1175. 4 points. Costume design for the modern stage; the history of fashion.

Directing
V 30.0643, 0644  Identical to E17.1081, 1082. Prerequisites: satisfactory work in V 30.0639, 0640, or equivalent, and permission of adviser. V 30.0643 is a prerequisite for V 30.0644. 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
V 30.0645  Identical to E17.1017. 4 points. Design for today's stage in period and modern styles. Methods of originating and presenting a design conception. Practice in scene sketching.

Styles of Acting and Directing
V 30.0646, 0647  Identical to E17.1099, 1100. 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
V 30.0648  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
V 30.0501  Identical to V41.0170. 4 points. The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

Cinema in Contemporary Ireland
V 30.0503  Identical to V58.0503. 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 light of the complex interaction between visual culture and the powerful literary tradition in Ireland.

Cinema and Literature
V 30.0504  Identical to V45.0883. 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.

Italian Cinema and Literature
V 30.0505  Identical to V59.0282. 4 points. Studies the relationship between Italian literature and post-World War II cinema. Among the authors and directors examined are Lampedusa, Bassani, Sciasci, Visconti, De Sica, and Rossellini.

Fascism and Film
V 30.0506  Identical to V59.0169. 4 points. Studies representations of fascism in postwar Italian cinema. Films by Rossellini, Cavani, Bertolucci, Visconti, Fellini, Wim Wenders, the Taviani brothers, and others.

The Silent Screen: 1895-1928
V 30.0520  Identical to H 36.0005. 4 points. Demonstrates the strength and vitality of the developing language of cinema. Traces the basic filmic structures from the earliest work of Lumiére and Méliès to the first masterpieces of cinema, including Soviet film development; the beginnings of documentary, European expressionism; the masters of the American cinema; and selected short films by Chaplin, Léger, Claire, and Buñuel. Film screening each week, followed by a lecture and an analysis of the film's structural elements.

Hollywood and Its Alternatives: 1929-1949
V 30.0521  Identical to H 36.0006. 4 points. Examines the growth of film form after the coming of sound on a broad international basis and gives a firsthand familiarity with classics of the period. The innovations of the sound film are studied. Examines filmmakers for their contribution to film style and form: Hawks, Ford, Renoir, Welles, Sternberg, Lang, Vigo.
Rossellini, and Hitchcock. Weekly small-group discussion sections provide for an exchange of ideas and a deeper examination into the perceptual and historical aspects of each film.

**Film Now: 1950 to the Present**  
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., Arnheim, 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 requirements 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.
Program in Earth and Environmental Science (49)

Minor

Silver Center, 100 Washington Square East, Room 1009, New York, NY 10003-6688.
(212) 998-8200, E-mail: biology@nyu.edu.

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, and natural sciences and in education, government, law, and business. Through independent study, students can pursue specific research interests, knowledge, and 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 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.

The Living Environment
V49.0008 Identical to V23.0008. May not be taken after V23.0011-0012. Estol. 4 points.
Examines fundamental issues in environmental science and their relation to life on earth. Covers abiotic systems, including climate, geology, and energy cycling as well as biotic issues, including ecosystems, the origin of life, evolution, and speciation. Examines the interrelationship of these systems and their relationship to humans.

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 earth systems, their evolution, and forecasts for the future. Topics include new observations of the earth 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.
In this inquiry-based course, we “think globally.” For example, we analyze observational data on atmospheric carbon dioxide and Earth’s climate. Students then research topics related to the carbon cycle and eventually consider policy implications of scientific findings in a wide variety of environmental issues. Emphasis is on learning by examining and reporting.

Cities and Their Environments
V49.0330 Volk. 4 points.
Examines how environmental knowledge can be used to solve problems in the planning and development of cities and their surrounding regions and how environmental conditions have influenced their growth. Examples of topics: geology, water supply, waste disposal, energy sources, recreation, wildlife, hazards, and urban planning.

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 the major features of the earth’s crust. Brings out the historical development of these theories to provide the student with insight into the nature and evolution of scientific thought.

Field Geology
V49.0705 Rampino. 4 points.
Examines various bedrock and surficial features through classroom work and extensive fieldwork to develop historical interpretations. Field observation is done within a 150-mile radius of New York City but emphasizes the metropolitan region.

Limits of the Earth: Issues in Human Ecology
V49.0875 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, energy supply and use, and ecosystems.
Environmental Science: Principles and Practice
V49.0880  Identical to V23.0880.
Estol. 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, the course presents current examples ("case studies") of environmental problems to show how the basic principles examined are applied in the real world.

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  (Cross-listed with V49.0008)

Field Laboratory in Ecology
V23.0016

Field Biology and Elements of Ecology V23.0017

Introduction to Ecology V23.0063

Environmental Science:

Principles and Practice V23.0880  (Cross-listed with V49.0880)

Geological Science G23.1001

Environmental Health G23.1004  Identical to G48.1004.

Toxicology G23.1006  Identical to G48.1006.

Biotic Resources G23.1073

Ecological Botany G23.1075

Earth Biology G23.1201
The Department of 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 Department of 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

**Associate Professors:**
Yoshimoto, L. Young (History), X. Zhang (Comparative Literature)

**Assistant Professors:**
Goswami (History), Karl (History), Park (Sociology), Vincent (Comparative Literature)

**Affiliated Faculty:**
Cornyetz (Gallatin), McKelway (Fine Arts), Trede (Institute of Fine Arts), Waley-Cohen (History), M. Young (History), Z. Zhang (Cinema Studies), Zito (Anthropology, Religious Studies)

**Language Lecturers:**
Goto, H., Ikeda, Jiao, Kaneko, Kim, J. Lee, S. Lee, Shao

**Instructors:**
Lam, Wang

**Program**

**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 these 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 p'ai-hua (colloquial) texts, the course provides enough wen-yan (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-yan or p'ai-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-yan and a gradual introduction of ku-wei (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 V33.0204 for V33.0221; V33.0221 for V33.0222. 4 points per term.  
Intends to assist students to enhance their Chinese proficiency through reading a large variety of materials for V33.0222 or permission of the instructor. Jiao. 4 points per term.
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 classical 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. He. 4 points.
Gives the students an overall view of the Chinese language, its history, 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 is required. 4 points per term.
Introductory course in modern spoken and written Japanese, designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).

Intermediate Japanese I, II
V33.0249, 0250 Prerequisite V33.0248 or its equivalent. 4 points per term.
Continuing study of Japanese at the intermediate level. Stresses reading comprehension, spoken fluency, and composition, with materials organized around social and cultural topics. Continues to introduce new Kanji characters.

Advanced Japanese I, II
V33.0252, 0253 Prerequisite V33.0250 or its equivalent. 4 points per term.
Continuing study of Japanese at the advanced level. Stresses reading comprehension, spoken fluency, and composition; uses original materials, such as newspaper/magazine articles, TV news, and video. Introduces additional Kanji characters. Advanced use of Japanese and character dictionaries.

Elementary Korean I, II
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 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.

Readings in Japanese Culture I, II
V33.0262, 0263 Prerequisite V33.0253 for V33.0262; V33.0262 for V33.0263 or permission of the instructor. 4 points per term.
Designed to enhance advanced students’ Japanese proficiency through readings about, and discussions of, a variety of cultural and social topics in Japan. Uses original materials, such as newspapers, magazine articles, TV news, and video. A final individual research project—which comprises an oral presentation and a term paper in the target language—is an integral part of this pair of courses. The class is conducted entirely in Japanese.

Readings in Japanese Literature I, II
V33.0264, 0265 Prerequisite V33.0263 for V33.0264; V33.0264 for V33.0265 or permission of the instructor. Kaneko. 4 points per term.
Designed to engage students in critical readings of various genres of Japanese literature, such as classical texts, poetry, short stories, and novels, as well as literary critiques. The class is conducted entirely in Japanese.

Elementary Cantonese I, II
V33.0410, 0411 No previous training in the language is required. 4 points per term.
Designed for native English speakers and heritage students to acquire a basic knowledge of spoken Cantonese. Introduce Cantonese pronunciation, Yale Romanization systems, basic Cantonese grammar and syntactic structures, daily use vocabulary, phrases and expressions, some frequently used Chinese characters, and Chinese culture and lifestyle, mainly that originating from Hong Kong and Canton.

Intermediate Cantonese I, II
V33.0412, 0413 Prerequisite V33.0411 or its equivalent. 4 points per term.
Designed for native English speakers and heritage students who have acquired a basic knowledge of spoken Cantonese or have fulfilled the requirement of Elementary Cantonese I and II. Introduces the advanced Cantonese grammar and syntactic structures, daily use vocabulary, phrases and expressions, more Chinese characters, and Chinese culture and lifestyle, mainly that originating from Hong Kong and Canton.

Intermediate Cantonese I, II
V33.0412, 0413 Prerequisite V33.0411 or its equivalent. 4 points per term.
Designed for native English speakers and heritage students who have acquired a basic knowledge of spoken Cantonese or have fulfilled the requirement of Elementary Cantonese I and II. Introduces the advanced Cantonese grammar and syntactic structures, daily use vocabulary, phrases and expressions, more Chinese characters, and Chinese culture and lifestyle, mainly that originating from Hong Kong and Canton.

Advanced Business Chinese I, II
V33.0604 4 points.
Designed to introduce the Chinese language as it is used in business and industry. Encompasses a variety of materials and activities focused on practical applications and real-world communication. Students will learn essential phrases and expressions used in business transactions, negotiations, and presentations. They will develop skills in writing business correspondence and reports. The course also includes cultural orientations and insights into Chinese business practices.

Advanced Chinese I, II
V33.0204 or the equivalent. 4 points.
Advanced level Chinese language courses with an emphasis on training...
in the skill areas of listening, speaking, reading, writing, and translating in the context of business. Designed for students who are interested in doing business with the Chinese-speaking community (including China, Taiwan, Hong Kong, and Singapore) and in the meantime want to further improve their Chinese language proficiency. The goal is to improve students’ language skills, and to increase their knowledge of Chinese culture and business practices.

CIVILIZATION COURSES

Major Themes and World History: Colonialism and Imperialism
V33.0031 Identical to V57.0031. 4 points.
See description under History (57).

History of East Asia to 1840
V33.0052 Identical to V57.0052. 4 points.
See description under History (57).

History of East Asia Since 1840
V33.0053 Identical to V57.0053. 4 points.
See description under History (57).

Introduction to Chinese Painting
V33.0084 Identical to V43.0084. 4 points.
See description under Fine Arts (43).

Asian Art I: China, Korea, Japan
V33.0091 Identical to V43.0091. 4 points.
See description under Fine Arts (43).

Topics in Asian History
V33.0095 Identical to V57.0095. 4 points.
See description under History (57).

Arts of War in China
V33.0244 Identical to V57.0244. Waley-Cohen. 4 points.
Explores representations of warfare in Chinese literature and history from the preimperial age to the 20th century. Readings consist of Chinese literary and historical texts in translation, including military classics, histories, novels, poetry, and short stories. Aims to give students a sense of the centrality of military themes in Chinese cultural life and of the deep-rooted origins of the modern militarized state in China.

Cinema of Asia America: Moving the Image
V33.8134 Identical to V15.0141. 4 points.
See description under Asian/Pacific American Studies (15).

Chinese Film and Society
V33.0540 4 points.
An examination of Chinese films in broad social, political, and cultural contexts. The specific topic varies from filmic representation of revolution and socialism to the avant-garde experimentation in post-Mao China. The approach is comparative and analytical, with a focus on the particular experiences of Chinese modernity as refracted by the visual images and cultural politics. The course is not limited to film productions of the People’s Republic of China but covers Chinese films made during the Republican period (1911-1949) and films from Taiwan and Hong Kong as well. It is also designed to inform students of the intellectual and social environment that conditions the film production and of the critical, theoretical development in Chinese film studies.

History of Modern Japan
V33.0536 Identical to V57.0712. 4 points.
Prerequisite: permission of the instructor. L. Young. 4 points.

East Asian Politics: China and Japan
V33.0560 Identical to V53.0560. 4 points.
See description under Politics (53).

Arts of Japan
V33.0509 Identical to V43.0509. 4 points.
See description under Fine Arts (43).

Modern China
V33.0535 Identical to V57.0535. 4 points.
See description under History (57).

Gender and Radicalism in Modern China
V33.0536 Identical to V57.0536 and V97.0536. 4 points.
See description under History (57).

History of Modern Japan
V33.0537 Identical to V57.0537. 4 points.
See description under History (57).

Chinese Society and Culture, 1550-1950
V33.0539 Identical to V57.0539. Prerequisite V57.0052 or V57.0053 or equivalent, or permission of the instructor. Waley-Cohen. 4 points.
See description under History (57).
Seminar: Japan and World War II in Asia  
V33.0710    Identical to V57.0710.  
4 points.  
See description under History (57).

The Invention of Modern Japanese Literature  
V33.0720    Vincent. 4 points.  
This course focuses on the part played by "literature" in the establishment of national and individual subjectivity in prewar Japan (1868-1945). It is one of the great ironies of modernity that the emergence of national community is marked by an ever-greater isolation of the individual subject. Readings of literary texts in combination with critical essays help students to examine this paradox in relation to changes in the practice of reading, the construction of the "reader" and the "author," the practice and effects of translation and travel, the privileging of the spoken voice, and the solidification of the "novel" as a genre. We pay as much attention to formal questions such as point of view and narrative strategy as "content" and are ever wary of the fact that we are reading in translation.

Modern Japanese Literature in Translation II  
V33.0721    Vincent. 4 points.  
This course exposes students to some of the most provocative and entertaining novels written in Japanese since the end of the Second World War. Students see how the collapse of totalizing ideologies brought by Japan's defeat led to an extremely fertile and yet somewhat atomized literary landscape. In this new postwar terrain, it became increasingly difficult to think of literature in terms of "schools" or "influences," as questions of cultural and individual identity became harder and harder to answer in a world of material prosperity and cultural hybridization.

Introduction to the Civilization of Imperial China  
V33.0722    Roberts. 4 points.  
Basic introduction to the writings of Confucius, his adversaries, and his successors, followed by a reading of several novels regarded as national classics.

Narrative Fiction of Asia  
V33.0726    No knowledge of Chinese required. 4 points.

Reading of classic Chinese masterpieces to understand the art of storytelling in traditional China. Study the narrative styles of literature as well as the intellectual and political history of the masterpieces. Curriculum includes the following: Three Kingdoms, by Lo Guan-zhong (ca. 1330-1400); The Water Margin; Outlaws of the Marsh; Journey to the West; Mr. Monkey; The Golden Lotus; Six Chapters of a Floating Life; The Scholars; and Dream of the Red Chamber. Story of the Stone.

Modernism and the Formation of National Culture in Japan, 1900-1980  
V33.0730    Identical to V57.0530.  
Harootunian. 4 points.  
Examines the process of capitalist modernization and the formation of the nation-state in modern Japan. Particularly concerned with the relationship between political economy and the formation of national culture after World War I as it was articulated in a discourse on modernism, how Japan became a modern society, and what the experience meant.

Modern Chinese Literature  
V33.0732    2 points.  
Introduction to Chinese fiction of the 20th century. All English translations. Studies the language of fiction in relation to its sociopolitical background and explores female portrayals and perspectives.

Modern Japanese Literature  
V33.0733    No knowledge of Japanese required. Roberts. 2 points.  
Major literary styles of Japan from the turn of the century to the present. Examines examples of naturalism, realism, and romanticism. Explores through literature the intellectual, sociological, and economic changes in Japan during the turbulent period following Japan's emergence as a world power.

Japan Through Its Literature  
V33.0734    No knowledge of Japanese required. Roberts. 4 points.  
Explores the origins of the Japanese people and language in view of recent research in linguistics, anthropology, and archaeology. Traces the early cultural intercourse between China and Japan, especially the Chinese cultural pattern having lasting effects on the social and political structure of Japan. Compares the religions of Japan (Shintoism, Buddhism, and Christianity) as they relate to Japanese civilization and ideas.

The Modern Korea and the Korean Diaspora  
V33.0735    4 points.  
Broad survey of the foundations of Korean civilization and the adaptation of these forms in modern Korea. Analyzes both tradition and mass culture, including the roles of Confucianism and Buddhism as they interact with popular traditions in religion, art, literature, and politics. Includes study of women, education, and folklore.

Vietnam: Its History, Its Culture, and Its Wars  
V33.0737    Identical to V57.0737.  
Roberts, M. Young. 4 points.  
The first half of the course deals with the culture and history of Vietnam in three contexts: Chinese, Indo-Chinese, and Indian history; Western (particularly French and American) history; and the period of Japanese control during World War II. The second half explores the American role in Vietnam and the historical and cultural impact of the war on Vietnam and the United States.

International Relations of Asia  
V33.0770    Identical to V53.0770.  
4 points.  
See description under Politics (53).

Buddhism  
V33.0832    Identical to V90.0832.  
4 points.  
See description under Religious Studies (90).

Chinese and Japanese Religions  
V33.0835    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 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 Mark Gertler, 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.

**Program**

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 policy concentration 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 (10 courses) are to be taken in the Department of Economics: V31.0001, V31.0002, V31.0010, V31.0012, V31.0018 (6 points), V31.0238, and four additional 4-point courses. Of these four electives, at least two must be numbered V31.0300-399. At least one of these electives must be V31.0323, V31.0324, V31.0351, or V31.0353.

A typical sequence of courses is indicated by sophomore year: V31.0001, V31.0002, V31.0018; junior year: V31.0010, V31.0012, V31.0238; senior year: four electives. Students are strongly advised to pay close attention to the prerequisites for each course. While calculus is not a formal requirement for the policy concentration, students should be aware that Precalculus (V63.0009), or its equivalent, is required and that it is inevitable that some mathematics will be used throughout the program. Because of this, students are urged to take Calculus I (V63.0121) in order to facilitate their training in economics.

Theory concentration. The theory concentration is intended for the student who wishes to begin the formal study of economic reasoning with an emphasis on mastering the analytical tools. This concentration relies on a higher level of abstraction and focuses on techniques of economic analysis rather than on the understanding of specific economic problems or institutions. It is particularly well-suited for students who intend to pursue a Ph.D. degree in economics or those pursuing careers or higher degrees in quantitative fields such as finance.

At least 40 points (10 courses) are to be taken in the Department of Economics that include V31.0005, V31.0006, V31.0020, V31.0011, V31.0013, V31.0266, and four economics electives. Two of these electives must be courses numbered V31.0300-399 and designated as theory classes. Furthermore, students must complete V63.0121, V63.0122, and V63.0123. These calculus courses should be completed before or during the student's first year in the program.

A typical course sequence is as follows: V31.0005, V31.0006, V31.0020; junior year: V31.0011, V31.0013, V31.0266, one elective; 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 after having taken V31.0001 and V31.0002 need not take V31.0005, but must take V31.0006. A student moving from the theory concentration to the policy concentration need not take either of the Principles courses, provided they have completed V31.0005 and V31.0006.

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 (6 courses) to be taken in the Department of Economics, including V31.0001, V31.0002, V31.0018, either V31.0010 or V31.0012, and two additional 4-point courses for which the student has the prerequisites.

Theory minor. At least 24 points (6 courses) to be taken in the Department of Economics to include V31.0005, V31.0006, V31.0020, at least one of V31.0011 or V31.0013, and any other two courses for which the student has the prerequisites.

JOINT MAJOR IN ECONOMICS AND COMPUTER SCIENCE

This is an interdisciplinary major offered by the Department of Computer Science with the Department of Economics. There are requirements in three departments, including mathematics. A grade of C or better is required in all courses.

The mathematics requirements are V63.0120, V63.0121, V63.0122, and V63.0123.

The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, and four computer science electives numbered V22.0400 or higher. One of these electives may be replaced by any one of V63.0124, V31.0310, V31.0337, V31.0365, or V31.0375.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, V31.0266, plus any three economics elective courses, at least two of which must be a theory electives numbered V31.0300 to V31.0399. One of these electives may be replaced by V22.0444.

JOINT MAJOR IN ECONOMICS AND MATHEMATICS

A joint major is offered by the Departments of Economics (31) and Mathematics (63). In the economics department, joint majors with mathematics may only take the theory sequence. Nine courses must be taken from each department.

The mathematics requirements are nine 4-point courses numbered V63.0120 or higher, which must include V63.0325 and V63.0326. The computer science course V22.0101 may be credited toward the nine-course requirement.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, V31.0266, plus any three economics elective
In the list of courses below, some courses are designated either “P” or “T.” “P” represents courses to be taken only by students in the policy concentration; “T” represents courses to be taken only by students in the theory concentration. 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. 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 (Precalculus), or equivalent. 4 points. This course focuses on the economy as a whole (the “macroeconomy”). The course begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production), then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; 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 (Precalculus), or equivalent. 4 points. This course 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. The course 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 on minimum wage legislation, rent controls, antitrust laws, and more.

**Introduction to Economic Analysis (T)**

V31.0005 Identical to C31.0005. Corequisite V63.0121. Restriction: Open to freshmen and sophomores only. 4 points. This course 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. Corequisite V63.0123. Restriction: Open to freshmen and sophomores only. 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.

**Statistics (P)**

V31.0018 Prerequisite: V63.0009 (Precalculus), or equivalent. 4 points. Introduction to statistics. Topics: descriptive statistics; introduction to probability; sampling; statistical inference concerning means, stan-
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 lab session.

Regression and Forecasting Models (P)
V31.0019 Identical to C22.0003. Restrictions: T his course is not open to any student who has taken V31.0018. 4 points. An introduction to statistical reasoning, multiple regression analysis, and an introduction to time series analysis.

Analytical Statistics (T)
V31.0120 Prerequisite V63.0121. Restrictions: T his course is not open to any student who has taken V31.0018. 4 points. An introduction to statistical reasoning, descriptive statistics, calculation of moments, probability theory, an introduction to distribution theory, and an introduction to inference. Lab sessions enable the student to run a wide variety of computer experiments and to simulate all distributions 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. Prerequisite: V31.0005, V31.0006, V63.0123. 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 non-competitive 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.

Macroeconomics (T)
V31.0013 Identical to C31.0013. Prerequisite: V31.0005, V31.0006, V63.0123. 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.

International Economics
V31.0238 Prerequisites: V31.0001 and V31.0002, or V31.0005. Restrictions: Cannot be taken for credit in addition to International Trade V31.0335 or International Finance V31.0336. 4 points. This course focuses on international trade in goods, services, and capital. It 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.

Introduction to Econometrics (T)
V31.0266 Formerly V31.0366. Identical to C31.0266. Prerequisite: V31.0005, V31.0020; prerequisite: V63.0123. 4 points. Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables and simple time series models. An introduction to simultaneous equation models and the concept of identification are provided.

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.

ELECTIVE COURSES: 200 LEVEL

Economic History of the United States
V31.0205 Formerly V31.0205. Prerequisite V31.0001 and V31.0002, or V31.0005. 4 points. Analytic survey of the structure of the U.S. economy: national income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.
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.

Urban Economics
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 problems; and special problems within the public sector.

Money and Banking
V31.0231 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
V31.0233  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.

Gender and Choices
V31.0252  Identical to C31.0252 and V97.0252. Prerequisites: V31.0001 and 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
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, externalities and environmental control, administrative processes, crime, contracts and liability, public utility and antitrust regulations, and individual rights and discrimination.

Elective Courses: 300 Level

Strategic Decision Theory (T)
V31.0310  Identical to C31.0310. Prerequisite: V31.0011. 4 points.
The course is an introduction to non-cooperative game theory. The course focuses on a rigorous development of the basic theory with economic applications such as competition among oligopolists, how standards are set, auction theory, and bargaining. The formal topics include games in strategic form, Bayesian games, and games in extensive form.

Industrial Organization
V31.0316  Identical to C31.0316. Prerequisite: V31.0010 or V31.0011. 4 points.
Analysis of the structure, conduct, and performance of firms and industries. Involves the development of a theoretical basis for evaluating performance. Analysis of competition as a state-of-affairs versus competition as a process. The effects of advertising, economic concentration, and innovation upon prices and production. Overall survey of contemporary antitrust law and economics.

Market Structure and Performance (T)
V31.0317  Identical to C31.0317. Prerequisite: V31.0011. 4 points.
This course is designed to familiarize students with a modern approach to industrial organization economics. The modern approach relies extensively on the use of game-theoretic tools to model strategic market behavior and on extensive use of econometric methods for testing hypotheses regarding firm conduct and market performance. In particular, the course analyzes profit-maximizing business strategies of firms with market power as well as strategic interactions among firms in various types of imperfectly competitive markets. The course addresses both static modes of competition as well as dynamic competition in R&D and product design. The course also examines the scope of effective public policies designed to improve market performance. Throughout the course, mathematical-based models is used to develop the relevant concepts and test the pertinent theories of firm behavior.

Economic Development
V31.0323  Identical to C31.0323. Prerequisite: V31.0012 and V31.0238, or V31.0013. 4 points.
This course studies the problem of economic underdevelopment, with special reference to the countries of Asia, Latin America, and Africa. The building blocks of economic theory are used to understand the historical experiences of these countries. 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. The 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
V31.0324  Identical to C31.0324. Prerequisite: V31.0012 and V31.0238, or V31.0013. 4 points.
This course covers new topics in the context of a global economy; they include fiscal and monetary policy under alternative exchange rate regimes; international transmission mechanisms; barriers to capital mobility; international monetary coordination; and the role of the World Bank and of the I.M.F.
Economics of Energy and the Environment
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 is 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 International Economics, V31.0238. 4 points.
The course 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 International Economics, 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
This course discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. The corporate control mechanisms in the U.S., Germany, Japan, and the emerging market economies of Eastern Europe and the former Soviet Union is 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 meetings) in facilitating, or hindering, corporate control and the efficient allocation of resources.

Political Economy (T)
V31.0345 Identical to C31.0345. Prerequisite V31.0011. 4 points.
This course introduces the emerging field of formal political economy. The variety of ways in which economists and political scientists think about political science and the interplay of political science and economics are analyzed. The first part of the course focuses on the formal modeling of political behavior and political institutions. In this part the theory of social choice (how groups of rational individuals make decisions) and collective action (how groups of rational individuals take action) are analyzed. The second part of the course discusses the connection between politics and economics and investigates the effect of political variables on the determination of economic outcomes. Some questions that are answered: How can special groups of individuals enhance their well being by political action? What is lobbying? What is the effect of contributions on political outcomes?

Labor Economics
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
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. How pays the tax (tax incidence)? The role of debt policy. On what should taxes be levied (optimal taxation)?

Experimental Economics
V31.0360 Identical to C31.0360. Prerequisite V31.0010 or V31.0011. 4 points.
Experimental economics is predicated on the belief that economics, like other sciences, can be a laboratory science where economic theories are tested, rejected, and revised. This course reviews the methodology of doing such laboratory experiments and investigates the use of experiments in a wide variety of fields. These include competitive markets, auctions, public goods theory, labor economics, game theory, and individual choice theory. The course is limited to 20 students and functions as a research seminar in which students present their work as it progresses during the semester. Students also get exposure to the experimental laboratory in the Department of Economics and the research performed there.

Advanced Micro Theory (T)
V31.0365 Identical to C31.0365. Prerequisite V31.0011. 4 points.
This course is designed to introduce the students to some of the main model-building techniques that have been developed by microeconomists. The 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 that are needed to understand the material are reviewed.

**Topics in Applied Economics**

V31.0370 Identical to C31.0370.
Prerequisites: V31.0010 or V31.0011, V31.0012 or V31.0013. 4 points.
Explores economic issues of economic policy using the tools learned in the intermediate micro- and macroeconomic courses. Focuses on a particular issue each term.

**Topics in Economic Theory (T)**

V31.0375 Identical to C31.0375.
Prerequisite: V31.0011, V31.0013.
Restriction: Cannot be taken for credit in addition to Topics in Applied Economics, V31.0370. 4 points.
Explores issues in economic theory using the tools learned in macro and microeconomics. Focuses on a particular issue each term.

**Topics in Econometrics (P)**

V31.0380 Identical to C31.0380.
Prerequisites: V31.0010, V31.0012, and V31.0018. 4 points.
This course examines a number of important areas of econometrics. The topics covered include identification and estimation of simultaneous equations models; model specification and testing; estimation of discrete choice models; and the analysis of duration models. In addition to covering the relevant theoretical issues the course includes the application of these methods to economic data.

**HONORS AND INDEPENDENT STUDY**

**Independent Study**

V31.0997, 0998 Identical to C31.0997 and C31.0998.
Prerequisites: V31.0010 and V31.0012 (or V31.0011 and V31.0013), and permission of the director of undergraduate studies. 1-4 points.
No more than a total of 8 points may be taken of independent study. The student engages in intensive independent study of an 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**

V31.0400 Identical to C31.0400.
This course is open only to honors students. For description, see Honors Program. 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.

**Honors Tutorial**

V31.0410 Identical to C31.0410.
This course is open only to honors students. For description, see Honors Program. 4 points.
The objective of the course is to train students to write on economic topics and perform economic analysis efficiently and quickly as well as to develop rhetorical skills. Once a week two students each present a paper on an assigned topic that has been distributed previously to the other students. The students not presenting that week critiques the paper and the presentation as will the instructor. Each paper is to be revised and submitted to the instructor with a cover sheet that indicates how the student dealt with each of the criticisms.
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. Aara Kupris Menzi, the advisers for all students in the various programs. They may be contacted at the College Advising Center, Silver Center, 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.

Program

Program Requirements
The dual degree program is designed to meet the educational and career interests of students with strong qualifications, as evidenced by their grade point average in high school and by their performance in mathematics and science. Students who rank near the top of their class and who have done well on standardized tests, particularly in mathematics, are especially well suited.

Students should have completed a rigorous college preparation program, including mathematics (through trigonometry), chemistry, and physics, and exhibited substantial extracurricular activity and leadership.

Students are usually admitted to the program as freshmen and must be prepared to begin with Calculus I, V63.0121, in the first semester of college. Students must also be prepared to take Introduction to Computer Science I, V22.0101; this course has a prerequisite, Introduction to Computers and Programming, V22.0002, which may be waived by placement examination 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 the Essay, V40.0100; Calculus I, V63.0121; Engineering Design Laboratory I, V37.0111; Physics I, V85.0091; and either General Chemistry I, V25.0101, and General Chemistry Laboratory I, V25.0103, or Introduction to Computer Science I, V22.0101.

Spring semester: a course from the Morse Academic Plan (MAP); Calculus II, V63.0122; Engineering Design Laboratory II, V37.0112; Physics II, V85.0093; 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 the 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 all subjects in the "core" engineering curriculum, taken by all engineering students, regardless of engineering major. These courses are at the first level of engineering study and give students an opportunity to learn the technical feel of various engineering subjects. The second-year courses are Mechanics of Solids, V37.5126 and Graphics Design and Lab (CAD), V37.5211. The third-year courses are Circuits and Systems, V37.7245, Electronics and Instrumentation, V37.7246, and Engineering Design Lab IV, V37.0232. 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 undertaken 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, students complete the majority of the remaining 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, students complete the majority of the remaining 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.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>Engineering Design Laboratory I and II</td>
<td>1 point each term</td>
<td>Introductory course in engineering practices and principles of design of a new product. Groups design, construct, and test projects in response to stated requirements, within necessary constraints, and from among alternative solutions. Computer use, sketching, oral communications, basic measurements, reverse engineering, and performance testing are included. Teamwork is emphasized.</td>
</tr>
<tr>
<td>Mechanics of Solids</td>
<td>3 points</td>
<td>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.</td>
</tr>
<tr>
<td>Graphics Design and Lab (CAD)</td>
<td>3 points</td>
<td>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.</td>
</tr>
<tr>
<td>Circuits and Systems</td>
<td>4 points</td>
<td>Ideal circuit elements; Kirchhoff laws</td>
</tr>
<tr>
<td>V37.5126 Prerequisite: V63.0121, V85.0091.</td>
<td></td>
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<tr>
<td>V37.7245 Corequisite: V63.0262.</td>
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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 frequency domain; average and RMS power; linear and ideal transformer; linear models for transistors and diodes; analysis in the s-domain; Laplace transforms, transfer functions.

Electronics and Instrumentation  
V37.7246  Prerequisite V37.7245.  4 points.  
Signal acquisition procedures; instrumentation components; electronic amplifiers; signal conditioning; low-pass, high-pass, and band-pass filters; A/D converters and antialiasing filters; embedded control and instrumentation; micro-controllers; digital and analog I/O; instruments for measuring physical quantities such as motion, force, torque, temperature, pressure, etc.; FFT and elements of modern spectral analysis, random signals, standard deviation, and bias.

Modern Physics for Engineers  
V37.0200  Prerequisites: V63.0122, V85.0093.  3 points.  
The course builds on the Physics I and Physics II sequence. Topics covered include oscillatory and wave motion; principle of superposition; interference; elementary quantum concepts; the wave function; the uncertainty principle; properties of atoms, molecules, and solids; and impact of quantum theory on engineering practice.

Engineering Design IV  
V37.0232  Prerequisites: V37.0111-0112. Corequisite V37.7246.  2 points.  
This course continues the experiential sequence in design. The design projects are linked with the Electronics and Instrumentation course taught concurrently as are some experiments that are included. Core design themes are developed. Experiments and design projects promote significant use of computer-based instrumentation for data-acquisition, analysis, and control. Enhancing competencies in teamwork, project management, and communications are also goals of the course.
The study of English and American literature fosters the kind of intellectual training that is central to a liberal arts education and useful in all professions. By learning to read critically and to write with analytical precision, students who major in English prepare themselves to participate intelligently in their culture while forging a lifelong, enriching relationship with literature.

The department’s offerings are bolstered by the strong literature collections available on campus at the Elmer Holmes Bobst Library, which also houses the Fales Library of English and American Literature. Students are also encouraged to make use of the research opportunities presented by the excellent collections of the New York Historical Society and the New York Public Library. The department provides opportunities for specialized research through seminars, independent study courses, and an honors program that culminates in the writing of an honors thesis during the senior year under the supervision of a faculty member. The department also offers elective credit for internships in publishing, at literary agencies, and at other professional offices. The rich cultural life of New York City, and of Greenwich Village in particular, make NYU an ideal location for the study of English and American literature.
OBJECTIVES
The department offers a full and varied curriculum in literary history, critical theory, dramatic literature, theatre history, and literary culture. Its courses enable students to immerse themselves in literary works that reflect the values and aspirations of our diverse cultural traditions.

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 apply for admission to 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 creative writing.

Students should consult the department's undergraduate Web site (www.nyu.edu/fas/english/undergrad) at registration time for a list of courses that satisfy the requirements outlined below and for more detailed descriptions of the particular courses offered in a given term.

MAJOR IN ENGLISH AND AMERICAN LITERATURE
A minimum of 10 courses. Four required core courses prerequisite to advanced electives: V41.0200, V41.0210, V41.0220, V41.0230.

Note: These courses should be taken sequentially, with the exception that V41.0210 may be taken concurrently with V41.0200 and V41.0230 may be taken concurrently with V41.0220, if the major is begun later than the second semester of the freshman year.

Six advanced electives, distributed as follows: one course in critical theories and methods; one elective in British literature before 1800; and two electives from any field of American and/or British literature.

Four creative writing courses, beginning with V41.0815.

Note: Registration in advanced workshops requires permission of instructor and is based on submission of writing samples, which are due two weeks before the beginning of the registration period for each term.

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

Minor in creative writing: Any four creative 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. For students admitted to the program after spring 2001, the requirements consist of a junior honors seminar (either V41.0905 or 0906); a senior thesis, written on a topic of the student's choice in an individual tutorial course (V41.0925), and directed by a member of the Department of English faculty; and a year-long colloquium for thesis writers taken during the senior year. Students should apply for admission to the honors program when they have no more than four and no fewer than three semesters until graduation. Applications are available on the department's undergraduate Web site and at the department offices.

RESTRICTIONS ON CREDIT TOWARD THE MAJOR AND THE MINOR
Independent study courses and internships do not count toward any of the department's major or minor programs. Transfer students must complete at least half of the required courses for the major and minor programs at the College.

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.

STUDY ABROAD
The department of English encourages its majors to take advantage of NYU's many opportunities for study abroad. The department's Summer in London program offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of non-English courses offered by the various NYU Study Abroad programs that may be counted toward the major or the minor is based on submission of writing samples, which are due two weeks before the beginning of the registration period for each term.

STUDENT ORGANIZATIONS
Any four courses in literature may only be taken once.

STUDENT ORGANIZATIONS
English and Dramatic Literature 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 liaison: Professor Rust.

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.
ELECTIVES IN LITERATURE

The following courses are recommended to all students interested in literature as a foundation for the study of the humanities. English majors may use these courses toward their major requirement only by special permission of the director of undergraduate studies except where noted below. Prerequisite: fulfillment of the College's expository writing requirement.

Major British Novelists: Defoe to Joyce
V41.0060 A requires 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 modernists writers Eliot, Yeats, and Joyce, Woolf, and contemporary writers.

Major American Writers
V41.0065 A requires no prior work in literature. Recommended for majors in other fields. 4 points.
Acquaints the student with major texts in American literature as aesthetic achievements and as documents of dramatic points in the development of American culture. From the optimism of Emerson and Thoreau and the dark 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
V41.0061 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.

Drama in Performance in New York
V41.0132 Identical to V30.0300. 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 and 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.

Film as Literature
V41.0170 Identical to V30.0501. 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 translation of literature into film, with emphasis on the potentials and limitations of each art form. Milestone films are viewed and analyzed.

Writing New York
V41.0180 May be used by English majors toward the requirement for an advanced elective. 4 points.
An introduction to the history of New York through an exploration of fiction, poetry, plays, and films about the city, from Washington Irving’s A History of New York to Frank Miller’s graphic novel The Dark Knight Returns. Two lectures and one recitation section each week.

American Literature I
V41.0230 Prerequisite V41.0200 or equivalent approved by a departmental advisor. 4 points.
A survey of American literature and literary history, from the early colonial period to the eve of the Civil War. The goal is to acquire a grasp of the expanding canon of American literature by reading both established, canonical masterpieces and texts that have been traditionally considered to be marginal. Topics to be considered include: the relation between history and cultural mythology; the rise of “literature” as a discipline unto itself; the meaning of American individualism; the mythology of American exceptionalism; the dialectic of freedom and slavery in American rhetoric; the American obsession with race; the ideology of domesticity and its link to the sentimental; and the nature of the “American Renaissance.”

ADVANCED ELECTIVES IN LITERATURE

The following courses, with the exception of the colloquia, are open to all students who have taken V41.0200. Additional prerequisites are noted below where applicable. Colloquia are open to qualified nonmajors only by special permission of the director of undergraduate studies.

British Literature I
V41.0210 Prerequisite V41.0200 or equivalent approved by a departmental advisor. 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 advisor. 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.
CRITICAL THEORIES AND METHODS

Narratology
V 41.0710 A prerequisite for juniors and seniors with some background in literary theory. 4 points. Examines the notion 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
V 41.0712 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
V 41.0715 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.

The Theory of Drama
V 41.0130 Identical to V 30.0130. 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 Grodowkski. Readings include both plays and theoretical essays.

The Theory of the Avant-Garde, East and West, 1890-1930
V 41.0730 Identical to V 29.0841 and V 91.0841. 4 points. See description under Russian and Slavic Studies (91).

Readings in Contemporary Literary Theory
V 41.0735 Identical to V 29.0843. 4 points. See description under Comparative Literature (29).

Gender and Sexuality Studies
V 41.0749 Identical to V 97.0749. 4 points. See description under Gender and Sexuality Studies (97).

Representations of Women
V 41.0755 Identical to V 97.0755. 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.

LITERATURE BEFORE 1800
These courses carry a recommended prerequisite of V 41.0210, with the exception of the colloquium, which carry additional prerequisites.

Medieval Visionary Literature
V 41.0309 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 experiences 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. We also explore the concept of the miracle, the role of selections from works by Dante and Chaucer.

Medieval Literature in Translation
V 41.0310 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 Isolde, Dante, Boccaccio, Sir Gawain and the Green Knight, Chaucer, Christine de Pisan, and Malory.

Colloquium: Shakespeare
V 41.0320 A total of 8 hours. 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.

Dante and His World
V 41.0143 Identical to V 65.0801 and V 59.0160. 4 points. See description under Medieval and Renaissance Studies (65).

The Renaissance in England
V 41.0400 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 Queene, 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
V 41.0410, 0411 Identical to V 30.0225, 0226. Either term may be taken along with credit. 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
V 41.0415 Identical to V 30.0230. A course on Shakespeare's works. Beginning students should take V 41.0410, 0411. 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 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 Additional prerequisite
V41.0210. 4 points
In-depth study of a major writer of the Renaissance period. The writer to be studied varies yearly. Consult on-line listing for current author.

Colloquium: Milton
V41.0450 Additional prerequisite
V41.0210. 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 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 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 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 A dual prerequisite
V41.0220. 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. Consult on-line listing for current author.

BRITISH LITERATURE AFTER 1800
These courses carry a recommended prerequisite of V41.0220. with the exception of the colloquia, which carry additional prerequisites.

The Romantic Movement
V41.0520 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 poetry, as expressed in new literary forms.

Major British Writers: 1832-1870
V41.0525 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 psyche.

The British Novel in the 19th Century
V41.0530 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 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 A dual prerequisite
V41.0220. 4 points
In-depth study of a single major British writer of the 19th century. The writer studied varies yearly. Consult on-line listing for current author.

Modern British and American Poetry
V41.0600 4 points
Readings from major modern American, British, and Irish poets from the middle of the 19th century to the present. Poets include W. H. Auden, William Empson, Dylan Thomas, Robert Lowell, Elizabeth Bishop, Charles Olson, John Ashbery, and others.

Contemporary British and American Poetry
V41.0601 4 points
Readings in modern American, British, and Irish poets from 1922 to the present. Poets include the middle and later T. S. Eliot, Hart Crane, W. H. Auden, William Empson, Dylan Thomas, Robert Lowell, Elizabeth Bishop, Charles Olson, John Ashbery, and others.

The British Novel in the 20th Century
V41.0605 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.
Irish Dramatists
V 41.0700 Identical to H 28.0603, V 30.0705, and V 58.0700. 4 points. See description under Irish Studies (58).

Topics in Irish Literature
V 41.0761 Identical to V 58.0761. 4 points. See description under Irish Studies (58).

Topics vary yearly. Recent topics have included the ancient Celts, literature of pre-Norman Ireland, and Irish women writers. Consult the Department of English of the Program in Irish Studies for current offering.

Topics in Irish Fiction and Poetry
V 41.0762 Identical to V 58.0762. 4 points. See description under Irish Studies (58).

Topics in Irish Drama
V 41.0763 Identical to V 58.0763. 4 points. See description under Irish Studies (58).

AMERICAN LITERATURE
These courses carry a recommended prerequisite of V 41.0230, with the exception of the colloquia, for which V 41.0230 is a required prerequisite.

American Literature I
V 41.0235 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.

Survey of the American Short Story
V 41.0240 Formerly V 41.0135. 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.

18th- and 19th-Century African American Literature
V 41.0250 Formerly V 41.0709. Identical to V 11.0159. 4 points. Survey of major autobiographies, fiction, and poetry from the early national period to the eve of the Negro Renaissance. Writers considered include Olaudah Equiano, Phillis Wheatley, Harriet Jacobs, William Wells Brown, Frederick Douglass, Frances E. W. Harper, and Harriet Wilson.

20th-Century African American Literature
V 41.0251 Formerly V 41.0160. Identical to V 11.0160. 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.

Contemporary African American Fiction
V 41.0254 Formerly V 41.0162. Identical to V 11.0162. 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 Himes as well as more recent fiction by Ernest Gaines, John Widenman, Alice Walker, Toni Morrison, and others.

African American Drama
V 41.0255 Formerly V 41.0161. Identical to V 11.0161 and V 30.0255. 4 points. Survey of major African American dramatists of the past half century. Readings include plays by Lorraine Hansberry, Amiri Baraka, Ed Bullins, Charles Gordone, James Weldon Johnson, and more recent works by Charles Fuller.

Early American Literature
V 41.0548 4 points. Examines the large variety of writing produced in North America between 1600 and 1800, from Indigenous-European encounters through the American Revolution and its aftermath. Genres discussed in their cultural contexts include colonialization, captivity, slave, and travel narratives; sermons; familiar correspondence; autobiographies; poetry; drama; and the novel.

19th-Century American Poetry
V 41.0550 4 points. A survey of 19th-century American verse. Considers both popular (that is, forgotten) and acknowledged major poets of the period, with an eye toward discerning the conventions that bind them to and separate them from one another.
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 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 A divisional prerequisite
V41.0230 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 4 points.

American Fiction from 1900 to World War II
V41.0635 4 points.
Close reading of fictional works by Dreiser, Anderson, Stein, H. sunshine, 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 4 points.
Examination of representative works by contemporary novelists. Authors include Barthome, Below, Ellison, Gaddis, Hawkes, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

Faulkner and Hemingway
V41.0645 4 points.
In-depth study of the major fiction of Ernest Hemingway and William Faulkner, emphasizing themes, style, and contexts.

Modern American Drama
V41.0650 Identical to V30.0250.
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 Forny, and David Henry Hwang.

Modern British and American Poetry
V41.0660 4 points.
See description under Advanced Electives in British Literature after 1800, above.

Contemporary British and American Poetry
V41.0661 4 points.
See description under Advanced Electives in British Literature after 1800, above.

Colloquium: The Modern American Writer
V41.0626 A divisional prerequisite
V41.0230 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.

SPECIAL TOPICS

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

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).

South Asian Literature in English
V41.0721. Formerly Literature of India. 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 Salmon 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 encounters 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.

**Science Fiction**
V41.0728 Formerly V41.0140. 4 points.
Considers contemporary science fiction as literature, social commentary, prophecy, and a reflection of recent and possible future trends in technology and society. Writers considered include Isaac Asimov, J. G. Ballard, Octavia Butler, Arthur C. Clark, Samuel Delany, Philip K. Dick, William Gibson, Robert Heinlein, Frank Herbert, Ursula K. Le Guin, Neal Stephenson, and Bruce Sterling.

**SEMINARS**
All majors must take one of the following courses to fulfill the seminar requirement.

These courses offer research, criticism, and class discussion in a seminar format. Topics and instructors vary from term to term. Students should consult the department’s online listing of courses to determine what courses and what topics are being offered each term. Prerequisites: V41.0200, V41.0210, V41.0220, V41.0230.

**Topics:**
- **Medieval Literature** V41.0950 4 points.
- **Renaissance Literature** V41.0953 4 points.
- **17th-Century British Literature** V41.0952 4 points.
- **18th-Century British Literature** V41.0953 4 points.
- **19th-Century British Literature** V41.0954 4 points.
- **20th-Century British Literature** V41.0955 4 points.
- **Early American Literature** V41.0960 4 points.
- **19th-Century American Literature** V41.0961 4 points.
- **20th-Century American Literature** V41.0962 4 points.
- **African American Literature** V41.0963 4 points.
- **Emergent American Literatures** V41.0964 4 points.
- **Transatlantic Literature** V41.0965 4 points.
- **Critical Theories and Methods** V41.0970 4 points.
- **Dramatic Literature** V41.0971 4 points.
- **Genre Studies** V41.0972 4 points.
- **Interdisciplinary Study** V41.0973 4 points.
- **Poetry and Poetics** V41.0974 4 points.
- **World Literature in English** V41.0975 4 points.

**CREATIVE WRITING COURSES**
All creative writing courses are applicable toward the minor in creative writing and toward the minimum requirements of the English major with a specialization in writing. Enrollment in advanced workshops requires permission of the instructor and is based on submission of writing samples. Applications and deadline information are available each term on the department Web site. With the exception of V41.0815, these workshops may be repeated for credit.

**Creative Writing**
V41.0815 A second 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.

**Intermediate Workshop in Fiction**
V41.0816 Prerequisite V41.0815. 4 points.
Intermediate workshop designed to help students refine their approaches to the writing of fiction through peer critiques, craft readings, and individual conferences with the instructor.

**Intermediate Workshop in Poetry**
V41.0817 Prerequisite V41.0815. 4 points.
Intermediate workshop designed to help students refine their approaches to the writing of poetry through peer critiques, craft readings, and individual conferences with the instructor.

**Advanced Workshop in Fiction**
V41.0820 Prerequisite: V41.0815 or equivalent and permission of the director of undergraduate studies. Either term may be taken alone for credit. 4 points.
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.

**Advanced Workshop in Poetry**
V41.0830 Prerequisite: V41.0815 or equivalent and permission of the director of undergraduate studies. Either term may be taken alone 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.

**Advanced Workshop in Playwriting**
V41.0840 Identical to V30.084
Prerequisite: V41.0815 or equivalent and permission of the director of undergraduate studies. 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.

HONORS COURSES

Junior Honors Seminar
V41.0905, 0906  Prerequisite: admission to the department's honors program. One seminar is 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. A final paper of about 20 pages prepares the student for the senior thesis.

Senior Honors Thesis
V41.0925  Prerequisite: successful completion of either V41.0905 or 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. Students enrolled in this course are also expected to attend a year-long colloquium for thesis writers. Consult the assistant director of undergraduate studies for honors concerning the selection of a topic and a thesis director. Information about the length, format, and due date of the thesis is available on the department's Web site.

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 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 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.

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.
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

2000-2002 Max Weber Chair for German and European Studies: Dubiel

Professors: Gross (Politics), Schain (Politics)

Adjunct Professors: Greenberg (European Studies), Goldstein (European Studies), Hambouz (European Studies)

Visiting Professor: Del Boca (Economics and European Studies)

The following positions are filled every year by visiting faculty: Visiting Consortium Professor and Postdoctoral Fellow of European Union Studies

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 an advanced level knowledge of a major European language other than English (e.g., French, Spanish, Portuguese, Italian, German, Russian). In order to prove this knowledge students must successfully complete an advanced level language course. The alternative to this is to have passed the CAS proficiency exam prior to graduation.

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.

European studies majors may apply for admission to the program after they have completed at least 32 points in the College and three courses toward the major. Applications are reviewed by the Graduate Admission Committee of the Center for European Studies, using the normal criteria for the M.A. program, except that applicants are not required to take the GREs. The committee bases its decision on students’ undergraduate records and recommendations of NYU instructors.

A working knowledge at an advanced level of a European language (other than English) is required to complete the program, and knowledge of a second European language is encouraged. Students must spend at least one semester in an approved academic program in Europe, normally during their junior year. Students are also required to write a senior honors thesis and master’s thesis (see below) to earn the two degrees.

The program requires a total of 19 courses: nine undergraduate courses and 10 graduate courses. For the first four years, students focus their work on a “problem area” that will eventually become the subject of their master’s thesis. The senior honor’s thesis is an integrative project within the “problem area” developed by the student and his or her adviser. It may be an expansion of a research paper written for an undergraduate course. The graduate portion of the degree comprises three tracks—Politics and Society, European Union Studies, and Humanities and Cultural Trends—and students must choose one of these by the beginning of their fifth year. Of the 10 graduate courses, two are required (one a graduate introductory history course, the other a graduate research seminar in European studies), and two others must be chosen from the graduate program’s “core” courses, depending on which of the three tracks the student chooses for specialization. Students are also required to take five additional graduate courses in their chosen track. An internship, arranged and approved by the center, is recommended as the final course. With prior approval, a student may take a graduate seminar in lieu of an internship.

Each student’s program is organized with his or her adviser at the time that he or she enters the program. The first draft of the thesis is developed in the undergraduate Seminar on European Studies (V42.0300), taken in the fall semester of the fourth year. The master’s thesis is a revision of this project and is further developed in the graduate Research Seminar (G42.3000), taken in the fall semester of the fifth year. The M.A. thesis must be defended at an oral examination during the spring semester of the fifth year.

TIRES
For students who have an interest in questions of immigration, CES offers a special exchange program with four European universities: The Universiteit van Amsterdam, Institut d’Etudes Politiques de Paris, Université de Liège, and Europa-Universität Viadrina, Frankfurt (Oder). The TIRES program (Transnationalism, Immigration, Race Ethnic Centrism and the State) is a coherent set of courses organized by each of the European universities together with workshops and seminars available to all students participate. Mobility and language learning stipends are available to students who qualify.

EUROSIM
EUROSIM is an annual model European Union simulation designed to enhance students’ classroom knowledge of the workings of a politically and economically integrated Europe. The simulation exercise models the legislative procedure of the European Union from the introduction of a draft resolution by the European Commission to the acceptance (or rejection) of an amended document by the European Council. Each year, New York State colleges and universities send a delegation of undergraduate students to EUROSIM to represent one of the member states of the European Union and the European Commission. The legislation on which delegates work is focused on one main theme chosen for its relevance to current European issues. Students individually play the roles of real-life government ministers, members of the European Parliament, and members of the Economic and Social Committee and the Committee of the Regions.

EUROSIM is held in alternating years in the United States and in Europe. In addition, several European universities send students to be part of their respective member state delegations alongside the American students. In this way, U.S. students receive a “home-grown” perspective of the issues that they are debating.
<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The European Community: The Political Economy of Contemporary Europe</td>
<td>V42.0166</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>Western European Politics</td>
<td>V42.0510</td>
<td>4</td>
<td>Identical to V53.0510. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>British and Irish Politics</td>
<td>V42.0514</td>
<td>4</td>
<td>Identical to V53.0514 and V58.0514. 4 points. See description under Irish Studies (58).</td>
</tr>
<tr>
<td>Undergraduate Research Seminar on Immigration and Politics in Western Europe</td>
<td>V42.0300</td>
<td>4</td>
<td>Identical to V53.0595. 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.</td>
</tr>
<tr>
<td>Eastern European Government and Politics</td>
<td>V42.0520</td>
<td>4</td>
<td>Identical to V53.0520. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>Eastern European Government and Politics</td>
<td>V42.0522</td>
<td>4</td>
<td>Identical to V53.0522. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>Government and Politics of the Former Soviet Union</td>
<td>V42.0520</td>
<td>4</td>
<td>Identical to V53.0520. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>Modern Greek Politics</td>
<td>V42.0525</td>
<td>4</td>
<td>Identical to V53.0525. 4 points. See description under Politics (53).</td>
</tr>
<tr>
<td>EUROSIM Seminar</td>
<td>V42.0990</td>
<td>4</td>
<td>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.</td>
</tr>
</tbody>
</table>


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 or C-Step program) must complete Writing the Essay, V40.0100 (V40.0105 for Tisch School of the Arts students). Students in the Stern, Steinhardt, and Ehrenkranz Schools must complete a second semester of writing, The Advanced College Essay, V40.0110 (Steinhardt) or V40.0115 (Stern); students in Tisch must complete The World Through Art, H48.0002. International students complete an International Sequence of writing courses. HEOP/C-Step 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.

Courses

Writing the Essay
V40.0100 Required of all CAS, Stern, Steinhardt, and Ehrenkranz 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 foundational writing course in expository writing. Provides instruction and practice in critical reading, creative thinking, and clear writing. Provides additional instruction in analyzing and interpreting written texts, the use of written texts as evidence, the development of ideas, and the writing of both exploratory and argumentative essays. Special sections for Tisch students (V40.0105) focus on developing the essay in the arts and require an additional plenary session.

The Advanced College Essay: Education and the Professions
V40.0110 Required of students in Steinhardt and Ehrenkranz who have not completed an equivalent course at another college. No exemptions. Prerequisite V40.0100. May not be taken on a pass/fail basis. 4 points.

Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays. Stresses analysis, argument, reflection, revision, and collaborative learning.

The Advanced College Essay: Business and Its Publics
V40.0115 Required of students in Stern who have not completed an equivalent course at another college. No exemptions. Prerequisite V40.0100. May not be taken on a pass/fail basis. 4 points.

Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays. Stresses analysis, argument, reflection, revision, and collaborative learning. Tailored to allow students in Stern to focus their essay writing on the many interconnections among business, society, politics, art, and life.

International Writing Workshop: Introduction
V40.0003 A preliminary course in college writing given for undergraduates for whom English is a second language. May either be required or waived, depending on EWP assessment of writing proficiency. Permission to register also based on tests and/or completed course work given at the American Language Institute. 4 points.
Provides instruction in becoming a writer and in considering audiences. Emphasizes pre-writing strategies, the analysis of experience, the development of ideas, and the importance of both experience and idea in essays. Introduces writing workshop concepts such as free writing, 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 Prerequisite EWP permission. The first of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop II. 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 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 Prerequisite V40.0004. The second of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop I. 4 points.
Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

**A Spectrum of Essays**
V40.0015 Formerly called Writing Workshop III. Prerequisite EWP permission. 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 thoughtful inquiry and judgment, and exploration and decisiveness. The central business of this workshop is writing compelling academic essays.

**Prose Writing I**
V40.0005 Corequisite Prose Writing Workshop, E79.0631. Open only to students in the H EOP or C-Step program, for which V40.0005, V40.0006, 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 Corequisite Prose Writing Workshop, E79.0631. Open only to students in the H EOP or C-Step 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 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 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 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.

**PROFICIENCY EXAMINATION**
EW P 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.
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 Library and Study Center, which includes lecture and seminar rooms, offices, a reference 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:** Wel-Garris Brandt, Hyman, Krinsky, Landau, Rosenblum, Sullivan

**Associate Professors:** Connelly, Karmel, Silver

**Assistant Professors:** Flood, Geronimus, McKelvey, Smith

**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-V43.0410; (5) V43.0600; and (6) at least one course in non-Western art chosen from V43.0080, V43.0081, V43.0094, V43.0091, V43.0092, V43.0098, V43.0506, and V43.0507. V43.0316 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 note that it is possible to concentrate on architecture within the prescribed areas.

**Classics and 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. The student may not receive credit for V43.001 (Western Art I) and V43.0100 (Ancient Art) or V43.0200 (Medieval Art); or V43.0002 (Western Art II) and V43.0300 (Renaissance Art) or V43.0400 (Modern Art), as they overlap in introductory material. Please be advised that the introductory courses are required prerequisites for any advanced level courses.

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 the 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 Steinhardt 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 Steinhardt School of Education, Barony 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 (#3) 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 3.5 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 examination. The examining committee determines on the basis of the student’s written and oral performance whether or not to recommend him or her for a degree with honors.

4. Methods of examination in urban design and architecture studies courses: In most courses, student research papers and analyses replace quizzes and midterm examinations. Programs must be approved each term by departmental advisers. For courses, see this department’s subheading, “Urban Design and Architecture Studies Courses.”

GRANTING OF CREDIT FOR FINE ARTS AND URBAN DESIGN AND ARCHITECTURAL STUDIES MAJORS AND MINORS

Credit toward the fine arts major or minor is granted only for courses completed with a grade of C or higher.

COURSES IN THE MORSE ACADEMIC PLAN

Students planning to pursue a major or minor program in fine arts are advised to diversify their programs through course work in Expressive Culture. Note that V31.0726 cannot be credited toward completion of any major or minor program in fine arts. Students who wish to include a field study version of the course V31.0721 or V35.0721 in their program must secure the permission of the department chair prior to registration.

GRADUATION WITH HONORS

A student who wishes to graduate with departmental honors in fine arts must have a minimum overall grade point average of 3.5 and a 3.5 average in fine arts courses. Students must apply to the chair of the department to register for the 4-point Honors thesis course. Work on the thesis must be done over the course of two academic semesters. Only a limited number of students are encouraged to undertake the Honors thesis. The thesis will be read by a committee of three faculty members and the student will have a thesis defense at the end of the project. Writing the thesis will not automatically guarantee graduation with departmental honors. Honors will be granted only to those theses deemed worthy of extraordinary distinction by the faculty committee.
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 Metropolitan Museum of Art, The Cloisters, 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 1830s 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 Courses."

Shaping the Urban Environment
V43.0021 4 points.
See description under this department's subheading, "Urban Design and Architecture Studies Courses."

Art and Architecture in Sub-Saharan Africa and the South Pacific
V43.0080 4 points.
Survey of selected tribal art of West and 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 worldviews. Relationship of the arts to shamanism, priesthood, guardian spirits, deities, and beliefs regarding fauna and flora. Impact of European contact on native arts and civilization. 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 painting in China, Korea, and Japan traces its 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 civilization in the Near East, Egypt, and the Aegean; the flowering of the Classi-
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.

**URBAN DESIGN AND ARCHITECTURE STUDIES 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 styles and symbolic meanings from classical Greece 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 urban design and architecture 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 and urban planning. 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 environment; architectural form as expression of political systems; discussions of urban design and architecture in relation to certain monuments and to the culture and events of their time.

**Environmental Design: Issues and Methods**

V43.0034 (Identical to V99.0322) 4 points

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. Focuses 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**
V43.0301 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 affected 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 Ptolemies, Attalids, and Seleucids; 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 distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage buildings. 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, 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, V43.0202, 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; and 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, V43.0202, or permission of the instructor. 4 points.
The art of Europe from about 1000-1200. The mingling of classical, Byzantine, Oriental, and Migration 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, V43.0203, 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 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.

Art and Architecture in the Age of Giotto: Italian Art 1200-1420
V43.0204 Prerequisite V43.0001, V43.0204, 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 Pisano, 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 Roccoco, 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 history is written when most of the vital 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.
This course concentrates on the masters of 16th-century art in northern Europe: Durer, Grünewald, Holbein, Cranach, Alt dorfer, Baldung Grien in Germany; Metsys, Lucas van Leyden, Bruegel and others in the Netherlands; and, briefly, the artists of the "Fontainebleau School" in France. The development of printing and the graphic arts, the relation of the art of this period to earlier traditions in the north, to Italy, to the Reformation, and to the art markets, are subjects that are also considered, as is the work of minor but still significant artists.

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 Hiberti, Quercia, Verrocchio, and Pollaiuolo. Thereafter, the course explores Michelangelo’s sculpture and compares his work with that of his 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**

Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

The course explores works of Leonardo, Raphael, Michelangelo, Fra Bartolommeo, and Andrea del Sarto, among others. It examines the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical works such as High Renaissance, Mannerism, and Maniera.

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

Prerequisite: V43.0002, V43.0003, 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

**The Golden Age of Venetian Painting**

Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

The art of Venice and its surroundings, 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, bringing Venice’s golden age to a close. Stresses artistic reciprocity between northern and central Italy.

**Dutch and Flemish Painting 1600-1700**

Prerequisite: V43.0002, V43.0003, 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 landscapes, views of the cities, and church interiors.

**French Art: Renaissance to Rococo (1520-1770)**

Prerequisite: V43.0002, V43.0003, 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**

Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

With El Greco (1541-1614) in Italy and Toledo. Discussion of 17th-century Spanish art focuses on painters in the major centers of Sevilla (Zurbarán, Murillo, Valdés Leal); Madrid (Vélázquez); and Naples (Riberà). 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**

Prerequisite: V43.0002, V43.0003, 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 trace 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**

Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

Focuses on the history of the design objects used in daily life. Studies works of art in social and historical contexts. Beginning with the Italian, French, and northern Renaissance, surveys 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**

Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

Anti-Rococo 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 matters 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
V43.0403 Prerequisite V43.0002, V43.0400, 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
V43.0404 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 II 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
V43.0405 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 Neo-Impressionist 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
V43.0406 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. Antirealistic currents, from Dada to Surrealism, are analyzed, with special attention paid to Duchamp and to Picasso's art of the 1920s and 1930s. Also surveys the "conservative" trends of Neoclassicism, Neue Sachlichkeit, and Magic Realism.

Abstract Expressionism to Pop Art
V43.0407 Prerequisite V43.0002, V43.0400, or permission of the instructor. 4 points.
Begin with European and American art of the post-WWII era, paying special attention to Dubuffet, Pollock, De Kooning, and the emergence of Abstract Expressionism. Continues by examining the diverse American reactions to Abstract Expressionism, culminating in the emergence of Pop and Minimalism in the 1960s: special attention is paid to Rauschenberg, Johns, and Warhol. European, Latin American, and Japanese developments of the 1960s and early 1970s are also surveyed.

Contemporary Art
V43.0410 Prerequisite V43.0002, V43.0400, or permission of the instructor. 4 points.
The headlong evolution of modern art towards an irreducible minimum comes to an end some time around 1972 with the virtual disappearance of traditional painting or sculpture. The defining feature of contemporary art, therefore, is that it is art made after "the end of art." This course begins with a brief review of the 1950s and 1960s, and then focuses on the feminist art of the 1970s, which introduces new themes of craft, community, decoration, identity, and the "gaze." Examines developments such as the institutional critique, appropriation, commodification, graffiti, abstraction, and the "informe." The rebirth of painting in the 1980s sets the stage for revivalist movements such as Neoexpressionism and neo-genre. The 1990s witness the overthrow of the modernist ban on narrative and allegory. We conclude by examining the role of installation as a new "International Style," bringing the real world into the art gallery.

Early Modern Architecture: The 19th Century
V43.0408 Prerequisite V43.0002, V43.0400, V43.0010, V43.0019, V43.0021, V43.0408, V57.0016, 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 and White, Mackintosh, early Frank Lloyd Wright, and others.

20th-Century Architecture
V43.0409 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 the First World War, new technology, and the impact of the war; architecture and politics between the wars; the rise of expressionist design; the International Style and the concurrent adaptation of traditional styles; Art Deco design; midcentury glass curtain-wall architecture; "Brutalism"; and reactions to modernism. Includes works by Wright, Le Corbusier, Mies van der Rohe, Louis Kahn, Alvar Aalto, Philip Johnson, James Stirling, and Frank Gehry, among others.

Arts of China
V43.0506 Identical to V33.0506. Open to departmental majors, majors in East Asian studies, and students who have taken 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**  
V43.0507 Identical to V33.0507. Open to departmental majors, majors in East Asian studies, and students who have taken V43.0084, V43.0091, or V43.0092. Also open to those who have taken V43.0506 or V43.0509. Due to space restrictions, enrollment is strictly limited to 12 students. 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 Buddhist art as it developed in India, Southeast Asia, Central Asia, China, Korea, and Japan. Particular attention is given 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 on 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. Open to departmental majors who have completed five 4-point fine arts courses. 4 points. Examination 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: open 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 thesis over a period of two semesters. A grade point average of 3.5 in fine arts courses is necessary. 4 points.

**Independent Study**  
V43.0997, 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.

**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 as well as that of the instructor of the course.
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.** 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).

Students should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes.

**Exemptions and Substitutions.** Because of the importance the faculty place on assuring every student a core experience in the Foundations of Contemporary Culture, there are no exemptions or substitutions for Conversations of the West or World Cultures.

Students who complete a designated major or minor program in the social sciences are exempt from Societies and the Social Sciences. Those who complete a designated major or minor program in the humanities are exempt from Expressive Culture. Students who complete majors in each area, who complete a joint major designated in both areas, or
In addition to the information listed below, detailed descriptions of each year’s course offerings may be found in the MAP brochure, published annually as a supplement to this bulletin, and on the MAP Web site.

CONVERSATIONS OF THE WEST

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, Virgil’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.

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 V40.0100, Writing the Essay. Consult the Directory of Classes for each semester’s schedule.

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 The 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 Pensees, 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

World Cultures: The Ancient Near East and Egypt
V55.0501 4 points.
Egypt and Mesopotamia, the two great non-Western civilizations of the Ancient Near East, examined through ancient texts illustrating their historical development and culture. These are the civilizations where writing began; and each had a significant impact on Israel, Greece, Rome, and, eventually, the West. Egypt and Mesopotamia are compared and contrasted for developments such as urbanism and state formation, imperialism, religion, warfare, family life, trade and economy, kingship, the roles of men and women, literature, cosmology, and art. Students explore literature in the broadest sense, including documents that might otherwise simply be classed as historical.

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: Africa
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 colonialism 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: Japan—A Cultural History
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 novels from Japan and China, show the reaction of the traditional cultures to the Western invasions.

World Cultures: The Chinese and Japanese Traditions
V55.0507 4 points.
A consideration of the prehistory to Japan’s modernist transformation through an analysis of key literary,
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. How can we make sense of these seemingly unfamiliar societies and think critically about Western images of the unfamiliar? Questions examined in depth include the following: What variety of sources do people in the Middle East draw on to define their sense of who they are—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways is village town, and city lives being transformed? Do people of the Middle East experience their region's politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

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 Maya. We examine the nature of cultures based primarily on an oral tradition; 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. Themes include politics and governance, religion and ritual, history and myth, narrative and poetry, codices and stelae, urban centers and ceremonial spaces. Students come to 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 consist mostly of primary sources and allow students to hear diverse voices within Latin American society. Works by European conquerors, Inca and Aztec descendants in the colonial period, and African and creole slaves are studied. 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. Integrates research on India's cultural values with social-scientific perspectives on their contemporary relevance. Examines problems such as protective discrimination for lower castes and cultural nationalism and shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

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, concepts and images developed in a variety of academic disciplines as well as in popular culture are discussed and examined critically. Anthropological,
linguistic, sociological, historical, and literary works and 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. Topics include 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 life-ways, museums, federal acknowledgment or recognition of tribal status, and repatriation (the return of bones and objects of cultural importance to native peoples).

**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. The past and present of Muslims within the boundaries of present-day Europe are examined beginning with 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, we then consider the diversity of the modern Muslim experience in Europe, from Russia to England, and address the dilemmas of self-definition and survival that confront citizen and immigrant alike as minorities within predominantly Christian nation-states.

**World Cultures: Islam in Asia**

V55.0523 4 points

Two-thirds of the world's Muslims today live in Central, South, and Southeast Asia. How did Islamic traditions spread from the Middle East? What has been the nature of the ensuing dialogue between Muslims and adherents of existing traditions (Hinduism, Buddhism, Confucianism, Christianity, shamanism)? Topics include the nature of dialogue and conflict between the adherents of Islam and those of other religious traditions; the economic and social issues behind conflicts waged in the name of religion, the different and constantly evolving "Islams" that thrive in Asia, and the politics of Islam today, from Afghanistan eastward to the Philippines.

**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 contrasting ways outsiders and New Guineans have narrated these overlapping experiences and histories. The topic is approached through specific dramas, events, and processes (for example, conflict and colonialism, missionization, the Second World War, and independence). Course materials include different media and modes of representation. Students 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: Muslim Spain**

V55.0527 4 points

Considers one example 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 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 is the construction of a remarkable social and intellectual culture out of the various indigenous and imported elements, how the three indigestible ingredients called Islam, Christianity, and Judaism fared in that melting pot the Spaniards called convivencia, 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.

**World Cultures: Russia Since 1917**

V55.0528 4 points

Major periods, developments, and interpretative issues in Russian politics, history, and society, from the 1917 revolution to the present. Emphasis is on the Soviet experience, though the czarist past and post-Soviet developments are also considered. Special attention is given to the role of historical traditions, leadership, ideology, ramifying events, and socioeconomic factors.
think more clearly about these questions? The course analyzes gender systems in diverse societies (Africa, South, East, and Southeast Asia; Eastern and Western Europe; and the Middle East) and considers 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 production; 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 Capitalism
V55.0615 4 points.
What is capitalism? By the end of the 20th century it seemed to have conquered the world. Countries everywhere are turning to the idea of the free market and are being pulled or pushed in the global economy of capitalism. Despite capitalism’s success, social scientists have never agreed about what it is or how it works. We examine some of the different ways in which social scientists over the last two hundred years have tried to tell the story of how capitalism works and also explores some of the different kinds of capitalism that exist today and the different ways in which social scientists understand them.

Societies and the Social Sciences: Interdisciplinary Perspectives on the Language of America's Ethnic Minorities
V55.0616 4 points.
Examines the role of language in communities in the United States, specifically within African American, Asian American, Latino, and Native American populations. Explores the relationship of language to culture, race, and ethnicity. In particular, looks for similarities and differences across these communities and considers the role that language experiences play in current models of race and ethnicity.

Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies
V55.0631 4 points.
Considers the major approaches that have been deployed to investigate the urban experience in the modern world and explores the historical geography of capitalist urbanization with particular attention to North American and Western European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Major topics include urban and regional planning, urban politics and governance, suburbanization and regional development, gentrification and urban social movements, the gendering and rationalization of urban space, racial segregation, and urban design and architecture.

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 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 of this course 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.
Examines language from a dual perspective as part of mankind’s biological endowment and as a social phenomenon. Considers the structure, universality, and diversity of human language. Introduces the core areas of grammar: its sound system, the structures of words and sentences, and meanings. Examines the representation of language in the brain, first language acquisition, and processing. Introduces linguistic universals, dialect, social, and the mechanism of linguistic change.

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 of this course 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 non-democratic 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? Also considered are important questions of social science method 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 what they do, think what they think, feel what they feel? Psychology is the scientific study of the mind and of the indi-
individual’s 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 V40.0100 or V40.009.

Expressive Culture: Words
V55.0710 4 points.
What is literature or the literary? Is there a literary language that works differently from ordinary language? What is literary style and form? What is the position of the writer or artist in relation to society, and what is the function of the reader? Is literature a mirror of the world that it describes, an attempt to influence a reader’s ideas or opinions, an expression of the identity of the writer, or none of these?

Expressive Culture: Images
V55.0720 4 points.
What is the place of art in an imagesaturated world? We begin by considering the power and taboo of images and the ways in which individuals and institutions that constitute “the art world” classify some of these images as works of art; turn to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and conclude with a selection of problems raised by art today. Students develop the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

Expressive Culture: 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 for an extended period, the course combines on-campus lectures with group excursions to the museums or other locations where these works are exhibited.

Expressive Culture: Images—Architecture 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 for an extended period, the course combines on-campus lectures with group excursions to prominent buildings. Consideration is given both to individual buildings as examples of 19th- and 20th-century architecture, as well as to phenomena such as the development of the skyscraper and the adaptation of older buildings to new uses.

Expressive Culture: Sounds
V55.0730 4 points.
Our lives pulse with patterns of sounds that we call music. We encounter these sounds in our homes, cars, stores, and exercise salons; they accompany us to the grocery store, the dentist’s office, and the movies. Yet we rarely think consciously about what they mean. Through a series of specific case studies we investigate the function and significance of music and the musician in human life. We raise basic questions about how music has been created, produced, perceived, and evaluated at diverse historical moments, in a variety of geographical locations, and among different cultural groups. Through aural explorations and discussion of how these vivid worlds “sound” in time and space, we assess the value of music in human experience.

Expressive Culture: Performance
V55.0740 4 points.
Examines “performance” both as a practice and as a theoretical tool with which to understand today’s world. The broad spectrum of live performance is explored by means of lectures, discussions, and field trips. Students look at theatre and dance, performance in everyday life, rituals, popular entertainments, and intercultural performance. On the theoretical level, students are introduced to “speech acts,” “restored behavior,” “ritual process,” and “play.” Students see a broad variety of performances, such as N’Ative American powwow, Indian Hindu ritual drama, offBroadway theatre and dance, African-American gospel, street performers, and courtroom trials.

Expressive Culture: Film
V55.0750 4 points.
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.
Foundations of Scientific Inquiry (55)

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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 prehealth 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 will take a screening/exemption examination to determine their appropriate placement in a Quantitative Reasoning course or exemption from the Quantitative Reasoning requirement. The screening 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. AP credit in statistics.
3. Completion of one of the following: Calculus I (V63.0121); Intensive Calculus I (V63.0221); Algebra and Calculus with Applications to Business and Economics (V63.0017); or Statistical Reasoning for the Behavioral Sciences (V99.0009).

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 (V25.0101-0102) 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).
In addition to the information listed below, 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

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 unit logic, 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.

Quantitative Reasoning: Elementary Statistics
V55.0105 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.

Quantitative Reasoning: Computers, Number Theory, and Cryptography
V55.0106 4 points
An introduction to the theory of numbers—prime numbers, factorization, congruences, Diophantine equations—and its applications to cryptography. Lab sessions involve work with the computer and some emphasis on discovery and group work.

NATURAL SCIENCE II

V55.03XX
2. Completion of Human Evolution (V14.0002).

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 earth-like 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: Energy and the Environment
V55.0203 4 points
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the atmosphere, ozone and its depletion, greenhouse gases, and acid rain. Case studies from the New York City environment, such as the Hudson River, are used to focus discussions. Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein's Universe
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 general relativity, which extended these ideas to gravity. 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 I: From Plato to Pluto—Scientists View the Solar System
V55.0206 4 points
The first half deals with the basic phenomena of astronomy: the earth and sky, the motions of stars, sun, moon, and planets. It then considers the historical development of astronomy from antiquity to the 17th century. The last quarter is devoted to the space-age exploration of the solar system. Laboratory exercises help familiarize students with basic astronomical concepts.

Natural Science I: Systems of the Human Body
V55.0207 4 points
Aims to develop the sciences necessary for understanding the various interrelated systems operating within the human body. The skeletal-muscle system converts muscle contraction into human motion (the science of biomechanics is relevant here). The cardiovascular system transports blood throughout the body, carrying oxygen to the site of muscle contractions and removing carbon dioxide and heat (fluid dynamics). The consumed oxygen is converted into work and heat, and the rate of consumption varies with speed in walking, running, etc. (thermodynamics). The nervous system transports electrical signals from the sensory receptors to the brain and from there to the muscles; these signals determine human reaction time, coordination, and optimal strategies for human performance (electrodynamics and optimal control theory). All of these systems, working together, make possible human motion and thought.

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
V 55.0306 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: The Molecules of Life
V 55.0310 4 points
Our lives are increasingly influenced by the availability of new pharmaceuticals, ranging from drugs that lower cholesterol to those that influence behavior. This course examines the chemistry and biology of biomolecules that make up the molecular machinery of the cell. Critical to the function of such biomolecules is their three-dimensional structure that endows them with a specific function. This information provides the scientific basis for understanding drug action and how new drugs are designed. The course begins with the principles of chemical binding, molecular structure, and acid-base properties that govern the structure and function of biomolecules. It then applies these principles to study the varieties of protein architecture and how enzymes facilitate biochemical reactions. It concludes with an overview of molecular genetics and how recent information from the Human Genome Project is stimulating new approaches in diagnosing disease and designing drug treatments.

Natural Science II: Lessons from the Biosphere
V 55.0311 4 points
Provides a foundation of knowledge about how Earth's biosphere works. This includes the biggest ideas and findings about biology on the global scale—the scale in which we live. Such knowledge is especially crucial today because we humans are perturbing so many systems within the biosphere. The course has four main sections: (1) Evolution of Life: How did life come to be what it is today? (2) Life's Diversity: What is life like today on the global scale? (3) Cycles of Matter: How do life and the nonliving environment interact? (4) The Human Guild: How are humans changing the biosphere, and how might we consider our future within the biosphere? The course includes laboratory experiments and an exploration at the American Museum of Natural History.

Natural Science II: Earth, Life, and Time
V 55.0312 4 points
Over the last four billion years, life on Earth has evolved in response to changes in the environment. At the same time, major innovations in the history of life have led to transformations of the Earth's physical environment. The course examines the history of the intimate relationship between the Earth's changing environment and the evolution of life on the planet. This long-term historical perspective provides a context for understanding current environmental issues such as global warming, tropical deforestation, and loss of biodiversity.
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.

Program

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 2.5 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 and V45.0164); 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 V95.0105); (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-Spanish 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/phonology, 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 four 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. A student paper. The student should plan to take 4 points of Independent Study, V45.0997 or V45.0998, 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 dean 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 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.

A student completes 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 and to others on assignment by placement test. Not open to students with no previous training in French and to others on assignment by department. 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.

Courses

COURSES CONDUCTED IN FRENCH
Placement in French language courses: The placement of students in French language, literature, and civilization courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin.

Completion of the Morse Academic Plan (MAP) language requirement: The language requirement in French may be fulfilled either by an intensive sequence of two 6-point courses (V45.0010 and V45.0020) for a total of 12 points, or by an extensive sequence of four 4-point courses (V45.0001, V45.0002, V45.0011, and V45.0012) 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 (V45.0001, V45.0002, V45.0020, or V45.0010, V45.0011, V45.0012) for a total of 14 points. All students planning to continue their study of French beyond the MAP requirement are strongly advised to follow the intensive sequence since this permits completion of the intermediate level in two semesters.

INTRODUCTORY LANGUAGE COURSES

INTENSIVE SEQUENCE

Intensive Elementary French
V45.0010 Open to students with no previous training in French and to others on assignment by placement test. Completes the equivalent of a year's elementary level in one semester. 6 points.

Intensive Intermediate French
V45.0020 Prerequisite V45.0010 or V45.0001-0002. 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 V45.0001-0002 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 postintermediate level. 4 points.

Intermediate French II
V45.0012 Continuation of V45.0011. In order to fulfill the M.A.P. requirement and continue on to the postintermediate 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. Aims to refine the student's understanding of and ability to manipulate written French. Students practice summarizing and expanding articles from French magazines and papers and learn how to organize reports and reviews in written 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.

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 V45.0101 or V45.0105, or permission of the department. 4 points. Designed for students who wish to improve their understanding of the written language. Exercises are designed to strengthen students' understanding of the written language and their ability to manipulate written French. Students practice summarizing and expanding articles from French magazines and papers 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.

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. Designed for students who wish to learn the specialized language used in French business. Emphasis on oral and written communication and the acquisition of a business and commercial vocabulary dealing with the varied activities of a commercial firm (e.g., advertising, transport, banking). Stresses group work in simulated business situations and exposure to authentic spoken materials.

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
V 45.0115 Students planning to major in French studies are strongly advised to complete V 45.0101, V 45.0105, 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
V 45.0103 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, journaux, revues, and correspondance.

Contemporary France
V 45.0164 When conducted in English, this course is numbered V 45.0864. 4 points.
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 considerable 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 V 45.0115 or V 45.0163, who are assigned by placement test, or who have the approval of the department.

Versailles: Life as Art in the Age of Grandeur
V 45.0150 When conducted in English, this course is numbered V 45.0850. 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.

Classicism
V 45.0462 4 points.
Studies French classical literature as one of the summits of the struggle of human beings to understand themselves and their place in the universe. Authors studied include Descartes, Pascal, Madame de Sévigné, Madame de Lafayette, La Fontaine, Mollière, Corneille, Racine, La Bruyère, and La Rochefoucauld.

The 18th-Century French Novel
V 45.0532 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 Balzac, Stendhal, Flaubert, Maupassant, Zola, and Sade.

French Thought from Montaigne to Sartre
V 45.0562 4 points.
Deals with the various currents of ideas and the transformations in values, 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.

The Romantic Sensibility in France
V 45.0611 4 points.
Self-consciousness in the romantic revolution. Study of the experimental nature of poetry, novel, and theatre as expressions of the period's obsessive introspection, its celebration of nature, and its sense of history. Also considers romanticism in painting and music. Chateaubriand, Constant, Lamartine, Vigny, Musset, Hugo, and Nerval.

19th-Century French Novel and Society
V 45.0632 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
V 45.0721 When conducted in English, this course is numbered V 45.0821 and is identical to V 30.0270. 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: Montherlant. 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, and language.

Literature and the Arts in the Age of Surrealism
V 45.0722 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
V 45.0731. When conducted in English, this course is numbered V 45.0831. 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 uses the novel for a surrealistic 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
V 45.0741. When conducted in English, this course is numbered V 45.0841. 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—innovation 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
V 45.0763. 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 Pinget. On stage, the theatre of the absurd, anti-realist, 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.

Proust
V 45.0771. When conducted in English, this course is numbered V 45.0871. 4 points.
When offered in English, it is open to French majors who read the work in the original and do their written work in French. 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
V 45.0774. When conducted in English, this course is numbered V 45.0874. 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, Casanova, Not I, How It Is, Krapp's Last Tape, and First Love.

Theatre in the French Tradition
V 45.0929. When conducted in English, this course is numbered V 45.0829. 4 points.
Study of the theatrical genre in France, including the golden age playwrights (Corneille, Racine, Molière); 18th-century irony and sentiment; and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, 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
V 45.0932. When conducted in English, this course is numbered V 45.0832. 4 points.
When offered in English, it is open to French majors who read the works in the original and do their written work in French. 4 points.

Women Writers in France
V 45.0935. Identical to V 97.0935. 4 points.
When conducted in English, this course is numbered V 45.0835. When offered in English, it is open to French majors who read the works in the original and do their written work in French. 4 points.

Modern Criticism and Theory of Literature
V 45.0863. 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 Mauroy, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Topics in French Literature
V 45.0965. When conducted in English, this course is numbered V 45.0865. 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: the critical techniques of Proust, the Black Mirror, Madame Bovary; and Proust, Camus, and Beckett, all of whom have attempted to define man in relation to the major problems of his existence.

World Writers in France
V 45.0935. Identical to V 97.0935. 4 points.
When conducted in English, this course is numbered V 45.0835. When offered in English, it is 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.

Topics in French Culture
V 45.0968. When conducted in English, this course is numbered V 45.0868. 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 advisor, 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 French, 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. 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.

Focuses on the dazzling cultural life of turn-of-the-century Paris. Explores the ascent of symbolism, postimpressionism, art nouveau, cubism, futurism, and other creative concepts. Views the social, intellectual, and artistic aspects of the period through the works of contemporary writers.
dramatists, and artists such as Zola, Huysmans, Maupassant, Proust, Colette, Apollinaire, Toulouse-Lautrec, Cézanne, Picasso, Debussy, Diaghilev, Sarah Bernhardt, and Gertrude Stein. Extensive use of audio and video material.

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.

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 exam-
ple, and the Yankees’ early failure to follow suit provide useful laboratories 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 involvement 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**

V50.0207 Peakin. 4 points.  
This is a hands-on course in which students learn how to program computers to simulate physical and biological 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 computing 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 presentation of the results of the different simulations. Examples to be emphasized in class include the orbits of planets, moons, comets, and spacecraft; 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 according to individual interests.

**Language and Reality in 20th-Century Science and Literature**

V50.0230 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 posits the hypothesis of a correlation between postclassical science (e.g., quantum theory) and “postmodern” literature and philosophy. Among the key notions examined are Heisenberg’s “uncertainty principle” and the “undecidability” of deconstructive theory. The discussion of these notions, and 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, Pirsig, and Pynchon and from nontraditional texts on quantum and chaos theories.

**The Supreme Court and the Religion Clauses: Religion and State in America**

V50.0218 Sexton. 4 points.  
Should members of the Native American Church be allowed to smoke peyote at religious ceremonies? Can a public high school invite a rabbi to give a benediction and convocation at graduation? Should a state legislature rely on his or her religious convictions in forming a view about the legality of capital 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 Confucius, The Tao Te Ching of Lao-tzu, Tale of Kiyan, Dream of the Red Chamber, and Tale of Genji) and five Western classics (the Book of Job, Oedipus, 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 differences of historical and cultural context 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 intelligence. A few of the readings contain figures of both types.

**Family Values, Past and Present**

V50.0231 Gordon. 4 points.  
During several periods in American history, “family values” have been much discussed and disputed. The years between 1970 and the present form one such period. Family-related controversies—such as gay marriage, divorce, permissive child-raising, abortion, single motherhood—occupy a prominent place in political debate today. This seminar arises from the conviction that a historical approach can raise the level of these debates, while family history provides a useful introduction to the “new social history,” which has significantly changed how history is being written today. The seminar examines general changes in American families over the last two centuries, considers racial/ethnic and class variety in family structure and behavior, looks in more detail at particular aspects of family life, including childhood, aging, marriage, and reproduction, and concludes by rethinking contemporary polemics from a historical perspective.

**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 on-line communications. 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 government; prior restraints against publication; obscenity and pornography; flag burning; the new law that bans indecency from on-line services; hate speech; and inflections 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 Electrodynamics of Moving Bodies,” which proposed revolutionary new ideas about space and time. Or did it? Was Einstein’s special theory of relativity really a radical break with the past? Or was
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, Sukhniev, 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 Program in Gender and Sexuality Studies offers a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience. At its core, the program encourages students to question the meanings of “male” and “female,” “masculine” and “feminine,” “straight” and “queer,” “deviant” and “normal,” in both Western and non-Western societies. Courses seek to unravel the ways ideas about gender and sexuality come into being and shape social roles and identities, as well as the ways in which race, class, and ethnicity function in the experience of gender and sexuality within a culture. The Program in Gender and Sexuality Studies challenges the privileging of some categories (e.g., male or heterosexual) over others, and analyzes the social and political implications of such hierarchies. The curriculum makes gender and sexuality central rather than peripheral terms of analysis and seeks to complicate what is presented as “natural” or “normal” in traditional academic curricula.

**Faculty**

**Professors:**
Anderson (Spanish and Portuguese), Cohen (Comparative Literature), Diner (Hebrew and Judaic), Dinshaw (English), Gerson (Sociology), Ginsburg (Anthropology), Gordon (History), Greenberg (Sociology), Harper (English), Heilman (Psychology), Johnson (History), Kamm (Philosophy), Kulick (Anthropology), Martin (Anthropology), Molloy (Spanish and Portuguese), Nolan (History), Hodges Persell (Sociology), Poovey (English), Rapp (Anthropology), Ruble (Psychology), Ruddick (Philosophy), Schieffelin (Anthropology), Walkowitz (History), Young (History)

**Associate Professors:**
Abercrombie (Anthropology), Denays-Tinney (French), Dixon (Sociology), Duggan (American Studies), Fahmy (Middle Eastern Studies), Feldman (Hebrew and Judaic Studies), Freedgood (English), Harrington (Politics), Hodes (History), Jackson (Sociology), Krauthamer (History), Levy (History), Muñoz (Performance Studies), Rogers (Anthropology), Sternhell (Journalism), Straayer (Cinema Studies), Zito (Anthropology)

**Assistant Professors:**
Abdulhadi (Gender and Sexuality Studies), Dopico (Spanish and Portuguese), Haney (Sociology), McHenry (English), Rust (English)

**Affiliated Faculty:**
Fisher (Steinhardt), Martin (Tisch), Vorlicky (Tisch)

**Professor Emerita:**
Sutton (Anthropology)

**Programs**

**MAJOR**
A student who majors in gender and sexuality studies must also choose a concentration in any other department within the College of Arts and Science.

The gender and sexuality 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 gender and sexuality 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 gender and sexuality studies major and a concentration in sociology), some students will complete the major with 40 points.

All majors must complete at least one of the two introductory-level courses, Introduction to Gender and Sexuality Studies (V97.0010) or Studying Gender, Studying Sexuality (V97.0011), and Senior Seminar (V97.0999). Because of the interdisciplinary nature of scholarship in the subject, remaining gender and sexuality studies electives must be drawn from at least three different departments or areas.

Individual programs must be approved by the director of undergraduate studies.
MINOR
A gender and sexuality studies minor requires 16 points (four courses) drawn from at least two different departments or areas. Minors must complete Introduction to Gender and Sexuality Studies (V97.0010) or Studying Gender, Studying Sexuality (V97.0011).

HONORS
Students who wish to pursue honors work must have and maintain a grade point average of at least 3.5 both overall and in the major. Honors work in gender and sexuality studies consists of the completion of a semester-long internship in an approved organization, rigorously adhering to the guidelines set out by the program (guidelines are available in Program in Gender and Sexuality Studies office). All honors students offer a presentation describing and analyzing their experiences to faculty and students in the program.

Courses

Introduction to Gender and Sexuality Studies
V97.0010  Identical to V57.0013 and V93.0022. 4 points.
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, this course explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. This interdisciplinary course engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.

Studying Gender, Studying Sexuality
V97.0011  Formerly V97.0658. Identical to V57.0658. 4 points.
Designed as a historical introduction, this course traces the intertwined and uneven development of the fields of women's studies; gender studies; men's and masculinity studies; lesbian, gay, bisexual, and transgender studies; and queer studies in the U.S. Students read polemical writings, popular tracts, and scholarly investigations that have contributed to these fields and are encouraged to evaluate critically how a canon is formed around these classic texts. Students also explore the relationship of these fields to institutionalizations of the study of race, class, and nation, including ethnic studies, area studies, colonial and postcolonial studies, and investigations of globalization.

Language and Society
V97.0015  Identical to V61.0015. 4 points.
See description under Linguistics (61).
Sexual Identity and the Urban Community
V97.0245 Identical to V99.0245. 
4 points.
See description under Metropolitan Studies (99).

Women in the Economy
V97.0252 Identical to V31.0252 and C31.0252. Prerequisite: V31.0002. 
4 points.
See description under Economics (31).

Seminar: Women in Medieval and Renaissance Europe
V97.0270 Identical to V57.0270.  
Johnson. 4 points.
See description under History (57).

Women in the Urban Environment
V97.0290 Identical to V99.0270. 
4 points.
See description under Metropolitan Studies (99).

Sex and the City in Ancient Greece
V97.0293 Identical to V27.0293. 
4 points.
See description under Classics (27).

In Her Own Image: Representations of Asian American Women
V97.0302 Identical to V15.0302. 
4 points.
See description under Asian/Pacific/American Studies (15).

Law and Society
V97.0335 Identical to V53.0335 and V99.0372. Harrington. 4 points. 
See description under Politics (53).

Gender in Law
V97.0336 Identical to V53.0336. 
4 points.
See description under Politics (53).

Queer Cultures
V97.0419 Prerequisite: V97.0010 or V97.0011 or permission of instructor. 
4 points. 

This course develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychology, and sexology professions; intersections of race, ethnicity, class, gender, sex, and sexual orientation in literary and visual texts; homophobia; hate crimes; outing; activism; and performativity.

The Family
V97.0451 Identical to V93.0451. 
4 points.
See description under Sociology (93).

Sexual Diversity in Society
V97.0511 Identical to V93.0511. 
4 points. 
See description under Sociology (93).

Gender(s) and Sexualities in Asian America
V97.0604 Identical to V15.0604. 
4 points.
See description under Asian/Pacific/American Studies (15).

Feminism and Theatre
V97.0623 Identical to V30.0240 and H28.0623. Martin. 4 points. 
See description under Dramatic Literature, Theatre History, and the Cinema (30).

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 V15.0640.  
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).

Women and Slavery in the Americas
V97.0660 Identical to V57.0660. Krauthamer. 4 points. 
See description under History (57).

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 V54.0720. 
4 points.  
See description under Journalism and Mass Communication (54).

Gender, Identity, and Society in the Middle East
V97.0729 Identical to V77.0729.  
Prerequisites: V97.0010 or V97.0011 and one introductory-level course in the social sciences, or permission of instructor. 4 points. 

Explores the historical and contemporary conditions of Middle Eastern women, including the effects of colonialism, decolonization, nationalism, revolution, and war. Looks at the political economies, religious movements, and cultural norms that seek to define, restrict, or expand women's roles and rights. Interrogates the ways in which different groups of Middle Eastern women express themselves, struggle for their lives, and negotiate their identities.

Theories of Gender and Sexuality
V97.0742 Prerequisite: V97.0010 or V97.0011 or V97.0021 or permission of instructor. 4 points. 

Allows students to explore theoretical issues in gender and sexuality studies on an advanced level. Theoretical arenas vary and may include feminist theory; queer theory; psychoanalysis; postcolonial theory; border theory; social movements; postmodernism; performativity; theories of history, culture, and representation; intersectionality. See course schedule for current description.

Gender, Nation, and the Colonial Condition
V97.0744 Prerequisite: V97.0010 or V97.0011 or permission of instructor. 4 points. 

This advanced-level course is an interdisciplinary and comparative inquiry into the historical and contemporary linkages between gender dynamics, the culture of nationalism, and the politics of colonialism on an international scale. The course studies different perspectives on the national question—as a liberation movement, as a political ideology, and as a mechanism for inclusion/exclusion.

Queer Literature
V97.0749 Formerly V97.0700 and V41.0700. Identical to V41.0749.  
Prerequisites: one course in literature, V97.0010 or V97.0011, or permission of instructor. 4 points. 

This course develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, Amer-
Representations of Women
V97.0755  Identical to V41.0755. 4 points.
See description under English (41).

Israel Women Writers
V97.0783  Identical to V78.0783.
Taught in Hebrew; Feldman. 4 points.
See description under Hebrew and Judaic Studies (78).

Women in Islamic Law
V97.0784  Identical to V77.0783.
Hayek. 4 points.
See description under Middle Eastern Studies (77).

Border Crossing: Gender, Sexuality, and Migration
V97.0817  Identical to V57.0817.
Prerequisites: V97.0010 or V97.0011 and one introductory-level course in the social sciences, or permission of instructor. 4 points.
This advanced-level course, a cross-cultural and comparative seminar, examines how border crossing in the age of accelerated globalization shapes the gendered construction of exiled/displaced communities. A combination of conceptual frameworks and case studies places the experiences of displaced and refugee women at the center of intellectual enquiry.

Topics in Women’s History
V97.0820  Identical to V57.0820. 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).

Sex, Gender, and Globalization
V97.0833  Prerequisites: V97.0010 or V97.0011 and one introductory social sciences course, or permission of instructor. 4 points.
If pushed to choose a single term to describe this historical moment, many might choose “globalization” to describe the contemporary world. Everything seems to be “going global”—media, markets, movements. Have sex and gender “gone global” as well? This course approaches this question by identifying key concepts and frameworks in the field of feminist geography. Specific issues include transnational queer communities, international reproductive politics, sex tourism, and cybersex.

Theory of the Avant-Garde: Writing for Their Lives—Women and Modernism
V97.0841  Identical to V29.0841. 4 points.
See description under Comparative Literature (29).

Transgender: Histories, Identities, Politics
V97.0848  Identical to V14.0848.
Prerequisites: V97.0010 or V97.0011 and one introductory-level course in the social sciences, or permission of instructor. 4 points.
This course investigates transgender identities, movements, and communities as they have arisen in particular historical, political, social, and cultural conditions. At the heart of this course is a series of questions about transgender’s origins, enabling functions, exclusions, problems, and possibilities.

Gender and Development: The Political Economy of Sex and Gender
V97.0849  Identical to V14.0849.
Prerequisites: V97.0010 or V97.0011 and one introductory-level course in the social sciences, or permission of instructor. 4 points.
This advanced-level course tackles development theory and the effects of development policies on people’s lives, including such questions as whether developmental policies are gender-neutral and whether the study of “development” should be the exclusive domain of the Third World. Focusing on rethinking development, we examine the intellectual roots of development theory to understand how this socioeconomic process has been conceptualized and implemented.

Sexual Rights, Sexual Wrongs: Pornography, Sex Work, and Other Controversies
V97.0853  4 points.
This course introduces undergraduate students to the central concepts of “sexual rights,” which has emerged recently from both community action and multidisciplinary academic perspectives. Through an exploration of academic, legal, and activist perspectives, students are encouraged to formulate analyses of a variety of themes, such as women’s sexual rights, migration and sexuality, heterosexuality, HIV and public health, gay/lesbian/bisexual/transgender rights, sex work, and pornography and the “sex wars.”

Women Writers in France
V97.0935  Identical to V45.0935.
When conducted in English, this course is numbered V97.0835 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 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 Gender and Sexuality Studies
V97.0980 (fall), 0981 (spring) Open to gender and sexuality studies majors and minors only. Prerequisites: permission of the director of undergraduate studies and the professor who will supervise the internship, plus completion of at least one gender and sexuality studies course. 2 or 4 points per term.
Students are placed with an organization or business specializing in gender and sexuality issues and develop a reading list in context of which they evaluate their experience in a final paper. Students wishing to pursue honors in gender and sexuality studies must take a 4-point internship. See “Honors,” above.

Topics in Gender and Sexuality Studies
V97.0996  4 points.
In-depth study of a particular problem or research area within gender and sexuality studies. See course schedule for current topic.

Independent Study
V97.0997 (fall), 0998 (spring) Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term.

Senior Seminar
V97.0999  Prerequisites: senior status in the major or permission of instructor. 4 points.
An advanced interdisciplinary course in theory and research, exploring tensions, debates, and methodologies in the study of gender and sexuality. Culminates in a research project.
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.

**Faculty**

**Professors Emeriti:**
Becker, Guilloton, Herzfeld-Sander, Sander

**Professors:**
Hüppauf, Ronell

**Associate Professors:**
Baer, Geulen, Ulfers

**Assistant Professor:**
Fleming

**Senior Language Lecturer:**
Schultz

**Adjunct Associate Professor:**
Cohen

**Instructor:**
Pomerantsev

**Programs**

The prerequisite for all majors in the department is the completion of German language training through the intermediate level (V51.0004 or V51.0020). Students who have received equivalent language training elsewhere may satisfy the prerequisite through the departmental placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, with whom they should consult before registering each semester.
MAJOR PROGRAMS
The major in German requires eight 4-point courses (total of 32 points) taken at the 100 level or higher. It is recommended that all majors complete a composition course (V51.0111 or V51.0114) and V51.0152, Introduction to German Literature, before enrolling in higher-level seminars.

Eligible students may use either V51.0500, Honors Thesis, or 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.

With permission of the director of undergraduate studies, students may choose to incorporate a concentration in history, politics, economics, international studies, or another discipline into the German major. To this end, up to three courses from the department’s offerings at the 200 level or from offerings of other departments may be counted toward the major in German. These three courses must represent a coherent concentration and must be approved by the student’s departmental adviser.

All majors must have their academic programs approved by the director of undergraduate studies or by a designated departmental adviser.

Students majoring in German 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.

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 those 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;
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 advisor, with whom they should consult before registering each semester.

Study Abroad: Students pursuing the major in German 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 pro-
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 V51.0101 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 reading 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  
V51.0097 No previous knowledge of German required. May be repeated. 0 points. Intensive reading-skills course for graduate students, professionals, and others who want to use the language primarily for reading and research purposes. Emphasis is on grammatical forms, sentence and paragraph structures, and styles of written discourse. Regular practice with expository texts of increasing length and difficulty teaches students to identify main ideas and find specific information.

German for Reading and Research II  
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**  
**V51.0153 Formerly V51.0028, Topics in German Culture. 4 points.**  
Overview of modern and postmodern cultures, in addition to the broader German-speaking countries from 1890 to 1989. From the fin de siècle through Weimar Germany, fascism/exile, and the postwar era to the fall of the Wall, the course traverses the heights and depths of German cultural topography.

**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 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 V30.0307. 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 (Wieland, 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.

**Representations of 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 V43.0290 and V29.0290. 4 points.**  
Explores the relationship of literature to law in 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 recommend-
ed 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 1789-1850. 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.

Post-1945 German Literature
V51.0369 4 points.
Examines works by some of the major German-language writers in the decades following World War II. Concerned with the historical and intellectual background of the period and the confrontation with both the past and the future in representative works.

Modern German Drama
V51.0377 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; neoromantic elements.

German Poetry
V51.0385 4 points.
Survey of significant authors and developments in German poetry, with emphasis on the 19th and 20th centuries. Traces basic themes; examines narrative, dramatic, and lyric structures in poetry.

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, Kabale 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 ‘20s.” 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.
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, V78.0997 or V78.0998, 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.

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. 4 points.

For description, see Intermediate Hebrew I, V78.0001.

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 pro-
gram. 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 Kamenhar. 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.

HEBREVI 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 sociopolitical 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.


Israeli Women Writers—the “Second Wave”

V78.0783 Identical to V77.0783. Prerequisite: V78.0004 or equivalent. Feldman. 4 points.

What made possible the contemporary “boom” in Israeli women’s fiction, propelling women—for the first time ever—to the top of Israel’s best-seller list (1997)? This course explores the place of national ideologies in Israeli culture and their conflict with feminist aspirations. Readings for this course include writings by Israeli women, with special emphasis on the literature of the “second wave” (1980s-1990s).

MODERN HEBREW LITERATURE COURSES IN TRANSLATION CONDUCTED IN ENGLISH USING ENGLISH TEXTS

From Hebrew to Israeli Literature in Translation

V78.0076 Identical to V77.0713. Feldman. 4 points.

Comprehensive introduction to representative works of modern Hebrew literature from the writers of the National Hebrew Renaissance of the late 19th century to the present. Focuses on thematic and structural analysis of texts in light of social and intellectual movements of the period. Readings include the writings of Peretz, Berdichevsky, Ahad Ha’am, Gnessin, Brenner, Agnon, Hazaa, Yehoshua, and Appelfeld.

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. Schiffman. 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. 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 V57.0349, V65.0913. Robinson. 4 points.
The seven centuries from the Muslim conquest of Spain in the eighth century to the expulsion of the Jews in 1492 saw the greatest levels of mutual toleration and coexistence among Jews, Christians, and Muslims achieved at any time during the Middle Ages. 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.

Jews in the Islamic World in the Modern Period
V78.0114  Identical to V77.0616, V90.0610, V57.0321. Franklin. 4 points.
This course presents a broad, chronologically organized survey of the history of the Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics covered include the organization and functioning of the Jewish communities; the interaction between Jews and Muslims; the effects of the twin processes of modernization and Westernization on these communities; and the relocation of the vast majority of Middle Eastern Jewry to the State of Israel in the 20th century. The course concludes with a brief look at the Jewish communities that continue to live in the Middle East.

Ancient Israel
V78.0118  Fleming, Smith. 4 points.
History of the Israelite people in ancient times, based on literary and archaeological existence, and the important contribution of the study of the ancient Near East to biblical studies.

Biblical Archaeology
V78.0120  Identical to V90.0120. Fleming, Smith. 4 points.
An examination of the methods and conclusions of archaeological research and excavation as applied to the Bible and the history of Israel in antiquity. Topics to be discussed include historicity of the exodus and Israelite conquest of Canaan, empires of David and Solomon, and the nature of Israelite religion. The class investigates how archaeology provides evidence for evaluating the biblical text and reconstructing early Israelite history. The course concentrates on the period from the exodus and conquest of the land through the Babylonian exile.

Ancient Near Eastern Mythology
V78.0125  Identical to V77.0607. Fleming, Smith. 4 points.
The myths of the ancient Near East represent the earliest literary expressions of human thought. Students in this class read myths from ancient Egypt, Mesopotamia, Ugarit, Anatolia, and Israel, studying the myths themselves as literary works as well as exploring the ideas and broader issues that shaped them. These myths, including both extensive literary masterpieces such as The Epic of Gilgamesh and shorter works such as The Flight of Etana to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of our own modern Western culture.

Jewish Argument
V90.0192. Chazan. 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.

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 V65.0829, 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. Chazan. 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.

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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  Staff. 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.

Modern American Jewish Literature and Culture
V78.0779  Staff. 4 points.
Explores the body of imaginative literature—novels, short stories, poetry, and drama—written by American Jews. Links these literary works with the changing position of Jews in American society.

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 V57.0098, V90.0683. Ivry. 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  Wolfinson. 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.

Modern Jewish Philosophies
V78.0640  Ivry, Wolfinson. 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 Soloveichik, Martin Buber, Mordechai Kaplan, and Emanuel Levinas.

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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.

Religion, Magic, and the Jewish Tradition
V78.0212  Identical to V90.0212
Wolfson. 4 points.
This course examines models for understanding the nature of magic as a phenomenon in society and then applies those models to help us understand the different kinds of magic in Jewish history from biblical times to the present.

MEDIEVAL JEWISH PHILOSOPHY

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 *Kuzari* and Moses Maimonides’s *Guide of the Perplexed*. Special attention to the cultural context in which these works were produced.

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 Alexander S. Onassis Program in Hellenic Studies provides students with a comprehensive and interdisciplinary understanding of the language, literature, history, and politics of Greece. Through a wide range of courses, students are exposed to a polyphony of viewpoints that help elucidate the historical and political experiences of Byzantine, Ottoman, and modern Greece; the ways in which Greece has borne its several pasts and translated them into the modern era; Greece and its relations to Western Europe, the Balkans, the Middle East, and Mediterranean cultures; and the distinguished literary and artistic traditions of a country that many regard as the birthplace of Western civilization, even as these traditions exhibit their multicultural contexts.

NYU’s summer program in Athens combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions that introduce students to all aspects of Greek life. The program offers a wide range of courses, 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

**Assistant Professors:** Baun, Calotychos, Fleming

**Senior Language Lecturer:** Theodoratou

**Affiliated Faculty:** Chioles, Salzmann

**Program**

**MAJOR**

The major consists of 10 courses. Courses taken in the program’s academic study program in Greece, NYU in Athens, count toward the major as regular courses.

A solid foundation in the modern Greek language is a prerequisite for all majors. Upon declaring the major, a student will be expected to enroll in Elementary Modern Greek I (V56.0103) or take a placement examination in the modern Greek language. By the end of their program, all students must demonstrate competence in Modern Greek at the intermediate level through successful completion of two semesters of intermediate Modern Greek (V56.0105 and V56.0106) or a placement examination.

**Programs of Study:** Qualified students may choose from three proposed areas of concentration:

1. **Track A:** Language, Literature, and Culture provides students with a solid foundation in the modern Greek
language and provides a comprehensive introduction to medieval and modern Greek literature and culture.

2. Track B: Politics and History provides students with an interdisciplinary social science perspective on the medieval and modern Greek experience. Students may choose to concentrate their studies in history or politics or create their own combination in consultation with the director of undergraduate studies.

3. Track C: The Classical Legacy provides students with an interdisciplinary perspective on the reception of classical Greek thought in post-classical Greece.

Students in tracks A and B who have placed out of Intermediate Modern Greek are encouraged to take two semesters of Advanced Modern Greek: Literature and Civilization I and II (V56.0107 and V56.0108). Track C students who place out of Intermediate Modern Greek are encouraged to take two semesters of Ancient Greek.

All majors are expected to take two specifically designated survey courses offered within the program. Which survey courses they will choose will depend on the disciplinary concentration that they will select upon completion of their first year in the program. Every student must take at least one designated survey course in his or her own track of concentration and one designated survey course from an outside track (i.e., students in Track A should take a Track B survey, students in Track B, an A survey; students in Track C should choose from Track A or B).

The following is a list of designated survey courses. One survey course from each track will be offered each academic year:

**Track A:** V56.0120; V56.0190
**Track B:** V56.0525; V57.0159; V56.0112
**Track C:** V27.0700; V27.0206; V27.0413; 27.0207; V43.0101

**Electives**

Three to five additional Hellenic studies courses are required. The exact number of electives will vary according to language level upon entrance to the major. Subject to the approval of the director of undergraduate studies, cognate offerings in other departments or an approved internship may be counted toward the major. A sample list of cognate courses is available from the program office.

**Honors Program**

A degree in Hellenic studies is awarded with honors to students who complete 40 points of graded work while maintaining an overall grade point average of 3.5 and an average in the major of 3.5, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study, V56.0997 or V56.0998, under the supervision of a program faculty member. The thesis topic and the faculty adviser are chosen in consultation with the director of undergraduate studies. The average length of the paper is 25 to 40 pages. For general requirements, see Honors and Awards. Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic 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.

**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.

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**Courses**

**Language and Literature**

**Elementary Modern Greek I, II**

V56.0103, 0104

Open to students with no previous training in Greek and to others by permission of the instructor. 4 points per term.

As an introduction to modern Greek, this course provides students with the fundamentals of grammar, syntax, oral expression, listening comprehension, reading, and composition. Students develop the skills and vocabulary necessary to read simple texts and hold basic conversations. Students are introduced to modern Greek culture, history, and society, since the ultimate goal of the course is to enrich our understanding of multiple, living Greek realities through the language. Teaching materials include current newspaper articles, graded literary passages, songs, and various linguistic games.

**Intermediate Modern Greek I, II**

V56.0105, 0106

Prerequisite: V56.0104 for V56.0105. V56.0105 for V56.0106, or by permission of the instructor. 4 points per term.

Designed for students who already have a familiarity with modern Greek. Students are expected to be acquainted with the most significant structures of grammar and syntax and to have acquired the foundations for basic conversation in Greek. The course introduces students to more complex linguistic and grammatical analysis, advanced composition, and graded reading. It also provides further practice in speaking and works to enrich the student’s vocabulary. Readings and discussions of selected works of prose, poetry, and theatre serve as an introduction to aspects of modern Greek civilization and as an occasion for comprehensive discussions of contemporary Greek society.

**Advanced Modern Greek I, II**

V56.0107, 0108

Prerequisite: V56.0106 or by permission of the instructor. 4 points per term.

Focusing on advanced composition and oral practices, this course aims at refining an understanding and general facility with written and spoken Greek. Course work is designed to
help students develop a comprehensive vocabulary, improve pronunciation, and increase their effectiveness, accuracy, and fluency in writing and speaking the language. Enhances and perfects reading, speaking, conversational, and writing skills through the close study of selected modern Greek literary texts, current newspaper articles and essays, films, advertisements, and comprehensive discussions of contemporary Greek society. Explores major facets and phenomena of Greek culture: current social and political issues, events, and controversies in Greece; Greece's position “in the margins of Europe” and at the crossroads of East and West; gender politics; the educational system; the political landscape; discourses on the question of Greek identity; topics in popular culture, etc. Through individual projects, oral reports, class presentation, and written assignments, students are expected to pursue an in-depth “reading” of present-day Greece.

Memory, History, and Language in Modern Greek Poetry
V56.0120 4 points.
A survey of 20th-century Greek poetry in a historical and cultural context. Among the poets studied are C. P. Cavafy, the Nobel laureates George Seferis and Odysseus Elytis, the Lenin Prize-winner Yannis Ritsos, the surrealists Andreas Embiricos and Nikos Engonopoulos, the postwar generation of poets including Milos Sah-tours, Takis Sinopoulos, and Manolis Anagnostakis, and women poets including Matis Hatzizahzaris and Kiki Dimoula. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion takes place in English. No background specific to Greece required.

Narrative, History, and Fiction in the Modern Greek Novel
V56.0190 Identical to V29.0190. 4 points.
A survey of the modern Greek novel, and to a lesser extent the short story, structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece’s turbulent modern history. We read some of the masterpieces from this tradition as well as the work of some promising contemporary writers. Selections also suggest some recurrent perspectives on questions of language, gender, and nation in Greece. Comparative reference made to other Balkan, Mediterranean, European, and world literatures. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion takes place in English. No background specific to Greece required.

From Classicism to Afrocentrism: Greece in the West, 1453-Present
V56.0444 Identical to V29.0444. 4 points.
An introductory, selective survey and critical interpretation of Western conceptions of the idea of Greece, the Hellenic, and the Greeks in a variety of contexts: classical humanism, classical philology, philhellenism, exoticism, orientalism, hellenophobia, hellenism as paganism, aesthetics, homosexuality, Romantic nationalism, racism, the Hellenic and the Hebraic, political correctness and political chauvinism, hellenophobia, Afrocentrism, etc. What did such projections entail for those who called themselves “Greeks”? Readings from a range of European literary, critical and theoretical texts; as well as modern Greek appropriations of, and resistances to, such projections.

The 20th-Century Balkans and Balkanization Through Literature and Film
V56.0195 Identical to V29.0195. 4 points.
A selective study of the representation of the 20th-century Balkans through some of the most celebrated literary works and films of the region. Considers the presentation of, and contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Also examines the region’s political and aesthetic relation to the West in this century.

Ritsos and the Tragic Vision
V56.0229 Formerly V56.0120. 4 points.
How is it that the dead speak? In what way can the past be said to survive in the present—tragically? These are the questions around which Yannis Ritsos’s The Fourth Dimension is organized. Composed of a series of dramatic monologues that move between the past and the present, the dead and the living, Ritsos’s poem demands that we think about the relations between memory, history, and language. This course traces Ritsos’s poetic strategies by reading and reconstructing the classical intertexts that inform The Fourth Dimension. In each instance, it seeks to analyze the reasons behind his appropriations, distortions, revisions, and translations of these classical texts.

Seminar on Modern Greek Culture
V56.0130 Identical to V27.0130. 4 points.
Greek Diaspora: Odyssean Metaphors from Homer to Angelopoulos
V56.0333 Identical to V29.0333. 4 points.
Greek stories and myths of dispersal, settlement, and return have provided Western culture with some of its foundational fictions. This course examines how some of these structuring metaphors and foundational narratives—notions of home and exile—have informed the Greeks’ own stories in a variety of geographical and historical contexts and times: (1) in the historical diaspora communities of Greeks: in Renaissance Venice; in certain European urban centers prior to nation-building in the 18th-century Enlightenment; in Alexandria and Smyrna, now Izmir, of the late 19th century and early 20th century, and Cyprus; and (2) among the Greeks of the United States.

Greek Thinkers
V56.0700 Identical to V27.0700. 4 points.
See course description under Classics (27).

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 and V65.0112. 4 points.

Modern Hellenism Since 1821
V56.0159  Identical to V57.0159. 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.

Topics: Medieval History
V56.0260  Identical to V27.0260. 4 points.

Internship
V56.0980  4 points.
The internship 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 an approved internship at a community radio and television station. Interested students should apply to the department early in the semester of their proposed internship.

INDEPENDENT STUDY

Independent Study
V56.0997  Prerequisite: Permission of the department. 2-4 points.
History is the study of human experience of all kinds, considered in relation to particular times and places. It is also a method of thinking characterized by its attention to the contexts in which people have lived and worked. By mastering this method of thinking, students of history gain invaluable skills and 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.
MAJOR
A minimum of nine courses (typically 36 points) with a grade of C or better in each course. Workshop in History, V57.0000, 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. Students must also take one 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.

Certain courses in the Morse Academic Plan may also count towards the history major. These are Conversations of the West and World Cultures, if they are taught by professors in the Department of History. Also, majoring in history exempts students from taking the Societies and Social Science component of MAP.

MINOR
At least 16 points in history, of which 12 points must be taken in this department. Four points may be taken in the 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 3.7 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, 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 from 30 to 70 pages, depending on the nature and scope of the subject. The completed thesis, approved for defense by the director, is defended before a committee 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 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 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 4 points.
Hodes, W. Johnson.
Introduces the main currents of American historical development from the precolonial epoch to the Civil War. Analysis of the country’s economic and political growth, intellectual traditions, and patterns of social development. Historical development, not as a series of discrete events, but as an unfolding process. Topics: Puritanism, mercantilism, the colonial family, the War for Independence, political party systems, the Jeffersonian and Jacksonian eras, free labor and slavery, Native American cultures, attitudes of race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

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. Karl, P. Johnson. 4 points.
Concentrates on the culture of medieval Europe, a world that pro-
duced 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 muse-
num visits.

Modern Europe
V57.0012  Nolan, Seigl, Steblin. 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
V57.0013  Identical to V93.0022 and V97.0010. 4 points.
See description under Gender and Sex-

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 histori-

World War I
V57.0043  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 recapit-
late battles won and lost. Rather, it

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 mili-
tary 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, contem-
porary literature, photos and posters,
and the music of the time.

History of Modern Asia or
Modern Japan Since 1850
V57.0053  Identical to V33.0053. Karl, L. Young, M. Young. 4 points.
Survey of developments in 19th- and early 20th-century East Asia, moder-
ernization, 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.
See description under Africana

Anatomy of War
V57.0059  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 examin-
ing 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 sur-
vived a war.

INTRODUCTORY SEMINARS
FOR FRESHMEN AND SOPHOMORES
The following introductory seminars are open to freshmen and sopho-
more. They do not require permis-
sion from the director of undergradu-
ate studies. The topics vary yearly
depending on the instructor. See the
director of undergraduate studies or
the class schedule for available semi-

Seminar: Topics in European
History
V57.0091  4 points.

Seminar: Topics in European
History
V57.0093  2 points.
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 Central 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.

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 reconstitute the old Empire, the role of church and papacy.

The Renaissance
V57.0121 Identical to V65.0121.
Ferris. 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 Reformations
V57.0122 Identical to V65.0122.
Hsia. 4 points.
The social and political aspects of the Protestant and Catholic Reformations, 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.

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.
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 Franciscanism, 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.
Ferris. 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 world-wide 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.

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 analyses the rise of Napoleon and his consolidation of France, his conquests and the spread of his system, and his eventual overthrow.

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.

Atlantic Migrations, 1500-1945
V57.0149  Identical to V58.0149. Scally. 4 points.
This course explores the movement of peoples across and within the four continents bordering the Atlantic Ocean, from the voyages of discovery to the era of trans-Atlantic flight. Topics treated include early imaginings of the western hemisphere, interactions among the peoples of the four continents and the Atlantic islands, forced and free migrations from Europe and Africa, patterns of settlement, technologies and economies of travel, the role of port cities, maritime labor, emigrant voyages by sail and steam, and the evolution of an Atlantic economy.

Development of the Modern European State Since 1914
V57.0151  Stehlin. 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 siècle 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.

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, liberalism 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.

Modern Germany Since 1815
V57.0167  Stehlin. 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  Judt. 4 points.
A survey of Italian history in all its major aspects in the 19th and 20th centuries. Analyses 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  Kotsonis. 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.

The Irish in New York
V57.0180 Identical to V58.0180. 4 points.
See description under Irish Studies (58).

Topics in Irish History
V57.0181 Identical to V58.0181. 4 points.
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.

The Irish in America
V57.0187 Identical to V58.0187. 4 points.
See description under Irish Studies (58).

European Diplomacy to 1900
V57.0193 Steinhin. 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 Steinhin. 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 Nolte. 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.

Modern Imperialism
V57.0198 Fulfill non-Western course requirement for the major. Hall. 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, technological, environmental, cultural, political, and economic causes. 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.

UNITED STATES HISTORY

American Colonial History to 1763
V57.0601 Kappermann. 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. Atten-

American Natives in Early American History
V57.0602 Kappermann. 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. Assesses 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
V57.0605 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 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.

Religion, Family, and Gender in Early America, 1607-1840
V57.0604 4 points.
Examines 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 the U.S. Constitution.
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.

**European Travelers in America**

V57.0606 Schult. 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 conflicting perceptions and evaluations of these events among historians.

**Postwar America: 1945 to the Present**

V57.0612 4 points.

General introduction to the history of the United States from 1945 to the present. Major themes include links between domestic concerns and foreign policy goals, especially concerning communism and the cold war; growth of a postindustrial state with a significant impact on the economy and daily lives; demands for social equality and diversity in postwar life; and underlying social, economic, and demographic changes shaping American lives in the postwar era.

**Sport in American Society**

V57.0615 Prerequisite: V57.0009, V57.0010, or V57.0648, or permission of the instructor. Sammons. 4 points.

Demonstrates that sport is an important cultural, political, and socioeconomic asset revealing much about society. Shows how sport is an instrument of control and liberation. Attempts to elevate sport’s position as a legitimate scholarly subject by relating it to race, gender, class, and violence. Combines theory, fact, and interpretation and focuses on the 19th and 20th centuries with some background information on ancient sport and early American attitudes toward sport, leisure, and recreation.

**Violence in American History**

V57.0616 Walkowitz. 4 points.

Analysis of the nature, extent, and causes underlying collective protest and reaction in America from the 17th century to the present. Considers the preindustrial crowd; vigilantism; and the problems of slavery, Native American genocide, revolution, and war. Special attention to urban racial violence, labor-management conflict, and antiwar (student) protest of the late 19th and 20th centuries.

**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 Frontier in American History**

V57.0625 Schult. 4 points.

Emphasizes the intrusion into Indian country and its dilemmas, relations between whites and Indians; the setting 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. Tiben. 4 points.

See description under Asian/Pacific American Studies (15).

**History of African American Family Life 19th Century**

V57.0627 Kreathamer. 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 the following: 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.

**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 Schulte. 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.

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 Krauthamer. 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, Krauthamer, Sanmooms. 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, Sanmooms. 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.

American Social Movements
V57.0652 Gordon. 4 points.

An examination of large-scale social movements in the 20th century, as well as a brief introduction to social movement theory. We examine civil rights, populism, feminism, labor union activism, the old and new left, the right-to-life movement, and the new Christian Right in general. Questions include the following: How do social movements construct identities and how do identities affect social movements? How do social movements use or repress multiple identities? When are social movements political? How and when do social movements yield or grow out of organizations and what is the impact of the relation between movements and organizations? Are there elite social movements? Do social movements have to be democratic? When do social movements become violent? Are social movements inevitably vulnerable to demagoguery and authoritarianism?

Race, Gender, and Sexuality in U.S. History
V57.0655 Identical to V97.0993. Duggan, T. Rose. 4 points.

Drawing primarily on the histories of heterogeneous and homosexual African Americans and women, this course explores the 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, 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 oppression.

Women and Slavery in the Americas
V57.0660 Krauthamer. 4 points.

This course examines the history of African and African American women enslaved in the United States.
and Caribbean. The course begins with African slavery and the emergence of the Atlantic slave trade and then follows the forced migration of African women to the Americas. Readings address issues such as resistance, religion, labor, and reproduction and also cover theoretical questions about the dynamics of ideas of status, race, and gender. The course ends with a section on the legacy of slavery in contemporary representations of African and African American women.

**African American Autobiography**

V57.0688 Salzmann. 4 points.

By approaching autobiography as equally sociological, historical, and literary, this course facilitates a better understanding of the genre and opens new means of communication between disciplines in unraveling the meanings of human expression and experience. Sociological and historical issues raised by the materials are considered in tandem with the formal and stylistic means through which those issues are shaped in the works at hand.

**American Jewish History**

V57.0689 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**

The **Ottoman Empire in World History**

V57.0515 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 Harootunian. 4 points.

See description under East Asian Studies (33).

The Emergence of the Modern Middle East

V57.0531 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 V77.0689. 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.

**Gender and Radicalism in Modern China**

V57.0536 V73.0536 and V97.0536. Karl. 4 points.

Examines the interrelated rise of political, ideological, and cultural radicalisms and of gender issues as a major subject and object of transformative social activity in 19th- and 20th-century China. Introduces approaches to gender theory and historical analysis through the use of primary and secondary sources on China, as well as through films and other visuals. Emphasis is on synthesizing contradictory material and on historical analytical issues. Heavy writing and class discussion component.

**History of Modern Japan**

V57.0537 V33.0337. L. Yang. 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 V33.0359. 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.

**Arts of War in China**

V57.0544 V33.0244. Waley-Cohen. 4 points.

See description under East Asian Studies (33).

**Topics in Chinese History**

V57.0551 V33.0351. 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 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. Ferrer, 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 Colonial Latin America
V57.0743  Thomson. 4 points.
This course introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. It follows the unfolding and demise of a new social order under European rule, over a period spanning from the 16th-century conquest through the early 19th-century wars of independence. Specific topics include: Inca and Aztec worlds; Indian-European confrontations; the Catholic church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

History of Modern Latin America
V57.0745  Ferrer, Grandin. 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, Grandin, 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. Recent topics include race and ethnicity in Latin America, History and Revolution in Cuba, and Latin American populism.

History of Mexico and Central America
V57.0752  Grandin. 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 inter-racial 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 Andes
V57.0753  Thomson. 4 points.
This course offers an introduction to one of the core regions of Latin America from pre-conquest to modern times. Course themes include: Andean regional and cultural identity; ecology and peasant agriculture; native society and the Inca; colonialism, nationalism and race; global commodity production (from silver to coca) and economic dependency; Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

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

The Search for Peace in the Nuclear Age
V57.0813  Identical to V53.0713. Lutzker. 2 points.
Examines the major paths that could lead to a nuclear confrontation; the social, ecological, and economic consequences of nuclear detonations; and the various policies that either promote the likelihood of nuclear war or make it a less imminent threat.

Contemporary World History
V57.0831  Berenson. 4 points.
A thematic approach to contemporary world history since the late 19th century. The course considers the following topics, among several others: the reasons for Europe's unprecedented world domination in the final third of the 19th century; responses to Western hegemony; the world wars in global perspective; the new nationalism of the 20th century; the rise of authoritarian and fascist regimes; independence movements and decolonization; cultural change and the assertion of women's rights; the Islamic revival, and the collapse of world communism.

Topics in Women's History
V57.0820  Identical to V97.0820. 4 points.
Topics vary from term to term.

Topics in World History
V57.0850  Hull. 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.

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 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.

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, Hsia. 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. 4 points.
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: The European Enlightenment
V57.0286 Layr. 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 Layr. 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.
Explores the instability of the European state system of the post-1918 era and the contributions of each state to the outbreak of war. Topics include the Versailles Treaty, Reparations, Nazi and Fascist diplomacy, Western and Russian diplomacy, and the immediate causes of the war.

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 regimentation.

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 and 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
V57.0295 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: 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: 19th-Century France
V57.0302 Berenson. 4 points.
Social and political history of France from the French Revolution to the late nineteenth century. Topics include the French Revolution and its legacy; the Empire; movements of the right and the left; urbanization; the Revolution of 1848 and the Paris Commune; the Dreyfus Affair; colonization; and the question of national identity, citizenship, and the emergence of a French identity.
Seminar: 20th-Century France
V57.0303  Berenson. 4 points.
The transformation of French society since the beginning of the 20th century. Topics include nationalism, socialism, labor conflict, economic crisis, war and collaboration, colonialism and decolonization, student uprising, immigration, the establishment of a presidential regime, and regional and ethnic militancy.

UNITED STATES HISTORY

Seminar: Religion and Society in America
V57.0668  Wosh. 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; the emergence of non-Christian religious traditions in the United States.

Seminar: The Jacksonian Era
V57.0673  Schult. 4 points.
American society in the Jacksonian era—1820s to 1848—confronted many dynamic challenges to the perceived social and economic order, as well as the political culture of the early Republic. The seminar explores ways of approaching research analysis of the era, focusing on the social, cultural, or political movements such as its new reform efforts, its utopian communities, its new religious impulses, its varied politics, its disorders and dislocations is response to urbanization, immigration, and industrialization. After preliminary readings and discussions the seminar features the individual research investigations of the students.

Seminar: Constructions of Race in U.S. History
V57.0680  Hudes. 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. Mutually. 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 policy making. 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: Urban America
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. Kelly, Krauthamer, 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: Sport and Film in American History
V57.0698  Sammons. 4 points.
This course investigates how a visual medium (film), subject to the conventions of drama and fiction and a popular activity/ institution (sport), often associated with frivolity, violence, and puerility, might be used as serious vehicles for conceptualizing and analyzing the past.

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

Seminar: Colonialism, Imperialism, and 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. Kard, Waley-Cohen, M. Young. 4 points.
Specific topics include China and the Global Economy, 1492-1842; 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: Modern Africa
V57.0584  Hull. 4 points.
This advanced seminar covers the period since 1960 with an emphasis on the last two decades. It analyzes a number of topics including religious fundamentalism and terrorism, governance, economic development, urbanization, environmental protec-
tion, gender and ethnic relations, and disease, especially AIDS and malaria. Each topic is discussed rather broadly while individual students in their own research have an opportunity to focus more narrowly on an aspect of a topic as it applies to a specific country or region.

Seminar: Ancient Africa
V57.0597 Hull. 4 points.
This research seminar attempts to examine critically a number of important cities, towns, and states that flourished before the period of external, mainly European, control. We explore the key reasons for their emergence, their dynamism, and their demise. In the process, we consider such factors as governance, commerce, the arts and architecture, social organization, and religion. The period covered extends from the New Kingdom in Egypt (1550 B.C.E.) to the forest kingdoms of West Africa on the eve of the Atlantic slave trade in the mid-15th century.

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 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, 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-Pro-

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: Conquest and the Origins of Colonialism in Latin America and the Caribbean
V57.0757 Thomson. 4 points.
How did colonizing European and colonized American peoples perceive each other, respond to unprecedented historical conditions, and reshape their worlds in the early modern era? What confluence of economic, political, and spiritual forces led to European domination in the New World? What were the common and distinctive features of the conquest in the Caribbean, Mexico, the Andes, Brazil, and New World frontier settings? These questions are addressed through a range of historical sources and contemporary works that cast light on the past and reflect post-conquest thought about race, colonialism, and modernity.

Seminar: Latin America and the Caribbean
V57.0799 Ferrer, Granden, 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; the Cold War in Latin America, and Memory and Violence in 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.

GLOBAL AND SPECIAL TOPICS SEMINARS

Colonialism and Decolonization
V57.0569 Identical to V11.0569. Goswami. 4 points.
Drawing on canonical works produced in the interdisciplinary context of “colonial studies,” this course addresses the history of colonialism since the late 18th century. Our discussions focus on the shifting forms and strategies of colonial domination for the remaking of 19th- and 20th-century worlds, the relationship between colonial and metropolitan politics, the meaning of “colonial modernity,” and anticolonial nationalism. Historical readings draw on examples of British, French, Dutch, and Japanese colonialism in South Asia, Africa, South East Asia, and East Asia.

American History in Transnational Perspective
V57.0667 Bender. 4 points.
This seminar is designed to explore the ways of narrating the history of the United States that are not wholly contained within the territory of the United States. It seeks to identify histories larger than the U.S. within which the history of America is embedded and entangled, with the aim of rethinking the basic narrative of American history. Themes range from immigration and economics to culture and politics in their global and transnational aspects. The course focuses on readings and discussion. Students should have taken at least one college-level course in American history.

REQUIRED COURSE FOR HISTORY MAJORS

Workshop in History
V57.0900 4 points.
At least one workshop is required for the major, usually taken in the junior year and before an advanced seminar. Broadly speaking, this is a course in the historian’s craft and it gives students an opportunity to learn about the discipline of history. The goal is not to impart a specific body of historical knowledge but to give students an understanding of the skills and methodologies of the professional historian. Students learn how to
pose researchable questions, how to do the detective work necessary to gather evidence, how to analyze varieties of evidence, and how to present their findings before an audience of their peers. Students will learn how to critique historical arguments and interpretations, as well as to create their own. Recent topics have included Spain and America, 1898-1940; Families and the Civil War; New York City, 1870-1930; Decoding the Middle Ages; Travel and Travelers in American History; and Material Culture.

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.

INTERNERSHIP 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.

CROSSTAINED COURSES

The following are designated related courses offered in other departments and generally crosslisted with History.

Modern Jewish History
V57.0099 Identical to V78.0103. Engel. 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).

History of Ancient Greece
V57.0200 Identical to V27.0242. Peachin. 4 points. See description under Classics (27).

History of the Roman Republic
V57.0205 Identical to V27.0267. Peachin. 4 points. See description under Classics (27).

History of the Roman Empire
V57.0206 Identical to V27.0278. Peachin. 4 points. See description under Classics (27).

History of the South Asian Diaspora
V57.0326 Identical to V15.0326. Mubberma. 4 points. See description under Asian/Pacific/American Studies (15).

The History of Ancient Egypt, 3200-50 B.C.
V57.0506 Identical to V77.0611. Goelet. 4 points. See description under Middle Eastern Studies (77).

Islam and the West
V57.0520 Identical to V77.0694. 4 points. See description under Middle Eastern Studies (77).

The Holocaust: The Third Reich and the Jews
V57.0808 Identical to V78.0683. 4 points. See description under Hebrew and Judaic Studies (78).

The Land of Israel Through the Ages
V57.0140 Identical to 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/Pacific American Experience
V57.0620 Identical to V15.0010. Siu. 4 points. See description under Asian/Pacific/American Studies (15).

Race, Class, and Metropolitan Transformation
V57.0656 Identical to V15.0601, V99.0345. 4 points. See description under Asian/Pacific/American Studies (15).

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. 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).

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 Program in International Relations seeks to provide students with an understanding of the global system's past, the tools to function effectively in the present, and the ability to foresee and respond to developments. The program recognizes and critically engages the changing nature of the contemporary political and economic environment and seeks to lay an interdisciplinary basis for understanding these changes. It provides students with an opportunity to study the complex web of transnational politics in an in-depth, interdisciplinary fashion. The breadth of courses is designed to match the breadth of knowledge and skills that the field requires. Fluency in a foreign language and a semester of study abroad at a site where that language is spoken are required of all majors to help ensure that they acquire a deeper understanding of a country's culture and institutions. Majors are also encouraged, though not required, to take advantage of the many internship opportunities that are available in New York City to students of international relations.

Faculty

Professors:
Bueno de Mesquita, Denoon, Downs, Hsuing

Associate Professor:
Gilligan

Assistant Professors:
Clark, Satyanath

Program

The requirements of the international relations major are those of an honors major, and it is expected that students will complete an honors thesis in their senior year. Because it is an honors major, the number of students who can be admitted to it is limited to 20 to 25 per year. Interested students therefore need to submit a formal application, between the end of their freshman year and October 15 of their sophomore year. Criteria for admission include a strong academic record at NYU (GPA of 3.5 or better); progress toward or completion of the foreign language requirement; and demonstrated commitment to the field. By the time of application, students should also have finished at least two of the required core courses. All majors must complete a set of classes in seven areas. They must complete four core courses, three courses on the international relations environment, and an additional international relations elective. In addition, students must demonstrate competence in a foreign language, take two courses in a regional specialization, and complete a semester in a study abroad program. Finally, students must complete the two-course senior honors sequence. Students are also encouraged, but not required, to take an internship, whether for academic credit or not for credit, at one of the many international institutions or agencies located in New York City. They can pursue internship possibilities through the Department of Politics, the Program in Metropolitan Studies, and the NYU Office of Career Services.

Courses

CORE
Majors must complete four core courses, including V31.0001, V31.0002, and V53.0700.

Economic Principles I
V31.0001 4 points.
See description under Economics (31).

Economic Principles II
V31.0002 4 points.
See description under Economics (31).

International Politics
V53.0700 4 points.
See description under Politics (53).

Doing Political Science
V53.0800 4 points.
See description under Politics (53).
Introductory Statistics
(Economics)
V31.0018  6 points.
See description under Economics (31).

Statistics for Social Research
(Sociology)
V93.0302  4 points.
See description under Sociology (93).

THE INTERNATIONAL RELATIONS ENVIRONMENT
Majors must complete three of the following courses:

International Economics
V31.0238  4 points.
See description under Economics (31).

National Security
V53.0712  4 points.
See description under Politics (53).

Diplomacy and Negotiation
V53.0720  4 points.
See description under Politics (53).

International Organization
V53.0730  4 points.
See description under Politics (53).

War, Peace, and World Order
V53.0741  4 points.
See description under Politics (53).

International Political Economy
V53.0775  4 points.
See description under Politics (53).

The Search for Peace in the Nuclear Age
V57.0813  4 points.
See description under History (53).

INTERNATIONAL RELATIONS ELECTIVE
The one required 4-point course in this area can be chosen from the remaining courses in the International Relations Environment, above, or from offerings in a variety of disciplines, including anthropology, economics, history, politics, and sociology, as well as from area studies and foreign-language programs. It must be approved in advance by a director of the program.

FOREIGN LANGUAGE
Students may satisfy this requirement by completing two courses beyond the intermediate level or by demonstrating comparable proficiency on a test, administered by the relevant CAS language program. The language should in most cases be related to the regional specialization and the study abroad site (but not, for example, if the site is London).

REGIONAL SPECIALIZATION
Majors must complete two 4-point courses focusing on a particular world region. These courses should normally be taken during the term abroad. Whether taken at NYU or abroad, both courses must be approved in advance by a director of the program.

STUDY ABROAD
Students spend a semester, usually in the junior year, at one of the six NYU programs abroad or at one of the 18 universities around the world with which NYU has an exchange agreement. Permission to study at any other site must be petitioned in advance in the Office of the Associate Dean for Students, a process that presupposes the approval of a program director.

SENIOR HONORS
In effect, the major constitutes an honors track, and students must complete the requirements for departmental honors by taking the senior seminar and writing a thesis.

International Relations Senior Seminar
V52.0990  Prerequisite: permission of a director of the international relations major.
This course is the first half of the international relations major's two-semester capstone experience. It is designed to equip students with the skills required to write an excellent international relations thesis (V52.0991) in the spring semester. The class is meant to be a bridge between the major's required class in research methods and the substantive classes in the major. Students learn how to develop explanations for international phenomena, derive testable hypotheses, and develop research designs capable of testing them.

International Relations Senior Thesis
V52.0991  Prerequisite: permission of a director of the international relations major.
One term of individual research culminating in the production of a senior thesis of the student's own choice under the supervision of an appropriate member of the faculty.
Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience—its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives. The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, NYU in Dublin gives students the opportunity to study in Ireland during the summer.

Through the generosity of Lewis L. and Loretta Brennan Glucksman, two landmark houses at Numbers One and Two Washington Mews were renovated to serve as the home for Ireland House. Since its official opening in 1993, Glucksman Ireland House has become one of the most vibrant centers of Irish and Irish American arts and learning in North America. It offers a lively array of programs that are free to students, including evening courses, public lectures, conferences, films, exhibits, and readings.

**Faculty**

**Professors:**
Donoghue, Lee, Scally

**Adjunct Assistant Professors:**
Almeida, Reilly

**Assistant Professors:**
Casey, Waters

**Visiting Professors:**
McKenna, Moloney

**Irish Language Lecturer:**
Ó Cearúil

**Program**

**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. (Independent study courses are also available. Graduate courses are open to undergraduates with permission.)

**Courses**

**Atlantic Migrations, 1500-1945**
V58.0149  Identical to V57.0149. 4 points.
See description under History (57).

**Introduction to Celtic Music**
V58.0152  Identical to V71.0151. 4 points.
This course provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe—Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each.
culture, including harps, bagpipes and a variety of other wind, free reed, keyboard and stringed instruments. Forms and musical styles are explored in depth along with a study of their origin, evolution, and cultural links.

The Irish and New York
V58.0180 Identical to V57.0180 and V99.0325. 4 points.
This course explores the symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries, as well as the impact of political, social, and cultural changes in Ireland and America on a transnational population. Factors beyond race and language, which help define and preserve ethnic group identity, as well as the creation of a pseudo-Irish identity that is disseminated on both sides of the Atlantic, are also explored. Readings are broadly drawn from immigration, urban, and social history. Primary documents, literature, and film are also used as texts.

Topics in Irish History
V58.0181 Identical to V57.0181. 4 points.
The emphasis of this course varies by semester and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included imagery and ideology of Irish nationalism, Irish American popular folk culture, and the Irish in America.

History of Modern Ireland, 1580-1800
V58.0182 Identical to V57.0182. 4 points.
Examines the English conquest of Ireland from the reign of Elizabeth I to the last meeting of the Irish Parliament. Key themes include the plantation of Ireland with settlers from England, Scotland, and Wales, the decline of the Gaelic political order and culture; the religious reformation and Counter Reformation; Ireland as a site of English and European wars, the imposition of a penal code, and the vain attempt to rebel against British rule in the late 18th century resulting in the Act of Union, which disestablished the Irish Parliament in Dublin.

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 partial 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.
The focus of this course is the political history of the two jurisdictions within the island of Ireland founded upon the partition settlement of 1920-1922. An era of revolution and bitter civil and confessional conflict temporarily gave way to a period of separate state-building projects according to different political, cultural, and economic priorities and therefore to divergent historical experiences. Division has characterized the history of the island in the 20th century and attempts to negotiate those fractures characterize the political agenda, a process ongoing in the present moment.

Seminar in Irish History
V58.0185 Identical to V57.0185. 4 points.
Intensive examination of specific areas of Irish history with an emphasis on critical reading and individual research projects. Past themes include the development and modernization of the Republic of Ireland with particular consideration of the economy; the Great Famine of 1845-1851, which was an immediate and long-term catastrophe for the Irish people but which was also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.

Irish and Jewish Migrations to America
V58.0186 Identical to V57.0186 and V78.0686. 4 points.
See description under History (57).

The Irish in America
V58.0187 Identical to V57.0187. 4 points.
This course considers the factors affecting emigration from Ireland; examines the impact of the Irish on the development of the United States since the colonial period, particularly on its cities; and studies the influence of Irish Americans on modern Irish history. A variety of texts are used, including scholarly articles, literary fiction, and film (fiction and documentary).

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.

Medieval Ireland
V58.0308 Identical to V41.0308 and V57.0308. 4 points.
This interdisciplinary course explores medieval Ireland from the perspectives of literature, history, and material culture. The course is organized thematically, focusing on the following five subjects: land and landscape; the warrior culture; religious propaganda; history and cultural identity; and gender roles. The role of early Irish heroic saga is particularly examined, as is its relation to medieval Irish society and its legal texts, religious tracts, and warrior ethos.

Cinema in Contemporary Ireland
V58.0305 Identical to V50.0305. 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.
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 prospects of resolution in Northern Ireland.

The Irish Renaissance
V58.0621  Identical to V41.0621. 4 points.
See description under English (41).

Irish American Literature
V58.0622  Identical to V41.0622. 4 points.
The course examines Irish American literature from the 19th century to the present, considering the literary responses of generations of Irish immigrants as they strove to understand and contribute to the American experience. The works of writers such as F. Scott Fitzgerald, Eugene O’Neill, Flannery O’Connor, John O’Hara, and William Kennedy are explored, as are the connections between ethnic and literary cultures.

Colloquium: James Joyce
V58.0625  Identical to V41.0625. 4 points.
See description under English (41).

Modern Irish Art
V58.0650  4 points.
This introductory course traces painting and other visual art forms from impressionism and symbolism to social realism, expressionism, surrealism, modernism, and postmodern conceptual and installation art. Both classroom lectures and visits to examine Irish art in New York collections are integral to the course.

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.

Independent Study
V58.0998  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

Intermediate Irish I
V58.0102  Identical to V42.0102. 4 points.
Prerequisite: V58.0101 or assignment by placement examination or department permission. 4 points.
For the more advanced student of Irish, this course focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish.

Intermediate Irish II
V58.0103  Identical to V42.0103. 4 points.
Continuation of V58.0102 or assignment by placement examination or department permission. 4 points.
The focus of this course is on conversational fluency, reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.

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 university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual arts, 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 Donegal and Galway. See our Web site: www.nyu.edu/fas/summer/dublin/index.html.
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 Studies 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 Guido 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

Professors: Freccero

Associate Professors: Ben-Ghiat, Erspermer

Assistant Professor: Ardizzone

Adjunct Professor: Albertini

Visiting Professor: Cavarero

Language Lecturer: Lettore, Italian Ministry of Foreign Affairs: Pasqui

Assistant: Anderson
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) four 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.

2. Literature in translation: This plan of study combines 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 masterpieces of literature course in each of the two languages: V59.0115 or V59.0116, and one of the following: V45.0115, V95.0811, or V95.0815, 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 divided between the two languages.

Note: V59.0115 or V59.0116 must be taken before any advanced literature courses 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 masterpieces of literature course in each of the two languages: V59.0115 or V59.0116, and one of the following: V45.0115, V95.0811, or V95.0815, 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 divided 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 V59.0030 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; (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; V59.0011, and 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: V59.0002 or permission of the instructor. Introduction to Italian reading, writing, and speaking skills. 4 points.

**Intensive Intermediate Italian**  
V59.0020 Prerequisite: V59.0010. Introduction to the grammar, vocabulary, and pronunciation of Intermediate Italian. 4 points.

### EXTENSIVE SEQUENCE

**Elementary Italian I**  
V59.0001 Prerequisite: V59.0002 or permission of the instructor. An introduction to Italian language and culture. 4 points.

**Elementary Italian II**  
V59.0002 Prerequisite: V59.0001. Continuation of V59.0001. 4 points.

**Intermediate Italian I**  
V59.0011 Prerequisite: V59.0010. A continuation of V59.0010. 4 points.

**Intermediate Italian II**  
V59.0012 Prerequisite: V59.0011. Continued study of中级意大利语. 4 points.

## ADVANCED LANGUAGE COURSES

**Advanced Review of Modern Italian**  
V59.0020 Prerequisite: V59.0010. Advanced study of modern Italian grammar, vocabulary, and pronunciation. 4 points.

**Quattro Chiacciere: Conversations in Italian**  
V59.0101 Prerequisite: V59.0010. Conversations and dialogues in modern Italian. 4 points.

**Creative Writing in Italian**  
V59.0103 Prerequisite: V59.0010. Creative writing in Italian. 4 points.

**Advanced Composition**  
V59.0105 Prerequisite: V59.0010. Advanced study of Italian composition. 4 points.

## INTRODUCTORY LITERATURE COURSES

**Survey of Medieval and Renaissance Literature**  
V59.0115 Prerequisite: V59.0010. An introduction to medieval and Renaissance literature. 4 points.

**Survey of Modern Italian Literature**  
V59.0116 Prerequisite: V59.0010. An introduction to modern Italian literature. 4 points.

## ADVANCED LITERATURE COURSES

**Renaissance Literature**  
V59.0270 Prerequisite: V59.0010. An introduction to Renaissance literature. 4 points.

**Dante's Divine Comedy**  
V59.0271 Prerequisite: V59.0010. An introduction to Dante's Divine Comedy. 4 points.

**Petrarca, Boccaccio, and the Dawn of the Renaissance**  
V59.0272 Prerequisite: V59.0010. An introduction to Petrarch and Boccaccio. 4 points.
Petrarch and the Language of Love
V59.0272  Formerly Italian Lyric Poetry. Ardizzone. 4 points.
A reading of Petrarch's Canzoniere, the book of lyrics that contains a history of love and a history of a restless soul devoted to poetry. Focus is on the relationship with classical antiquity and on Petrarch's invention of a language of love that will be influential for many centuries.

Pirandello and the Contemporary Theatre
V59.0276  Formerly V30.0280 when taught in English. Erspamer. 4 points.
An introduction to Luigi Pirandello's major plays as they relate to the foundation of contemporary theatre. Attention is also paid to "grotesque" and futurist drama. Works studied include Six Characters in Search of an Author, Right You Are (If You Think So), Tonight We Improvise, and Henry IV.

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 Tabucchi, Maraini, Paolini, Morante.

Writers and Politics in the 20th Century
V59.0277  Formerly Novel and Society. Ben-Ghiat. 4 points.
This course looks at key moments in 20th-century Italian literary, cultural, and political history. Fascism, the resistance, neorealism, and 1968 are among the topics covered as we explore the relationship of politics and writing and the changing functions of writing through readings of fictional and nonfictional texts (novels, stories, literary debates in the press).

The Italian Woman: Literary Perspectives
V59.0278  Formerly V42.0275. Cavazzero. 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.

Italian Autobiographies
V59.0279  Formerly Writing the Italian Self. 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 V30.0305. Albertini, Ben-Ghiat. 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 Ross.

Italian American Life in Literature
V59.0286  Identical to V41.0724. Hendon. 4 points.
A study of the fiction and poetry by which Italian American writers have expressed their heritage and their engagement in American life. From narratives of immigration to current work by "assimilated" writers, the course explores the depiction of Italian American identity. Challenging stereotypes, it explores changing family relationships, sexual mores, and political and social concerns.

Topics in 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, Frascero. 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  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.

Modern Italy
V59.0164  Identical to V42.0163 and V57.0168. 4 points.
A survey of Italian history from unification to the present. We examine liberalism, fascism, World War II, Christian Democracy, and Communism; the political crisis of the early 1990s, and the rise of new regional and rightist parties.

Italian Fascism
V59.0165  Formerly Fascism and Culture. Ben-Ghiat. 4 points.
An interdisciplinary examination of the cultural production of the fascist period. Students examine the image that the fascist regime produced of itself through the study of popular novels, architecture, film, and political speeches.

Contemporary Italy
V59.0166  Formerly Italy 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 Films, Italian Histories
V59.0169 Identical to V30.0506 and V57.0176. Albertini, Ben-Ghiaut. 4 points.
Studies representations of Italian history through the medium of film. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

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 of their proposed internship early in the semester.

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.
At New York University, we believe that journalism has a serious public mission and can make a difference. We want to educate those who agree. Opportunities abound in the media world, but the opportunity to do compelling work that informs, engages—and matters—is what drives our faculty, motivates our students, and informs our entire approach. Great journalism has always come from the great cities of the globe, and there is no better place to learn the craft than the city of New York—where power and wealth concentrate, news and culture originate, and daily events fascinate.

Centrally located in Manhattan’s Greenwich Village, the department immerses students in the richness and vitality of the city, while attracting to campus many of the leaders and thinkers in the journalism profession. New York City is our laboratory—and our inspiration. The very first lesson we offer students is this: Tap into it, with our help. NYU students study as interns in almost every major news organization in the city. They often graduate to jobs in newspapers, magazines, broadcast outlets, and on-line operations headquartered in New York, though some choose to go elsewhere. And every day, students move outward from the classroom to the city, on assignments that take them all over town.

The full-time faculty is itself of national stature in the journalism world. As writers, reporters, producers, and critics, NYU professors continue to practice the journalism they teach and preach, holding the profession to its highest standards of public service. Course work begins with the basic skills of reporting, writing, and research, but simultaneously students are taught what journalism at its best can be—and what it should accomplish in a free and democratic society. They are also encouraged to publish their work, with assignments, internships, and on-line projects geared to this end.

Housed within the arts and sciences core of a leading university, the department sees journalism as an essential strand in the liberal arts tradition and a critical factor in public culture. But we also recognize that news these days is a business. When our skilled graduates enter that business, they are prepared to improve and enliven it.

Department facilities include four state-of-the-art newsrooms, modern broadcast production facilities, the Associated Press wire service, and desktop publishing.
Program

MAJOR

The major requires 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 recommended but not required 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.

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 News, 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 is required for the minor. 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 that 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.

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.

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 Edward R. 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.
Studies 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: completion of expository writing requirement. 4 points.
Students read the best reportage and nonfiction literature from historical times to the present, with emphasis on the literary roots of modern journalism. Surveys a wide range of journalists and genres, including travel and war reporting, profiles, essays, autobiography, and classic reporting. 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.
The 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.
A collaborative seminar that examines the complex relationship (or different contradictory relationships) between those humans we call "women" and those forms of discourse we call "media." Considers women both as subjects and objects, as creators of media in its many forms and as media's creations. What does our culture's media tell us about its ideas of gender? What, if anything, does our gender tell us about our readings of "media"?

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: completion of expository writing requirement 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: completion of expository writing requirement 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.
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.

Photojournalism
V54.0061 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 f/stops, and a flash are required for the course.

Reporting II
V54.0122 Suggested for all students interested in pursuing a career in newspaper journalism. Skills course. 4 points. Continuation of the basic news reporting techniques learned in Reporting I, but with an emphasis on fieldwork and more advanced concepts. Students who successfully complete the Reporting I-Reporting II sequence are expected to be able to handle any basic news reporting assignment with speed, accuracy, and polish.

Copy Editing
V54.0123 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 one-hour news magazine that showcases their writing, reporting, editing, and production skills.

Investigative Reporting: Computer-Assisted Reporting
V54.0229 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 residence halls and other 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 supervisors 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 intended for juniors and seniors. 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 for juniors and seniors, 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 American Studies 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 students 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 other departments and/or programs throughout the University, including Africana studies, anthropology, comparative literature, history, politics, fine arts, cinema studies (in Tisch School of the Arts), etc. This nine-course combined major requires proficiency in the Spanish language and a working knowledge of Portuguese and should be planned in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese Languages and Literatures.

Courses

<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Language and Liberation: At Home in the Caribbean and Abroad (V11.0801)</td>
<td>4 pts.</td>
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<tr>
<td>Peoples of Latin America (V14.0103)</td>
<td>4 pts.</td>
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<tr>
<td>Peoples of the Caribbean (V14.0102)</td>
<td>4 pts.</td>
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<tr>
<td>World Cultures: Pre-Columbian America (V53.0513)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>World Cultures: Latin America (V53.0515)</td>
<td>4 pts.</td>
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<tr>
<td>World Cultures: Contemporary Latino Cultures (V53.0529)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>Intro Seminar: Topics in Latin American History (V57.0096)</td>
<td>4 pts.</td>
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<tr>
<td>History of Colonial Latin America (V57.0743)</td>
<td>4 pts.</td>
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<tr>
<td>History of Modern Latin America (V57.0745)</td>
<td>4 pts.</td>
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<tr>
<td>Topics in Latin American and Caribbean History (V57.0750)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>History of Mexico and Central America (V57.0752)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>History of the Andes (V57.0753)</td>
<td>4 pts.</td>
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<tr>
<td>Conquest and the Origins of Colonialism in Latin America and the Caribbean (V57.0757)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>History of the Caribbean (V57.0759)</td>
<td>4 pts.</td>
</tr>
<tr>
<td>Seminar: Latin America and the Caribbean (V57.0799)</td>
<td>4 pts.</td>
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</table>

Please note that in addition to nine courses related to Latin American 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), David Greenberg (sociology), Christine Harrington (politics and director, Institute for Law and Society), Wolf Heydebrand (sociology), and Dorothy Nelkin (sociology and School of Law). Please contact the Institute for Law and Society for additional information and advising.

### 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., metropolitan studies or politics;
   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.

### Courses

<table>
<thead>
<tr>
<th>ANTHROPOLOGY</th>
<th>CLASSICS</th>
<th>GERMAN</th>
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<tr>
<td>ASIAN/PACIFIC/AMERICAN STUDIES</td>
<td>FINE ARTS</td>
<td>HISTORY</td>
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**Note:** Courses applied to the major cannot also be counted toward this minor.
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

Global Sweatshop V62.0250

Independent Study V62.0997 and V62.0998

MIDDLE EASTERN STUDIES

Seminar on Islamic Law and Society V62.0780

Women and Islamic Law V62.0784

MORSE ACADEMIC PLAN

Societies and Social Sciences: Psychological Perspectives—Violence V55.0680

Societies and Social Sciences: Sociological Perspectives—The Rule of Law V55.0690

PHILOSOPHY

Philosophy of Law* V62.0052 (formerly V62.0064) Identical to V83.0052.

POLITICS

The American Constitution V62.0350 Identical to V93.0350.

Civil Liberties V62.0352 Identical to V93.0352.

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.


PSYCHOLOGY

Psychology of Law* V62.0076 Identical to V89.0076.

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), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field: it includes topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.

**Faculty**

Professor Emerita: Umeda

Professors: Baltin, Costello, Guy, Kayne, Singler, Szabolcsi

Associate Professor: Dougherty

Assistant Professors: Anttila, Blake, Gafos, Starke

Research Professor: Postal

Adjunct Professors: Honorof, Vasvari

Visiting Assistant Professor: Fong

Affiliated Faculty in Other Departments: Aaronson (Psychology), Friesčák (Russian and Slavic Studies), Grishman (Computer Science), Marcus (Psychology), McChesney (Middle Eastern Studies), McElre (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 (1) Linguistic Perspectives, V55.0660, or Language and Mind, V61.0028, or Language, V61.0001, (2) Sound and Language, V61.0011, (3) Phonological Analysis, V61.0012, (4) Grammatical Analysis, V61.0013; (5) two of the following courses, from two different areas: historical linguistics (V61.0014, V61.0017, or V61.0076), sociolinguistics (V61.0015 or V61.0018), psycholinguistics (V61.0005), semantics (V61.0004) and computational linguistics (V61.0003 or V61.0024), (6) two courses freely chosen from the offerings of the department, including those listed in (5). It is highly recommended that majors and joint majors take the courses in (1), (2), and (4) first, since (3) and (5) have these as prerequisites or generally presuppose their content.

**Note:** No grade lower than C may be counted toward the major or toward a joint major. All linguistics majors, joint majors and combined majors must register for linguistics courses through the director of undergraduate studies in the linguistics department. If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics majors.

**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-
tics part of this major may be satisfied by taking (1) V61.0001, V61.0028, or V55.0660, (2) V61.0011, (3) V61.0013, and (4) a total of two courses, one from any two of the following areas: historical linguistics, sociolinguistics, phonology, syntax, semantics, and computational linguistics. The foreign language part of this major may be satisfied as follows.

**Major in French and linguistics:** Four courses beyond V45.0050, including the following: one course in spoken contemporary French, V45.0101 or V45.0102; one course in advanced written French (V45.0105, V45.0106, V45.0107, V45.0110); two courses in French literature (in French).

**Major in German and linguistics:** Four courses beyond the intermediate level, consisting of an advanced conversation or composition course (V51.0111 or V51.0114); an advanced culture course (V51.0132, V51.0133, or V51.0143); Introduction to German Literature (V51.0152); and an additional advanced literature course, in German, to be selected from among departmental offerings.

**Major in Italian and linguistics:** Four courses beyond V59.0030, including the following: two advanced language courses to be chosen from V59.0101, V59.0103, V59.0105, and V59.0109 and two advanced courses in either literature or civilization.

**Major in Spanish and linguistics:** Five courses chosen in consultation with the director of undergraduate studies.

**Joint major in anthropology and linguistics:** This major emphasizes the complementarity of sociolinguistic and anthropological 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 the director of undergraduate studies. Required courses in linguistics: Language, V61.0001; Societies and the Social Sciences: Linguistic Perspectives, V55.0660; Language and Society, V61.0015; and at least two of the following: Bilingualism, V61.0018; Language, Literacy, and Society, V61.0020; Sex, Gender, and Language, V61.0021; African American Vernacular English: Language and Culture, V61.0023; Language and Liberation at Home in the Caribbean and Abroad, V61.0026; and Language in Latin America, V61.0030. The fifth course in linguistics may be an additional course from the above list or any other course that the department offers.

**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 constituted as follows. The linguistics component consists of Language, V61.0001 or V55.0660; Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and one more course chosen from Computational Principles of Sentence Construction, V61.0024; Phonological Analysis, V61.0012; and Introduction to Semantics, V61.0004. The philosophy component consists of one course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070. The required psychology component consists of four courses: Introduction to Psychology, V89.0001; either Statistical Reasoning for the Behavioral Sciences, V89.0009, or Statistics for the Behavioral Sciences, V89.0010; The Psychology of Language, V89.0056; and Cognition, V89.0029; in addition, one course, chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0028. The 11th course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

Joint majors should consult with the respective directors of undergraduate studies of the departments involved.

**MINOR**

Four courses (16 points) in linguistics with a grade of C or better in each. If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics minor.

**RECOMMENDED WORK OUTSIDE THE DEPARTMENT**

To meet standards currently set in the linguistics field, as well as graduate school admission requirements, students majoring in linguistics are advised to gain competence in the areas listed below during their undergraduate studies:

1. One or more foreign languages
2. Psychology for issues of language and the mind and anthropology for issues of language and culture
3. Mathematics or logic for an understanding of modern algebra and mathematical logic
4. Philosophy of language
5. One or more computer languages

Majors and minors should avail themselves of the NYU study abroad programs. Any course substitution or transfer credit toward a required course for the major must be confirmed by a letter from the director of undergraduate studies.

**HONORS PROGRAM**

A major or joint major who wishes to graduate with honors must have an average of 3.6 or better in all linguistics course work. Students wishing to participate in the honors program will work with the director of undergraduate studies, beginning in the student’s junior year, to map an advanced course of study, one that will culminate in an honors thesis. The course of study will entail extra work in two or more relevant undergraduate linguistics courses or will instead entail completion of at least two relevant graduate courses within the department (or a combination of these two strategies). In the course of doing this additional work, the student will construct a thesis proposal and select an adviser with whom to work. The student will then complete the thesis while enrolled in an independent study course with the thesis adviser, ordinarily in the student’s final semester prior to graduation. For general requirements, please see under Honors and Awards.
Courses

Language  
V61.0001  Costello. 4 points.  
Introduces phonetics, phonology, morphology, and generative grammar (syntax). Includes discussion of first and second language acquisition and language contact. Traces the origins of writing and the development of the alphabet. Introduces genealogical classification of languages and concepts of language change, in particular, phonological change. Compares English with various Indo-European and non-Indo-European languages.

Communication: Men, Minds, and Machines  
V61.0005  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 insinuation, and other methods.

Introduction to Semantics  
V61.0004  Szabolcsi. 4 points.  
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools and goes on to investigate the empirical linguistic issues of presuppositions, quantification, scope, and polarity. Points out parallelisms between the nominal and the verbal domains. Examines the acquisition of meaning by children learning their first language.

Introduction to Psycholinguistics  
V61.0005  Starke. 4 points.  
Discusses how young children acquire their knowledge of language, both in normal development and in pathological cases (specific language impairment, SLI). Introduces both the conceptual problem of acquisition (innateness, poverty of stimulus, relation of language to mind) and the work that lead to the breakthroughs of the last two decades (nonnutritive sucking experiments with infants, analysis of the CHILDES data base with older children, etc.). Shows how linguistic theory and empirical research directed at first language acquisition interact. Adopts a hands-on approach.

Sound and Language  
V61.0011  Anttila, Gafos, Guy. 4 points.  
Introduction to phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, phonological processes. Students develop skills to distinguish and produce sounds used in the languages of the world and to transcribe them using the International Phonetic Alphabet.

Phonological Analysis  
V61.0012  Prerequisite: V61.0011 or permission of the instructor. Anttila, Gafos. 4 points.  
Introduction to phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. The fundamental questions include: What do the sound systems of all languages have in common? How can they differ from each other? What is the nature of phonological processes and why do they occur? Students develop analytical skills by solving phonological problems based on data from a wide variety of languages.

Grammatical Analysis  
V61.0013  Prerequisite: V61.0001 or V55.0660 or permission of the instructor. Baltin, Starke. 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 cross-linguistic 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.  
Introduces students to the methods of genealogical classification and subgrouping of languages. Examines patterns of replacement in phonology, morphology, and syntax. Focuses on internal and comparative phonological, morphological, and syntactic reconstruction. Considers phonological developments such as Grimm’s, Grassmann’s, and Verner’s Laws, in detail.

Language and Society  
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 language as a social and political issue; regional, social, and ethnic speech varieties; bilingualism; pidgin and creole languages.

The Indo-European Family  
V61.0017  Costello. 4 points.  
Presents the phonological and morphological systems of Proto-Indo-European, and considers the development thereof in the major branches of Indo-European family of languages, in particular Indic, Hellenic, Slavic,Italic, and Germanic.

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.

Structure of English Vocabulary  
V61.0019  Costello. 4 points.  
Deals with the origins of structures of English words. Whereas 97 percent of the vocabulary of Old English was Germanic, over 80 percent of the present-day vocabulary is borrowed. This course focuses on that portion which is borrowed from the classical languages (Latin and Greek) either directly or indirectly through French. Examines the historical and sociolinguistic circumstances of borrowing, the stem-affix structure of borrowed words, together with the regularities of their pronunciation and meaning. This course relies on elementary phonology, morphology, and semantics and is recommended for nonmajors.

Sex, Gender, and Language  
V61.0021  Identical to V97.0121. Vassarri. 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 intrasytemically 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 rapping) 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. Dougherty. 4 points.
Introduces students to the basic computational tools available for formulating linguistic and psycholinguistic models of competence and performance. Discusses classical problems in perception and description of verb-particle constructions, questions, passives, and garden-path sentences. Considers how parsers operate in structurally different languages such as Chinese and English. Students learn sufficient computer skills (Unix, Lisp, and Prolog) to run public domain programs that model a human being’s language production and perception capacities. Students 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 Web and the Internet. They may base their research on existing programs or write their own.

Languages in Contact
V61.0025  Prerequisite: V61.0001 or V53.0600 or permission of the instructor. Costello, Gay, 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 post-colonial 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, Starkes. 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, Gefo, 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.

Morphology
V61.0029  Anttila. 4 points.
An introduction to study of the internal structure of words. The two main problems in morphology are (1) how to account for the surface variability of formatives (allomorphy) and (2) how to account for their combinatorial properties (morphosyntax). Beginning from the techniques and problems of structural morpheme analysis, two major approaches to allomorphy are introduced: the morpheme-based model and the word-based model. In morphosyntax, we concentrate on the question to what extent morphological combination is a matter of syntax vs. the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

Language in Latin America
V61.0030  Gay. 4 points.
Examines the diversity of language usage in modern Latin America and considers historical perspectives as to how the present situation came about. Considers the dialectology of Latin America: how and why American varieties of Spanish and Portuguese differ from European varieties; the distribution and nature of dialect differences in different regions of the Americas. Examines sociolinguistic issues, such as class and ethnic differences in Spanish and Portuguese in the Americas, the origin and development of standard and nonstandard varieties, and the effects of contact with Amerindian and African languages. Considers Spanish- and Portuguese-based creoles and the question of prior creolization in the popular speech of Brazil, Cuba, and other areas with a substantial population of African descent. Other topics include bilingualism, code switching, language attitudes, the impact of contact with English, and the present status of indigenous languages.

Form, Meaning, and the Mind
V61.0031  Prerequisites: V61.0004 or permission of the instructor, and V61.0013. Baltin. 4 points.
This course deals with the relationship between cognitive organization on the one hand and the interaction between syntax and semantics in natural language. It focuses on the debate within cognitive science as to
whether or not the mind is modular (divided into distinct faculties, such as language, vision, and perhaps others). Discusses the relationship of this debate to the debate within linguistics as to whether or not syntax is an autonomous component of a grammar that feeds semantics, but does not depend on semantics itself for its functioning. Examines works in cognitive science about modularity and works in linguistics that bear on the question of the autonomy of syntax.

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 origin and development of English words. Discusses ways in which new words are created. Introduces concepts of phonological and semantic change, which students will apply in identifying cognates linking English with other language, in particular, but not limited to, Latin and Greek.

Seminar: Research on Current Problems in Linguistics
V61.0102 Prerequisite: permission of the instructor. 4 points.
Variable content course; see the description of each offering at the department’s home page.

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 Departments of Classics; Comparative Literature; Dramatic Literature, Theatre History, and the Cinema; East Asian Studies; 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. The faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs, which emphasize the applications of mathematics to technology and other branches of science.

Joint programs are available in mathematics and (1) computer science, (2) economics, (3) engineering, and (4) 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, Edwards, Hirsch, Isaacon, Karal, Karp, Lax, Morawetz, Nirenberg, Peters, Shapiro, Ting, Ungar

*Professors:*
Avellaneda, Berman, Bogomolov, Cappell, Cheeger, Childress, Colding, Deift, Garabedian, Goodman, Greengard, Greenleaf, Gromov, Hameiri, Hausner, Hofer, Kohn, Lin, McKean, McLaughlin, Newman, Novikoff, Percus, Peskin, Pollack, Sarnak, Schwartz, Shatah, Shelley, Spencer, Varadhan, Weitzner, Woldlund, Yap, Yau, Young

*Associate Professors:*
Goldman, Kleeman, Masmoudi, Rinzel, Taub, Tranchina

**Program**

**CAS 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 one of the following Morse Academic Plan (MAP) courses: Quantitative Reasoning, V55.010X; Games of Chance, V63.0011; or Elementary Statistics, V63.0012. They can also take 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 office.

**CALCULUS PLACEMENT**
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 B in calculus may enter Intensive Calcu-
lus, V63.0221. Those who need additional mathematical preparation are required to take Mathematical Thinking, V63.0005.

ADVANCED PLACEMENT WITH CREDIT
Freshmen seeking advanced placement in mathematics may take the AB 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 AB 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.

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 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.

DEPARTMENTAL ADVISEMENT
All mathematics majors are required to see an undergraduate adviser to review their course of study and to obtain advice on the appropriate courses each term. Students should inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 705, (212) 998-5005, to make an appointment.

MATHEMATICS MAJOR
Present requirements: Twelve 4-point courses numbered V63.0120 or higher (with the exception of V63.0235) that must include both Advanced Calculus I (V63.0325) and Algebra I (V63.0343). The rest of the 12 required courses must include one of the following: Advanced Calculus II, V63.0326; Algebra II, V63.0344, or Vector Analysis V63.0224. The sequence Intensive Calculus I and II, V63.0221, 0222, is counted as three courses; it covers the same material as Calculus I, II, and 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 preclinical program and who wish to major in mathematics may substitute at most two math classes by any two of the following: General Physics I and II, V85.0011, 0012; Physics I, II, V85.0091, 0093; or any two computer science courses numbered V22.0101 or higher.

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.

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, V63.0325, 0326, and Algebra I, II, V63.0343, 0344, both usually taken during the junior year; and Honors I, II, V63.0393, 0394, 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. 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 in overall course work, and (3) approval of the director of the honors program. For general requirements, please see under Honors and Awards.

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 mathematics and computer science. The requirements are (1) Mathematics: nine 4-point courses numbered V63.0120 or higher that must include 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. (2) Economics: V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300 to 0399.

Interested students should consult with the director of undergraduate studies in each department for additional information.

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. The joint math/engineering students must complete the 12-course math requirement. Students are allowed to take Differential Equation, MA221;
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 their 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 consult an adviser if they have any doubt about which courses fulfill their requirements.

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—the contest takes place in early December.
Awards: The department’s awards include the Sidney Roth Prize, the Hollis Cooley Memorial Prize, and the Perley Thorne Medal. Please see the descriptions under Honors and Awards in this bulletin.

Courses
Mathematical Thinking
V63.0005 This course is intended as preparation for further study for students with weak math backgrounds. 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. 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.

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
V63.0009 Prerequisite: V63.0009 with a grade of C or better, or permission of the department. Appropriate for students in business, business education, and public administration. A student will receive credit for both V63.0017 and V63.0121 only when V63.0017 is taken before V63.0121. 4 points. Derivatives, antiderivatives, and integrals of functions of one real variable. Logarithmic and exponential functions. Functions of several variables and partial derivatives. Maxima and minima. Integration.

Discrete Mathematics
V63.0120 Prerequisite: V63.0121 with a grade of C or better, or permission of the department. 4 points. A first course in discrete mathematics. Sets, algorithms, and induction.

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 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 Prerequisite: a grade of C or better in V63.0121 or equivalent, or permission of the department. 4 points.
Integration by substitution, partial fractions, numerical integration, areas, volume, arc length, infinite sequences, complex numbers, Fourier series, ODE, partial fractions.

Calculus III
V63.0123 Prerequisite: a grade of C or better in V63.0121 or equivalent, or permission of the department. 4 points.

Linear Algebra
V63.0140 Formerly V63.0124. Prerequisite: a grade of C or better in V63.0121 or equivalent. 4 points.

Intensive Linear Algebra I
V63.0141 Identical to G63.2110. Prerequisite: A grade of B or better in V63.0123 or the equivalent. 4 points.
Linear spaces, subspaces, and quotient spaces; linear dependence and independence; basis and dimension. Linear transformation and matrices; dual spaces and transposition. Solving linear equations. Determinants. Quadratic forms and their relation to local extrema of multivariable functions.

Intensive Linear Algebra II
V63.0142 Identical to G63.2120. Prerequisite: V63.0141. 4 points.

Intensive Calculus I, II
V63.0221 and V63.0222 Prerequisite: permission of the department. Includes recitation section. 5 points each term.
Covers the same material as V63.0121-0123, 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 Identical to G63.1002. Prerequisite: a grade of C+ or better in both V63.0123 and V63.0140. 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
V63.0235 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 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 the equivalent. 4 points.
A combination of V63.0233 and V63.0234 at a more elementary level so as to acquaint the student with both probability and statistics in a single term. In probability: mathematical treatment of chance; combinatorics; binomial, Poisson, and Gaussian distributions; law of large numbers and the normal distribution; application to coin-tossing, radioactive decay, etc. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

Combinatorics
V63.0240 Prerequisite: V63.0122 or equivalent. 4 points.
Techniques for counting and enumeration, including generating functions, the principle of inclusion and exclusion, and Pólya counting. Graph theory. Modern algorithms and data structures for graph theoretical problems.
Logic
V63.0245 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.

Theory of Numbers
V63.0248 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 V63.0140. 4 points.


Introduction to Mathematical Modeling
V63.0251 Prerequisites: 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 Identical to G23.1501. Prerequisites: 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 Identical to G23.1502. Prerequisite: V63.0255 or permission of the instructor. Familiarity with a programming language such as Pascall, 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 countercurrent mechanism. The student then uses the model to conduct simulated physiological experiments.

Ordinary Differential Equations
V63.0262 Prerequisites: V63.0123 and V63.0124 or equivalent. 4 points.


Partial Differential Equations
V63.0263 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 mechanisms can produce chaotic behavior.

Transformations and Geometries
V63.0270 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 Prerequisite: V63.0325 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 Prerequisites: V63.0122, plus any higher-level course or equivalent. 4 points.


Advanced Calculus I
V63.025 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
V63.026 Prerequisite: V63.025 or permission of the department. 4 points.


Algebra I
V63.0343 Prerequisites: V63.0123 and V63.0124 or equivalent. 4 points.

Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals and quotients rings, Euclidean rings, and polynomial rings.

Algebra II
V63.0344 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  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  Prerequisite: 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.

Special Topics I and II  
V63.0395-0396  4 points per term.  
Covers topics not offered regularly: experimental courses and courses offered on student demand. Detailed course descriptions are circulated to advisers before courses are offered.

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 requirement for the baccalaureate degree, no advanced credit is allowed for them in the graduate school.

Numerical Methods  G63.2010, 2020
Scientific Computing  G63.2043
Algebra  G63.2130-2140
Number Theory  G63.2210, 2220
Topology  G63.2310, 2320
Real Variables  G63.2430, 2440
Complex Variables  G63.2450, 2460
Introduction to Applied Mathematics  G63.2701, 2702
Mathematical Topics in Biology  G63.2850, 2851
Probability  G63.2911, 2912
The undergraduate Program in Medieval and Renaissance Studies is part of the Medieval and Renaissance Center (MARC). It focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe and the Mediterranean world from the collapse of Roman authority to about 1600 C.E. It is during this important period—which shaped and transmitted the classical heritage—that the social, artistic, intellectual, and scientific culture of present-day Europe and the Middle East was formed.

The curriculum in medieval and Renaissance studies links undergraduates with NYU’s outstanding humanities faculty, with the superb libraries, museums, and collections in the New York area, and with musical and theatrical performances of works from this period that are given regularly in the city. It also enriches students’ intellectual and artistic experience in CAS Programs Abroad. 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 Emeriti:**
Cantor (History), Oliva (History), Raymo (English)

**Professors:**
Alexander (Fine Arts), Beaujour (French), Bonfante (Classics), Boorman (Music), Weil-Garris Brandt (Fine Arts), Carruthers (English), Chazan (Hebrew and Judaic Studies), Claster (History), Dinshaw (English/Women’s Studies), Freccero (Italian), Gans (Chemistry), Gilman (English), Guillery (English), Hyman (Fine Arts), Ivry (Hebrew and Judaic Studies), Javitch (Comparative Literature), Johnson (History), Krinsky (Fine Arts), Kupperman (History), Low (English), Martinez (Spanish and Portuguese), Matthews (Fine Arts), Mitsis (Classics), Peters (Middle Eastern Studies), Regalado (French), Reiss (Comparative Literature), Roesner (Music), Rubenstein (Hebrew and Judaic Studies), Sandler (Fine Arts), Vitz (French), Wolson (Hebrew and Judaic Studies)

**Associate Professors:**
Crabtree (Anthropology), Dopico (Spanish and Portuguese), Elspamer (Italian), Feros (History), Hoover (English), Krahbenhoft (Spanish and Portuguese), Marincola (Classics), Momma (English), Ross (Spanish and Portuguese), Zezula (French)

**Assistant Professors:**
Ardizzone (Italian), Baun (History/Hellenic Studies), Flood (Fine Arts), Geronimus (Fine Arts), Husain (Middle Eastern Studies), Rust (English), Salzman (Middle Eastern Studies), Smith (Fine Arts)

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, Italian, Middle Eastern (Arabic), Hebrew and Judaic, and Spanish and Portuguese; (2) fine arts; (3) history; (4) music; and (5) philosophy and religion.

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 stud-
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 The Bible in the Middle Ages; Millenarianism; 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 Medieval Paeantry; Medieval Architecture at the Cloisters; 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; Martyrs, Mystics, and Prophets; Happiness in the Christian Middle Ages; The Medieval Book: Materials, Forms, and Uses; Two Medieval Minds.

**Studies in Renaissance Culture**  
V65.0993, 0996 4 points.  
This course, varying in content from term to term, focuses on special themes. Recent offerings include Love in the Renaissance; 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**  
V65.0983, 0984 2 points.  
This course, varying in content from term to term, focuses on special themes. Recent offerings include Tolkien and Lewis: The Medievalist's Answer to Modernism; The Kiss; 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
V65.0995 0994 2 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include The Court Masque and Renaissance Politics; 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.

Acting Medieval Literature
V65.0868 Identical to V45.0868, H28.0732. Vitz. 4 points.
This course presents medieval literature as a set of springboards to performance rather than as a series of "books" to be read. In this strongly performance-oriented course, students approach this "literature" as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and stage medieval works. For their final project, students participate in staging and putting on a play; perform a substantial piece of narrative poetry; or sing or play a body of medieval songs, etc. Works studied/performances include songs of the troubadours and trouvères; The Song of Roland; Chrétien de Troyes's romance, Yvain; French fabliaux; Sir Gawain and the Green Knight.

The Arthurian Legend
V65.0800 Identical to V29.0825, V41.0717, V45.0813, V90.0800. 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 Culture and Literature of the Renaissance
V65.0311 Identical to V45.0311. 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 recreations, documentaries, other visual aids, and museum trips.

Medieval Mysticism
V65.0560 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 Provencal through its developments in Latin, German, Italian, French, Spanish, Portuguese, and English. Examines how the themes and conventions of this lyric are transformed in the Renaissance by such major love poets as Petrarch, Sidney, Shakespeare, and Donne.

Medieval 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. 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 Neoplatonism and Islamic thought.

Medieval Technology and Everyday Life
V65.0003 Gans. 2 points.
Gives a tour of the mills, factories, schools, travel technology, cathedral builders, miners, merchants, masons, 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. Viz. 2 points. Study of the kinds of loves and desires portrayed in medieval literature: passionate love, refined “courtly” love, sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be largely defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love for medieval people.

**Philosophy in the Middle Ages**
V65.0060 Identical to V83.0025. 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.

**The Saints: Lore and Legend**
V65.0365 Identical to V45.0365. Viz. 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 medieval and Renaissance studies. 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 courses in individual disciplines are regularly offered in New York. They are cross-listed with medieval and Renaissance studies and can count toward their majors and minors. Courses marked with an asterisk (*) must be approved by the director of the program to count toward the major or minor. See departments for course descriptions.

See the class directory for cross-listed electives offered through NYU Study Abroad. Approval of the director of the program is required to count other Study Abroad courses toward the major or minor.

**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 V29.0155.

**ENGLISH**

*History of Drama and Theatre I*
V65.0127 Identical to V41.0125 and V30.0110.

**British Literature I**
V65.0210 Identical to V41.0210.

**Medieval Visionary Literature**
V65.0321 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**
V65.0445 Identical to V41.0445.

**Colloquium: Milton**
V65.0450 Identical to V41.0450.

**Topics: Medieval Literature**
V65.0953 Identical to V41.0953.

**Topics: Renaissance Literature**
V65.0954 Identical to V41.0954.

*Topics: 17th-Century British Literature*
V65.0955 Identical to V41.0952.

**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 1200-1420: 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.
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<tr>
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<td>Early Masters of Italian Renaissance Painting</td>
<td>V65.0306</td>
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<td>The Age of Leonardo, Raphael, and Michelangelo</td>
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<td>French Art: Renaissance to Rococo (1520-1770)</td>
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<td>Italian Art in the Age of the Baroque</td>
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<td>Dutch and Flemish Painting 1600-1700</td>
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<td>Christian-Jewish Relations in Antiquity and the Middle Ages</td>
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<td>Foundations of the Christian-Jewish Argument</td>
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<td>The Jews in Medieval Spain</td>
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<td>The Central Middle Ages</td>
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<td>The Golden Age of Spain, 1450-1700</td>
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<td>Seminar: The Crusades and the Crusader Kingdom in the Middle Ages</td>
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<td>Seminar: Women in Medieval and Renaissance Europe</td>
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<td>Judaism, Christianity, and Islam</td>
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<td>The Making of the Muslim Middle East, 600-1250</td>
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<td>*The Ottoman Empire in World History</td>
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<td>*Mediterranean Worlds</td>
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<td>*Islam and the West</td>
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<td>Chronicles and Travel Literature of the Colonial World</td>
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<td>Readings in Spanish Literature Through the Golden Age</td>
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<td>Cervantes</td>
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<td>Forms of the Picaresque in Spain and Spanish America</td>
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<td>Theatre and Poetry of the Spanish Golden Age</td>
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<tr>
<td>Themes and Forms of Medieval Literature</td>
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<td>European Renaissance Literature I</td>
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<td>European Renaissance Literature II</td>
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<tr>
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<td>Introductory Middle English</td>
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<tr>
<td>Studies in Beowulf</td>
<td>G41.1152</td>
<td>Prerequisite G41.1060 or the equivalent.</td>
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<td>The Renaissance in England</td>
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<td>Shakespeare I, II</td>
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<td>*17th-Century Poetry</td>
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<td><strong>FRENCH</strong></td>
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<td>Introduction to Medieval French Literature</td>
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<td>The Medieval Epic</td>
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<td>Prose-Writers of the 16th Century</td>
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<td>La Pléiade</td>
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<td>Medieval Iran</td>
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<td>Collegium Musicum</td>
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<td>Introduction to Medieval Spanish Literature</td>
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<td>16th-Century Novelistic Forms</td>
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<td>Spanish Poetry of the Renaissance</td>
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<td>Mystics and Contemplatives</td>
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<td>Portuguese Literature: The Cancioneiros to Camões</td>
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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.

**Faculty**

Professors:
- Molotch, Walkowitz

Assistant Professors:
- Brenner, Hamm

Adjunct Faculty:
- Brettschneider, Carey, Dannin, Haff, Lasdon, Paskin, Paxson, Silberblatt

Affiliated Faculty:
- Bender, Broderick, Casey, Horowitz, Moss, Rose, Siu, Tchen
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 (or Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies, V55.0631), 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 two 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 (or Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies, V55.0631) 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 nonmajors 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 (or Societies and the Social Sciences: Interdisciplinary Perspectives on Metropolitan Studies, V55.0631) 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

Urban Cultural Life I and II V99.0216 and V99.0217 0, 2, or 4 points.
Few cities enjoy as rich a cultural life as New York City, with its galaxy of neighborhoods, museums, galleries, theatres, concert halls, and alternative spaces. Through walking tours, attendance at cultural events, and visits to local cultural institutions, students explore the definition of urban culture. Sites include the familiar and the unfamiliar; the Village and the outer boroughs; and behind-the-scenes looks at mainstays such as the Lincoln Center as well as alternative venues, neighborhood sites, and community events. The goal is for students to examine the attributes that constitute culture and community from an interdisciplinary perspective. Readings and films expand their understanding of these concepts. Students taking the course for credit undertake in-depth research projects in various neighborhoods.
Law and Urban Problems  
V99.0232  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  
V99.0238  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.

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 2000 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  
V99.0311  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).

Reimagining London Past and Present: Black and South Asian Movement in Post Empire
V99.0335 Identical to V15.0800.
See description under Asian/Pacific/American Studies (15).

Reimagining Community
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).

Race, Immigration, and Cities
V99.0347 Identical to V15.0322 and V93.0347.
4 points.
See description under Asian/Pacific/American Studies (15).

Multiethnic 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).

"Chinatown" and the American Imagination
V99.0353 Identical to V15.0800.
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).

Topics in Women’s Studies: Lives in Exile: Gender, Sexuality, and Diaspora
V99.0996 Identical to V97.0996.
4 points.
See description under Women's Studies (97).

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. Majors must enroll in fall of their senior year.

HONORS AND INDEPENDENT STUDY

Honors Thesis  
V99.0503-0504  Prerequisites: Research Methods in Metropolitan Studies, 3.5 cumulative and major average, or permission of the director. Open only to senior majors in metropolitan studies. 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, Shohat

**Associate Professors:**
Fahmy, Mikhail

**Assistant Professors:**
Abboushi, Haykel, Husain,
Kennedy, Salzmann

**Clinical Associate Professor:**
Ferhadi

**Language Lecturers:**
Erol, Ilieva, Khorrami, Sands

**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 Arabic, Persian, Turkish, or Hindi/Urdu. This means (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 nonlanguage 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 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 Chelab Prize for excellence in Turkish studies, and the Premchand Prize for excellence in Hindi and Urdu studies.

INTERNSHIP PROGRAM

The department participates in the College of Arts and Science internship program. See the director of undergraduate studies for further information.

HONORS PROGRAM

Eligibility: Any student majoring in the department who has spent at least two full years in residence at the College of Arts and Science and who has completed 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.
2. Completion of at least two graduate-level courses with a grade point average of 3.0. These courses may be used to complete part of the major requirement.
3. Have no grade lower than a C in a Middle Eastern studies course.
4. Write an honors paper of 25-35 double-spaced, typed pages under the supervision of an MES faculty member, for which up to four points of Independent Study credit may be awarded (V77.0997, 0998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

Courses

LANGUAGE COURSES

Note: Language examinations are held before the first week of the fall and spring semester. For placement at the appropriate level of language instruction, students are requested to consult the department. Qualified undergraduates are also eligible to register for advanced language courses.

ARABIC

Elementary Arabic I, II
V77.0101-0102  Ferhadi, Sands 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, Sands 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.

Farsi/Persian

Elementary Persian I, II
V77.0401-0402  Khorrami 4 points per term.

Intermediate Persian I, II
V77.0403, 0404  Prerequisite: V77.0402 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  Erol 4 points per term.
Introduction to the written and spoken language of modern Turkey. All texts are in Latin characters and comprise both textual and audio material.

Intermediate Turkish I, II
V77.0503, 0504  Prerequisite: V77.0502 or equivalent. Erol 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  Ilieva 4 points per term.
The overall goal of this course, as a part of a two-year curriculum, is to prepare the student for 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  Ilieva 4 points per term.
Designed to further develop fluency in oral and written communication.

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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.

**Advanced Hindi**

V77.0409  Hindi. 4 points.

This course offers an overview of Indian culture via original texts and is designed to improve students’ advanced level reading as well as their written and oral discourse in Hindi. Emphasis is placed on the development of linguistic skills required for a close reading and in-depth analysis of complex texts. Introduction is learner-centered and students have a choice in the selection of the texts and topics for their presentations. Taught seminar style, the course combines classroom discussions, oral reports and occasional background lectures. Before taking this course, students should have completed the two-year sequence of Hindi or have an equivalent background.

**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**

**World Cultures: Ancient Near East and Egypt**

V55.0501  Goelet. 4 points.

See description under Foundations of Contemporary Culture (55).

**World Cultures: The Middle East in the Modern World**

V55.0526  Lockman. 4 points.

See description under Foundations of Contemporary Culture (55).

**World Cultures: Muslim Spain**

V55.0527  Peters. 4 points.

See description under Foundations of Contemporary Culture (55).

**The History of Ancient Egypt, 3200-50 B.C.**

V77.0611  Identical to V57.0506. Goelet. 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 recreate Egyptian history.

**The Making of the Muslim Middle East, 600-1250**

V77.0640  Identical to V57.0542 and V65.0640. Hsain. 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 the cultural history of this period.

**Cultural Pluralism in the Ottoman Empire**

V77.0649  Salzmann. 4 points.

During the first half of the semester, we discuss the differences in the ideology and practice between the Muslim Middle East and the Christian West with regard to the rights of minority subjects. Tracing the early history of the Ottoman Empire, students explore the limits of tolerance within the sultan’s realms and the nature of “multiculturalism” in specific settings, such as Cyprus, Bosnia, and Aleppo (Syria). The second half of the course addresses the impact of modern economic and political conditions on relations between the different communities of the empire.

**The Ottoman Empire in World History**

V77.0650  Identical to V57.0515 and V65.0651. 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 the 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 multi-religious neighborhoods of Istanbul, students explore sites of coexistence, accommodation, and conflict through history, literature, and art.

**Seminars:**

**Colonialism, Imperialism, and Nationalism in the Middle East**

V77.0677  Identical to V57.0541. Fahmy, Lockman. 4 points.

Addresses theories of nationalism and its emergence as the primary political ideology in the Middle East. Investigates historiographical problems in writing nationalist history and the intersection of class and gender concerns with national identities.

**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.

**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.

**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.

Islam and the West
V77.0694 Identical to V57.0520, V65.0694. 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.

Zionism and the State of Israel
V77.0696 Identical to V78.0180. Engel. 4 points.
See description under Hebrew and Judaic Studies (78).

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 thought and acted as they have.

Israel: Fact Through Fiction
V77.0698 Identical to V78.0780. Landress. 4 points.
See description under Hebrew and Judaic Studies (78).

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.

LITERATURE COURSES

Except where indicated, there is no language requirement for these courses.

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. Abboushi. 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. Abboushi. 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.

The Arabian Nights
V77.0716 Identical to V63.0714. 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.

Modern South Asian Literature
V77.0717 Identical to V29.0717. Ilieva. 4 points.
Addresses the rich literary product of modern and contemporary South Asia. Offers more advanced undergraduates a window on a rich and culturally varied area of the world, as well as an understanding of aspects of South Asian history and society as represented in translations of modern prose writing (short stories and novels) originally written in South Asian languages.

Introduction to Ancient Indian Literature
V77.0718 Ilieva. 4 points.
An introductory course designed to acquaint students with the great works of the ancient Indian literary tradition, a major part of which was written in Sanskrit. The earliest form of that language, called Vedic Sanskrit, is the language of the Vedic hymns, especially those of the Rig Veda. Sanskrit has had an unbroken literary tradition for over 3,000 years. This rich and vast literary, religious, and philosophical heritage is introduced in this course. In addition, students work with excerpts from the Jain and Buddhist canons written in Prakrits and examples of Tamil poetry. Selections from the Vedic literature, classical drama, epics, story literature, and lyric poetry are studied in English translation.

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 (Qur’an) 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.

SOCIAL SCIENCE COURSES

A Cultural History of Ancient Egypt
V77.0614 Identical to V57.0505 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
V77.0067 Haykel. 4 points.
This course explains the rise of Islamic political movements in the contemporary Middle East and looks 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.
This course introduces students to Islamic law through a reading of its various genres and a study of a selection of secondary sources covering a number of substantive topics (e.g., ritual, criminal, and public law). 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
V77.0783 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).

Area Economics—Middle East
V77.0802 Identical to V31.0224. Staff. 4 points.
See description under Economics (31).

RELIGION COURSES

World Cultures: Islamic Societies
V55.0502 Peters. 4 points.
See description under Foundations of Contemporary Culture (55).

Jews in the Islamic World in the Modern Period
V77.0616 Identical to V78.0114. Franklin. 4 points.
See description under Hebrew and Judaic Studies (78).

What Is Islam?
V77.0601 Identical to V57.0085 and V90.0085. Staff. 4 points.
An introductory course dealing with: the life of the prophet Muhammad and the origins of Islam; the beliefs and practices of the Islamic community; differences between Sunni and Shiite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

World Cultures: Islam in Asia
V55.0523 McChesney. 4 points.
See description under Foundations of Contemporary Culture (55).

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 religion, theories of divine kingship, the judgment of the dead, cultic practices, the life of priests, the relationship between this world and the afterlife, wisdom literature as moral thought, festivals, funerary practices, creation myths, and foreign gods and influences—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.

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 Shiism 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.

Judaism, Christianity, Islam
V77.0800 Identical to V65.0025, V78.0160, and V90.0102. Peters. 4 points.
Comparative study of the three great monotheistic religious traditions: how each understood its origin and evolution and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.
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.

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 Ethnomusicological 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.

Faculty

Professors Emeriti:
Fennelly, LaRue
Carroll and Milton Petrie
Professor of Music:
Bailey

Professors:
Averill, Boorman, Burrows, Chusid, Karchin, Roesner, Yellin
Assistant Professors:
Dujunco, Hoffman

Adjunct Faculty:
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 (V71.0101-0103), is required. These courses assume an ability to read music and a knowledge of basic music theory. In view of the two-year theory requirement, students 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 three 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. All departmental courses must be passed with a grade of "C" or better to count toward the major.

Musicianship: Music majors are expected to improve their musicianship in music courses and, even more, privately. Progress is tested during the final examinations for the junior year, whichever comes first.
At this time, students are tested in sight-singing and keyboard facility. 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 may be counted 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 must pass a keyboard proficiency examination administered by the director of undergraduate studies. Majors should also participate each term in a departmental ensemble group such as an NYU orchestra or the department's Collegium Musicum or Ethnomusicological Ensembles. Course credit for such participation is available. Students are also urged to attend concerts of the Washington Square Contemporary 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 Vollenhollen 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
Seniors wishing to graduate with honors must enroll for a 4-point Independent Study in the first semester of their senior year. They will work on 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 of 3.5 in music courses and an average of 3.5 overall. For general requirements, see Honors and Awards. On the recommendation of the department, the student is entitled to an 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, and V71.0100 or above (except V71.0505-0508). No grade lower than a “C” counts toward the minor.

INTRODUCTORY COURSES

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 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, Djunco. 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 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.
Assigned works are available in the and to perform it themselves. musical repertory discussed in class encouraged to attend concerts of the relationship of music to other the development of musical style, the Ages to the present. They emphasize Atlantic civilization from the Middle chronological survey of the music of GRADUATE STUDIES) THE DIRECTOR OF UNDER-(REQUIRE APPROVAL OF ADVANCED COURSES

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**

**The Elements of Music**

**The Baroque and Classical Periods**

**ADVANCED COURSES** (REQUIRE APPROVAL OF THE DIRECTOR OF UNDERGRADUATE STUDIES)

**HISTORY OF EUROPEAN MUSIC**

The works of major composers from Beethoven to the present day. Topics include the effect of romanticism on musical forms: symphony, sonata, lied, opera; the central importance of Wagner’s musical ideal; major revolu-
dons of the early 20th century: Debussy, Schoenberg, Stravinsky, Bartók; and later serialization: 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 must be able to read music and are required to consult with the director of undergraduate studies or the instructor.

**Mozart’s Operas**

**Beethoven**

**Ragtime, Jazz, and Swing**

Survey of America’s most distinctive popular music from its African and European roots to its birth in New Orleans and its spread throughout the United States. Emphasizes composers and performers such as Scott

The Ring.

The Flying Dutchman

Tristan, Meistersinger, plus Tristan, Meistersinger, and The Ring.

American Music

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.

**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 America’s most distinctive popular music from its African and European roots to its birth in New Orleans and its spread throughout the United States. Emphasizes composers and performers such as Scott

Words and Music: The Song as Mixed Medium
V71.0140 Prerequisite: one introductory course in the department. Barrows. 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 is on the larger structures of sung poetry: Elizabethan and baroque song, lieder, and opera.

Exploring the World’s Musical Traditions
V71.0151 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, Dujunco. 4 points.

Introduction to the musics and cultures native to the peoples inhabiting Europe. Examination of traditional and popular musical styles found in these regions from an ethnomusicological perspective. The nature of post-socialist musical culture and the impact of glasnost, perestroika, and ethnic nationalism on musical developments. Considers the musical traditions of Greece and Turkey insofar as they are related to or have influenced Eastern European musical styles.

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, Dujunco. 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 Prerequisite: ability to read music and background in basic concepts of music theory. 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 STRONG AND WEAK TONAL POLARITY IN 18TH- AND 19TH-CENTURY HARMONIC AND CONTRAPUNTAL PRACTICES. CHROMATIC EXTENSIONS OF TONALITY EXAMINATED.

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.

QUALIFIED UNDERGRADUATES 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.

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. May be repeated with permission of the director of undergraduate studies.

Orchestra I-II
V71.0505-0506 2 points per term. May be repeated.

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 Prerequisite: V71.0505-0506. 2 points per term. May be repeated. Continuation of V71.0505-0506.

INDEPENDENT STUDIES

Independent Study
V71.0997, 0998 Open only to music majors in the senior year. 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.
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, V23.0011, V23.0012, V23.0021, 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 grade point average of 3.5 or better for courses required for the major and 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 is 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.  
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, 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: V23.0021, V25.0243, 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.

**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 govern 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.  
**Note:** Neural science majors must register for both the lecture and the laboratory (5 points); nonmajors may register for the lecture alone (4 points). 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: V80.0201, V23.0021. Sanes. 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.

**Tutorial Research**  
V80.0301  Prerequisites: V80.0201, V80.0202, or permission of the director of undergraduate studies. Aoki, Kiorpes. 4 points.  
Provides supervised research activities in laboratories connected with the Center for Neural Science. Undergraduates are matched with a graduate student or faculty member working in an area of interest to the student. Students gain experience in many aspects of research and attend regular meetings to discuss recent advances in neuroscience and research-related issues. 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 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.
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, Kamm, Nagel, Peacocke,

Richardson, Rudder, Schiffer, Unger

**Assistant Professors:**
Belot, Dorr, White

**Visiting Professors:**
Parfit, Wright

**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 nonmajor introductory courses do not count). These nine courses must include (1) Logic, V83.0070; (2) History of Ancient Philosophy, V83.0020; (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 advised to skip over the nonmajor introductory courses, and 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 constituted as follows. The linguistics component consists of Language, V61.0001, or Societies and the Social Sciences: Linguistic Perspectives, V55.0060; 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 course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070. The required psychology component consists of four courses: Introduction to Psychology, V89.0001; either Statistical Reasoning for the Behavioral Sciences, V89.0009, or Statistics for the Behavioral Sciences, V89.0010; The Psychology of Language, V89.0056; and Cognition, V89.0029, in addition, one course, chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0028. The eleventh course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

MINOR

A minor in philosophy requires four 4-point courses in the department, at least three with numbers higher than V83.0009. One course must be either History of Ancient Philosophy, V83.0020, or History of Modern Philosophy, V83.0021; one course each must come from Group 2 (Ethics, Value, and Society) and Group 3 (Metaphysics, Epistemology, Mind, Language, and Logic). No credit toward the minor is awarded for a course with a grade lower than C.

INDEPENDENT STUDY

A student may sign up for an independent study course if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the director of undergraduate studies.

HONORS PROGRAM

Honors in philosophy will be awarded to majors who (1) have an overall grade point average of 3.5 and an average in philosophy courses of 3.5 and (2) successfully complete the honors program. This program, which is taken for 2 points in each of the student’s last two semesters, is intended to provide an intensive and rewarding culmination to the philosophy major. It involves participation in an honors seminar and the writing of a senior thesis under the supervision of a faculty adviser. Entry to the honors program requires a 3.0 average overall and a 3.5 average in at least five philosophy courses (at least one in each of the three groups, plus one topic course). The thesis must be approved by the adviser and by a second faculty reader for honors to be awarded.

 Majors interested in admission to the program should consult the director of undergraduate studies toward the end of their junior year.

For general requirements, please see under Honors and Awards.

COURSE PREREQUISITES

The department treats its course prerequisites seriously. Students not satisfying a course’s prerequisites are strongly advised to seek the permission of the instructor beforehand.

Courses

NONMAJOR 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 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.

INTENSIVE INTRODUCTORY COURSES

Central Problems in Philosophy
V83.0010 4 points.
An intensive introduction to central problems in philosophy. Topics may include free will, the existence of God, skepticism and knowledge, and the mind-body problem.

Minds and Machines
V83.0015 4 points.
An intensive introduction to the discipline of philosophy, by way of study of conceptual issues in cognitive science, focusing on the conflict between computational and biological approaches to the mind. Topics covered include whether a machine could think, the reduction of the mind to the brain, connectionism and neural nets, mental representation, and whether consciousness can be explained materialistically.

Life and Death
V83.0017 4 points.
An intensive introduction to the discipline of philosophy, by way of study of conceptual issues bearing on life and death. Topics may include the definition, worth, and meaning of human life; justifications 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 4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
V83.0021 4 points.
Examination of the major figures and movements in philosophy in Europe from the 17th to the early 19th century, including some of the works of Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.
Philosophy in the Middle Ages
V83.0025  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  Prerequisite: one course in philosophy, preferably V83.0021. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
V83.0052  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  Prerequisite: one course in 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  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  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  4 points.
Examines fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.

Medical Ethics
V83.0050  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  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  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  4 points.
Focuses 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 (e.g., the threat of war, the arms race, the logic of deterrence); and terrorism.

Aesthetics
V83.0060  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  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.

**Topics in Ethics and Political Philosophy**

V83.0102  Prerequisite: two courses in philosophy, including either V83.0040, V83.0041, V83.0045, or V83.0052. 4 points.

Thorough study of certain concepts and issues in current theory and debate. Examples: moral and political rights, virtues and vices, equality, moral objectivity, the development of moral character, the variety of ethical obligations, and ethics and public policy.

GROUP 3: METAPHYSICS, EPistemology, MIND, LANGUAGE, AND LOGIC

**Logic**

V83.0070  4 points.

An introduction to the basic techniques of sentential and predicate logic. The students will learn how to put arguments from ordinary language into symbols, how to construct derivations within a formal system, and how to ascertain validity using truth-tables or models.

**Advanced Logic**

V83.0072  Prerequisite: V83.0070. 4 points.

An introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

**Belief, Truth, and Knowledge**

V83.0076  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  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  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  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  Prerequisite: one course in philosophy or natural sciences. 4 points.

Examination of philosophical issues about the natural sciences. Central questions include the following: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

**Philosophy of Biology**

V83.0091  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  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  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  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  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  Prerequisite: two courses in philosophy, including either V83.0015, 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  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  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.
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, Silver Center, 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: 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; and Origins of Astronomy, V85.0008. Also of interest is Observational Astronomy, V85.0013, for which a prerequisite is recommended.

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

**Faculty**

**Professors Emeriti:**
- Bederson, Bornstein, Borowitz, Shamos, Spruch, Williamson, Yarmus

**Professors:**
- Brandt, Brown, Budick, Farrar, Glassgold, Hoffert, Huggins, Levy, Lowenstein, Mincer, Nemethy, Percus, Porrati, Richardson, Robinson, Rosenberg, Schucking, Sculli, Sirlin, Sokal, Stroke, Zaslavsky, Zwanziger

**Associate Professors:**
- Dvali, Gruzinov, Kent, Sleator

**Assistant Professors:**
- Hogg, Scoccimarro, Zaldarriaga, Zhang
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 studies.

**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, V85.0093, and V85.0094; Year 2: V63.0123, V85.0095, V85.0096, and V85.0106; Year 3: V85.0103, V85.0104, V85.0110, V85.0120, V85.0131, and V85.0132; Year 4: V85.0125, V85.0140, and V85.0112.

   **Math electives**: Students are advised to take advanced-level mathematics courses. Consult with the director of undergraduate studies.

2. **Intensive major in physics**: Offers 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.

3. **Double major including physics**: Provides maximum 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 at 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—at or above the level of College Chemistry II, V25.0102.

4. **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 Hennes, coordinator of the program, in the College of Arts and Science Advising Center, Silver Center, 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: V85.0006, 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 V85.0150.

**INDEPENDENT STUDY**

V85.0097, 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.

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**Courses**

The following courses are lectures unless otherwise indicated.

**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 countermotions, 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 V55.0205. 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; the 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, V85.0093, 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 craters 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.

General Physics
V85.0020 Assumes high school-level geometry and intermediate algebra background. Not open to students who have completed V55.0204. 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 unicity 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 Corequisite: V63.0122 or V63.0222. With V85.0093 and V85.0095 forms a three-semester sequence that must be taken in order, starting in the fall 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 II
V85.0093 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 Corequisite: V85.0093. Laboratory. 2 points.
Experiments will be based on subjects covered in V85.0091 and V85.0093.
Physics III
V85.0095 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 V85.0093 and 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 students who have had at least one year of college physics and three semesters of calculus or intensive calculus. Topics include special relativity, introductory quantum mechanics, hydrogen atom, atomic and molecular structure, nuclear physics, elementary particle physics, solid-state physics, and chemical physics. Provides applications to current technology and scientific research.

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 V25.0671. Prerequisite: V85.0012 or V85.0093, or permission of the instructor. Lecture and laboratory. 3 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 combinational and sequential digital circuits. Students learn the functions of modern electronic instrumentation and measurement.

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.

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 V85.0103, 0104 and to provide an introduction to the more formal mathematical structure of quantum mechanics. The Schroedinger and Heisenberg description of quantum systems; perturbation theory; spin and statistics; coupling of angular momenta; scattering theory; and applications to atomic, molecular, nuclear, and elementary particle physics.

Optics
V85.0133 Prerequisites: V85.0095 and V85.0106 or permission of the department. 3 points.
Introduction to physical and geometrical optics. Wave phenomena including diffraction, interference, first, and higher-order coherence. Holography, phase contrast and atomic force microscopy, and limits of resolution are some of subjects included. Atomic energy levels and radiative transitions, detectors from photon counting to bolometers in the infrared.

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.
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 (V53.971), 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.

### 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, V53.0500, 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: V53.0401, V53.0402, V53.0970, V53.0971,
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 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.

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.

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.

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 4 points.
Concentrates 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.

Social Choice and Politics
V53.0145 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 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 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.

Doing Political Science
V53.0800 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.

Political Engineering: The Design of Institutions
V53.0810 4 points.
Institutions are the rules by which societies govern themselves. In this course, the tools of economic theory, game theory, and social choice theory will be applied to the rational choice analysis of political institutions, whose consequences for society will be derived from assumptions about what individuals seek to maximize.

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 4 points.
Analyses 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.

Public Policy
V53.0306 Prerequisite: V53.0300. 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 lawmakers, 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 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 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.

**The United States Supreme Court**

**V53.0333 Prerequisite: V53.0330, V53.0332, or permission of the instructor. 4 points.**

Institutional examination of the third branch of government as chief interpreter of the Constitution and reviewer of the work of government. Considers the structure, procedures, personnel, and informal organization of the Court along with the appointment process. Gives some attention to the impact of the Court’s decisions and to public opinion about the Court. Emphasis on the Court’s political role in a democratic polity.

**American Law and Legal System**

**V53.0334 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. 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. 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 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 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 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 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 Military and Defense in American Politics**

**V53.0351 4 points.**

Role of the military establishment in the exercise of power and in contemporary American politics. Development of the military as a potent participant in American politics. The military officer analyzed in terms of professionalism and bureaucratic theory. The military hierarchy and its relationship to the executive and legislative branches of the government, including decision making and budget processes. The defense industry and its links with the military and Congress. Appraisal of the military-industrial complex.

**The Politics of Administrative Law**

**V53.0354 Formerly Law and Administrative Regulation. 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 “boss-
Government of New York City
V53.0364 Identical to V99.0370. 4 points.
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 4 points.
Poverty and welfare problems in the United States and the controversies aroused by them. Concentrates on the causes of poverty and dependency among the controversial working-age poor, the history of programs and policies meant to help them, and the enormous impact these issues have had on national politics.

Political Economy: The United States in Comparative Perspective
V53.0385 4 points.
Examines various aspects of the role of the American government in the economy. In addition to that of the United States, the political economies of several other advanced industrial nations are examined, including those of Britain, France, Germany, Sweden, and Japan. Explores the institutional structure of the political economy, with particular emphasis on government, business, and labor.

Undergraduate Field Seminar: American Politics
V53.0395 4 points.
Advanced seminar for juniors and seniors in American politics. The specific topic of the seminar is announced each year.

Seminar in New York City Government
V53.0370 Prerequisite: prior consultation with the instructor. 4 points per term.
Internships in New York City Government
V53.0371 Not counted toward the major. Prerequisite: prior consultation with the instructor. V53.0370 must be taken concurrently. 2-4 points per term. Firsthand experience in the field of urban politics, administration, and planning. Internships, eight to 10 hours a week, fall into the following categories: legal (e.g., courts, criminal justice system); executive (major city, state, and federal agencies); legislative (city council, senate, and congressional offices); and community (pressure groups, nonprofit organizations, and media). The seminar component (one two-hour session per week) links experience in the field to literature in urban and New York politics. Once a month, the seminar is held at the City University of New York Graduate Center with prominent persons in New York City government and politics.

Internship Fieldwork (through Metropolitan Studies)

Internship Seminar (through Metropolitan Studies)

U.S. Foreign Policy
V53.0710 4 points.
See "International Politics," below.

National Security
V53.0712 4 points.
See "International Politics," below.

COMPARATIVE POLITICS

Comparative Politics (Introductory Course)
V53.0500 4 points.
Major concepts, approaches, problems, and literature in the field of comparative politics. Methodologies 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 Identical to V42.0510. 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.

Italian Politics
V53.0512 4 points.
Presents a study of post-World War II Italian politics and society in comparative and historical perspective. Seeks explanations of Italian political development in specific historical factors such as the 19th-century patterns of state formation and the experience of fascism. Comparative analysis seeks to show how the social structure, political culture, and party systems have shaped Italy's distinct development. Current and recurrent political issues include the problem of integrating the south into the national economy and state response to social movements, particularly terrorism.

British and Irish Politics
V53.0514 Identical to V38.0514. 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 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.

**Russian Politics and History Since 1917**
V53.0834 Identical to V91.0834 and V57.0834. 4 points.
See description under Russian and Slavic Studies (91).

**East European Government and Politics**
V53.0522 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.

**Politics of Southern Europe**
V53.0527 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 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 party competition. Covers political conditions in Caribbean nations.

**The Politics of the Caribbean Nations**
V53.0532 Identical to V11.0532. 4 points.
Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. 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.

**Politics of the Near and Middle East**
V53.0540 Identical to V77.0750. 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 legitimization of power, urban-rural cleavages, bureaucracy, and political parties.

**Politics and Society in Iran**
V53.0545 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 Pahlavis with nationalist and religious forces; the Mosaddeq era; the politics of oil nationalization; the Shah's White Revolution and politics, culture, and economics in the 1960s and 1970s; the 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. 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 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 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 collec-
tive 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
V53.0795 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.

Political Economy: The United States in Comparative Perspective
V53.0385 4 points.
See description under "American Politics" above.

INTERNATIONAL POLITICS

International Politics (Introductory Course)
V53.0700 4 points.
Analysis of state behavior and international political relations; how things happen in the international 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 deterrence, 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.
Starring 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 these students examine the particular national security concerns and policies of Russia, China, Germany, 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 4 points.
See description under History (57).

Diplomacy and Negotiation
V53.0720 4 points.
Analyzes 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. Applies game theory to analyze the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy. Supplements case studies of international negotiation, especially in crises, with studies of domestic bargaining used in the formulation of foreign policy.

International Organization
V53.0730 4 points.
Detailed study of the nature, historical development, and basic principles of international organization. Emphasizes the structure and actual operation of the United Nations.

Business and American Foreign Policy
V53.0736 Recommended prerequisite: background in politics or economics such as V53.0300, V53.0700, or V31.0010. 4 points.
Examines competing theories as to the relationship between business and government in the conduct of foreign policy. Assesses the applicability of these theories to case studies in East-West trade, the defense procurement process, intervention in the Third World, human rights, the effect of trade and investment on the American economy, security of supply of natural resources, and economic development in the Third World.

International Law
V53.0740 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.

Terrorism
V53.0742 4 points.
Comparative study of terrorism as a domestic political phenomenon. Examines foundational issues, economic, psychological, strategic, and social theories of terrorism as well as theories of the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of terrorist organizations. Considers terror in the Middle East (especially emphasizing Hamas), nationalist terror (ETA and the IRA), and Maoist revolutionary terror (with emphasis on the Shining Path).

International Politics of the Middle East
V53.0760 Identical to V77.0752. 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. Attempts to
relate the Arab-Israeli conflict to interregional politics, the place and role of Turkey and Iran, and the problems in the Persian Gulf.

International Relations of Asia V53.0770  Identical to V33.0770. 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. Covers the traditional Asian concepts of transnational order, the impact of external interventions, the modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, the changing patterns of relations in the Asian subsystem traced to the international evolution from bipolarity to multicentrism, and the U.S. role in Asia.

International Political Economy V53.0775 4 points.
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. Finally, the course familiarizes students with analytical tools that serve to gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

Inter-American Relations V53.0780  Formerly Latin America and the World. 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 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.

International Relations Senior Seminar V53.0796  Prerequisite: permission of the director of the international relations major. 4 points.
First half of the international relations major’s two-semester capstone experience. It is designed to equip students with skills required to write an excellent International Relations Thesis (V53.0797) in the spring semester. Bridge between the major’s required class in research methods and the substantive classes in the major. Students learn how develop explanations for international phenomena, derive testable hypotheses, and develop research designs capable of testing them.

International Relations Senior Thesis V53.0797  Prerequisite: permission of the director of the international relations major. 4 points.
One term of individual research culminating in the production of a senior thesis of student’s own choice under the supervision of an appropriate member of the faculty.

HONORS, INTERNSHIPS, AND INDEPENDENT STUDY

Junior Honors V53.0912  Prerequisite: permission of the director of the honors program. 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  Prerequisite: 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 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 I, II V53.0370; V53.0371  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.
A broad liberal arts education—which includes a general education (MAP) and a major in a liberal arts discipline or interdisciplinary field—provides a sound foundation for many careers in business. The skills and perspectives of the liberal arts—in analysis, communication, etc.—are practical as well as personally enriching. Liberal arts students, however, can considerably enhance their preparedness for business by also completing a small number of more specific courses. In consultation with the Undergraduate College of the Stern School of Business, the College of Arts and Science has identified a set of such courses. These courses—some offered by CAS and some by the Stern School of Business—are incorporated in the minor in pre-business studies. By completing this CAS minor, students will have acquired core knowledge and quantitative skills that are invaluable assets for success in the business professions.

Intended especially for students interested in the humanities, the minor in pre-business studies is open only to students in College of Arts and Science and is administered by the College Office. Students considering the minor should consult with the pre-business adviser in the College Preprofessional Advising Office. This person’s responsibilities include advising prospective and declared minors, evaluating the applicability of transfer credit, approving course substitutions when warranted, and meeting with Stern on matters of CAS/Stern articulation.

Program

The minor consists of six courses, as indicated below.

CAS COURSES:
V31.0001 Economic Principles I 4 points.
V31.0002 Economic Principles II 4 points.
V63.0017 Algebra and Calculus with Applications to Business 4 points.
or V63.0121 Calculus I 4 points.
or AP credit in Calculus (Mathematics AB or BC, with a score of 4 or 5).
V31.0018 Introductory Statistics 6 points. This is the required statistics course. For students who have already taken or are required by their major to take the following statistics courses, Introductory Statistics may be substituted for V89.0009 Quantitative Reasoning for the Behavioral Sciences (Psychology), 4 points; V93.0302 Statistics for Social Research (Sociology), 4 points; or V63.0234 Mathematical Statistics (Mathematics), 4 points. Students making such a substitution, however, are also required to take V31.0019 Regression and Forecasting, 2 points.

STERN COURSES:
C50.0001 Management and Organization Analysis 4 points.

No more than two of the above required courses may also be used to satisfy a major or other minor requirement.

Students whose major specifically requires three (or four) of the above courses must complete one (or both) of the following additional courses:
V89.0062 Industrial and Organizational Psychology
Prerequisite: V89.0001, 4 points.

The minimum acceptable grade in any of the courses to be counted toward the minor is C–, and the minimum overall grade point average in the minor is 2.0. Students may count no more than two overlapping courses for both the pre-business minor and their major or other minor. Those majoring or minoring in economics or majoring in international relations, all of which require half or more of the courses required by the pre-business minor, must therefore complete additional courses, as indicated above.
The Department of Psychology at NYU approaches the study of mind and behavior from many perspectives. Experimental cognitive psychologists focus on perception, memory, attention, language, and thinking. Behavioral and physiological psychologists focus on environmental and biological contributions to behavior. Clinical psychologists look at emotions, stress, relationships, and disruptions of normal psychological functioning. Community psychologists consider the broader social context for healthy development and functioning. Experimental social psychologists determine how social beliefs, attitudes, and decisions are formed and maintained. Organizational psychologists examine the utility of psychological theories in real world contexts. These many perspectives are reflected in undergraduate course offerings, all of which emphasize the scientific basis of psychology.

In addition to its course offerings, the department encourages advanced undergraduates to become involved with the research of individual faculty through the Research Experiences and Methods and the Honors Program. Highly qualified students are admitted to the Honors Program in their sophomore or junior years, take special seminars, and write an honors research thesis under close faculty supervision.

NYU psychology majors are well prepared for graduate study of the discipline and are accepted by top programs throughout the country. Others go on to careers in law, business, medicine, and education. The major’s rigorous training in research methodology and social science may account for the high placement rate of graduates who enter the workforce directly from their baccalaureate program.
ADVANCED PLACEMENT IN PSYCHOLOGY AND STATISTICS

Entering students who have taken the Advanced Placement Exam in Psychology may be eligible for a modification of the standard psychology major. Students who have received a 5 on the AP exam will receive credit for the Introduction to Psychology course and can complete the major with the eight other required courses or three other required courses for the minor. Students who receive a 4 on the AP exam are exempt from taking the Introduction to Psychology class but must still complete nine courses in psychology for the major or four courses for the minor.

Entering students who have taken the Advanced Placement Exam in Statistics may also be eligible for a modification of the standard psychology major. Students who have received a 5 on the AP exam will receive credit for the Statistical Reasoning for the Behavioral Science course and can complete the major with the eight other required courses. Students who receive a 4 on the AP exam are exempt from taking the Statistical Reasoning for the Behavioral Science class but must still complete nine courses in psychology for the major.

For those students who have received a 4 on the AP exam, any course (or courses, if the student received a 4 on both exams) that is normally credited toward the psychology major, as well as Honors Seminar I and Honors Seminar II, can be taken by these students to complete the major. In addition, selected courses in other departments can be counted toward the major or minor. A list is available from the psychology department’s Office of Academic Affairs.

MAJOR

Nine 4-point courses including Introduction to Psychology, V89.0001; Statistical Reasoning for the Behavioral Sciences, V89.0009; two courses from Core A (psychology as a natural science); two courses from Core B (psychology as a social science); one laboratory course from Core C; and two advanced electives. In order to declare a major or minor in psychology, a grade of C or better must be earned in Introductory Psychology, V89.0001. Credit toward the major is not given for a course in the major completed with a grade of less than C.

The curriculum involves a variety of possible sequences of courses that proceed from introductory to advanced. It is best that Introduction to Psychology be taken first, preferably in the freshman year. Statistics should be taken next as it lays the methodological groundwork for the research to be discussed in the core courses. Statistics must be among the first four psychology courses taken. Core A and B courses of greatest interest to the student should be taken early as preparation for the relevant Core C laboratory course and advanced electives that follow. For instance, if a student expects to do graduate work in the area of perception, then the Core A course Perception should be taken in the sophomore year, so that Laboratory in Perception and Advanced Seminar in Perception can be taken later. Students are discouraged from taking two Core A courses in the same term.

In general, it is advisable that students complete their Core C laboratory course requirement before taking advanced courses, preferably by the spring of the junior year.

GENERAL RECOMMENDATIONS

Students interested in graduate training in psychology should seriously consider becoming involved in research. Research Methods and Experience, V89.0999, offers students the opportunity to participate in faculty research, providing them with a supervised research experience as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

Students who are particularly interested in graduate work in clinical psychology are encouraged to include Physiological Psychology, V89.0024; Personality, V89.0030; Laboratory in Clinical Research, V89.0043; and Abnormal Psychology, V89.0035, among their selections. Theories of Personality, V89.0031, and Developmental Psychology, V89.0034, are also appropriate choices. Finally, Fieldwork, V89.0995, is a pass/fail course that can provide valuable experience in a real-world setting in which psychology is in professional practice. The department provides special advisement for students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

When choosing a minor concentration or elective courses in other departments, the student should be guided by two sets of considerations: (1) If the student has a vocational goal such as a research or applied research career (particularly in Core A areas), courses in mathematics, chemistry, biology, physics, and computer science will be most useful. If a career in business-organizational psychology is the goal, then economics, sociology, and mathematics will be most useful. Note that selected courses in these and other departments can be counted toward the psychology major. Contact the Department of Psychology’s Office of Academic Affairs for details. The student should make use of psychology faculty advisers for more detailed advice. (2) The above should be tempered by the nonvocational goal of becoming a well-rounded, educated person. The Morse Academic Plan of the College will work toward that end, but the thoughtful student will keep the broad goal in mind throughout the undergraduate years.

MINOR

Four 4-point courses including Introduction to Psychology, V89.0001; one course from Core A; one course from Core B; and one advanced elective. In order to declare a minor in psychology, students must have earned a grade of C or better in Introduction to Psychology, V89.0001. Credit toward the minor is not given for courses completed with a grade of less than C.
SPECIAL MAJOR: 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 constituted as follows. The linguistics component consists of Language, V61.0001, or Societies and the Social Sciences: Linguistic Perspectives, V55.0660; Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and one more course chosen from Computational Principles of Sentence Construction, V61.0024; Phonological Analysis, V61.0012; and Introduction to Semantics, V61.0004. The philosophy component consists of one course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070. The psychology component consists of four required courses: Introduction to Psychology, V89.0001; Statistical Reasoning for the Behavioral Sciences, V89.0009; The Psychology of Language, V89.0056; and Cognition, V89.0029; in addition, one course chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0028. The 11th course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components. For more information, contact Professor McElree.

HONORS PROGRAM

The aim of the honors program is to provide students with a strong record in the major an opportunity to engage in closely supervised but independent research and scholarship. This program both prepares students for graduate level work in psychology or any of the related professional fields such as business, law, or medicine and aids them in important career decisions. Students must apply for admission to the honors program in the sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on grades and the ability to benefit from a program that emphasizes seminars in current research issues and independent work. Honors students take the Honors Seminar sequence in either their junior or senior year. Honors Seminar I in the fall, and Honors Seminar II in the spring. An honors research thesis, usually based on an expansion of a research project and serving as evidence of individual thought and creativity, is submitted for faculty approval near the end of the senior year. Details and application forms (the deadline is normally April 15) are available from the Department of Psychology, Faculty of Arts and Science, New York University, 6 Washington Place, Room 158, New York, NY 10003-6634. For Latin honors requirements, please see under Honors and Awards.

Courses

Prerequisites: V89.0001 or the equivalent is a prerequisite for all courses in psychology, except for V89.0009 and the general interest courses that do not satisfy requirements for the major. Additional prerequisites are noted below following the course titles.

INTRODUCTORY AND STATISTICS COURSES

Introduction to Psychology
V89.0001  Coons, Phelps. 4 points.
Fundamental principles of psychology, with emphasis on basic research and applications in psychology's major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Direct observation of methods of investigation by laboratory demonstrations and by student participation in current research projects.

Statistical Reasoning for the Behavioral Sciences
V89.0009  Bauer. 4 points.
This course aims to provide students with tools for evaluating data from psychological studies. Students gain familiarity with data description, variance and variability, significance tests, confidence bounds, and linear regression, among other topics.

Students work on examples of real psychological data sets, learn approaches to problems of statistical prediction, and learn to interpret results from randomized experiments and correlational surveys. Tools are quantitative in nature and include both mathematical modeling of data and application of statistical reasoning to decision making.

CORE COURSES: CORE A—PSYCHOLOGY AS A NATURAL SCIENCE

Two courses must be taken to satisfy the major requirement, one for the minor. V89.0001 is the prerequisite for all Core A courses.

Learning
V89.0020  Matthews. 4 points.
The environment exerts influence over behavior through mechanisms such as elicitation, Pavlovian conditioning, and operant conditioning. Our understanding of these most basic processes has been built largely on laboratory experimentation with animals. The course reviews the history of this research and its application to human behavior.

Perception
V89.0022  Carrasco, Landy, Maloney. 4 points.
How do we construct a conception of physical reality based on sensory experience? Survey of basic facts, theories, and methods of studying sensation and perception. The major emphasis is on vision and audition, although other modalities may be covered. Representative topics include receptor function and physiology; color; motion; depth; psychophysics of detection, discrimination, and appearance; perceptual constancies; adaptation, pattern recognition, and the interaction of knowledge and perception.

Physiological Psychology
V89.0024  Coons. 4 points.
Survey of the physiological and anatomical correlates of behavior with emphasis on sensation, response mechanisms, and the underlying laws of neuronal interaction based on animal research. See also Behavioral and Integrative Neural Science, V89.0052.
**Language and Mind**  
V89.0027  
Identical to V61.0028.  
Introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. The course draws from research in both formal linguistics and psycholinguistics.

**Cognition**  
V89.0029  
McElree, Murphy, Rehder. 4 points.  
Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

**CORE COURSES: CORE B—PSYCHOLOGY AS A SOCIAL SCIENCE**  
Two courses must be taken to satisfy the major requirement, one for the minor. If either V89.0062 or V89.0074 is used to satisfy the Core B requirement, then the other cannot. V89.0001 is the prerequisite for all Core B courses.

**Personality**  
V89.0030  
Andersen. 4 points.  
Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.

**Social Psychology**  
V89.0032  
Trope, Gollwitzer. 4 points.  
Introduction to theories and research about the social behavior of individuals, such as perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and environmental psychology.

**Developmental Psychology**  
V89.0034  
Adolph, Carey, Hoffman, Marcus. 4 points.  
Introduction and overview of theoretical issues and selected research in developmental psychology. Focus on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

**Industrial and Organizational Psychology**  
V89.0062  
Does not count as a second Core B course if V89.0074 has been taken. Can also be taken as an advanced elective. Carnevale, Tyler. 4 points.  
Personal, social, and environmental factors related to people’s attitudes and performance in industry and other organizations. Topics include personnel selection and evaluation, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

**Community Psychology**  
V89.0074  
Identical to V99.0380.  
Does not count as a second Core B course if V89.0062 has been taken. Can also be taken as an advanced elective. Shin, Yoshikawa. 4 points.  
Explores the field of community psychology in terms of its origins, theories, and applications. Examines current models of person-environment systems together with their implications for understanding normal and deviant behavior and for the treatment and prevention of individual and social pathology. Discusses the place of advocacy, innovation, and action research and the role of the psychologist as change agent.

**Abnormal Psychology**  
V89.0033  
Prerequisite: any Core B course or permission of instructor. Jenkins, Menzin, Wolitzky. 4 points.  
For description, see under “Advanced Elective Courses.”

**CORE COURSES: CORE C—LABORATORY COURSES**  
All Core C courses have prerequisites in addition to V89.0001. See individual courses.

**Laboratory in Animal Learning**  
V89.0021  
Prerequisite: V89.0020. Matthews. 4 points.  
Selected topics in learning and behavior. Introduction to the use of laboratory animals in psychological research with emphasis on the techniques available for the prediction, control, and interpretation of behavior.

**Laboratory in Human Cognition**  
V89.0028  
Prerequisites: V89.0009 and either V89.0022, V89.0026, V89.0027, or V89.0029. Snodgrass. 4 points.  
Presents a state-of-the-art introduction to the design and implementation of experiments in cognitive psychology as performed on computers. Experiments are performed in the areas of perception, learning, memory, and decision making. Students carry out independent research projects and learn to write research reports conforming to APA guidelines.

**Laboratory in Organizational Psychology**  
V89.0038  
Prerequisites: V89.0009 and either V89.0032 or V89.0062. Carnevale, Heimann, Tyler. 4 points.  
Students are acquainted with research methodology in organizational psychology. They then perform an original study, such as a laboratory experiment or research survey, in one of these areas.

**Laboratory in Personality and Social Psychology**  
V89.0039  
Prerequisites: V89.0009 and either V89.0030, V89.0032, or V89.0035. Bulger. 4 points.  
Methodology and procedures of personality and social psychological research and exercises in data analysis and research design. Statistical concepts such as reliability and validity, methods of constructing personality measures, merits and limitations of correlational and experimental research designs, and empirical evaluation of theories. Student teams conduct research projects.

**Laboratory in Developmental Psychology**  
V89.0040.001  
Prerequisites: V89.0009, V89.0034. Hughes, Latz. 4 points.  
Review of observational and experimental techniques used in studying children. Each student chooses a topic and conducts a short-term study on that topic in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, and a report of the results of the study, which is due at semester's end.
Laboratory in Infancy Research
V89.0042 Prerequisites: V89.0009, V89.0034, and/or to be taken with a second semester of Tutorial in Infant Research, V89.0992, and permission of instructor. Adolphs. 4 points.
This course is part of a yearlong research training program. Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Community Research
V89.0041 Prerequisites: V89.0009 and any Core B course. Fuligni, Hughes. 4 points.
Present methods and techniques for naturalistic research in nonlaboratory settings. Research is designed to answer questions about human behavior in natural settings, the influence of environmental settings on behavior, questions of specific and broad range social policy, and the effects and effectiveness of programs of planned intervention or change. Explores both the advantages and problems of this kind of research. Includes designing, conducting, and analyzing one such project.

Laboratory in Clinical Research
V89.0043 Prerequisites: V89.0009 and V89.0030 or V89.0035; Welkowitz, Westerman. 4 points.
The course concerns the process of the scientific investigation into issues related to psychopathology, personality dynamic, individual differences, interpersonal interaction, and various treatment modalities. Lectures cover all aspects of research methodology. Students complete a set of research exercises and submit writing assignments, including an APA-style research article.

Laboratory in Perception
V89.0044 Prerequisites: V89.0009 and either V89.0022, V89.0027, or V89.0029; Carrasco, Poll. 4 points.
Presents a state-of-the-art introduction to the design and implementation of experiments in perception. By participating in class-designed experiments and by carrying out a research project design by individual or pairs of students, students learn how to formulate an experimental question, design and conduct an experiment, statistically analyze experimental data using a variety of statistical tests, write up the experiments as research papers, and present a short research talk.

Behavioral and Integrative Neural Science
V89.0052 Identical to V23.0202 and V80.0202. Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100. If this class is taken with its laboratory component for 5 points, the course can count as both a laboratory and advanced elective. Glimcher. 4 or 5 points.
See description under Neural Science (80).

ADVANCED ELECTIVE COURSES
All advanced elective courses have prerequisites in addition to V89.0001. See individual courses.

Seminar in Memory
V89.0023 Prerequisite: V89.0029. McElree. 4 points.
Examination of the conceptual problems involved in understanding the retention of information. Reviews research findings addressed to those problems, involving studies with humans and subhumans and with environmental, psychological, and biochemical variables.

Seminar in Thinking
V89.0026 Prerequisite: V89.0029 or V89.0034. 4 points.
Systematic consideration of human thought processes, with emphasis on the experimental studies and theoretical interpretations of the major areas of cognition. Topics include thinking in the history of psychology, reasoning and problem solving, memory, intelligence, creativity, language, development of cognitive processes, and pathology of thought and language.

Theories of Personality
V89.0031 Prerequisite: any Core B course or permission of instructor. Andersen. 4 points.
Examines leading theories of personality. Considers particular contributions to the human quest for self-understanding, personal fulfillment, and interpersonal harmony. Considers original writings of Freud, Jung, Adler, Sullivan, Horne, Skinner, Pavlov, Bandura, Beck, Rogers, Frankl, and May in terms of their philosophical assumptions, conceptual interconnections, and implications for psychotherapy.

Abnormal Psychology
V89.0035 Prerequisite: any Core B course or permission of the instructor. Jenkins, Mennin, Wolitzky. 4 points.
The kinds, dynamics, causes, and treatment of psychopathology. Topics include early concepts of abnormal behavior; affective disorders, anxiety disorders, psychosis, and personality disorders; the nature and effectiveness of traditional and modern methods of psychotherapy; and viewpoints of major psychologists past and present.

Behavioral and Integrative Neural Science
V89.0052 Identical to V23.0202 and V80.0202. Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100. Glimcher. 4 or 5 points.
See description under Neural Science (80).

Psychology, Neuropsychology, and Medicine
V89.0055 Prerequisite: V89.0024 or a year of biology or permission of the instructor. Couns. 4 points.
Contributions of psychology and neuropsychology to the prevention, diagnosis, and treatment of injury, dysfunction, and disease and to post-treatment rehabilitation. Compliance problems in medical treatment; behavioral factors in the etiology of stress-related disorders; cognitive and neurobehavioral diagnostic techniques to discriminate between dysfunctions of psychological and physiological origin; and biofeedback, hypnosis, and behavioral control in treating various medical problems.

The Psychology of Language
V89.0056 Formerly Psychological Linguistics. Prerequisite: V89.0001 or V61.0001 (Linguistics). McElree. 4 points.
Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.
Advanced Seminar in Perception
V89.0061 Prerequisite either V89.0022, V89.0044, or permission of instructor. Landy, Maloney. 4 points.
An advanced introduction to the study of visual sensation and perception. Topics covered include perception of spatial pattern, motion, color, and depth. For each area, empirical data from both physiological and behavioral experiments are reviewed. In addition, there is an emphasis on how such results may be modeled mathematically or computationally, including computer assignments for simulation of visual processes.

Industrial and Organizational Psychology
V89.0062 Eggenhein. 4 points.
Personal, social, and environmental factors related to people’s attitudes and performance in industry and other organizations. Topics include personnel selection and evaluation, training and development, attitudes and motivation, leadership, group dynamics, organizational structure and climate, and job design and working conditions.

Tests and Measurements
V89.0065 Prerequisite: V89.0009. 4 points.
Examination of the logical and empirical problems involved in the measuring of psychological variables. Concerned with how concepts are isolated for measurement, the factors that influence the adequacy of their measurement, and the criteria that may be used in assessing the validity and usefulness of the measures. Topics also include tests of intelligence and ability, personality inventories, and projective techniques.

Multicultural Psychology
V89.0070 Formerly Minority Psychology: A Humanistic View: Prerequisite: V89.0030 or V89.0031 (for majors), or a course in philosophy (for nonmajors). Open to juniors and seniors only. Cannot be taken if student has taken V89.0071. Jenkins. 4 points.
Covers selected psychological literature on nonwhite American ethnic minorities from a humanistic psychological perspective. The groups of particular concern are African Americans, Asian Americans, and Hispanic Americans. Examines such topics as self-concept, cognition, personality, and mental health. Outlining of a systematic humanistic perspective on psychology, used as a framework for highlighting the adaptive strategies of ethnic minorities to survive in America.

Psychology and African Americans
V89.0071 Identical with V11.0702. Prerequisite: V89.0030 or V89.0031 (for majors), or a course in philosophy (for nonmajors). Open to juniors and seniors only. Cannot be taken if student has taken V89.0070. Jenkins. 4 points.
An introduction to selected psychological literature on African Americans from a humanistic psychological perspective. Topics covered include self-concept and identity, cognition and school performance, and linguistic expression. The course is taught in a seminar format emphasizing active student participation.

Attitudes and Persuasion
V89.0073 Prerequisite: V89.0032. Chatken. 4 points.
Deals broadly with how people’s behaviors and beliefs can be altered by other individuals and by social circumstances. The power of social influences in determining how people feel and act toward themselves and others is examined, emphasizing the ways in which the individual interprets and understands the social environment. Topics include the relationship between attitudes and social behavior, attitude formation, and change and stability.

Community Psychology
V89.0074 Identical to V99.0380. Shinn. 4 points.
Explores the field of community psychology in terms of its origins, theories, and applications. Examines current models of person-environment systems together with their implications for understanding normal and deviant behavior and for the treatment and prevention of individual and social pathology. Discusses the place of advocacy, innovation, action research, and the role of the psychologist as change agent.

Preventative Psychology
V89.0075 Identical with V11.0702. Coons. 4 points.
Examines the development of psychology from the emergence of science and philosophy during the Renaissance and into the 20th century. The schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis are presented and examined in terms of their intellectual history and their influence on current ideas about psychology.

Psychology of Adolescence
V89.0081 Formerly Clinical Psychology. Shinn. 4 points.
Examines the idea of prevention beginning with its earliest roots in the fields of both public and mental health to more contemporary perspectives on the promotion of well-being. Alternative meanings, conceptual frameworks, risk-protective models, as well as research and ethical issues in prevention are examined. A wide array of exemplary preventive interventions during each major life state serves as the focus of analyses, in terms of their conception, strategies of intervention, and demonstrated effects.

Social Issues and Social Policy
V89.0083 Prerequisite: V89.0031 or V89.0074. Seidman. 4 points.
Reviews research on causes, psychological correlates or consequences, and social policy options for dealing with selected social problems or social issues. Because most social issues are not purely psychological in nature, readings from other disci-
plines are included. The instructor chooses two or three social or policy issues to be explored in depth each term. Possible topics include poverty, homelessness, immigration, racism, affirmative action, child care, work and family, school dropout, and prevention of AIDS.

**Special Topics in Psychology**

V89.0300 4 points.

Seminars of an advanced level. Topics vary each time offered.

**Research Experiences and Methods**

V89.0999 Prerequisites: V89.0001, V89.0009, and at least 2 other psychology courses and permission of department required. Recommended: a laboratory course in psychology. This course may be repeated for three semesters. It is normally taken for 4 points, but may be approved for less after the first semester with permission of the instructor. Aaronson. 1-4 points.

Undergraduate students are paired with faculty, advanced graduate students, or other researchers on a one-to-one basis to pursue common research goals in psychology. Undergraduates serve as apprentices on survey, laboratory, clinical, and field research projects and in return receive guidance in reading and developing research skills. Biweekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects. Written assignments include several brief homeworks and a final journal-style research report.

**Tutorial in Infant Research**

V89.0992 Prerequisites: V89.0009, V89.0034, and/or to be taken with a second semester of Lab in Developmental Psychology. V89.0040.002, and permission of instructor. Adolph. 4 points.

Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, journal submissions).

**HONORS COURSES**

Open only to students who have been admitted to the psychology honors program. Either V89.0200 or V89.0201 (but not both) may be counted as an advanced elective in the fulfillment of the requirements of the major.

**Honors Seminar I**

V89.0200 Prerequisites: Admission to the psychology honors program. Staff. 4 points.

Students read and discuss recent studies and classical papers related to current controversies in psychology. A portion of class time is set aside for discussion of theoretical and technical aspects of each student’s thesis project.

**Honors Seminar II**

V89.0201 Prerequisites: V89.0200. Staff. 4 points.

A continuation of V89.0200. Students are also expected to present preliminary results of their thesis projects and interpret their findings.

**SPECIAL COURSES**

Open only to majors but do not satisfy requirements for the major.

**Fieldwork**

V89.0995, 0996 Prerequisites: junior or senior major in psychology and permission of the instructor. May be taken only on a pass/fail basis. Back. 2 or 4 points per term; maximum credit, 8 points.

Offers students relevant opportunities for volunteer work in selected community agencies and organizations to provide meaningful practical experience in the social science field. Periodic meetings are held to discuss the nature of the experience and its implications in practice and in theory.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

Certain courses in the Graduate School of Arts and Science are open to advanced undergraduates who satisfy the following prerequisites: junior or senior major in psychology, permission of the student’s undergraduate psychology adviser, permission of the Department of Psychology (graduate division), and additional specific prerequisites listed for each course. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.

**GENERAL INTEREST COURSES**

Prerequisites: none, unless otherwise indicated. General interest courses do not satisfy requirements for the major or minor.

**Drug Use and Behavior**

V89.0012 Berg. 4 points.

Overview of issues relating to use and abuse of alcohol and drugs in contemporary society and to distinguish between use, abuse, and dependency from several historical perspectives. Interdisciplinary research is used to further a critical understanding of the highly variable attitudes and behaviors toward drugs, and psychosocial and physical consequences from drug and alcohol use and abuse are explored.

**Gender Roles and Behavior**

V89.0072 Formerly Sex Roles and Behavior. Identical to V97.0072. Howell. 4 points.

Considers ways that gender expectations influence women’s and men’s behavior and the way that they perceive the world. Topics include theories of gender socialization and development, physiological and cultural determinants of sex differences, and power relationships between men and women. A major goal of the course is to relate recent findings from the scientific literature to the students’ own lives as children, on campus, and in the future.

**Psychology and the Law**

V89.0076 Uleman. 4 points.

Examines psychological foundations of the law, especially criminal justice. Topics include the causes of crime; the psychology of perceived justice; police behavior; reactions to victimization; including rape; reliability of eyewitnesses; use of lie detectors and hypnosis; negotiations, including plea bargaining; jury selection and decision making; the impact of trial evidence; the insanity plea; sentencing; and effects of the correctional system. Discusses the potential of psychological research for improving the legal system.

**Psychology of Music**

V89.0077 4 points.

Examines the psychology of music based on various areas of psychological research. The aesthetics of music, music as a projection of the mind, the perceptual processes applied in...
listening to music, and the importance of musical training and individual differences in music perception. Compares the psychology of music with psycholinguistics and the psychology of visual art. Discusses current research.

Psychology of Marriage
V89.0079 4 points.
Prepresents the psychological dynamics and development of marriage, as a loving relationship, within contemporary society. Covers the holistic nature of love; mate selection; falling in love; sexual fulfillment and emotional harmony; marital equality; constructive communication; conflict resolution; and stages of lifelong marriage, including issues of infertility, adoption, dual-career couples, and retirement. Also discusses marital enrichment and therapy, divorce, single parenting, and remarriage.

Psychology and Religion: Conflict and Cooperation
V89.0088 Prerequisites: sophomore standing and one course in either psychology or religion. Vitz. 4 points.
Examines interpretations of Western religion proposed by such theorists as Freud, Jung, and James and by humanistic psychologists. Also discusses how recent thinkers, secular and religious, have understood psychology as containing moral, philosophical, and religious assumptions. Some attention is paid to contemporary Christian writers since the most serious psychological critiques of religion have been of Christianity. Topics include psychology of religious belief, atheism, religious experience, and psychotherapy and religion.

Psychology of Art
V89.0091 Prerequisites: V89.0001; open to juniors and seniors only. Vitz. 4 points.
A substantial proportion of uniquely human activity is concerned with visual art, music, etc.—its production or appreciation. This course approaches aesthetics from the point of view of experimental and physiological psychology. Topics: aesthetic behavior of animals, human infants, and children; complexity processing theory; the human visual system, perception, illusions, and phosphenes; curiosity and exploratory behavior; creativity; cross-cultural aspects of art; and psychoanalytic and postmodern theories of art.
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, there is a designated 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 Ms. Beverley Warner, Wagner School, 4 Washington Square North, Room 24, (212) 998-7476. 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, Silver Center, (212) 998-8130.

Program

The minor currently features three different tracks: (1) communications and the media, (2) health, and (3) international development. It requires five courses, as follows: at least three of the courses are to be selected from the list of courses for the chosen track; two may be from the list of general courses. The five 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
Sex, Gender, and Language V61.0021

POLITICS

American Public Opinion V53.0342

SOCIOLOGY

Communication Systems in Modern Societies V93.0118
Social Psychology V93.0201

WAGNER SCHOOL OF PUBLIC SERVICE

Technology, Media, and Cities* P11.2628

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* V89.0093

SOCIOLOGY

Medical Sociology V93.0414

THE STEINHARDT SCHOOL OF EDUCATION

Comparative Health Systems E39.1003

WAGNER SCHOOL OF PUBLIC SERVICE

Community Health and Medical Care* P11.1850

C. INTERNATIONAL DEVELOPMENT

ECONOMICS

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

POLITICS

Politics and Economic Development in Comparative Perspective 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

American Social Institutions, 1880-1980 V57.0630

HISTORY

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

WAGNER SCHOOL OF PUBLIC SERVICE

Introduction to Public Policy* P11.1022
Public Policy and Planning in New York* P11.2415

*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

Associated Faculty:
Baun, Carruthers, Chelkowski, Fleming, Haykel, Hull, Ivry, Johnson, Kaplowitz, Klein, Krabbenhoft, Levine, Marshall, Rubenstein, Schiffman, Smith, Virz, 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
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 Philosophy in the Medieval World  
V90.0106  Identical to V78.0425. Ivry. 4 points.  
See description under Hebrew and Judaic Studies (78).

Jewish Ethics  
V90.0117  Identical to V78.0117. Rubenstein. 4 points.  
See description under Hebrew and Judaic Studies (78).

Biblical Archaeology  
V90.0120  Identical to V78.0120. Fleming, Smith. 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. Klen. 4 points.  
See description under Hebrew and Judaic Studies (78).

Religion, Magic, and the Jewish Tradition  
V90.0212  Identical to V78.0212. Wolfson. 4 points.  
See description under Hebrew and Judaic Studies (78).

Roman Church 1200-1600  
V90.0217  Identical to V57.0117 and V65.0117. 4 points.  
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.  
Surveys the traditional forms of mystical expression in Judaism, Christianity, and Islam.

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 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 V57.0566 and V11.0566. Hall. 4 points.
See description under History (57).

The Land of Israel Through the Ages
V90.0669  Identical to V77.0609, V78.0141, and V57.0540. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Jews in the Islamic World in the Modern Period
V90.0610  Identical to V78.114 Franklin. 4 points.
See description under Hebrew and Judaic Studies (78).

Jewish Philosophy in the Medieval World
V90.0675  Identical to V78.0425 and V65.0425. Lachter. 4 points.
See description under Hebrew and Judaic Studies (78).

History of Judaism I
V90.0680  Identical to V77.0680 and V78.0100. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Judaism from Medieval to Modern Times
V90.0683  Identical to V78.0111, V57.0098, and V77.0683. Kaplowitz. 4 points.
See description under Hebrew and Judaic Studies (78).

Meaning of Death
V90.0703  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. Goedert. 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
V90.0852  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. 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.

Johannine Writings
V90.0845  The Gospel of John (1-3 John).

Gnostic Writings
V90.0846  The Gospel of Thomas and the Johannine Writings
V90.0845  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 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  4 points.

The Sufis: Mystics of Islam
V90.0863  Identical to V77.0863. Cholowskki. 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.

**Faculty**

Professor Emerita: Douglas

Professor: Cohen

Associate Professors: Borenstein, Fryscak, Iampolski, Rudy

Senior Language Lecturer: Belodedova

Language Lecturer: Greenlee

Visiting Professors: Every year the department is host to a visiting professor from Russia.

**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-
Courses

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. Includes 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 and Composition I
V91.0005  Formerly V91.0003. Prerequisite: V91.0002 or basic competence in spoken Russian. Staff. 4 points. This course is designed for students who speak some Russian at home, but have virtually no reading and writing skills, and for those who wish to continue at the intermediate level, but are prepared to do more independent work. Offered in the fall semester.

Russian Grammar and Composition II
V91.0006  Formerly V91.0004. Prerequisite: V91.0003, V91.0005, or basic competence in reading and writing Russian. Staff. 4 points. Completion of this course satisfies the foreign language requirement. Offered in the spring semester.

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  Fryscak. 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  Fryscak. 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
V91.0830  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 nonreliable 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.

Introduction to Russian Literature I
V91.0811  Formerly Russian Literature in Translation I. Rudy. 4 points.
A survey of the Russian literature of the first half of the 19th century, from Romanticism to the beginning of Realism. The reading list includes major works by Pushkin, Lermontov, Gogol, and Dostoevsky. All works are read in translation.

Introduction to Russian Literature II
V91.0812  Formerly Russian Literature in Translation II. No prerequisites. Rudy. 4 points.
A survey of the Russian literature of the second half of the 19th century, as well as selected works from the period between 1900 and 1917. Authors covered include Dostoevsky, Turgenev, Tolstoy, and Chekhov. All works are read in translation.

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.

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.

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 politization 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 50 years. The problems of “minor” literature, postmodernism, and the attempt to articulate “authentic” experience are emphasized. Authors read include Kafka, Kundera, Hrabal, Kosinski, Schulz, Gombrowicz, Kristof, Kadare, Kis, Pavic, and Ugrescic. 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 “culs,” the millenium bug, etc.). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

St. Petersburg
V91.0835  Rudy. 4 points.
St. Petersburg was never simply a geographical location, but an imaginary site for literary and artistic discourse and a central mytheme in Russian culture. So central is the city of St. Petersburg to the identity of Russia as a nation that the era from its founding in 1704 to the Bolshevik revolution of 1917 is known as the “Petersburg period” of Russian history. Readings include fictional works in various genres by the great Russian authors Pushkin, Gogol, Dostoevsky, and Bely, as well as examples of painting, sculpture, architecture, and journalism as evidence of the importance of the city as a marker of Russian cultural identity.

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 novel; 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 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-futur-
ism, imagism and vorticism, dadaism, constructivism, and surrealism. Stresses aesthetic, historical, and political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

**Russian Literature in the Original I**
V91.0847 Formerly Modern Russian Literature I. Prerequisite: At least one semester of Advanced Russian or near-native fluency in Russian. Staff.
4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Russian Literature in the Original II**
V91.0848 Formerly Modern Russian Literature II. Prerequisite: At least one semester of Advanced Russian or near-native fluency in Russian. Staff.
4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also 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, and socialist realism in film.

**Soviet and Post-Soviet Literature**
V91.0852 Borenstein. 4 points.
This course is an introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism. After the 1917 revolution, Bolshevik ideology held that the Old World would be utterly destroyed, to be replaced by a new society populated by New Soviet Men. The experience of Russia in the 20th century can be viewed as the failed attempt to put radical theory into everyday practice, a grand scheme of social engineering that would inevitably be reflected in the country’s literature.

**INDEPENDENT STUDY COURSES**
Open only to students majoring in the department.

**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**
V91.0980
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 courses Russia Between East and West, V55.0510, and V55.0528, Russia Since 1917, offered in the World Cultures sequence of the Morse Academic Plan.
Sociologists study the ways 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 policymaking 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 and urban life; 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, Pensell, Sennett

Associate Professors:
Arum, Conley, Dixon, Ertman,
Goodwin, Guthrie, Jackson, Maisel

Assistant Professors:
Brenner, Chibber, Haney, Park,
Smith

Research Scientist:
Yeung

**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—V93.0954, V93.0936, V93.0937, V93.0958, or V93.0939—or one Research Practicum, V93.0801, V93.0950, V93.0951, V93.0952, V93.0953, V93.0954; and three electives from other courses or seminars in sociology. Students must have grades of C or better in their major courses. A MAP Societies and the Social Sciences
The courses listed below are open to all interested students. There are no prerequisites unless otherwise specified. Not all courses are offered every semester.

**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 behavior systems. Addresses the human condition: where we came from, where we are, where we are headed, and why. Same topics as V93.0001, but more intensive. 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 THEORY**

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  
V93.0301 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 these courses—V31.0018, V63.0012, V89.0010, and V93.0302—can be taken for credit. Conley, Goffner, 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. Gerson, 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.
Law in Society
V93.0415 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 Identical to V62.0502. Dixon, Greenberg, Horowitz. 4 points.
How statuses and behaviors come to be considered deviant or normal; theories of causation, deviant cultures, communities, and careers. Functioning of social control agencies. The politics of deviance. Consideration of policy implications.

Criminology
V93.0503 Identical to V62.0503. Dixon, Garland, Greenberg. 4 points.
Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

Juvenile Delinquency
V93.0504 Horowitz. 4 points.
Examines 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 Horowitz. 4 points.
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

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, V7.0013, and V97.0010. Counts toward the sociology major only if taken as V93.0022. 4 points.
See description under Gender and Sexuality 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 and compare children as 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-century America. Arms to enlarge our vision of childhood by examining diverse institutions and practitioners in the public realm, beyond families and schools. Compares the emergence and devel-
opment of specialized services for children with other forms of professionalism, particularly in medicine, law, and social welfare.

ORGANIZATIONS, OCCUPATIONS, AND WORK

Groups and Organizations
V93.0130 Dixon, Guthrie, Heydebrand. 4 points.
Major organizational theories (from Marx and Weber to Taylorism and modern decision and systems theory). Examines case studies illustrating the various approaches together with the major methods of organizational analysis. Explores links between organizations and their environments as well as alternatives to bureaucracy.

Work and Careers in the Modern World
V93.0412 Staff. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and career patterns; how occupations maintain control over members' behavior; how they relate to the wider community; and how they influence family patterns, lifestyle, and leisure time.

Women and Work
V93.0150 Identical to V97.0150. Dixon, Haney, Park, Perrell. 4 points.
The occupational socialization of women in the domestic labor force and the labor force as it is commonly conceptualized by economists and other social scientists. How gender socialization and constraints affect women's labor force participation and how the social and cultural conditions of American society give rise to and perpetuate occupational discrimination. Considers some theoretical explanations.

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, Goodyear. 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 anti-nuclear 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, Perrell. 4 points.
Examines the relationship between education and other societal institutions in America and other nations. Considers such educational ideas as IQ, merit, curriculum, tracking, and learning, as well as the bureaucratic organization of education as sociologically problematic. Analyzes the role of teachers, their expectations, and how they interact with students—particularly those of different social genders, classes, and ethnic groups.

Sociology of Music, Art, and Literature
V93.0433 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 Jason. 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 Identical to V99.0350. Brunner, 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, Ernman. 4 points.
Examines the prime facets in the social and cultural transformation of Western Europe from the Middle Ages to present-day 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, Galbraith, Heyns. 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, socialist 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, economic, 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. Explorations 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, Explaining September 11, and many others. Please consult the department for the seminars offered each semester.

Senior Seminar in Sociology
V93.0934, 0935, 0936, 0937, 0938, 0939 Prerequisite: senior standing and four courses in sociology, including Introduction to Sociology, or written permission of the instructor. 4 points.

See the undergraduate secretary 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 and permission of the department. 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: Spanish and Portuguese languages, Spanish literature and culture, Spanish American literature and culture, and Luso-Brazilian literature and culture. 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, Regalado

Albert Schweitzer Professor of the Humanities:
Molloy

Professors:
Anderson, Martínez, Pratt, Subirats, Taylor, Yúdice

Associate Professors:
Aching, Dopico Black, Fernández, Krabbenhoft, Peixoto, Ross

Assistant Professors:
Bastiera, Dopico, Rosman

Language Coordinators:
Ayres, Némethy

Portuguese (87)

MAJOR
Luso-Brazilian language and literature: Nine courses in language, literature, and culture, beyond the intermediate Portuguese language course (V87.0003; V87.0004; or V87.0010, V87.0003, and V87.0004 are oriented toward achieving oral proficiency and are 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

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 placement test. 6 points.

Intermediate Portuguese, Level I V87.0003 Prerequisite: V87.0010, placement, or permission of the Portuguese language coordinator. Continuation of V87.0010. 4 points.

Intermediate Portuguese, Level II V87.0004 Prerequisite: V87.0003, placement, or permission of the Portuguese language coordinator. Continuation of V87.0003. 4 points.

V87.0021. Portuguese courses at the graduate level and related courses in other departments may also be counted towards the major with the permission of the director of undergraduate studies.
Spanish (95)

MAJOR

Students may fulfill a major in Spanish by specializing in one of five programs of study: Spanish literature, Spanish American literature, Romance languages, Latin American studies, and Spanish and linguistics. Students should discuss and plan their program of study with the director of undergraduate studies. 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: 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 course on Spanish or Latin American culture (V95.0261 or V95.0762) may be counted toward the 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; and at least three additional advanced courses in Spanish literature or culture.

2. Spanish American literature: Nine courses beyond V95.0030. Up to two courses in advanced language (V95.0101, V95.0106, V95.0110, V95.0111, V95.0114, and V87.0011) and one course on Spanish or Latin American culture (V95.0261 or V95.0762) may be counted toward the 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; and at least three additional advanced courses in Spanish literature or culture.

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 two conversation courses (one in each of two languages); two composition courses (one in each of the two languages); two introductory literature or cultural studies courses (one in each of the two languages); and three upper-level literature or culture courses (two in one language, one in the other). Students must consult with the director of undergraduate studies in each

The Brazilian Short Story
V87.0830 Prerequisite: V87.0004, V87.0021, or permission of the 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, biographies, crônicas, and fictional dramas.

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 nonfiction prose.

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.

Independent Study
V87.0997, 0998 Prerequisite: permission of the director of undergraduate studies. 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 Brasil. 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**

**Courses**

**Spanish 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. In order to enroll in a Spanish language course, students must have taken the SAT II in Spanish Language or the Placement Examination administered by the University. Students from a Spanish-speaking background who wish to study the language may not enroll in Spanish for Beginners (V95.0001 and V95.0002) or Intermediate Spanish (V95.0003/ V95.0003A and V95.0004), but must take Advanced Spanish for Spanish Speakers, V95.0111 (see below for description).

Fulfillment of the MAP language requirement: A student fulfills the foreign language requirement in Spanish by completing any one of the following courses of study:

1. A series of four 4-point courses (V95.0001, V95.0002, V95.0003, V95.0004; or V95.0001, V95.0002, V95.0003A, and V95.0004 (see below for descriptions)), for a total of 16 points.
2. Two 6-point courses (V95.0010 and V95.0020 (see below for descriptions)) 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; or V95.0010, V95.0003, and V95.0004; or V95.0010, V95.0003A, and V95.0004 (see below for further explanation).
4. V95.0111.

Admission to courses beyond Intermediate Spanish: Students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004 or V95.0003A and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Spanish Review (V95.0030) as a preparation for upper-level courses.

**HONORS PROGRAM**

To qualify for the honors program in the department, students must maintain at least a 3.5 general average and a 3.5 major average. During the second semester of their senior year, students who qualify for honors enroll in the Honors Thesis Seminar in order to write their honors theses. The honors thesis is a 25 to 40 page research paper on a subject related to the student’s course of study. In most cases, students work with a faculty adviser to expand a paper they have previously written for another NYU course within the major. The Honors Seminar guides students through the research and writing of the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate-level study.

Requirements: Completion or simultaneous completion of the major’s requirements; successful completion of the Honors Seminar; an honors paper of 25 to 40 pages; an oral presentation on the honors thesis and its bibliography. For general requirements, please see Honors and Awards.

**Spanish for Beginners, Level I**

V95.0001 Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.

Beginning course designed to teach the elements of Spanish grammar and language structure through a primarily oral approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

**Spanish for Beginners, Level II**

V95.0002 Prerequisite V95.0001 or placement. Continuation of V95.0001. 4 points.

After completing V95.0002 or V95.0010 (see below), students who wish to continue studying Spanish at an intermediate level must take a qualifying exam. Students who pass the exam may enroll in V95.0003, which is preparation for V95.0004. Students with high scores on the qualifying exam may instead enroll in V95.0003A, an accelerated version of V95.0003, which similarly prepares them for V95.0004.
nately, students who complete V95.0002 or V95.0010 and pass the qualifying exam with high scores may enroll in V95.0020, a 6-credit intensive intermediate course that is the equivalent Intermediate Spanish I and II. Completion of either V95.0020 or V95.0004 satisfies the MAP foreign language requirement.

Intermediate Spanish, Level I
V95.0003 Prerequisite: V95.0002 or V95.0010, or placement. 4 points. Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take V95.0004 in fulfillment of the MAP foreign language requirement.

Intermediate Spanish, Level I-A
V95.0003A. Prerequisite: V95.0002 or V95.0010, or placement. Designed for students who earn a high passing grade on the qualifying exam administered upon completion of V95.0002. 4 points. Accelerated course. Reviews the principal elements of Spanish language structure and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take V95.0004 in fulfillment of the MAP foreign language requirement.

Intermediate Spanish, Level II
V95.0004 Prerequisite: V95.0003 or V95.0003A, or placement. 4 points. Continuation of V95.0003 or V95.0003A. Readings and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Completion of this course fulfills the MAP foreign language requirement.

Elementary Spanish (Intensive)
V95.0010 Open to students with some previous training in Spanish (one year of high school Spanish or the equivalent) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. After completing this course, students who wish to continue studying Spanish must take a qualifying examination. Students who pass the examination may go into V95.0003, which is preparation for V95.0004. Students with high scores on the qualifying exam may enroll in V95.0003A (an accelerated version of V95.0003 which similarly prepares them for V95.0004) or in V95.0020. Completion of either V95.0020 and V95.0004 fulfills the MAP requirement. 6 points. This is a one-semester intensive course that covers the equivalent of one year of elementary Spanish (V95.0001 and V95.0002).

Intermediate Spanish (Intensive)
V95.0020 Prerequisite: V95.0010, V95.0002, with high passing grade on qualifying examination or in consultation with the director of the Spanish language program. 6 points. Promotes proficiency in reading and writing as well as oral performance. V95.0020 is an intensive intermediate course that covers the equivalent of one year of intermediate Spanish (V95.0003 and V95.0004) in one semester.

Advanced Spanish Review
V95.0030 Prerequisite: V95.0020, V95.0004, or permission of the director of undergraduate studies. 4 points. Advanced course designed to further develop language skills through grammar review and analysis of texts relating to Hispanic culture and literature. For nonnative speakers only.

ADVANCED LANGUAGE AND COMPOSITION AND INTRODUCTION TO LITERARY STUDIES

The courses in this section are all conducted in Spanish.

Advanced Spanish Conversation
V95.0101 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points. Intensive course in spoken Spanish, designed to give the student fluency in the use of idiomatic, everyday language as well as a comprehensive, practical vocabulary. For nonnative speakers only.

Written Contemporary Spanish
V95.0106 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points. Advanced training in written Spanish through analysis of contemporary literary works and texts about social, political, and cultural issues.

Techniques of Translation
V95.0110 Prerequisite: V95.0030 or permission of the director of undergraduate studies. 4 points. Theory and practice of translation through comparison of Spanish and English grammar, syntax, and style.

Advanced Spanish for Spanish-Speaking Students
V95.0111 Prerequisite: permission of the director of undergraduate studies. 4 points. For students from a native or quasi-native Spanish background who know the language but whose formal training in the language has been incomplete or otherwise irregular.

Workshop in the Translation of Fiction
V95.0114 Prerequisite: V95.0110 or permission of the director of undergraduate studies. 4 points. Advanced work in the translation of literary texts.

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 literary analysis through close readings of texts from the early to modern periods of peninsular Spanish and Spanish American literatures. Engages students in the practice of textual explication, provides basic critical skills, and encourages reflection on literature as a system.

Literature, Culture, and the Arts in Spain
V95.0261 Formerly Spanish Civilization Past and Present. Prerequisite: V95.0106 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0262. 4 points. Drawing on literature, film, visual arts, music and mass media, the course explores the culture of Spain, placing special emphasis on the present time. Works by Cervantes, Velázquez, Unamuno, Gaudí, Picasso, Buñuel, Dalí, García Lorca, Rodoreda, Riera, Tusquets, Carlos Saura, Almodóvar, Millás, Bigas Luna, and Bolláin, among others.
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. When conducted in English, this course is numbered V95.0760. 4 points.
Drawing on literature, film, visual arts, music, and mass media, the course explores the diverse cultures, histories, and politics of Latin American countries from the pre-Hispanic period to the present, placing special emphasis on contemporary Latin America.

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.
Survey course that traces the development of Spanish American literature from the Colonial period to the present. Representative works of various genres are examined in their cultural and historical contexts.
Readings include selections from pre-Hispanic texts, Columbus, Cortés, Juana Inés de la Cruz, Sarmiento, Bello, Carpentier, Borges, Rulfo, García Márquez, Cortázar, Allende, and others.

Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas
V95.0370 See under section heading for prerequisites. 4 points.
Texts from the Aztec, Inca, and Maya civilizations not only as expressions of their society, religion, and relationship with nature, but also as reflections of a highly developed aesthetic sensibility.

Cervantes
V95.0371 Formerly Cervantes and Don Quijote. See under section heading for prerequisites. 4 points.
Close readings of the principal prose works, particularly Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, the Morisco expulsion, etc.

The Spanish American Short Story
V95.0638 See under section heading for prerequisites. 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.

Women's Writing in Spain/Latin America
V95.0640 See under section heading for prerequisites. 4 points.
Feminist critical perspectives on a selection of fiction, essays, and poetry written by women. May include works by María de Zayas, Sor Juana Inés de la Cruz, Gertrudis Gómez de Avellaneda, Rosalía de Castro, Delmira Agustini, Ana María Matute, Alejandra Pizarnik, Emilia Pardo Bazán, Carmen Martín Gaite, Ana María Bombal, Isabel Allende, Laura Esquivel, Damiel Eltit, Ana Lydia Vega, and others.

Spanish Theatre
V95.0450 See under section heading for prerequisites. 4 points.
Study of dramatic texts and productions in modern and contemporary Spain. Emphasis on the structural features of drama: Does a particular play establish or violate the boundary between audience and stage? Does it merge or separate actor and character? Does it expand or destroy language? Texts by Valle-Inclán, García Lorca, Vallejo, Arrabal, and others in a European context.


courses, the course examines various cities in the Spanish speaking world, and their physical, spatial, literary, musical,
and imaginary constructions. Cities covered may include Mexico City, Havana, Lima, Buenos Aires, San Juan, Madrid, Barcelona, and New York.

**Fictions of Power in Spain and Latin America**

V95.0752  **Formerly Literature and Social Change in Latin America.** See under section heading for prerequisites. 4 points.

Examines different accounts of political, sexual, racial, and social power on both sides of the Atlantic. 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 from the department.

**Colonies, Nations, Empires: 1898 and the Hispanic World**

V95.0735  **Formerly Generation of '98.** See under section heading for prerequisites. 4 points.

Explores the shifting cultural and political projects and alignments that took place in Spain, Latin America, and the United States in the aftermath of the Spanish-Cuban-American War.

**Latino Literature in the United States**

V95.0755  **Formerly the Hispanic Experience in the United States.** See under section heading for prerequisites. 4 points.

Focuses on the growing body of literature written by Latinos in recent years. Explores Latino cultural identity through analysis of narrative and poetic works.

**Before the Law: Order and Tales of Crime**

V95.0763  **See under section heading for prerequisites.** 4 points.

Examines the ways in which fictions about the law and the definition of crime have been constructed in Latin American literature and culture. Focusing on films and fictional texts, the course explores questions of political power, of the definition of truth, and of the role of rationality in modern society.

**Performance in Caribbean Literatures and Culture**

V95.0764  **Formerly Literature of the Spanish-Speaking Caribbean.** See under section heading for prerequisites. 4 points.

Examines the traditional definition of performance as well as the notion of performance as discrete strategies that are available to Caribbean subjects in particular historical and cultural contexts. Issues of race, gender, sexuality, class, and nationalism are interrogated in texts by Nicolás Guillén, Jorge Mañach, Guillermo Cabrera Infante, Reinaldo Arenas, Juan Bosch, Junot Díaz, “Chiqui” Vicioso, Ana Lydia Vega, Rosario Ferré, Manuel Ramos Otero, and Mayra Santos Febres and in films by Tomás Gutiérrez Alea.

**Poetry and Poetic Theory in 20th-Century Spain**

V95.0765  **Formerly called García Lorca and the Generation of ’27.** See under section heading for prerequisites. 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 creation 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.

**The Spanish American Novel Since 1940**

V95.0767  **Formerly the Contemporary Latin American Novel.** See under section heading for prerequisites. 4 points.

Traces the movement of the contemporary novel away from realism toward self-referentiality. Works by Carpentier, García Márquez, Cortázar, Rosa Bastos, Cabrera Infante, Rulfo, Garro, Fuentes, and Vargas Llosa.

**Modern Spanish Fiction**

V95.0772  **Formerly the Contemporary Spanish Novel.** See under section heading for prerequisites. 4 points.

Topics in realism, modernism, and postmodernism. Works by Pérez Galdós, Unamuno, Valle-Inclán, Pérez de Ayala, Goytisolo, and others.

**Literature and Film of the Cuban Revolution**

V95.0795  **See under section heading for prerequisites.** 4 points.


**Modern Spanish American Poetry**

V95.0842  **Formerly Contemporary Poetry of Spanish America.** See under section heading for prerequisites. 4 points.

Development of Latin American poetry from modernism to anti-poesía and more recent developments. Includes works by Dario, Huidobro, Agustini, Stormi, Vallejo, Paz, Neruda, Parra, and others.

**The Avant-Garde in Latin America**

V95.0845  **Formerly Borges and Neruda.** See under section heading for prerequisites. 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.

**Autobiographical Writing in Hispanic Literatures**

V95.0860  **See under section heading for prerequisites.** 4 points.

Studies different forms of self-figuration in Spanish and Spanish American autobiographies, analyzing the textual strategies and perceptions of self that inform these texts. Authors may include Cabeza de Vaca, Teresa de Jesús, Sor Juana Inés de la Cruz, Sarmiento, Manzano, Lange, Vasconcelos, and Goytisolo.

**Topics in Spanish American Literature and Culture**

V95.0550  **Formerly Topics in Latin American Literature.** See under section heading for prerequisites. 4 points.

Sample topics include literature of the fantastic, history and fiction in Spanish America, literature of the neobaroque, 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
V95.0950 Formerly Topics in Hispanic Culture. See under section heading for prerequisites. When conducted in English, this course is numbered V95.0951. 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, post-Franco Spain, and contemporary Spanish culture.

Internship
V95.0980, 0981 Prerequisite: permission of the director of undergraduate studies. Open only to majors. 2 or 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. Open only to majors. 2 or 4 points per term.
Research and reading project carried out under the supervision of a faculty sponsor. Interested students should arrange for faculty sponsorship and permission of the director of undergraduate studies during the semester prior to the project.

COURSES CONDUCTED IN ENGLISH

The following courses are open to all undergraduates. With the prior consent of the director of undergraduate studies, Spanish majors may receive credit for up to two Spanish courses conducted in English, provided their written work for the course (papers, exams, etc.) is completed in Spanish.

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.

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.

Latin American Literature in Translation
V95.0766 4 points.
Examines some of the major trends and writers of recent and contemporary Latin American literature, in their cultural and historical contexts but also in dialogue with other national literature. Readings include major works of poetry, essays, and fiction.

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.

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.

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.
Admission

Admission to the College of Arts and Science at New York University is highly selective. Applicants are admitted as freshmen and as transfer students. The applicant’s capacity for successful undergraduate work is measured through careful consideration of secondary school and/or college records; recommendations from guidance counselors, teachers, and others; scores on standardized tests; and the essay.

Students at the College of Arts and Science represent the best applicants from all 50 states and 137 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 secondary school record is more important than a prescribed pattern of courses. Sound preparation should include four years of English, with heavy emphasis on writing; three years of academic 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, pre dental, and preengineering programs are advised to complete one year of work in at least two of the major sciences—physics, chemistry, or biology.

Although the foregoing pattern is preferred for admission of entering freshmen, an applicant may be considered in exceptional cases on the basis of General Educational Development (GED) Test. The SAT I of the College Entrance Examination Board or an NYU-administered examination may be required for students applying on the basis of the GED test. A high school transcript may also be required.

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. For an on-line application for admission visit the NYU Website at www.nyu.edu/nyuadmissions.

b. Undergraduate Statistical Form.

c. Nonrefundable $55.00 application fee.

d. Official high school and/or college records.

e. All required testing should be completed and official results forwarded.

Candidates are urged to complete and file their applications as soon as possible, especially those who are seeking financial aid and/or housing (see below for application filing deadlines). No admission decision will be made without complete information.

The Office of Undergraduate Admissions reserves the right to substitute or waive particular admission requirements at the discretion of the Admissions Committee.
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, by April 1 for transfer applicants, and by November 15 for Early Decision applicants (freshmen candidates only).

For entrance in January, applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1.

Applications for admission received after these dates will be considered only if space remains in the program desired.

Campus Visits

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions.

Although interviews generally are not available, 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 and admissions information sessions 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 renovated turn-of-the-19th-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 candidates for September admission are notified beginning April 1. Early decision candidates are notified beginning the middle of December. Candidates for spring (January) admission are notified beginning in November. Transfer candidates for September or summer admission are notified beginning in the middle of April. Transfer candidates for the spring term are notified beginning in the middle of November.

Applications submitted after the filing deadlines will be considered in the order received as long as space is available. The application for admission should contain the most current information regarding enrollment.

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 three 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, or ACT scores. The College may require additional testing at the University for transfer applicants and for applicants with interrupted education. Detailed information on SAT I and II is available from the College Board, Box 6200, Princeton, NJ 08541-6200; (800) 728-7267; www.collegeboard.com. Detailed information on the ACT is available from the American College Test, P.O. Box 414, Iowa City, IA 52240-0414; (319) 337-1000; www.act.org.
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 federal Unsubsidized Stafford Student Loan), Federal 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) (mailed to the student automatically), 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.

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 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.

Transfer Applicants

A student may be admitted by transfer from another college in September, January, or May (see “The Admission Process,” above). Credit will be granted for most collegiate work completed with a grade of C or better that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the college. Within these provisions, applicants from regionally accredited colleges are eligible for admission. Except where specifically noted, the general procedures described for entering freshmen also apply to all applicants seeking to transfer from other two-year 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 (November 1 for the spring term and March 1 for the summer or fall terms).
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, or on-line at www.nyu.edu/ugadmissions. A $25 application fee is required.

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 and are not eligible for financial aid or University housing.

Applicants with International Credentials

Applicants to New York University who are neither U.S. citizens nor permanent residents of the United States must complete the application for admission to undergraduate study 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/ETS, P.O. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.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 elect to take, in lieu of the TOEFL, 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.

In lieu of the TOEFL, acceptable results on the APIEL (Advanced Placement International English Language) examination administered by the College Board will be considered. For information on this test, visit their Web site at www.collegeboard.com. 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 (AFOCE) form. This form is included in the admissions packet for international students. These certificates (I-20S) will only be issued once the admitted applicant has submitted the required nonrefundable tuition and housing (if applicable) deposit.

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

The American Language Institute of New York University’s School of Continuing and Professional Studies offers intensive courses in English for students with little or no proficiency in the language.

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.) 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 for readmission are available at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. (See admission application filing deadlines, page 278.) Requests for readmission should be received by the following dates: August 1 for the fall term, December 1 for the spring term, and April 1 for the summer term. 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 $55.00 application fee.

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, or on-line at www.nyu.edu/ugadmissions. A $25 application fee is required. Students interested in the post-baccalaureate premedical program should contact the Prehealth Advisement Office, College of Arts and Science, New York University, 100 Washington Square East, Room 904, New York, NY 10003-6688.

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 accredited college or university. When a transfer applicant is admitted to the College, the applicant’s records are examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. 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 Advanced Placement Program (AP) (College Entrance Examination Board), the International Baccalaureate Program, and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor's degree on the basis of performance in college-level examinations or proficiency examinations related to the 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 transferring with credit from the CLEP Subject Examinations should seek clarification of the policies regarding advanced standing credit from the advisement office once they have enrolled.

The College Level Examination Program (CLEP). The College Level Examination Program is administered by the Educational Testing Service, Princeton, N.J.

International Baccalaureate (IB). The College 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.

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 AP tests taken prior to the completion of high school and with 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.

For additional information, 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>
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<tbody>
<tr>
<td>American History 4, 5</td>
<td>4</td>
<td>V57.0009 or 0010</td>
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<tr>
<td>Biology 4, 5</td>
<td>8</td>
<td>V23.0011-0012</td>
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<tr>
<td>Chemistry 4, 5</td>
<td>8</td>
<td>V25.0101-0102</td>
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<tr>
<td>Classics—Virgil 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 AB 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>English Language</td>
<td></td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science, 4, 5</td>
<td>4</td>
<td>V57.0001 or 0002</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>Physics B 5</td>
<td>10</td>
<td>V85.0011-0012</td>
</tr>
<tr>
<td>Physics B 4</td>
<td>5</td>
<td>V85.0001</td>
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<tr>
<td>Physics C—Mech. 4, 5</td>
<td>5</td>
<td>V85.0011 or V85.0091</td>
</tr>
<tr>
<td>Physics C—E&amp;M 4, 5</td>
<td>5</td>
<td>V85.0012 or V85.0093</td>
</tr>
<tr>
<td>Politics (Amer. Gov’t and Politics) 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

Maturity Certificate Examinations. The College 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.
### AP Examination and Grade .......................................................... Points ................................. Course Equivalent

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics (Comparative Gov’t and Politics)</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology 4, 5</td>
<td>4</td>
<td>V89.0001‡</td>
</tr>
<tr>
<td>Spanish Language 4</td>
<td>4</td>
<td>V95.0004</td>
</tr>
<tr>
<td>Spanish Language 5</td>
<td>4</td>
<td>V95.0030</td>
</tr>
<tr>
<td>Spanish Literature 4, 5</td>
<td>4</td>
<td>V95.0200</td>
</tr>
<tr>
<td>Statistics 4, 5</td>
<td>4</td>
<td>V89.0009§</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 major or minor in economics in the policy concentration are exempt from the introductory principles courses as listed above, but AP credit does not reduce the total number of courses required for the major or minor. AP credit does not apply to V31.0005.

‡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.

§Students who obtain a score of 5 and who major in psychology receive credit for Statistical Reasoning for the Behavioral Sciences and may count it toward the major. Those with a score of 4 are exempt from this course, but the AP credit does not count toward the nine courses required for the major.

### ADVANCED PLACEMENT CREDIT AND THE MORSE ACADEMIC PLAN

| AP Examination and Grade .......................................................... MAP Requirement Satisfied |
|---------------------------------------------------------------|----------------------------------|
| Biology 4, 5                                                  | Natural Science I and II         |
| Chemistry 4, 5                                                | Natural Science I and II         |
| Environmental Science, 4, 5                                   | Natural Science I                |
| Mathematics AB 4, 5                                           | Quantitative Reasoning           |
| Mathematics BC 4, 5                                           | Quantitative Reasoning           |
| Physics B 4, 5                                                | Natural Science I and II         |
| Physics C—Mech. and Physics C-E&M 4, 5                       | Natural Science I and II         |
| Physics C—Mech. 4, 5                                         | Natural Science I                |
| Physics C—E&M 4, 5                                           | Natural Science I                |
| Statistics 4, 5                                               | Quantitative Reasoning           |

### The Enrollment Process

To be enrolled, an admitted candidate must do the following:

1. Accept the University’s offer of admission and pay the required nonrefundable tuition deposit.
2. If applicable, pay the required nonrefundable deposit.
3. Have his or her high school and college forward a final transcript to the Office of Undergraduate Admissions.
4. File a medical report.
5. Make an appointment with the individual school or division for academic advisement.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.
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—2002-2003

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2002-2003. 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 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.

**Note:** Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holdings of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility.

The following is an explanatory schedule of fees for 2002-2003.

### FULL-TIME STUDENTS

- **Tuition, 12 to 18 points per term** . . . . . . . . $12,475.00
- Fall term 2002: nonreturnable registration and services fee . . . . . . . . . 848.00
- Spring term 2003: nonreturnable registration and services fee . . . . . . . . . 848.00
- For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $50.00 per point) . . . 779.00

### OTHER STUDENTS

- **Tuition, per point, per term** . . . . . . . . $729.00
- Fall term 2002: nonreturnable registration and services fee, first point . . . . 252.00
- Fall term 2002: nonreturnable registration and services fee, per point, for registration after first point . . . . 50.00
- Spring term 2003: nonreturnable registration and services fee, first point . . . . 266.00
- Spring term 2003: nonreturnable registration and services fee, per point, for registration after first point . . . . 50.00

**BASIC HEALTH INSURANCE BENEFIT PLAN**

Full-time students automatically enrolled; all others can select:

- **Fall term** . . . . . . . . . . . . . . . . $512.00
- **Spring term** . . . . . . . . . . . . . . . 769.00
- Summer term . . . . . . . . . . . . . . . 321.00

(coverage for the spring and summer terms)

**COMPREHENSIVE HEALTH INSURANCE BENEFIT PLAN**

International students automatically enrolled; all others can select:

- **Fall term** . . . . . . . . . . . . . . . . $619.00
- **Spring term** . . . . . . . . . . . . . . . 928.00

(coverage for the spring and summer terms)

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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.
Summer term .................. 387.00
(only for students who did not register in the preceding term)

UHC ONLY HEALTH
INSURANCE BENEFIT PLAN¹
Any student can select, but must maintain other insurance:
Fall term .................. $353.00
Spring term ................. 353.00
(coverage for the spring and summer terms)
Summer term .................. 147.00
(only for students who did not register in the preceding term)

STUDENT PLAN
Dental service through NYU's
College of Dentistry:
Initial Enrollment—academic
year .......................... $160.00
Renewal—academic
year .......................... 130.00

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 .................. $202.00
Spring term (coverage for spring
and summer terms) ........... 216.00

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 Interna-
tional Exchange Programs, contact
NYU Office of Study Abroad
Admissions, 7 East 12th Street, 6th
Floor, New York, NY 10003-4475;
(212) 998-4433.

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.

The unpaid balance of a student's
account is subject to an interest
charge of 12 percent per annum from
the first day of class until payment 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, September,
or January for degrees in May, Sep-
tember, or January, respectively.

Following the payment of all
required fees and on approval of the
faculty, the candidate will be recom-
mended 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, Silver
Center, Room 905, and file a com-
pleted Change of Program form with
the Office of the Bursar. (Note: An
official withdrawal must be filed if a
course has been canceled, and, in this
case, the student is entitled to a
refund of tuition and registration fees.
Withdrawal does not necessarily
entitle the student to a refund of
tuition paid or a cancellation of
tuition still due. A refund of tuition
will be made provided such with-
drawal is filed within the scheduled
refund period for the term (see
schedule below).

Merely 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 consid-
ered the official date of the student's
withdrawal. It is this date that serves
as the basis for computing any
refund granted the student.

The refund period (see schedule
below) is defined as the first four cal-
endar weeks of the term for which
application for withdrawal is filed.
The processing of refunds takes
approximately two weeks.

REFUND PERIOD SCHEDULE
(FALL AND SPRING TERMS ONLY)

This schedule is based on the total
applicable charge for tuition, exclud-
ing 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 (?) calendar days beginning
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 regis-
ration remains within the flat-fee
range.

¹Students 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.
NOTE: A student may not withdraw from a class after the ninth week of the fall or spring semester or the last two weeks of each summer session. The registration and services fee is in no case returnable.

Exceptions to the published refund schedule may be appealed in writing to the refund committee in the College Advising Center, Silver Center, Room 905, and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for your school so you do not jeopardize future semesters of aid. Students who withdraw should review the “Refund” page on the NYU Office of the Bursar Web site (www.nyu.edu/bursar).

Financial Aid

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 differences 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 Web site 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 changes or corrections in his or her housing status or financial situation, including tuition remission benefits 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 (has not enrolled) 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 directly 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 or www.fafsa.ed.gov.

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 Finan-
cial 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. Half-time students (fewer than 12 but at least six 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.”

### University-Sponsored and -Administered Programs

Through the generosity of its alumni and other concerned citizens, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students.

Awards, made on a competitive basis, are based on the student's record of academic achievement and test scores as well as financial need, in most cases.

**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 Honors Seminar.** During the January intersession, freshmen scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study abroad spring break, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU’s programs or exchanges 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 Admissions.** 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 not designated as Presidential Honors Scholars for the freshman year are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Dean, College of Arts and Science, New York University, Silver Center, 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) 998-4540.

**Trustees Scholars.** A program of Trustees Scholars 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 (SEOG).** These federally funded grants are awarded to undergraduates 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 Loan 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. NYU undergraduates may borrow up to $2,000 for each of the first two years and up to $1,500 for each of the third and fourth years.

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. Most financial aid package awards include “recommended academic year earnings.” This means that students are eligible to work by using NYU’s student employment services, including the Federal Work-Study Program, and may earn up to the amount recommended in their aid package. Federal Work-Study jobs, averaging from 15 to 20 hours per week, are secured through NYU’s Student Employment and Internship Center (located at 5 Washington Place). It is the student’s responsibility to visit the center and apply for a job. Positions in various on-campus departments and organizations are readily available (though not guaranteed) and usually pay $7.50 to $8.00 or more per hour. Students are not required to meet their earnings expectation through the Federal Work-Study Program and may choose not to accept Federal Work-Study and instead seek employment in an on-campus or off-campus job in which wages are paid entirely by the employer’s budget.

Academic year earnings are not credited toward tuition and fees or room and board but are paid directly to the student on a biweekly basis. Money earned from employment is normally used for books, transportation, and personal expenses.

It is not necessary to be awarded academic year earnings in order to use the services of the Student Employment and Internship Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available.

Resident Assistantships. Resident assistants reside in the undergraduate dormitories and are responsible for organizing, implementing, and evaluating social and educational activities. Assistants also serve as peer counselors and sources of information for dormitory residents. Candidates must be single, full-time students and have a current cumulative grade point average of at least 2.5. Candidates should also possess qualities that support the social and intellectual development of undergraduate students and be willing to assume responsibility for managing crises. Assistants’ compensation is room and board.

Applications and further information may be obtained from the Office of Housing and Residence Life, New York University, 33 Washington Square West, 1st Floor, New York, NY 10011-9154.

New York City. As one of the nation’s largest urban areas, New York City offers a wide variety of opportunities for part-time work. Many students work in order to gain experience in a field that they may wish to enter after graduation and to help meet educational expenses. Many employers list positions with NYU’s Office of Student Employment and Internships.

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, if eligible. 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 Office of
the Bursar, 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. 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 3 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 a 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

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 $3,750 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 spouses, sons, and daughters of deceased or permanently disabled 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 Stafford Student Loan Program (SSL). The federal Subsidized 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, "family contribution" is derived from the incomes of the parents and the student. For graduate students and 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 3 percent will generally be deducted from the loan funds.

Unsubsidized Stafford Student Loan Program. Students who do not qualify for federal Subsidized 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 federal Subsidized 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 federal Subsidized and Unsubsidized 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 federal Subsidized and Unsubsidized 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.

Parent Loans for Undergraduate Students Program (PLUS). The federal Parent Loans for Undergraduate Students Program enables creditworthy 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 typically begins 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. 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 offer 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, Silver Center, 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, (212) 998-4700, www.osa.nyu.edu.
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 and the Club Management Conference; leadership retreats; social justice and civic engagement programs; new club development programs; and cultural programs, including the Harambe Alliance, South-Asian Student Alliance, 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 on the NYU home page and in the Washington Square News. OSA also oversees the Club Resource Center (CRC), club offices, and mailboxes at the Student Activities Center, 244 Greene Street.

Contact OSA at (212) 998-4700 or 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.

Program Office

The Program Office is the home office for Program Board and Ticket Central and also coordinates events and programs for the Commuter Circle. The office coordinates Big Fun Days, a series of fun and innovative special events that start in September with Bobcat Day and end the year with the Strawberry Festival. For information about all Program Office events, join the E-mail list by sending a message to join-program-office-events@forums.nyu.edu. The office is located on the 5th floor of the Student Events Center, 5 Washington Place, (212) 998-4999; www.nyu.edu/programoffice.

NYU Program Board

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.

Program Board is made up of an executive board as well as the following committees: Conception, Concerts, NET Films, Lectures, New Music, Performing/Visual Arts, and Publicity. Program Board also hosts Network Event Theater™, a series of free advance screenings of big-budget films. 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-program-office-events@forums.nyu.edu. The office is located at 5 Washington Place, 5th Floor; (212) 998-4999.

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 283 Mercer Street in the Mercer Lounge. For information about events, have your name put on the E-mail list by sending a message to join-ticket-central@forums.nyu.edu. The Web site is www.nyu.edu/programoffice.html.

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 all facility users. The Jerome S. 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
- A natatorium with an NCAA regulation-size swimming pool and diving tank
- Six squash courts and five handball/racquetball courts
- A large, modern weight-training room, and two annexes containing Life Strength and Hammer Strength machines, free weights, StairMasters, VersaClimbers, Lifesteps, rowing machines, and abductor/adductor machines
- Individual rooms for wrestling/martial arts, fencing, physical fitness/calisthenics, dance, and exercise prescription instruction
- Over 1,000 square feet of textured rock wall—Coles Rocks.

The Coles Sports and Recreation Center is located at 181 Mercer
Residences

Student accommodation

Student residences accommodate undergraduates only of the following residence halls: Coral Towers, 33 Washington Square East, and several others. 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
Cliff Street Residence, 15 Cliff Street (undergraduates and graduates)
Coral Towers, 131 Third Avenue
Paulette Goddard Hall, 79 Washington Square East
Greenwich Hotel, 636 Greenwich Street
Hayden Hall, 33 Washington Square West
Lafayette Street Residence, 80 Lafayette Street
Lyden House, 320 East 53rd Street
NYU at the Seaport, 200 Water Street
Palladium Residence Hall, 140 East 14th Street (undergraduates and graduates)
Rubin Hall, 35 Fifth Avenue
Seventh Street Residence, 40 East Seventh Street

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, multilevel 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 New York University Recreation Office at (212) 998-2018 or by picking up a brochure at the Membership Office.

Student Residences
Third Avenue North Residence Hall, 75 Third Avenue
Twenty-sixth Street Residence, 334 East 26th Street (undergraduates and graduates)

NYU Campus Dining Services

Keeping up with the ever-changing food trends, NYU Campus Dining has everything from traditional American cuisine, ethnic dishes, and national brands like Burger King® and Pizza Hut Express®. Also available are low-fat, vegan, and vegetarian dining options at 13 different dining sites (listed below), including a restaurant, 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 13 distinctive meal plans. On-campus and off-campus residents have the freedom to use their NYUCard for meals, beverages, and snacks.

For more information on dining locations and hours of service, contact NYU Campus Dining Services, (212) 995-3030.

Faye's Café, 38 East Eighth Street
Founders Café, 50 West Fourth Street (at the NYU Information Center)
Hayden Dining Room, 33 Washington Square West
Rubin Dining Room, 35 Fifth Avenue (at 10th Street)

University Health Center

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; Office of Drug and Alcohol Education; Office of Sexual Assault Prevention, Education, and Support; HIV services; laboratory; nutrition services; physical and occupational therapy; optometry; pharmacy; and radiology.

The general hours of operation during the academic year (September through May) are Monday-Friday, 8 a.m. to 8 p.m.; Saturday and Sunday, 10 a.m. to 6 p.m. During the summer (June through August), the hours are Monday-Friday, 8 a.m. to 6 p.m. and Saturday, 10 a.m. to 6 p.m. The UHC is closed during certain University holidays. For hours of individual departments and holiday schedules, please call the UHC at (212) 443-1000.

The UHC is located at 726 Broadway on the 3rd and 4th floors. For more information, please call (212) 443-1000, e-mail health.center@nyu.edu, or visit the UHC Web site: www.nyu.edu/health.

NYU Campus Dining Services

The Palladium, 140 East 14th Street
Third North Courtyard Café, 75 Third Avenue (at 12th Street)
University Hall Atrium Dining Room and Java City®, 110 East 14th Street
The Violet Café, 45 West Fourth Street
Weinstein Dining Room, Weinstein Food Court, Java City®, and Kosher Eatery (with meat and dairy options), 5 University Place

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.

For more information about NYU housing, call (212) 998-4600 or visit www.nyu.edu/housing.
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 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, 3rd Floor. You may also contact the office via E-mail at health.insurance@nyu.edu.

The Career Assistance Program (CAP)

The Career Assistance Program (CAP) at Silver Center, 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 tutors 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 alum 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 17,000 part-time jobs, 7,000 internships, and 26,000 full-time positions listed each year, NYU is proud of its student job placement rate of over 98 percent.

Workshop topics include Business Careers for the Liberal Arts, Careers for the Social Sciences, Inter-Viewing for the Medical School, Filling the Gap Between Graduation and Law School, and more.

NYU Office of Career Services

The NYU Office of Career Services (Main Office) 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.

After registering with the office, all NYU degree candidates and alumni (fees apply for alumni) can schedule an appointment with a career counselor to discuss strategies for determining their career and job-search goals. The counselor and student work together to assess interests and skills, identify career options, prepare a résumé and cover letter,
and address any career-related concerns. Students are encouraged to begin utilizing the full range of services as early as possible. Some of the available programs 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.

Dining for 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 (including a three-course meal). Interactions that occur during mixers and mealtime interviews and when dining with and entertaining clients are addressed.

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 Techniques:
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, and networking.

On-Campus Recruitment Orientation:
Learn how to make the most of the On-Campus Recruitment Program and manage NYU InterviewNet. Important recruitment dates, numerous ways to obtain interviews, and additional employment services are also discussed.

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 that are 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 off-site to target non-profit, private sector, full-time, part-time, and internship opportunities for NYU students. Representatives from major companies and nonprofit agencies visit NYU to meet with students to discuss career opportunities within their organizations.

Career Assessment Tools:
The Strong Interest Inventory and Myers-Briggs Type Indicator are available to assist student in learning about their interests, preferences, and styles. (Fee and follow-up appointment required.)

EMPLOYMENT ASSISTANCE
NYU CareerNet.
This on-line database allows students to search for full-time, part-time, and internship positions. After registering with the Office of Career Services, NYU alumni (fee required) and students with a valid NYU ID have access to job listings 24 hours a day via the Web site.

On-Campus Recruitment:
Recruiters from over 700 major organizations interview graduating students at the Main Office for full-time employment after graduation.

Résumé Faxing and Referral Service:
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.

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. Internship, part-time, and summer job listings are available through NYU CareerNet. Many students also secure internships through the résumé fax referral service and special internship programs. Numerous on-campus jobs are funded by the Federal Work-Study Program and provide an excellent opportunity to work at and get “connected" to NYU.

Fraternities and Sororities
There are 25 fraternities and sororities recognized by the University. Information may be obtained at the Office of Student Activities, 244 Greene Street; (212) 998-4710.
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 the Silver Center 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, Silver Center, Room 905; telephone: (212) 998-8130.

Students with Disabilities
The Henry and Lucy Moses Center for Students with Disabilities provides services to students with qualified disabilities within all the schools and colleges of the University. Located at 240 Greene Street, 4th Floor, the center provides services to students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses, and psychiatric disorders. Student disability files presented to the center are confidential and are not part of a student’s official academic records at NYU.

In order to qualify for services and accommodations, a student must present appropriate, recent documentation of a disability and complete an intake interview with a counselor at the center. Services include the provision of sign language interpreters, readers, notetakers, and other auxiliary aids. The center works in conjunction with academic and administrative departments in providing assistance with examination accommodations, registration, and housing. Learning specialists are available to provide one-on-one assistance to eligible students under the center’s auspices. The center also sponsors programs and workshops, as well as the CHOICES career enhancement program. Limited tuition aid is available to qualified students.

Students with disabilities, supported by reasonable accommodations, must be able to function in their academic and residential environments. Supported by such accommodations, they are expected to meet the requirements and expectations of their academic programs, to follow the established guidelines for securing and remaining in residential living space, and to adhere to University student conduct and disciplinary codes.

Students with disabilities must be able to function in an independent manner as possible and to seek appropriate assistance in a reasonable and timely manner. University resources and staff cannot be expected to meet all of a student’s needs associated with managing a disability. It is expected that students will follow appropriate health regimens, secure appropriate medical and therapeutic assistance from qualified practitioners at NYU or in the New York City area, and arrange necessary support services (i.e., transportation, individual monitoring of needs, financial assistance, personal care) that NYU does not provide.

Telephone (212) 998-4980 (voice and TTY) or visit our Web site (www.nyu.edu/osl/csd) for more information.

Office for International Students and Scholars
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/int/oiriss.
Office for African American, Latino, and Asian American Student Services

For more than 10 years, the Office for African American, Latino, and Asian American Student Services (OASIS) at New York University has sought to promote educational success by cultivating a community for students of color. OASIS is dedicated to helping students achieve excellence through addressing the intellectual, cultural, and social issues of African American, Latino, and Asian American students.

Educational and Cultural Programs
- Educational and Cultural Institute/Under1Roof
- OASIS Speaker Series
- -ISM Project
- Diversity Day

Graduate and Professional Initiatives
- Future Administrators Cultural Training Seminar (FACTS) Program
- Institute for the Recruitment of Teachers

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services exists to create campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identification. The office offers a number of support services and programs including the following:

- Weekly discussion groups
- Student clubs
- Cultural, educational, and social programs
- Community service opportunities
- Rainbow Connection mentor program
- Outspoken peer education program
- Lending library

Information on campus and community resources, including health services, spiritual organizations, recreational and social opportunities, volunteer opportunities, jobs, and internships

Personal Development and Leadership
- The OASIS Leadership Institute (OLI)
- Mentorship Program
- OASIS Peer Ambassadors
- Brothers for Success
- Financial Aid Seminar Series
- The Culture Shop

Academic Enrichment Services
- Strategic Networking for Academic Performance (SNAP)
- Timbuktu Academic Resource Center

Social and Community Programs
- Welcome Reception
- Holiday Celebration
- Nia Awards Celebration

Career Advantage Internship Program
- Diversity Career Fair
- Making It in Media

General Resources and Services
- OASIS On-Line Calendar (calendar.nyu.edu/oasis)
- Scholarship/Grant Information
- The OASIS Spirit
- Counselor-in-residence
- OASIS Information Sessions
- The Official OASIS Web Site (www.oasis.nyu.edu)

The Office of Lesbian, Gay, Bisexual, and Transgender Student Services is also dedicated to advocacy, education, training, and consulting. Outspoken is our peer education program that trains LGBT students and allies on issues of importance to the LGBT community and prepares them to present this information to the campus community. The Safe Zone program trains a growing network of students, faculty, and staff across the University who are willing and prepared to provide support and information to lesbian, gay, bisexual, transgender, and questioning students.

The office is located at 244 Greene Street, 3rd Floor, is open Monday, Tuesday, and Friday from 9 a.m. to 5 p.m., and Wednesday and Thursday from 9 a.m. to 7 p.m. The main telephone number is (212) 998-4343.

Office of Lesbian, Gay, Bisexual, and Transgender Student Services

The Office of Lesbian, Gay, Bisexual, and Transgender (LGBT) Student Services exists to create campus environments that are inclusive and supportive of student diversity in the areas of sexual orientation and gender identification. The office offers a number of support services and programs including the following:

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Information on campus and community resources, including health services, spiritual organizations, recreational and social opportunities, volunteer opportunities, jobs, and internships

Our programs include lunch discussions on various topics, social events, major speakers, performances, and movie nights. Office staff members are always available to speak with students about coming out and related personal issues. The Office of LGBT Student Services houses a lending library and a number of resources regarding everything from health to legal issues to referrals to social events within the New York City LGBT community. The Office of LGBT Student Services is also dedicated to advocacy, education, training, and consulting. Outspoken is our peer education program that trains LGBT students and allies on issues of importance to the LGBT community and prepares them to present this information to the campus community. The Safe Zone program trains a growing network of students, faculty, and staff across the University who are willing and prepared to provide support and information to lesbian, gay, bisexual, transgender, and questioning students.

The office is located at 244 Greene Street, Rooms 505 and 506. Students can also reach us at (212) 998-4424 or lgbt.office@nyu.edu. We are open Monday through Friday, 9 a.m.-5 p.m. For more information and a listing of upcoming events and programs, visit our Web site at www.nyu.edu/lgbt.
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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 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) 998-1065.

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, contact the Spiritual Diversity Network of the Office of Student Life at (212) 998-4956.

Center for Music Performance

There is 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 individuals and the various musical organizations at NYU. There are myriad performance opportunities available for students of all ability levels to get involved, including the NYU Orchestra, Concert Band, and Pipes and Drums. Student music clubs abound, spanning a wide array of musical pursuits, including vocal performance, composition, and music business. The academic music departments at the University (within the Steinhardt 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 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-MUSIC.

Other NYU Performing Organizations

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) 998-5865; the NYU Kaleidoscope Dancers for Children, (212) 998-5411; the NYU Playwrights; and the NYU Summer Musical Theatre Workshop.

The NYU Bookstores

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 print-out 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.books.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.

**COMPUTER STORE**
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, and 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.

**PROFESSIONAL BOOKSTORE**
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 E. Wagner Graduate School of Public Service with required and recommended course books. Also available are sportswear, stationery, study guides and reference books.

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**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 and Transportation Services Department provides a force of more than 220 uniformed officers 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, (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.

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**Computer Services and Internet Resources**

Information Technology Services (ITS)

www.nyu.edu/its

Client Services Center:

10 Astor Place, 4th Floor

Telephone HelpLine:

(212) 998-3333

8 a.m.-12 midnight,
Monday-Friday

12 noon-12 midnight,
Saturday and Sunday

Walk-In Hours: 9 a.m.-6 p.m.,
Monday-Friday

Information Technology Services (ITS) is NYU’s central organization for technology-based services for University students, faculty, and staff. ITS provides computer services, Internet access and software, four on-campus student computer labs, two ITS-affiliated student computer labs, and classes, assistance, and a variety of additional resources that will help you with your course work and research projects. Our services include the following:

**E-mail and Internet**

ITS provides NYU Home service, giving students a customizable portal to many Web-based services and tools: E-mail, Albert, Web forums, NYU Blackboard, classes, your own personal Web page, research tools, library information, 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. Visit www.nyu.edu/its/students/internet to learn more.

**Computer Labs and Instructional Facilities**

ITS operates four modern computer labs, offering high-end Macintosh and Windows systems, along with laser printers, DVD drives and related equipment, and a wide variety of up-to-date software. High-speed connections to World Wide Web and Internet resources can be made from the labs' computers. The ITS labs are located in the Education Building (second floor), Tisch Hall (lower concourse, room LC-8), 14 Washington Place (lower level), and the Third Avenue North Residence Hall (level C-3). There are also two ITS-affiliated computer labs on campus, the CAS Learning Center Lab (Weinstein Hall, first floor) and the Bronfman Center for Jewish Studies (7 East 10th Street). Visit www.nyu.edu/its/labs for lab hours and other lab information.

There is no charge for use of the ITS labs. They are open to all NYU students in degree or diploma programs and to NYU faculty and staff. Access to additional computing resources is available to qualified students and faculty through specialized ITS computer accounts. To learn more about these accounts, please contact the ITS Client Services Center at (212) 998-3333, visit www.nyu.edu/its/accounts, or send E-mail to its.accounts@nyu.edu.

Account Request Forms are available at www.nyu.edu/its/accounts or at the ITS Client Services Center, 10 Astor Place, 4th Floor.

**Connecting to NYU-NET**

NYU's campuswide data network, NYU-NET, links your personal computer—whether in your home, dorm room, or off-campus workplace—to your NYU Home account, allowing access to the other Internet services mentioned above. Telephone and modem (“dial-in”) connections can be made to NYU-NET using the University's DIAL (Direct Internet Access Link) service. NYU ResNet provides direct Ethernet connections to NYU student residents from rooms in many NYU residence halls. For information about in-room connections, visit www.nyu.edu/resnet.
You can connect to the Internet on your own laptop by plugging into one of the network ports located in designated laptop areas in Bobst Library. To connect through these ports, you must have activated your NYUHome account and have an active Bobst Roaming Account. For more information about roaming accounts, contact the Client Services Center at (212) 998-3333 or visit www.nyu.edu/its/roaming. The Electronic Resources Center (Bobst Library, B-Level) also loans laptops to students at no charge for use in designated locations throughout the library.

There are also over 100 NYUHome stations installed around campus for public use. They are available at Bobst Library, Mercer Lounge, the Study Center, and other locations, and they provide eligible students with access to NYUHome, E-mail, and other Internet resources. Visit home.nyu.edu/homestations for a complete list of locations.

In-Room Telephone Service
ITS Telecommunications Services provides telephone services to students housed in many NYU residence halls, including easy-to-use voice mail and long-distance service. Those residence halls where telephone service is not provided by ITS Telecommunications have services provided by NYU service partners.

For more information visit www.nyu.edu/its/students/telephone or call (212) 443-1221 for the Residence Hall Telephone Service Line.

Classes
Each semester, ITS and Bobst Library offer programs of short classes and talks on the use of computers, Internet, and library resources to all eligible NYU students. For a class schedule, visit www.nyu.edu/its/classes or calendar.nyu.edu.

Special Resources
ITS Academic Computing Services offers discipline-specific services in the arts, humanities, sciences, and social sciences to advanced students.

- The Arts Technology Group at the Multimedia Lab at 35 West Fourth Street, 2nd floor, supports NYU students in the use of advanced digital tools, with a focus on newly emerging technologies including digital video, advanced imaging, and planning and consulting services. Visit www.nyu.edu/its/agt for more information.

- The Humanities Computing Group promotes and supports computer resources available for humanities teaching and research, including a library of specialist software and electronic texts, training, and consulting. Visit www.nyu.edu/its/humanities for more information.

- ITS has a variety of special resources for students in the sciences such as the Scientific Visualization Laboratory, access to supercomputing systems, and popular mathematical software. Visit www.nyu.edu/its/science for more details.

- Expert consultation in the use of software for social science research is provided by the ITS Social Sciences, Statistics, and Mapping Group. High-end workstations and a variety of social sciences software are available for student use. Visit www.nyu.edu/its/socialsci for more information.

Software for Home and Office Use
Look to ITS for selected Internet software and Norton AntiVirus software that can help you make the most of your home or office connection to NYU-NET and protect your computer from viruses and worms. Pick up ITS’s yearly NYU-NET CD at any ITS computer lab or at the ITS Help Desk, 10 Astor Place, 4th floor, or visit www.nyu.edu/its/software to download the available software directly to your PC or Macintosh. Authentication is required for Norton AntiVirus software downloads.

Help
Telephone support is provided by the Client Services Center, (212) 998-3333, from 8 a.m. until 12 midnight, Monday through Friday, and from 12 noon until 12 midnight, Saturday and Sunday. On-line support, including an extensive FAQ section, is available at www.nyu.edu/its/helpdesk and at home.nyu.edu/help.

In-person help is available at any of the four ITS computer labs (see www.nyu.edu/its/labs for current schedule) and at the Client Services Center, 10 Astor Place, 4th floor, from 9 a.m. to 6 p.m., Monday through Friday. Appointments are recommended for laptop configuration.

Further Information
Additional information can be obtained by visiting www.nyu.edu/its and home.nyu.edu/help or by calling (212) 998-3333. The Computer Services and Internet Resources brochure, available at any of the ITS labs or at the NYU Information Center, contains more detailed information. The NYU Libraries and ITS Student Guide, updated each Fall and Spring semester, also contains detailed information and is available at the ITS labs, the NYU Libraries, the NYU Information Center, and at the ITS Client Services Center.
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 that enable graduates to maintain contact with the College and their classmates. In addition, representatives of the Alumni Association Board of Directors participate in the New York University Alumni Association, which represents all alumni. Highlights of the year include a fall Dean’s Day, a holiday party, and an NYU Alumni Association awards dinner. In addition, College alumni who are recent graduates are encouraged to participate in special Recent Alumni Network Association.

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.
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, Silver Center, 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 maydrop 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 expe-
perience 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.

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.

Annette B. Weiner Memorial Prize
Presented for excellence in the field of anthropology and for service to the department.

Anthropology Department Prize
Presented to a senior majoring in anthropology who has demonstrated excellence in academic achievement and who shows outstanding promise in the field of anthropology.

Antonio Mazzeo Memorial Scholarship
Awarded to a senior who plans to pursue graduate studies in the humanities.

Arthur E. Hill Prize in Chemistry
The income from a fund given anonymously in memory of Arthur E. Hill, a member of the Department of Chemistry for 35 years and head of the department from 1912 to 1937, awarded for excellence in chemistry to a senior who has completed the requirements for honors in chemistry.

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 Vassilikis Certificate of Achievement
Awarded annually by the New York University Alumni 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.

Chemical Rubber Company Prize
A copy of the Handbook of Chemistry and Physics, the gift of the Chemical Rubber Company, presented annually to the student with the highest average in general chemistry at the end of the first term of this course.

Chemistry Mentor Award
Presented to a student for assisting in the College Chemistry Mentoring Program.

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.

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 Abels 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.

**Eryk Spektor Scholarship**
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

**Estelle M. Holmes Award in American Literature**
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

**European Studies Prize**
Presented to a student for the best undergraduate thesis in this field.

**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 Alumnae 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 Slochowski Memorial Award**
Presented to a student for excellence in Hebrew and Judaic studies.

**George Cooley Memorial Prize**
Presented for excellence and for exceptional promise in mathematics.

**George Granger Brown Scholarship**
Merit awards presented at the end of the junior year to undergraduates majoring in chemistry or physics solely for excellence and promise in these fields.

**George 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 Granger Brown Memorial Award**
Presented to a student of the College for outstanding scholarship in Hebrew and Judaic studies.

**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 Sakhri 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 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 1944, 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 Sakhri 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
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.

Ibn Khaldun Prize
Presented for excellence and achievement in the study of Arabic.

Irving H. Jurow W'36 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 to a graduating senior for accomplishment and interest in African history.

Lillian Lindhardt-Solotoroff Prize in Chemistry
Prize awarded annually on the basis of scholarship in chemistry and general scholarship average to a woman student who has majored in chemistry and who has taken at least three years of her undergraduate work in the College. Prize derived from a fund established in memory of Lillian Lindhardt-Solotoroff, Class of 1924, by her family and the Alpha Epsilon Phi sorority.

Lionel Casson Prize
Presented to a student in the Department of Classics who is outstanding in scholarship in the classics and in service to fellow students and to the department.

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
Grant by annual vote of the Student Council in memory of Mark Carroll, Class of 1953, 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.

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 Klene 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 American History
Awarded annually to the graduating senior considered to have demonstrated conscientious and outstanding work in the field of American history.
New York University Alumnae Club Key Pin Award in Memory of Lena Castle
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.

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 Alexander S. Onassis Program in Hellenic Studies.

Religious Studies Prize
Presented for excellence and accomplishment in the field of religion to a graduating senior.

Rita Cooley Prize
Established upon her retirement in 1986 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.”

Roland P. Beattie Memorial Award
Established in 1984 by the family of Roland Percival Beattie, University College Class of 1920, and presented to the valedictorian of the graduating class.

Rumi-Biruni Prize
Presented for excellence and achievement in the study of Persian.

Russian Language Studies Prize
Presented for excellence in this field.

Salomonowitz Memorial Prize
Presented to a deserving student for outstanding scholarship in philosophy.

Samuel F. B. Morse Medal
A medal award, provided for in the will of Samuel F. B. Morse, former NYU faculty member, and presented annually to a student who shows special ability in physics.

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, Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability in neural science.

Sid Gross Memorial Prize
Presented for excellence and achievement in the field of Slavic languages and literature.

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 Pullock 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, Advisement, and Counseling

The College Advising Center, Silver Center, 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 an 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 or TorchTone.

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.

Special (nonmatriculated) students. All special students, whether they have already earned a bachelor's degree or are still attending another undergraduate institution, must be formally admitted to the College (see Admissions). They must also meet the regulations of the Faculty Committee on Academic Standards with regard to grades and programs.

Special students are not permitted to audit courses or to enroll for independent study courses and are expected to register only for courses within the College of Arts and Science. Those who already have a bachelor's degree and wish to take only graduate courses should apply to the Graduate School of Arts and Science.

For program review and approval, special students should go to the College Advising Center, Silver Center, Room 905. However, postgraduate special students interested in medicine should visit the Preprofessional Advising Office, Silver Center, Room 901. Continuing special students are eligible for early registration.

Advisement

College Advising Center. The College Advising Center (Silver Center, 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 curricular 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 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 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:

- individual and group tutoring sessions
- Morse Academic Plan study groups

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 Silver Center, 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.

• examination review sessions
• residence hall group study sessions
• study skills assessment
• workshops on academic effectiveness and time management
• computer-assisted tutoring
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, Silver Center, 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, Silver Center, 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 academic plan annually.
her program with a department adviser each term.

**DECLARATION 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.

**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. No more than one minor can be completed outside of the College in order for the credits to count toward the degree requirement.

**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 D+ 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, pre-business studies, studio art, and social work, no courses given in other NYU divisions may be counted toward the major or minor, and only one minor from among these programs will count toward the 128-credit degree requirement. 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 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. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department. 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.
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 within the College of Arts and Science.

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 Silver Center, 100 Washington Square East, Room 901; (212) 998-8160.

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, V25.0012; 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 the Essay, V40.0100, and one elective from the English Department; 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 pre-health 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, Silver Center, Room 901, telephone: (212) 998-8160, has an extensive evaluation process that enables the chair of the Committee on Recommendations to Schools of the Health Professions to write a letter of recommendation using information from as many sources as possible. Students fill out evaluation forms each semester. Additionally, students preparing for the admissions tests and subsequent application undergo 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 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.

EARLY DECISION PROGRAM FOR ADMISSION TO NEW YORK UNIVERSITY SCHOOL OF MEDICINE

Premedical students in the College of Arts and Science may make formal application to the School of Medicine before the regular opening date for applications. They will be notified of the School of Medicine’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 School of Medicine. 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 School of Medicine 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.

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.

Barbara and Evan Chesler Prelaw Program

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, Silver Center, 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. The Lawyer Alumni Mentoring Program (LAMP) offers CAS students an opportunity to apply for one-on-one mentoring with experienced attorneys who are alumni from the College.

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 and the Prelaw Society also sponsor talks by guest speakers on law-related topics and field trips to courts and schools of law; arrange for representatives from various law schools to visit the College and describe their programs; and administer 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, Silver Center, 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 BACHELOR’S/MASTER’S PROGRAM
The College of Arts and Science and the Graduate School of Arts and Science offer students in many departments or programs 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. Intended for students for whom a master’s degree is sufficient preparation for the pursuit of their career goals, this program even allows for the possibility that the department of the master’s degree is different from that of the bachelor’s degree.

The master’s option is currently available in the Departments of Biology, Chemistry, Comparative Literature, Computer Science, Economics, English, French, German, History, Mathematics, and Psychology, as well as in the Center for European Studies, the Program in Africana Studies, the Program in French Studies, and the Draper Interdisciplinary Program in Humanities and Social Thought.

Students may apply to the program once they have completed a minimum of 48 credits toward the bachelor’s degree but not more than 96 credits or six semesters, whichever comes first. Participating departments set minimum GPA requirements for admission to and continuation in the program; neither may be below 3.5. The undergraduate courses required for the master’s program are determined by the graduate department. In their remaining undergraduate semesters, students can accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Students in the program must satisfy all of the requirements of both the bachelor’s degree and the master’s degree; there is no double-counting of courses. In order to complete the program in five years, students are advised to finish at least a fourth of the master’s requirements before the beginning of the fifth year.

Interested students should consult the relevant department or program or the College Advising Center, Silver Center, 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 adviser for the B.S./B.E. program at (212) 998-8130.

THE GENERAL EDUCATION MINOR
The five-course, 18-credit minor in general education, offered in cooperation with the Steinhardt School of Education, gives College of Arts and Science students the opportunity to explore a career in teaching and to learn about important issues facing today’s students and educators. The course work in this minor deals with such topics as ways to promote and assess learning; the needs of a diverse student body; relations between educational systems and society; the historical evolution of approaches to education; the emotional and intellectual development of children and adolescents; and the role technology plays in the classroom.

This minor does not allow students to gain provisional certification on graduation. However, the required courses are part of the core requirements for all teachers, and, therefore, the minor gives students a “head start” toward working on a master’s degree and certification. It is also excellent preparation for such programs as Teach for America and New York City Teaching Fellows or for teaching in private schools and other educational environments in which certification is not required.

By giving students a broad, well-balanced grounding in educational theory, history, and practice, this minor prepares them to later specialize in the area of education that interests them most, no matter what age group or subject they plan to teach. The minor is also broad-based enough to be of value to students who plan to teach at the college level or to pursue a career in educational administration or school counseling. Finally, pedagogical skills are transferable to almost any career that requires the ability to present information to others in a clear, organized, and persuasive fashion.

Interested students should contact the advisers for the general education minor in the College Advising Center, Silver Center, Room 905, to discuss declaring the minor officially. Students should keep in mind that they are allowed to count all 18 credits of a declared general education minor toward their degree, but may not count other courses outside of the College of Arts and Science toward their degrees. See the section on Academic Policies in this bulletin for further information on taking credits outside of the College.

The required courses, all offered by the Steinhardt School of Education, are as follows: Inquiries into Teaching and Learning 1, E27.0001
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, Silver Center, 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 Steinhardt 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, 7 East 12th Street, 6th Floor, New York, NY 10003-6668; (212) 998-2292.
New York University Programs Abroad

A College of Arts and Science student in very good standing, with a GPA of 3.0 or higher, 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 (Silver Center, 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 the Silver Center, Room 905, or download it from www.nyu.edu/studyabroad/undergraduate. 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, predeparture 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 (Silver Center, 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; summer.info@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 Ger-
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; friedrich.ulfers@nyu.edu.

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 theatre, 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; 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 theatre 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; 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) 998-8652.

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
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; 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; london.program@nyu.edu.

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 Flemish Studies, a popular student area near the University of Florence. Addi-
New York University in Nanjing (Summer)

The modern city of Nanjing is the site of New York University’s newest summer study abroad program. The seven-week program combines classroom study of the Chinese language, history, and culture with activities and excursions in this culturally rich city and one week of travel to Beijing and Xi’an. Students visit such sites as Fuzi Miao (Confucius’s temple) in the beautiful and historic Shili Qinhuai River area, the magnificent Ming Dynasty Zhonghua Gate in southern Nanjing, and Jiming Temple.

All classes are held at Nanjing University. The curriculum includes intensive Chinese language courses (beginner through advanced) and Chinese history, literature, and civilization courses taught in English by NYU and Nanjing University faculty. There are also language exchange opportunities with Nanjing University students, weekly Chinese language group meals, movies, tai chi classes, and visits with Chinese families.

Students in the Nanjing program are housed at the International Students’ Apartments of Nanjing University in the center of the city. The 20-story building is in a lively neighborhood and houses a recreation center, classrooms, a reading room, and other facilities. Students will discover the rhythm of a city that is both ancient and modern in this exciting and challenging new program. For further information, contact the Program Director, NYU in Nanjing, Program in East Asian Studies, 715 Broadway, New York, NY, 10003-6806; (212) 998-9068.
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 Trocadéro, in a quiet, 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; 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; 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); the Autonomous University of Madrid (Spain); Trinity College (Dublin, Ireland); and Royal Holloway (England). In Latin America, participants include Pontifical Catholic University of Chile (PUC) (Santiago) and the National Autonomous University of Mexico (UNAM) (Mexico City); University of Torcuato di Tella (Buenos Aires, Argentina); and in Asia, Ewha Women’s University (Seoul, Korea), and Yonsei University (Nagoya, Japan) (Note: Ewha’s international program is coed). 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; global.exchanges@nyu.edu.
Academic Policies

Academic Program

The programs and courses offered at the College of Arts and Science are designed for students who attend classes offered during the day on a full-time basis. A full-time schedule normally consists of 16 points per term, or 32 points per year, which enables a student to complete the entire program of 128 points in four years. Minimal full-time status entails completing at least 12 points per term or 24 points per year. Students who wish to attend part time should obtain permission from the Office of the Associate Dean for Students. 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.

Students in good academic standing may register for more than 18 points per term with the approval and clearance of their academic adviser. Students on academic probation, however, who wish to register for more than 18 points per term must obtain the prior approval of the Committee on Academic Standards, as must any other student wishing to register for more than 20 points.

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, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; (212) 998-8130.

Complete withdrawals. Students who wish to withdraw from all their courses must make an appointment for an interview with an adviser in the College Advising Center. A student who withdraws officially from all courses in a term may register for the following term. If the student is unable to attend the College during the term following the withdrawal, he or she should request a leave of absence from an adviser in the College Advising Center. For more information, see “Attendance,” below.

Auditing. Matriculated students in the College may audit (i.e., attend lectures without intending to receive credit) any course in the College with the consent of, and under the conditions established by, the instructor and the department. Auditors may not preempt space required for registered students. Courses cannot be audited as a means of satisfying requirements for an incomplete grade or as a means of changing a previous grade. A student cannot register as an auditor, and audited courses will not appear on the student’s official transcript. Special (nondegree) students may not audit courses.

Attendance

Although the administration of the College does not supervise attendance of classes, it supports the standards imposed by instructors.

Students who, in the judgment of the instructor, have not substantially met the requirements of the course or who have been excessively absent may be considered to have withdrawn unofficially and may be given the final grade of F. See “Withdrawing from courses,” above.

REOULS 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
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. No credit is given for AP tests taken after the completion of high school. 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 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 recordable, but only the latter will be computed in the grade point average and have credit awarded. No course can be taken for a grade more than twice. 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 or 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. If such courses are taken at schools outside the University, the credit will not transfer to the College.

Also excluded from credit toward the degree are any courses taken in the School of Continuing and Professional Studies once a student is registered in the College.

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, Silver Center, 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 examination with the instructor and, in the case of illness, must submit a doctor’s note to the instructor. The student must ask the instructor to give a grade of Incomplete. Incompletes are not awarded automatically. The time and place of any makeup examinations are set by the instructor or the department.

Incomplete grades received because of a missed final examination must be removed within the semester following the one in which the Incomplete was received. In the case of students who are out of attendance, such grades must be removed within one year after the end of the course concerned. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the average.

Grades
Students may obtain their final grades for each semester over the telephone or on the 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, have the student’s grades at any time.

The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor. The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course.

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.

The grade of P (Pass) 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.

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.

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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 not 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. Independent study courses taken in other divisions of the University or at other universities do not count toward the College degree.

More specific information can be found under the individual departmental descriptions.

EXAMS AND PROGRESS

ACADEMIC EXAMINATIONS
Placement, Analysis of Academic Progress, and Transcripts

PLACEMENT EXAMINATIONS
1. Foreign Languages.
   A. Testing and Placement. Most entering students take a proficiency/placement test prior to their first registration in the College. SAT II-type reading tests are used as proficiency (exemption) and placement instruments in classical Greek, French, German, Italian, and Spanish. Students who took a foreign language SAT II test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. Written examinations are also given in Japanese, Mandarin Chinese, Korean, modern Greek, modern Hebrew, Portuguese, Russian, and Tagalog. Testing in Cantonese can be arranged through the Department of East Asian Studies. Testing in Gaelic (Irish) can be arranged through Ireland House. Testing in Arabic, Turkish, Persian, and Hindi/Urdu can be arranged through the Department of Middle Eastern Studies. Because these are reading examinations, students should choose to be tested in the language in which they have good reading skills.
   Tests can result either in an exemption from the foreign-language requirement (see “Foreign Language” under Morse Academic Plan) or in placement into the appropriate-level course. Placement into a lower-level course means that the student must continue his or her studies of that language (or begin a new language) until completion of the intermediate level of that language. In some cases, adjustments in placement may be made during the first weeks of class.

   Information on placement testing can be obtained from Crystal Parsons at the Office of Academic Affairs, Silver Center, Room 908. Students who place at a level below that which they have completed at another college will lose transfer credit if they repeat course work at the College of Arts and Science.

   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 collegiate 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, Silver Center, 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, Silver Center, Room 909B.

   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.

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   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, Silver Center, Room 909B.
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. Quantitative Reasoning. All students who are planning to register for Quantitative Reasoning (V55.01xx), or to satisfy this MAP requirement by sufficiently high score on a test, must take the Quantitative Reasoning screening/exemption test.

III. Chemistry. A chemistry assessment examination is given to all freshmen who intend to take chemistry.

IV. Biology. A biology assessment examination is available 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 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. Currently, we are not accepting requests for transcripts by E-mail. A transcript may be requested in writing by either faxing ([212] 995-4154) or 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 the transcript is to be sent. Please allow seven business days from the time the Office of the University Registrar is in receipt of your registration for processing.

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. A request for more than three transcripts requires the full name and address of the college, university, prospective employer, or scholarship agency to which the transcripts will be sent. You can indicate in your request if you would like us to forward the transcripts to your home address, but we still require the name and address of each institution.

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 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.

Diploma Application

Students may officially graduate in September, January, or May. The Commencement ceremony for all schools is held in May. You must apply for graduation by dialing TorchTone (212) 995-4747. In order to graduate in a specific semester, you must apply for graduation with- in the application deadline period indicated on the calendar. (Students may view the graduation deadlines calendar and general information about graduation in the Office of the University Registrar’s Web page at www.nyu.edu/registrar.) It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

Academic Standards and Discipline

ACADEMIC STANDARDS

The Committee on Undergraduate Academic Standards reviews student records throughout the academic year. All of its actions are based on the grades to date at the end of the term.

Academic alert. Students with cumulative grade point averages of 2.0 to 2.25 will receive an academic alert letter reflecting the committee’s specific recommendations for achieving an appropriate standard for academic performance.

Academic probation. Any student whose record is deemed unsatisfactory will be placed on academic probation and will be so informed by letter. A record will be deemed unsatisfactory if, in any semester, the cumulative or semester grade point average falls below 2.0 or if it fails to show steady and substantial progress toward the degree. Steady and substantial progress toward the degree entails the completion, with satisfactory grades, of more than half of the
courses (and points) for which a student registers in any semester. In addition, it entails satisfactory progress in the student’s major.

Failure to satisfy the conditions of probation will result in further academic sanctions and possibly dismissal from the College. The conditions usually require that the student (a) achieve a grade point average of at least 2.0 during the term he or she is on probation, (b) not receive any grade below a C or any grade of I, and (c) not withdraw from any course without securing the permission of the Committee on Undergraduate Academic Standards prior to the withdrawal. Students on academic probation are also required to have a special probation interview with an adviser in the College Advising Center 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 departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

Academic dismissal. Students who are dismissed from the College for poor academic performance 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 also, 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 chairman’s file and not in the student’s departmental file. The dean’s office copy shall also be kept in a confidential file. The professor and/or the director is encouraged to meet with the student and discuss the nature of the offense and the action taken.)

3. For cases involving a first offense at New York University, the dean shall send the student by 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 NYU Student Guide. If pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.
Below is a summary of the offenses for which students may be subject to disciplinary charges by the Committee on Student Discipline:

1. False representation or forgery of academic documents
2. Deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or university property
3. Disruption of an academic event
4. Actual or threatened violence or harassment

Depending on the seriousness of the offense, the following penalties may be imposed after a hearing by the Committee on Student Discipline:

Disciplinary probation. Suspension of privileges or exclusion from participating in extracurricular University activities as set forth by the Committee on Student Discipline for a specified period of time.

Suspension. Exclusion from classes as well as suspension of privileges and exclusion from other activities as set forth in the notice of suspension for a definite period of time. A student who has been suspended and who is found “not guilty” shall be allowed full opportunity to make up whatever work was missed because of the suspension.

Dismissal. Termination of student status for an indefinite period. The conditions for readmission, if any are permitted, shall be stated by the committee in the order of dismissal.

If, as a result of disciplinary action, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds.

STUDENT GRIEVANCE
Students in the college of Arts and Science are referred to the Student Grievance Procedure applicable to all the schools of New York University as found in the NYU Student Guide. The College adheres to all articles of the Student Grievance Procedure as set forth in the University’s Policies and Procedures section of the NYU Student Guide.

UNIVERSITY POLICY ON PATENTS
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Peter Ungar, B.Sc., Ph.D., Mathematics
Irwin Unger, Ph.D., History
Samuel J. Williamson, B.S., Sc.D., Physics
Nathan Winter, Ph.D., Hebrew and Judaic Studies
Dennis H. Wrong, B.A., Ph.D., Sociology
Leonard Yarmus, B.S., Ph.D., Physics

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 Faculty Committee on Undergraduate Honors
Membership by appointment and by office. Term: three years.

The Faculty Committee on Undergraduate Scholarships and Financial Aid
Membership by appointment and by office. Term: three years.

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 Student Discipline
Membership by selection from an elected panel. Term: two years.

The Faculty Committee on Nominations and Elections
Membership by election. Term: two years.

The Faculty Committee on Petitions
Membership by election and by office. Term: two years.

The Faculty Advisory Committee on Promotion and Tenure
Membership by appointment and by election. Term: three 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.

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.

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

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