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

Payment of tuition or attendance at any classes shall constitute a student’s acceptance of the administration’s rights as set forth in the above paragraph.
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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 mastery of Greek and Latin, with little attention given to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of individuals aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that New York, 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 60 institutions are members of the distinguished Association of American Universities. New York University is one of the 60. Students come to the University from all 50 states and from over 130 foreign countries.

The University includes 14 schools and colleges at six major centers in Manhattan. In addition, the University operates a branch campus program 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—

<table>
<thead>
<tr>
<th>Year</th>
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<td>1832</td>
<td>College of Arts and Science</td>
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<td>1890</td>
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<td>1938</td>
<td>Robert F. Wagner Graduate School of Public Service</td>
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<td>1948</td>
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<td>1960</td>
<td>Silver School of Social Work</td>
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<td>1965</td>
<td>Tisch School of the Arts</td>
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<td>1972</td>
<td>Gallatin School of Individualized Study</td>
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<tr>
<td>1963</td>
<td>Mount Sinai School of Medicine (affiliated July 1, 1999)</td>
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The Universities of
The Colleges of
The Schools and
of the University

The College of Arts and Science
offers the Bachelor of Arts degree in
a wide range of programs in the
humanities, science, social sciences,
and foreign languages and litera-
tures. In some departments, the
Bachelor of Science degree is
offered. Joint programs of study
currently involve NYU’s Robert F.
Wagner Graduate School of Public
Service; Graduate School of Arts
and Science; Steinhardt School of
Culture, Education, and Human
Development; Silver School of
Social Work; School of Medicine;
and College of Dentistry, as well as
the 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 and
Doctor of Juridical Science. The law
school is a leader in providing
scholarships to promising students,
recruiting top faculty, and improv-
ing tuition subsidies and loan for-
giveness programs. The School of
Law regularly posts recent gradu-
ates to the U.S. Supreme Court for
highly coveted clerkships. The
Root-Tilden-Kern scholarship pro-
gram has produced more than 800
of the finest public service leaders
in the country. Each year, some of
the world’s top foreign lawyers visit
to teach at the Hauser Global Law
School, founded in 1995. An
extraordinarily wide range of course
offerings, research centers, collo-
quia, and special programs is made
available to students. Policy makers
and practitioners regularly converge
on Washington Square South to
explore critical issues in the law.

The School of Medicine and
Post-Graduate Medical School
offer the Doctor of Medicine and
Doctor of Philosophy degrees and
courses for accreditation designed
to meet the needs of physician-sci-
entists and physicians in practice.
Much of the clinical teaching takes
place at the 912-bed Bellevue
Hospital Center, where the School
of Medicine supervises care.
Medical students and residents also
gain important clinical experience
through the NYU Hospitals
Center, which includes the 705-bed
Tisch Hospital and the 174-bed
Rusk Institute of Rehabilitation
Medicine. The School also main-
tains affiliations with select institu-
tions for a variety of joint academic
and clinical programs. Affiliated
hospitals include the Hospital for
Joint Diseases Orthopaedic
Institute; the Department of
Veterans Affairs New York Harbor
Health Care System; Jamaica
Hospital Medical Center; North
Shore-Long Island Jewish Health
System; Manhattan Eye, Ear, and
Throat Hospital; Gouverneur
Hospital; and Lenox Hill Hospital.
The School is renowned for the
excellence of its basic and clinical
science enterprises, as well as its
clinical care through its family
group practices.

The School’s Skirball Institute
of Biomolecular Medicine is one of
the world’s leading medical research
centers, with interdisciplinary
research emphasizing the biomolec-
ular roots of disease. Specific areas
of focus include developmental
genetics, molecular pathogenesis,
molecular neurobiology, and
structural biology.

The College of Dentistry is the
third oldest and the largest private
dental school in the United States.
It offers a predoctoral program lead-
ing to the Doctor of Dental Surgery
degree, as well as advanced educa-
tion programs in the dental special-
ties and an allied health program in
dental hygiene. The patient care
clinics, laboratories, and other
teaching facilities that comprise the
College of Dentistry are housed
within several buildings, including
the Arnold and Marie Schwartz
Hall of Dental Sciences and the
K. B. Weissman Clinical Science
Building. The center is located on
First Avenue, from East 24th Street
to East 25th Street, in the midst of
one of the nation’s most renowned
health sciences complexes, which
extends from East 14th Street to
East 34th Street. Located within the
College of Dentistry is the College
of Nursing, one of the top pro-
grams in the country. Graduates
assume positions in leading health
care institutions and universities
and practice in areas including
acute care, community health care,
pediatrics, geriatrics, mental health,
and emergency care. The College
offers B.S., M.S., and Ph.D. degree
programs. A B.S./M.S. dual-degree
program and an M.S./M.S. joint-
degree program with the Robert F.
Wagner Graduate School of Public
Service are also available.

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 in Paris and NYU in Madrid
M.A. programs are based in centers
in Paris and Madrid. 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
Public Service. Courses are offered
in the late afternoon and evening, as
well as during the day.

The Steinhardt School of
Culture, Education, and Human
Development offers a broad range
of innovative undergraduate prepro-
fessional and professional programs
and advanced graduate study in
applied psychology, art, communi-
cation, education, health, and
music. Undergraduate programs
lead to the Bachelor of Science,
Bachelor of Music, or Bachelor of
Fine Arts 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 set-
tings throughout New York City.
Graduate students may enroll in

The Schools and
Colleges of
the University
ranges between 116 and 6,929.
While some introductory classes in
some programs have large numbers
of students, many classes are small.

More than 2,500 courses are
offered, leading to more than 25
different degrees.
The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimkin Halls and the Henry Kaufman Management Center. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. The Stern School offers B.S., M.B.A., and Ph.D. degrees. Students may specialize in accounting, 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, the Robert F. Wagner Graduate School of Public Service, 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 an innovative curriculum that integrates liberal arts studies with business studies. Through this course of study, students are exposed 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 (SCPS) has for over 70 years provided courses and professional credentials to meet the cultural and career needs of today’s adult population. SCPS offers approximately 2,000 non-credit classes each semester in business and marketing; entertainment, technology, and digital arts; international studies; real estate and construction; hospitality; philanthropy; the creative arts; and more. SCPS also offers credit-bearing programs, including associate’s and bachelor’s degrees geared toward adults returning to college. For professionals seeking career advancement in specific industries, SCPS offers 13 Master of Science degree programs. Flexible scheduling, convenient class locations, and online offerings through the Virtual College™ draw thousands of adult students to SCPS every semester.

The Robert F. Wagner Graduate School of Public Service offers advanced programs leading to the professional degrees of Master of Public Administration, Master of Urban Planning, Master of Science in management, and Doctor of Philosophy. Through these rigorous programs, NYU Wagner educates the future leaders of public, nonprofit, and health institutions, as well as private organizations serving the public sector. Dual-degree programs are also available with the College of Arts and Science, the Graduate School of Arts and Science, the School of Law, the School of Medicine, the College of Nursing, the Silver School of Social Work, and the Leonard N. Stern School of Business. NYU Wagner takes a broad-based, interdisciplinary approach to public service education that recognizes the importance of a cross-sector perspective and values both theory and practice. Courses for full-time and part-time students are offered in the late afternoon and evening and on Saturdays.

The Silver 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 a Post-Master’s Certificate Program in the Treatment of Alcohol- and Drug-Abusing Clients.

The Tisch School of the Arts, founded in 1965, provides undergraduate and graduate training in aspects of the performing and visual arts. Departments and programs offering professional training are acting, dance, design, drama, performance studies, film and television, cinema studies, photography and imaging, dramatic writing, musical theatre writing, recorded music, and interactive telecommunications. Degrees offered are the B.A., B.F.A., M.F.A., M.P.S., M.A. (moving image archiving and preservation), and, through the Graduate School of Arts and Science, the M.A. (performance studies or cinema studies) and Ph.D.

The Gallatin School of Individualized Study offers Bachelor of Arts and Master of Arts degrees in individualized programs of study. Gallatin provides an innovative and student-centered liberal arts education in which students create and hone their own plans of study under the mentorship of faculty advisers. The Gallatin model encourages students to integrate their studies in traditional disciplines and professions by combining Gallatin course work with independent studies, internships, and courses at other schools within NYU. Gallatin’s interdisciplinary courses focus on significant texts from around the world and engage students with major historical and philosophical traditions. Programs in the arts, writing, and community learning offer students opportunities to utilize New York City as their extended classroom and to explore the relationship between theory and practice as they develop their capacity for critical thinking, effective communication, and creative work.

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, founded in 1963, became affiliated with New York University on July 1, 1999.
NEW YORK UNIVERSITY LIBRARIES

The striking, 12-story Elmer Holmes Bobst Library, designed by Philip Johnson and Richard Foster, is the flagship of a nine-library, 5.1-million-volume system that provides students and faculty members with access to the world’s scholarship and serves as a center for the University community’s intellectual life. Located on Washington Square, the Bobst Library houses nearly 5.9 million volumes, 41,000 journal subscriptions, and over 5 million microforms. It provides access to thousands of electronic resources both on site and to the NYU community around the world via the Internet. The library is visited by more than 6,800 users per day, and almost 1 million books circulate annually.

Bobst Library offers three specialized reference centers, 28 miles of open-stack shelving, and more than 2,000 seats for study. The stacks are open until midnight. The newly renovated Brine Library Commons, located on the two lower levels, provides students with wireless access, computer workstations, three computer classrooms, group and individual study spaces, and 24-hour access for study.

The Avery Fisher Center for Music and Media, one of the world’s largest academic media centers, has over 100 audio and video viewing carrels and three media-enhanced classrooms; students and researchers use more than 95,000 audio and video recordings per year. The Digital Studio offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and art events.

Bobst Library is also home to significant special collections such as the Fales Collection of English and American Literature, one of the best collections of English and American fiction in the United States. Fales contains the unique Downtown Collection, archives documenting the downtown New York literary and arts scene from the 1970s to the present, focusing on the developments of postmodern writing and dance, performance art, outsider art, and the music scene.

Bobst Library also houses the Tamiment Library, one of the finest collections in the world for scholarly research in labor history, socialism, anarchism, communism, and American radicalism. Tamiment includes the Robert F. Wagner Labor Archives, which holds the Jewish Labor Committee Archives and the historical records of more than 130 New York City labor organizations.

The library supports students throughout all phases of their university study and research, including instructional sessions, term paper clinics, and online tutorials. Subject specialist librarians work directly with students, at the reference centers and by appointment, to assist with specific research needs. Digital library services continue to expand, providing students and faculty with library access anywhere and any time, whether on campus or off site. In addition to e-journals and other electronic resources, the library offers an e-mail reference service, electronic reserves, and streaming audio services.

Beyond Bobst, the library of the renowned Courant Institute of Mathematical Sciences focuses on research-level material in mathematics, computer science, and related fields, and the Stephen Chan Library of Fine Arts at the Institute of Fine Arts houses the rich collections that support the research and curricular needs of the institute’s graduate programs in art history and archaeology. The Jack Bausch Real Estate Library at the Real Estate Institute is the most comprehensive facility of its kind, designed to meet the information needs of the entire real estate community. The library for the Institute of the Ancient World opens in fall 2008.

Complementing the collections of the Division of Libraries are the Frederick L. Ehrman Medical Library of NYU’s School of Medicine and the Dental Center’s Waldmann Memorial Library. Also, the Law Library serves the programs of the School of Law and is strong in a variety of areas, including legal history, biography, jurisprudence, and copyright, taxation, criminal, labor, business, and international law, as well as such legal specialties as urban affairs, poverty law, and consumerism.

The extraordinary growth of the University’s academic programs in recent years, along with the rapid expansion of electronic information resources, has provided an impetus for new development in NYU’s libraries and they continue to enhance their services for NYU students and faculty and to strengthen their research collections.

FINE ARTS

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 and drawings, photography, architecture and decorative arts, video, film, and performance. The gallery also sponsors lectures, seminars, symposia, and film series 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 contains primarily late-19th-century 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 Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

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 nearly 2,000 members of the faculty and administration, and student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

A PRIVATE UNIVERSITY

Since its founding, New York University has been a private university. It operates under a board of trustees and derives its income from tuition, endowment, grants from private foundations and government, and gifts from friends, alumni, corporations, and other private philanthropic sources.

The University is committed to a policy of equal treatment and opportunity in every aspect of its relations with its faculty, students, and staff members, without regard to race, color, religion, sex, sexual orientation, gender and/or gender identity or expression, marital or parental status, national origin, ethnicity, citizenship status, veteran or military status, age, disability, and any other legally protected basis.

Inquiries regarding the application of the federal laws and regulations concerning affirmative action and antidiscrimination policies and procedures at New York University may be referred to e. Frances White, Vice Provost for Faculty Affairs, New York University, Elmer Holmes Bobst Library, 70 Washington Square South, New York, NY 10012-1091, telephone 212-998-2370, for faculty; to Josephine Katcher, Senior Director of the Office of Employee Relations, New York University, 7 East 12th Street, New York, NY 10003-4475, telephone 212-998-1242, for employees; and to Thomas Grace, Director of Judicial Affairs and Title IX and VI Officer and Section 504 Coordinator, Office of the Vice President for Student Affairs, New York University, 60 Washington Square South, Suite 601, New York, NY 10012-1019, telephone 212-998-4403, for students.

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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Chairman and Founder, Vistajet

Theodore Giuliano  
TIAA-CREF

Jay Goldberg  
General Partner, Hudson Ventures

Alexander Goren  
Partner, Goren Brothers

Robert E. Holmes, Esq.  
Former Executive Vice President, Sony Pictures Entertainment

Yves-Andre Istel  
Senior Advisor, Rothschild, Inc.

Ronald S. Katz, Esq.  
Manatt, Phelps & Phillips LLP

Mark Leslie  
Managing Director, Leslie Ventures

Brooke Garber Neidich  
Chair and Co-Founder, NYU Child Study Center

Joseph A. Rice  
Former Chairman and Chief Executive Officer, Irving Trust

Gerald R. Sigal  
Founder and Chief Executive Officer, Sigal Construction Corporation

James B. Sitrick, Esq.  
Of Counsel, Baker & McKenzie

Stephanie J. Stiefel  
Managing Director, Neuberger Berman

Rose B. Styron  
Writer

Lillian Vernon  
Founder, Lillian Vernon Corporation

Patricia Wexler, M.D.  
Dermatological Surgeon
Above: The original Gothic-style University building was first occupied by NYU in 1835.

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

Thus, in addition to offering the standard classical curriculum, early NYU was also a center for science. Samuel F. B. Morse, after whom the current core curriculum is named, invented the telegraph while teaching art and design; John W. Draper invented modern photography; and the American Chemical Society was founded here.

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

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

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

The College’s move to the Heights reflected McCracken’s “Ivy” aspirations for the school and his successful effort to raise quality by attracting the best students nationally. Also relevant was the ascendant, nonurban collegiate ideal of a residential community, with fine teaching, extracurricular activities, fraternities, and intercollegiate athletics.
A few years later an undergradu-
ate presence was restored down-
town 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 immi-
grants, commuters, and professional
students.

For over 60 years, undergradu-
ate 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 trans-
formation. In response to financial
pressures, the Heights campus was
closed in 1973, and University
College merged with Washington
Square College. The new institu-
tion, which is now known simply
as the College of Arts and Science,
is the beneficiary of both tradi-
tions—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 distin-
guished 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 the curriculum, the
College emphasizes student inquiry
and research, offers unique opportu-
nities for international and prepro-
fessional study, and makes use of
the city as a site for learning and
service. A liberal arts education
thus reconceived is not only person-
ally enriching but also eminently
practical in developing the skills
and perspectives essential to assume
a leadership role in the 21st centu-
ry. As the new millennium pro-
cceeds, the College continues to
build on its founders’ goal of
providing “Useful Knowledge.”
Left: Psi Upsilon Fraternity party, 1890s.

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

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

Matthew S. Santirocco  
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Services

Undergraduate Admissions Processing Center  
665 Broadway, 11th Floor  
212-998-4500

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

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

Wasserman Center for Career Development  
133 East 13th Street, 2nd Floor  
212-998-4730

Career Assistance Program (CAP)  
College of Arts and Science  
Silver Center, 100 Washington Square East, Room 901  
212-998-8145

Counseling and Behavioral Health Services  
726 Broadway, Room 471  
212-998-4780

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

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

Office of Student Activities  
Kimmel Center for University Life  
60 Washington Square South, Suite 704  
212-998-4700

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

Office of Global Programs  
110 East 14th Street, Lower Level  
212-998-4433  
E-mail: abroad.admissions@nyu.edu
## Calendar 2008-2010

### 2008

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2008 Summer Session I</strong></td>
<td>Monday–Friday May 19–June 27</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday May 26</td>
</tr>
<tr>
<td><strong>2008 Summer Session II</strong></td>
<td>Monday–Friday June 30–August 8</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Friday July 4</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday September 1</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday September 2</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday September 22</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday October 7</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday October 13</td>
</tr>
<tr>
<td></td>
<td>Tuesday October 14</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday November 3</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Wednesday November 26 (classes meet on a Monday schedule)</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday November 27–29</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Thursday December 11</td>
</tr>
<tr>
<td>Reading day</td>
<td>Friday December 12</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Monday–Friday December 15–19</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Saturday December 20–January 17</td>
</tr>
</tbody>
</table>

### 2009

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday January 19</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Tuesday January 20</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday February 9</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>Presidents’ Day (holiday)</td>
<td>Monday February 16</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Monday February 23</td>
</tr>
<tr>
<td>Spring recess</td>
<td>Monday–Saturday March 16–21</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday March 30</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday May 4</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday May 5</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Wednesday May 6–13</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday May 14</td>
</tr>
<tr>
<td>2009 Summer Session I</td>
<td>Monday–Friday May 18–June 26</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday May 25</td>
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<tr>
<td>2009 Summer Session II</td>
<td>Monday–Friday June 29–August 7</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Friday July 3</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday September 7</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday September 8</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday September 28</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday October 13</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday November 9</td>
</tr>
<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday November 26–28 (classes meet on a Thursday schedule)</td>
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<tr>
<td>Legislative Day</td>
<td>Tuesday December 15</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Tuesday December 15</td>
</tr>
<tr>
<td>Reading day</td>
<td>Wednesday December 16</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Thursday–Wednesday December 17–23</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Thursday–Saturday December 24–January 16</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
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<tr>
<td>--------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (holiday)</td>
<td>Monday</td>
</tr>
<tr>
<td>Spring term begins</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day for filing or revoking Pass/Fail</td>
<td>Monday</td>
</tr>
<tr>
<td>Pass/Fail option</td>
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<tr>
<td>Spring recess</td>
<td>Monday–Saturday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
</tr>
<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Reading day</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Thursday–Wednesday</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
</tr>
<tr>
<td>2010 Summer Session I</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td>Memorial Day (holiday)</td>
<td>Monday</td>
</tr>
<tr>
<td>2010 Summer Session II</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td>Independence Day (holiday)</td>
<td>Monday</td>
</tr>
<tr>
<td>Labor Day (holiday)</td>
<td>Monday</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 below indicates the full range of majors and minors available to students in the College. Individual courses are described under each departmental section of the bulletin. See also the Preprofessional, Accelerated, and Specialized Programs section of this bulletin.

The B.A. degree is offered in all the majors listed below except in that of neural science. The B.S. degree is offered in the majors in chemistry, neural science, and physics; as part of the B.S./B.E. program with Stevens Institute of Technology, it is also offered in biology, computer science, and mathematics.

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

<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>HEGIS* number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Mathematical Methods (minor only; through the College of Arts and Science and the Stern School of Business)</td>
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<tr>
<td>Africana Studies 2211</td>
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<tr>
<td>American Sign Language (minor only; through the Steinhardt School of Culture, Education, and Human Development)</td>
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<tr>
<td>American Studies (minor only)</td>
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<tr>
<td>Ancient Studies (minor only)</td>
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<tr>
<td>Anthropology 2202</td>
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<tr>
<td>Anthropology and Classical Civilization (major only) 2299</td>
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<tr>
<td>Anthropology and Linguistics (major only) 4903</td>
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<tr>
<td>Architecture Studies (see Urban Design and Architecture Studies)</td>
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<tr>
<td>Art History 1003</td>
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<tr>
<td>Art History and Classics (major only) 1003</td>
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<tr>
<td>Asian/Pacific/American Studies 0399</td>
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<tr>
<td>Astronomy (minor only)</td>
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<td>Biochemistry (major only)</td>
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<td>Biology 0401</td>
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<td>Chemistry 1905</td>
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<td>Child and Adolescent Mental Health Studies (minor only)</td>
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<tr>
<td>Cinema Studies (through the Tisch School of the Arts and the College of Arts and Science) 1010</td>
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<tr>
<td>Classical Civilization 2203</td>
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<tr>
<td>Classical Civilization and Hellenic Studies (major only) 1504</td>
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<tr>
<td>Classics (major only)</td>
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<tr>
<td>Comparative Literature 1503</td>
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<tr>
<td>Computer Applications (minor only)</td>
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<tr>
<td>Computer Science 0701</td>
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<tr>
<td>Computer Science and Economics (major only) 0799</td>
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<tr>
<td>Computer Science and Mathematics 1799</td>
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<tr>
<td>Creative Writing (minor only)</td>
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<tr>
<td>Creative Writing in Spanish (minor only)</td>
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<tr>
<td>Dramatic Literature 1007</td>
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<tr>
<td>East Asian Studies 0302</td>
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<tr>
<td>Economics 2204</td>
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<tr>
<td>Economics and Mathematics (major only) 1799</td>
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<tr>
<td>Education (minor only; through the Steinhardt School of Culture, Education, and Human Development)</td>
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<tr>
<td>English Education</td>
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<tr>
<td>Foreign Language Education</td>
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<td>General Education</td>
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<td>Mathematics Education</td>
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<tr>
<td>Science Education</td>
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<tr>
<td>Social Science Education</td>
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<tr>
<td>Teaching English as a Second Language</td>
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<tr>
<td>Educational Theatre (minor only; through the Steinhardt School of Culture, Education, and Human Development)</td>
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<tr>
<td>Engineering (majors only)</td>
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<tr>
<td>Biomedical Engineering</td>
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<tr>
<td>Chemical Engineering</td>
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<td>Civil Engineering</td>
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<tr>
<td>Computer Engineering</td>
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<tr>
<td>Electrical Engineering</td>
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<td>Engineering Physics</td>
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<td>HEGIS* number</td>
<td>HEGIS* number</td>
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<td>---------------</td>
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<tr>
<td>Environmental Engineering</td>
<td>Jewish History and Civilization</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Journalism (major only)</td>
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<tr>
<td>English and American Literature</td>
<td>Language and Mind (major only)</td>
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<td>Environmental Studies</td>
<td>Latin American Studies</td>
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<td>Environmental Biology (minor only)</td>
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<tr>
<td>European and Mediterranean Studies</td>
<td>Latino Studies</td>
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<tr>
<td>Food Studies (minor only; through the Steinhardt School of Culture, Education, and Human Development)</td>
<td>Law and Society (minor only)</td>
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<td>French</td>
<td>Linguistics</td>
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<tr>
<td>French and Linguistics (major only)</td>
<td>Literature in Translation (minor only)</td>
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<tr>
<td>Gender and Sexuality Studies</td>
<td>Luso-Brazilian Language and Literature</td>
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<tr>
<td>Genetics (minor only)</td>
<td>Mathematics</td>
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<tr>
<td>Genomics and Bioinformatics (minor only)</td>
<td>Media, Culture, and Communication (minor only; through the Steinhardt School of Culture, Education, and Human Development)</td>
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<tr>
<td>German and Linguistics (major only)</td>
<td>Medieval and Renaissance Studies</td>
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<tr>
<td>German Literature and Culture</td>
<td>Metropolitan Studies</td>
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<tr>
<td>Hebrew Language and Literature</td>
<td>Middle Eastern and Islamic Studies</td>
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<tr>
<td>Hellenic Studies</td>
<td>Molecular and Cell Biology (minor only)</td>
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<tr>
<td>History</td>
<td>Music</td>
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<td>Iberian Studies</td>
<td>Neural Science (major only)</td>
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<tr>
<td>International Relations (major only)</td>
<td>Nutrition (minor only; through Steinhardt School of Education and CAS)</td>
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<tr>
<td>Irish Studies (minor only)</td>
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<td>Italian</td>
<td>Physics</td>
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<tr>
<td>Italian and Linguistics (major only)</td>
<td>Politics</td>
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</tbody>
</table>

*HEGIS*: Higher Education General Information Survey. Degree and Certificate Programs as Registered by the New York State Education Department.

New York State Education Department
Office of Higher Education
State Education Building
2nd Floor, West Mezzanine
Albany, NY 12234
Web: www.highered.nysed.gov

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.
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 electric 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, and promotes creative and logical thinking. It also gives students extensive practice writing and speaking English and proficiency in at least one other language. Rather than specifying a fixed canon of knowledge, 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 a foreign language
3. Foundations of Contemporary Culture (FCC)
4. Foundations of Scientific Inquiry (FSI)

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

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

- Incoming freshmen should complete their MAP courses by the end of sophomore year. This will leave them free in their junior and senior years to focus on their major and elective courses. Some science majors, engineering students, 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.

- Students must complete Writing the Essay (V40.0100) during their first year.
the prose writing or International Writing Workshop sequences must begin in their first semester and must register for their remaining writing course(s) in the semester(s) immediately following.

- Although Freshman Honors Seminars are not a part of the MAP, qualifying students are strongly urged to register for one of these classes in their first semester. These seminars with distinguished faculty members promise an intellectually stimulating experience right at the start of college.
- In designing the MAP, the faculty sought to ensure that all students would receive a broad exposure to the liberal arts early in their college careers. With this wide academic horizon, the MAP encourages students to discover new intellectual interests outside their intended areas of specialization and to pursue those interests with elective courses outside their majors in their later undergraduate years.

### Expository Writing

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

For a complete description of the curriculum, see the Expository Writing Program (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 numerous 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, noncredit program that allows students to practice their speaking and aural comprehension skills and to explore the linguistically diverse cultures of New York City. For more information about this popular program, contact the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909.

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 prepara-
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 FCC provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

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

Conversations of the West is not a survey but, rather, an examination of how texts influence subsequent thinking, create traditions, and reflect societal ideals. Conversations of the West thus aims to provide a richer understanding of how cultures are constructed, modified, and represented.
In Inquiry (FSI), courses are especially designed to meet the needs of non-science students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In addition to the information on the 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 needs of non-science students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In Quantitative Reasoning, students 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 advanced honors seminar program, launched in spring 2005, extends the principles of the freshman honors seminars to upper-level courses. Both sets of courses have as their goals to put undergraduates into contact with leading thinkers, to introduce them to important subjects, to challenge them intellectually through demanding standards of analysis and oral and written argumentation, and to prepare them to conduct their own research.

In some instances, students may count the advanced honors seminar toward their major or minor, if the department considers this appropriate; in other cases, the classes count simply as electives. Sophomores and juniors typically have priority in registering for advanced honors seminars. Below is a sampling of seminars from previous semesters.

**Courses**

**Urban Collective Violence in America**

V28.0105 Walkowitz. 4 points.

Examines the urban origins, character, and changing patterns of violence in American cities, focusing on collective violence rather than individual acts of violence, regardless of how many victims an individual may have claimed. Considers the extent to which American culture and political institutions encourage, sanctify, or militate against aggressive behavior and create a climate for or against violence. In that context, some concerns must be comparative, cross-cultural, and transnational. In addition, the seminar addresses broad interdisciplinary conceptual questions that anthropologists, psychologists, and sociologists, in particular, ask about human nature, gender conditioning in Western cultures, and “deviant” subcultures. In creating a typology for the analysis of violence in American cities over time, the course distinguishes between forms of violence, the direction of changes sought, and the social and material characteristics of the antagonists. Is the conflict generated, for example, by a privileged elite seeking to protect the authority that it feels is being jeopardized by aspiring newcomers, or is it rooted in efforts by the dispossessed, struggling to gain a fair share?

**Vergil’s Aeneid**

V28.0106 Santirocco. 4 points.

While not everyone agrees on what books constitute the Western “canon,” Vergil’s *Aeneid* is one of those texts that, for better or worse, has influenced how we think and act. The book is the epic story of a hero, Aeneas, who escapes from his homeland in Asia, Troy, after it has been sacked by the Greeks. Aeneas wanders westward in search of a new home, arrives in Italy, and then wages a war with the native population to set in motion a divinely ordained process that culminates centuries after his death, in the founding of Rome. Apart from being a gripping story, the *Aeneid* can also be read as a foundation myth for the West. It explores the tension between public and private, and between duty and desire; it raises questions about the benefits—and costs—of empire; and it explores increasingly timely questions about the effects war has on nations and individuals. The poem also problematizes knowledge, raising very real questions about how (or even if) we know what we think we know. This seminar involves close analysis of this book, in English translation and collateral readings from other ancient texts, as well as a discussion of recent scholarly literature. Students participate in study trips to several major museums and develop their own special projects.

**Cinema and Society in Europe Since 1945**

V28.0112 Judt. 4 points.

Addresses aspects of European history since World War II through postwar European cinema, discussing the films themselves as art and entertainment, but also and above all their subject matter, contemporary setting, and impact (at the time and since). Participants meet twice weekly: once to see that week’s film, once for discussion. In addition to watching the films, students read assigned works of
history dealing with the period. Among the themes addressed are the following: war and civil war as represented and remembered in the postwar decades; the Cold War; decolonization; the European “economic miracle” and its attendant social impact; the 1960s; different generations of migration, both into Europe and within and between countries; national identities and the attached stereotypes; the Holocaust in postwar European consciousness. In a final paper, students choose one theme and then, with instructor’s assistance, identify a body of related films to see and discuss.

The History of Disbelief
V28.0113 Stephens. 4 points.
Discusses an extended history of atheism and doubt (in the context of a history of religion). Begins in Greece, then moves on to a brief discussion of anthropological perspectives on belief, before returning to Greece, the Hebrews, and Rome, to India and Baghdad, and then back to Europe during the Renaissance, the Scientific Revolution, the Enlightenment, and the Romantic period. Time is spent in England and America in the 19th century, when disbelief was being tied to radical politics, before moving on to the connection between disbelief and realism, modernism, and postmodernism. The main arguments for and against the existence of God are considered; however, the main purpose of this seminar is to force students to confront and grapple with some of the most sophisticated and profound human expressions of disbelief. Authors read may include Cicero, Hume, Holbach, Paine, Shelley, Dostoevsky, Nietzsche, Woolf, and Freud.

My Space: Writing Modern Selves, from the Diary to the Internet
V28.0143 Augst. 4 points.
Why do people write diaries, and how should we read them? What kind of evidence do journals or blogs offer about the historical and social contexts from which they emerge? What can they tell us about the physical and virtual spaces in which people come to recognize themselves as individuals, and about cultural meanings and forms of individuality in general? This seminar explores the meaning and practice of diary writing as it has evolved with technologies of manuscript, print, and digital computing. We seek to situate contemporary Internet sites of self-presentation, such as Facebook, MySpace, YouTube, and blogs, in a historical and literary perspective; consider how the diary has been shaped by religious traditions of self-examination, changing concepts of time, and the expansion of literacy; and define the diary’s relation to other literary genres, such as the chronicle, autobiography, novel, and essay. Second, we seek to develop a set of concepts to guide us in the interpretation and practice of self-representation across various media. Reading both celebrated and obscure examples of the diary, and conducting group research on contemporary digital culture, students develop cross-cultural perspectives on literary practices of self-creation and the experiences of isolation, sincerity, narcissism, theatricality, privacy, and networking that inform them.

Varieties of Religious Experience Revisited
V28.0144 Gilligan. 4 points.
Utilizes but also updates William James’s pioneering approach to interpreting and understanding religion in psychological rather than theological terms. Examines how the term “religion” is more confusing than helpful when it fails to differentiate between a wide variety of utterly incommensurable beliefs and practices at different stages of cognitive and emotional development. Discusses the phenomenon of “political religions” (nationalism, totalitarianism, apocalyptic fundamentalism) as attempts to reject modernity (the modern scientific mentality), in order to fill the vacuum that Sartre called “the God-shaped hole in the soul of modern man” that resulted when the traditional sources of moral, legal, and political authority (God, religion, pure reason) lost their credibility as sources of knowledge. Considers that political religions result from psychological regression and contrasts them with the current moment in the evolution of religious consciousness, in which the challenge is to find progressive forms of religious expression, understanding, and experience consistent with the modern scientific mentality, while not being reducible to it. Concludes by examining whether this is the context in which the next major step in the evolution of both culture and personality will need to occur.

Hispanic Cities: New York
V28.0151 Dávila. 4 points.
What exactly is a city? What makes a city “Hispanic”? How does it become visible? What frontiers exist within the city’s borders? How does a cosmopolitan city integrate the “Hispanic Other” into its fabric? On what terms? How does the presence of the Hispanic population permanently change the face of the city? This seminar traces the Hispanic cultural presence in New York from the end of the 19th century to the present, including responses by artists and writers to the terrorist attack of 9/11. Divided into modules, the course explores representation of and exchanges with the city in authors such as José Martí, Pedro Pietri, and Ernesto Quiñonez; dancers such as José Limón, Lourdes Lopez, and Paloma Herrera; music from bomba to hip-hop; visual art from Diego Rivera to James de la Vega; and film from West Side Story to Raising Victor Vargas. Students participate in cultural activities around New York and talk to several artists currently working here. Criticism includes authors such as Gaston Bachelard, Michel de Certeau, and Walter Benjamin.
Africana Studies at New York University is an interdisciplinary undertaking devoted to scholarship on the histories, political and cultural movements, institutions, economies, and identities of Africans and the African diaspora across the globe. Africa’s own overlapping modernities and the transnational migrations of its peoples—whether forced or voluntary—have complicated the meanings of “black” and “African” identities and experiences, prompting us to rethink the geographical boundaries and conceptual paradigms surrounding the production of knowledge about Africa and its diasporic communities. NYU’s location in one of the western hemisphere’s most cosmopolitan cities—home to many of the broad constituencies we aim to study in relation to their other continental settings—places us in a privileged position to lead and shape the development of Africana studies in the 21st century. Accordingly, the curriculum comprises interdisciplinary and cross-cultural teaching and research in the histories, cultures, economies, politics, and languages and cultural practices of Africans in Africa, the Americas (North and South), the Caribbean, Europe, Asia-Pacific, and the Middle East. The program is administered from within the Department of Social and Cultural Analysis, and it maintains close relationships with community programming and research activities by NYU’s Institute of African American Affairs and Africa House.

Africana Studies offers programs leading to B.A., B.A./M.A., and M.A. degrees, and a suite of joint M.A. programs with journalism (pending state approval), economics, and museum studies.

**MAJOR/MINOR IN Africana Studies (18)**

**Faculty**

Professors: Dash, Morgan, Willis (Tisch)

Associate Professors: Amkpa (Tisch), Blake, Guerrero (Tisch)

Assistant Professor: Ralph

Clinical Associate Professor: Hinton

**Program**

**MAJOR**
The Africana studies major comprises introductory, elective, and research components, which together make up a total of 11 courses, as laid out below.

**Two introductory courses**—can be taken in any order:
- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in Africana studies and related fields
- One of the following: Approaches to Africana Studies (V18.0101), Introduction to Pan-Africanism (V18.0104, formerly V11.0010), or Introduction to Black Urban Studies (V18.0105, formerly V11.0020)
Seven elective courses—one course from each of four areas listed below, plus a fifth from any of the four areas, in addition to two upper-division electives as indicated below:

- **Social science**: anthropology, economics, linguistics, political science, psychology, and sociology
- **Humanities**: history, literature, music, philosophy, religion, and African languages
- **Arts**: studio art or art history (theatre, performance studies, film, cinema studies, dance, music, photography, dramatic writing, fine arts, and art history)
- **Science**: medicine, dentistry, psychology, and public health

The last two electives should be two upper-division courses offered by the Department of Social and Cultural Analysis that address issues pertinent to Africana studies in relation to other allied fields.

Two research core courses:

- Internship Fieldwork and Internship Seminar (V18.0040 and V18.0042), related to Africana studies
- Senior Research Seminar (V18.0090)

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

MINOR

Five courses are required for the minor in Africana studies. Students minoring in Africana studies must take one of the following introductory courses or an equivalent course approved by the Africana studies adviser:

- Approaches to Africana Studies (V18.0101)
- Introduction to Pan-Africanism (V18.0104, formerly V11.0010)
- Introduction to Black Urban Studies (V18.0105, formerly V11.0020)

HONORS

Departmental honors in Africana studies—as in all the majors administered within SCA—requires two courses with honors designations. In the senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0090) and a spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.

Courses

**INTRODUCTORY CORE**

Concepts in Social and Cultural Analysis

V18.0001  4 points.

A gateway to all majors offered by the Department of Social and Cultural Analysis. Focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies (A/P/A), Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, and knowledge), each one considered within a two-week unit.

Approaches to Africana Studies

V18.0101  Offered every year. 4 points.

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

Introduction to Pan-Africanism

V18.0104  Formerly V11.0010. Offered every year. 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 racialism, African diaspora, and black culture. Also considers the relationship between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentricity.

Introduction to Black Urban Studies

V18.0105  Formerly V11.0020.

Identical to V57.0090. Offered every year. 4 points.

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

Senior Research Seminar
V18.0090  Prerequisites: V18.0001 and V18.0101, or V18.0104, or V18.0105. Offered in the fall. 4 points.
An advanced research course in Africana studies. It culminates in each student completing a substantive research paper that makes use of various methodological skills. Students work individually and collaboratively on a research project pertaining to the major in Africana studies. Majors must take this class in the fall of their senior year.

INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040  Corequisite: V18.0042. Requires ten hours of fieldwork. 2 points.

Internship Seminar
V18.0042  Corequisite: V18.0040. 2 points.
The 4-point internship program complements and enhances the formal course work of Africana studies majors. Students intern at agencies dealing with a range of issues pertaining to Africana studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory that they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in their exploration of professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

ELECTIVE COURSES

African American 20th-Century Novels and Narratives
V18.0139  Formerly V11.0139. Offered every year. 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 United States. 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 emancipation 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.

The Strange Career of Blackness
V18.0131  Formerly V11.0302. Offered every two or three semesters. 4 points.
Traces some of the conflicting and controversial perceptions about the significance of blackness as a social signifier in contemporary society. Starting with Du Bois’s The Souls of Black Folk at the turn of the 20th century, the course notes some of the transformations represented by the New Negro movement, the negritude episode of international literature and art, and the revival coming out of the black arts movement of the 1960s. The bulk of the course deals with challenges and contradictions in the perception of blackness in the era of postnationalism, post-civil rights, postmodernism, and hip-hop. These include campaigns to de-essentialize race and to discourage blackness as self-segregation, as well as challenges from feminism, biracialism, queer theory, and immigrant psychology reflected in recent books such as The End of Blackness. Several works of poetry, fiction, cinema, and music are explored.

The Black Essay
V18.0132  Formerly V11.0403. Offered every year. 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.

Race and Rumors of Race
V18.0154  Offered every year. 4 points.
A multidisciplinary reading, writing, and discussion course on the concept of race. Though the focus is on “blackness” and “whiteness” in the United States, there is some comparison to Brazil. We will also pay some attention to those who have traditionally rejected the racial identities imposed on them and have suffered the consequences. The name of the course is borrowed from the title of a book written by Howard Washington Odum and published by the University of North Carolina Press in 1943.

The Black Body and the Lens
V18.0155  Offered every year. 4 points.
This interdisciplinary seminar explores the range of ideas and methods used by critical thinkers in addressing the body in photography, video, music, and film. Central to our discussions is a focus on how the display of the black body affects how we see and interpret the world. Using a series of case studies, we consider the construction of beauty, gendered images, race, and hip-hop culture. The historical gaze has profoundly determined the visual construction of the black body in contemporary society. The interplay between the historical and the contemporary, between self-presentation and imposed representation, is fundamental to our discussions. The seminar centers the student within the contemporary world of image making with an emphasis on the black body. Final projects include an imaging project and/or a written essay.

African Political Thought
V18.0160  Formerly V11.0411. Offered once every two years. 4 points.
An introduction to the works of the most significant African political thinkers and statesmen of the postcolonial 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 development 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
V18.0161 Formerly V11.0412. Offered once every two years. 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 are examined, as well as the first decade of independence, characterized by experiments with African socialism. The period of the early 1970s was characterized by recurrent military coups and the advent of military regimes, followed in the mid-1970s by a surge of military Marxist regimes. Finally, the early 1990s saw the development of democracy movements in practically every country on the continent.

International Relations of Africa
V18.0162 Formerly V11.0414. Offered once every two years. 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.

Language and Liberation: At Home in the Caribbean and Abroad
V18.0163 Formerly V11.0801. Identical to V61.0026. Offered every year. 4 points. Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. The focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. The sociohistorical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World are discussed.

20th-Century Black Feminist Thought
V18.0165 Formerly V11.0303. Identical to V57.0679. 4 points. Explores the production and practice of black feminist theory in 20th-century America. Examines the written work and the activism of African American women and looks at the way that theory and practice historically intersect around questions of race and gender. Because this is a course on feminism, we also spend a good deal of time interrogating power and thinking about the ways in which systems of oppression both produce and block a black feminist consciousness. While much of our attention is historical, our readings are designed to facilitate a critical conversation about what a black feminist political practice might mean in the 21st century.

Topics in Pan-Africanism
V18.0181 Formerly V11.0800. Offered once a semester. 4 points. Deals with specific themes of Pan-Africanism and their impact on the modern world. Possible themes, which vary from semester to semester, include African unity, black rebellion, colonialism and racism, the African diaspora and culture, and relationships between Pan-Africanism and movements such as nationalism, Marxism, and Afrocentricity.

LANGUAGE COURSES

Introduction to Swahili I
V18.0121 Formerly V11.0201. Offered every year. 4 points. Provides students with an elementary understanding of Swahili, a Bantu language with a rich oral and written tradition that is spoken by about 100 million people from Somalia to Mozambique and Zanzibar. After a short presentation of Swahili’s history, codification, and relation to other languages, students are drilled in phonetics and grammar. They are also introduced to poems, songs, and oral narratives.

Elementary Swahili II
V18.0122 Formerly V11.0202. Prerequisite: V18.0121 or permission of the instructor. Offered every year. 4 points. Expands on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features acquired in Swahili I. Allows essential communication skills to develop into conversational ability using simple and familiar situations. Building on the early grasp of the language, students expand the range of conversational ability and understanding of various grammatical concepts associated with this agglutinative language.

Intermediate Swahili I
V18.0123 Formerly V11.0203. Prerequisite: V18.0122 or permission of the instructor. Offered every year. 4 points. Builds on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features already
attained at the introductory level. Aims to strengthen reading, writing, and conversation skills by accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genre. The students are required to familiarize themselves with a novel and a play written in Kiswahili.

Intermediate Swahili II
V18.0124 Formerly V11.0204. Prerequisite: V18.0123 or permission of the instructor. Offered every year. 4 points.

Aims to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, the students would master the intricacies of Kiswahili grammar; acquire a wide range of vocabulary; read Kiswahili fluently; understand Kiswahili poetry, idioms, and proverbs; and use idiomatic Kiswahili in creative writing and translation.

Independent Study
V18.0197,0198 Formerly V11.0997,0998. Prerequisite: permission of the program director. Offered every semester. 1 to 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

African Literature

Peoples of Sub-Saharan Africa: Culture and International Studies
V18.0776 Formerly V11.0101. Identical to V14.0101. 4 points.

Peoples of the Caribbean: Culture and International Studies
V18.0777 Formerly V11.0106. Identical to V14.0102. 4 points.

ECONOMICS

Economics and Society in the Third World: Africa
V18.0782 Formerly V11.0125. Identical to V31.0125. 4 points.

ENGLISH

18th- and 19th-Century African American Literature
V18.0783 Formerly V11.0250. Identical to V41.0250. 4 points.

20th-Century African American Literature
V18.0784 Formerly V11.0160. Identical to V41.0160. 4 points.

African American Drama

Contemporary African American Fiction
V18.0786 Formerly V11.0162. Identical to V41.0254. 4 points.

HISTORY

Women and Slavery in the Americas
V18.0730 Formerly V97.0660 and V11.0660. Identical to V57.0660. 4 points.

History of African Civilization to the 19th Century
V18.0788 Formerly V11.0055. Identical to V57.0055. 4 points.

History of African Civilization During the 19th and 20th Centuries
V18.0789 Formerly V11.0056. Identical to V57.0056. 4 points.

History of Southern Africa
V18.0792 Formerly V11.0568. Identical to V57.0568. 4 points.

Seminar: Modernization and Nation Building in Sub-Saharan Africa
V18.0793 Formerly V11.0585. Identical to V57.0585. 4 points.

Seminar: History of African Towns and Cities from Medieval to Modern Times
V18.0794 Formerly V11.0598. Identical to V57.0598. 4 points.

Race, Gender, and Sexuality in U.S. History
V18.0729 Formerly V11.0655. Identical to V57.0655. 4 points.

Seminar: History of African Americans
V18.0797 Formerly V11.0696. Identical to V57.0696. 4 points.
JOURNALISM AND MASS COMMUNICATION

Minorities and the Media  
V18.0702  Formerly V11.0016 and V97.0016. Identical to V54.0016. 4 points.

LINGUISTICS

African American Vernacular English: Language and Culture  
V18.0799  Formerly V11.0023. Identical to V61.0023. 4 points.

African American English II  
V18.0800  Formerly V11.0046. Identical to V61.0046. 4 points.

MUSIC

African American Music in the United States  
V18.0801  Formerly V11.0116. Identical to V71.0016. 4 points.

POLITICS

The Politics of the Caribbean Nations  
V18.0802  Formerly V11.0532. Identical to V53.0532. 4 points.

SOCIOLOGY

Race and Ethnicity  
V18.0805  Formerly V11.0135. Identical to V93.0135. 4 points.

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education  
V18.0755  Formerly V99.0041, V11.0041, and V18.0501. Identical to E27.0041. 4 points.
American Studies, which is administered by the Department of Social and Cultural Analysis, is one of the country’s leading centers for the study of U.S. culture and society. The core and affiliated faculty members, drawn from many Faculty of Arts and Science and Tisch School of the Arts departments and programs, constitute one of NYU’s strongest faculty groupings. The program interprets “American” in a broad sense to include assessments of the historical role of the United States in the Americas and, more generally, in world affairs. Inasmuch as the program has a regional focus and a distinctive edge among other American studies programs, special attention is given to studies in urbanism and to New York in particular, a global city that comprises many world cultures.

### Faculty

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Erich Maria Remarque Professor</td>
<td>Harper</td>
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<td>of Literature:</td>
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<td>Professors:</td>
<td>Dávila, Duggan, Ross</td>
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<tr>
<td>Associate Professors:</td>
<td>Gopinath, Morgan, Saldaña, Tchen</td>
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<td>Assistant Professors:</td>
<td>Parikh, Ralph, Zaloom</td>
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### Programs

**MINOR**

The minor consists of five courses, comprising Introduction to American Studies (V18.0201), plus four other courses listed by the program. At least one of these four courses must originate in American Studies, and one of the four can be a MAP course taught by an American Studies faculty member. The roster of American Studies-originated courses that count toward the minor includes V18.0201, V18.0220, V18.0223, V18.0230, V18.0232, V18.0251, and V18.0280. The current Morse Academic Plan (MAP) courses offered by American Studies faculty that count toward the minor are V55.0515, V55.0529, and V55.0539.

### Courses

**Introduction to American Studies**

V18.0201  *Formerly V13.0001. Offered every year. 4 points.*

Offers a survey of American studies as a dynamic field of scholarship. Using a schedule of keywords, the course engages key themes and concerns, including war’s role in social and political development, the meaning of borders, the politics of entertainment, public interest in private affairs, and the interplay of goods and labor in shaping national (and transnational) conditions of fulfillment and dignity. It is intended to serve as a gateway to lines of inquiry and analysis currently animating interdisciplinary study of “America”; as an opportunity to relate current debates to respective historical contexts; and as an occasion to interrogate presumptions of the United States’ exceptionality, at a time when its interaction with broader worlds becomes ever more clear.

**American Sojourners: U.S. as Traveler’s Tale**

V18.0220  *Formerly V13.0201. Offered every other year. 4 points.*

Beginning with classic works of European accounts of the early republic, proceeds through the 19th and 20th centuries with the writings of Sarmiento, Martí, Myrdal, James, De Beauvoir, and Naipaul, among others. The course reconstructs a tradition of national analysis from beyond its margins. Key themes include classic debates
over U.S. “national character” (ethics of enterprise and labor, scope of democratic participation, implications of individualism, extent of imperial ambition, and contradictions of social hierarchy), as well as specific genres of travel and expatriate expression (naturalist, picaresque, patriotic, cosmopolitan). Mixing letters, articles, full analytic comment, and extraliterate documents such as music, photography, and painting with scholarship on travel in social and historical context, it reconstructs traditions of “outlandish” commentary on the United States, thus exploring a crucial counter-narrative regarding the roots of American studies as a critical method.

W. E. B. Du Bois and the Roots of Critical Race Thinking

V18.0223  Formerly V13.0202. Offered every other year. 4 points. Addresses the work of the black thinker and leader W. E. B. Du Bois, who has long been acclaimed as the preeminent thinker in the African American tradition. Increasingly, though, he is seen as an indispensable modern intellectual, one whose ideas shape current lives and concerns. In examining Du Bois, we pursue changing ideas of intellectual responsibility in the modern world; clarify the unique way Du Bois merged self-, racial, and historical awareness into critical method; and relate his tendency to see race as a social construction, an approach that is transforming intellectual, social, and cultural life in the United States.

Comparative U.S. Ethnic Studies

V18.0224  Formerly V13.0204. Offered every fifth semester. 4 points. Serves as an introduction to the interdisciplinary study of race and ethnicity in the United States and to the range of identities and issues inherent in American culture. No previous knowledge of ethnic studies is presumed, but the goal of the class is to create a framework for thoughtful discussion and analysis of race and ethnicity for students to use long after the completion of the class.

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

V18.0230  Formerly V13.0301, Gender and Cultural History. Prerequisite: V18.0201. Duggan. Offered every year. 4 points. Draws on the histories of African, Asian, European, Latino, and Native Americans of both genders and many sexualities to explore the complex and important intersection of gender, race, and sexuality in the United States from the 17th century through the 20th, in historically related case studies. Starting in the period of European imperialism in the Americas, examines the ways that gender, race, and sexuality shaped cultural and political policies and debates surrounding the Salem witch trials; slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

Empire for Liberty: The U.S. in the 19th Century

V18.0251  Identical to V57.0618. Johnson. Offered every other year. 4 points. Tells the story of how the welter of social and cultural tendencies and tensions that characterized the first half of the 19th century in the United States were channeled into a war between two regions, the North and the South. The course is expansive in its framing of the Civil War era and broad in its treatment of the international dimensions of U.S. history. By seeking to place the central event of the century in a history of diplomacy and warfare that also included the War of 1812, the Mexican-American War, illegal invasions of Cuba and Nicaragua in the 1850s, and the Spanish-American War, it attempts to illuminate the imperial causes and consequences of this domestic conflict. And by embedding the conflict over slavery in the United States into the histories of the Haitian Revolution, the Louisiana Purchase, Indian removal, the Atlantic cotton economy, and the hemispheric history of antislavery, it seeks to call into question the nationalist and regionalist framing of the event that has dominated most mainstream accounts.

Ethnicity and the Media

V18.0232  Formerly V13.0302. Prerequisite: V18.0201 or one introductory Africana Studies, Anthropology, Asian/Pacific-American Studies, or World Cultures MAP course, or permission of the instructor. Dávila. Offered every other year. 4 points. Examines media images in relation to the making of ethnic and racial identities in the United States. Surveys some of the theoretical approaches to the study of images, paying particular attention to the intersection of history and ideologies or representation. Looks into the nature and politics of stereotypes; inquires into their reproduction through discourses, representations, and practices; and then moves to a comparative examination of media images in relation to the making of African American, Asian, Latino, and Native American images in the media, looking specifically at changes and continuities in the representation of these four minority groups in the media.

Studies in Popular Culture

V18.0251  Formerly V13.0304. Prerequisite: V18.0201, V41.0200, or permission of the instructor. Harper. Offered every other year. 4 points. Introduces students to the serious study of contemporary popular culture as it is manifested in several overlapping mass-media formations. More specifically, the course considers the distinct but interrelated functions of various mass-cultural modes (for example, popular music, cinema, television) within an increasingly conglomerated entertainment industry that targets increasingly diversified audience constituencies. Through a highly selective case-study approach, students are quickly familiarized with the specific critical considerations demanded by each form under review. In-depth attention is given to particular genres characteristic of
each medium and to the linkages among the different media in their joint constitution of a generalized contemporary mass culture.

Topics
V18.0280  Formerly V13.0400. Offered every year. 4 points.
In-depth study of a particular problem or research area within American studies. See course schedule for current topic.

RELATED COURSES
The following courses in individual disciplines are open to American studies minors. See the departmental sections for course descriptions.

ENGLISH

Writing New York
V18.0757  Formerly V13.0180. Identical to V41.0180.

African American Literary Cultures

GENDER AND SEXUALITY

Queer Cultures
V18.0450  Formerly V13.0419 and V97.0419.

HISTORY

Seminar: Historicizing American Popular Culture
V18.0771  Formerly V13.0699. Identical to V57.0699.

LATINO STUDIES

The Latinized City, New York and Beyond
V18.0540  Formerly V13.0305. Prerequisite: V18.0501 or any introductory course in the social sciences or MAP course in World Cultures.
The chief intent of this minor is to allow students to do significant and structured interdisciplinary work in ancient studies and to acquire an understanding of several ancient civilizations and the ways in which they are examined and analyzed. The adviser for the minor is responsible for ensuring that each student’s program of study remains coherent and logical, although there is considerable flexibility within the bounds of the requirements. Courses may be selected that deal with different periods and methodological approaches, as well as a variety of geographical areas that the requirements demand. Each student’s course of study is designed on an individual basis, in accordance with his or her needs and interests.

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

Students are furthermore expected to examine at least three different civilizations or cultures in completing this minor. Language courses may not be used to fulfill the requirements of this minor. It is also required that students who choose this minor complete, as a capstone experience, an independent study course, which is normally the fifth course taken for the minor. The adviser for the ancient studies minor may assist students in designing a project and in finding an appropriate faculty member to direct this independent study.
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, China, the Near and Middle East, the Caribbean, Latin America, Europe, Australia, and the South Pacific. Major theoretical emphasis is on the systems of thought and symbolic representation of the self and society; the relation between female and male domains of interaction; changing patterns of social organization and hierarchy within small-scale societies, urban settings, and bureaucratic institutions; medical anthropology; science studies; race and ethnicity; and the problem of ethnographic representation in film and other media.

Departmental resources include an extensive film and video collection, as well as teaching and research labs for archaeology, linguistic anthropology, and biological anthropology, which can be used for research by advanced undergraduates. A 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 resources unparalleled in this country.

Faculty

Professor Emeritus:
Lynch

David B. Kriser Professor of the Humanities; Professor of Middle Eastern and Islamic Studies and Anthropology:
Ginsburg

Silver Professor; Professor of Anthropology:
Myers

Collegiate Professor; Professor of Anthropology:
Schieffelin

Professors:
Beideman, Dávila, Disotell, Gilsenan, Harrison, Jolly, Kulick, Martin, Merry, Rapp, White

Associate Professors:
Abercrombie, Antón, Crabtree, Di Fiore, Grant, Khan, Rogers, Wright, Zito

Assistant Professors:
Bailey, Ganti, Siu

Visiting Professor:
Rosaldo

Research Associates:
Campana, Cantwell, Friedlander, Pike-Tay, Rockefeller, Schuldenrein, Sutton, Weatherford
FIELDS OF INQUIRY

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

The department participates in the University’s Hagop Kevorkian Center for Near Eastern Studies, the Center for Latin American and Caribbean Studies, the Institute of French Studies, the Program in Museum Studies, the Program in Culture and Media, and the 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 (such as politics, education, law, medicine), variation in ways of speaking language(s) adds to our understanding of how social categories such as ethnicity, race, and gender are interactionally constituted across contexts, cultures, and societies.

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 fragmentary. 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.

Biological anthropology encompasses the study of primate biological diversity and includes the anatomy, genetics, behavior, ecology, and evolution of humans and other primates. It is linked to the other subfields of anthropology by its commitment to the study of human biology 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 biological 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 distinct way anthropology formulates and attempts to answer its basic questions is a necessary component of a comprehensive liberal education.

Second, the department offers concentrated programs of study for the minor, major, or honors student. A minor usually emphasizes one of the four subdisciplines. For the major, the department encourages study in all of the subdisciplines, because each supplements and complements the others in presenting humans as both biological and social beings. An honors program includes in-depth research and writing in one aspect of biological, archaeological, linguistic, or cultural anthropology.

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

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

MAJORS

The major consists of 36 points, which include Human Society and Culture (V14.0001), Human Evolution (V14.0002), Archaeology: Early Societies and Cultures (V14.0003), and Anthropology of Language (V14.0017; offered only during the spring semester). The other courses may be selected from any subfield of anthropology. Internships approved by the director of undergraduate studies, however, may not be applied toward the major, and a grade of at least C is required in every course to be counted toward the major. Any course with a grade of C- or lower will not count toward the major. Majors should consult regularly with the director of undergraduate studies in order to take full advantage of the seminars and research opportunities open to them.

Joint major with the Department of Classics: This is an interdepartmental major including courses from the Department of Anthropology and the Department of Classics. One anthropology course, Human Society and Culture (V14.0001), is required, along with four other anthropology courses taken in consultation with the directors of undergraduate studies in both
of undergraduate studies during their sophomore or junior year. Honors program candidates are expected to maintain an overall GPA of 3.65 with an average of 3.65 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 sociocultural 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.

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.

Required courses in linguistics: V55.0660 or V61.0015, plus at least three additional courses chosen in consultation with the director of undergraduate studies in linguistics. See Linguistics (61) for additional information.

MINOR
The minor consists of any four courses in the department. The “principles” courses (V14.0001, V14.0002, and 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
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PRINCIPLES

Human Society and Culture
V14.0001 Abercrombie, Beidelman, Dávila, Grant, Grant, Khan, Myers, Rapp, Rogers, Sin. 4 points.
General aims, methods, and findings of modern cultural anthropology and its ties with the humanities and social sciences. Economic, political, and family organizations and systems of thought, including religion, are covered with equal attention to “primitive,” traditional, and modern complex societies, particularly non-Western societies.

Human Evolution
V14.0002 Bailey, Di Fiore, Di Stell, Harrison, Jolly. 4 points.
Investigates the evolutionary origins of humans. The study of human evolution is a multidisciplinary endeavor involving a synthesis of concepts, techniques, and research findings from a variety of different scientific fields, including evolutionary biology, paleontology, primatology, comparative anatomy, genetics, molecular biology, geology, and archaeology. Explores the different contributions that scientists have made toward understanding human origins and provides a detailed survey of the evidence used to reconstruct the evolutionary history of our own species.

Archaeology: Early Societies and Cultures
V14.0003 Laboratories. Crabtree, White, Wright. 4 points.
Introduces contemporary archaeology, its theories, practices, and early societies and cultures. Examines current methodological and theoretical viewpoints of archaeological scholarship within the discipline of anthropology. Focuses on key transformations in cultural evolution, such as the origins of modern humans, the emergence of food production, and the development of complex societies, urbanism, and early states. Explores gender roles, landscapes and settlements, technologies, art, cognitive systems, urbanism, and state formation.

Anthropology of Language
V14.0017 Identical to V18.0703. Prerequisite: V14.0001 or permission of the instructor. Open to juniors and seniors only. Kulick, Schieffelin. 4 points.
Explores the role of language in culture and society by focusing on gender, ethnicity, social class, verbal genres, literacy, and worldview.

INTEGRATING PERSPECTIVES

History of Anthropology
V14.0045 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, Dávila, Martin, Myers, Rapp, Rogers, Sin. 4 points.
The discipline’s history illustrates problems common to many aspects of humanistic and social thought: the philosophical problem of the “other” or the “exotic,” as well as evolution and the nature of human nature.
SPECIAL COURSES

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

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

Internship
V14.0980,0981 Open only to majors and outstanding students who have the permission of the director of undergraduate studies and the instructor, who will act as supervisor. 2 to 4 points per term.

Opportunities for students to gain practical work experience sponsored by selected institutions, agencies, and research laboratories are negotiated with the internship sponsor, a departmental supervisor, and the student. Requirements may vary but include 8 to 12 hours of fieldwork per week, regular meetings with the departmental supervisor, and assignments relevant to the internship experience. Student initiation of internship placement is encouraged.

Independent Study
V14.0997,0998 Prerequisite: permission of the instructor and the director of undergraduate studies. 2 or 4 points per term; 6 or 8 points in exceptional cases.

CULTURAL AND LINGUISTIC ANTHROPOLOGY

Anthropology and Classical Studies
V14.0016 Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.

Examines the ways in which anthropology has been employed by classical scholars to understand the society, beliefs, literature, and arts of ancient Greece. Reviews relevant works by anthropologists, sociologists, historians, philosophers, and literary critics, indicating both the advantages and the dangers of interdisciplinary research.

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

Surveys basic anthropological and sociological issues posed by the institution of slavery in Africa and ancient Greece and Rome, including problems of the change from simpler to more complex societies and economies; definitions of person, gender, race, work, and ethnicity; and the relations of ideology and cultural boundaries.

African Literature

Compares traditional oral literature and the writings of the colonial and postcolonial periods. Discussion of problems of translation, cultural relativity, and the search for identity as revealed through novels, poetry, and theatre.

Anthropology of Religion
V14.0030 Prerequisite: V14.0001. Abercrombie, Beidelman, Myers, Zito. 4 points.

Examines the cultural nature of basic beliefs and values manifested in both simple and complex societies. Discussion of time and space, causality, myth, prophecy and divination, witchcraft and magic, and mysticism.

Witchcraft: An Anthropological Approach
V14.0031 Prerequisite: V14.0001. Beidelman. 4 points.

Examines witchcraft through interdisciplinary study, including how theories of causation and reality are modified by culture and society and the way that social theorists have judged witchcraft in relation to social stability, conflict, and change. Considers both nonliterate, non-Western examples and cases from Europe and New England where historians have made extensive use of anthropological techniques.

Conversations in Everyday Life
V14.0032 Prerequisite: V14.0001. Schieffelin. 4 points.

Examines 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. Beidelman, Myers. 4 points.

Examines revolutionary movements in both traditional and industrial societies in terms of how violence, coercion, prophecy, and radical thought impel social change. Analyzes utopian 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.

Examines medical beliefs and practices in African, Asian, and Latin American societies. Studies the coexistence of different kinds of medical specialists (for example, shamans, herbalists, bonesetters, midwives, and 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.

Family and Kinship

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.

Myth and Symbol
V14.0047 Prerequisite: V14.0001 or permission of the instructor. 4 points.

Traces change in themes and styles of myth interpretation during the
20th century. Anthropologists derive meaning from the narrative contents of myth, from its social and ritual functions, and from its form or structural relations among elements.

Cultural Symbols
V14.0048 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Kulick, Myers. 4 points.
Surveys the various symbolic systems employed by the world’s people, considering their use in myth, ritual, literature, and art, and the kinds of anthropological theories applied to explain their power and forms. Approaches theory through case studies, providing a diverse view of world cultures. Uses materials from all continents; emphasizes non-Western, nonliterate societies, though some material from the West is also used.

Peoples of Sub-Saharan Africa: Culture and International Studies
V14.0101 Identical to V18.0776. Prerequisite: V14.0001 or permission of the instructor. Beidelman. 4 points.
Surveys the societies and cultures of Africa. Divided between accounts of traditional ways of life, the history of colonial contact with Europe, and consideration of life in contemporary African states. Involves anthropological studies as well as historical works, novels, and autobiographies, many by African authors. African material is related to broader issues of social theory, ethnicity, social change, and the ties between culture, society, and values.

Peoples of the Caribbean: Culture and International Studies
V14.0102 Identical to V18.0777. Prerequisite: V14.0001 or permission of the instructor. Khan. 4 points.
Provides a unifying anthropological perspective for comparing Hispanic and Afro-Creole Caribbean societies, reviewing how Caribbean colonial experiences have structured differences in the race, class, and ethnic/national identities of the peoples living in these two Caribbean traditions. Examines how this resulted in different cultural forms and ideological orientations as the cultural legacies of the various peoples of the Caribbean underwent processes of creolization. Addresses issues of identity and empowerment in relation to Caribbean diaspora, tourism, and efforts to develop Pan-Caribbean institutions and a Pan-Caribbean consciousness.

Peoples of Latin America: Culture and International Studies
V14.0103 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Rosaldo. 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
V14.0104 Prerequisite: V14.0001 or permission of the instructor. Gantz. 4 points.
Examines the main ideas and contributions 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. The course considers caste and untouchability, the Vedas and modern sects, parliamentary democracy and population, and Indians in the United States.

Peoples of Southeast Asia
V14.0105 Prerequisite: V14.0001 or permission of the instructor. Gantz. 4 points.
Southeast Asia has figured prominently in the concerns of Americans and Europeans from the trade in the Spice Islands (not Indonesia) to the war in Vietnam and its aftermath. This area is one of the most complicated and interesting areas of the world to study because several major world civilizations have contributed to the development of the area over a period of many centuries, yet the civilizations developed there are distinctive and syncretic. An interdisciplinary approach is taken in presenting this material in an attempt to integrate the ideas of anthropologists, historians, political scientists, economists, and linguists concerned with the area.

Peoples of Europe: Culture and International Studies
V14.0111 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Rogers. 4 points.
Explores cultural systems and social structures in modern European societies. Provides an introduction to the insights to be gained from an anthropological perspective on Western complex societies. 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.

Anthropology of Gender and Sexuality
V14.0112 Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Kulick, Martin, Rapp, Siu. 4 points.
Compares women’s and men’s experiences, activities, resources, powers, and symbolic significance as they vary within and between societies. Social and historical approaches in the analysis of how gender relations are affected by major social transformations. Emphasis on such changes as gender roles, current transnational migrations, social movements, international relations, and the role of the military in a variety of world societies.

Transcultural Cinema
V14.0122 Formerly Ethnography and Film. Prerequisite: V14.0001 or permission of the instructor. Ginsburg. 4 points.
Explores the impact of forms anthropologists use on our understanding of other cultures. Focuses on the use of film and its relationship to theory, method, and substance of anthropology. Moving images and text from a wide range of geographic areas are compared to evaluate their differences as modes of ethnographic description.
Discusses challenges to dominant text of the 1980s and the emergence of new social/cultural subjects represented in the 1990s, including innovations in genres.

**Anthropology of Media**
V14.0125 **Prerequisite:** V14.0001 or permission of the instructor. 4 points.

Uses an anthropological approach to the study of media in the contemporary world, with a special emphasis on the representation of cultures and cultural difference in documentary and feature film. Explores the fundamental role of media in the rise of modern societies and in contemporary globalization. Introduces some of the main analytic frameworks and theoretical debates through which media have been understood over the years and reconsidered them in light of ethnographic and cross-cultural studies of media production and distribution, as well as reception and exhibition practices. Pays particular attention to indigenous media, the function media has played in the creation of new forms of political and cultural activism, and the role of media within global tourism.

**Religion and Media**
V14.0220 **Prerequisite:** V14.0001 or permission of the instructor. Zito. 4 points.

Introduces students to the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Spends time on more recent electronic media such as cassette, film, television, video, and the Internet. Students should note that an anthropological/historical perspective on studying religion is pursued in the course.

**Current Issues in Social and Cultural Anthropology I, II**
V14.0320, 0321 **Prerequisite:** V14.0001 or permission of the instructor. 4 points per term.

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**
V14.0525 **Prerequisite:** V14.0001 or permission of the instructor. Khan. 4 points.

Examines the formation and deployment of the category “race” in historical and cross-cultural perspective. Investigates how racism operates within wider systems of complementary exclusions tied to gender, class, national, and imperial identities. Addresses topics such as race in the construction of colonial and postcolonial hierarchies and ideologies; the production of “whiteness” in U.S. cultural politics; global (re)articulations of race-cum-ethnocultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of politics of difference.

**Reimagining Community: Race, Nation, and the Politics of Belonging**
V14.0525 **Prerequisite:** V14.0001 or permission of the instructor. Zito. 4 points.

Critically examines and evaluates the various approaches to studying and interpreting different community formations. Examines different notions of “community” through a variety of disciplinary lenses. Readings are drawn from anthropology, history, feminist studies, cultural studies, ethnic studies, and philosophy. Students are encouraged to examine these texts as theoretical representations of “community,” as well as historically embedded artifacts that are part of the larger machinery in the production of knowledge.

**Language and Law**
V14.0329 **Prerequisite:** V14.0001 or permission of the instructor. Schnellfelin. 4 points.

Arguments and conflicts are part of everyday life, and language is central to both their instigation and resolution. This course explores how speakers ranging from small children to litigants in courts attempt to settle their differences. Comparative materials are used to illustrate theories of disputes and dispute resolution and to examine the power of language and the language of power in a variety of settings (such as mediation, arbitration, and trials). Class includes fieldwork trips to small claims court. Students tape-record cases and transcribe and analyze them according to different analytic perspectives. Bilingual students are encouraged to focus on cases that use interpreters.

**Gender, Violence, and the Law**
V14.0330 **Prerequisite:** V14.0001 or permission of the instructor. Merry. 4 points.

Examines the global prevalence of gender violence and the varied meanings of violence against women and changes in terminology over time. Examines ways of theorizing gender and violence, including performative ideas of gender. The creation of gender violence as a social problem is produced by social movements in the United States, Europe, India, and many other parts of the world. It is now understood globally as an important human rights violation. Also examines the forms of intervention that have been developed in the United States and globally for diminishing violence against women, including policing, prosecution, and punishment.

**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. Examines the images of family and positions of women in the classics; factors in ritualist and Taoist notions of body; and discusses 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 thus how social life was
constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis and Buddhist, especially Ch’an (Zen), practices in China. Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and folk religion.

**Transnationalism and Anthropology**
V14.0400  Prerequisite: V14.0001 or permission of the instructor. Gandhi, Khan, 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 globalization and cultural forms.

**ARCHAEOLOGY**

**Prehistoric Hunters and Gatherers**
V14.0210  Prerequisite: V14.0003 or permission of the instructor. Crabtree, 4 points.
Examines the origin and early development of culture in the Old and New Worlds. Utilizes archaeological materials from the Paleolithic and Mesolithic period of Africa; from Eurasia; from the Paleo-Indian, Woodland, and Archaic periods of North America. Examines these materials against a background of related evidence from physical anthropology and ethnology.

**First Cities and States**
V14.0211  Formerly Rise and Fall of Civilization. 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 and Symbolic Evolution**
V14.0212  Prerequisite: V14.0001, V14.0003, or permission of the instructor. White, 4 points.
Examines prehistoric art forms, their interpretation, and their evolutionary and behavioral significance. Introduces students 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.

**Current Issues in Archaeological Anthropology I, II**
V14.0213,0214  Prerequisite: V14.0003. Open only to majors in anthropology who have permission of the director of undergraduate studies and the instructor. Crabtree, White, Wright, 4 points per term.
This seminar explores, theoretically and methodologically, selected key current issues and problems in archaeological anthropology. See the department’s internal catalog.

**Archaeological Theory and Technique**
V14.0215  Prerequisite: V14.0003 or permission of the instructor. Crabtree, White, Wright, 4 points.
Considers both current and past theoretical developments in archaeology, with special attention to the role of innovations in analytical technique as they relate to these developments. Theoretical approaches to the economy, technology, and organization of hunter-gatherers; early agriculturalists; gender differences; and complex societies. Examines research design, sampling problems, chronometric methods, analysis of paleoenvironments, and typology in terms of modern understanding as well as historical perspective.

**Surveys of Regional Prehistory I: Egypt and the Near East**
V14.0216.001  Prerequisite: V14.0003 or permission of the instructor. Wright, 4 points.
Introduces the archaeology of the Near East and Egypt. Examines the archaeological evidence for two major transformations: the origins of food production (the domestication of plants and animals) and the development of cities and states. Focuses primarily on the Tigris and Euphrates and Nile Valleys, but other contiguous regions also are considered. Emphasizes the cultural history of the two regions and how these changes influenced the development of increasingly complex social organization and our present understanding of urbanism and state-level societies.

**Surveys of Regional Prehistory II: Prehistoric Europe to the End of the Ice Age**
V14.0216.002  Prerequisite: V14.0003 or permission of the instructor. White, 4 points.
Prehistories of selected culture areas. Emphasizes the theoretical and methodological foundations of archaeology within a culture area as reconstructed through archaeological methods. The choice of region varies with the interests of individual instructors.

**Barbarian Europe**
V14.0217  Formerly Later Barbarian Pre-Europe: From the End of the Ice Age to the Coming of the Romans. Prerequisite: V14.0003 or permission of the instructor. Crabtree, 4 points.
Between the end of the Ice Age and the expansion of the Roman Empire, temperate Europe witnessed a series of social and economic transformations that represented a transition from a hunting and gathering way of life to urban civilization. Along the way, these hunter-gatherers became agriculturalists and stockherders, learned to use metals, and developed social structures as complex as any found in Old World civilizations. This course examines changes in later prehistoric Europe from about 8000 B.C.E. to the arrival of the Romans.
Fieldwork in Archaeology
V14.0830 Prerequisite: permission of the instructor. Crabtree, White, Wright. Offered in the summer. 4 points.
Students live and work at the selected prehistoric or historic site, usually in eastern or midwestern North America. Students are instructed in field technique and laboratory procedures. Further background provided through staff and guest lectures.

BIOLOGICAL ANTHROPOLOGY

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

Human Variation
V14.0051 Prerequisite: V14.0002 or permission of the instructor. Antón, Bailey, Di Fiore, Disotell. 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. Bailey, Di Fiore, Harrison, Jolly. 4 points.
Introductory survey presenting a synthetic approach to the biological, behavioral, and cultural origins of humans. Explores data and theories from paleoanthropology, archaeology, nonhuman primate behavioral studies, brain research, and sociobiology for their contributions to the study of human behavior.

Human Genetics
V14.0053 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Di Fiore, Jolly. 4 points.
In-depth analysis of the genetic component of human variability. Discusses mechanisms of inheritance, gene expression in individuals and populations, and alternative explanations for genetic variability. Explores the implications of modern advances in genetics, such as genetic engineering and gene therapy.

Primate Ecology
V14.0054 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Jolly. 4 points.
Why do some primates live in large social groups while others are solitary and yet others live in pairs or cooperatively breeding families? Why are strong social hierarchies seen in some primate taxa but not others? Why do multiple species of primates often manage to coexist in the same habitat? Why are social relationships in some primate species characterized by strong bonds among females, while such bonds are absent in other primate societies? Why do some species of primates show marked geographic variability in behavior and social structure? The answers to these and other questions lie in understanding the relationships between each species and its ecological and social setting and in understanding each species’ phylogenetic history. This course explores the diversity of primate social systems and the evolutionary relationships among primates. It discusses general ecological laws that have been proposed by evolutionary biologists as the keys to understanding important features of primate behavior and ecology.

Health and Disease in Human Evolution
V14.0055 Prerequisite: V14.0002 or permission of the instructor. Antón, Disotell. 4 points.
Examines human health and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman primate and human populations, and hunting and gathering, agricultural, and industrial groups, with emphasis on the expression of infectious disease in human history and newly emerging and reemerging diseases.

Biology of the Living Primates
V14.0056 Prerequisite: V14.0002 or permission of the instructor. Di Fiore, Harrison. 4 points.
The study of the comparative anatomy of the primates, our closest living relatives, is fundamental to a sound understanding of primate and human evolution. This course 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. The classification of living primates is reviewed, and the functional complexes most important for understanding the relationship of humans to other primates are discussed.

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.
Assesses the degree to which variations in human biology and culture can be understood as adaptations to varying external conditions. Examines the relationship of human systems of action and the natural world 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.

**Evolution of Language**  
V14.0240  Prerequisite: V14.0002 or permission of the instructor. 4 points.  
Explores the various hypotheses offered for the evolution of language. Perspectives from different disciplines are discussed. Topics include human evolution and the study of fossil humans, animal and primate behavior and communication, anatomy of the vocal tract, neuroanatomy, language acquisition, language universals, the origins and diversification of modern languages, and the origins of writing.

**Introduction to Forensic Anthropology**  
V14.0326  Prerequisite: V14.0002 or permission of the instructor. 4 points.  
Biological anthropology examines the evolutionary history and adaptability of humans and our ancestors. Forensic anthropology is an applied subfield of biological anthropology that provides expert analysis of the skeleton in a medicolegal setting by utilizing methods developed in skeletal biology, archaeology, and the forensic sciences. Forensic anthropologists play critical roles in identifying victims of mass fatalities (such as the World Trade Center and Oklahoma City bombings), in investigating homicides (such as identifying the Russian tsar’s family), and in distinguishing cause of death. This course examines how forensic anthropologists approach modern and historic crimes in the laboratory and the field. Students are introduced to the underlying theory and the applied techniques that forensic anthropologists use to recover and identify individuals and assess cause of death.

**Current Issues in Biological Anthropology**  
V14.0511,0512  Only open to majors in anthropology who have the permission of the director of undergraduate studies or the instructor. Antón, Bailey, Di Fiore, Disotell, Harrison, Jolly. 4 points per term.  
This seminar explores, theoretically and methodologically, selected key current issues and problems in biological anthropology. See the department’s internal catalog.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**  
Qualified anthropology majors may take graduate courses with the permission of the director of undergraduate studies in consultation with the instructor. Consult the current Graduate School of Arts and Science Bulletin.
The Department of Art History offers courses in the history and criticism of the visual arts in major world cultures.

In the Art and Architectural History program, students at the introductory level examine works of art and learn the critical and historical bases for understanding and appreciating them. At the advanced level, majors and nonmajors investigate style, iconography, patronage, social and political contexts, and other aspects of the arts in more specific geographical areas and periods. This advanced work and foreign language study provide a solid foundation for those who plan to attend graduate school to prepare for careers in areas such as scholarship, teaching, museums, and writing.

The Urban Design and Architecture Studies program offers an interdisciplinary analytic approach to these subjects. The program provides a broad humanistic perspective on cities’ physical aspects, as well as preprofessional training for future architects, city planners, public administrators, and writers on urban problems.

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

Faculty

Professors Emeriti:
Hyman, Landau, Walton

Helen Gould Sheppard Professor Emerita of Art History:
Sandler

Paulette Goddard Professor Emeritus of the Arts and Humanities:
Turner

Professors:
Brandt, Connelly, Krinsky, Silver, Sullivan

Associate Professors:
Flood, Geronimus, Karmel, Rice, Smith

Assistant Professors:
Basilio (joint appointment with Museum Studies), Roth (joint appointment with Hebrew and Judaic Studies)

Clinical Associate Professor:
Broderick

Associate Arts Professor:
S. Rice (joint appointment with Photography and Imaging)

Assistant Professors/Faculty Fellows:
Liu (through 2008-2009), Nugent (through 2008-2009), Ritter

Program

ART HISTORY MAJOR
The requirement for the major is nine 4-point courses that normally include the following:
1. Survey requirement (one of the following sequences):
   - V43.0001 and V43.0002
   - V43.0001, V43.0005, and V43.0006
   - V43.0002, V43.0003, and V43.0004
   - V43.0003, V43.0004, V43.0005, and V43.0006

Students who choose to take something other than the standard two-course sequence (V43.0001 and V43.0002) must take a total of 10 4-point courses to complete the major.
2. One 4-point advanced course in ancient or medieval art chosen from V43.0102-0105, V43.0110, and V43.0201-0204

3. One 4-point advanced course in Renaissance or baroque art chosen from V43.0301-0309, V43.0311, V43.0313, V43.0315, and V43.0316

4. One 4-point advanced course in modern art chosen from V43.0430, V43.0401, and V43.0403-0410

5. At least one 4-point course in non-Western art chosen from V43.0507, V43.0510-0513, V43.0520, V43.0530, V43.0531, V43.0540, V43.0541, V43.0560, and V43.0570

6. One Senior Seminar (V43.0800)

7. Two electives chosen from any non-survey course offered by the department, or any approved course offered on an NYU Study Abroad campus

V43.0010 and V43.0516 will count as Renaissance/baroque or modern courses according to the specific course content. Any proposed substitution must be discussed with the director of undergraduate studies prior to election of the course in question. Note that it is possible to concentrate on architecture within the prescribed areas.

Major in classics and art history: For details of this interdepartmental major, refer to the description under “Majors” in Classics (27).

URBAN DESIGN AND ARCHITECTURE STUDIES MAJOR
The requirements are nine 4-point courses, including two required courses (V43.0601 and V43.0661), a combination of core courses and cross-referenced courses, and at least one seminar. Students work with the director to achieve career goals within the major.

MINOR IN ART HISTORY AND URBAN DESIGN AND ARCHITECTURE STUDIES
The requirements are any four 4-point courses in art history or urban design and architecture studies that do not overlap in material. The student may not receive credit for Western Art I (V43.0001) and Ancient Art (V43.0003) or Medieval Art (V43.0004); or Western Art II (V43.0002) and Renaissance Art (V43.0005) or Modern Art (V43.0006), as their contents overlap. Introductory courses are prerequisites for advanced-level courses.

STUDIO ART MINOR
For many majors in art history and urban design and architecture studies, understanding the field can be enhanced by the experience of making art. It is valuable for these majors to be exposed to the materials and methods of the visual arts, to obtain information about technical processes, and to gain a direct appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for art history or urban design and architecture studies majors planning careers in museology, conservation, architecture, city planning, and landmark preservation.

The studio art minor requires a minimum of 16 points, to be chosen from courses offered by the Steinhardt School of Culture, Education, and Human Development, as summarized below. Students must present a portfolio containing five examples of artwork before being approved as a studio art minor. This requirement is waived if students receive a grade of B or higher in any of the required courses. (Note: Courses at the 1000 level are open to only juniors and seniors.)

Required core courses (9 to 12 points) include Drawing/Painting (3 to 4 points), Sculpture (3 to 4 points), and Media (3 to 4 points). For electives (4 to 6 points), select any E90.XXXX or E90.1XXX studio course within the Department of Art and Art Professions.

For more information, contact Ann Chwatsky, student adviser, Department of Art and Art Professions, Steinhardt School of Culture, Education, and Human Development, Barney Building, 34 Stuyvesant Street, New York, NY 10005; 212-998-5731, or e-mail ac31@nyu.edu.

GRANTING OF CREDIT FOR ART HISTORY AND URBAN DESIGN AND ARCHITECTURAL STUDIES MAJORS AND MINORS
Credit toward the art history and urban design major or minor is granted only for courses completed with a grade of C or higher.

COURSES IN THE MORSE ACADEMIC PLAN
Students majoring in art history or urban design and architecture studies are exempt from the Expressive Cultures requirement. Students who wish to include a MAP Expressive Cultures course (V55.0720, V55.0721, or V55.0722) in their program must secure the permission of the director of undergraduate studies for art history or the director of the Urban Design and Architecture Studies program.

INTERNSHIP POLICY
The Department of Art History gives academic credit (2 points) for an internship accompanied by an independent study. (Students must find a professor willing to supervise this study.) Course work includes a written diary recording the student’s work experience and a research paper relevant to the internship, to be approved by the supervising professor. A research bibliography is developed by the student with the professor’s advice; research and writing is pursued from the beginning of the internship. The independent study must also be approved by the director of undergraduate studies; please request an independent study form from the departmental office in Room 303.
GRADUATION WITH HONORS

Students may graduate with departmental honors in art history or in urban design and architecture studies by successfully researching and writing a senior thesis. This represents the culmination of the work for the major and provides excellent preparation for graduate school. To be eligible for the honors program, students must have a GPA of 3.65 or higher at the conclusion of the junior year, both overall and in art history or urban design and architecture studies. A student wishing to write an honors thesis must apply to the director of undergraduate studies and must also find a professor willing to supervise his or her thesis.

Work toward the senior thesis consists of two 4-point honors courses (V43.0890, V43.0691, V43.0890, or V43.0892), focusing on research methods and writing, accompanied by regular meetings with the supervising professor. The completed thesis, at least 30 pages in length, is read by a committee of three faculty members, including the supervising professor. The committee meets with the student for a thesis defense at the end of the academic year. Satisfactory completion of the thesis, in the committee’s judgment, earns an honors degree.

COURSES

ART HISTORY SURVEY COURSES

No previous study is required for admission to the following courses. These courses are the prerequisites for many of the advanced-level courses. Students may not receive credit for Western Art I (V43.0001) and Ancient Art (V43.0003) or Medieval Art (V43.0004); or Western Art II (V43.0002) and Renaissance Art (V43.0005) or Modern Art (V43.0006), as their contents overlap.

History of Western Art I
V43.0001 Identical to V65.0001. Students who have taken V43.0003 or V43.0004 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from ancient times to the dawn of the Renaissance, emphasizing the place of the visual arts in the history of civilization. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Cloisters, and the Brooklyn Museum.

History of Western Art II
V43.0002 Students who have taken V43.0005 or V43.0006 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from the early Renaissance to the present day. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Frick Collection, the Guggenheim Museum, and the Museum of Modern Art.

Ancient Art
V43.0003 Formerly V43.0100. Students who have taken V43.0001 will not receive credit for this course. Offered periodically. 4 points.
History of art in the Western tradition from 20,000 B.C.E. to the fourth century C.E. from the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the Classical Age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the fourth century C.E. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
V43.0004 Formerly V43.0200. Identical to V65.0200. Students who have taken V43.0001 will not receive credit for this course. Offered periodically. 4 points.
Art of Western civilization between Constantine and the Renaissance (300 to 1500 in northern Europe, 1400 in Italy). Topics include Christian beliefs underlying medieval art, acceptance and rejection of classical tradition and the roles of nonclassical traditions in medieval art, stylistic transformations in medieval art in the context of medieval society, development of abbey and cathedral, monumental sculpture and painting, mosaics, stained glass, and fresco, as well as manuscript illumination, ivories, metalwork, and panel painting.

Renaissance Art
V43.0005 Formerly V43.0300. Identical to V65.0333. Students who have taken V43.0002 will not receive credit for this course. Offered every other year. 4 points.
The Renaissance, like classical antiquity and the Middle Ages, is a major era of Western civilization embracing a multitude of styles. It is, however, held together by basic concepts that distinguish it from other periods. The course covers the main developments of Renaissance art in Italy and north of the Alps, relation to the lingering Gothic tradition, the early and high Renaissance, and mannerism. Emphasis is placed on the great masters of each phase. The survival of Renaissance traditions in baroque and rococo art is examined in art and architecture.

Modern Art
V43.0006 Formerly V43.0400. Students who have taken V43.0002 will not receive credit for this course. Offered every year. 4 points.
Art in the Western world from the late 18th century to the present. Content includes the neoclassicism and romanticism of David, Goya, Ingres, Turner, Delacroix; the realism of Courbet; the impressionists; parallel developments in architecture; the new sculptural tradition of Rodin; post-impressionism to fauvism, expressionism, futurism, cubism, geometric abstraction in sculpture and painting, and modernism in architecture in the 20th century; after the First World War, Dadaism and surrealism. Developments since 1945, such as action painting, pop art, minimal art, and numerous strands of postmodernism.

HONORS WORK TOWARD THE SENIOR THESIS

Students may graduate with departmental honors in art history or in urban design and architecture studies by successfully researching and writing a senior thesis. This represents the culmination of the work for the major and provides excellent preparation for graduate school. To be eligible for the honors program, students must have a GPA of 3.65 or higher at the conclusion of the junior year, both overall and in art history or urban design and architecture studies. A student wishing to write an honors thesis must apply to the director of undergraduate studies and must also find a professor willing to supervise his or her thesis.

Work toward the senior thesis consists of two 4-point honors courses (V43.0890, V43.0691, V43.0890, or V43.0892), focusing on research methods and writing, accompanied by regular meetings with the supervising professor. The completed thesis, at least 30 pages in length, is read by a committee of three faculty members, including the supervising professor. The committee meets with the student for a thesis defense at the end of the academic year. Satisfactory completion of the thesis, in the committee’s judgment, earns an honors degree.

COURSES

ART HISTORY SURVEY COURSES

No previous study is required for admission to the following courses. These courses are the prerequisites for many of the advanced-level courses. Students may not receive credit for Western Art I (V43.0001) and Ancient Art (V43.0003) or Medieval Art (V43.0004); or Western Art II (V43.0002) and Renaissance Art (V43.0005) or Modern Art (V43.0006), as their contents overlap.

History of Western Art I
V43.0001 Identical to V65.0001. Students who have taken V43.0003 or V43.0004 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from ancient times to the dawn of the Renaissance, emphasizing the place of the visual arts in the history of civilization. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Cloisters, and the Brooklyn Museum.

History of Western Art II
V43.0002 Students who have taken V43.0005 or V43.0006 will not receive credit for this course. Offered every semester. 4 points.
Introduction to the history of painting, sculpture, and architecture from the early Renaissance to the present day. Includes the study of significant works in New York museums, such as the Metropolitan Museum of Art, the Frick Collection, the Guggenheim Museum, and the Museum of Modern Art.

Ancient Art
V43.0003 Formerly V43.0100. Students who have taken V43.0001 will not receive credit for this course. Offered periodically. 4 points.
History of art in the Western tradition from 20,000 B.C.E. to the fourth century C.E. from the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the Classical Age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the fourth century C.E. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
V43.0004 Formerly V43.0200. Identical to V65.0200. Students who have taken V43.0001 will not receive credit for this course. Offered periodically. 4 points.
Art of Western civilization between Constantine and the Renaissance (300 to 1500 in northern Europe, 1400 in Italy). Topics include Christian beliefs underlying medieval art, acceptance and rejection of classical tradition and the roles of nonclassical traditions in medieval art, stylistic transformations in medieval art in the context of medieval society, development of abbey and cathedral, monumental sculpture and painting, mosaics, stained glass, and fresco, as well as manuscript illumination, ivories, metalwork, and panel painting.

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V43.0005 Formerly V43.0300. Identical to V65.0333. Students who have taken V43.0002 will not receive credit for this course. Offered every other year. 4 points.
The Renaissance, like classical antiquity and the Middle Ages, is a major era of Western civilization embracing a multitude of styles. It is, however, held together by basic concepts that distinguish it from other periods. The course covers the main developments of Renaissance art in Italy and north of the Alps, relation to the lingering Gothic tradition, the early and high Renaissance, and mannerism. Emphasis is placed on the great masters of each phase. The survival of Renaissance traditions in baroque and rococo art is examined in art and architecture.

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Work toward the senior thesis consists of two 4-point honors courses (V43.0890, V43.0691, V43.0890, or V43.0892), focusing on research methods and writing, accompanied by regular meetings with the supervising professor. The completed thesis, at least 30 pages in length, is read by a committee of three faculty members, including the supervising professor. The committee meets with the student for a thesis defense at the end of the academic year. Satisfactory completion of the thesis, in the committee’s judgment, earns an honors degree.
European and American Decorative Arts: Renaissance to Modern
V43.0010 Formerly V43.0317. Prerequisites: V43.0002, V43.0005, and V43.0006, or permission of the instructor. Offered periodically. 4 points.

History of the design of objects used in daily life. Studies works of art in social and historical context. 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.

ART HISTORY INTRODUCTORY COURSES
New York is one of the most important centers of art in the world; the following courses take advantage of the opportunities offered here. Lectures are illustrated. No previous study is required for admission to the following courses unless a prerequisite is stated in the description.

Ancient Egyptian Art
V43.0110 Formerly V43.0099. Offered periodically. 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.E.). Special emphasis on Egyptian art in the context of history, religion, and cultural patterns. Includes study of Egyptian collections of the Metropolitan Museum of Art and the Brooklyn Museum.

East Asian Art I: China, Korea, Japan
V43.0510 Formerly V43.0091. Identical to V33.0091. Offered periodically. 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. 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 differences among the cultures of the Far East.

Introduction to Chinese Painting
V43.0513 Formerly V43.0084. Identical to V33.0084. Offered periodically. 4 points.
Chinese painting represents one of the world’s great pictorial traditions. This chronological survey of major schools and genres traces its long history from the earliest vestiges revealed by archaeology 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 II: Art of South and Southeast Asia from Indus to Angkor Wat
V43.0530 Formerly V43.0092. Offered periodically. 4 points.
As in V43.0513, students examine 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 use the same approach and are designed to be complementary, either one may be taken without the other.

Art in the Islamic World: From the Prophet to the Mongols
V43.0540 Formerly V43.0085. Offered every year. 4 points.
Provides an outline of Islamic material in its early and classical periods, from 650 to 1200. The period saw the initial formation of an Arab empire stretching from the Atlantic Ocean to the Indian Ocean, a decline in centralized authority, and the rise to political prominence of various North African, Iranian, and Central Asian dynasties from the 10th century onward. These political developments are reflected in the increasingly heterogeneous nature of Islamic material culture over this time span.

Art in the Islamic World: From the Mongols to Modernism
V43.0541 Formerly V43.0086. Offered every year. 4 points.
An introduction to the arts of Islam during a period of dynamic cultural and political change in the Islamic world. Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the “gunpowder empires” (the Mughals, Ottomans, Safavids) and European colonialism, to the art of the nation-state in the 20th century.

Art and Architecture in Sub-Saharan Africa and the South Pacific
V43.0560 Formerly V43.0080. Identical to V18.0787. Offered periodically. 4 points.
Survey of 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 its own 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
V43.0570 Formerly V43.0081. Offered periodically. 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 pre-contact times through the 20th century. Deals with questions of theory and differences between indigenous and Western world views; the relationship of the arts to shamanism, priestlyhoods, guardian spirits, deities, and beliefs regarding fauna and flora; and the impact of European contact on indigenous arts and civilization.

History of Architecture from Antiquity to the Present
V43.0601 Formerly V43.0019. Offered in the spring. 4 points.
See description under this department's subheading, “Urban Design and Architecture Studies Required Courses.”
Shaping the Urban Environment
V43.0661  Formerly V43.0021.
Identical to V18.0762. Offered in the fall. 4 points.
See description under this department’s subheading, “Urban Design and Architecture Studies Required Courses.”

ART HISTORY ADVANCED-LEVEL COURSES

Archaic and Classical Art: Greek and Etruscan
V43.0102  Identical to V27.0312.
Prerequisite: V43.0001, V43.0003, or permission of the instructor. Offered every other year. 4 points.
Greek and Etruscan art from the seventh century through the fourth century B.C.E., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the fourth century, and the impact of Macedonian court art under the conquests of Alexander the Great.
Study 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, V43.0003, or permission of the instructor. Offered every other year. 4 points.
Traces developments in art from the conquests of Alexander the Great to the beginnings of Christian domination under Constantine in the fourth century C.E. Includes Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the art of the Ptolemaic, Attalid, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the art of the Roman Empire. Special emphasis on problems of chronology, choice of styles, and copies. Study of the Metropolitan Museum of Art and Brooklyn Museum collections is essential.

Greek Architecture
V43.0104  Identical to V27.0333.
Prerequisite: V43.0001, V43.0003, V43.0601, or permission of the instructor. Offered periodically. 4 points.
History of Greek architecture from the archaic through the Hellenistic periods (eighth to first centuries B.C.E.). Provides a chronological survey of the Greek architectural tradition from its Iron Age origins, marked by the construction of the first all-stone temples, to its radical transformation in the late Hellenistic period, most distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings.
The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, building methods, and traditions of architectural patronage.

Roman Architecture
V43.0105  Identical to V27.0354.
Prerequisite: V43.0001, V43.0003, V43.0601, or permission of the instructor. Offered periodically. 4 points.
History of Roman architecture from the Hellenistic to the early Christian periods (first century B.C.E. to sixth century C.E.).
Provides a chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinian churches of Constantinople and Ravenna. The lectures, accompanying images, and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

Arts of the Early Middle Ages
V43.0201  Identical to V65.0201.
Prerequisite: V43.0001, V43.0004, or permission of the instructor. Offered every other year. 4 points.
The art of Christian Europe and Asia Minor from the emergence of Christian representation through the Carolingian period (ca. 200-950). Considers early medieval art, east and west, including developments of the early Christian, early Byzantine, Merovingian, and Carolingian periods. Topics include sources of medieval art in the late classical world; acceptance, rejection, and revival of the classical tradition; the development of a Christian image language and architectural forms; funerary arts and the development of the cult of saints; relations between word and image; and iconoclasm and debates about the role of art in Christianity.

Romanesque Art
V43.0202  Identical to V65.0202.
Prerequisite: V43.0001, V43.0004, or permission of the instructor. Offered every other year. 4 points.
The art of Europe from about 950 to 1200. Considers the development of regional styles, including Ottonian, Mozarabic, and Anglo-Saxon during the central Middle Ages, and the mingling of classical, Byzantine, Near Eastern, and migrations elements to create a new style around the year 1000. Topics include the revival of large-scale architecture; the development of monumental sculpture; classicism and abstraction in Romanesque painting, sculpture, manuscript illumination, and minor arts; Romanesque symbolism and fantasy; Romanesque controversies about art; the spread of Romanesque style and regional developments; the roles of monastic orders, the cult of saints, pilgrimages, and the Crusades; the influence of Islam; clerical, royal, and noble patronage; the Romanesque artist; and the transition from Romanesque to Gothic in the 12th century.

Gothic Art in Northern Europe
V43.0203  Identical to V65.0203.
Prerequisite: V43.0001, V43.0004, or permission of the instructor. Offered every other year. 4 points.
Art of northern Europe from the 12th to the 15th century. Development of the Gothic style in the Île-de-France during the 12th century, its spread, and regional developments, including Gothic in England, Germany, and Bohemia. Topics include the cathedral, Gothic art and religion, the cult of the Virgin; the image and
Architecture in Europe in the Age of Grandeur (The Baroque)
V43.0302 Identical to V65.0302.
Prerequisite: V43.0002, V43.0601, V43.0005, or permission of the instructor. Offered every other year. 4 points.
Beginning with the transformation of Renaissance architecture in counter-Reformation Rome, examines the succeeding European baroque styles. Includes High Roman baroque of Bernini and Borromini; Piedmont; the richly pictorial late baroque of Germany and Austria; and the baroque classicism of France and England in the work of such architects as J. H. Mansart and Sir Christopher Wren. Metamorphosis of the various baroque styles into rococo, concluding with the mid-18th century and the roots of neoclassicism.

The Century of Jan van Eyck
V43.0303 Identical to V65.0303.
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered every other year. 4 points.
Addresses painting north of the Alps, ca. 1380-1530, partly late medieval, partly Renaissance. Examines the connection of breathing technique and deeply religious aspects of the art to function, symbolic thought, issues of patronage, and changes in the society to which painting was related. Also explains ways in which we write history when most of the vital written documents are missing or destroyed. Artists discussed include Jan van Eyck, the Master of Flemalle, Rogier van der Weyden, Jean Fouquet, Hugo van der Goes, Enguerrand Quarton, Jerome Bosch, Albrecht Dürer, Matthias Grünewald, and Hans Holbein.

Italian Renaissance Sculpture
V43.0305 Identical to V65.0305.
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered in the fall. 4 points.
The role of sculpture in the visual arts in Italy from ca. 1400 to 1600, primarily in central Italy, is studied through intensive examination of major commissions and of the sculptors who carried them out. Earlier meetings focus on Donatello and his contemporaries, including Ghiberti, Quercia, Verrocchio, and Pollaiuolo. Thereafter, students examine Michelangelo’s sculpture and compare his works with those of contemporaries and followers, ending with Giambologna.

Early Masters of Italian Renaissance Painting
V43.0306 Identical to V65.0306.
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered every other year. 4 points.
Achievements of the chief painters of the 15th century studied through their major artistic commissions. Special attention is given to the Tuscan tradition. A brief introduction to Giotto and his time provides background for the paintings of Masaccio and his artistic heirs (Fra Angelico, Filippo Lippi, Piero della Francesca, and others). Topics include the role of pictorial narrative, perspective, and mimeticism, the major techniques of Renaissance painting; and the relationship of painting to the other visual arts. In the later 15th century, social and cultural changes generated by power shifts from Medici Florence to papal Rome also affected art patronage, creating new tensions and challenges for artists and fostering the emergence of new modes of visualization.

The Age of Leonardo, Raphael, and Michelangelo
V43.0307 Identical to V65.0307.
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered in the spring. 4 points.
Painting in Florence and Rome from about 1490 to later decades of the 16th century. From a study of selected commissions by Leonardo, Raphael, Michelangelo, Fra Bartolommeo, and Andrea del Sarto, we go on to investigate new pictorial modes emerging before 1520 in Pontormo, Rosso, Parmigianino, Giulio Romano, and other members of Raphael’s school; we consider their younger contemporaries and successors, including Bronzino and Vasari. The course emphasizes the patronage, symbolic tasks, and functions of Renaissance painting and critically examines historical concepts such as high Renaissance, mannerism, and maniera.
The Golden Age of Venetian Painting
V43.0308 Identical to V65.0308. 
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered periodically. 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; and Correggio’s artistic experiments, their origins, and their implications. Examines the achievements of the mature Titian and their significance for his contemporaries. Veronese, Tintoretto, Bassano, and, in the 18th century, Tiepolo, bring Venice’s golden age to a close. Stresses artistic reciprocity between northern and central Italy.

Italian Art in the Age of the Baroque
V43.0309 Identical to V65.0309. 
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered every other year. 4 points.
Topics include 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 and the diversity of its international community; neoclassical trends; and the art of Poussin and Claude Lorrain.

Dutch and Flemish Painting, 1600-1700
V43.0311 Identical to V65.0311. 
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered every other year. 4 points.
In Antwerp, Rubens overturned all previous concepts of painting. The first to deserve the term “baroque,” he dominated Flanders. Van Dyck, his pupil, took Rubens’s style to England. Dutch painters, including Hals, Rembrandt, and Vermeer, moved in a different direction, addressing every aspect of their country and society: the peasant, the quiet life of the well-ordered household, the sea and landscape, views of the cities, and church interiors.

French Art: Renaissance to Rococo, 1520-1770
V43.0313 Identical to V65.0313. 
Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered periodically. 4 points.
Topics include arrival of the Italian Renaissance in France during the reign of Francis I and the completion of the palace at Fontainebleau; the revival of art around 1600 after the religious wars of the Reformation; the impact of Caravaggio in France; Poussin and Claude Lorrain in Rome, and other painters in Paris (for example, Vouet, Champagne, and Le Nain); artistic splendors of the court of Louis XIV at Versailles; and the rococo of Watteau, Chardin, Boucher, and Fragonard.

Art in Spain from El Greco to Goya
V43.0315 Prerequisite: V43.0002, V43.0005, or permission of the instructor. Offered periodically. 4 points.
 Begins with El Greco (1541-1614) in Italy and Toledo. Discussion of 17th-century Spanish art focuses on painters in the major centers of Seville (Zurbarán, Murillo, Valdés Leal); Madrid (Velázquez); and Naples (Ribera). Attention then focuses on Goya, who emerged from a style influenced by Italian art (e.g., Tiepolo) to dominate later 18th- and early 19th-century painting.

Topics in Latin American Art: Colonial to Modern
V43.0316 Prerequisites: V43.0002, V43.0005, and V43.0006, or permission of the instructor. Offered periodically. 4 points.
Focuses on trends, movements, and individuals in the art of Latin America from the 16th to the 20th century. This course is not a survey; it attempts to situate works of art within their social, historical, and theoretical contexts. Chronological focus of this course may vary from term to term.

Neoclassicism and Romanticism
V43.0401 Prerequisite: V43.0002, V43.0006, or permission of the instructor. Offered every other year. 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 masters such as Blake, Friedrich, and Delacroix. The development of romantic landscape painting from its 18th-century origins through the works of Constable, Turner, and Corot, among others.

Realism and Impressionism
V43.0403 Prerequisite: V43.0002, V43.0006, or permission of the instructor. Offered every other year. 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, 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, V43.0006, or permission of the instructor. Offered every year. 4 points.
Examines the art that developed in what is now the United States, from the beginnings of European colonization until the First World War and the internationalizing of American art. Includes painting, sculpture, and architecture, concentrating on the work of Copley, Cole, Winslow Homer, Mary Cassatt, and others. New York City provides major collections of painting and sculpture, as well as outstanding examples of architecture.

Post-Expressionism to Expressionism
V43.0405 Prerequisite: V43.0002, V43.0006, or permission of the instructor. Offered every other year. 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, V43.0006, or permission of the instructor. Offered every other year.  
4 points.

Beginning 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. Anti-rational 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, V43.0006, or permission of the instructor. Offered every other year.  
4 points.

Beginning with European and American art of the post-World War II 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.

**Early Modern Architecture: 1776-1914**

V43.0408  
Prerequisite: V43.0002, V43.0006, V43.0601, V43.0661, V53.0722, or permission of the instructor. Offered every year.  
4 points.

Focusing on the creation of modern building types such as the bank, state capitol, museum, railroad station, and skyscraper, the course begins in the later 18th century with the idealistic designs of Ledoux and Boulée. After considering the forms and meanings associated with neoclassicism, 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, and Sullivan; McKim, Mead, and White; Mackintosh, early Frank Lloyd Wright, and others.

**Modern Architecture: 1914 to the Present**

V43.0409  
Prerequisite: V43.0002, V43.0006, V43.0601, V43.0661, V43.0408, V53.0722, or permission of the instructor. Offered every year.  
4 points.

Chronological account of architecture and ideas since 1914. Considers such subjects as currents on the eve of the First World War, new technology, and the impact of the war; architecture and politics between the wars; the rise of expressionist design; the international style and the concurrent adaptation of traditional styles; art deco design; mid-century glass curtain-wall architecture; brutalism; and reactions to modernism. Includes ideological and political considerations and works by Frank Lloyd Wright, Le Corbusier, Ludwig Mies van der Rohe, Louis Kahn, Alvar Aalto, Philip Johnson, James Stirling, Frank Gehry, and Santiago Calatrava, among others.

**Contemporary Art**

V43.0410  
Prerequisite: V43.0002, V43.0006, or permission of the instructor. Offered every year.  
4 points.

The headlong evolution of modern art toward 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 such postmodernist developments as institutional critique, appropriation, commodification, graffiti, abjection, and “the informe.” The rebirth of painting in the 1980s sets the stage for revivalist movements such as neo-expressionism and neo-geo. The 1990s witness the overthrow of the modernist ban on narrative and allegory. We conclude by examining the role after 2000 of installation as a new international style, bringing the real world into the art gallery.

**The History of Photography**

V43.0430  
Formerly V43.0009.  
Offered in the spring.  
4 points.

Studies art 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. Examines the fluid definitions of art and popular culture, and their role in shaping the medium.

**Asian Art in New York Museums and Galleries**

V43.0507  
Identical to V33.0507.  
Prerequisite: permission of the instructor. Due to space restrictions, enrollment is strictly limited to 12 students. Offered periodically.  
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.

**Arts of China**

V43.0512  
Formerly V43.0506.  
Identical to V33.0506.  
Prerequisite: permission of the instructor. Offered periodically.  
4 points.

Examines 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 period covered is limited to around five hundred years. (The period covered varies from semester to semester.)

**Arts of Japan**

V43.0520  Formerly V43.0509.  Identical to V33.0509.  Prerequisite: permission of the instructor.  Offered periodically.  4 points.

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.E. into the modern era. Proceeds chronologically and investigates such themes as the relation between past and present, artists and patrons, imported and indigenous, and “high and low.” The chronological focus of the course is subject to change depending upon the semester.

**Senior Seminar**

V43.0800  Formerly V43.0600.  Permission of the director of undergraduate studies required.  Open to departmental majors who have completed five 4-point art history courses.  Offered in the fall and spring.  4 points.

Exposure in small group discussion format to historical/critical problem(s) of particular present concern to the faculty member offering the seminar. Requires oral report(s) and/or a substantial paper.

**Senior Honors Thesis**

V43.0801,0802  Formerly V43.0700,0702.  Open to departmental majors who have been accepted as candidates for honors in art history in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department’s subheading, “Graduation with Honors,” for eligibility requirements. Students are expected to work on their theses over a period of two semesters. Applicants must have a GPA of 3.65 in art history courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations. 4 points.

**Independent Study**

V43.0803,0804  Formerly V43.0997,0998.  Prerequisites: permission of the department and of an advisor.  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. Internships receive a maximum of two credits, and written work is required, just as it is for any other independent study. Prior approval by a faculty member is required for internship credit.

**Proseminar: Developing Visual Literacy (Critical Methods)**

V43.0810  Formerly V43.0599.  Prerequisite varies according to topic and instructor.  Offered periodically, focusing on research in various periods and areas.  This course is required for honors in art history.  4 points.

Examines various approaches to the study of a particular period or area. At the instructor’s discretion, may present diverse formal, sociological, anthropological, philosophical, religious, literary, and linguistic concepts useful in the description and analysis of works of art. These concepts are examined via the analysis of works from a specific period or area within the history of art, but the course does not constitute a survey of that period or area. Students are expected to handle a heavy reading load and to complete regular writing assignments in order to master the intellectual framework necessary for advanced work in art history.

**Special Topics in the History of Art**

V43.0850  Formerly V43.0650.  Prerequisites: vary according to the material chosen for the course.  4 points.

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

**URBAN DESIGN AND ARCHITECTURE STUDIES**

**REQUIRED COURSES**

**History of Architecture from Antiquity to the Present**

V43.0601  Formerly V43.0019.  Offered every semester.  4 points.

Introduction to the history of Western architecture emphasizing the formal, structural, programmatic, and contextual aspects of selected major monuments from ancient times to the present. Monuments discussed include the Parthenon, the Roman Pantheon, Hagia Sophia, the cathedral at Chartres, 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 contexts of time and place. Also considers aspects of city planning in relation to certain monuments and to the culture and events of their time.

**Shaping the Urban Environment**

V43.0661  Formerly V43.0021.  Identical to V18.0762.  Offered in the fall.  4 points.

Students investigate the city in terms of architectural history, engineering, and urban planning. Topics include historical types and shapes of cities; factors influencing our current urban scene; architectural form as expression of political systems; discussions of urban design and architecture problems in the contemporary world; and the role of technological factors such as construction and transportation systems. Students are assigned projects in conjunction with class.
URBAN DESIGN AND ARCHITECTURE STUDIES

CORE COURSES

Greek Architecture
V43.0104 Identical to V27.0353. Prerequisite: V43.0001, V43.0003, V43.0601, or permission of the instructor. Offered every year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

Roman Architecture
V43.0105 Identical to V27.0354. Prerequisite: V43.0001, V43.0003, V43.0601, or permission of the instructor. Offered every year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

European Architecture of the Renaissance
V43.0301 Prerequisite: V43.0002, V43.0005, V43.0601, or permission of the instructor. Offered every other year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

Architecture in Europe in the Age of Grandeur
V43.0302 Prerequisite: V43.0002, V43.0005, V43.0601, or permission of the instructor. Offered every other year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

Early Modern Architecture: 1776-1914
V43.0408 Prerequisite: V43.0002, V43.0006, V43.0601, V43.0661, V55.0722, or permission of the instructor. Offered every year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

Modern Architecture: 1914 to the Present
V43.0409 Prerequisite: V43.0002, V43.0006, V43.0408, V43.0601, V43.0661, V55.0722, or permission of the instructor. Offered every year. 4 points.

See this department’s subheading, “Art History Advanced-Level Courses.”

Cities in History
V43.0662 Formerly V43.0033. Identical to V18.0765. Prerequisite: V43.0661 or permission of the program director or instructor. Offered every year. 4 points.

Historical survey of city types, plans, and symbolic meanings from classical Greece to the present. Subjects include ancient towns and planned cities, especially those of the Roman Empire; medieval commercial centers and cathedral towns; Renaissance plazas and baroque street systems; and 19th-century industrial, colonial, and resort cities. Emphasis on European and American cities. Discussed urban design in Europe and the United States since 1800. Students can expect both a survey of city planning history and detailed consideration of specific issues.

Examinations in city types and urban design in Europe and the United States since 1800.

Decision-Making and Urban Design
V43.0670 Formerly V43.0032. Identical to V18.0763. Prerequisite: V43.0661 or permission of the program director. Offered every year. 4 points.

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

Architecture in Context
V43.0671 Formerly V43.0039. Prerequisites: V43.0661 and permission of the program director. Offered every year. 4 points.

Addresses issues arising from new structures and interventions to existing structures, which must relate to existing well-defined contexts of the sort found throughout New York City. Students are encouraged to think about, discuss, create, and present designs that recognize and suit their contexts. The focus is on the vast New York City building types. Includes townhouses, additions to existing structures, adaptive reuse of residential structures for institutional use, streetscape improvements, and urban parks.

Environmental Design: Issues and Methods
V43.0672 Formerly V43.0034. Identical to V18.0764. Prerequisite: V43.0661 or permission of the program director. Offered every year. 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: Infrastructure
V43.0673 Formerly V43.0036. Identical to V18.0768. Prerequisites: V43.0661 and permission of the program director. Offered every year. 4 points.

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

**Urban Design and the Law**

V43.0674  Formerly V43.0037. 
Identical to V18.0766. Prerequisite: V43.0061 or permission of the program director. Offered every year. 4 points.

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

**Seminar in Urban Options for the Future**

V43.0675  Formerly V43.0622. 
Identical to V18.0767. Prerequisite: V43.0061 or permission of the program director. Offered every year. 4 points.

Focuses on alternative futures for the city of tomorrow that may be effected through the development of new forms of technology and the utilization and exploitation of the state of the art in urban structural designs. Topics include 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.

**Drawing for Architects and Others**

V43.0676  Formerly V43.0040. Prerequisite: permission of the director of the Urban Design Studies program. 2 points.

A basic drawing course intended to teach students to perceive: to record phenomenon manually without relying on formulaic methods of drawing perspective, volumetrics, and the like. Students are encouraged to examine proportion, scale, light, shade, and texture, as well as means of expression, the nature and essence of objects, various media, and graphic composition. The course assists students in creating a comprehensive series of drawings and in building a portfolio.

**Senior Honors Thesis: Urban Design and Architecture Studies**

V43.0690,0691  Formerly V43.0700, V43.0702. Open to departmental majors who have been accepted as candidates for honors in urban design in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department’s subheading, “Graduation with Honors,” for eligibility requirements. Students are expected to work on their thesis over a period of two semesters. A GPA of 3.65 in urban design courses and an overall GPA of 3.65 as stipulated by the College’s honors program regulations are necessary. 4 points.

**Senior Seminar**

V43.0800  Formerly V43.0600. Prerequisite: written permission of the director of the Urban Design and Architecture Studies program. Open to art history majors and urban design and architecture studies majors who have completed five 4-point courses in appropriate areas. Offered in the fall and spring. 4 points.

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

V43.0803,0804  Formerly V43.0997,0998. Prerequisites: written permission of the director of the program and of an adviser. 2 or 4 points per term.

See this department’s subheading, “Art History Advanced-Level Courses.”

**Urban Design and Architecture Studies Cross-Referenced Courses**

**Urban Society**

V14.0044  Prerequisite: V14.0001 or permission of the instructor. 4 points. See description under Anthropology (14).

**Cities in a Global Context**

V18.0602  4 points. See description under Metropolitan Studies (18).

**Urban Economics**


**Cities, Communities, and Public Service.**

V93.0460  Identical to V18.0760. 4 points. See description under Sociology (92).

**With departmental approval other courses may be substituted.**

**Graduate Courses Open to Undergraduates**

Under special circumstances, students are allowed to enroll for courses in the Graduate School of Arts and Science and in the Robert F. Wagner Graduate School of Public Service. If these courses are credited toward the undergraduate degree, no advanced credit is allowed toward a graduate degree. The Wagner program offers undergraduate courses in management of nonprofit organizations, and in the role of government in art production and consumption.
Asian/Pacific/American Studies examines the movements of people, goods, and ideas across the Atlantic and Pacific worlds. One of six programs in the Department of Social and Cultural Analysis (SCA), it provides an interdisciplinary approach to understanding the history and contemporary experiences of Asian/Pacific Americans in the Americas. The category of Asian/Pacific American includes people of East Asia, South Asia, Central Asia, Southeast Asia, and the Pacific Islands living in the United States, as well as in other parts of the Americas.

The curriculum takes a critical community formations approach, which uses field research as the central methodology, to examine the relationship between theory and practice and between structure and agency in the study of Asian/Pacific American communities. Students develop important analytical skills that will help them to negotiate today’s geopolitics, as well as to gain a level of cross-cultural awareness and skill that will be useful to them in any field of study they choose to enter.

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

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

Faculty

Associate Professors:
Sandhu, Siu, Tchen

Assistant Professor/Faculty Fellow, 2008-2009:
Pham

Adjunct Faculty:
Chui, Francia, Magtoto, OuYang

Affiliated Faculty:
Gopinath, Parikh, Saldaña, Shimakawa
Program

MAJOR
The Asian/Pacific/American studies major comprises introductory, elective, and research components, which together make up a total of 11 courses, as outlined below.

Two introductory courses—can be taken in any order:
- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in Asian/Pacific/American studies and related fields
- Approaches to the Asian/Pacific American Experience (V18.0090) or the Morse Academic Plan course World Cultures: Asian/Pacific/American Cultures (V55.0539)

Seven elective courses:
- Five designated Asian/Pacific American studies courses. One language course can count as an elective.
- Two upper-division courses offered by the Department of Social and Cultural Analysis that address issues pertinent to Asian/Pacific/American studies in relation to other allied fields

Two research courses:
- Internship Fieldwork and Internship Seminar (V18.0040 and V18.0042), related to Asian/Pacific/American studies
- Senior Research Seminar (V18.0090), pertinent to Asian/Pacific/American studies

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

MINOR
Five courses in A/P/A studies are required: Approaches to the Asian/Pacific American Experience (V18.0301) and four electives from the A/P/A studies course offerings, at least one of which must be a seminar.

HONORS
Departmental honors in A/P/A studies—as in all the majors administered within SCA—requires two courses with honors designations. In the senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0900) and spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.

Courses

INTRODUCTORY CORE

Concepts in Social and Cultural Analysis
V18.0001 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis (SCA). It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, and knowledge), each one considered within a two-week unit.

Approaches to the Asian/Pacific American Experience
V18.0501 Formerly V15.0010. Identical to V57.0626. MAP World Cultures: Asian/Pacific/America (V55.0539) also fulfills this requirement. Offered every other semester. 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 the context of Asian/Pacific/American experiences. Issues covered may include diaspora and migration, colonialism, orientalism, labor, family/community formations, national and international law/policy vis-à-vis Asian/Pacific Americans, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.

SENIOR RESEARCH

Senior Research Seminar
V18.0090 Prerequisites: V18.0001 and V18.0301 or V55.0539. Offered in the fall. 4 points.
An advanced research course in A/P/A studies. Students work individually and collaboratively on part of a class research project pertaining to the major in Asian/Pacific/American studies. Each student completes an extended research paper that makes use of various methodological skills. Majors must take this class in the fall of their senior year.
INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040  Corequisite: V18.0042. Ten hours of fieldwork are required. 2 points.

Internship Seminar
V18.0042  Corequisite: V18.0040. The 4-point internship program complements and enhances the formal course work of A/P/A majors. Students intern at agencies dealing with a range of issues pertaining to A/P/A studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory that they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in their exploration of professional career paths. The internship program is open to juniors and seniors and requires an interview and permission of the director of internships.

INTRODUCTORY-LEVEL ELECTIVES

Asian American Literature
V18.0306  Formerly V13.0301. Identical to V41.0716, V29.0301. Sandhu. Offered every year. 4 points. This overview course examines the production of Asian American writing and literary/cultural criticism up to the present. Focuses on significant factors affecting the formation of Asian American literature and criticism, such as changing demographics of Asian American communities and the influence of ethnic, women’s, and gay/lesbian/bisexual studies. Included is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism, and nontraditional forms) by writers from diverse ethnic backgrounds. Explores the ways in which the writers treat issues such as racial and ethnic identity, immigration and assimilation, gender, class, sexuality, nationalism, culture and community, history and memory, and art and political engagement.

Cinema of Asia America
V18.0310  Formerly V15.0314. Identical to V33.0314, H72.0315. Pham. Offered every other year. 4 points. Begins with a critical history of misrepresentation and discrimination of Asians in Hollywood, then creates an arc of study that documents resistance and ultimately an undeniable and empowered presence. The second half of the semester focuses on a critical appreciation of contemporary Asian and Asian American film. Uses both screenings and readings and is divided into four areas of concentration: the history of misrepresentation in Hollywood films; the appropriation of Asian paradigms by Hollywood; the achievements of contemporary Asian American films; and the achievements of exemplary Asian filmmakers who have transcended regional and artistic borders.

History and Literatures of the South Asian Diaspora
V18.0313  Formerly V15.0326. Sandhu. Offered every year. 4 points. Introduction to the history of the South Asian diaspora in the United States. Highlights work on South Asian immigrant communities in the United States and the little-known history of South Asian immigrants on the east coast of the United States in the context of historical migration to the United States, Canada, and the Caribbean. Offers a multidisciplinary perspective and uses classic as well as new works on South Asians in the United States from history, anthropology, sociology, and cultural studies.

Asian American Theatre
V18.0314  Formerly V15.0328. Bacalso. Offered every year. 4 points. Acts as both an introduction to the genre of Asian American theatre and an interrogation of how this genre has been constituted. Through a combination of play analysis and historical discussion, students look at the ways Asian American drama and performance intersect with a burgeoning Asian American consciousness.

Asian/Pacific American Popular Culture
V18.0320  Offered every third year. 4 points. Examines the ways in which Asian/Pacific Americans have constituted and positioned their identities through various mediums of popular culture from the 1930s to the present. In particular, emphasizes popular institutions of representation, including music, theater, fashion, television, and film, to examine the complex relationship between Asian/Pacific American representational practices and their material experiences in sociopolitical locations. In addition, considers the multiple and differentiated interpretive strategies of Asian American consumers of popular culture. How are Asian/Pacific American consumption and reception practices constituted differently across class, gender, and sexuality?

ADVANCED-LEVEL COURSES

Multiethnic New York
V18.0363  Formerly V15.0310. Siu. Offered every two years. 4 points. As a global city, New York is one of the most ethnically and culturally diverse places in the world. In particular, the growth of migrant populations from Asia, Latin America, and the Caribbean is driving the transformation of New York’s economic, social, and political landscape. This course both explores the global socioeconomic conditions that facilitate and sustain these migrations and examines the cultural practices, imaginaries, and strategies of migrants as they become part of the city.

Asian Americans and War
V18.0365  Formerly V15.0321. Identical to V57.0654, V33.0321. Parekh. Offered every two years. 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 that actual wars (wars between Asian nations, wars between the United States and Asian nations, and civil wars in Asia) have had 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 senses of belonging, and racial representations in the United States during World War II and Vietnam, as well as the metaphorical presence of war in everyday life.

The Constitution and People of Color
V18.0366 Formerly V15.0327. Identical to V33.0801, V62.0327. OuYang. Offered every year. 4 points. Examines how the American legal system decided constitutional challenges affecting the empowerment of African, Latino, and Asian American communities from the 19th century to the present. Topics include the denial of citizenship and naturalization to slaves and immigrants, government-sanctioned segregation, the internment of Japanese Americans during World War II, the prison industry, police brutality, post-9/11 detention issues, and voting rights. Course requirements include attendance at a community function involving constitutional issues, a midterm, and an interactive oral and written final project comparing a present-day issue affecting racial minorities in New York City and proposing measures to collectively address the issue.

Reading Race and Representation
V18.0368 Formerly V15.0603. Parikh. Offered every year. 4 points. Much contemporary public discourse characterizes race as a problem that some individuals “have,” or, even, a “card” that some people “play.” It is rarely recognized as a structural or material dimension that comprises everyday experience and knowledge. In this course, we ask what it means to “read” race in objects, spaces, and events that for the most part do not seem to be “about” race per se. The course is organized around a series of such topics, which we consider from an interdisciplinary perspective, engaging historical and legal texts, literature, and film, as well as scholarship from anthropology, sociology, and history. Over the course of the semester, we address concepts and themes related to U.S. ethnic studies and critical race theory, including citizenship, rights, segregation, whiteness, colonialism, labor, migration, and alienness. The course provides an introduction to critical American studies as a field of scholarship that challenges our sense of the nation as socially and politically exceptional by asking what is forgotten or excluded in such a self-image.

“Chinatown” and the American Imagination: A Field Research Course
V18.0570 Formerly V15.0607. Identical to K20.1229. Tiben. Offered every other year. 4 points. What is a “Chinatown?” The word alone evokes many images, sounds, smells, and tastes from many different sensibilities. For recent immigrants, it can be a home away from home; for “outsiders,” an exotic place for cheap eats; for male action-flick fans, Chow Yun-Fat (or Mark Wahlberg) in The Corruptor, and for you? (Fill in the blank.) We explore the nooks and crannies of Chinatown in the American imagination and in its New York real-time, non-virtual existence. How do we know what we know and not know? What does Chinatown have to do with the formation of normative “American” identities? What are the possibilities (and limits) of crossing cultural divides? Class members individually and/or in groups research, experience, and document a chain of persons, places, and/or events, creating their own narrative “tour” of this place’s meanings. Novels, history books, tourist guides, films, and pop culture supplement the primary “text” of New York’s Chinatown. This is a collaborative, discussion-intensive, field-research-driven class.

Topics in A/P/A Studies
V18.0380 Formerly V15.0800. Specific topics vary from semester to semester. Former topics have included “Yellow Peril”; Documenting and Understanding Xenophobia; Transnational Feminism; Cultural Politics of Food; and Politics of Fashion in the Asian Diaspora.

LANGUAGE COURSES

Elementary Filipino I, II
V18.0321,0322. Formerly V15.0401,0402. Magtoto. Offered every semester. 4 points. An introduction to Filipino with an emphasis on mastering basic grammar skills and working vocabulary. Lessons incorporate discussions on history, current events, literature, pop culture, and native values. Open to beginning language students, and lessons are modified according to the needs of individual students. Because language is key to connecting with community concerns, the course includes field trips to Filipino neighborhoods in Queens and Jersey City.

Intermediate Filipino I, II
V18.0323,0324. Formerly V15.0403,0404. Francia. Offered every semester. 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 a focus on translation. Lessons use a holistic approach and incorporate discussions on history, current events, literature, pop culture, and native values. To observe and experience the language at work, the course includes field trips to Filipino centers in the New York/New Jersey area, as well as invited guests who converse with students in Filipino about their life and work.

Elementary Cantonese I, II
V18.0331,0332. Formerly V15.0410,0411. Chui. Offered every semester. 4 points. An introduction to Cantonese with an emphasis on the spoken and written language and conversational proficiency as a primary goal. Emphasizes grammar, listening comprehension, and oral expressions. Designed to give beginning students a practical command of the language. Upon completion of
the course, students can expect to converse in simple sentences and recognize and write about 350 Chinese characters. Students with passable conversational ability or native speakers from Cantonese-speaking communities should not enroll in this course.

**Intermediate Cantonese I, II**

V18.0333,0334 Formerly V15.0412,0413. Identical to V33.0412,0413. Chui. Offered every semester. 4 points.

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

**Advanced Cantonese**

V18.0335 Formerly V15.0415. Chui. Offered every year. 4 points.

This seminar-style course is geared toward advanced learners of Cantonese who have studied intermediate Cantonese or who have a background in spoken Cantonese but who want to learn how to read and write Chinese characters. Students learn how to read traditional Chinese characters as pronounced in Cantonese. They also learn how to write standard Chinese. Reading material includes a textbook, plus daily newspapers and selected literary texts written in Chinese characters.

**Elementary Hindi/Urdu I, II**

V18.0341,0342 Formerly V15.0405,0406. Identical to V77.0405,0406. 4 points.

**Intermediate Hindi/Urdu I, II**

V18.0343,0344 Formerly V15.0407,0408. Identical to V77.0407,0408. 4 points.

**Advanced Hindi**

V18.0345 Formerly V15.0409. Identical to V77.0410. 4 points.
Biology is concerned with the workings of life in all its varied forms. Over the past decade, biology has been revolutionized with the development of powerful molecular, cellular, genomic, and bioinformatic techniques that are now being applied across the spectrum of the science, from genetics and differentiation to biomedical applications and animal behavior. The principal aim of the Department of Biology is to provide a broad and intensive background in the modern life sciences for those interested in careers in the biological sciences, including health-related fields. 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.

Graduates of the department include Nobel laureates, winners of other major awards and prizes, members of prestigious academic societies, and many other notable scientists and educators. The department has a distinguished and diverse faculty that carries out research in state-of-the-art laboratories in the fields of molecular biology, biochemistry, genetics, evolution, differentiation, plant biology and development, cell biology, cellular and molecular immunology, virology, physiology, microbiology, biophysics, neurobiology, genomics, bioinformatics, and systems biology. The department has strong interactive ties with the University’s Center for Genomics and Systems Biology, as well as other institutions in the surrounding area, including the American Museum of Natural History, the New York Botanical Garden, and Cold Spring Harbor Laboratory.
Programs

DEPARTMENTAL OBJECTIVES
The department offers students the opportunity to explore the various areas of current biology. The major in biology is an integrated yet diverse program that builds a solid foundation in the basic elements of molecular and cellular biology, genetics, evolution, organ systems, and population studies. Students are exposed to modern concepts, state-of-the-art approaches, and current methods of experimentation in molecular biology, biochemistry, genetics, and bioinformatics through introductory courses taken at the very outset of their studies. Intermediate courses then provide in-depth exploration of the major areas of biology, including molecular genetics, field biology, and genomics and bioinformatics. Advanced students may register for graduate-level courses, which are most often given in the specialized areas of faculty research.

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

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

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

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

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

MAJOR (BACHELOR OF ARTS)
The following courses (completed with grades of C or higher and a minimum GPA of 2.0 for all courses required by and taken as electives in the major) are required: Biology

- One of the following: V23.0011, V23.0013, or V23.0015
- One of the following: V23.0012, V23.0014, or V23.0016
- V23.0021,0022
- Four additional 4-point, upper-level courses in biology

Chemistry

- V25.0101,0102
- V25.0103,0104
- V25.0243,0244
- V25.0245,0246

Physics

- V85.0011,0012

Mathematics

- V63.0121

A maximum of 4 points in either Independent Study (V23.0997,0998) or Internship in Biology (V23.0980,0981) may be counted toward fulfilling the major requirements. To permit the maximal choice of appropriate advanced courses, we strongly recommend that students take biology (V23.0011,0012), chemistry (V25.0101,0102 and V25.0103,0104), and mathematics in their freshman year and V23.0021,0022 as sophomores.

A number of graduate courses are available for undergraduate major programs. Programs of majors must be approved each term by a department adviser.

Major with a minor in computer science: For students who wish to combine their biology training with basic information on computer operations. Course requirements are mathematics (V63.0121) and computer science (V22.0101, V22.0201, and V22.0201). It may be necessary for some students to take 18 points per semester to accommodate this minor.

MINOR

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

Minor in molecular and cell biology: V23.0011,0012, plus V23.0021,0022 and either V23.0036 or V23.0037
Courses

COURSES THAT DO NOT COUNT TOWARD THE MAJOR OR MINOR

Human Biology
V23.0006 Does not count toward the major or minor in biology. May not be taken after V23.0011,0012. Lecture. Velhagen. Offered in the fall. 4 points.

In this age of information, it is easy to be overwhelmed by the barrage of reports about familiar and exotic diseases, promising advertisements for dubious treatments, and contradictory opinions on the ethics and efficacy of new health technologies. To help students critically evaluate this material, this course examines how the human body and select diseases operate and how our efforts to control or cure our bodies work (or fail). The course also examines how treatments are tested, how news about health is reported, and how human activities influence the incidence and spread of diseases.

The Living Environment
V23.0008 Does not count toward the major or minor in biology. Counts toward the major in earth and environmental science. May not be taken after V23.0011,0012. Lecture. Brenner. Offered in the summer. 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.

MAJOR/MINOR COURSES

CORE COURSES IN BIOLOGY

Principles of Biology I, II

Principles of Biology I, II

Principles of Biology I, II

Principles of Biology I, II

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 have their registration material approved in the department’s graduate office.

HONORS PROGRAM

Candidates for a degree with honors in biology must have an overall GPA of at least 3.65 and a minimum 3.65 GPA in all science and mathematics courses required for the major. Departmental honors candidates must also take one year honors-level seminar in biology, either V23.0920 or G23.1126. They must take at least one semester of a 4-point Independent Study (V23.0997,0998) or 4-point Internship (V23.0980,0981) that must be a laboratory-based research project. Subsequently, honors candidates must register for V23.0999 to prepare a written thesis based on the research results from their independent study or internship experience and to defend the thesis at an oral examination before a faculty committee. Application forms, available at the departmental office, must be submitted by the beginning of the final semester. It is the student’s responsibility to secure a faculty member to sponsor the research and to provide laboratory space and equipment. All necessary arrangements should be completed by the end of the junior year. For general requirements, please see the Honors and Awards section of this bulletin.
Examination, as well as a placement exam administered by the Department of Biology.

Introductory course mainly for science majors, designed to acquaint the student with the fundamental principles and processes of biological systems. Subjects include the basics of chemistry pertinent to biology, biochemistry and cell biology, genetics and molecular biology, anatomy and physiology, neurobiology, ecology, population genetics, and history and classification of life forms and evolution. Laboratory exercises illustrate the basics of experimental biology, molecular biology, and biochemistry, as well as the diversity of life forms and organ systems. Students are introduced to modern techniques and research literature.

Molecular and Cell Biology I, II
V23.0021,0022 Prerequisites: V23.0011,0012 or V23.0013,0014 or V23.0011,0012; V25.0101,0102; and V25.0103,0104. Prerequisite for V23.0022: V23.0021. Lecture and recitation. Scicchitano and staff. Offered in the fall and spring. 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. The course provides an introduction to genomics and bioinformatics and examines developmental biology, evolution, and systems biology.

UPPER-LEVEL COURSES IN BIOLOGY

At the Bench: Field Laboratory in Ecology
V23.0016 Prerequisites: V23.0011,0012 and permission of the instructor. Lecture. Maenza-Gmelch. Offered in the spring. 4 points.

Provides field experience related to ecology. Study sites include pine barrens, salt marsh, swamp, maritime forest, coastal beach and dune, urban wildlife refuge, and bog. Exercises in carbon storage, effects of biological invasions on native communities, restoration ecology, and wetland processes, combined with careful attention to the identification of the floral and faunal components of each ecosystem, provide the students with strong practical experience that is coordinated with the syllabus for Introduction to Ecology. Selected current readings from *Science* and *Nature*, as well as relevant methodology papers from the scientific literature, are used. Practical skills gained in this course are familiarity with local flora and fauna, use of topographic maps and the global positioning system, methods for sampling natural communities, water sampling, familiarity with the format of a scientific paper, and enhanced understanding of complex ecosystems.

Vertebrate Anatomy
V23.0023 Prerequisites: V23.0011,0012 or permission of the instructor. Lecture and laboratory. Velhagen. Offered in the spring. 4 points.

Study of the evolutionary development of backboned animals, with emphasis on the mammals. Treats the major organ systems of vertebrate groups, with stress on structural-functional interpretations. Laboratory work includes detailed dissection of representative vertebrates. Field trips to the American Museum of Natural History help illustrate some of the topics.

Principles of Animal Physiology
V23.0025 Prerequisites: V23.0021,0022 or permission of the instructor. Lecture and laboratory. Velhagen. Offered in the fall. 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.

Developmental Biology
V23.0026 Prerequisites: V23.0021,0022 or permission of the instructor. Small. Offered in the spring. 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 proteins that affect shape, movement, and signaling between cells. Special emphasis on the experimental basis for our knowledge of these subjects from studies in fruit flies, nematodes, frogs, plants, and mice.

Genetics
V23.0030 Prerequisites: V23.0021,0022 or permission of the instructor. Lecture and recitation. Raibley. Offered in the fall. 4 points.

An introductory course in genetics covering classical genetics, chromosome structure and mutation, gene function and regulation, and aspects of molecular and developmental genetics. Recent studies in human genetics and their applications are also discussed.

At the Bench: Laboratory in Genetics
V23.0031 Prerequisites: V23.0030 and permission of the instructor. Laboratory. Offered in the spring. 4 points.

Covers genetic principles by means of a project-based laboratory. Students characterize mutants genetically and phenotypically. Analyses of dominance, linkage, recombination, dosage effects, and complementation are performed in the first part of the course. The second part of the course addresses genetic approaches made possible by
the availability of complete genome sequences (genomics). Special note: Although the class is held at the listed hours (as described in the course registration bulletin), and attendance at the start of each class session is mandatory, the biological nature of the work may require some laboratory time outside the scheduled laboratory session.

Gene Structure and Expression
V23.0032 Prerequisite: V23.0021 or permission of the instructor. Tan. Offered in the spring. 4 points.
Intermediate course in the molecular basis of gene action in viruses, prokaryotes, and eukaryotes. Covers topics drawn from the following areas or other current work: structure and organization of the genetic material, replication, repair, transcription, translation, recombination, oncogenesis, and regulation of gene expression.

At the Bench: Principles of Light and Electron Microscopy
V23.0033 Prerequisites: V23.0021,0022 and permission of the instructor. Tan. Offered in the fall. 4 points.
Designed to provide background and practical experience in scanning electron, transmission electron, fluorescent, and phase/DIC microscopy. The principles and 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.

At the Bench: Applied Molecular Biology DNA Techniques
V23.0036 Prerequisites: V23.0021 and permission of the instructor. Tan. Offered in the fall. 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.

At the Bench: Applied Cell Biology
V23.0037 Prerequisites: V23.0021,0022 and permission of the instructor. Laboratory. Tan. Offered in the spring. 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 Genomics and Bioinformatics
V23.0038 Prerequisites: V23.0021,0022. Tan. Offered in the fall. 4 points.
Fueled by recent advances in technical and informatic approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. This new data is allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises.

Microbiology and Microbial Genomics
V23.0044 Prerequisites: V23.0021,0022. Eichenberger. Fueled by recent advances in technical and informatic approaches to data collection and analysis, the biological sciences have entered a new era in which vast amounts of genome-scale sequence and functional data are becoming available for a large number of species. This new data is allowing scientists to explore biological function on an unprecedented scale. Familiarity with the fields of genomics and bioinformatics, which impact society on all levels, is vital for the next generation of scientists. This survey course introduces students to a broad range of topics in the fields of genomics and bioinformatics through lectures and hands-on exercises.

Endocrinology
V23.0048 Prerequisite: V23.0025. Scott. Offered in the spring. 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 the instructor. Reiss. Offered in the fall. 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 the instructor. Fitch. Offered in the fall. 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, speciations and biogeographic distributions, genetic variation and population structure, natural selection and adaptations, reconstruction of evolutionary history and phylogeny, molecular evolution, evolutionary novelties and the evolution of developmental systems, and human evolution and social issues.
Introduction to Ecology
V23.0063 Prerequisites: V23.0011,0012. Maenza-Gmelch. Offered in the spring. 4 points. Presents basic ecological principles and concepts, including ecological relationships within ecosystems, energy flow, biogeochemical cycles, limiting factors, community ecology, population ecology, niche, climax, and major ecological habitats. These topics are related to current environmental problems such as habitat destruction, climate change, biological invasions, loss of biodiversity, and overpopulation. Several field trips are scheduled during the regular class periods.

Introduction to Neural Science
V23.0100 Identical to V80.0100. Prerequisites: V23.0011,0012. May not be used for the major or minor in biology if G23.1110 or G23.1111 is taken. Mooshion. Offered in the fall. 4 points. See description under Neural Science (80).

Cellular and Molecular Neuroscience
V23.0201 Identical to V80.0201. Prerequisites: V23.0021, V23.0100, and V25.0243. Co- or prerequisite: V85.0011. Aoki, Reyes. Offered in the fall. 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, 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. Ruohn. Offered in the spring. 4 or 5 points. See description under Neural Science (80).

Developmental Neurobiology
V23.0303 Identical to V80.0303. Prerequisites: V23.0100 and V23.0021. Sano. Offered in the fall. 4 points. See description under Neural Science (80).

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution
V23.0332 Cross-listed as V36.0332. Prerequisites: V36.0200 or V36.0210, and permission of the instructor. Rampino. Offered in the spring. 4 points. Scientific discovery is an ongoing process, and important new findings relevant to earth system science—the science of the earth as an integrated system of life, atmosphere, soil, oceans, and rock, including earth history—are continually reported in scientific journals. For each new scientific discovery, students read, discuss, and report on original recent journal articles and also articles that take conflicting views, or that review the subject matter as already known. The goal is to give students an understanding for the dynamic nature of scientific knowledge and a deeper understanding of current questions in earth system science.

Honors Seminar: Signaling in Biological Systems
V23.0970 Prerequisites: V23.0011, V23.0012, V23.0021, V23.0022, and permission of the instructor. Blau. Offered in the spring. 4 points. This upper-level course, or a comparable one, is required of all students planning to graduate with honors in biology. It uses the fundamental and broad topic of signaling in biological systems to introduce students to reading and analyzing papers from the primary literature. These papers cover a wide range of different biological model systems. The course also covers topics such as scientific ethics, writing fellowship proposals and papers, giving presentations, and aspects of lab safety. It equips students with the skills needed for independent research.

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 only for biology majors. The details of individual internships are established by the director of undergraduate studies. Offered in the fall, spring, and summer. 2 or 4 points. Field or laboratory research with a sponsor at an organization or institution in the metropolitan area other than the Department of Biology. Students with the necessary background in course work and who, in the opinion of the sponsor, possess intellectual independence and ability may register for an internship in some field of biology. The student must approach an individual at the organization or institution to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. The director of undergraduate studies maintains a file of suitable opportunities and is available to help students identify organizations of interest. The student must submit a lab or research notebook and a final paper.

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. Offered in the fall, spring, and summer. 2 or 4 points. Field or laboratory research with a faculty sponsor in the Department of Biology. Students with the necessary background in course work and who, in the opinion of a faculty sponsor, possess intellectual independence and ability may register for independent study in some field of biology. The student must approach a faculty member in his or her field of interest to obtain sponsorship and agreement to provide counsel and any necessary space and facilities for the research project. Requires a written report on the research.
Undergraduate Research Thesis
V23.0999 Prerequisite: V23.0997, V23.0998, 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. Offered in the fall, spring, and summer. 2 points.

For biology majors who have completed at least one semester of laboratory research (V23.0997, V23.0998, V23.0980, or V23.0981) 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.

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. Also focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

Toxicology

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

Advanced Immunology
G23.1011 Prerequisite: permission of the instructor. Lecture. Reiss. 4 points.

Introduction to immunology and its literature. Focuses on the mechanisms that govern the immune response and also trains students in reading and evaluating primary research articles that are published in peer-reviewed journals.

Advanced Topics in Cellular and Molecular Immunology
G23.1020 Prerequisite: V23.0050, G23.1011, or permission of the instructor. Reiss. 4 points.

In-depth exploration of a topic in cellular and molecular aspects of immunity, including cellular interactions, antigen processing and presentation, pathogenesis, viral immunology, and cytokines.

Microbiology
G23.1027 Prerequisites: V25.0243,0244 and some upper-level biology. Strongly recommended: G23.1046 and/or V23.0025. 4 points.

Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the prokaryotes. 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 (SEM). Emphasis is on understanding the operation of the SEM (including routine maintenance), the design of the SEM, interaction of beam and specimen, a variety of specimen preparation techniques, photographic techniques for microscopy, and photographic procedures for presentation of data. A functional perspective of the ultrastructure as seen through the SEM is also studied.

Special Topics in Physiology
G23.1031 Prerequisite: V23.0025 or equivalent. Scott. 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
G23.1033 Prerequisite: permission of the instructor. 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 various means and the relationship between cell structure and function are examined through the microscope. Laboratory includes methods of preparation of animal (or plant) tissue for visualization of profiles in the transmission electron microscope.

Experimental Microbiology
G23.1057 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. 4 points.

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

Biochemistry I, II

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; and molecular genetics and regulation.
Cell Biology
G23.1051  Prerequisites or corequisites: G23.1046,1047 and written permission of the instructor. 4 points. Examination of the molecular mechanisms underlying cell proliferation and differentiation. Five topics are chosen for discussion: signal transduction, regulation of cell cycle, cytoskeleton, cell-cell and cell-matrix interaction, and intracellular transport. The importance of these issues in the understanding of development, immunity, and cancer is emphasized.

Principles of Evolution
G23.1069  Prerequisites: V23.0038 and either V23.0030 or permission of the instructor. 4 points. Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.

Molecular Controls of Organismal Form and Function
G23.1072  Prerequisites: V23.0011,0012; V23.0021,0022; V25.0101,0102; and V25.0103,0104; or permission of the instructor. Cornelli. 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 the instructor. DeSalle, Lentz. 4 points. Covers population genetics, conservation biology, and biogeography.

Animal Virology
G23.1080  Prerequisites: V23.0021,0022 and permission of the 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 Animal 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. Azmitia. 4 points. Introductory survey of neuronal plasticity and the principles of neuroanatomy, pharmacology, and development of the brain and spinal cord. Presents various forms of plasticity from regeneration to neuronal transplantation. Topics include dynamic instability, addiction, depression, hibernation, spinal injury, and Alzheimer's disease. Covers the role of neurotransmitters and growth factors in regulating brain plasticity. Stresses interactions between neurons, astroglial cells, and other nonneuronal cells. Summarizes animal and human studies of functional and structural recovery.

Laboratory in Molecular Biology I, II, III, IV
G23.1122,1123,1124,1125  Corequisites: G23.1046,1047 and permission of the instructor. Must be taken in sequence. Laboratory. Kirov, Rubnok. 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 the 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.

Bioinformatics and Genomes
G23.1127  Prerequisites: Calculus I and II, demonstrated interest in computation, and permission of the instructor. Bonneau. 4 points. The recent explosion in the availability of genomewide data such as whole genome sequences and microarray data led to a vast increase in bioinformatics research and tool development. Bioinformatics is becoming a cornerstone for modern biology, especially in fields such as genomics. It is thus crucial to understand the basic ideas and to learn fundamental bioinformatics techniques. The emphasis of this course is on developing not only an understanding of existing tools but also the programming and statistics skills that allow students to solve new problems in a creative way.

Genomics
G23.1128  Prerequisites: V23.0021,0022. Lecture. 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 agbiotech 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 the instructor. Borowsky. 4 points.
Explores the genetic and genomic mechanisms underlying evolutionary change. Emphases are on complex trait evolution and its quantitative analysis, and the impact of modern mapping and genomic techniques on evolutionary biology. Topics include, but are not limited to, the genetics of adaptation and character regression; the evolution of complex characters and traits such as organ systems, the senses, and patterns of behavior; and methods for the study of quantitative trait locus (QTL) variation and multifactorial systems.

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.
A broad liberal arts education—which includes a general education component (the Morse Academic Plan) 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 areas such as analysis and communication—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 Leonard N. Stern School of Business, the College of Arts and Science (CAS) has identified a set of such courses. These courses—some offered by CAS and some by Stern—are incorporated in the minor in business studies. By completing this CAS minor, students acquire core knowledge and quantitative skills that are invaluable assets for success in the business professions.

Intended especially for students interested in the humanities, the minor in business studies is administered by the college office. Students considering the minor should consult with the business studies adviser in the College Preprofessional Advising Office at Silver Center, 100 Washington Square East, Room 901; 212-998-8160. 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. At least 50 percent of CAS credits and 50 percent of Stern credits must be taken in residency at NYU.

Programs

The minor consists of six courses, as indicated below.

CAS COURSES
1. Economic Principles I (V31.0001, 4 points)
2. Economic Principles II (V31.0002, 4 points)
3. Calculus I (V63.0121, 4 points) or AP credit in Calculus (Mathematics AB or BC, with a score of 4 or 5)
4. One of the following:
   • Statistics (Economics, V31.0018, 6 points)
   • Analytical Statistics (Economics, V31.0020, 4 points, for economics theory majors only)
   • Mathematical Statistics (Mathematics, V63.0234, 4 points, for mathematics majors only)
   • Statistics for Business Control (Stern, C22.0001, 4 points)
   • Statistics for Business Control and Regression and Forecasting Models (Stern, C22.0103, 6 points)
   • Statistics for the Behavioral Sciences (Psychology, V89.0010, 4 points, for psychology and neural science majors only)

STERN COURSES
5. Principles of Financial Accounting (C10.0001, 4 points)
6. Management and Organizational Analysis (C50.0001, 4 points) or Introduction to Marketing (C55.0001, 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 two) of the following additional courses:

- **Foundations of Financial Markets**
  C15.0002  Prerequisites: V31.0002, and either V31.0018 or C22.0103; corequisite: C10.0001. 4 points.

- **Management and Organizational Analysis**
  C50.0001  4 points.

**Introduction to Marketing**
C55.0001  4 points.

**Principles of Managerial Accounting**
C10.0002  Prerequisite: C10.0001. 2 points.

**Competitive Advantage from Operations**
C60.0001  Prerequisites: V31.0002, and either V31.0018 or C22.0103; corequisite: C10.0002. 4 points.

**Industrial and Organizational Psychology**
V89.0062  Prerequisites: V89.0001, a statistics course, and one Core B psychology course. 4 points.

The minimum acceptable grade in any of the courses to be counted toward the minor is C, and the minimum overall GPA in the minor is 2.0. Students may count no more than two overlapping courses for both the business studies minor and their major or other minor. Those majoring or minor ing in economics or majoring in international relations, all of which require half or more of the courses required by the business studies minor, must therefore complete additional courses, as indicated above.
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, biophysical, bioorganic, and theoretical chemistry. Research areas represented by faculty members span the traditional areas of organic, physical, inorganic, and theoretical chemistry with research programs in chemical biology, biomolecular chemistry, computational theoretical chemistry, nanoscience, and the materials sciences. 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 medicine, dentistry, or patent law; and careers in industrial or pharmaceutical chemistry and biotechnology.

Faculty

Professors Emeriti:
Lewin, Moskowitz, Pope, Schuster, Shapiro, Sundheim
Margaret and Herman Sokol
Professor of Chemistry:
Seeman

Professors:
Bačić, Canary, Gans, Geacintov, Jones, Kallenbach, Miller, Schlick, Ward, J. Zhang

Associate Professors:
Arora, Brenner, Chang, Evans, Jerschow, Kirshenbaum, Rugg, Tuckerman, Walters, Weck

Assistant Professor:
Y. Zhang

Research Professors:
Khan, Vologodskii

Research Associate Professor:
Shafirovich

Research Scientist:
Fishman

Clinical Associate Professors:
Callahan, Goldberg, Halpin

Program

DEPARTMENTAL OBJECTIVES
Chemistry is the central natural science interfacing physics and mathematics with the life sciences. 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 chemical physics, materials science, and 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, materials science, and chemical biology. 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 or 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. The Department of Chemistry offers a number of courses for non-science 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, and teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health fields including forensic science. In addition, both majors 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.

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 basic medical sciences. 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 eligible to enter the second-year honors course (organic) based on exceptional performance in the regular General Chemistry course. A special Honors Organic II lab is available for a select few students from the Organic Chemistry lecture course.

**MAJORS**

Students thinking of majoring in chemistry or biochemistry are strongly urged to seek course advisement 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 the other mandated courses is required for the fulfillment of the chemistry or biochemistry major in the department. Students who do not have an average of 2.0 in departmentally required courses by the time they have completed 64 points in all courses 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, V25.0342, and V25.0651 substitute for V25.0101, V25.0102, V25.0103, V25.0104, V25.0243, V25.0244, and V25.0246, respectively. In addition to these courses, two semesters of calculus and two semesters of general physics are required. A third semester of calculus or a course in linear algebra 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, the additional courses in mathematics are highly recommended. These include Calculus III (V63.0123) and Linear Algebra (V63.0140). 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 advanced elective 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 or business studies, 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:

**Major in chemistry:** The minimum requirements, in addition to the core courses cited above, are two advanced elective courses.

**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 and 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. in biomedical, chemical, or environmental engineering from Stevens. Further information is available from Joseph Hemmes in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Bachelor of Science (B.S.) degree: Students who complete the required core courses plus Experimental Methods (V25.0661); three advanced electives in chemistry; The Contemporary Chemist (V25.0942); at least two semesters of Advanced Individual Study (V25.0997,0998) or Senior Honors in Chemistry (V25.0995,0996); and one course in computer science approved by the Department of Chemistry may elect to graduate with the degree of Bachelor of Science (B.S.) instead of the Bachelor of Arts (B.A.). Students should note that the B.S. program is very difficult to complete within a normal four-year academic program and that it confers no particular advantage to students in premedical or 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 lower 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 any 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 $23. 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 in the Admission section of this bulletin. 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 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
The honors program in chemistry is composed of several elements, starting with the Honors General Chemistry course (V25.0109) and culminating with two semesters of Senior Honors Research (V25.0995,0996). Students may graduate with honors without having Honors General or Honors Organic Chemistry courses. However, by the time the student is in the sophomore year, he or she is encouraged to engage in experimental or theoretical research. Depending on the number of credits the student is registered for, the initial exposure to research may or may not be for credit. But there must be, at minimum, one semester of registered research Independent Study (V25.0997,0998) before entering the senior year and senior honors research. Please contact Professor Henry Brenner, director of the Senior Honors Research course, for more detailed information.

Candidates for a degree with honors in chemistry must have an overall GPA of 3.65 and a GPA of 3.65 in required courses for the chemistry or biochemistry degree. They must take two semesters of Senior Honors in Chemistry (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 the section Honors and Awards in this bulletin.
Courses

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

Introduction to Modern Chemistry
V25.0002 Not open to students majoring in chemistry. Science majors and prehealth students take V25.0101 or V25.0109. No prior chemistry is assumed. A knowledge of algebra is desirable. Laboratory and lecture. Offered every semester. 5 points.
Selected principles and applications of chemistry, with emphasis on the fundamental nature of chemistry. Basic course dealing with concepts of atomic and molecular structure, chemical bonding, solution chemistry, equilibrium, reaction rates, and properties of gases, liquids, and solids. Includes elementary problem solving.

General Chemistry I
V25.0101 Prerequisites: high school chemistry and placement into Calculus I (V53.0121) or completion of a course in precalculus. Corequisite: V25.0103. Offered every semester. 4 points.
Along with V25.0102, constitutes an introduction to inorganic and physical chemistry for science majors, engineers, and the prehealth professions. Students who have taken no chemistry or physics in high school may find it advantageous to take V25.0002 prior to this course. Emphasizes the fundamental principles and theories of chemistry. Topics discussed in V25.0101 and V25.0102 include the theories of atomic structure; stoichiometry; properties of gases, liquids, solids, and solutions; periodicity of the properties of elements; chemical bonding; equilibrium; kinetics, thermodynamics; acid-base reactions; electrochemistry; coordination chemistry, and nuclear chemistry. The underlying unity of chemistry is a basic theme.

General Chemistry II
V25.0102 Prerequisite: V25.0101 with a grade of C or better. Corequisite: V25.0104. Offered in the spring. 4 points.
See General Chemistry I (V25.0101), above.

General Chemistry I Laboratory
V25.0103 Prerequisite or corequisite: V25.0101. Laboratory. Offered every semester. 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, including manual and automated titrations, basic chromatography, stoichiometry, thermodynamics, and colorimetry.

General Chemistry II Laboratory
V25.0104 Prerequisite: V25.0103, Prerequisite or corequisite: V25.0102. Laboratory. Offered in the spring. 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, buffers, solubility, and electrochemistry.

General Chemistry I (Honors)
V25.0109 Prerequisites: high school physics, high school chemistry (Advanced Placement preferred), and calculus through derivatives and integrals; V63.0122 or V63.0222; and permission of the department. Corequisites: V63.0123 and V25.0111. Offered in the fall. 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 Prerequisites: V25.0109 and permission of the department. Corequisite: V25.0112. Offered in the spring. 4 points.
An advanced introductory course dealing with the kinetic molecular description of the states of matter, chemical thermodynamics, and the rates of chemical processes.

Chemical Experimentation I
V25.0111 Prerequisite: permission of the department. Corequisite: V25.0109. Laboratory. Offered in the fall. 2 points.
Along with V25.0112, provides illustration and reinforcement of topics covered in V25.0109,0110. Experiments include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermodynamics, equilibriums, electrochemistry, and kinetics. Many experiments are augmented by the use of interfaced computers. Also includes individualized projects intended to provide a research-like experience.

Chemical Experimentation II
V25.0112 Prerequisites: V25.0111 and permission of the department. Corequisite: V25.0110. Laboratory. Offered in the spring. 2 points.
Continuation of V25.0111.

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 Culture, Education, and Human Development. Laboratory and lecture. Offered every semester. 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. Offered in the fall. 4 points.
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. Offered in the spring. 4 points.
See Organic Chemistry I (V25.0243), above.

Organic Chemistry I Laboratory
V25.0245 Prerequisite: V25.0104. Prerequisite or corequisite: V25.0243 or V25.0341. Laboratory. Offered in the fall. 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: V25.0245. Prerequisite or corequisite: V25.0244 or V25.0342. Laboratory. Offered in the spring. 2 points.
Provides training in the syntheses of organic precursors in high yields and high purity needed for multistep procedures. An extensive research project involving unknown compounds is conducted. The use of IR and NMR spectroscopy is explored.

Organic Chemistry I (Honors)
V25.0341 Prerequisite: V25.0110 or V25.0102, and permission of the department. Corequisite: V25.0245. Offered in the fall. 4 points.
Emphasizes the theory and structures of covalent bonded materials and develops greater insight into reaction mechanisms, plus the challenges and creativity leading to scientific discovery.

Organic Chemistry II (Honors)
V25.0342 Prerequisites: V25.0341 and permission of the department. Corequisite: V25.0246 or V25.0352. Offered in the spring. 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, and acid derivatives, and their importance in forming carbon-to-carbon bonds. These topics are further extended to polyfunctional compounds such as carbohydrates.

Honors Organic Chemistry Laboratory
V25.0352 Prerequisite: V25.0245. Corequisite: V25.0342 or V25.0244, and permission of the department. Laboratory. Offered in the spring. 2 points.
Designed for a select group of Organic Honors I (V25.0341) students, plus highly qualified students from V25.0243. This second-semester laboratory course introduces students to contemporary research topics and instrumentation in organic chemistry. Includes introduction to multistep organic synthesis and molecular modeling; training with NMR, IR, and mass spectroscopy instruments; and the use of HPLC, flash chromatography, and recrystallization techniques for the purification of organic compounds.

Organic Chemistry III
V25.0348 Prerequisite: V25.0244 or V25.0342 with a grade of B or better. 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.

Organic Chemistry II (Honors)
V25.0351 Prerequisites: V25.0102 or V25.0110; V63.0122 or V63.0222; two semesters of physics with grades of C or better; and a 2.0 average in all prior chemistry requirements. V63.0125 and/or V63.0140 are strongly recommended but not required. Offered in the fall. 4 points.
An introduction to quantum mechanics—general principles and applications to important model systems. Covers electronic structure of one- and many-electron atoms, theory of chemical bonding in diatomic and polyatomic molecules. Includes principles and applications of molecular spectroscopy—rotational, vibrational, electronic, and nuclear magnetic resonance. Elements of photochemistry are also included.

Physical Chemistry I
V25.0651 Prerequisite: V25.0650 with a grade of C or better. Offered in the spring. 4 points.
Continuation of V25.0651. Develops the close connection between the microscopic world of quantum mechanics and the macroscopic world of thermodynamics. Topics include properties of gases, elementary statistical thermodynamics, and thermodynamics of single and multicomponent systems.

Physical Chemistry III
V25.0657 Prerequisite: V25.0652 with a grade of B or better. Offered in the fall. 4 points.
Using the same textbook as for V25.0652, covers topics including kinetic gas theory, kinetic rate laws and mechanisms, gas-phase reaction dynamics, and solids and surface chemistry.

Experimental Methods
V25.0661 Prerequisite: V25.0104. Prerequisite or corequisite: V25.0652. Laboratory and lecture. Offered in the spring. 4 points.
Introduction to the principles and practices of experimental methods widely used in analytical and research laboratories. Emphasizes understanding of background physicochemical theory, as well as capabilities and limitations of methods and interpretations of data. Covers instrumental methods, such as UV/visible spectroscopy, FT-IR, NMR, and
fluorescence, for the systematic characterization of compounds and the use of interfaced computers for data collection and spreadsheet analysis. Studies also include an introduction to computer modeling of molecular properties. Optional experiments include fluorescence studies of protein denaturation and laser studies of excited state kinetics.

Electronics for Scientists
V25.0671 Identical to V23.0110, V85.0110. Prerequisite: V85.0012, V85.0093, or permission of the 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. Corequisite: V25.0651 or permission of the instructor. Offered in the fall. 4 points. Prerequisites: either V25.0244 or V25.0342, and V25.0651, or permission of the instructor. Lecture and laboratory. Offered in the fall. 4 points. Provides students with a good basic knowledge of molecular modeling and a computational laboratory workbench for computer-based discovery research. The computer laboratory provides access to cutting-edge molecular modeling techniques and software and a hands-on research experience. Students model, design, and calculate the properties of nanostructures, including biomolecules.

Biological Chemistry
V25.0868 Prerequisite: V25.0240. Not open to chemistry majors. Intended primarily for students in the Steinhardt School of Culture, Education, and Human Development. Laboratory and lecture. Offered in the fall. 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, alcoholic beverages, and vitamin C.

Organic Reactions
V25.0911 Prerequisites: V25.0244 or V25.0342. laboratory. Offered in the fall. 4 points. Survey of the major classes of organic reactions, reagents, mechanisms, stereochemistry, and protecting groups. Discusses origins of chemoselectivity, regioselectivity, and the planning of organic synthesis.

Structure and Theory in Organic Chemistry

The Contemporary Chemist
V25.0942 Open only to chemistry or biochemistry majors. Offered in the fall. 2 points. The nontraditional aspects of chemistry are considered through careers, chemical literature, history, and societal interactions. Students study modern history, science, business, and law are examined as end products of chemical training. Chemical literature is surveyed with emphasis on chemical abstracts, Beilstein, Gmelin, and landmarks of science. Impacts of chemistry on modern history are explored. Scientific societals are examined through student presentations.

Tutorial in Chemistry
V25.0993,0994 Prerequisites: completion of the required core courses for the major and permission of the department. May count as an advanced elective toward the major. Open to chemistry or biochemistry majors only. Offered every semester. 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 through 0998, described below, research is not a necessary component. Discussions with the faculty member take place weekly, and a paper is required at the end of the semester.

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 chemistry or biochemistry majors, entering their senior year, who have maintained an overall
other 2000-level chemistry courses 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**
G25.1312 Prerequisite: V25.0911. Offered in the spring, 2 points. A continuation of Organic Reactions (V25.0911), with an emphasis on biologically active and structurally interesting compounds.

**Organic Reaction Mechanisms**
G25.1314 Prerequisite: V25.0913. Offered in the spring, 2 points. Discussion of the mechanisms of organic reactions, including the interrelationship between structure and mechanism, nucleophilic and free radical substitution, as well as thermal and photochemical cycloaddition reactions.

**Organic Analysis**
G25.1326 Prerequisite: V25.0244 or V25.0342 with a grade of B or better, or permission of the instructor. Offered in the fall, 4 points. Emphasizes the applications of spectroscopic methods in organic chemistry in determining molecular structure, including proton and carbon NMR, infrared spectroscopy, ultraviolet-visible spectroscopy, modern methods of mass spectroscopy, and chiroptical spectroscopy.

**Biophysical Chemistry**
G25.1814 Prerequisite: V25.0244 or V25.0342. Prerequisite or corequisite: V25.0652. Offered in the spring, 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. Topics include molecular spectroscopic techniques such as light absorption, fluorescence, and circular dichroism, as well as nuclear magnetic resonance and vibrational spectroscopy. Applications of these methods to important biophysical and biochemical problems of current interest such as protein folding, imaging, and protein-DNA interactions are discussed.

**Biochemistry I, II**
G25.1881,1882 Identical to G23.1040,1047. Prerequisite for G25.1881: V25.0244 or V25.0342. Prerequisite for G25.1882: G25.1881. G25.1881 offered in the fall; G25.1882 offered in the spring, 4 points per term. Introduction to the chemistry of living cells. Topics include structure and function of proteins, lipids, carbohydrates, and nucleic acids; enzyme structure, mechanism and regulation of enzyme activity, and membrane structure and transport; mechanisms of cellular processes and cellular physiology, including ion channels and pumps, cell motility, and the immune response. The second term emphasizes analysis of basic metabolic pathways, including glycolysis, electron transport, and oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

**Experimental Biochemistry**
G25.1885 Prerequisite: V25.0244 or V25.0342. Prerequisite or corequisite: G25.1881. Laboratory. Offered in the fall, 4 points. Introduction to molecular analysis of biomolecules. Selected experiments and instruction in analytical techniques used in biochemical research, including chromatography, spectrophotometry, and electrophoresis; isolation and characterization of selected biomolecules; kinetic analysis of enzymatic activity; analysis of protein-protein and protein-DNA interactions that direct basic biochemical pathways.

**Bioorganic Chemistry**
G25.2884 Prerequisite: either V25.0244 or V25.0342, and G25.1881, or permission of the instructor. Offered in the spring, 4 points. Covers a broad range of topics at the interface between organic chemistry and biology. Focus is placed on recent advances in bioorganic chemistry, chemical biology, molecular pharmacology, functional genomics, and molecular evolution. Students are expected to enter the class with previous course work in the chemical structure and conformation of polypeptides and nucleic acids.
MINOR IN

**Child and Adolescent Mental Health Studies**

Offered by the College of Arts and Science in cooperation with the Child Study Center at the NYU School of Medicine, this minor aims to heighten students’ awareness of childhood mental health issues and their sustained impact on adolescents and adults. In the child and adolescent mental health studies (CAMS) minor, students will (1) explore the relationship between human behavior and its biological and environmental bases; (2) increase their intellectual curiosity and build analytic and problem-solving skills; (3) be challenged to think critically about the concepts of “normal” or “typical” versus “abnormal” behavior and engage in a meta-level analysis of the social, historical, and cultural context of mental health, illness, and diagnosis; and (4) be encouraged—if they have a natural interest in and inclination toward careers in social work, education and special education, psychology, law, medicine, sociology, nursing, public health, and scientific journalism—to consider focusing their future career in some significant capacity on children and adolescents. Additional information on the CAMS minor and an up-to-date listing of all courses can be found on the NYU Child Study Center Web site, [www.aboutourkids.org](http://www.aboutourkids.org).

**Program**

The minor requires five courses. At least three must be from within the CAMS program; two can be from departments in the College of Arts and Science and/or the Steinhardt School of Culture, Education, and Human Development. Courses taken for the CAMS minor cannot be applied to another major or minor without prior approval from all the relevant directors of undergraduate studies.

**Courses**

**CAMS COURSES**

The CAMS program was initiated in fall of 2006 with the goal of providing students instruction in child and adolescent mental health from practicing psychiatrists and psychologists at an internationally renowned clinical and research center. Some courses have prerequisites, as specified below. Child and Adolescent Psychopathology (V05.0101, see description below) is the core course upon which students will complete the requirements for the minor. The program currently offers 10 courses, along with numerous options for independent study. A number of courses are now in development on topics such as divorce, eating disorders, parenting, family therapy, positive psychology, and drug use. Many of the CAMS courses are available to all undergraduates without prerequisite.

**Child and Adolescent Psychopathology**

V05.0101  Prerequisite: V89.0001. Shatkin, Evans. Offered in the fall. 4 points.

While psychopathology courses are commonplace among undergraduate psychology curricula, courses focusing on child and adolescent psychopathology are relatively rare. Through lecture presentations and discussions, this course focuses on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. It engages students in a critical review of common child and adolescent psychopathology and challenges social and cultural assumptions of what constitutes “normal” versus “pathological” behavior, cognition, and emotion. Students also complete one practicum by participating with a clinician (psychologist or psychiatrist) during the evaluation of a...
The Treatment of Child and Adolescent Mental Illness
V05.0102 Prerequisite: V05.0101. Sharkey, Evans. Offered in the spring. 4 points.
Provides students with an overview and understanding of the current methods employed in the treatment of child and adolescent mental illness. For most of the past century, treatments for children and adolescents suffering from mental illness relied primarily on open-ended psychotherapies, which have not consistently demonstrated a beneficial effect. Over the past 25 years, however, a variety of new evidence-based treatments have emerged, including behavioral psychotherapies such as cognitive behavior therapy for anxiety and depression, dialectical behavior therapy for personality disorders, and parent management training for children with oppositional and defiant disorders. In addition, we now have strong evidence supporting the use of various pharmacological interventions for attention-deficit hyperactivity disorder (ADHD), mood and anxiety disorders, and autism. Students investigate each of these treatments by reading and analyzing much of the original research that established their efficacy. This course builds upon Child and Adolescent Psychopathology (V05.0101).

The Science of Happiness
V05.0110 Schlecter, Wasser. Offered in the spring. 4 points.
Examines the state of college-student mental health and wellness on a personal and systems level. As undergraduate university students approach the end of adolescence, they often reevaluate the beliefs, values, and assumptions with which they left home. Young adulthood is a time of great promise, but the transition from child to adult is never easy. We look at how individuals can create positive change by reinterpreting their goals and identifying steps toward a successful college experience. Key findings from the fields of neuroscience and positive psychology are referenced to inform our study of the biopsychosocial underpinnings of success and happiness. Through lectures and discussions, students learn about a variety of wellness topics that include mindfulness, relationships, and self-esteem. The final project requires students to promote an area of mental wellness on campus.

Skepticism and Proof: Research Methods in Child Mental Health
V05.0120 Lucas, Gallagher. Offered in the fall. 4 points.
Clinical practice and public policy in child mental health is too often driven by the media, conventional wisdom, and prejudice rather than by scientific data. Evidence-based clinical care seeks to guide practitioners in the critical appraisal of data on risk factors, prevention, and treatment. This course is designed for those who wish to read the health research literature and draw their own conclusions. It provides a practical means to learn and apply research methods and focuses on the knowledge and skills needed to design, carry out, and evaluate a research study. Discussion of topical “hot-button” issues, such as the apparent “epidemic” of certain diagnoses, the influence of the environment or culture on child mental health, and the risks/benefits of widely prescribed medications, are combined with a systematic review of the existing evidence base on current empirically supported treatment for child mental health problems.

Behavioral Interventions for Children with Disruptive Behavior Disorders: Practicum
V05.0131,0132 Fleiss, Abikoff. Offered in the spring. 3 points per session.
Attention-deficit hyperactivity disorder (ADHD) is the most commonly diagnosed neurobehavioral childhood disorder, affecting between 5 and 7 percent of the population. It is a complex disorder that typically impacts a child’s functioning across multiple settings. Although medication is often the first-line treatment, a multimodal approach, including behavioral interventions, is often necessary to address deficits in social skills, classroom behavior, and parent-child relations. This two-part summer course begins with a didactic that helps students obtain a broader understanding of the impact of this disorder on children’s functioning and learn specifically how behavioral treatments are employed to improve children’s functioning in social, academic, and home settings. It provides a foundation in social learning theory and then, through a practicum at the NYU Child Study Center’s Summer Program for Kids, offers supervised, hands-on experience in applying behavioral principles and procedures. Ongoing discussion with supervisors regarding the clinical expression of symptoms and treatment response takes place daily. Students also gain considerable insight into the challenges clinicians face in treating children afflicted with this disorder. Finally, students learn how to employ these same behavioral treatments for children affected by commonly co-morbid conditions, such as oppositional defiant and conduct disorder.

Developmental Theory and Human Motivation
V05.0140 Ravitz. Offered in the fall. 4 points.
Provides an overview of child development through the study of basic readings in developmental theory. In addition, students are assigned films weekly for home viewing that allow further exploration of the themes addressed in class. Established theories of child and adolescent development are examined, along with more complex interpersonal constructs, such as family systems, peer relations, and gender identity. Students gain an understanding of the various biological, psychological, and interpersonal factors that motivate complex human behaviors and learn to apply these developmental concepts toward a deeper understanding of human relations.
Children and the Media

V05.0150  Faust, Steven. Offered in the spring. 4 points.
Consuming media has far outstripped reading storybooks or playing make-believe as the average American child’s favorite pastime. Children between the ages of two and 18 spend an average of five-and-a-half hours a day using some form of media. This course reviews the current literature on how media use affects children’s mental health, as well as their cognitive, emotional, and social development. Designed for those who wish to learn to think critically, this course provides a comprehensive, research-oriented review of how children and adolescents are influenced by the media. Discussions include an examination of controversial issues, such as media’s effects on children’s violent behavior and substance use, as well as the potential benefits of media.

The Literature of Children and Adolescents

V05.0191  Marcus, Schwartz.  Offered in the spring. 4 points.
Considers children’s and adolescent literature as a rich, untapped source of insight into child development for students of psychology, child development, and related disciplines. Over the last century, a vibrant, many-faceted literature for young people has grown in tandem with our understanding of child and adolescent psychology to present young readers with an increasingly finely calibrated perspective on such basic developmental issues as the formation of trust, the emergence of a sense of autonomy, and the complexities of family and peer relationships. Students explore these and other topics as they read and discuss a wide range of picture books, longer fiction, and relevant professional literature.

Independent Study: Advanced Topics in Child and Adolescent Mental Health Studies

V05.0997,0998  Offered every semester. 1 to 4 points.
The independent study program offers upper-division students the opportunity to investigate an advanced topic with a faculty member in the Department of Child and Adolescent Psychiatry. Areas of study may include research methods, clinical interviewing, systems of care, and education and training. For an up-to-date listing of all current independent study opportunities, please see our Web site, www.aboutourkids.org.

Advanced Seminar: Autism Spectrum Disorders

V05.0201  Lord, Nishawala. Offered in the fall. 4 points.
This advanced seminar provides students with an in depth exposure to autism spectrum disorders (ASDs). Beginning with etiological theories, various biological, behavioral, and cognitive paradigms are examined in an effort to help students conceptualize the developmental links between brain and behavior. Epidemiology, diagnostic and treatment strategies, and finally issues of public policy are then reviewed in detail. All students must also engage in a supervised experiential lab practicum at the NYU Child Study Center’s Asperger Institute or an affiliated school where they work directly with children and adolescents with ASDs for three hours each week. Primary sources for the course include scientific papers, individual accounts by people living with ASDs, and reviews of current popular media and Web sites.

Global Perspectives in Child and Adolescent Mental Health

V05.0202  Liaw, Olia. Offered in the spring. 4 points.
Worldwide studies suggest that up to 20 percent of children and adolescents suffer from a significant mental illness, but how mental health and illness are perceived varies greatly around the world. Through lectures, discussions, readings, and films, this course provides an overview of the scope and magnitude of child and adolescent mental health issues globally. The most commonly identified child and adolescent mental illnesses, including mood and anxiety, post-traumatic, disruptive behavior, and substance abuse disorders, are examined from various cultural perspectives. The ways in which geo-socio-politico-economic factors, specifically war and conflict, child exploitation, structural violence and poverty, and HIV/AIDS, affect child development and mental health are also studied. Finally, the course addresses the dearth of resources allocated to children’s mental health, as well as the barriers to care, such as stigma and education. Selected case studies from the Americas, Africa, Europe, Southeast Asia, East Asia, and the Middle East are used to illustrate key concepts.

OTHER COURSES

Up to two courses from the following list may be applied to the minor. (Many of them have prerequisites, which are noted in the course descriptions of the sponsoring departments.)

COLLEGE OF ARTS AND SCIENCE

NEURAL SCIENCE (80)

Introduction to Neural Science

V80.0100  4 points.

Behavioral and Integrative Neuroscience

V80.0202  Identical to V23.0202. 4 points.

Development and Dysfunction of the Nervous System

V80.0305  4 points.

PSYCHOLOGY (89)

Introduction to Psychology

V89.0001  4 points.

Cognitive Neuroscience

V89.0025  4 points.

Developmental Psychology

V89.0054  4 points.

Abnormal Psychology

V89.0051  4 points.
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<thead>
<tr>
<th>Course Area</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Sociology (93)</td>
<td>The Family</td>
<td>V93.0451 4 points.</td>
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<td></td>
<td>Childhood</td>
<td>V93.0465 4 points.</td>
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<td>STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT</td>
<td>APPLIED PSYCHOLOGY</td>
<td>Abnormal Psychology</td>
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<td></td>
<td>Personality Development</td>
<td>E63.1039 3 points.</td>
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<td>Women and Mental Health: A Life Cycle Perspective</td>
<td>E63.1041 3 points.</td>
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<td>Sexual Identities Across the Lifespan</td>
<td>E63.1110 3 points.</td>
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<td>Survey of Development Psychology: Introduction</td>
<td>E63.1271 3 points.</td>
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<td>Adolescent Development</td>
<td>E63.1272 3 points.</td>
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<td>Special Education</td>
<td>Behavior Modification in Special Education Settings</td>
<td>E75.1160 3 points.</td>
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<tr>
<td>Speech-Language Pathology and Audiology</td>
<td>Introduction to Language Disorders in Children</td>
<td>E45.1207 3 points.</td>
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<tr>
<td>Teaching and Learning</td>
<td>Language Acquisition and Literacy Education in a Multilingual and Multicultural Context</td>
<td>E27.1030 4 points.</td>
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</table>
The Department of Cinema Studies at the Tisch School of the Arts holds a preeminent place among cinema studies programs in the country. Its approach to cinema focuses on the processes of understanding film and the moving image in its multiple cultural and interdisciplinary contexts. The undergraduate program treats the study of cinema both as an art form and as a form of mass culture. The study of film, as an art, is concerned with the relationships among film style, narrative form, and the material practices that shape the medium. The study of film as mass culture explores how film reflects societal values and processes of social change. The department offers courses in the history, theory, aesthetics, and criticism of film, as well as film genres and techniques. Certain film courses given in the College of Arts and Science (CAS) may also be approved for the major or minor. Most of the Tisch courses include extensive film screenings and are supplemented by a weekly cinémathèque. Students also have access to extensive film and film-related resources in the department’s George Amberg Study Center. The video collection in the Bobst Library’s Avery Fisher Center for Music and Media provides additional resources. Finally, various New York City institutions make this an extraordinary environment for cinema studies.

**Faculty**
- **Professor Emeritus:** Michelson
- **Professors:** Allen, Besser, Lant, Polan, Sklar, Stam
- **Associate Professors:** Guerrero, McCarthy, Simon, Straayer, Streible, Weiss, Zhen
- **Assistant Professors:** Choi, Kahana
- **Affiliated Faculty:** Diawara (Comparative Literature and Africana Studies), Ginsburg (Anthropology), Stoney (Film and Television)

**Program**

**Major**
The major in cinema studies consists of 40 points, divided into three areas of study. Tier I consists of a core curriculum of five courses taken in sequence. Tier II consists of elective small lecture classes in the areas of film auteurs, genres, movements, national cinemas, television studies, and special topics. Tier III consists of large lecture classes in film aesthetics, directors, and genres. Majors are required to complete five courses (20 points) in Tier I:

- Introduction to Cinema Studies (H72.0010)
- Film History: Silent Cinema (H72.0015)
- Film Theory (H72.0016)
- Television: History and Culture (H72.0021)
- An undergraduate Advanced Seminar (H72.0700)

In addition, they must complete a two-course distribution requirement in film history from Tier II: one course in U.S. cinema, one course in non-U.S. cinema.

Students wishing to complete honors in this major may apply during their junior year if they have maintained an overall GPA of 3.65, as well as a 3.65 GPA in their cinema studies major. Requirements of the honors program include (a) the successful completion of one graduate-level cinema studies class, including graduate-level research and writing, (b) the writing of a 40-page honors thesis of suitable quality for conference presentation and/or publication, (c) the completion of an additional 4-point research-writing seminar.
Courses

TIER I: CORE COURSES

Tier I classes are for cinema studies majors only and should be taken in sequence.

Introduction to Cinema Studies
H72.0010 Choi, Kahana. First semester of study. 4 points.
Designed to introduce the basic methods and concepts of cinema studies to new majors. The first goal is to help students develop a range of analytical skills in the study of film. By the end of the semester, they are fluent in the basic vocabulary of film form, understand the social questions raised by dominant modes of cinematic representation, and grasp the mechanics of structuring a written argument about a film’s meaning. The second goal of the course is to familiarize students with some of the major critical approaches in the field (for example, narrative theory, feminism, cultural studies, genre). To this end, readings and screenings also provide a brief introduction to some critical issues associated with particular modes of film production and criticism (such as documentary, narrative, and the avant-garde).

Film History: Silent Cinema
H72.0015 Lant. Second semester of study. 4 points.
Examines the question of how the history of cinema has been studied and written by taking the period of silent film as its case study. Explores the historical and cultural contexts that governed the emergence of film as art and mass culture. Investigates the different approaches to narrative filmmaking that developed, internationally, in the silent period. Screenings include early cinema, works of Hollywood drama and comedy, Russian film and Soviet montage cinema, Weimar cinema, and silent black cinema.

Film Theory
H72.0016 Straayer. Third semester of study. 4 points.
Closely examines a variety of theoretical writings concerned with aesthetic, social, and psychological aspects of the medium. Students study the writing of both classical theorists such as Eisenstein, Bazin, and Cracauer, and contemporary thinkers such as Metz, Mulvey, and Baudrillard. Questions addressed range from the nature of cinematic representation and its relationship to other forms of cultural expression to the way in which cinema shapes our conception of racial and gender identity.

Television: History and Culture
H72.0021 Choi. Fourth semester of study. 4 points.
Examines the background, context, and history of radio, television, video, and sound. Topics include politics and economics of media institutions, audiences and reception, cultural and broadcast policy, and aesthetic modes and movements.

Advanced Seminar
H72.0700 4 points.
Involves in-depth study of a specific topic and encourages the student to produce original research.

TIER II

See the Department of Cinema Studies section of the Tisch School of the Arts Bulletin for the list and description of Tier II courses.

TIER III

See the Department of Cinema Studies section of the Tisch School of the Arts Bulletin for the list and description of Tier III courses.

INDEPENDENT STUDY

Independent Study
H72.0900 to H72.0905
Prerequisite: written permission of a faculty adviser. 1 to 4 points.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Certain 1000-level graduate courses in cinema studies are open to qualified undergraduates with permission.
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 in both English translation and the original languages. Several majors and minors are available, some in conjunction with other departments (History, Art History, Anthropology, Italian, Medieval and Renaissance Studies, and Comparative Literature) and with the Alexander S. Onassis Program in Hellenic Studies. Academic internships, an honors program, opportunities to participate in archaeological excavations, study abroad programs, and individualized study are also available.

Classroom instruction is supplemented by a variety of activities. In addition to film screenings, lectures, and field trips sponsored by a lively Classics Club, students have access to the superb collections of antiquities at the Metropolitan Museum of Art, the Brooklyn Museum, the American Numismatic Society, and the Pierpont Morgan Library, as well as access to the department’s own collection of antiquities. Finally, opportunities for travel and study abroad are available in Greece, Italy, and other Mediterranean sites.

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**Faculty**

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

**Professors:**
Connelly, Cribiore, Levene, Mitsis, Peachin, Santirocco, Sider

**Associate Professors:**
Connolly, Lowrie

**Assistant Professors:**
Asper, Becker, Monson

**Clinical Assistant Professor:**
Meineck

**Global Distinguished Professors:**
Cartledge, Sorabji

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**Programs**

**MAJORS**

**Classics (Latin and ancient Greek):** This major requires a total of 40 points of course work. (Courses in modern Greek do not count toward completion of this major.) The courses to be counted toward the major must include both ancient Greek and Latin through the full intermediate level (V27.0010 and V27.0006, respectively, or the equivalents) and at least one advanced course in both ancient Greek and Latin or two advanced courses in either one of these languages.

**Classical civilization:** This major requires a total of 40 points of course work. (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 (V27.0010 or V27.0006, respectively, or the equivalent). Students must complete at least two language courses in residence at NYU.
**Courses**

### LATIN

**Elementary Latin I, II**

V27.0003, 0004  Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.

Introduction to the essentials of Latin, the language of Vergil, Caesar, and Seneca. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (V27.0004) introduces the student to selected readings from standard Latin authors, including Catullus, Cicero, Ovid, and Pliny.

**Intermediate Latin I: Reading Prose**

V27.0005  Prerequisites: V27.0003 or V27.0004 or equivalent. Offered every year. 4 points.

Teaches first-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. Authors may include Caesar, Cicero, Cornelius Nepos, Livy, Petronius, or Pliny, at the instructor's discretion.

**Intermediate Latin II: Vergil**

V27.0006  Prerequisite: V27.0005 or equivalent. Offered every year. 4 points.

Writings of the greatest Roman poet, focusing on his most celebrated poem, the Aeneid. Students learn to read Latin metrically to reflect the necessary sound for full appreciation of the writing. Readings in political and literary history illustrate the setting in the Augustan Age in which the Aeneid was written and enjoyed, the relationship of the poem to the other classical epics, and its influence on the poetry of later times.

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**CLASSICAL LANGUAGES**

**Elementary Latin I, II**

V27.0003, 0004  Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.

Introduction to the essentials of Latin, the language of Vergil, Caesar, and Seneca. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (V27.0004) introduces the student to selected readings from standard Latin authors, including Catullus, Cicero, Ovid, and Pliny.

**Intermediate Latin I: Reading Prose**

V27.0005  Prerequisites: V27.0003, 0004 or V27.0002 or equivalent. Offered periodically. 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. Authors may include Caesar, Cicero, Cornelius Nepos, Livy, Petronius, or Pliny, at the instructor's discretion.

**Intermediate Latin II: Vergil**

V27.0006  Prerequisite: V27.0005 or equivalent. Offered every year. 4 points.

Writings of the greatest Roman poet, focusing on his most celebrated poem, the Aeneid. Students learn to read Latin metrically to reflect the necessary sound for full appreciation of the writing. Readings in political and literary history illustrate the setting in the Augustan Age in which the Aeneid was written and enjoyed, the relationship of the poem to the other classical epics, and its influence on the poetry of later times.

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**MINORS**

**Latin and Greek:** This minor requires 20 points of course work, to be selected from the offerings of the department. (Courses in elementary languages, 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 through 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.

**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 the second track on cultural anthropology. Specific course programs should be devised in consultation with the directors of undergraduate studies in both departments. Additional requirements may be found under Anthropology (14).

**Classical civilization and Hellenic studies:** This joint 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). In Track A, students concentrate in classical civilization. The major requires ancient Greek through the full 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 requires modern Greek through the full 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.)

**Honors and Awards**

For a list of courses in Hellenic studies, see Onassis Program in Hellenic Studies, and Hellenic studies do not count toward completion of this minor.

**HONORS PROGRAM**

Students may receive a degree with honors in classics or classical civilization. Honors recognition requires a 3.65 average overall, an average of 3.65 in all classics courses, participation in an Honors Seminar (normally in the fall of the senior year), 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.
ANCIENT GREEK

Elementary Ancient Greek I, II
V27.0007,0008 Both terms must be completed to receive credit toward any departmental major or minor. Offered every year. 4 points per term.

Introduction to the complex but highly beautiful language of ancient Greece—the language of Homer, Sophocles, Thucydides, and Plato. Students learn the essentials of ancient Greek vocabulary, morphology, and syntax. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Greek rather than merely translate it.

Intermediate Ancient Greek I: Plato
V27.0009 Prerequisite: V27.0007,0008 or equivalent. Offered every year. 4 points.

Reading of Plato’s Apology and Crito and selections from the Republic. The purpose of the course is to develop facility in reading Attic prose. Supplements readings in Greek with lectures on Socrates and the Platonic dialogues.

Intermediate Ancient Greek II: Homer
V27.0010 Prerequisite: V27.0009 or equivalent. Offered every year. 4 points.

Extensive readings in the Iliad or Odyssey. Proficiency in scansion is expected, as well as a good command of Homeric vocabulary. Relevant topics range 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. Offered every three years. 4 points.

Extensive readings in Vergil’s Aeneid and the other epics of Rome, including Ovid’s Metamorphoses, Lucan’s Bellum Civile, and Lucretius’s De Rerum Natura. Consideration is given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans’ construction of their past. Study of the development of the Latin hexameter is also included.

Advanced Latin: Cicero
V27.0872 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.

Offering extensive readings from the prose works of Cicero, this course provides readings in Latin of a selection from Cicero’s speeches, letters, oratorical works, and philosophical works. Cicero’s place in the development of Latin literature is also considered, as is the social and political world of the late Republic that he inhabited.

Advanced Latin: Lyric and Elegy
V27.0873 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.

Provides extensive readings from the works of Rome’s greatest lyric and elegiac poets, including Catullus, Horace, Tibullus, Propertius, and Ovid. The various lyric meters adapted by the Romans are considered, as is the development of the Latin Love Elegy.

Advanced Latin: Comedy
V27.0874 Prerequisite: V27.0006 or equivalent. Offered every three years. 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 are also discussed. Some facility in Plautine and Terentian meter is expected.

Advanced Latin: Satire
V27.0875 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.

With extensive readings from Horace’s, Juvenal’s, and Persius’s satires, this course traces the development of the satiric mode from its earliest beginnings in Rome to its flowering under the Empire. The relationship of satire to the social world of Rome, including its treatment of money, women, political figures, and social climbers, is also examined.

Advanced Latin: Latin Historians
V27.0876 Prerequisite: V27.0006 or equivalent. Offered every three years. 4 points.

Readings from the three masters of Roman historiography, Sallust, Livy, and Tacitus. The course also considers the rise and development of history in Rome, its relationship to myth, and its narrative structure and manner.

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

Advanced Greek: Archaic Poetry
V27.0971 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Extensive readings from the lyric, elegiac, and iambic poets of Greece. The course studies the use of the various lyric forms, the different meters employed by the archaic poets, and the social functions of archaic poetry.

Advanced Greek: Greek Historians
V27.0972 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Readings from the two fifth-century masters of Greek historiography, Herodotus and Thucydides. The course examines the themes, narrative structure, and methodology of both writers, as well as giving some consideration to the rise of history-writing in Greece and its relationship to myth and epic.

Advanced Greek: Drama
V27.0973 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Readings of several plays from among those of Aeschylus, Sophocles, and Euripides. Spoken and choral meter are studied, and the role of performance, dramaturgy, and the place of theatre in Athenian society are also examined.
Advanced Greek: Orators
V27.0074 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Readings of several speeches from the major Attic orators (Lysias, Aeschines, and Demosthenes). The course also examines the role of law in Athenian society, procedure in the Athenian courts, and rhetorical education and training.

Advanced Greek: Philosophy
V27.0075 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Readings from the dialogues of Plato and the major philosophical works of Aristotle.

Advanced Greek: Hellenistic Poetry
V27.0076 Prerequisite: V27.0010 or equivalent. Offered every three years. 4 points.

Offers a selection of authors (including Callimachus, Theocritus, and Apollonius) and genres (pastoral, hymn, epigram, drinking song) from the Hellenistic era.

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

CLASSICAL CIVILIZATION

INTRODUCTORY COURSES

Civilization of Greece and Rome
V27.0303 Offered infrequently. 4 points.

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

Classical Mythology
V27.0404 Identical to V90.0404. Offered every year. 4 points.

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

LITERATURE

Greek Drama: Aeschylus, Sophocles, and Euripides
V27.0143 Identical to V30.0210. Offered periodically. 4 points.

Of the ancient Greeks’ many gifts to Western culture, one of the most celebrated and influential is the art of drama. This course covers, through the best available translations, the masterpieces of the three great Athenian dramatists. Analysis of the place of the plays in the history of tragedy and the continuing influence they have had on serious playwrights, including those of the 20th century.

The Comedies of Greece and Rome
V27.0144 Identical to V30.0211. Offered periodically. 4 points.

Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century B.C. Athens through later Attic New Comedy and Roman comedy. Authors include Aristophanes (all 11 plays, one may be staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays have only recently been discovered; and Plautus and Terence, whose works profoundly influenced the development of comedy in Western Europe.

Greek and Roman Epic
V27.0146 Offered periodically. 4 points.

Detailed study of the epic from its earliest form, as used by Homer, to its use by the Roman authors. Concentrates on the Iliad and the Odyssey of Homer and on Vergil’s Aeneid, but may also cover the Argonautica of the Alexandrian poet Apollonius of Rhodes and Ovid’s Metamorphoses, as well as the epics representative of Silver Latin by Lucan, Silius Italicus, and Valerius Flaccus.

The Novel in Antiquity
V27.0203 Identical to V29.0203. Offered periodically. 4 points.

Survey of Greek and Roman narrative fiction in antiquity, its origins and development as a literary genre, and its influence on the tradition of the novel in Western literature. Readings include Chariton’s Chorēgus and Callirhoe, Longus’ Daphnis and Chloe, Heliodorus’s Ethiopian Tale, Lucian’s True History, Petronius’s Satyricon, and Apuleius’s Golden Ass. Concludes with the Gesta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

Ancient Political Theory
V27.0206 Offered periodically. 4 points.

Examines the foundation and interpretation of Athenian democracy and Roman republicanism. Readings include Plato’s Republic, Thucydides’ History of the Peloponnesian War, Aristotle’s Politics, and Cicero’s Republic and Laws.

Faces of Sexuality and Gender in Greece and Rome
V27.0210 Offered periodically. 4 points.

Deals with the constructions of gender and experiences of sexuality in ancient Greece and Rome. Working with texts and representations from varied discourses such as medicine, law, literature, visual art, and philosophy, students explore the ways in which the ancient Greeks and Romans perceived their own bodies in such a way as to differentiate gender and understand desire. The class also discusses how eroticism and gender support and subvert political and social ideologies.
GREEK AND ROMAN HISTORY

Everyday Life in Ancient Rome
V27.0212 Offered periodically. 4 points.
Study of daily life as it was lived by Romans in the period of the late Republic and early Empire: how they worked, worshipped, dressed, fed, and entertained themselves. Looks at questions of family life and social status, at rich and poor, at slaves and free, and at the lives of men, women, and children. Also considers marriage and divorce, crime and punishment, and law and property. All of these issues are examined primarily through original texts such as ancient documents, legal sources, and literary texts in which Roman authors such Horace, Martial, and Juvenal describe their own lives and those of their contemporaries.

Greek History from the Bronze Age to Alexander
V27.0242 Identical to V57.0200, V56.0242. Offered every other year. 4 points.
Until a few decades ago, Greek history began with Homer and dealt narrowly with the Greek world. Thanks to archaeology, the social sciences, and other historical tools, the chronological and geographical horizons have been pushed back. The history of the Greeks now starts in the third millennium B.C. and is connected to the civilization that lay to the east, rooted in Egypt and Mesopotamia. This course traces Greek history from the Greeks’ earliest appearance to the advent of Alexander.

The Greek World from Alexander to Augustus
V27.0243 Identical to V57.0243. Offered every other year. 4 points.
Continuation of the history of ancient Greece from the age of Alexander the Great in the fourth century B.C. 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. This course examines Alexander’s conquests, the states established by his successors (Ptolemies of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

The Age of Pericles
V27.0244 Offered periodically. 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 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. Offered every other year. 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. Offered every other year. 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 Offered periodically. 4 points.
Examines the development of law and legal systems and the relationships of these to the societies that created them, starting with some ancient Near Eastern systems and working down to the Roman period. The main focus is on the fully developed system of Roman law.

ART AND ARCHAEOLOGY

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

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

Greek Architecture
V27.0353 Identical to V43.0104. 4 points.
See description under Art History (43).

Roman Architecture
V27.0354 Identical to V43.0105. 4 points.
See description under Art History (43).

PHILOSOPHY AND RELIGION

Ancient Religion: From Paganism to Christianity
V27.0409 Identical to V90.0409. Offered periodically. 4 points.
The period from the beginnings of Greek religion until the spread of Christianity spans over 2,000 years and many approaches to religious and moral issues. This course 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. It 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. Offered periodically. 4 points.
The origins of nonmythical speculation among the Greeks and the main patterns of philosophical thought, from Thales and other early speculators about the physical
nature of the world through Socrates, Plato, Aristotle, the Stoics, the Epicureans, and the Neoplatonists.

SPECIAL COURSES

Special Topics in Classical Studies I, II
V27.0293,0294 Prerequisite: permission of the instructor. Usually assigns readings in English translation. Offered periodically. 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 the Trojan War, archaeology and pottery, Alexander the Great, the Etruscans, and crime and violence in the ancient world. Future topics may include Plato and Aristotle, ancient medicine, the Age of Pericles, the Age of Augustus, and Latin love poetry.

Internship
V27.0980,0981 Prerequisite: permission of the department. Open only to juniors and seniors. Offered every year. 2 or 4 points per term.

Internships with institutions such as the Brooklyn Museum and the American Numismatic Society afford students the opportunity to work outside the University in areas related to the field of classics. Requirements for completion of such internships include periodic progress reports and a paper describing the entire project.

Independent Study
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.
Collegiate Seminars offer select freshmen the opportunity to be in a small, intellectually stimulating class taught by a distinguished faculty member. These seminars aim to introduce students to demanding and challenging standards of analysis and argumentation, oral as well as written, by means of intensive discussion, papers on focused topics, and readings that emphasize critical interpretation rather than absorption of information.

An additional feature of this program is that it gives students the benefit of mentoring by the Collegiate Professor, not only during the semester of the course but throughout their entire undergraduate careers, and of working with fellow students and the faculty member to create special enrichment and reunion activities. 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.

The seminars are given only in the fall semester, and the offerings change somewhat from year to year. A brochure describing all the fall courses and their instructors appears in late spring. Below is a sampling of recent seminars.

**Faculty**

Collegiate Professors:
- Burbank, Carrasco, Chaudhuri,
- Clements, Farrar, Gerety, Gilligan,
- Hamilton, Miller, Mincer,
- Richardson, Schieffelin, Sicchitano,
- Serrin, Waley-Cohen, Young

**Courses**

**The Cultural Nature of Language**

V70.0101 Schieffelin. 4 points.

From accents and pronouns to swearing and spelling, how one uses language is never value-free. We examine language use as a social practice and analyze how speakers and their language(s) are evaluated and regulated across a range of contexts and cultures. Starting with how children learn to talk, or don’t (for example, feral children), we examine speech and silence across a range of societies. We also look at popular attitudes toward language and the practices by which people regulate its use in the media (for example, political correctness), in legal and educational institutions (such as “English only”), and in multilingual cities (such as Barcelona and Montreal) to understand how ideas about language are often recruited to nonlinguistic concerns, such as who should be included or excluded. In thinking about the cultural nature of language in this way, we critically explore issues of identity and authority.

**Terrorism, Nihilism, and Modernity**

V70.0102 Gilligan. 4 points.

The past century has witnessed violence of such a unique and unprecedented character and scale that we have had to create a new vocabulary to describe it (genocide, terrorism) and its underlying ideologies (totalitarianism, fundamentalism). To understand modern violence, we examine the origin of the modern mind in the 17th century, when science, based on universal doubt, ended the Age of Faith, and the traditional sources of moral, legal, and political authority lost credibility. Nietzsche called this the “death of God” (and the devil); it could also be called the death of good and evil, leading to another set of new words (nihilism, agnosticism, anomie, anarchy). We study the origins and implications of these developments by reading Shakespeare and John Donne, Nietzsche and Dostoevsky, Beckett.
It is still unparalleled in how it elegance of its author's sensibility. novel, it remains a dazzling social form of art. Nearly 100 years old, defeat, and final resurgence in the est theme, desire—its remembrance. Among the authors likely as in other languages in translation. Intersections of Poetry and Philosophy V70.0105 Garety. 4 points. Explores the sometimes uncertain boundary between poetry and philosophy. Every poet is saying something to himself or herself—as well as to readers. Rarely do poets content themselves with sounds alone, or even images alone; often, they make arguments. Philosophers, on the other hand, have long been thought to engage their readers, their students, solely with arguments. Yet from the earliest days, philosophers have used imagery and myth to make sense of the world and to make “arguments” about it. We seek to move back and forth between poetry and philosophy to understand both better, reading, criticizing, and imitating several of the most poetic philosophers and philosophic poets. These include poets and philosophers both ancient and modern, writing in English as well as in other languages in translation. Among the authors likely covered are Sappho and Heraclitus, Plato, the metaphysical and romantic poets, Baudelaire, Rilke, Nietzsche, Wittgenstein, Yeats, Stevens, Eliot, and Pessoa, as well as several contemporary poets.

In Search of Lost Time V70.0104 Clements. 4 points. We read Proust (in translation) as he should be read: hedonistically, with respect and admiration but also delectation. A prodigious novel of 4,500 pages, In Search of Lost Time addresses literature’s richest theme, desire—its remembrance, transformation, perversion, defeat, and final resurgence in the form of art. Nearly 100 years old, often said to be the first modern novel, it remains a dazzling social history of the French haut monde and, even more, of the power and elegance of its author’s sensibility. It is still unparalleled in how it combines self-examination with social history, extraordinary psychological acuity with the study of glamour and decadence, as well as how it merges an audacious explosion of form with explorations of memory, attachment, deception, lust, jealousy, ambition, disappointment, and ennui. It is also one of the most pleasurable and elating reads. But although Marcel Proust (1871-1922) is usually assumed to be France’s greatest novelist, his prose is so layered and brilliant that, unfortunately, many readers never get past the first 50 pages, reading the same gorgeous sentences again and again. But while In Search of Lost Time’s prose style (playing on association, evocation, magnification, punning, rhythm) may have been its most radical contribution to the art of the novel, it cannot be understood until it has been read once in its entirety. In this seminar, we move at a brisk pace through the work, merely glancing at its riches on our way, until we arrive at the uniquely euphoric experience of reading the final volume, Time Regained. Required reading: an average of 350 pages per week.

Pharmaceutical Drugs, Ethics, and Culture V70.0105 Scicchitano. 4 points. Designed to introduce students to contemporary issues in the realm of pharmaceuticals, focusing on drug design, safety, and distribution. Early in the seminar, students are introduced to the basic concepts of drug research and testing, with an emphasis on the Food and Drug Administration rules for bringing a drug to the clinic and eventually to the marketplace. This leads to the complex issues related to drug distribution inside and outside the United States, the societal implications associated with new therapeutic regimens, and the economic factors and laws that come into play. The seminar also develops students’ writing, critical thinking, and presentation skills, with emphasis on researching, evaluating, and presenting evidence. Students who have taken V23.0005 may not register for this seminar.

American Wars, Past and Present: Vietnam and Iraq V70.0106 Young. 4 points. Considers the last major war of the 20th century and the first of the 21st. The history, memory, and political uses of the Vietnam War are the subject of the first part of the course; the ongoing influence of that war on contemporary politics occupies the second. The way Gulf War I (Operation Desert Storm) was fought and reported upon was shaped by the specific understanding the administration of George H. W. Bush had of the Vietnam War. The current war in the Gulf (Operation Iraqi Freedom) was, of course, shaped by the outcome of the first Gulf War, but it has also been fought in the shadow of Vietnam analogies used by those who support the war as well as those who oppose it. The course examines these analogies with some care. The overarching concern is the ongoing haunting of American politics—military and civilian—by a war fought over three decades ago. There are two connected questions: Can history teach? What does it teach?

Zooësis: Animal Acts for Changing Times V70.0107 Chaudhuri. 4 points. The emerging field of animal studies has already generated neologisms in various disciplines: “anthrozoology” (culture studies), “zoopolis” (urban social theory), and “zoontology” (philosophy). To these fields of literature and performance studies propose an addition, “zooësis,” to refer to the history of animal representation that stretches, in the Western literary tradition, from Aesop’s Fables to Will Self’s Great Apes; in the Western dramatic tradition, from Aristophanes’ The Frogs to Albee’s The Goat; in film, from Muybridge’s “zoogyroscope” to Herzog’s Grizzly Man; in popular culture, from Mickey Mouse to Animal Planet; and in popular performance, from gladiatorial contests to Siegfried and Roy. To speak of zooësis is also to acknowledge the manifold performances engendered by cultural animal practices such as dog shows, keeping pets, equitation, rodeo, bullfighting, animal sacrifice, scientific experimentation, taxidermy,
hunting, wearing fur, eating meat—each with its own archive and repertory, its own performers and spectators. We study recent films, novels, plays, and cultural events that reveal how our interaction with animals shapes our understanding of the human, our approach to the “Other” (including the racial and ethnic Other), and our attitude toward the world.

**Matter, Dark Matter, and Dark Energy**

*V70.0108 Farrar. 4 points.*

The past several decades have seen tremendous advances in observational cosmology. As a result, we understand in remarkable detail many aspects of the evolution and contents of the universe. This course focuses on three of the most puzzling facts about the universe: Why was there a slight excess of matter over antimatter after the Big Bang? (Otherwise, after matter-antimatter annihilation was complete, no matter would have been left.) What is dark matter? (Although on average in the universe it is five times more abundant than normal matter, we know that it is something not found on Earth or, so far, observed in our laboratories.) What is so-called “dark energy”? (The expansion rate of the universe is actually accelerating, rather than slowing down as was expected, a finding attributed to this new component of the universe.) Students enrolling in the seminar should have taken AP Physics, be enrolled in Physics I (V83.0091), or have permission of the instructor.

**How We See**

*V70.0109 Carrasco. 4 points.*

Do we see the world the way we do because we are the way we are or because the world is the way it is? The ease with which we comprehend the visual world and recognize objects and events makes it tempting to think that the world is just the way we see it and to take our perceptual capabilities for granted. But when we comprehend that we cannot process all the information available in the environment, when we try to build machines that can see, or when we encounter people who have lost some specific visual capability—for example, those who can no longer recognize faces—we realize how extraordinary and intricate are the machinery and mechanisms of sight. This course looks at what we know about vision from multiple scientific perspectives. Perceptual psychology tells us about the process of seeing and provides important insights into the workings of visual mechanisms; neuropsychology shows us what happens to perception when these mechanisms malfunction; neuroscience tells us about processes at the level of cells and neural systems. At the same time, we discuss modes and techniques of scientific inquiry from these different perspectives. How do vision scientists learn? What kinds of experiments do they conduct? How has the development of new neuroimaging techniques (fMRI, for example) shaped the field?

**Life’s Ends, in Aristotle, Nietzsche, and Darwinism**

*V70.0110 Richardson. 4 points.*

We share a very strong impression that nature—especially organisms or life—has a purposiveness or design, is somehow aimed at ends. But we generally take science, and Darwinian biology in particular, to oppose this first impression and to push ends or purposes quite out of nature. This course examines that strong sense of the teleology (end-directedness) of life or nature and considers how it really stands up to a scientific or naturalistic view. Part of our attention is historical, focusing on two very different philosophers, Aristotle and Nietzsche, who are alike in their very strong allegiance to science, yet also in their insistence on explaining life by its ends or goals. Why do they so insist—and Nietzsche even after Darwin? Another part of our attention is more contemporary: what evolutionary theory entails in terms of whether organisms have ends. We discuss how even the most current science may still leave room for teleology. Readings are from Aristotle, Nietzsche, and the contemporary philosophy of biology.

**Great Science, Fabulous Science, and Voodoo Science**

*V70.0111 Mincer. 4 points.*

Science is often portrayed as following a very clearly defined set of procedures: start with a hypothesis, do an experiment, and, based on the results, reject the hypothesis or adopt it as a working assumption. The actual process, however, is rarely so straightforward. In addition, the stories as usually told or recorded may differ from what really happened. We study some famous and infamous experiments, mainly in the physical sciences, selected to illustrate intellectual tours de force, cases of error, cases of fraud, and the murky boundaries between them. Along the way, issues such as the discarding of “faulty data,” theoretical bias, and probabilistic tools for hypothesis acceptance and rejection are discussed. To take this course, students should have had high school chemistry, physics, and calculus.

**Daily Life in China, 1750-1950**

*V70.0112 Waley-Cohen. 4 points.*

Historians of the West often draw a link between the development of a consumer society and the onset of modernity, examining patterns of daily life in such centers as London and Paris from no later than the 18th century. This seminar examines such patterns in the context of China from the high imperial era through the first half of the 20th century. The goal is to give students a range of knowledge sufficient to use as a basis for comparison and an understanding of the analytical issues involved. Using a combination of primary documents, fiction, and secondary sources, we explore a variety of questions: What was distinctive about the experience of urban Chinese in late imperial and early modern times? What was the shape of an ordinary day? How did architecture reflect gender norms? Who belonged to a typical household (family members, concubines, servants, and the like)? How did children learn? What forms did social life take? How was the revering of ancestors incorporated into family life? What were people’s different work experiences? How did people acquire necessities such as food and clothing or luxuries...
such as antiques? Other questions may emerge in the course of the semester. Active participation in class discussion, short research assignments, and a final paper are the main requirements.

**Making Sense of Monsters and Masks**  
*V70.0113  Miller. 4 points.*  
Human beings give shape to fears and desires through art. All cultures participate in this form of emotional exteriorization, including creating through myth and literature “monsters” and sculpting in textures and words various types of “masks.” We concentrate on monsters and masks in several cultures for whom the French language is a major expressive form. We will thus chart the meaning and impact of the archetypal masked figures of the *commedia dell’arte* in French theatre, the obsessive concern with the grotesque person (the monstrous mask) in French romanticism, zombification and carnival figures in Caribbean cultural forms, and raptor masks and transformative *guérisseurs* or healers in Francophone West African works. We build a repertory of approaches to interpreting and uncovering the many layers of masking and monstrousness by readings in anthropology, psychoanalysis, aesthetics, and literary theory: After all, just as interesting as the masks and monsters “peopling” the world are the ways in which humans at various points in time have attempted to understand what making masks and monsters means. (All readings will be in English.)

**James Joyce and Comparative Literature**  
*V70.0115  Hamilton. 4 points.*  
Focuses on Joyce’s first novel, *A Portrait of the Artist as a Young Man* (1916), situating it within the broad discipline of comparative literature. As a student of modern languages, Joyce composed a stunning work of art that recognizes and is conversant with complex strands of a European tradition that demand critical attention. In addition to reading and discussing closely what has been judged one of the greatest 20th-century novels in English, participants are invited to delve into this rich inheritance that informs every page. Select writings from Aristotle, Vergil, Aquinas, Dante, Shakespeare, Milton, Goethe, Byron, and Flaubert, as well as passages from other works by Joyce, interrupt and thereby challenge approaches to the novel to interrogate a host of thematic and theoretical issues, such as autobiography and fiction, notions of genius and creativity, characterizations of childhood and adolescence, and the bold claims of literary modernism. Over the course of the seminar, students are introduced to the basic premises and methods of literary criticism, including philology, hermeneutics, intertextuality, narratology, and some general problems in aesthetics and philosophy.
Comparative literature is an innovative, interdisciplinary major that allows students to explore literature and literary questions unfettered by national borders and institutional boundaries. In comparative literature, students develop a multifaceted critical approach that both emphasizes the integrity of literature and expands an 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 while engaging texts and developing an understanding of the theory and non-English practice of translation. To interrogate how literature is enmeshed in nonliterary contexts, comparative literature majors may develop expertise in relevant, related disciplines such as art history, philosophy, history, anthropology, and cinema studies. Comparative literature departmental course offerings include classes in world literature and interdisciplinary studies where students work intensively with a distinguished faculty of scholars in African, Caribbean, Chinese, European and Anglo-American, Japanese, Latin American, Middle Eastern and Islamic, and Russian and Slavic literary studies.

DEPARTMENTAL OBJECTIVES
The undergraduate major is designed to foster serious work in literature at the advanced level, while giving students a strong background in critical and cultural analysis and a keen ability to pose questions and write with lucidity and force. The major provides an ideal intellectual site for students to draw connections across cultures, periods, genres, and disciplines in a rigorous yet individually designed way. A comparative literature major could lead to the advanced study of literature at the graduate level but could just as readily be a strong basis for advanced degrees and/or careers in publishing, journalism, international relations, international law, cultural studies, medicine, philosophy, education, public policy, film and entertainment industries, the Internet, and computer software.

GENERAL INFORMATION
Many comparative literature majors wish to study literature in its international contexts, having mastered one or more foreign literatures. However, such mastery is not required in all courses or of all majors, and courses are open to a wide range of nonmajors with eclectic and interdisciplinary interests.
Courses

Evolution of Literary Archetypes
V29.0104  Offered every one to two years. 4 points.
Investigates 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 also includes the Greco-Roman origin and transformation of different archetypes through succeeding epochs of Western civilization. Authors include Shakespeare, Racine, Alfieri, Shelley, Sartre, O’Neill, Gide, Giraudoux, and Eliot.

Tragedy
V29.0110  Identical to V30.0200, V41.0720. Offered every other year. 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, V30.0205. Offered every other year. 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  Offered every other year. 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, Carpentier, Sâkato, and Rulfo.

Introduction to Comparative Literature
V29.0116  Offered every semester. 4 points.
Required for all majors in comparative literature. Explores the theory of comparative literature from its inception as a discipline to the present. Readings vary according to professor.

Studies in Prose Genres
V29.0125  Offered every year. 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.

Topics in Caribbean Literature
V29.0132  Identical to V18.0780, V41.0704. Offered every semester. 4 points.
Study of the literature and society of the Caribbean. Emphasizes the 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  Offered every one to two years. 4 points.
Addresses topics in modern and contemporary popular culture. Topics vary yearly and may include the detective novel, television, popular music, folklore, visual culture, and romantic fiction.

Masterpieces of Renaissance Literature
V29.0131  Offered approximately every other year. 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  Offered every other year. 2 or 4 points.
Addresses topics in 18th-century literature that are important for comparative study. Offers practical experience in close critical reading and introduces the generic, thematic, and literary historical approaches as methodological and theoretical problems in comparative literature.

Topics in 19th-Century Literature
V29.0180  Offered every other year. 2 or 4 points.
Addresses topics in 19th-century literature that are important for comparative study. Topics vary yearly and may include the following: the double, the image of Napoleon, detective fiction as a 19th-century genre, and decadence.

Topics in 20th-Century Literature
V29.0190  Offered every semester. 2 or 4 points.
Addresses topics in 20th-century literature that are important for comparative study. Topics vary yearly and may include modernism, comparative postcolonial literature, and contemporary culture.

Junior Theory Seminar: Cultural Theory
V29.0200  Offered every year. 4 points.
The most influential 20th-century contributions to theories of cultural analysis are examined. Readings are organized into a series of prominent debates: cultural studies, postmodernism, the male gaze, Third World literature, national liberation. Readings in Walter Benjamin, Roland Barthes, Frantz Fanon, Gail Rubin, Laura Mulvey, Fredric Jameson, Aijaz Ahmad, and Claude Lévi-Strauss.

Topics in Film and Literature
V29.0300  Offered every year. 4 points.
Uses the tools of cultural studies to investigate cultural intersections of film and literature. Focus on the street in literature and film includes questions of cultural space, race, identity politics, gender, and territoriality in the metropolis. Represents cultural studies, film studies, black studies, and women’s studies.

Senior Seminar in Comparative Literature (Honors Thesis)
V29.0400  Permission of the director of undergraduate studies required. Offered every year. 4 points.
The aim of this course is the preparation and the writing of the thesis of seniors who qualify for this honor. (Students must have a 3.5 or better GPA in the major.) We examine several critical/theoretical approaches, as many (and more) as are necessary to meet the needs of each student. Each student makes a presentation of his or her thesis proposal along with the critical position to be taken. Each critical position is then studied by the class so as to be able to make a contribution toward one another’s thesis. In addition, we study some practical methods of thesis writing, as well as methods of research.

Readings in Contemporary Literary Theory
V29.0843  Identical to V41.0733. Offered every semester. 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, post-
structuralism, Marxism, psychoanalysis, feminism, and new historicism.

Colonialism and the Rise of Modern African Literature
V29.0850  Identical to V18.0781, V41.0707. Offered every year. 4 points.
With the theme of colonialism as the unifying principle, explores and compares the work of a number of African writers of Anglophone, Francophone, and Lusaphone traditions.

Independent Study
V29.0997  Must be approved by the director of undergraduate studies. 1 to 4 points.
To write a senior thesis as part of graduating with honors, if a student cannot take the Senior Seminar in Comparative Literature.

Independent Study
V29.0998  Must be approved by the director of undergraduate studies. 1 to 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 three major programs: the computer science major, the joint computer science/mathematics major, and the joint economics/computer science major. The department also offers three minor programs: the computer science minor, the computer applications minor, and the joint computer science/mathematics minor. The goal of the majors is to train students in fundamental principles of computer science as well as many practical aspects of software development. 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.
fulfill the prerequisite, V22.0002, before taking V22.0101. For students with previous programming experience, V22.0002 may be waived by taking a placement exam given by the department. Prospective majors should visit the undergraduate department in Warren Weaver Hall during the fall semester of their freshman year and should declare the major after successfully completing V22.0101.

The following is a recommended program of study for the B.A. in computer science:

First year of major
Fall term: V22.0101, V63.0121
Spring term: V22.0102, V63.0120

Second year of major
Fall term: V22.0201, V22.0310
Spring term: V22.0202, one elective (not requiring V22.0202 as a prerequisite)

Third year of major
Fall term: two electives
Spring term: two electives

JOINT MAJOR IN
COMPUTER SCIENCE AND MATHEMATICS

This is an interdisciplinary major offered by the Department of Computer Science with the Department of Mathematics.

The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, V22.0421, and two computer science courses listed at the V22.0400 level.

The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, V63.0343, two mathematics courses numbered V63.0120 or higher, and a choice of V63.0224, V63.0326, or V63.0544.

MINORS

Minor in computer science: V22.0101, V22.0102, V22.0201, and V63.0121

Joint minor in computer science and mathematics: V22.0101, V22.0102, V63.0121, and V63.0122

Minor in computer applications: any four courses offered by the Department of Computer Science

B.S./B.E. PROGRAM

The department offers a joint five-year B.S./B.E. program with Stevens Institute of Technology. Students receive the B.S. degree in computer science from New York University and the B.E. degree in computer science engineering, electrical engineering, or mechanical engineering from Stevens. Further information about the program is available from Joseph Hemmes in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

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), and students should visit the ITS Web site 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, used primarily for research purposes. The department operates research laboratories for experimental computer science research in programming languages, distributed computing, computer vision, multimedia, and natural language processing; most are located at 715 and 719 Broadway. Selected undergraduates assist in work on these areas at this facility.

HONORS PROGRAM

A degree in computer science is awarded with honors to selected majors who successfully complete the requirements of the honors program. This includes the following computer science courses: V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, V22.0421, V22.0453, V22.0520, and V22.0521; two advanced computer science electives listed at the V22.0400 level; and the following math courses: V63.0120, V63.0121, V63.0122, and V63.0140. Two of the above computer science courses must be completed with honors credit.

Research work must culminate in a thesis (typically 40 to 60 pages in length) to be presented at the Undergraduate Research Conference. A general and major GPA of 3.65 is required. Information on honors programs in the joint computer science/mathematics and economics/computer science majors can be found on the department Web site, www.cs.nyu.edu.
NONMAJOR COURSES

Computers in Society
V22.0001 No prior computing experience is assumed. Note: This course is not intended for computer science majors. Offered in the spring. 4 points.
Addresses the impact of the digital computer on individuals, organizations, and modern society as a whole, and the social, political, and ethical issues involved in the computer industry. Topics change to reflect changes in technology and current events. Guest lecturers from various fields are invited to speak in class.

Introduction to Computers and Programming
V22.0002 Prerequisite: three years of high school mathematics or equivalent. No prior computing experience is assumed. Students who have taken V22.0005 or higher 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. Offered every semester. 4 points.
Elementary introduction to programming. The characteristics of computers are discussed, and students design, code, 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 assumed. Students who have taken V22.0101 or higher will not receive credit. Students with computing experience should consult with the computer science department before registering. Offered every semester. 4 points.
The principles part of the course introduces basic design principles underlying a computer, including topics in hardware and software for a variety of systems. 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 HTML, word processing, graphics, spreadsheets, and the Worldwide Web.

Database Design and Web Implementation
V22.0060 Prerequisites: V22.0002 and V22.0004. Offered in the spring. 4 points.
Introduces principles and applications of database design. Students learn to use a relational database system, learn Web implementations of database designs, and write programs in SQL. Students explore principles of database design and apply those principles to computer systems in general and in their respective fields of interest.

Web Development and Programming
V22.0061 Prerequisites: V22.0002 and V22.0004. Offered in the fall. 4 points.
Provides a practical approach to Web technologies and programming. Students build interactive, secure, and powerful Web programs. Covers client and server-side technologies for the World Wide Web. Additional topics include foundations of the Web, such as JavaScript, PERL/CGI, SSI, Server Technologies, XML, DTD, and XSL.

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

MAJOR COURSES

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

Data Structures
V22.0102 Formerly Introduction to Computer Science II. Prerequisite: V22.0101. Offered in the fall and spring. 4 points.
Use and design of data structures, which organize information in computer memory. Stacks, queues, linked lists, binary trees: how to implement them in a high-level language, how to analyze their effect on algorithm efficiency, and how to modify them. Programming assignments.

Computer Systems Organization
V22.0201 Prerequisite: V22.0102. Offered in the fall and spring. 4 points.
Covers the internal structure of computers, machine (assembly) language programming, and the use of pointers in high-level languages. Topics include the logical design of computers, computer architecture, the internal representation of data, instruction sets, and addressing logic, as well as pointers, structures, and other features of high-level languages that relate to assembly language. Programming assignments are in both assembly language and other languages.

Operating Systems
V22.0202 Formerly Computer Systems Organization I. Prerequisite: V22.0201. Offered in the fall and spring. 4 points.
Covers the principles and design of operating systems. Topics include process scheduling and synchronization, deadlocks, memory management (including virtual memory), input-output, and file systems. Programming assignments.

Basic Algorithms
V22.0310 Prerequisites: V22.0102 and V23.0120. Offered in the fall and spring. 4 points.
Introduction to the study of algorithms. Presents two main themes: designing appropriate data structures and analyzing the efficiency of the algorithms that use them. Algorithms studied include sorting, searching, graph algorithms, and maintaining dynamic data
structures. Homework assignments, not necessarily involving programming.

Numerical Computing
V22.0421 Prerequisites: V22.0102 and V63.0140. Offered in the spring. 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 Prerequisites: V22.0201 and V63.0120. Offered in the fall. 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 a simple processor, speed-up techniques. Storage technologies and structure of memory hierarchies; error detection and correction. Input-output structures, buses, programmed data transfer, interrupts, DMA, and microprocessors. Discussion of various computer architectures; stack, pipeline, and parallel machines; and multiple functional units.

Introduction to Database Systems
V22.0444 Prerequisites: V22.0201 and V22.0310. Offered in the spring. 4 points.
Database is one of the major application areas of computer science: the organization, storage, and retrieval of large bodies of relatively uniform or structured data. This course discusses how data is physically stored in the computer. A quick introduction is given to some useful data structure techniques for common database operations. The main part of the course studies the three main “models of data”: the relational model, the network model, and the hierarchical model. Emphasis is on the relational model, which is conceptually simple but powerful.

Theory of Computation
V22.0455 Prerequisite: V22.0310. Offered in the fall. 4 points.
Takes a mathematical approach to studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, non-deterministic finite automata, regular expressions) and proof of non-regularity. Context-free languages and pushdown automata; proofs that languages are not context-free. Elements of computability theory. Brief introduction to NP-completeness.

UNIX Tools
V22.0468 Prerequisite: V22.0201. 4 points.
Examines UNIX as an operating system and covers the sophisticated UNIX programming tools available to users and programmers. Shell and Perl scripting are studied in detail. Other topics include networking, system administration, security, and UNIX internals.

Object-Oriented Programming
V22.0470 Prerequisite: V22.0201. Offered in the fall. 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. Covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design.

Artificial Intelligence
V22.0472 Prerequisites: V22.0201 and V22.0310. 4 points.
Many cognitive tasks that people can do easily and almost unconsciously have proven extremely difficult to program on a computer. Artificial intelligence tackles the problem of developing computer systems that can carry out these tasks. Focus is on three central areas in AI: representation and reasoning, machine learning, and natural language processing.

Software Engineering
V22.0474 Prerequisites: V22.0202 and V22.0470, or permission of the department. Offered in the spring. 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 a semester-long group project, which aims to prepare students for the dynamics of 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.

Applied Internet Technology
V22.0476 Prerequisite: V22.0201. 4 points.
Covers applied Internet technologies and programming for the Web. Students build secure, interactive, and powerful Internet/Web applications. Discusses important topics such as Java Servlets, JavaServer Pages, databases and JDBC, XML, Web Services, and related standards, including SOAP, WSDL, and UDDI.

Introduction to Cryptography
V22.0478 Identical to V63.0243. Prerequisite: V22.0310. 4 points.
Provides an introduction to the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudo-random functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), authentication applications (identification, zero-knowledge), and others, time permitting.
Special Topics in Computer Science  
V22.0480  Topics determine prerequisites. Offered in the fall and spring. 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, Bioinformatics, Building Robots, Computer Graphics, Machine Learning, Network Programming, Computer Vision, and Multimedia for Majors.

Undergraduate Research  
V22.0520,0521  Prerequisite: permission of the department. 4 points.  
The student performs computer science research supervised by a faculty member actively engaged in research, possibly leading to results publishable in the computer science literature. A substantial commitment to this work is expected of the student. The research project may be one or two semesters, to be determined in consultation with the faculty supervisor. Students taking this course for honors credit are required to write an honors thesis. All other students need to submit a write-up of the research results at the conclusion of the project.

INDEPENDENT STUDY

Independent Study  
V22.0997,0998  Does not satisfy major elective requirement. 2 to 4 points per term.  
Students majoring in the department are permitted to work on an individual basis under the supervision of a 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 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 department Web site: www.cs.nyu.edu.
The undergraduate Program in Creative Writing offers students the opportunity to immerse themselves in the writing life with workshops, readings, internships, and events designed to cultivate and inspire. Our popular minor in creative writing provides students with an exciting progression of course work, ranging from an introduction to the fundamentals of the craft to more advanced, substantive explorations of specific forms and genres.

The program’s distinguished faculty of award-winning poets and prose writers represents a wide array of contemporary aesthetics, from the experimental to the traditional. In recent years, our creative writing instructors have been the recipients of Guggenheim and NEA fellowships, the National Book Award, the National Book Critics Circle Award, the Pushcart Prize, and the Whiting Writer’s Award.

The very location of the undergraduate Program in Creative Writing suggests an intersection of past and present, of echoes and new coinages. Just steps from where Henry James was born, and e. e. cummings penned his peculiar punctuations, and Marianne Moore donned her tricornered hat, and Willa Cather hailed her pioneers, and Walt Whitman loafed, and Ginsberg howled, NYU’s undergraduate program stands at the crossroads of literary history and contemporary experiment.

Undergraduates are encouraged to attend the Creative Writing Program Reading Series, a vital component of the program, which brings both established and new writers to NYU. Writing prizes, receptions, special events, and our undergraduate literary journal, *West 10th*, further complement our course offerings and establish a sense of community among undergraduate writers. If you have questions about the undergraduate Program in Creative Writing, please contact us at 212-998-8816 or creative.writing@nyu.edu.

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**Faculty**

**Clinical Associate Professors:**
Matthew Rohrer, Darin Strauss, Chuck Wachtel

**Affiliated Faculty:**
Catherine Barnett, Lee Briccetti, Marcelle Clements, Rachel DeWoskin, Elaine Equi, Robert Fitterman, George Foy, Bonnie Friedman, Jennifer Gilmore, Maria Laurino, Paul Lisicky, Meera Nair, Jonathan Rabb, Mark Rudman, Helen Schulman, Brenda Shaughnessy, Irini Spanidou, Jean Valentine, Matthew Zapruder

**Program Administrator:**
Scott Statland

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**Lillian Vernon Creative Writers House, 58 West 10th Street, New York, NY 10011-8702. 212-998-8816. www.cwp.fas.nyu.edu**

**Director:**
Deborah Landau

**Program Administrator:**
Scott Statland
Program

MINOR
The minor in creative writing offers undergraduates the opportunity to hone their skills while exploring the full range of literary genres, including poetry, fiction, and creative nonfiction.

The minor is a 16-point credit load composed of three to four creative writing courses. Creative Writing: Introduction to Fiction and Poetry (V39.0815, or V39.9815 as an NYU Study Abroad course) is the foundational course, to be followed by three additional Intermediate/Advanced/Master Class workshops, or one Intermediate/Advanced/Master Class workshop combined with one of our 8-point Summer Program courses (Writers in New York or Writers in Paris).

Intermediate, Advanced, Master Class, and Summer Program courses may be repeated up to three times for credit. Creative Writing: Introduction to Fiction and Poetry (V39.0815 or V39.9815) may be taken only once for credit.

The minor must be completed with a minimum GPA of 2.0. No credit toward the minor is granted for grades of C- or lower, although such grades will be computed into the GPA of the minor, as well as into the overall GPA. No course to be counted toward the minor may be taken on a pass/fail basis.

Students in the College of Arts and Science may declare their minor by visiting the Program in Creative Writing at the Lillian Vernon Creative Writers House (58 West 10th Street). Declaration forms are also available online. Students in Gallatin, the Silver School of Social Work, Steinhardt, Stern, and Tisch need to declare the minor through their respective colleges.

In the semester prior to graduation, it is recommended that all creative writing minors contact the Program in Creative Writing to verify that their declarations are on record and that they have fulfilled (or have enrolled in) all of the appropriate courses for the minor.

Class size and waitlist policies:
For creative writing workshops to be successful, students must offer students in-depth and sustained feedback on their work. This is only possible in classes that are limited in size. For this reason, we limit our workshops to a maximum of 15 students. The popularity of these courses means that waiting lists are inevitable. We ask that you respect the necessary size of these courses. If you have any questions or concerns about the waiting list, do not contact the faculty member and do not attempt to sit in on the class if you have not yet been accepted.

Course substitution policy program:
Students may petition to apply a maximum of one outside course toward the minor. An outside course is any creative writing course offered outside of the CAS Program in Creative Writing.

To petition to substitute an outside course, please submit the course’s description, syllabus (including course readings and assignments), and a brief note indicating which course you are seeking to substitute: the Introductory workshop or one of the Intermediate/Advanced/Master Class workshops.

We will review the submitted syllabus to verify course level and determine substitution eligibility. We recommend petitioning prior to registration. If we approve the petition, the student may take the course for credit while studying abroad at one of the NYU sites should register for V39.9815, the abroad version of Creative Writing: Introduction to Fiction and Poetry (V39.0815). V39.9815 is not considered a substitute. All other creative writing courses taken abroad require petition for substitution and approval by the program, as described above.

If an outside course is approved for substitution, we will count it toward the minor, provided NYU approves the course credit for transfer and the student receives a grade of C or better.

Courses

The NYU Program in Creative Writing offers introductory courses in poetry and fiction, as well as upper-level courses that focus on specific elements of formal and experimental poetry, fiction, and creative nonfiction. Creative writing courses are offered throughout the year. Additionally, intensive summer programs offer students a chance to develop their craft while living the writer’s life in New York or Paris.

Creative Writing: Introduction to Fiction and Poetry
V39.0815 Identical to V39.9815. 4 points.
This popular introductory workshop offers an exciting introduction to the basic elements of poetry and fiction, with in-class writing, take-home reading and writing assignments, and substantive discussions of craft. The course is structured as a workshop, which means that students receive feedback from their instructor and their fellow writers in a roundtable setting, and they should be prepared to offer their classmates responses to their work.

Intermediate Workshops in Fiction or Poetry
V39.0816 (fiction), V39.0817 (poetry) Prerequisite: V39.0815, V39.9815, or equivalent. 4 points.
The intermediate workshops offer budding fiction writers and poets an opportunity to continue their pursuit of writing through workshops that focus on a specific genre. The workshops also inte-
grate in-depth craft discussions and extensive outside reading to deepen students’ understanding of the genre and broaden their knowledge of the evolution of literary forms and techniques.

Advanced Workshops in Fiction, Poetry, or Creative Nonfiction
V39.0820 (fiction), V39.0830 (poetry), V39.0850 (creative non-fiction) Prerequisite: V39.0815, V39.9815, or equivalent. Recommended prerequisite: V39.0816 or V39.0817. Application required. 4 points. Advanced workshops provide emerging writers with the opportunity to hone their individual voice and experiment with different aesthetic strategies in a genre-specific workshop taught by an eminent writer in the field. The workshops focus on innovative revision techniques, the development of a sustainable writing process, and the broadening of students’ literary knowledge of classical and contemporary masters. Each advanced workshop has a distinct emphasis and area of exploration—students are advised to pay close attention to the course descriptions, which are available online and in the program office prior to registration.

Master Classes in Fiction or Poetry
V39.0860 (fiction), V39.0870 (poetry) Prerequisite: V39.0815, V39.9815, or equivalent. Recommended prerequisite: V39.0820, V39.0830, or V39.0850. Application required. 4 points. These advanced workshops—taught by acclaimed poets and fiction writers—are open to select NYU undergraduates. Manuscript submission is required for admission. Master Classes are limited to 12 students and provide intensive mentoring and guidance for serious and talented undergraduate writers. Each Master Class has a distinct emphasis and area of exploration—students are advised to pay close attention to the course descriptions, which are available online and in the program office prior to registration.

Writers in New York: Fiction or Poetry
V39.0818 (fiction), V39.0819 (poetry) Application required. Offered in the summer. 8 points. Offers poets and fiction writers an opportunity to develop their craft while living the writer’s life in Greenwich Village. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings, lectures, panel discussions, and seminars led by New York-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Writers in Paris: Fiction or Poetry
V39.9818 (fiction), V39.9819 (poetry) Application required. Offered in the summer. 8 points. Offers poets and fiction writers an opportunity to experience the writer’s life in Paris. Students participate in daily workshops and craft classes, are mentored by accomplished professional writers, and attend readings and special seminars led by Paris-based writers and editors. Assignments encourage immersion in the city. Students work intensively to generate new writing and also attend a lively series of readings, lectures, literary walking tours, and special events.

Creative Writing Internship
V39.0980 Prerequisites: a declared minor in creative writing, two V39 courses or the equivalent, and approval of the Program in Creative Writing. An internship may not be used to fulfill the minimum requirements of the minor. For full policies, registration procedures, and the application form, please visit the program’s Web site. 2 or 4 points. Requires a commitment of 8 to 12 hours of work per week in a position to be approved by the Program in Creative Writing. The internship must be with an external (non-NYU) organization related to the field of creative writing (such as a literary agency, a literary magazine or book publisher, a literary outreach program, or a nonprofit arts organization). The intern’s duties should involve some substantive aspect of writerly work. A five-to-seven-page report is due at the end of the semester, and an evaluation is solicited from the intern’s supervisor. Grading is pass/fail. Students are responsible for finding the internship and for receiving approval from the program before the end of the Albert add/drop period.
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 program, which is administered by the Department of English, brings together courses from the entire University in dramatic literature, theatre production, and playwriting. To all undergraduates, it offers survey courses in the theory and history of drama, as well as electives in more specific subjects. To the major, the program offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York theatre scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

An honors program is available for qualified students, and course credit is offered for internships that allow them to apply their knowledge of dramatic literature and the theatre in a professional setting.
credit courses are not counted toward the major.

INFORMATION AND ADVISEMENT
Students should consult the department’s undergraduate Web site (www.nyu.edu/fas/dramalit) 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.

STUDENT ORGANIZATIONS
The English and Dramatic Literature Organization (EDLO): Students organize and manage their own informal discussions, as well as lectures, readings, and parties. All students interested in literature and drama, including nonmajors, are welcome to participate.

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

Courses

Note: Majors and minors must register under the V30 number for the courses listed below. Fulfillment of the College’s expository writing requirement is a prerequisite to all dramatic literature courses.

SURVEY COURSES IN DRAMATIC LITERATURE

History of Drama and Theatre I, II
V30.0110,0111 Identical to V41.0125,0126. Either term may be taken alone for credit. 4 points per term.
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Japanese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century, including postcolonial theatre in Asia, Africa, and Australia.

ADVANCED ELECTIVES IN DRAMATIC LITERATURE

Acting Medieval Literature
V30.0035 Identical to V65.0808. 4 points.
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, sing or play a body of medieval songs, or a similar endeavor.

Naturalism
V30.0113 Identical to H28.0705. 4 points.
A study of the origins and development of the two most influential dramatic movements of this century. After noting such antecedents as 19th-century melodrama and the “well-made play,” we concentrate on the plays and theories of Gerhart Hauptmann, Henrik Ibsen, Anton Chekhov, August Strindberg, Émile Zola, and others. The social and psychological focus of these playwrights is discussed in terms of philosophical influences (Hegel, Kierkegaard, Nietzsche, Darwin), as well as in relation to important theatrical theorists, models, and institutions (André Antoine and the Théâtre Libre, Konstantin Stanislavski and the Moscow Art Theatre). The continuing vitality of realism, as well as significant mutations of and modifications to it, are traced throughout the century.

Modern Drama: Expressionism and Beyond
V30.0114 Identical to H28.0602. 4 points.
A study of the various formal movements that developed in reaction to realism. After examining several 19th-century antecedents, including Büchner, we study the most important experimental styles of each successive era: symbolism, expressionism, surrealism, epic theatre, the theatre of the absurd, and postmodernism. Authors covered include Maeterlinck, Ibsen, Pirandello, Lorca, Beckett, Genet, Bond, Handke, Muller, and Benmussa. The philosophical context is explored through reading Freud, Marx, Sartre, and Derrida; and theoretical readings include essays by Artaud and Brecht. While the class focus is on the many styles that have evolved in the 20th-century search for a more expressive form, some attention is given to how this search still very much influences theatre artists today.

Theory of Drama
V30.0130 Identical to V41.0130. 4 points.
Explores the relationship between two kinds of theories: theories of meaning and theories of practice. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, Dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative plays.
Dramatic Literature

Standing of Modernity. This is an approach of the movement’s music, politics, and even cooking. The futurists produced a theoretical program to overhaul literature, painting, theatre, architecture, and even popular performance, the connection between Western and non-Western forms, and the central role of popular performance in 20th-century theatre.

Popular Performance

A reevaluation of a wide variety of European and American forms that, beginning in the 16th century, were separated from “high culture” theatre. These include fairground performance, commedia dell’arte, mummers’ plays, circus, pantomime, minstrel shows, vaudeville, and carnival, puppet, and mask theatre. Exploration of what popular performance does differently than “high culture” theatre, how it does so, and to whom it addresses itself. A study of characteristic forms and techniques of popular performance, the connection between Western and non-Western forms, and the central role of popular performance in 20th-century theatre.

Topics in Italian Culture: Futurism in Italy

Arguably the first avant-garde movement of the 20th century, futurism saw itself as a violent explosion that would drastically redefine not only the artistic landscape but reality as a whole. The futurists produced a theoretical program to overhaul literature, painting, theatre, architecture, music, politics, and even cooking. The approach of the movement’s 100th birthday is an opportunity to assess its relevance for our understanding of modernity. This is an interdisciplinary course.

Tragedy

Historical and critical study of the idea and practice of tragedy from Greek times to the present.

Comedy

Study of comic forms, themes, and traditions from Aristophanes and early classical writing to the present.

Greek Drama: Aeschylus, Sophocles, Euripides

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, including the place of the plays in the history of the drama and the continuing influence they have had on serious playwrights, including those of the 20th century.

Comedies of Greece and Rome

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

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.

Feminism and Theatre

Dramatic devices employed by female playwrights, lesbian aesthetics, race, class, and the rejection of realism. Possible plays and performance texts treated include those of Maria Irene Fornes, Caryl Churchill, Sarah Daniels, Wendy Wasserstein, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Apha Behn, Alice Childress, Tina Howe, Holly Hughes, Karen Finley, Darrah Cloud, and Suzanne Lori Parks.
Modern British Drama
V30.0254  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, Sam,
Pinter, Stoppard, Bond, Friel,
Storey, Hare, Edgar, Brenton,
Gems, Churchill, and Daniels.

Theatrical Genres
V30.0251  Identical to H28.0632. 4 points.
This course (different each time)
explores one or more distinctive
theatrical genres, such as tragedy,
comedy, melodrama, satire, or
farce, or plays of distinctive theatri-
cal types, such as theatre of the
absurd, the documentary play, or
theatre of witness. Since theatrical
genres and theatrical types come
into being because playwrights
respond to historical necessity by
visualizing specific worldviews, the
course presents a study of the role
and function of the theatre within
societies, as a response to historical,
psychological, and spiritual forces.

Modern U.S. Drama
V30.0253  Identical to V41.0650, H28.0608. 4 points.
A study of the drama and theatre
in the United States since 1900,
including Eugene O’Neill, Susan
Glaspell, Sophie Treadwell, Elmer
Rice, Clifford Odets and the
Group Theatre, Thornton Wilder,
Tennessee Williams, Arthur Miller,
Edward Albee, Emily Mann, Sam
Shepard, David Mamet, Maria
Irene Fornes, Adrienne Kennedy,
August Wilson, Lorraine
Hansberry, David Henry Hwang,
David Rabe, Luis Valdez, and Tony
Kushner. We explore these writers
and their texts as they relate to the
page, to the stage, and to U.S. cul-
ture at large. We discuss how these
writers (and others) represent
themselves and notions of
“American-ness” in their dramatic
works. We include important
works from the margins, as well as
those that represent the main-
stream. Does modern U.S. drama
lead or follow U.S. culture? Does it
tend to be a design for living or a
reflection of custom? We also
explore the role of gender in cul-
ture as demonstrated in these
works. Does U.S. drama question
the status quo or reinforce it?
These and other interrogations
inform our readings, discussions,
and written assignments.

Major Playwrights
V30.0254  Identical to V41.0652, H28.0618. 4 points.
This course (different each time)
focuses on two or three related
major playwrights, for example,
Brecht and Shaw, Chekhov and
Williams, Churchill and Bond,
Beckett and Pinter, Strindberg and
O’Neill. Makes an in-depth study
of their writings, their theories,
and the production histories of
their plays in relation to biographi-
cal, cultural, political, and aes-
thetic contexts.

African American Drama
V30.0255  Identical to V41.0255, H28.0605. 4 points.
The study of African American
dramatic traditions from early
minstrelsy to turn-of-the-century
musical extravaganzas; from the
Harlem Renaissance folk plays to
realistic drama of the 1950s; from
the militant protest drama of the
1960s to the historical and exper-
imental works of the present. Issues
of race, gender, class; of oppression
and empowerment; of marginality
and assimilation are explored in
the works of such playwrights as
Langston Hughes, Alice Childress,
Adrienne Kennedy, Charles Fuller,
George C. Wolfe, Ntozake Shange,
August Wilson, Suzan-Lori Parks,
and Anna Deavere Smith. The
sociohistorical context of each
author is also briefly explored.

Asian American Theatre
V30.0256  Identical to V43.0829. Conducted in English. 4 points.
Study of the theatrical genre in
France, including the Golden Age
playwrights (Corneille, Racine,
and Molière), 18th-century irony
and sentiment, and the 19th-
century theatrical revolution.
Topics: theories of comedy and
tragedy, development of stagecraft,
romanticism and realism, the the-
atre as a public genre, its relation-
ship to taste and fashion, and its
sociopolitical function.
Theatre and Poetry of the Spanish Golden Age
V30.0290  Identical to V95.0421.  
Prerequisite: V95.0200 or permission of the director of undergraduate studies. Conducted in Spanish. 4 points. 
Selected texts from 16th- and 17th-century Spain (traditionally considered a golden age of art and literature), read in the context of Counter-Reformation culture and Spain’s changing place in early-modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora. The course may be taught with a focus on theatre or poetry (or both).

Theatre of Latin America
V30.0293  Identical to H28.0748. 4 points. 
An introduction to the history, theories, and practices of Latin American drama, focusing on the 20th century. We pay special attention to the historical reinvention of European-based theatrical forms in the Americas through their continuous interaction with non-European cultural forms. Through the plays of leading dramatists—including Jorge Díaz, Egon Wolff, and Sergio Vodanovic (Chile); José Triana (Cuba); René Marquez and Luis Rafael Sánchez (Puerto Rico); Isaac Chocrón (Venezuela); Emilio Carballido, Luisa Josefina Hernández, Sabina Berman, and Elena Garro (Mexico); and Osvaldo Drágún, Eduardo Pavlovsky, Roberto Cossa, and Griselda Gambaro (Argentina)—we explore the significance of modernist and postmodernist dramatic forms in cultures where industrial modernity is an insecure social context. We study the wealth of oppositional theatre in Latin America—exemplified by Augusto Boal’s “theatre of the oppressed”—in relation to the historical use (or abuse) of theatrical spectacle as a political means to control peoples, from the early Spanish conquerors to recent authoritarian state leaders. We read postcolonial Latin American theories of culture and art, such as hybridity, transculturation, Brazil’s modernist and anticolonial antropofagía, and the “aesthetics of hunger,” drawing on the work of Fernando Ortiz, Ángel Rama, and Néstor García Canclini, among others. We consider “magical realism” in the theatre as a social poetics of scarcity.

Theatre in Asia
V30.0294  Identical to H28.0744. 4 points. 
This course (different each time) examines different traditions, innovations, representations, and locations of Asian theatre. The influence of major aesthetic texts, such as the Nātyāsastra and the Kādendiṣa is studied in relationship to specific forms of theatre, such as Kagura, Bugaku, Noh, Bunraku, Kabuki, Shingeki, Jingxi, Geju, Zaju, Kathakali, Kathak, Odissi, Chau, Manipuri, Krishnattam, Kuriyattam, Rasili, and P‘ansori. The dramatization of religious beliefs, myths, and legends is examined in a contemporary context. Different focuses include Middle Eastern performance, Japanese theatre, traditional Asian performances on contemporary stages, religion and drama in Southeast Asia, and traditions of India.

The Avant-Garde
V30.0295  Identical to H28.0731. 4 points. 
An in-depth study of the origins, characteristics, and practical application of techniques of nonliterary/multimedia theatre, performance, and dance theatre. Emphasis is placed on theatrical forms that have been influenced by the theories of Artaud and the European avant-garde; John Cage and visual aesthetics related to American acting, painting, collage, and environmental and conceptual art. Types of performance studied include Dadaist, surrealist, and futurist plays; multimedia happenings of Karpov, Oldenberg, and Whitman; conceptual self-works and solos of performers such as Vito Acconci, Karen Finley, Spalding Gray, and Diamanda Galas; and the work of avant-gardists such as Richard Foreman, Robert Wilson, Meredith Monk, Ping Chong, Mabou Mines, LeCompte’s Wooster Group, and Pina Bausch. Readings are supplemented by slides, videotape, and attendance at suggested performance events.

Topics in Performance Studies
V30.0301  Identical to H28.0650. 4 points. 
This course (different each time) uses key theoretical concepts of the field of performance studies to examine a diverse range of performance practices. Topics include ritual studies, interculturalism, tourist performances, discourses of stardom, theatre anthropology, and documentary performances.

Interartistic Genres
V30.0508  Identical to H28.0634. 4 points. 
This course (different each time) explores the history and semiotics of one of several hybrid genres, such as opera, dance drama, film adaptations of plays, or multimedia works.

Irish Dramatists
V30.0700  Identical to H28.0603, V58.0700. 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.

Gender and Performance in the Italian Theatre
V30.0720  Identical to V59.0720. 4 points. 
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography of the early modern period (1350-1700). Topics such as cross-dressing, the emergence of the actress and commedia dell’arte troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are consid-
ered, as well as the “revisions” that women playwrights and writers made to a largely male-dominated canon.

**ELECTIVES IN PRACTICAL THEATRE**

**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, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. Readings include plays and essays in theory and criticism.

**Stagecraft**
V30.0635,0636  Identical to E17.0009,0010. Either term may be taken alone for credit. 4 points per term.
Comprehensive, practical course in the various technical aspects of theatrical production. First term explores the planning, construction, and painting of scenery and the architecture of the stage. Second term deals with stage electrics, lighting, crafts, sound technology, and special effects.

**Acting I**
V30.0637,0638  Identical to E17.0027,0028. Either term may be taken alone for credit. 4 points per term.
Class hours are spent in the practice of improvisation, pantomime, and theatre games, as well as brief scenes. Additional hours for rehearsal and performance of scenes.

**Acting II**
V30.0639,0640  Identical to E17.0037,0038. Either term may be taken alone for credit. 4 points per term.
Emphasis on scene study and the analysis and performance of characters. Students may be cast and rehearsed by members of the directing classes in brief scenes performed on Friday afternoons and in evenings of one-act performances, as well as staff-directed or supervised, full-length productions.

**Stage Lighting**
V30.0641  Identical to E17.1143. 4 points.
Theories of light and lighting. The practice of lighting the stage. Experiments with light as design.

**Costume Design**
V30.0642  Identical to E17.1175. 4 points.
Costume design for the modern stage; the history of fashion.

**Directing**
V30.0643,0644  Identical to E17.1081,1082. Prerequisites: satisfactory work in V30.0639,0640 or equivalent, and permission of adviser. V30.0643 is a prerequisite for V30.0644. 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**
V30.0645  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**
V30.0646,0647  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**
V30.0648  Identical to E17.1113. 2 points.
Techniques for performing and teaching pantomime. Training in body control, gesture, and facial expressiveness. While basically a performance course, the history of mime as a theatre art is examined, and significant examples of Eastern and Western styles are studied.

**Fundamentals of Acting I**
V30.0649  Identical to H28.0850. 4 points.
An introduction to the central tools and skills that make up the actor’s art and craft. Through theatre games, structured improvisation, and beginning scene work, students exercise their imaginations, learn how to work as an ensemble, and develop a sense of their bodies as expressive instruments. All techniques covered have been developed by the most celebrated 20th-century theorists, such as Stanislavski, Grotowski, and Bogart, and are the same theories that underlie the training of the Tisch undergraduate acting conservatory. No prior experience necessary.

**Fundamentals of Acting II**
V30.0650  Identical to H28.0851. Prerequisites: Acting I and II, Fundamentals of Acting I, or permission of the instructor. 4 points.
A continuation of Fundamentals of Acting I, focusing on more advanced scene work. Students prepare a series of scenes, and a variety of advanced topics are covered, including text analysis, spontaneity, and character development.

**Advanced Workshop in Playwriting**
V30.0840  4 points.
Principles and practice of writing for the theatre. Students are expected to write and rewrite their own plays and to present them for reading and criticism.

**ELECTIVES IN CINEMA**

**Film as Literature**
V30.0501  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.
Italian Films, Italian Histories I
V30.0503  Identical to V59.0174.
4 points.
Studies representation of Italian history through the medium of film from ancient Rome through the Risorgimento. Issues to be covered throughout include the use of filmic history as a means of forging national identity.

Cinema and Literature
V30.0504  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
V30.0505  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, Sciascia, Visconti, De Sica, and Rossellini.

Italian Films, Italian Histories II
V30.0506  Identical to V59.0175.
4 points.
Studies representations of Italian history through the medium of film, from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

Film Aesthetics
V30.0517  Identical to H72.0120, H72.0316. 4 points.
A historical and critical survey of a particular film aesthetic and its impact on film language, production, and culture. Topics include cinematography, camera movement, sound, color, studio art design, and editing.

The Silent Screen: 1895-1928
V30.0520  Identical to H56.0005.
4 points.
Demonstrates the strength and vitality of the developing language of cinema. Traces the basic filmic structures from the earliest work of Lumière 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
V30.0521  Identical to H56.0006.
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. Studies the innovations of the sound film. 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., Artaud, Bazin, Metz). Refines the student's understanding of the theoretical concerns of cinema studies in its relation to the practice of filmmaking and film criticism.

INTERNSHIP

Internship
V30.0980,0981  Prerequisite: permission of the director of undergraduate studies. Open to qualified upper-class dramatic literature majors or minors, but may not be used to fulfill the minimum requirement of either the major or the minor. 2 or 4 points per term.
Requires a commitment of 8 to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern's duties on site should involve some substantive aspect of work in drama. The student is expected to fulfill the obligation of the internship itself, and a written evaluation is solicited from the outside sponsor at the end. The grade for the course is based on a final project submitted to a faculty director with whom the student has been meeting regularly over the semester to discuss the progress of the internship.

HONORS SEMINAR
The subject of the Honors Seminar changes each year and is decided on by the faculty member teaching the seminar. The seminar is a small class (limited to 12) that ideally prepares students for the senior thesis; the primary focus is on research and the application of critical methodologies. Each year, one of the Department of English Junior Honors Seminars is also designated as the drama studies Honors Seminar, with at least a partial focus on drama. Drama studies majors normally take this seminar to complete the seminar requirement. (English majors in honors may also take this designated seminar if they choose to, subject to the 12-student limit.) Drama studies majors in honors may also satisfy the seminar requirement by taking, with the instructor's permission, the Honors Seminar in the undergraduate Department of Drama at Tisch.
School of the Arts.

Admission to the drama studies honors program is competitive. The Honors Seminars are limited to 12 students. The minimum GPA for admission to any College of Arts and Science honors program is 3.2 or better. In addition, you must have completed the two core courses by the end of the semester in which you apply.

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. Requires a paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate his or her material, 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.
The Department of East Asian Studies offers courses on China, Japan, Korea, and Vietnam. The focus of the program is primarily on language, literature, and film. By intensive and comparative study of Asian cultures and their interactions with the Western world, students are encouraged to reflect on the global interrelatedness of human society.

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 in history, religion, literature, film, philosophy, and art are offered in the Department of East Asian Studies and in conjunction with other departments.

**Faculty**

**Professor Emeritus:** Harootunian  
**Professors:** Roberts, X. Zhang (Comparative Literature)  
**Associate Professors:** Karl (History), Looser, Yoshimoto  
**Visiting Professor:** Lin  
**Affiliated Faculty:** Cornelya (Gallatin), Liu (Art History), Waley-Cohen (History), M. Young (History), Z. Zhang (Cinema Studies), Zito (Anthropology, Religious Studies)  
**Senior Language Lecturers:** Hanawa, Jiao, Lee, Shao  
**Language Lecturers:** Hulyalkar, Liao, Matsushima, Na, Nonaka, Park  
**Language Instructors:** Fang, P. Wang  
**Assistant Research Scholar:** J. Wang

**Program**

**DEPARTMENTAL OBJECTIVES**

The program has two objectives: (1) to develop a high level of competence in Chinese, Japanese, or Korean, and (2) to introduce students to Asian cultures through the study of translated literary and cultural documents (literature, history, religion, film, and philosophy) created within those societies. Ongoing study of those cultures is encouraged as a means of acquiring a broad comparative perspective. The courses are offered in conjunction with various departments, underscoring the multidisciplinary nature of the program.

**MAJOR**

**Prerequisite:** All East Asian Studies (EAS) majors—as well as students planning to major in EAS—must complete one of the following courses in fulfillment of MAP World Cultures requirements. This is a prerequisite to the major and is best fulfilled at the beginning of the major. The World Cultures prerequisite does not count in the credit total for the major.

- World Cultures: Chinese and Japanese Traditions (V55.0506)
- World Cultures: Japan (V55.0507)
- World Cultures: China (V55.0512)

No other World Cultures courses will be considered as fulfilling this prerequisite, including Eastern Civilization or equivalent in the Liberal Studies Program (LS). Transfers from LS must take one of the above-listed courses.

The major consists of 32 credits. The program leads to a Department of East Asian Studies humanities major in one of two ways:

**Language major:** Students must complete one language (Chinese, Korean, or Japanese) through the Advanced II level; major credits begin to count with the Intermediate I level. (Elementary I and II do not count in the major credit total.)
In addition to the fulfillment of the language component, students also must take nonlanguage courses from among the Department of East Asian Studies offerings. Normally, the program consists of Intermediate I and II, Advanced I and II in the language, plus four nonlanguage courses. Limited flexibility is permitted, although no compromise on language levels will be permitted.

Nonlanguage major: Students may take 32 credits of nonlanguage East Asian Studies courses. In this version, no language courses will count toward the major.

Notes:
• Asian/Pacific/American Studies cross-lists courses with the Department of East Asian Studies. Only those cross-listed courses will count toward the EAS major.
• An upper limit of 16 credits can be transferred from outside NYU. This includes non-NYU study abroad credits, as well as credits from other universities in the United States.
• Cantonese, Vietnamese, and Tibetan languages may not be counted toward either major or minor requirements.
• NYU in Shanghai and Beijing courses are counted toward the major only contingently. Students must contact the director of undergraduate studies to discuss the courses before or during the process of applying. The director gives final approval for major or minor credit after the course has been successfully completed and the student’s work is reviewed.

MINOR
The minor consists of 16 credits. The program leads to a Department of East Asian Studies humanities minor in one of two ways:
1. Four nonlanguage courses in the Department of East Asian Studies alone.
2. A language minor can be obtained by taking one language (Chinese, Korean, or Japanese) through the Advanced II level. Elementary I and II do not count toward fulfilling the minor requirements.

Notes:
• If the Advanced II level of the target language is reached prior to fulfilling the 16 credits, the student’s program can be configured flexibly to fulfill the remaining credits.
• Transfer credits are not accepted for the minor.
• NYU in Shanghai and Beijing courses are counted toward the minor only contingently.

Students must contact the director of undergraduate studies to discuss the courses before or during the process of applying. The director gives final approval for major or minor credit after the course has been successfully completed and the student’s work is reviewed.

HONORS PROGRAM
Eligibility: Students must spend at least two full years in residence at the College of Arts and Science, completing at least 64 points of graded work in the College. Students must maintain a general GPA of 3.65 and a major average of 3.7.

Requirements: (1) Substantial completion of the major requirements (24 to 28 points), (2) GPA of 3.7 or better, and (3) the student must register in his or her senior year for two semesters of independent study, at 4 points per semester (a total of 8 points), under the supervision of a departmental faculty member (or affiliate). This total of 8 points is in addition to the 32 points of the major. The 8-point honors sequence must result in a substantively researched thesis, normally 30 to 50 typed pages. The faculty supervisor and the subject of the honors thesis are chosen by the student in consultation with the director of undergraduate studies, who must approve the topic/adviser in the first semester of the honors sequence.

Courses

The courses listed below are intended to show the range of choices available; students are not limited to these courses in fulfilling the major or minor.

LANGUAGE COURSES

Elementary Chinese I, II
V33.0201,0202 Prerequisite for V33.0203: V33.0201 or the equivalent. Offered every semester. 4 points per term.

Intermediate Chinese I, II
V33.0203,0204 Prerequisite for V33.0203: V33.0202 or the equivalent. Prerequisite for V33.0204: V33.0203 or the equivalent. Offered every semester. 4 points per term.

Introductory course covers both spoken and written aspects of the language. Open to students who have had no training in Chinese. Designed to develop and reinforce their language skills in listening, speaking, reading, and writing as it relates to everyday life situations. A basic study of elementary Chinese grammar is included.

A continuing study of Chinese at the intermediate level. Aims to consolidate the student’s aural-oral proficiency, with increased focus on reading and writing competence as it relates to the written aspect of Chinese. Provides students with initial exposure to syntax and
vocabulary that aids them in reading contemporary belles lettres and journalistic and documentary materials in the original.

**Advanced Chinese I, II**
V33.0205,0206 Prerequisite for V33.0203: V33.0204 or the equivalent. Prerequisite for V33.0206: V33.0205 or the equivalent. Offered every semester. 4 points per term.

Intended to further develop the student’s overall aural-oral proficiency through reading and understanding of a variety of materials that deal with subject matters relevant to today’s China. Aims to develop reading speed and comprehension of more advanced syntax and styles.

**Chinese Characters**
V33.0210 Prerequisite: V33.0205 or permission of the instructor. Roberts. Offered every year. 2 points.

Philologically oriented introduction to key cultural concepts of Chinese civilization.

**Readings in Chinese Poetry I, II**
V33.0213,0214 Prerequisites: V33.0205 and permission of the instructor. Offered every semester. 2 points per term.

Continued study of Chinese poetry and composition; uses original materials, such as newspaper/magazine articles, TV news, and video. Requires students to write about and discuss given topics and to support their analysis with readings. This course is designed to further enhance students’ conversational and compositional skills.

**Readings in Chinese Culture I, II**
V33.0221,0222 Prerequisites: V33.0206 and permission of the instructor. Offered every semester. 4 points per term.

Continued study of Chinese culture 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.

**Country and City: Readings in Modern Chinese Literature and Film**
V33.0227 Prerequisites: V33.0206 and permission of the instructor. Offered every year. 4 points. This is an elective course that does not count toward the major/minor.

Advanced level, intensive reading course in Chinese. The aim is to develop students’ skills in reading literary and cultural texts in their original language and social-historical context.

Organized by an overall theme relevant to Department of East Asian Studies majors’ and graduate students’ training and professional development, such as Country and City in Modern China or Women and Revolution. Under the chosen rubric, reading materials are organized in such a way that both introduce the students to the major works in modern Chinese literature and culture, and prepare them for further reading and independent research.

**Elementary Japanese I, II**
V33.0247,0248 No previous training in the language is required for V33.0247. Prerequisite for V33.0248: V33.0247 with a minimum grade of C-. Offered in the fall and spring. 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 for V33.0249: V33.0248 with a minimum grade of C-. Prerequisite for V33.0250: V33.0249 with a minimum grade of C-. Offered in the fall and spring. 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 for V33.0252: V33.0250 with a minimum grade of C-. Prerequisite for V33.0253: V33.0252 with a minimum grade of C-. Offered in the fall and spring. 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 No previous training in the language is required for V33.0254. Prerequisite for V33.0255: V33.0254. Offered in the fall and spring. 4 points per term.

Designed to introduce the Korean language, Hangul. Provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Students study the language’s orthographic and phonetic systems, grammar, syntax, and vocabulary within social and cultural contexts.

**Intermediate Korean I, II**
V33.0256,0257 Prerequisite for V33.0256: V33.0255 or the equivalent. Prerequisite for V33.0257: V33.0256 or the equivalent. Offered in the fall and spring. 4 points per term.

The Korean language at the intermediate level: phonetics, grammar, syntax, and vocabulary. Emphasis on the development of communicative skills in speaking, reading, and writing. Develops the language’s major social and cultural contexts. Requires students to write about and discuss given topics and to learn approximately 100 Korean characters as an integral part of the Korean language system.

**Advanced Korean I, II**
V33.0258,0259 Prerequisite for V33.0258: V33.0257 or the equivalent. Prerequisite for V33.0259: V33.0258 or the equivalent. Offered in the fall and spring. 4 points per term.

This pair of courses is taught over the two semesters in an academic year and is designed 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.

**Conversation and Composition in Japanese**
V33.0262 Prerequisites: V33.0253 with a minimum grade of C- and permission of the instructor. 4 points per term.

Designed to further enhance advanced students’ conversational and compositional skills.
Readings in Japanese Culture II
V33.0263  Prerequisites: V33.0253 with a minimum grade of C+ and 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 course. The class is conducted entirely in Japanese.

Readings in Japanese Literature I, II
V33.0264,0265  Prerequisites for V33.0264: V33.0253 with a minimum grade of C+ and permission of the instructor. Prerequisites for V33.0265: V33.0264 with a minimum grade of C+ and permission of the instructor. 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. Conducted entirely in Japanese.

Readings in Contemporary Japanese Writings
V33.0266  Prerequisites: V33.0253 with a minimum grade of C+ and permission of the instructor. Offered every year. 4 points.

Close readings of contemporary Japanese writings in social commentaries, history, and literature. Emphasizes further reading and writing skills and, to a lesser extent, speaking and listening. Students develop further strategies for autonomous learning.

Readings in Modern Japanese Writings
V33.0267  Prerequisites: V33.0266 with a minimum grade of C+ and permission of the instructor. Offered every year. 4 points.

Designed to further develop students’ proficiency in speaking, listening, writing, and reading comprehension. The texts of the course are from Japanese modern literature, social commentaries, history, and literature. Students learn and practice a wider range of useful vocabulary and expressions with reinforcement of previously learned grammatical patterns and structures through student-led discussions, presentations, and papers.

Japanese for Reading Proficiency
V33.0268  Prerequisites: by placement examination and permission of the instructor only. Offered every semester. 4 points.

Covers all grammatical structures and essential Kanji characters (550+) that are introduced in elementary and intermediate Japanese courses. Intended for students with a post-Intermediate level of oral-aural skills, the course is a self-paced study leading to proficiency in reading and writing skills for either CAS foreign language requirement exemption or enrollment (by permission) in advanced Japanese courses.

Japanese Language and Structure in Mass Media
V33.0269  Prerequisites: V33.0249 with a minimum grade of C+ and permission of the instructor. Offered every year. 4 points.

Introduces students to various ways in which Japanese language shapes and is shaped by mass media. Students learn the dynamic challenges posed to the formal structure of the language (for instance, grammar) as it is practiced in multiple mediums such as television, film (including anime), and print culture (graphic novels, genre literature such as crime novels). The class also addresses the practice of translation, for instance, the grammar of cinematic modes juxtaposed with the grammar of literary language, the vernacular, and so on. This course is for post-Intermediate I through Advanced II students who would like to develop more oral-aural skills at the second-year level. (Post-Advanced II students should take V33.0262, Conversation and Composition in Japanese.)

Readings in Modern Korean
V33.0299  Prerequisites: V33.0259 and permission of the instructor. Offered every semester. 4 points.

This advanced reading course provides students the opportunity to enhance their Korean literacy skills while doing some concentrated reading on issues, areas, and genres of their own interest. A wide range of texts is used in class, including fiction, poetry, social and cultural criticism, and journalism, among others.

Elementary Cantonese I, II
V33.0410,0411  Identical to V18.0331,0332. No previous training in the language is required for V33.0410. Prerequisite for V33.0411: V33.0410. Offered in the fall and spring. 4 points per term. These are elective courses that do not count toward the major/minor.

Designed for native English speakers and heritage students to acquire a basic knowledge of spoken Cantonese. Introduces 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 from Hong Kong and Canton.

Intermediate Cantonese I, II
V33.0412,0413  Identical to V18.0333,0334. Prerequisites: V33.0411,0412. Offered in the fall and spring. 4 points per term. These are elective courses that do not count toward the major/minor.

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 from Hong Kong and Canton.
CIVILIZATION COURSES

Major Themes in World History: Colonialism and Imperialism
V33.0031  Identical to V57.0031. Offered every two years. 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 V43.0513. 4 points.
See description under Art History (43).

East Asian Art I: China, Korea, Japan
V33.0091  Identical to V43.0510. Offered every year. 4 points.
See description under Art History (43).

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

Narrative Texts in Classical Chinese
V33.0224  Prerequisite: V33.0205 or permission of the instructor. Lee, Roberts. Offered every year or two. 4 points.
Reading and analysis of narrative texts written in classical Chinese.

Arts of War in China
V33.0244  Waley-Cohen. Offered every other year. 4 points.
Examines representations of warfare in Chinese literature and history from the pre-imperial 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
V33.0314  Identical to V18.0310. 4 points.
See description under Asian/Pacific/American Studies (18).

Asian and Asian American Contemporary Art
V33.0319  Identical to V18.0364. 4 points.
See description under Asian/Pacific/American Studies (18).

Body, Gender, and Belief in China
V33.0350  Identical to V90.0350. 4 points.
See description under Religious Studies (90).

Belief and Social Life in China
V33.0351  Identical to V90.0351. 4 points.
See description under Religious Studies (90).

Asian Art in New York Museums and Galleries
V33.0507  Identical to V43.0507. 4 points.
See description under Art History (43).

Arts of Japan
V33.0509  Identical to V43.0520. 4 points.
See description under Art History (43).

China and Taiwan
V33.0529  Identical to V57.0529. Karl. 4 points.
Examines 20th-century Taiwan and China, in their interrelationship and their divergent paths. It is not a diplomatic or international relations course. Rather, it takes up crucial issues in the history of each polity and society, in order to allow students to attain an understanding of the complexities of this contested region of the world. It is a seminar, with heavy reading requirements and expectations for student participation.

Mao and the Chinese Revolution
V33.0535  Identical to V57.0535. Offered every other year. Karl. 4 points.
Examines the mutual relationship between Mao Zedong and the Chinese Revolution. Its premise is that the revolution made Mao as much as Mao made the revolution. As such, the course investigates Mao’s thoughts and theories, not as products of Mao Zedong alone, but as products of the revolutionary situation in China and the world in the 20th century, and of the revolutionary collective that gathered around Mao prior to and throughout his leadership of the Chinese Communist Party.

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

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

The World of Goods in China, 1500-1900
V33.0538  Identical to V57.0538. Waley-Cohen. 4 points.
See description under History (57).

Chinese Film and Society
V33.0540  Offered every other year. 4 points.
Examines 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. Also designed to inform students of the intellectual and social environment that conditioned the film production and of the critical, theoretical development in Chinese film studies.

Seminar in Chinese History
V33.0552  Identical to V57.0552. 4 points.
See description under History (57).
Korean Modernism  
V33.0610  Offered every year. 4 points.  
Considers the problem of colonial modernism through a close reading of literary and other cultural texts from early 20th-century Korea. Asks what it means to enter modernity under colonial rule by questioning the relationship among imperialism, writing, and subjectivity in particular. Through intensive reading of works from 1920s and 1930s Korea, students obtain an idea of the parameters of modern Korean literature and of the main issues involved in the discussion of modernity in Korea.

20th-Century Korean Literature in Translation  
V33.0611  Offered every year. 4 points.  
Provides an overview of 20th-century Korean literature, tracing its development under the competing influences of tradition, history, and the West. Readings include drama, poetry, and fiction from modern and contemporary periods. Includes occasional lectures on classical forms of Korean literature and drama.

Japanese Cinema  
V33.0613  Yoshimoto. Offered every year. 4 points.  
Examines key theoretical and methodological issues in the study of Japanese cinema, such as the connections between Japanese films and cultural traditions, the effect of Americanization and modernization, the formation of national identity and specificity, and the “otherness” of Japanese cinematic form.

Japanese Cinema in the International Context  
V33.0614  Yoshimoto. Offered every year. 4 points.  
Studies Japanese cinema from a comparative perspective, examining the interactions between Japanese and non-Japanese film authors. Cross-cultural interactions, translations, and creative “misunderstandings” are analyzed by comparing films from a variety of national cinemas, historical periods, and genres. Some directors studied are Akira Kurosawa, Yasujiro Ozu, Takeshi Kitano, Kenji Mizoguchi, Steven Spielberg, Quentin Tarantino, the Wachowski brothers, Hou Hsiao-hsien, and John Ford.

Aesthetics and Politics of Vision in Premodern Japan  
V33.0615  Looser. Offered every other year. 4 points.  
Offers a broad cultural history of Japan, roughly from the eighth century through the mid-19th. The focus is on visual regimes—differing conventions and practices of seeing—and on changing roles for what is now thought of as aesthetics; these visual regimes are then taken as a means of understanding fundamental transformations in structures of power, community, and subjectivity. Draws on a range of materials, from literature to landscape gardens, visual arts, architecture, and technologies, as well as on a diversity of disciplinary perspectives.

New Japanese Cinema  
V33.0616  Yoshimoto. Offered every other year. 4 points.  
Focuses on Japanese cinema from 1989 to the present, or the so-called “new Japanese cinema.” Major questions considered include why Japanese cinema has succeeded in reinventing itself after 20 years of hiatus; how the resurgence of genres such as yakuza movies and J-horror has contributed to the reinvention; who are some of the major players of the new cinema; what specific roles socioeconomic conditions have played in the radical transformation of Japanese cinema; and how globalization is fundamentally affecting the production, distribution, and consumption of films in Japan now. Students closely watch and analyze films by Takeshi Kitano, Takashi Miike, Kiyoshi Kurosawa, Shinji Aoyama, Shinya Tsukamoto, Hirokazu Kore-eda, Hideo Nakata, Takashi Shimizu, and other directors.

Mass Culture: Japan  
V33.0707  Looser. 4 points.  
Looks at transformations in the basic terms and conditions of mass culture in Japan, largely from the early 20th century to life in Japan today. It includes considerations of differing theoretical positions on mass culture, everyday life, and modernity in Japan. Materials taken up in the course include examples from cinema, animation, literature, and theatre, as well as new media and the fine arts. Although the focus is on Japan, a comparative perspective with the rest of Asia and with the West is retained throughout.

Japanese Animation and New Media  
V33.0708  Looser. 4 points.  
Looks at the terms and conditions of Japanese animation (primarily, though not exclusively, anime) as, in many ways, a new and unique mode of expression. Examines the ways in which anime might, or might not, shift earlier modes of expression (both literary and animated); the prevalence of mythology in animation and the tension between mythology and ideology; the importance of genre; and the impact of “old” and “new” media on narrative structure and reception. Implications of these conditions for thinking about “Japanese” culture are also considered.

Anime  
V33.0709  Yoshimoto. Offered every year. 4 points.  
Introduces students to the rich world of Japanese animation or anime, its form and style, history, popular genres and themes, major authors, and fan culture. Explores the popularity of anime in relation to the cultural conditions of contemporary Japan and that of the world.

Topics in Japanese Literature  
V33.0719  Offered every year. 4 points.  
Topics vary semester by semester.

Modern Japanese Literature in Translation II  
V33.0721  Offered every year. 4 points.  
Introduces 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, yet somewhat atomized, literary landscape. In this new post-war terrain, it became increasingly difficult to think of literature in terms of “schools” or “influences,” as questions of cultural and indi-
vidual identity became harder and harder to answer in a world of material prosperity and cultural hybridization.

Readings in Chinese Philosophy and Culture
V33.0722 Formerly Introduction to the Civilization of Imperial China.
Roberts. Offered every year. 4 points.
Introduces undergraduate students to the thought of seven major philosophers, beginning with an intensive study of the Confucian Analects. Following this, we read the works of the followers of Confucius (Mo Tzu, Mencius, and Hsun Tzu) and their Daoist and Legalist adversaries (Lao Tzu, Chuang Tzu, and Han Fei Tzu). These thinkers from the pre-imperial period (ca. 500 B.C.E. to the unification of China in 221 B.C.E.) form the foundation upon which much of the subsequent culture rests. The course concludes with one dynastic history (selections from Sima Qian’s Shi ji) and one historical novel (Three Kingdoms), both concerning the first imperial era, the Han. Brief response papers to each reading are required, in addition to exams and a longer paper.

Historical Epics of China and Japan
V33.0726 Identical to G33.1726.
Roberts. Offered every year. 4 points.
In-depth study of the major epics of China, Japan, and Vietnam—the historical-military and the social-romantic. The Chinese historical epic Three Kingdoms is read against the Japanese epic Tale of the Heike. Emphasis is placed on the political nature of the dynastic state form, the types of legitimacy and the forms of rebellion, the process of breakdown and reintegration of an imperial house, the empire as dynasty and as territory, and the range of characterology. In the second half of the course, the Chinese classic Dream of the Red Chamber is read against the Japanese Tale of Genji. In addition to the above-mentioned topics, attention is given to the role of women and marriage in a governing elite, the modalities of social criticism in a novel of manners. The Vietnamese national classic Tale of Kiều is used as an introduction to the course because it combines all of the key topics. Finally, we pay particular attention to the ways in which Buddhist, Daoist, and Confucian doctrines function in each work.

20th-Century Chinese Literature in Translation
V33.0731 Identical to V29.0731.
Zhang. Offered every year. 4 points.
Explores the changing trends of literary writing as it relates to the social and historical contexts of the period. Students study the literature to reflect on the culture and self-understanding of modern China.

Japan Through Its Literature
V33.0734 No knowledge of Japanese required.
Roberts. Offered every year. 4 points.
Introduces undergraduate students to approximately 10 major Japanese literary works, starting with the 11th-century Tale of Genji, which became a national classic. We go on to read the Zen diary Essays in Idleness, texts of Noh plays, the Chushingura, and plays of Chikamatsu. In the second half of the course, we read a series of modem novels starting with Ukigumo (Japan’s first modern novel), followed by The Broken Commandment, Sound of the Mountain, and The Waiting Years. Brief response papers to each reading are required, in addition to exams and a longer paper.

Issues and Debates on Contemporary Korea
V33.0736 Offered every other year. 4 points.
Investigates contested interpretations of key events during the vortex process of the modern transformation of Korea since the mid-19th century, ranging from Japanese colonization, the postliberation struggle, and the Korean Cold War to the forms of unification. Attends to different interpretations and social and historical conditions under which such past has been re-remembered and reconstructed.

Introduction to Buddhism
V33.0832 Identical to V90.0832.
Offered every other year. 4 points.
See description under Religious Studies (90).

Topics in Asian Studies
V33.0950 Offered every year. 4 points.
Topics vary from semester to semester. A recent topic was post-war Japanese literature.

Internship
V33.0980,0981 Offered every semester. 2 or 4 points per term.

Independent Study
V33.0997,0998 Offered every semester. 2 or 4 points per term.
The Department of Economics prepares students to understand individual and group decision making, the structure of markets and economies, and the relationship between regions within the global economy. The faculty at New York University is particularly strong in economic theory, macroeconomics, international economics, and economic growth and development. Although the department is large, its students enjoy an excellent student-faculty rapport. Many of the faculty members are associated with distinguished research institutions. By being able to study with faculty who are actively engaged in research, students learn not only about the fundamentals of economic theory but also about how such theory is utilized. They have the opportunity to conduct research on their own. Honors students are required to write a research paper as an honors thesis under direct faculty supervision.

Students majoring in economics have many options open to them after graduation. The major prepares them for graduate school in economics, business management, or public administration. Preprofessional students will find that an economics major not only fosters the discipline medical or law school demands, but provides a solid foundation for these and other careers. Studying economics at New York University is especially rewarding because of the urban environment. Students often find career opportunities on Wall Street, at the United Nations, or in various corporate, financial, governmental, agency, and nonprofit institutional settings.
**Program**

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

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 be allowed to substitute for a failed course. No course for the major may be taken as pass/fail.

A grade of C or better is required for a course to be counted toward the major in economics. 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.

While AP credit in economics with a grade of 4 or 5 is acceptable, it does not reduce the total number of courses required for the major or minor. AP credit in statistics is not acceptable for economics majors. AP credit does not apply to V31.0005.

**Policy concentration:** The policy concentration is intended for the student who is primarily interested in applying economic analysis to an understanding of economic problems and policies. The introductory and intermediate courses provide the student with a solid foundation of economic theory with an emphasis on economic applications. The elective courses allow students to focus on specific problems and topics that match their interests and career plans.

The policy concentration corresponds most closely to the economics major that is offered by the leading colleges and universities around the country. While mathematics is used to build an understanding of theory, the focus is on graphical analysis, the intuition behind the theory, and applications. This concentration is particularly well suited for students planning careers in law, public policy, business, or any other field in which a thorough understanding of the economic way of thinking would be beneficial. However, students in the policy concentration can also pursue a Ph.D. in economics or finance if they supplement their course work with additional courses in mathematics.

At least 42 points (10 courses) are to be taken in the Department of Economics: six core courses (V31.0001, V31.0002, V31.0010, V31.0012, the 6-point V31.0018, and V31.0238), plus four electives. Of these four electives, at least two must be numbered V31.0300-0399.

A typical sequence of courses consists of the following: by sophomore year, V31.0001, V31.0002, and V31.0018; by junior year, V31.0010, V31.0012, and V31.0238; by senior year, four electives. Note: Statistics is to be taken as early as possible. Senior-level courses (300 level and above) presume a knowledge of statistics.

Students are strongly advised to pay close attention to the prerequisites for each course. Students should be aware that Algebra and Calculus (V63.0009), or its equivalent, is required for the principles classes (V31.0001 and V31.0002). Students intending to major in economics must have a strong working knowledge of algebra and introductory calculus.

Furthermore, a course in calculus (V63.0121) is required for the intermediate courses and statistics (V31.0010, V31.0012, and V31.0018). A grade of C or better is needed to pass the mathematics requirements. Both Economic Principles I (V31.0001) and Economic Principles II (V31.0002) are required for intermediate macroeconomics (V31.0012).

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

At least 40 points (10 courses) are to be taken in the Department of Economics: V31.0005, V31.0006, V31.0020, V31.0011, V31.0013, and V31.0266, plus four economics electives. At least two of these electives must be courses numbered V31.0300-0399 and designated as theory classes.

Students are strongly advised to pay close attention to the prerequisites for each course. 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 sequence of courses consists of the following: by sophomore year, V31.0005, V31.0006, and V31.0020; by junior year, V31.0013, V31.0266, and one elective; by 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.

Transferring between concentrations after students have completed any of the intermediate 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. For those switching into the theory concentration from policy, V31.0001 or V31.0002 can be substituted for a 200-level elective. For those switching from theory to policy, V31.0005 may substitute for V31.0002.

**JOINT MAJOR IN ECONOMICS AND MATHEMATICS**
A joint major is offered by the Departments of Economics and Mathematics. 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 a total of nine courses. The six
required courses are as follows:
V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0326. Three courses must be completed from V63.0224, V63.0233, V63.0234, V63.0235, V63.0262, V63.0240, V63.0565, V63.0245, V63.0264, V63.0248, V63.0250, V63.0252, V63.0270, V63.0282, V63.0343, V63.0344, or V63.0141.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300-0399.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

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 the Department of 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, and V22.0310, plus four computer science electives numbered V22.0400 or higher. One of these electives may be replaced by any one of the following: V63.0140, V31.0310, V31.0337, V31.0365, or V31.0375.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0500-0599.

One of these electives may be replaced by V22.0444.

Interested students should consult with the director of undergraduate studies in both departments for additional information.

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 be counted toward the minor in economics. Note: If a student fails a course required for the minor, the course must be retaken in the department; a course taken outside the University will not normally be allowed to substitute for a failed course. No course for the minor may be taken as pass/fail.

Policy minor: At least 26 points (six courses) to be taken in the Department of Economics, including V31.0001, V31.0002, V31.0018, 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 (six courses) to be taken in the Department of Economics, including V31.0005, V31.0006, V31.0020, either V31.0011 or V31.0013, and any other two electives in the theory sequence for which the student has the prerequisites.

HONORS PROGRAM
Honors may be taken in either concentration. Students interested in going to graduate school or professional schools are strongly urged to take honors. A 3.65 overall GPA and a 3.65 average in economics courses are required.

Interested students should consult with the director of undergraduate studies. For general requirements, see the Honors and Awards section of this bulletin.

Honors students are required to take at least 46 points (11 courses) in the policy concentration or at least 44 points (11 courses) in the theory concentration. Students will need to begin the process early in the spring semester of their junior year.

Students who wish to take honors would take the following courses:

Policy concentration: Six core courses (V31.0001, V31.0002, V31.0018, V31.0010, V31.0012, and V31.0238); Topics in Econometrics (V31.0380); two other electives (at least one of these must be a 300-level elective); and two honors courses (V31.0410 and V31.0450)

Theory concentration: Six core courses (V31.0005, V31.0006, V31.0020, V31.0011, V31.0013, and V31.0266); three electives (at least two of these must be 300-level electives); and two honors courses (V31.0410 and V31.0450)

Courses

Note: Students are encouraged to review the Department of Economics Web site (www.econ.nyu.edu/undergrad/courses.html) for more information about the economics major. Students should speak with an advisor in the department to help them plan their major. Advisors are located at 19 West Fourth Street, Rooms 856 and 837.

In the list of courses below, some courses are designated either "P" or "T" (or both). "P" alone represents courses to be taken only by students in the policy concentration; "T" alone represents courses to be taken only by students in the theory concentration; and "P, T" represents courses that may be taken by students in either concentration.

Economics courses for majors fall into several categories: first- and second-year core courses; elective courses at the 200 and 300 level; and special honors courses. The 200-level electives require principles as a prerequisite; 300-level electives require statistics and the intermediate core courses as prerequisites.
FIRST-YEAR CORE COURSES

Economic Principles I (P)
V31.0001 Prerequisite: V63.0009 or equivalent. Offered every semester. 4 points.
Focuses on the economy as a whole (the “macroeconomy”). Begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production), then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; and the role of government policy.

Economic Principles II (P)
V31.0002 Prerequisite: V63.0009 or equivalent. Offered every semester. 4 points.
Focuses on individual economic decision-makers—households, business firms, and government agencies—and how they are linked together. The emphasis is on decision making by households and firms and how these decisions shape our economic life. Explores the different environments in which businesses sell their products, hire workers, and raise funds to expand their operations; the economic effects of trade between nations; and the effects of various government policies, such as minimum-wage legislation, rent controls, antitrust laws, and more.

Introduction to Economic Analysis (T)
V31.0005 Identical to C31.0005. Corequisite: V63.0122. Open only to freshmen and sophomores. Offered in the fall and summer. 4 points.
Introduces some of the important tools economists use to solve problems, provides examples of how they are used, and prepares students for subsequent course work in the theory concentration. Topics include game theory, decision making by households and firms, competitive markets, long-run economic growth, disequilibrium, and short-run economic fluctuations.

Mathematics for Economists (T)
V31.0006 Identical to C31.0006. Prerequisite: V31.0005. Corequisite: V63.0123. Open only to freshmen and sophomores. Offered in the spring and summer. 4 points.
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: V63.0121. Restriction: not open to any student who has taken V31.0020. Offered every semester. 6 points.
Introduction to statistical reasoning. Topics covered include descriptive statistics, calculation of moments, probability theory, an introduction to distribution theory, and an introduction to inference. Lab sessions enable the student to run a wide variety of computer experiments and to simulate all distributions that are discussed, as well as to experiment with a wide variety of statistical procedures.

SECOND-YEAR CORE COURSES

Intermediate Microeconomics (P)
V31.0010 Identical to C31.0010. Prerequisites: V31.0002 and V63.0121 (Calculus I). Offered every semester. 4 points.
Examines the manner in which producers, consumers, and resource owners acting through the market determine the prices and output of goods, the allocation of productive resources, and the functional distribution of incomes. The price system is seen as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

Microeconomics (T)
Rigorous examination of consumer choice, profit-maximizing behavior on the part of firms, and equilibrium in product markets. Topics include choice under uncertainty, strategic interactions between firms in noncompetitive environments, intertemporal decision making, and investment in public goods.
Intermediate Macroeconomics: Business Cycles and Stabilization Policy (P)

V31.0012  Identical to C31.0002.
Prerequisites: V31.0001, V31.0002, and V63.0121. Offered every semester. 4 points.
Study of aggregate economic analysis with special attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them.

Macroeconomics (T)

V31.0002  Identical to C31.0012.
Prerequisites: V31.0005, V31.0006, V31.0020, and V63.0123. Offered in the spring. 4 points.
Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in V31.0012.

International Economics (P)

V31.0015  Identical to C31.0013.
Prerequisites: V31.0006, V31.0006, V31.0020, and V63.0123. Offered in the spring. 4 points.
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 V31.0524. The issues discussed include gains from trade and their distribution; analysis of protectionism; strategic trade barriers; the trade deficit; exchange rate determination; and government intervention in foreign exchange markets.

Introduction to Econometrics (T)

V31.0066  Identical to C31.0066.
Prerequisites: V31.0006 and V31.0020. Offered in the fall. 4 points.
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is provided.

ELECTIVE COURSES:

200 LEVEL

Economic History of the United States (P, T)

V31.0020  Identical to C31.0020.
Prerequisites: V31.0001 and V31.0002, or V31.0005. Offered in the fall. 4 points.
Analytic survey of the structure of the U.S. economy. National income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.

History of Economic Thought (P, T)

V31.0006  Formerly V31.0106.
Prerequisite: V31.0001. Restriction: Not open to any student who has taken V31.0106. Offered every fall, spring, and summer. 4 points.
Beginning with a short introduction to mercantilism, then moves to the classical school, examining the contributions of its main figures (Smith, Malthus, Ricardo, Mill, and others). Ends with Marx's reaction to classical doctrines and the Marginalist Revolution of the late 19th century, which set the foundation of modern neoclassical economics. Conceptually, covers a variety of topics but focuses on two main entities: first, the normative aspects of the debate on the factors determining the value of commodities and the related issue of the principles that ought to govern the allocation of wealth; and second, various theories of economic growth and historical change, including predictions made on the future of capitalism.

Ethics and Economics (P, T)

V31.0207  Identical to C31.0207.
Prerequisites: V31.0002 or V31.0005. Offered in the spring. 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 (P, T)

V31.0227  Identical to C31.0227, V18.0751. Prerequisite: V31.0002 or V31.0005. Offered in the fall. 4 points.
The city as an economic organization. Urbanization trends, functional specialization, and the nature of growth within the city; organization of economic activity within the city and its outlying areas, the organization of the labor market, and problems of urban poverty; the urban public economy; housing and land-use problems; transportation problems; and special problems within the public sector.

Money and Banking (P, T)

V31.0231  Prerequisite: V31.0001 or V31.0005. Offered every semester. 4 points.
Money supply; banking as an industry; banks as suppliers of money; the Federal Reserve System and monetary control; monetary theory; and contemporary monetary policy issues.

Poverty and Income Distribution (P, T)

V31.0233  Identical to C31.0233.
Prerequisite: V31.0005. Offered in the fall. 4 points.
Defines poverty and welfare. Analyzes who the poor are, why some people are rich and others poor, equality of opportunity, income and status, inequality, trends in the degree of inequality, government's role in income distribution, and international comparisons of inequality.

Gender and Choices (P, T)

V31.0252  Identical to C31.0252, V18.0715. Prerequisites: V31.0001 and V31.0002, or V31.0005. Offered in the spring. 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.

Honors Seminar: Politics and Finance (P)
V31.0296 Identical to V53.0396.
Prerequisites: V31.0002, V35.0300, 3.5 GPA, and permission of the Department of Politics. Offered every year. 4 points.
Examines how legislation and regulation influences the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States. International comparisons are also presented. The class assumes that students have had exposure to microeconomics and finance but not to political theory. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

ELECTIVE COURSES:
300 LEVEL

Note: For all courses listed below, V31.0018 is a prerequisite for policy electives, and V31.0266 is a prerequisite for theory electives.

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

Industrial Organization (P)
V31.0316 Identical to C31.0316.
Prerequisite: V31.0010. Offered in the spring. 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. Offered every other year. 4 points.
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 the 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 research and development and product design. The course also examines the scope of effective public policies designed to improve market performance.
Throughout the course, mathematical-based models are used to develop the relevant concepts and test the pertinent theories of firm behavior.

Forecasting in Macroeconomic and Finance Models (T)
V31.0520 Prerequisites: V31.0011, V31.0013, and V31.0266. Offered every year. 4 points.
Presents the main approaches to forecasting in macroeconomic and finance models. After discussing the rationale for the emergence of the Rational Expectations Hypothesis (REH) as the dominant approach, the course reexamines its theoretical foundations, empirical performance, and policy implications. Also discusses two alternative approaches: the behavioral-finance models, and an approach to forecasting behavior that places “imperfect knowledge” at the center of the analysis. The main points are illustrated with examples of the analysis of consequences of monetary policy, and modeling of movements of the exchange rate and risk premia.

Economic Development (P, T)
V31.0323 Identical to C31.0323.
Prerequisites: V31.0010, V31.0012, and V31.0285, or V31.0011 and V31.0013. Offered every semester. 4 points.
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. Ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

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

Economics of Energy and the Environment (P, T)
V31.0526 Identical to C31.0526.
Prerequisite: V31.0010 or V31.0001. Offered in the fall. 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. May not be taken for credit in addition to V31.0238. Offered every other year. 4 points.
Examines theories of international trade, as well as related empirical evidence. Topics include the relationship between trade and economic growth, the theory of customs unions, international factor movements, trade between unequal partners, and trade under imperfect competition.

International Finance Theory (T)
V31.0336 Identical to C31.0336. Prerequisite: V31.0013. Offered every other year. 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.

Ownership and Corporate Control in Advanced and Transition Economies (P, T)
V31.0340 Identical to C31.0340. Prerequisite: V31.0010 or V31.0011. Offered in the fall. 4 points.
Discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. The corporate control mechanisms in the United States, Germany, Japan, and the emerging market economies of Eastern Europe and the former Soviet Union are reviewed. Particular attention is paid to the role of capital markets (takeovers and other shareholder control devices), banks and other financial institutions, and various corporate institutions (such as boards of directors and meetings of shareholders) in facilitating or hindering corporate control and the efficient allocation of resources.

Political Economy (T)
V31.0345 Identical to C31.0345. Prerequisite: V31.0011. Offered in the spring. 4 points.
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; 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 (P, T)
V31.0351 Identical to C31.0351. Prerequisite: V31.0010 or V31.0011. Offered in the fall and spring. 4 points.
Analyzes the functioning of the labor market in both theoretical and statistical terms. Examines the determinants of wage and employment levels in perfect and imperfect labor markets, including the concept of education and training as human capital. Models of labor market dynamics are also examined, including those of job search and matching. The role of public policy in the functioning of labor markets is highlighted throughout.

Public Economics (P, T)
V31.0353 Identical to C31.0353. Prerequisite: V31.0010 or V31.0011. Offered in the fall and spring. 4 points.
In alternate years, stresses policy implications and the development of the theory. Analysis of government economic policies and behavior. Normative and positive economics; the fundamental welfare theorems. What goods should the government provide (public goods)? When should the government tax private behavior (externalities)? Income redistribution and the welfare program. Who pays the tax (tax incidence)? The role of debt policy. On what should taxes be levied (optimal taxation)?

Law, Economics, and Society (P)
V31.0355 Formerly Economics of the Law (V31.0255). Prerequisite: V31.0010. Offered every year. 4 points.
Deals with classic topics in law and economics, as well as law and society. Topics include tort law, criminal law and racial profiling, the efficient allocation of property rights, and the possibility of order without law. The methodological approach is a game-theoretical one. Provides a fair amount of the required technical background; concepts introduced include dominant strategies, Nash Equilibrium, dynamic games, and backward induction.

Experimental Economics (P, T)
V31.0360 Identical to C31.0360. Prerequisite: V31.0010 or V31.0011. Offered in the spring. 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 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.

**Elements of Financial Economics (T)**
V31.0365  Identical to C31.0365. Prerequisites: V31.0011 and V63.0123. Restriction: open to students from the Stern School of Business only if C15.0043 has not been taken. Offered every year. 4 points.

Provides an understanding of the operation and economic role of contingent markets in sharing risk in a sophisticated financial system. Develops tools for decision making under uncertainty, the solution of portfolio choice problems, and the analysis of efficient markets. Includes applications to forwards, futures, and options.

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

Designed to introduce students to some of the main model-building techniques that have been developed by microeconomists. 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.

**Financial Economics (P)**
V31.0368  Prerequisite: V31.0010 or V31.0012. Restriction: not open to students from the Stern School of Business. Offered every year. 4 points.

Provides theoretical and practical tools for understanding the operation of financial markets, the meaning of risk, and its relation to financial return. Also develops concepts of systematic versus idiosyncratic risk, market efficiency, the equilibrium determination of interest rates both in the overnight, interbank lending market and in the market for corporate debt, term and default premia in the bond market, and average excess stock returns in the equity market.

**Topics in Economic Theory (T)**
V31.0375  Identical to C31.0375. Prerequisites: V31.0011 and V31.0013. May not be taken for credit in addition to V31.0370. Offered every year. 4 points.

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

**Topics in Econometrics (P)**

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**

**Honors Tutorial (P, T)**

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 critique 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.

**Honors Thesis (P, T)**
V31.0450  Formerly V31.0400. Identical to C31.0450. Prerequisite: V31.0410. Open only to students in the honors track. Offered in the spring. 4 points.

Students interested in pursuing Honors Thesis should meet with the director of undergraduate studies in the spring semester of their junior year.

**Independent Study (P, T)**
V31.0997,0998  Identical to C31.0997,0998. Prerequisites: V31.0010 and V31.0012 (or V31.0011 and V31.0013), and permission of the director of undergraduate studies. No more than a total of 8 points of independent study may be taken. Offered every semester. 1 to 4 points.

The student engages in intensive independent study of an important economic topic under the direction of a departmental faculty member. The results of the study are embodied in a report of a type required by the instructor.
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 biomedical engineering
- 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 biomedical 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 civil 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
- B.S. in physics/B.E. in mechanical engineering

Detailed programs of study for each of the curricula are available from Joseph Hemmes, the adviser for all students in the various programs. He may be contacted at the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Application materials for this joint degree program may be requested from New York University, Office of Undergraduate Admissions, 665 Broadway, 11th Floor, New York, NY 10012-2339.
Program

REQUIREMENTS

The dual-degree program is designed to meet the educational and career interests of students with strong qualifications, as evidenced by their GPA 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. Given the highly structured curricula, transfer into the program after the first year is very difficult. Students must maintain satisfactory performance and must complete the required courses in a timely fashion 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); a course from the Morse Academic Plan (MAP); Calculus I (V63.0121); Engineering Design Laboratory I (V37.0111); 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 for Engineers I (V85.0081); 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 additional 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 (V37.0252). 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 biomedical engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, environmental engineering, and mechanical engineering.

In the last two years of the program, financial aid, housing, dining, and other services are provided by Stevens at the Castle Point campus. Separate transcripts are supplied by the two schools, and students may make use of the facilities of the career and placement offices of both institutions.
Engineering Design Laboratory I and II
V37.0111,0112 Offered as a sequence every fall/spring. 1 point each term.
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.

Mechanics of Solids
V37.5126 Prerequisite: V63.0121, V85.0081, or V85.0091. Offered in the fall. 4 points.
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, and statically indeterminate structures.

Graphics Design and Lab (CAD)
V37.5211 Offered in the spring. 3 points.
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.

Circuits and Systems
V37.7245 Prerequisite: V85.0082 or V85.0093. Corequisite: V63.0262. Lecture and laboratory. Offered in the fall. 4 points.
Ideal circuit elements; Kirchoff laws and nodal analysis; source transformation; Thevenin/Norton theorems; operational amplifiers; response of RL, RC, and RLC circuits; sinusoidal sources and steady state analysis; analysis in frequency domain; average and RMS power; linear and ideal transformer; linear models for transistors and diodes; analysis in the s-domain; Laplace transforms; and transfer functions.

Electronics and Instrumentation
V37.7246 Prerequisite: V37.7245. Offered in the spring. 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; microcontrollers; digital and analog I/O; instruments for measuring physical quantities such as motion, force, torque, temperature, and pressure; FFT and elements of modern spectral analysis, random signals, standard deviation, and bias.

Engineering Design Laboratory IV
V37.0232 Prerequisites: V37.0111,0112. Corequisite: V37.7246. Offered in the spring. 2 points.
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 central to a liberal arts education and useful in all professions. By learning to read critically and write with analytical precision, students who major in English prepare themselves to participate intelligently in their culture while forging a lifelong, enriching relationship with literature.

The department’s offerings are bolstered by the strong literature collections available on campus at the Elmer Holmes Bobst Library, which also houses the Fales 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, makes NYU an ideal location for the study of English and American literature.

Faculty

Professors Emeriti:
Greene, Harrier, Lind, Raymo, Silverman

Erich Maria Remarque
Professors of Literature:
Carruthers, Harper

Henry James Professor of English and American Letters; University Professor:
Donoghue

Lewis and Loretta Glucksman
Professor of American Letters:
Doctorow

Samuel Rudin University Professor in the Humanities; Professor of English:
Poovey

Silver Professor; Professor of English:
Guillory

Tiro a Segno Professor of Italian American Studies; Professor of English:
Hendin

Collegiate Professor; Professor of English and Drama:
Chaudhuri

Professors:

Associate Professors:
Augst, Crain, Deer, Fleming, Freedgood, Harries, McDowell, McHenry, Momma, Patell, Sandhu, Spear, Starr, Waterman

Assistant Professors:
Baker, Garajawala, Parikh, Rust, Shaw, Watson

Affiliated Faculty:
Apter, Y. Feldman, Hoy, Ronell, Ruttenburg

Global Distinguished Professor:
Rajan
Program

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.

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.

Students should consult the department’s Web site (english.fas.nyu.edu) 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 4-point courses, distributed as follows:

- Four required core courses. These are V41.0200, V41.0210, V41.0220, and V41.0230. V41.0200 should be the first course taken in the major; it may be taken concurrently with either V41.0210 or V41.0230. The department recommends that V41.0210 be taken before either V41.0220 or V41.0230.
- One course in critical theories and methods. The following courses may be used to fulfill this requirement: V41.0130, V41.0710, V41.0712, V41.0715, V41.0730, V41.0735, V41.0749, V41.0755, V41.0970.
- One course in British literature before 1800. The following courses may be used to fulfill this requirement: V41.0143, V41.0307-0310, V41.0320, V41.0400, V41.0410, V41.0411, V41.0415, V41.0440, V41.0445, V41.0450, V41.0500, V41.0505, V41.0510, V41.0512, V41.0515, V41.0717, V41.0950, V41.0951-0953, G41.1060, G41.1061.
- One seminar, usually taken in the senior year. Students must complete the four core courses to be eligible to enroll in seminars.

The remaining courses may be drawn from any combination of intermediate courses, advanced courses, or seminars.

MINOR
Minor in English and American literature: The requirements are V41.0200, plus at least three additional 4-point courses offered by the department.

HONORS PROGRAM
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 yearlong colloquium for thesis writers (V41.0926) 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
Courses used to satisfy requirements for the English major or minor may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward any of the department’s major or minor programs. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Students must receive a C+ or better in V41.0200 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. NYU in London offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of both V41 and non-V41 courses offered by the various NYU Study Abroad programs that may be counted toward specific requirements for the major can be found on the department’s Web site each term. English majors should consult a departmental adviser before making plans to study abroad.

ACCELERATED BACHELOR’S/MASTER’S PROGRAM
The English department offers qualified students the opportunity to earn an accelerated master’s degree in conjunction with the bachelor’s degree. Please see the description of the program in the section on Preprofessional, Accelerated, and Specialized Programs in this bulletin. Interested students should consult the director of undergraduate studies once they have completed 48 credits. To be considered, students must submit applications to the College Advising Center before they have completed 96 credits or six semesters, whichever comes first.

STUDENT ORGANIZATION
Students interested in literature and drama, including nonmajors, are welcome to participate.

English and Dramatic Literature Organization (EDLO): Students organize and manage their own informal discussions, as well as lectures, readings, and parties. All students interested in literature and drama are welcome to participate.
Courses

BASIC COURSES IN LITERATURE

The following courses are recommended to all students interested in literature as a foundation for the study of the humanities. No previous college course work in literature is assumed. These courses may not be used toward the minimum requirements for the English major.

Film as Literature
V41.0070 Formerly V41.0170.
Identical to V30.0051. Offered every year. 4 points.
The development of the film as a major art form and its relationship to other art forms. Particular attention to the language of cinema, the director and screenwriter as authors, and the problems of translating literature into film, with extensive discussion of the potentials and limitations of each art form. Milestone films are viewed and analyzed.

CORE COURSES FOR MAJORS AND MINORS

Offered every term. Required for English majors: V41.0200, V41.0210, V41.0220, and V41.0230. Required for English minors: V41.0200. Open to non-majors who have fulfilled the College’s expository writing requirement.

Literary Interpretation
V41.0200 Prerequisite: V40.0100. Open to English majors and minors only. 4 points.
Conducted in a seminar format. Introduces students to the demands and pleasures of university-level investigation of English literature. Students develop the tools necessary for advanced criticism, including close-reading skills, knowledge of generic conventions, mastery of critical terminology, and skill at a variety of modes of analysis, from the formal to the historical. Also emphasizes the writing process, with the production of four to five formal papers.

British Literature I
V41.0210 Prerequisite or corequisite: V41.0200 or equivalent approved by the course instructor. 4 points.
Survey of English literature from its origins in the Anglo-Saxon epic through Milton. Close reading of representative works, with attention to the historical, intellectual, and social contexts of the period.

British Literature II
V41.0220 Prerequisite: V41.0210 or equivalent approved by the course instructor. 4 points.
Survey of English literature from the Restoration to the 20th century. Close reading of representative works with attention to the historical, intellectual, and social contexts of the period.

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

American Literature II
V41.0235 Offered every year. 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.

COURSES IN LITERATURE FOR MAJORS AND MINORS OPEN TO ALL UNDERGRADUATES

The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement.

The Middle Ages at the Movies
V41.0033 Identical to V65.0983, V30.0033. Offered every year. 4 points.
See description under Medieval and Renaissance Studies (65).

History of Drama and Theatre I and II
V41.0125,0126 Identical to V30.0110,0111. Either term may be taken alone for credit. 4 points per term.
Examines selected plays central to the development of world drama, with critical emphasis on a cultural, historical, and theatrical analysis of these works. The first semester covers the major periods of Greek and Roman drama; Japanese classical theatre; medieval drama; theatre of the English, Italian, and Spanish Renaissance; and French neoclassical drama. The second semester begins with English Restoration and 18th-century comedy and continues through romanticism, naturalism, and realism to an examination of antirealism and the major dramatic currents of the 20th century, including postcolonial theatre in Asia, Africa, and Australia.

Theory of Drama
V41.0130 Identical to V30.0130. Offered every year. 4 points.
Explores the relationship between two kinds of theories: theories of meaning and theories of performance. Among the theories of meaning to be studied are semiotics, deconstruction, feminism, psychoanalysis, new historicism, and postmodernism. Theories of practice include naturalism, Dadaism, futurism, epic theatre, theatre of cruelty, poor theatre, and environmental theatre. Theories are examined through theoretical essays and representative plays.
Drama in Performance in New York
V41.0132  Identical to V30.0300. Offered every year. 4 points.
Combines the study of drama as literary text with the study of theatre as its three-dimensional translation, both theoretically and practically. Drawing on the rich theatrical resources of New York City, students see approximately 12 plays, covering classical to contemporary and traditional to experimental theatre. On occasion, films or videotapes of plays are used to supplement live performances.
Readings include plays and essays in theory and criticism.

African American Literary Cultures
V41.0185  Identical to V18.0770. Prerequisite: V55.04XX. Offered every other year. 4 points.
Surveys African Americans’ engagement with literacy—as readers, writers, and purveyors of verbal-expressive materials—from the 18th century to the present. The focus is not simply on literary reflection of black peoples’ experiences but on the various uses to which African American populations have put the modes of literacy to which they have had access. Considering such forms as verse and addresses from the Enlightenment and romantic periods, abolitionist tracts and uplifting novels from the ante-bellum era and Reconstruction, realist and modernist literary fiction from the Harlem Renaissance and after, and such contemporary pop-cultural genres as slam poetry and cinematic depictions of the writing life, the course exposes students to African American literary culture in its most wide-ranging manifestations.

English Drama to 1642
V41.0420  Offered periodically. 4 points.
Reading of major non-Shakespearean drama, including plays by Marlowe, Jonson, Middleton, Webster, and others, with attention to both formal and historical questions. Among issues to be addressed are genre, gender and sexuality, status, degree, and nation.

Writing New York
V41.0180  Identical to V18.0757. Prerequisite: V55.04XX. Offered every year. 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.

Dante and His World
V41.0143  Identical to V65.0801, V59.0160. 4 points.
See description under V59.0160. 4 points.

17th-Century English Literature
V41.0440  Identical to V65.0440. Offered every other year. 4 points.
Introduction to the prose and poetry of the 17th century—an age of spiritual, scientific, and political crisis. Readings in Jonson, Donne, Bacon, Herbert, Marvell, Milton, Browne, and others.

Dante and His World
V41.0143  Identical to V65.0801.

Modernism and the City: London and New York
V41.0181  Offered periodically. 4 points.
Explores the cultural dynamics of transatlantic modernism as seen through the lens of urban experience. Focusing on London and New York as centers of gravity for modernist culture, explores the reciprocal relationship between modernism and the city: How was modernism shaped by the urban experience, and how, in turn, did modernism help to mold our conception of the modern city? Examines the parallels and contrasts among a variety of forms, including literature, film, art, music, and architecture, stressing the uneven developments of the period, with special attention paid to the tension between highbrow and popular forms.

The American Short Story
V41.0240  Offered periodically. 4 points.
Study of theme and technique in the American short story through readings in Irving, Hawthorne, Poe, Melville, James, Hemingway, Faulkner, Porter, and others, including representative regional writers.

English Drama to 1642
V41.0420  Offered periodically.

The 18th-Century English Novel
V41.0510  Offered every other year. 4 points.
Study of the major 18th-century novelists, including Defoe, Richardson, Fielding, Sterne, and Burney.

The English Novel in the 19th Century
V41.0530  Offered every year. 4 points.
Studies in the forms and contexts of the 19th-century English novel.

Shakespeare I, II
V41.0410,0411  Identical to V30.0225,0226. Either term may be taken alone for credit. Offered every year. 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.
The British Novel in the 20th Century
V41.0605  Offered every other year. 4 points.
Studies in the forms and contexts of the 20th-century British novel.

20th-Century British Literature
V41.0606  Offered every other year. 4 points.
Poetry, fiction, and drama since World War I. Selected major texts by modernist, postcolonial, and postmodern writers.

American Fiction from 1900 to World War II
V41.0635  Offered every year. 4 points.
Close reading of fictional works by Dreiser, Anderson, Stein, Hemingway, Dos Passos, Fitzgerald, West, Wright, Hurston, Faulkner, and others. Studies the texts in light of traditional critical approaches and recent developments in literary theory. 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 distinctly American themes.

American Fiction After World War II
V41.0640  Offered every year. 4 points.
Examination of representative works by contemporary novelists. Authors generally include Barthelme, Bellow, Ellison, Gaddis, Hawkes, Mailer, Malamud, Morrison, Nabokov, Oates, Pynchon, Roth, Updike, and Walker.

Topics in Caribbean Literature and Society
V41.0704  Identical to V18.0780, 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).

Arthurian Legend
V41.0717  Identical to V29.0825, V45.0813, V90.0800. 4 points.
See description under Medieval and Renaissance Studies (65).

Tragedy
V41.0720  Identical to V30.0200, V29.0110. 4 points.
See description under Comparative Literature (29).

Comedy
V41.0725  Identical to V30.0205, V29.0111. 4 points.
See description under Comparative Literature (29).

Asian American Literature
V41.0716  Formerly V15.0301.  Identical to V18.0306, V29.0301. Offered every year. 4 points.
See description under Asian/Pacific American Studies (18)

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

The Theory of the Avant-Garde, East and West, 1890-1930
V41.0730  Identical to V29.0841, V91.0841. 4 points.
See description under Russian and Slavic Studies (91).

Queer Literature
V41.0749  Identical to V18.0482. 4 points.
See description under Gender and Sexuality Studies (18).

Topics in Irish Literature
V41.0761  Identical to V58.0761. 4 points.
See description under Irish Studies (58).

ADVANCED COURSES IN LITERATURE

The following courses have departmental prerequisites. Colloquia are restricted to majors only. Qualified nonmajors may enroll with the permission of the instructor.

18th- and 19th-Century American Literature
V41.0250  Identical to V18.0783. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Survey of major autobiographies, fiction, and poetry from the early national period to the eve of the new Negro renaissance. Writers considered generally include Olaudah Equiano, Phillis Wheatley, Harriet Jacobs, William Wells Brown, Frederick Douglass, Frances W. Harper, and Harriet Wilson.

20th-Century African American Literature
V41.0251  Identical to V18.0784. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Survey of major texts—fiction, poetry, autobiography, and drama—from Du Bois’s The Souls of Black Folk (1903) to contemporary works 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
V41.0254  Identical to V18.0786. Prerequisite: V41.0185 or V41.0230. Offered periodically. 4 points.
Focuses on major novels by African American writers from Richard Wright’s Native Son (1940) to the present. Readings generally include novels by Ralph Ellison, James Baldwin, and Chester Himes, as well as more recent fiction by Ernest Gaines, John Widerman, Alice Walker, Toni Morrison, and others.

Medieval Visionary Literature
V41.0309  Identical to V65.0321. Prerequisite: V41.0210. Offered periodically. 4 points.
Exploration of a variety of medieval dream visions. Beginning
with the great prophetic visions of the Bible (Isaiah, Ezekiel, Daniel, and the Apocalypse), students then read a number of early visions of journeys to heaven and hell, versions of earthly paradise, and other visionary texts.

Medieval Literature in Translation
V41.0310  Identical to V65.0310. Prerequisite: V41.0210. Offered periodically. 4 points. Introduction to the culture and literature of the medieval world through translations of diverse texts written in Latin, French, German, Italian, Icelandic, and other vernacular languages. Texts are selected according to the theme or focus chosen by the instructor.

Colloquium: Chaucer
V41.0320  Identical to V65.0320. Prerequisite: V41.0210. Offered every year. 4 points. Introduction to Geoffrey Chaucer's major poetry, with particular attention to The Canterbury Tales. Chaucer's language and versification are studied briefly but intensively so that students are able to read his 14th-century London dialect with comprehension and pleasure. Special critical attention is given to his narrative skills, methods of characterization, wide range of styles and forms, and other rhetorical strategies. Students are also encouraged to explore Chaucer's artistry as a reflection of late medieval social and cultural history.

Colloquium: Shakespeare
V41.0415  Identical to V50.0230. V65.0415. Prerequisite: V41.0210 or V41.0125. Offered every year. 4 points. Intensive reading of six to eight plays of Shakespeare chosen from among the comedies, tragedies, and histories, with attention to formal, historical, and performance questions.

Colloquium: The Renaissance Writer
V41.0445  Identical to V65.0445. Prerequisite: V41.0210. Offered periodically. 4 points. Topic varies each term. Consult the department's undergraduate Web site for further information.

Colloquium: Milton
V41.0450  Identical to V65.0450. Prerequisite: V41.0210. Offered every other year. 4 points. Emphasis on the major poems—Paradise Lost, Paradise Regained, and Samson Agonistes—with some attention to the early poems and the prose. Traces the poet's sense of vocation, analyzes the gradual development of the Miltonic style, and assesses Milton's position in the history of English literature, politics, and theology.

Restoration and Early 18th-Century Literature
V41.0500  Prerequisite: V41.0210. Offered periodically. 4 points. The poetry, prose, and drama from the Restoration of Charles II in 1660 to the death of Pope in 1744. Readings include texts by such writers as Haywood, Astell, Montague, Dryden, Defoe, Swift, Pope, Wycherley, Gay, Congreve, Behn, and Richardson.

Mid- and Late Eighteenth-Century Literature
V41.0501  Prerequisite: V41.0210 or V41.0125. Offered periodically. 4 points.

Restoration and 18th-Century Drama
V41.0505  Identical to V30.0235. Prerequisite: V41.0210 or V41.0125. Offered periodically. 4 points. Development of English drama from 1660 to 1780, illustrating the comedy of manners (both sentimental and laughing), the heroic play, and tragedy. Playwrights may include such writers as Behn, Dryden, Wycherley, Congreve, Goldsmith, and Sheridan.

Colloquium: The 18th-Century Writer
V41.0515  Prerequisite: V41.0220. Offered every other year. 4 points. Topic varies each term. Consult the department's undergraduate Web site for further information.

The Romantic Period
V41.0520  Prerequisite: V41.0220. Offered every year. 4 points. Study of late 18th-century and early 19th-century genres. Authors might include Burns, Blake, Wollstonecraft, Wordsworth, Coleridge, Austen, Byron, Percy Shelley, Mary Shelley, Barbauld, Keats, Scott, Hemans, De Quincey, and Clare.

19th-Century Writers
V41.0525  Prerequisite: V41.0220. Offered every other year. 4 points. Readings in the genres of 19th-century writing.

From Victorian to Modern
V41.0540  Prerequisite: V41.0220. Offered every other year. 4 points. Study of late Victorian and early modernist literature and culture.

Colloquium: The 19th-Century British Writer
V41.0545  Prerequisite: V41.0220. Offered every other year. 4 points. Topic varies each term. Consult the department's undergraduate Web site for further information.

Early American Literature
V41.0548  Prerequisite: V41.0230. Offered every other year. 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 colonization, captivity, slave, and travel narratives; sermons; familiar correspondence; autobiographies; poetry; drama; and the novel.

American Romanticism
V41.0551  Prerequisite: V41.0230. Offered every other year. 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.

19th-Century American Poetry
V41.0550  Prerequisite: V41.0230. Offered every other year. 4 points. A survey of 19th-century American verse. Considers both popular (that is, forgotten) and
acknowledged major poets of the period, with an eye toward discerning the conventions that bind them to and separate them from one another.

American Realism
V41.0560 Prerequisite: V41.0230. Offered every other year. 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: 19th-Century American Writers
V41.0565 Prerequisite: V41.0230. Offered every other year. 4 points.
Topic varies each term. Consult the department's undergraduate Web site for further information.

Modern British and American Poetry
V41.0600 Prerequisite: V41.0210, V41.0220, or V41.0230. Offered every other year. 4 points.
Readings from major modern American, British, and Irish poets from the middle of the 19th century to the 1920s—specifically, from Whitman's Leaves of Grass (1855) to T. S. Eliot's The Waste Land (1922). Poets considered generally include Whitman, Dickinson, Hardy, Hopkins, Yeats, Pound, Stevens, Frost, Williams, and Eliot.

Contemporary British and American Poetry
V41.0601 Prerequisite: V41.0210, V41.0220, or V41.0230. Offered every other year. 4 points.
Readings in modern American, British, and Irish poets from 1922 to the present. Poets considered generally include the middle and later T. S. Eliot, Hart Crane, W. H. Auden, William Empson, Dylan Thomas, Robert Lowell, Elizabeth Bishop, Charles Olson, John Ashbery, and others.

Contemporary British Literature and Culture
V41.0607 Prerequisite: V41.0220. Offered every other year. 4 points.
Studies in contemporary British fiction, exploring postwar British culture in an era of profound political and economic change and social upheaval. Examines a range of avant-garde, neorealist, post-colonial, and popular texts that challenge received notions of "Englishness." Particular attention is paid to the interaction between literature and other cultural forms, such as cinema, popular music, and sport.

Modern British Drama
V41.0614 Identical to V30.0245. Prerequisite: V41.0220 or V41.0126. Offered every other year. 4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O'Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Adgar, Brenton, Gems, Churchill, and Daniels.

The Irish Renaissance
V41.0621 Identical to V58.0621. Prerequisite: V41.0220. Offered every other year. 4 points.
Seeks to understand the extraordinary achievements of Irish writers in the last decade of the 19th and the first third of the 20th century. Wide readings in different genres—poetry, polemic, short story, novel, drama—that were remade by Irish writers during the tumultuous period from the fall of Charles Stuart Parnell into the early years of national government of the 1930s. Authors read include Oscar Wilde, James Joyce, William Butler Yeats, George Bernard Shaw, Lady Augusta Gregory, John Synge, Sean O'Casey, Elizabeth Bowen, and Flann O'Brien. Also considers the social and historical contexts of Ireland under the Union with Britain and after that Union was partially broken. In attempting to refine the proper lens through which to view this literature, addresses a number of salient issues, including the nature and cultural forms of Irish cultural nationalism, the violence of civil war, the social position of literature and of intellectuals in projects of national reconciliation and national identity, and the clash between revolutionary anti-imperialism and conservative Roman Catholicism, between rural and urban identities, and between provincialism and cosmopolitanism as strategies for literary self-fashioning.

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

Colloquium: Joyce
V41.0625 Prerequisite: V41.0220. Offered every year. 4 points.
An in-depth consideration of the major works of James Joyce, from the early short stories of Dubliners to the late experimental prose/poetry of Finnegans Wake, concentrating on a detailed and systematic reading of Ulysses. The biographical and social/historical contexts of Joyce’s work are investigated alongside consideration of his pathbreaking formal experiments and his relations with the many currents of literary and artistic modernism. Discussion of Ulysses is complemented by consideration of the many forms of literary and critical theory that have been fashioned around readings of the book.

Colloquium: The Modern American Writer
V41.0626 Prerequisite: V41.0230. Offered every other year. 4 points.
Topic varies each term. Consult the department's undergraduate Web site for further information.
American Poetry from 1900 to the Present  
V41.0630  Prerequisite: V41.0230 or V41.0550. Offered every other year. 4 points.  
Survey of the development of 20th-century American poetry.

Modern American Drama  
V41.0850  Identical to V30.0230. Prerequisite: V41.0125, V41.0126, or V41.0230. Offered every other year. 4 points.  
Study of the drama and theatre of America since 1900, including Eugene O'Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Sam Shepard, David Mamet, Maria Irene Fornes, and David Henry Hwang.

Irish Dramatists  
V41.0700  Identical to V58.0700, H28.0603, V30.0700. 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.

Colloquium: The Postcolonial Writer  
V41.0708  Prerequisite: V41.0200. Offered every other year. 4 points.  
Focuses on the works of a single author from the field of postcolonial literature. Some of the most important and interesting Anglophone writers of recent times belong to Britain’s former colonies in Africa, South Asia, or the Caribbean, whether living in the countries of their origin or in the West. The postcolonial literary canon includes writers who have won international recognition, marked by awards like the Nobel Prize for Literature (Wole Soyinka, V. S. Naipaul, Derek Walcott) or the Man Booker Prize in Britain (Salman Rushdie, Arundhati Roy, Kiran Desai). They are admired for their often innovative use of the English language, their oppositional politics, and their historical centrality.

Narratology  
V41.0710  Prerequisite: V41.0200. Offered every other year. 4 points.  
Examines the nature of discourse, with focus on the novel and special emphasis on contemporary critical theory (e.g., semiotics, deconstruction) and the status of nonliterary prose discourse (usually Freud) as narrative in its own right. Readings survey the history of English and American fiction and critically examine the notion of literary history.

Major Texts in Critical Theory  
V41.0712  Prerequisite: V41.0200. Offered every year. 4 points.  
Major texts in critical theory from Plato to Derrida, considered in relation to literary practice. The first half of the course focuses on four major types of critical theory: mimetic, ethical, expressive, and formalist. The second half turns to 20th-century critical schools, such as Russian and American formalism, archetypal criticism, structuralism, psychoanalytic criticism, feminism, reader theory, deconstruction, and historicism.

Literature and Psychology  
V41.0715  Prerequisite: V41.0200. Offered periodically. 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, Dostoevsky, Dickens, Melville, James, Woolf, and Faulkner.

South Asian Literature in English  
V41.0721  Prerequisite: V41.0220. Offered every other year. 4 points.  
Explores the rich cross-cultural perspectives of 20th-century Indian English literature. Moving from the classic British writers about India (Kipling and Forster) to the contemporary voices of Salman Rushdie, R. K. Narayan, Anita Desai, Bapsi Sidhwa, Sarah Suleri, Vikram Seth, Bharati Mukherjee, and others, the course focuses on key experiences of empire, the partition of India and Pakistan, and diaspora. Themes of identity, memory, alienation, assimilation, and resistance, and of encountering and crossing boundaries, define culture, nation, and language in complex interrelations and link Indian English literature to writing in other colonial/postcolonial settings in Asia, Africa, and Latin America.

Readings in Contemporary Literary Theory  
V41.0735  Prerequisite: V41.0200. Offered every year. 4 points.  
Topics vary from term to term.

Representations of Women  
V41.0755  Identical to V18.0734. Prerequisite: V41.0200. Offered every other year. 4 points.  
Selected readings in British and American poetry and fiction provide the focus for an exploration of representations of gender as they intersect class, race, nation, and sexuality. Readings may include the work of 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.

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 which courses and what topics are being offered each term. Prerequisites: V41.0200, V41.0210, V41.0220, and V41.0230, or permission of the instructor.

Topics: Medieval Literature  
V41.0950  Identical to V65.0953. 4 points.

Topics: Renaissance Literature  
V41.0951  Identical to V65.0954. 4 points.
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 Prerequisites: 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 yearlong colloquium for thesis writers (V41.0926). Students should consult the director of the honors program about the selection of a topic and a thesis director. Information about the length, format, and due date of the thesis is available on the department’s Web site.

Senior Honors Colloquium
V41.0926 Prerequisites: successful completion of either V41.0905 or 0906, and permission of the director of undergraduate studies. 2 or 4 points.
Two terms required of all honors seniors. Meets approximately eight times each term.

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 requirements of either the major or the minor. 2 or 4 points per term.
Requires a paper of considerable length that should embody the result of a semester’s reading, thinking, and frequent conferences with the student’s director. The paper should show the student’s ability to investigate, collect, and evaluate material, finally drawing conclusions that are discussed in a sound and well-written argument. Proposals, approved by the student’s faculty director, must be submitted to the director of undergraduate studies in advance of the registration period for the term in which the independent study is to be conducted.

GRADUATE COURSES OPEN TO UNDERGRADUATE ENGLISH MAJORS

Junior and senior English majors may take 1000-level G41 courses in the Graduate School of Arts and Science with permission from the director of undergraduate studies. Consult the department’s graduate Web site for descriptions of 1000-level courses being offered in a given term.
The Program in Environmental Studies aims to provide students with the breadth of understanding and skills necessary for resolving environmental questions and creating a sustainable future on scales ranging from local to global. It does so through integrated, problem-oriented study and a broad range of courses across disciplines and schools. The program draws upon NYU’s strong faculty base in the Faculty of Arts and Science (FAS), such as in the departments of biology and philosophy, the Center for Atmosphere Ocean Science (CAOS, Courant Institute of Mathematical Sciences/FAS), the Center on Environmental and Land Use Law (School of Law), the M.A. Program in Bioethics: Life, Health, and Environment (GSAS), and the Environmental Conservation Education program (Steinhardt School of Culture, Education, and Human Development), as well as in the Wagner Graduate School of Public Service, the Stern School of Business, the Gallatin School of Individualized Study, and the School of Medicine, reflecting the wide-ranging expertise and concerns of the program.

The program offers opportunities to develop interests in a number of areas, including environmental science; environmental values, policy, and law; earth system science; public health; urban environmental problems; climate change; energy systems; environmental monitoring; environmental justice; and our complex relations with both domesticated and wild nature.

**Faculty**

Professor: Jamieson
Associate Professor: Volk
Assistant Professors: Jerolmack, Rademacher
Associated Faculty: Appuhn (History), Molotch (Sociology, Social and Cultural Analysis), Radner (Economics, Information, Operations, and Management Sciences—Stern), Rampino (Biology), Ruddick (Philosophy, Bioethics), Stewart (Law), Zimmerman (Wagner)
Affiliated Faculty: Chaudhuri (English; Drama—Tisch), Fagin (Journalism), Hoffert (Physics Emeritus), Holland (CAOS; Math), Jeremijenko (Art and Art Professions—Steinhardt), Leou (Teaching and Learning—Steinhardt), Pauluis (CAOS; Math), Rugg (Chemistry), Smith (CAOS; Math), Smoke (Wagner), Thurston (Medicine; Public Health), Wyman (Law), Zwanziger (Physics)

**Program**

**MAJOR**
The Program in Environmental Studies offers a major and minor in environmental studies. The major includes four core courses:
- Environmental Systems Science (V36.0100), an introductory environmental science course
- Environment and Society (V36.0101), an introductory environment and society course
- Internship in Environmental Studies (V36.0800), taken during the junior year
- Environmental Studies Capstone Seminar (V36.0900), taken during the senior year
Students can choose one of two tracks: environmental science, or environmental values and society.

ENVIRONMENTAL SCIENCE TRACK

To complete a major in environmental studies in the environmental science track, students are required to satisfy the following requirements:

1. Receive a C or better in the following four core courses:
   - Environmental Systems Science (V36.0100)
   - Environment and Society (V36.0101)
   - Internship in Environmental Studies (V36.0800)
   - Environmental Studies Capstone Seminar (V36.0900)

2. Complete the requirements for the environmental science track. To complete this track, students must satisfy the following three requirements:
   - Receive a C or better in three electives on the environmental science distribution list (see below)
   - Receive a C or better in one elective on the environmental values and society distribution list (see below)
   - Satisfy the requirements for a minor in one of the following subjects: biology (environmental biology, genetics, molecular and cell biology, or genomics and bioinformatics), chemistry, physics, mathematics, computer science, or computer science and mathematics. A major in biology, chemistry, physics, mathematics, computer science, computer science and mathematics, economics and mathematics, or biochemistry will also count as fulfilling this requirement. Please note that requirements for majors and minors may change. Please note that a course cannot satisfy more than one requirement for the environmental studies major.

ENVIRONMENTAL SCIENCE DISTRIBUTION LIST

Please note that courses are not necessarily offered every year.

Undergraduate Courses

Field Laboratory in Ecology (Biology) V23.0016 4 points.
Introduction to Ecology (Biology) V23.0065 4 points.
Earth System Science (Environmental Studies) V36.0200 4 points.
Evolution of the Earth (Environmental Studies) V36.0210 4 points.
The Science and Human Impact of Climate Change (Environmental Studies) V36.0226 4 points.
Field Geology (Environmental Studies) V36.0520 4 points.
Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution (Environmental Studies; cross-listed in Biology as V23.0332) V36.0332 4 points.
Limits of the Earth: Issues in Human Ecology (Environmental Studies) V36.0333 4 points.
The Global Carbon Cycle (Environmental Studies) V36.0345 4 points.
Energy Generation and Environmental Impact (Environmental Studies) V36.0350 4 points.

Additional undergraduate courses are under development for academic year 2008-2009.

Graduate Courses

Toxicology (Biology, cross-listed in Environmental Health Sciences as G48.1006) G23.1006 4 points.
Environmental Health (Biology, cross-listed in Environmental Health Sciences as G48.1004) G23.1004 4 points.

Weather, Air Pollution, and Health (Environmental Health Sciences) G48.1010 4 points.
Aerosol Science (Environmental Health Sciences) G48.2033 4 points.
Radiological Health (Environmental Health Sciences) G48.2301 4 points.

ENVIRONMENTAL VALUES AND SOCIETY TRACK

To complete a major in environmental studies in the environmental values and society track, students are required to satisfy the following requirements:

1. Receive a C or better in the following four core courses:
   - Environmental Systems Science (V36.0100)
   - Environment and Society (V36.0101)
   - Internship in Environmental Studies (V36.0800)
   - Environmental Studies Capstone Seminar (V36.0900)

2. Complete the requirements for the environmental values and society track. To complete this track, students must satisfy the following three requirements:
   - Receive a C or better in three electives on the environmental values and society distribution list (see below)
   - Receive a C or better in one elective on the environmental science distribution list (see above)
   - Satisfy the requirements for a minor in one of the following subjects: history, sociology, politics, economics (policy or theory), public policy, anthropology, philosophy, metropolitan studies, applied theater, or business studies. A major in history, sociology, philosophy, economics, politics, journalism, metropolitan studies, or anthropology will also count as fulfilling this requirement. Please note that requirements for majors and minors may change. Please note that a course cannot satisfy more than one requirement for the environmental studies major.
### Undergraduate Courses

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<thead>
<tr>
<th>Course Title</th>
<th>Department</th>
<th>Points</th>
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<tr>
<td>Ethics and the Environment</td>
<td>Environmental Studies (Philosophy)</td>
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<tr>
<td>Environmental History of the Early Modern World</td>
<td>Environmental Studies (History)</td>
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<tr>
<td>Journalism and Society: Covering the Earth</td>
<td>Environmental Studies (Journalism)</td>
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<td>Introduction to Metropolitan Studies</td>
<td>Metropolitan Studies</td>
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<td>Cities in a Global Context</td>
<td>Social and Cultural Analysis</td>
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<tr>
<td>Urban Environmentalism</td>
<td>Social and Cultural Analysis</td>
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<td>Representing Animals: The Discourse of Species in Contemporary Art and Media</td>
<td>Collegiate Honors</td>
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<td>Environmental Design Issues and Methods</td>
<td>Urban Design and Architecture Studies</td>
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<td>Public Policy</td>
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<td>Urban Economics</td>
<td>Economics</td>
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<tr>
<td>Economics of Energy and the Environment</td>
<td>Economics</td>
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<tr>
<td>Environmental History of the Early Modern World</td>
<td>History</td>
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<td>Topics in Environmental History</td>
<td>History</td>
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### Graduate Courses

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<tr>
<th>Course Title</th>
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<td>Sustainable Cities in a Comparative Perspective</td>
<td>Wagner</td>
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<td>Environment and Urban Dynamics</td>
<td>Wagner</td>
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<td>Environmental Impact Assessment</td>
<td>Wagner</td>
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<td>Workshop in Environmental Planning—Urban Waterfront</td>
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<td>Risk Management in Environmental Health and Protection</td>
<td>Wagner</td>
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<td>Ecoleadership</td>
<td>Wagner</td>
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<td>Environmental Law</td>
<td>Wagner; School of Law</td>
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<td>Urbanization in Developing Countries</td>
<td>Wagner</td>
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<td>Transportation Policy</td>
<td>Wagner</td>
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<td>Zooësis: Animal Acts for Changing Times</td>
<td>Collegiate Honors</td>
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<td>Social Movements, Protest, and Conflict</td>
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<td>Human Ecology</td>
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<td>Advanced Projects in Digital Art</td>
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<td>Environmental Economics</td>
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<td>Honors Seminar: Performing Beyond the Human</td>
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<td>Topics in Performance Studies</td>
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<td>Environmental Law</td>
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<td>Environmental Politics</td>
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<td>Environmental Education</td>
<td>Steinhardt</td>
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<tr>
<td>Introduction to Topics in Literary Theory: Disciplining Animals</td>
<td>English</td>
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### HONORS

Students who complete two Capstone Seminars and have an overall GPA of at least 3.65 in their core and track courses will receive departmental honors. Requirements for honors are subject to change.

### MINOR

To complete a minor in environmental studies, a student must receive a C or better in five courses: Environmental Systems Science (V36.0100), Environment and Society (V36.0101), and three electives chosen from the distribution lists.
Courses

CORE COURSES

Environmental Systems Science
V36.0100 Volk. Offered in the fall. 4 points.
A comprehensive survey of critical issues in environmental systems science, focusing on human population; the global chemical cycles; ecosystems and biodiversity; endangered species and wildlife; nature preserves; energy flows in nature; agriculture and the environment; energy systems from fossil fuels to renewable forms; Earth’s waters; Earth’s atmosphere; carbon dioxide and global warming; urban environments; wastes; and paths to a sustainable future.

Environment and Society
V36.0101 Rademacher, Jerolmack. Offered in the spring. 4 points.
A systematic survey of central concepts and issues relating to environment and society, including environmental history and concepts of nature and the environment; the rise of environmentalism; environmental skepticism; anthropogenic global change; population and consumption, ecological footprint analysis, and other environmental indicators; environmental justice; public goods and collective action problems; regulatory regimes; environmental politics; environmental movements; environmental values; environmental protest and disobedience; and the future of environmentalism.

Environmental Studies Internship
V36.0800 Jamieson. Offered every semester. 4 points.
The internship, which is normally completed during the junior year, prepares students for their professional lives by providing them with experience in environment-related organizations such as nonprofits, research institutes, and governmental organizations. At the beginning of the internship, students and the internship advisor agree to a learning contract that establishes specific goals, as well as a schedule for achieving them. Interns meet collectively during the semester to share their experiences and present brief reports.

Senior Capstone Seminar
V36.0900 Offered every semester. 4 points.
A problem-based, project-oriented, required course for senior environmental studies majors. Students work collaboratively on a current environmental problem. Tasks include characterizing the problem, analyzing possible solutions, and publicly presenting the results.

ELECTIVES

Earth System Science
V36.0200 Formerly V49.0010. Rampino. Offered in the spring. 4 points.
Earth System Science examines our current view of the Earth, in its cosmic setting, as a system involving interactions among the atmosphere, oceans, solid earth, and life. Emphasis is placed on the dynamics and evolution of these systems over time, and predictions for the future. The subject matter includes new observations from space; geophysics and plate tectonics; the circulation of the oceans and atmosphere; cycles of elements essential for life; the co-evolution of climate and life on Earth over the past 4,500 million years; and the Gaia hypothesis. Emphasis on current global environmental problems, such as the greenhouse effect from increasing atmospheric carbon dioxide and other gases, the effects of deforestation, and the depletion of the stratospheric ozone layer.

Evolution of the Earth
V36.0210 Formerly V49.0001. Rampino. Offered in the fall. 4 points.
Covers the geological and biological history of the earth, including the cosmic context of earth history, the large-scale structure of the universe, the history of the universe, the origins of stars and planets, and the Goldilocks problem, or why the earth is habitable. Major topics include the origin of the earth, highlights in the development of the planet, the geological history of the earth, and the record of the earth’s climate over various time scales. Also covers the history of life on the earth; the origin of life; evolution and natural selection; the evolution of life from simple forms to complex organisms; and the origin of intelligence on the earth and possibly elsewhere in the universe. The principles and methods by which we reconstruct earth history and the evolution of life are stressed.

The Science and Human Impact of Climate Change
V36.0226 Soter. Offered in the spring. 4 points.
Equips students with the basic scientific and historical background needed to understand the causes and consequences of global warming and the proposed solutions. Topics include the nature of energy and fossil fuels; the growth of population and energy consumption per capita; weather and climate; ice ages and their astronomical cause; the greenhouse effect; evidence for abrupt climate changes in the past and their human impact; modeling and prediction of climate change; and the environmental and social consequences of unchecked global warming. Explores a range of proposed solutions, their potential capacities and limitations, and their costs and benefits. These solutions include renewable energy technologies, increased efficiency of energy use, storage and transport, carbon regulation, nuclear energy, and “advanced” technologies. Critically reviews the scientific and public debates on global warming.

Field Geology
V36.0320 Formerly 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.

Current Topics in Earth System Science: Mass Extinctions, Geologic Processes, and Evolution
V36.0332 Cross-listed as V23.0332. Prerequisites: V36.0200 or V36.0210, and permission of instructor. Rampino. Offered in the spring. 4 points.
Scientific discovery is an ongoing process, and important new findings relevant to earth system science and the evolution of life are continually reported in scientific journals. For each new scientific discovery, students read, discuss, and report on original recent journal articles (as well as articles that take conflicting views) and texts that review the subject matter as already known. The goal is to give the students an understanding for the dynamic nature of scientific knowledge and a deeper understanding of current questions in earth system science and biological evolution.

**Limits of the Earth: Issues in Human Ecology**  
V36.0333 Formerly V49.0875.  
Volk. 4 points.

The growing intensity of the interaction between humanity and the natural systems of Earth is leading us to a future in which we must better understand the dynamics of nature’s life-support systems and the past, present, and future of our dependency on those systems. Topics covered include energy, agriculture, water, population, consumption and waste production, and indicators of sustainability. This is an inquiry-based course. There will be overviews of the main topics and then student-initiated investigations of specific, focused aspects of those topics.

**The Global Carbon Cycle**  
V36.0345 Volk. 4 points.

The most colossal environmental perturbation in human history is in the air: CO₂ is rising. This course provides a look at fossil-fuel-generated CO₂ and the carbon cycle that is both detailed and big-picture in scope. We examine the dynamics of marine and terrestrial ecosystems, the circulation of atmosphere and ocean, and the soil. To project the future of atmospheric CO₂, we also examine relationships among wealth, energy use, and CO₂ emissions, and explore how the emissions are tied to the present and future trends of the global economy. This is an inquiry-based course. Students work on a number of projects, both computational and descriptive.

**Energy Generation and Environmental Impact**  
V36.0350 Prerequisite: V36.0100.  
Rugg. Offered in the spring. 4 points.

Provides a comprehensive overview of major topics in energy generation and their impact on our environment. The course is technical and requires an understanding of the vocabulary of energy, including the concepts of work, energy, and power. Some basic chemistry and thermodynamics are introduced, permitting the students to perform comparative analysis of energy systems. An introduction to life-cycle cost estimation is included, and associated environmental-impact calculations for energy systems are presented.

**Ethics and the Environment**  
V36.0400 Identical to V83.0053.  
Jamieson. Offered in the fall. 4 points.

Environmental philosophy is a large subject that involves questions in metaphysics, the philosophy of science, and the history of philosophy, as well as in such normative areas as ethics, aesthetics, and political philosophy. This class is primarily devoted to these normative areas. Beginning with some basic concepts in value theory, the goal is not to arrive at definite solutions to specific environmental problems, but rather to improve students’ ability to think critically, read closely, and argue well about environmental issues. The course also introduces students to some major controversies in environmental philosophy. The ultimate aim is to aid students in arriving at their own rational, clear-minded views about the matters under discussion.
The Center for European and Mediterranean Studies offers an interdisciplinary major and minor in European and Mediterranean Studies focusing on contemporary patterns of politics, culture, and society, as well as on historical developments in Europe. Both the major and minor are designed for students seeking preprofessional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The Center also offers a full program of colloquia and workshops dealing with both Western and Eastern Europe, some open to undergraduate majors and minors.

Faculty

2007-2009 Max Weber Chair for German and European Studies: Minkenberg

Professors:
Fleming (History), Schain (Politics), Wolff (History)

Assistant Professors/Faculty Fellows:
Maier (European and Mediterranean Studies), Santarelli (European and Mediterranean Studies)

Program

MAJOR
With the help of the European and Mediterranean Studies adviser, students prepare a preliminary program outline at the time they declare their major. Although there are no formal tracks, courses are normally organized around the interests of a student in one of two ways: an emphasis on contemporary European and Mediterranean societies—their problems and policies; or an emphasis on contemporary European and Mediterranean cultures—their ideas, values, and artistic and literary trends. The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. A typical problem might include such subjects as the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and changing society in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the major research project.

Majors in European and Mediterranean studies must have or attain advanced-level knowledge of a major European language other than English (such as French, Spanish, Portuguese, Italian, German, Greek, or Russian). In order to prove this knowledge, students must successfully complete an advanced-level language course. The alternative to this is to pass the College of Arts and Science (CAS) proficiency exam prior to graduation. Ten courses beyond the introductory level that deal with Europe and the Mediterranean are required: two in history; two in literature (preferably in the language of specialization); two in the social sciences; two in philosophy, art history, or cinema studies; one senior honors seminar in European studies; and one independent study during the final semester, through which a grade is earned for the senior 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, art history, and/or cinema studies courses. The interdisciplinary senior honors seminar should be taken during the first semester of the senior year. Majors are also required to complete at least one semester of study abroad. Students may petition the director of the center for exemption from this requirement.
MINOR
All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language above the intermediate level (such as French, German, Italian, Portuguese, Spanish, or Greek). They must also 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; Hellenic 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 advisor.

B.A./M.A. PROGRAM
This program offers qualifying majors in European and Mediterranean studies the opportunity to earn both the B.A. and the M.A. degrees at reduced tuition cost. By completing some of their graduate requirements while still undergraduates, students finish 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 and Mediterranean studies majors may apply for admission to the program after they have completed at least 48 points in the College, but not more than 96 credits or six semesters, whichever comes first. Students apply for admission to the B.A./M.A. program through the CAS Advising Center. Applications are reviewed by the Graduate Admission Committee of the Center for European and Mediterranean Studies, using the normal criteria for the M.A. program, except that applicants are not required to take the GRE. The committee bases its decision on students’ undergraduate records and recommendations of NYU instructors.

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

The program requires a total of 18 courses: 10 undergraduate courses and eight graduate courses. For the first four years, students focus their work on a “problem area” that will eventually become the subject of their master's thesis, should they choose this option. The senior honors thesis is an integrative project within the problem area developed by the student and his or her adviser. It may be an expansion of a research paper written for an undergraduate course.

The graduate portion of the degree comprises three tracks—European Politics and Policy, European Culture and Society, and Mediterranean Studies—and students must choose one of these by the beginning of their fifth year. Of the eight graduate courses, two are required (a graduate research seminar or an independent study in European and Mediterranean Studies, as well as a graduate introductory course, G42.2301, What Is Europe?). Students select six additional graduate courses in their chosen track. A four-credit internship, approved by the center, is recommended.

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 and Mediterranean 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 or special project will be defended at an oral examination during the spring semester of the fifth year.

EUROSIM
EUROSIM is an annual model European Union simulation designed to enhance students’ classroom knowledge of the workings of a politically and economically integrated Europe. The simulation exercise models the legislative procedure of the European Union from the introduction of a draft resolution by the European Commission to the acceptance (or rejection) of an amended document by the European Council.

Each year, New York State colleges and universities send a delegation of undergraduate students to EUROSIM to represent one of the member states of the European Union and the European Commission. The legislation on which delegates work is focused on one main theme chosen for its relevance to current European issues. Students individually play the roles of real-life government ministers, members of the European Parliament, and members of the Economic and Social Committee and the Committee of the Regions.

EUROSIM is held in alternating years in the United States and in Europe. In addition, several European universities send students to be part of their respective member state delegations alongside the American students. In this way, U.S. students receive a “home-grown” perspective on the issues that they are debating.
**Courses**

**Europe Since 1945**  
V42.0156  Identical to V57.0156.  
4 points.  
See description under History (57).

**Contemporary Italy**  
V42.0164.  Identical to V59.0166.  
4 points.  
See description under Italian Studies (59).

**History of Poland**  
V42.0178  Identical to V57.0178.  
Wolff. 4 points.  
See description under History (57).

**History of Modern Ireland, 1922 to Present**  
V42.0184  Identical to V58.0184, V57.0184.  
Reilly. 4 points.  
See description under Irish Studies (58).

**Contemporary France**  
V42.0288  Identical to V45.0164.  
4 points.  
See description under French (45).

**Undergraduate Research Seminar**  
V42.0500  Prerequisite: permission of the instructor. Offered in the fall.  
4 points.  
Trains undergraduates interested in European studies in approaches to research, in the sources and uses of research materials on Europe, and in the process of research.

**Western European Politics**  
V42.0510  Identical to V53.0510.  
4 points.  
See description under Politics (53).

**Immigration and Politics in Western Europe**  
V42.0511  Identical to V53.0511.  
4 points.  
See description under Politics (53).

**Internship**  
V42.0981  Prerequisite: permission of the department. Offered every semester.  
4 points.  
Advanced students of European and Mediterranean studies can earn academic credit for a structured and supervised professional work-learning experience within an approved organization.

**Topics: Comparative Government in Europe**  
V42.0983  Minkenberg. 4 points.  
Seminar devoted to the analysis of democratic development and processes since World War II in selected European democracies in the West and the East. Topics include the political culture, interest groups and parties, decision making, and policies in selected policy fields, such as immigration.

**EUROSIM Seminar**  
V42.0990  Offered every year.  
4 points.  
Teaches the politics and policy of the European Union to prepare students for the annual interuniversity simulation conference held in alternating years in Europe and in New York State.

**Independent Study**  
V42.0998  Prerequisite: permission of the department. Offered every semester.  
4 points.
The Expository Writing Program (EWP) offers writing courses for undergraduates throughout the University, as well as tutorial help in the Writing Center for the entire University community. All students (except those in the Arthur O. Eve HEOP or C-Step program) must complete Writing the Essay (V40.0100, or V40.0105 for Tisch School of the Arts). Special sections of V40.0100 are offered and vary by semester. These include sections for science students, sections in selected residence halls, and sections linked to the Morse Academic Plan (MAP) Conversations of the West requirement. Students in the School of Nursing, Silver School of Social Work, and Steinhardt School of Culture, Education, and Human Development complete a second semester of writing, The Advanced College Essay: Education and the Professions (V40.0110); students in Tisch must complete The World Through Art (H48.0002). International students may be eligible to alternate the requirement with an International Sequence of writing courses, V40.0004 and V40.0009; HEOP/C-Step students must complete Writing I and II (T01.1001 and T01.2002). Writing Tutorial (V40.0013) provides additional work in writing.

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 College of Arts and Science, Stern, Steinhardt, and Silver School of Social Work 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. Stresses exploration, inquiry, reflection, analysis, revision, and collaborative learning. 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 Steinhardt and Silver School of Social Work students 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 for students at Steinhardt, Nursing, and Social Work, with readings and essay writing that focus on issues pertinent to their disciplines.

**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 develop-
ment 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 ideas 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.

**Writing Tutorial**

V40.0013  *May not be taken on a pass/fail basis.* 4 points.

Offers intensive individual and group work in the practice of expository writing for those students whose writing proficiency examination reveals the need for additional, foundational writing instruction.

**A Spectrum of Essays**

V40.0015  *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. The central business of this workshop is writing compelling academic essays that evolve from the rigorous analysis of complicated texts (written, visual, and experiential) and the imaginative use of those texts to create ideas.

**ADDITIONAL COURSES FOR ESL STUDENTS**

**Reading and Writing Workshop I**

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 V40.0004 or V40.0009.* 4 points.

These two courses, designed for students planning to apply to a degree program in the United States, prepare students to function comfortably in university-level classes and other situations in which formal writing is required. Workshops help students develop their ability to summarize, discuss, analyze, and comment on their reading. Students read authentic nonfiction materials from newspapers, magazines, and books, and write critical essays. Courses provide help in grammar and editing.

**Proficiency Examination**

EWP administers the Proficiency Examination to external transfer students. All external transfer students must pass the examination to graduate. Students who fail the exam will be placed in Writing Tutorial (V40.0013).
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan (MAP) 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 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.

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 should complete the first-year FCC classes and the expository writing requirement before proceeding to the sophomore-level classes. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (V40.0004).

Exemptions and substitutions: Because of the importance the faculty places on assuring every student a core experience in the Foundations of Contemporary Culture, there are no exemptions or substitutions for 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.
Courses

In addition to the information listed below, detailed descriptions of each year’s course offerings may be found 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, Vergil’s Aeneid, and Augustine’s Confessions. Additional readings for each class are selected by the individual instructors, who take their guidance from the recommended reading lists for the several tracks.

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 Writing the Essay (V40.0100). Consult the MAP Web site for each year’s schedule.

Conversations of the West: Antiquity and the Middle Ages

V55.0401 Offered every semester. 4 points.
Continues with Dante’s Inferno, selections from Paradise, and other readings from the Middle Ages.

Conversations of the West: Antiquity and the Renaissance

V55.0402 Offered every semester. 4 points.
Continues with Machiavelli’s Prince, a Shakespearean play or Milton’s Samson Agonistes, and other readings from the Renaissance.

Conversations of the West: Antiquity and the Enlightenment

V55.0405 Offered every semester. 4 points.
Continues with Pascal’s Pensees, Rousseau’s Confessions, and other readings from the Enlightenment.

Conversations of the West: Antiquity and the 19th Century—Writing Intensive

V55.0414 Offered in the fall. 4 points.
The same as V55.0404, but with additional emphasis on writing. Students read and write about the course texts both for the lecture course and in their linked section of Writing the Essay (V40.0100).

WORLD CULTURES

World Cultures: The Ancient Near East and Egypt

V55.0501 Offered every other year. 4 points.
Examines Egypt and Mesopotamia, the two great non-Western civilizations of the ancient Near East, through ancient texts illustrating their historical development and culture. These are the civilizations where writing began; 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 Offered every semester. 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 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 Offered every year. 4 points.
Key concepts related to understanding sub-Saharan African cultures and societies, concentrating in particular on teaching students how to think critically and consult sources sensibly when studying non-Western cultures. Topics include problems in the interpretation of African literature, African history, gender issues, the question of whether African thought and values constitute a unique system of thinking, the impact of the slave trade and colonialism on 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

Those who complete a designated major or minor program in the humanities are exempt from Expressive Culture. Students who complete majors in each area, who complete a joint major designated in both areas, or who complete a major in one area and a minor in the other may satisfy both components. A list of the area designations of major and minor programs in the College of Arts and Science (CAS) may be found on the MAP Web site.

CAS students can also satisfy Societies and the Social Sciences and Expressive Culture by completing approved departmental courses. For a current list of approved courses, consult the MAP Web site.
accounts of African societies and the place of women in them. Issues are approached with the use of analyses from history, anthropology, sociology, literary theory, and philosophy.

**World Cultures: The Chinese and Japanese Traditions**  
V55.0506  
Offered every other year.  
4 points.

Essential aspects of Asian culture—Confucianism, Taoism, Buddhism, and Shintoism—studied through careful reading of major works of philosophy and literature. A roughly equal division between Chinese and Japanese works is meant to give a basic understanding of the broad similarities and the less obvious, but all-important, differences among the cultures of Confucian Asia. One reading is a Vietnamese adaptation of a Chinese legend. The last two readings, modern novellas from Japan and China, show the reaction of the traditional cultures to the Western invasions.

**World Cultures: Japan—A Cultural History**  
V55.0507  
Offered every other year.  
4 points.

A consideration of the prehistory to Japan’s modernist transformation through an analysis of key literary, religious, and artistic texts. Concentrates on the historical experiences that produced elements of a national culture before there was a nation and on the consciousness of being Japanese before there was a “Japan.” Examines how key cultural elements were used to make a modern nation-state.

**World Cultures: The Caribbean**  
V55.0509  
Offered every year.  
4 points.

Examines the impact of the Caribbean’s long colonial history through race, class, culture, and gender, and attends to the diversity of peoples who live on the islands. Known for its beauty, cultural vitality, and mix of peoples, cultures, and languages, the Caribbean is where today’s global economy began, some 500 years ago. Its sugar economy and history of slave labor and colonialism made it the site of massive transplantations of peoples and cultures from Africa for more than four centuries and from Asia since the mid-19th century, as well as a sizable influx of peoples from Europe all along. Readings examine the history of the region’s differing forms of colonialism; the present postcolonial economic and political structures; anthropological material on family and community life, religious beliefs and practices, gender roles, and ideologies; and ways in which national, ethnic, and racial identities are expressed today.

**World Cultures: Middle Eastern Societies**  
V55.0511  
Offered every other year.  
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—members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being transformed? Do people of the Middle East experience their region’s politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

**World Cultures: China**  
V55.0512  
Offered every year.  
4 points.

Fundamental concepts and practices of Chinese society and culture, examined using primary sources in translation whenever possible. By studying the social, political, religious, ideological, ritual, economic, and cultural life of the Chinese, students gain a sense of the core values and issues of Chinese civilization and how these have affected and continue to have an impact on the way people think and live.

**World Cultures: Ancient Israel**  
V55.0514  
Offered every semester.  
4 points.

The culture of the ancient Israelite societies of biblical times, covering the period from about 1200 B.C.E. to the conquests of Alexander the Great, in the fourth century B.C.E. Topics include the achievements of these societies in the areas of law and social organization, prophetic movements, Israelite religion, and ancient Hebrew literature. The Hebrew Bible preserves much of the creativity of the ancient Israelites, but archaeological excavations in Israel and neighboring lands, as well as the discovery of ancient writings in Hebrew and related languages, have added greatly to our knowledge of life as it was lived in biblical times. The civilizations of Egypt and Syria-Mesopotamia also shed light on Israelite culture. Of particular interest is the early development of Israelite monotheism, which, in time, emerged as ancient Judaism, the mother religion of Christianity and Islam.

**World Cultures: Latin America**  
V55.0515  
Offered every year.  
4 points.

Explores the cultural, social, and political organization of indigenous people before the period of European colonization. Studies the dynamics of the colonial encounter, focusing on such themes as indigenous responses to European rule, the formation of “Indian” society, and the interaction of Europeans, Africans, and indigenous people. Considers postcolonial Latin American societies, 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 Offered every other year. 4 points.
Considers the paradoxes of modern India: ancient religious ideas coexisting with material progress, hierarchical caste society with parliamentary democracy, and urban shantytowns with palatial high-rises. Integrates research on India's cultural values with social-scientific perspectives on their contemporary relevance. Examines problems such as protective discrimination for lower castes and cultural nationalism. Shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

World Cultures: Islam in Asia
V55.0525 Offered every other year. 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 "Islam"s" that thrive in Asia, and the politics of Islam today, from Afghanistan eastward to the Philippines.

World Cultures: Russia
Since 1917
V55.0528 Offered in the spring. 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.

World Cultures: Contemporary Latino Cultures
V55.0529 Offered every year. 4 points.
Examines the growth and development of "Latino" as a distinct category of identity out of the highly diverse populations of Latin American background in the United States, paying particular attention to the social processes shaping its emergence. Provides a detailed examination of the processes of cultural creation behind the rising growth of transnational cultures and identities worldwide, and of the forces that are fueling their development. Begins by exploring the immigration of Latin American peoples to U.S. cities, then turns to three case studies of emerging Latino communities, and ends by examining contemporary issues involving Latinos in urban centers such as New York.

World Cultures: The African Diaspora
V55.0532 Offered every other year. 4 points.
The dispersal of Africans to various parts of the world and over time, examining their experiences and those of their descendants. Regions of special interest include the Americas and the Islamic world, centering on questions of slavery and freedom while emphasizing the emergence of cultural forms and their relationship to both African and non-African influences.

World Cultures: Indigenous Australia
V55.0536 Offered every other year. 4 points.
The indigenous people of Australia have long been the subject of interest and imagination by outsiders for their cultural formulations of kinship, ritual, art, gender, and politics, and they have entered into representations as distinctively “Other”—whether in negative or positive formulations of the “Primitive.” These representations—in feature films about them such as Walkabout and Rabbit-Proof Fence, in New Age literature, or in museum exhibitions—are now also in dialogue with their own forms of cultural production. At the same time, Aboriginal people have struggled to reproduce themselves and their traditions in their own terms, asserting their right to forms of cultural autonomy and self-determination. We explore the historical and geographical range of Aboriginal Australian forms of social being through ethnographic texts, art, novels, autobiographies, film, and other media, and consider the ways in which identity is being challenged and constructed.

World Cultures: Modern Israel
V55.0537 Offered every year. 4 points.
Despite its small size and population, Israel is a diverse, dynamic, and complex society. To understand its ethnic, religious, and political divisions, the different ethnic origins of the Jewish population over the last 150 years are examined, and the growing role of the Arab population (approaching 20 percent) in Israeli society is discussed. The special role of religion in the secular state, the development of Hebrew-speaking culture, the political system, the settlement movement and the peace movement, gender issues, and the role of the army in everyday life are all addressed, concluding with a survey of the debate on whether Israel is a Jewish state or a state of all its citizens. Although the controversial issues that keep Israel in the headlines are touched on, the focus is on the character of Israeli society and the impact on everyday life of living in the international limelight.

World Cultures: Asian/Pacific/American Cultures
V55.0539 Offered every other year. 4 points.
Major issues in the historical and contemporary experiences of Asian Pacific Americans, including migration, modernization, racial formation, community-building, and political mobilization. Asian Pacific America encompasses a complex, diverse, and rapidly changing population of people. Particular attention is given to Asian Americans’ use of cultural productions (films, literature, art, media, and popular culture) as an expression/reflection of their cultural identities, historical conditions, and political efforts.
SOCIETIES AND THE SOCIAL SCIENCES

Note that the prerequisite for all Societies and the Social Sciences courses is completion of V55.04XX and V55.05XX, and completion of (or exemption from) V40.0100, V40.0006, or V40.0009.

Expressive Culture: Images—Painting and Sculpture in New York Field Study
V55.0721 Offered every year. 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 Offered every year. 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: Words
V55.0710 Offered every year. 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 Offered every semester. 4 points.
What is the place of art in an image-saturated world? We begin by considering the power and taboo of images and the ways in which individuals and institutions that constitute “the art world” classify some of these images as works of art; turn to explore the visual and conceptual challenges presented by major works of sculpture, architecture, and painting; and conclude with a selection of problems raised by art today. Students develop the vocabulary to both appreciate and question the artistic “gestures” of society in various places and times.

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

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

Expressive Culture: Film
V55.0750 Offered every semester. 4 points.
Film is a medium that combines a number of arts. It lies at the intersection of art and technology and of art and mass culture, and at the boundaries of the national and the global. Film is also a medium that coincides with and contributes to the invention of modern life. By exploring the expressive and representational achievements of cinema in the context of modernity and mass culture, students learn the concepts to grasp the different ways in which films create meaning, achieve their emotional impact, and respond in complex ways to the historical contexts in which they are made.
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 FSI are collected into three groups: Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most distinguished professors, and each course includes workshops or related laboratory sections led by graduate-student preceptors.

Program

In the FSI sequence, students choose one course in Quantitative Reasoning (V55.01XX), followed by one in the physical sciences from the Natural Science I grouping (V55.02XX), and then one in the biological sciences from the Natural Science II grouping (V55.03XX).

Exemptions and substitutions: Students who major in a natural science, who complete the pre-health program, or who complete the combined B.S./B.S.E. program are exempt from the FSI requirements. In addition, Quantitative Reasoning, Natural Science I, and Natural Science II can each be satisfied by appropriate Advanced Placement (AP) credit or by substituting specific courses, as listed below.

For Advanced Placement Examination equivalencies, consult the chart in the Admission section of this bulletin.

QUANTITATIVE REASONING
Students will take an examination to determine their exemption from the Quantitative Reasoning requirement. The examination is offered in the summer and periodically during each semester. The requirement can also be satisfied by one of the following options:

1. AP credit in calculus (Mathematics AB or BC, 4 or 8 points)
2. AP credit in statistics (4 points)

3. Completion of one of the following:
   • Statistics (V31.0018)
   • Analytical Statistics (V31.0020)
   • Quantitative Methods in Political Science (V53.0800)
   • Calculus for the Social Sciences (V63.0017)
   • Calculus I (V63.0121)
   • Intensive Calculus I (V63.0221)
   • Statistical Reasoning for the Behavioral Sciences (V89.0009)
   • Statistics for the Behavioral Sciences (V89.0010)
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  Offered every semester.  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; cross-cultural views of knowledge about the natural world; growth laws, including the growth of money and the concept of "constant dollars"; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why things are the size they are; cosmic distance ladder; and the meaning of "infinity." This calculator-based course is designed to help you use mathematics with some confidence in applications.

Quantitative Reasoning: Elementary Statistics
V55.0105  Offered every year.  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  Offered every year.  4 points.
For as long as people have been able to write numbers (that is, integers) and do arithmetic, they have discovered that numbers have certain interesting properties. To this ancient study, thought of as recreational, a new importance has been recently attached because of the digital world of cyberspace. Today, number theory is commonly used as the foundation of ingenious methods to create and break codes. This course offers a glimpse of the historical foundation of number theory, motivated by its relevance to 21st-century applications.

Quantitative Reasoning: Probability, Statistics, and Decision Making
V55.0107  Offered every year.  4 points.
Elementary probability theory from the point of view of games and gambling. Topics include probability, expectation, introduction to game theory, gambler's ruin, gambling systems, and optimal strategies. Examples are taken from games of chance, including backgammon, blackjack, craps, and poker.

**NATURAL SCIENCE I**

Note that the prerequisite for all Natural Science I courses is completion of any of the following sequences:

- College Chemistry I (V25.0101) and lab (V25.0103)
- Honors College Chemistry I (V25.0109) and lab (V25.0111)
- General Physics I (V85.0011) and lab (V85.0091)
- General Physics I (V85.00091)
- Honors College Chemistry I (V25.0109) and lab (V25.0111)
- General Physics I (V85.0011)
- Physics I (V85.0091) and lab (V85.0092)

**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 (V25.0101,0102) and lab (V25.0103,0104)
   - College Chemistry I and II (V25.0109,0110) and lab (V25.0111,0112)

**NATURAL SCIENCE I (V55.02XX)**

1. AP credit for Physics C-Mech (3 points) or Physics C-E&M (3 points)
2. Completion of one of the following sequences:

**NATURAL SCIENCE II (V55.03XX)**

1. Completion of Principles of Biology I (V25.0101)
2. Completion of Human Evolution (V14.0002)

**NATURAL SCIENCE I: The Cosmos and the Earth**

V55.0202  Adler, Blanton, Mincer, Weiner. Offered every year.  4 points.
Focuses on the modern scientific findings related 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? Evidence for the big bang theory of the creation of the universe and the formation of elements during stellar evolution is presented, along with how that evidence is extracted from the analysis of light coming from the stars. The constituents of the universe, from the large-scale realm of the galaxies to exotic objects such as neutron stars and black holes, are discussed. The course then focuses on the earth and other earthlike planets.

**NATURAL SCIENCE I: Energy and the Environment**

V55.0203  Brenner, Jordan, Kallenbach, Ward. Offered every semester.  4 points.
Uses the principles of chemistry to analyze the environmental implica-
Natural Science I: Einstein’s Universe
V55.0204 Adler, Brujic, Dvali, Sokal. Offered every year. 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 gravitation. Both these theories are quantitatively explored, together with wide-ranging applications of these ideas, from the nuclear energy that powers the sun to black holes and the big bang theory of the birth of the universe.

Natural Science I: Exploration of Light and Color
V55.0205 Adler, Slatyer. Offered every year. 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. Topics include how color is described and measured (colorimetry); how light is produced; how atoms and molecules affect light; how the human retina detects light; and how lenses are used in cameras, telescopes, and microscopes. Our investigation necessarily touches on aspects such as the anatomy of the eye and aspects of human vision that influence how we see color. Laboratory projects include additive and subtractive color mixing, pinhole photography, cow eye dissection, colorimetric measurements, and color classification schemes.

Natural Science I: From Quarks to Cosmos
V55.0209 Adler, Mincer. Offered every year. 4 points.
Modern science has provided us with some understanding of age-old fundamental questions, while at the same time opening up many new areas of investigation. How old is the universe? How did galaxies, stars, and planets form? What are the fundamental constituents of matter, and how do they combine to form the contents of the universe? The course covers measurements and chains of scientific reasoning that have allowed us to reconstruct the Big Bang by measuring little wisps of light reaching the Earth, to learn about subatomic particles by use of many-mile-long machines, and to combine the two to understand the universe as a whole from the subatomic particles of which it is composed.

Natural Science I: How Things Work
V55.0214 Adler, Grier, Stein. Offered every semester. 4 points.
Do you know how electricity is generated? How instruments create music? What makes refrigerator magnets stick? For that matter, why ice skating is possible, how wheels use friction, and why someone can quickly remove a tablecloth without moving any dishes? All of the devices that define contemporary living are applications of basic scientific discoveries. The principles underlying these devices are fascinating as well as useful, and help to explain many of the features of the world around us. This course familiarizes you with some basic principles of physics by examining selected devices such as CD and DVD players, microwave ovens, the basic electronic components of computers, lasers and LEDs, magnetic resonance imaging as used in medicine, and even nuclear weapons. In learning the basic physics behind these modern inventions, you will develop a deeper understanding of the physical world, and gain a new appreciation of everyday phenomena. The course is designed for nonscience students with an interest in the natural world; the basic physical ideas are presented using some mathematics, but none beyond elementary high school algebra.

Note that the prerequisite for all Natural Science I courses is completion of or exemption from V55.01XX. Completion of or exemption from V55.02XX is also recommended.

Natural Science II: Human Genetics
V55.0303 Blau, Jordan, Small. Offered every year. 4 points.
We are currently witnessing a revaluation in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insight into the role of heredity. The course begins with an overview of the principles of inheritance, where simple Mendelian genetics is contrasted with the interactions of genes and environment that influence complex physical or behavioral traits. Descending to the molecular level, we investigate how genetic information is encoded in DNA and examine the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. The course concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

Natural Science II: Human Origins
V55.0305 Bailey, Di Fiore, Distel, Harrison. Offered every year. 4 points.
The study of “human origins” is an interdisciplinary endeavor that involves a synthesis of research from a number of different areas of science. The aim of this course is to introduce students to the various approaches and methods used by scientists to investigate the origins and evolutionary history of our own species. Topics include reconstructing evolutionary relationships using molecular and morphological data; the mitochondrial Eve hypothesis; ancient DNA; human variation and natural selection; the use of stable isotopes to reconstruct dietary behavior in prehistoric humans; solving a 2,000-year-old murder mystery; the importance of studies of chimpanzees for understanding human behavior; and the
four-million-year-old fossil evidence for human evolution.

Natural Science II: Brain and Behavior
V55.0306 Glinscher, Hauken, Kiropes. Offered every semester. 4 points.
This lecture/laboratory course explores the relationship of the brain to behavior. It begins with the basic elements that make up the nervous system, and how electrical and chemical signals in the brain work to affect behavior. Using this foundation, we examine how the brain learns and how it creates new behaviors, together with the brain mechanisms that are involved in sensory experience, movement, hunger and thirst, sexual behaviors, the experience of emotions, perception and cognition, and memory and the brain’s plasticity. Other key topics include whether certain behavioral disorders like schizophrenia and bipolar disorder can be accounted for by changes in the function of the brain, and how drugs can alter behavior and brain function.

Natural Science II: The Body—How It Works
V55.0309 Goldberg. Offered every year. 4 points.
The human body is a complex system of mutually interdependent molecules, cells, tissues, organs, and organ systems. We examine the human body with the goal of understanding how physiological systems operate at these varying levels. Examples include the circulation of blood, the function of our muscles, the utilization of oxygen in respiration, and how our immune system detects and fights foreign invaders. Disturbing the delicate balance of these systems can produce various human diseases, which are also examined throughout the course. Laboratory work provides firsthand experience with studying molecular processes, cell structures, and physiological systems.

Natural Science II: The Molecules of Life
V55.0310 Jordan, Kallenbach. Offered every year. 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. 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
V55.0311 Volk. Offered every year. 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: The Brain: A User’s Guide
V55.0313 Azmitia. Offered every year. 4 points.
The human brain is the most complex organ. Despite the central position it has in nearly every aspect of our daily lives, it remains to many a mystery. How does it work? How can we care for it? How long will it function? This course is designed to provide answers to these questions and many more. We learn about the functions of the cortex in higher learning and memory, as well as discuss the basic work of the brainstem in regulating the internal environment of the body. The importance of nutrition on neurotransmitter synthesis, the function of sleep on memory and why we need so much of it, and the effects of alcohol and drugs on brain harmony and the meaning of addiction are covered. We look at brain development and the special needs of children, as well as brain aging and illness and the difficulty of helping. The laboratories are designed to provide hands-on experience in exploring the structure of the brain, as well as learning how to measure brain function.

Natural Science II: Genomes and Diversity
V55.0314 Siegal. Offered every year. 4 points.
 Millions of species of animals, plants, and microbes inhabit our planet. Genomics, the study of all the genes in an organism, is providing new insights into this amazing diversity of life. We begin with the fundamentals of DNA, genes, and genomes. We then explore microbial diversity, with an emphasis on how genomics can reveal many aspects of organisms, from their ancient history to their physiological and ecological habits. We follow with examinations of animal and plant diversity, focusing on domesticated species, such as dogs and tomatoes, as examples of how genomic methods can be used to identify genes that underlie new or otherwise interesting traits. Genomics has also transformed the study of human diversity and human disease. We examine the use of DNA to trace human ancestry, as well as the use of genomics as a diagnostic tool in medicine. With the powerful new technologies to study genomes has come an increased power to manipulate them. We conclude by considering the societal implications of this ability to alter the genomes of crop plants, livestock, and, potentially, humans.
With a staff of internationally known scholars and teachers, the Department of French offers a broad range of courses in French and Francophone studies, language, literature, and civilization. The program promotes oral and written fluency in French, imparts strong analytical and interpretative skills, and works toward an enhanced understanding of cross-cultural changes. Most courses are taught in French. La Maison Française brings French culture into focus with films, lectures, and concerts, as well as library facilities and a periodicals reading room. Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City. Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Center in Paris, which provides immersion in French culture and offers courses with professors from the French university system as well as distinguished NYU faculty members.
Francophone Literature (V45.0145), French Society and Culture from the Middle Ages to 1900 (V45.0163), and Contemporary France (V45.0164).

**Four electives.** Up to two electives may be advanced language courses: Spoken Contemporary French (V45.0101), Phonetics (V45.0103), Translation (V45.0107), Acting French (V45.0109), and Business French (V45.0110). The other electives must revolve around French and Francophone literature and civilization. With permission of the adviser, students may take some electives at the same time as core courses. With permission, students may also substitute additional core courses, or a graduate course, for electives. Approved courses taken in French universities may count as electives.

**A Senior Seminar.** The Senior Seminar is typically taken in the fall or spring of senior year.

At least one of the courses completed in fulfillment of the major (either a core course or an elective) must focus on the period preceding 1800. Majors may count up to two of the department's English-language courses towards the major, but only if they do the written work in French.

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. A student who fulfills the requirements above 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 the section Preprofessional, Accelerated, and Specialized Programs in this bulletin.

**MAJOR IN FRENCH AND LINGUISTICS**

Nine courses in French and linguistics. This plan of study normally consists of the following courses: Spoken Contemporary French (V45.0101); one course in advanced written French (V45.0105, 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 the following courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

**MINORS IN FRENCH**

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.

Students may choose one of five programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.

**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.

**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.

**Literature in translation:** See the section Literature in Translation.

**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 IN FRENCH**

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 GPA of at least 3.65 and a major average of 3.65 or higher. Students who wish to pursue honors should apply to the departmental director of honors during their junior year.

**Requirements:**

- Completion of the major requirements.
- An 8-point sequence normally taken senior year, consisting of Honors Seminar (V45.0991) in the fall and Honors Thesis (V45.0995) in the spring. Students work on their thesis (see below) starting in the fall, in close collaboration with the director of honors and a faculty adviser.
- The honors thesis should be a work of scholarship and/or criticism in the field of French literature, culture, or Francophonie. The thesis is ordinarily written in French (25 pages minimum); students may petition to exceptionally write it in English (40 to 60 pages). The seminar professor and the thesis adviser determine the basis of this work and an oral defense whether to recommend the student for an honors degree. A grade of at least
Courses

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.

Fulfillment 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

Intermediate 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 intermediate level in one semester. Offered every semester. 6 points.

Intermediate French I
V45.0020 Prerequisite: V45.0010 or V45.0011. Open to students who have completed the equivalent of a year’s elementary level and to others on assignment by placement test. Completes the equivalent of a year’s intermediate level in one semester. Offered every semester. 6 points.

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. Offered every semester. 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. Offered every semester. 4 points.

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 Program Abroad.
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 post-intermediate level. Offered every semester. 4 points.

Intermediate French II
V45.0012 Continuation of V45.0011. In order to fulfill the MAP requirement and continue on to the post-intermediate level, a student must complete both V45.0011 and V45.0012. This sequence is equivalent to V45.0020. Offered every semester. 4 points.

LANGUAGE COURSE WITH SPECIAL PREREQUISITES

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. Offered every semester. 4 points.

Systematizes and reinforces the language skills presented in earlier-level courses through an intensive review of grammar, written exercises, an introduction to composition, lexical enrichment, and spoken skills.

ADVANCED LANGUAGE COURSES (ELECTIVES)

Spoken Contemporary French
V45.0101 Prerequisite: V45.0030, assignment by placement test, or approval of the instructor. Assumed a mastery of the fundamental structures of French. May be taken concurrently with V45.0105. Offered every semester. 4 points.

Helps the student to develop vocabulary, improve pronunciation, and learn new idiomatic expressions. Introduction to corrective phonetics and emphasis on understanding contemporary French through a study of such authentic documents as radio and television interviews, advertisements, and spontaneous oral productions.

Phonetics
V45.0103 Prerequisite: V45.0012. V45.0020, or permission of the instructor. Offered at least once a year. 4 points.

Provides advanced French language students with the opportunity to improve their pronunciation through a detailed analysis of the sound systems of both French and English.

Written Contemporary French
V45.0105 Prerequisite: V45.0030, assignment by placement test, or approval of the department. Offered every semester. 4 points.

Designed to improve the student's written French and to provide advanced training in French and comparative grammar. Students are trained to express themselves in a variety of writing situations (for example, diaries, transcriptions, narrations, letters). Focuses on the distinction between spoken and written styles and the problem of contrastive grammar. Emphasis on accuracy and fluency of usage in the written language.

Translation
V45.0107 Prerequisite: V45.0105. Offered in the fall. 4 points.

Practice of translation through French and English texts taken from a variety of sources to present a range of contrasting grammatical and stylistic problems. Also stresses acquisition of vocabulary.

Acting French
V45.0109 Prerequisite: V45.0030 or permission of the department. Offered in the spring. 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, and includes 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 or permission of the department. Offered in the spring. 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 (for example, advertising, transportation, banking). Stresses group work in simulated business situations and exposure to authentic spoken materials.

CORE COURSES (TAUGHT IN FRENCH)

The following courses are open to students who have successfully completed V45.0105, who are assigned by placement test, or who have the permission of the director of undergraduate studies.

Masterpieces of French Literature
V45.0115 Offered every semester. 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.

Readings in French Literature I: From the Middle Ages to the French Revolution
V45.0120 Offered in the fall. 4 points.

Introduction to central works in medieval and early modern French literature. By analyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era’s larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focus on analytical writing and literary analysis. Authors studied may include Marie de France, Rabelais, Marguerite de Navarre, Montaigne, Corneille, Diderot, and Voltaire.

Readings in French Literature II: From 1800 to the Present
V45.0121 Offered in the spring. 4 points.

Introduction to central works in modern French literature. By ana-
lyzing plays, chronicles, poems, and novels, students explore the role and status of literature within the era’s larger intellectual, political, and social framework. Critical study of key themes, genres, and styles; focus on analytical writing and literary analysis. Follows but does not require completion of Readings in French Literature I. Authors studied may include Colette, André Malraux, Céline, Simone de Beauvoir, Kateb Yacine, Georges Perec, and Marguerite Yourcenar.

**Approaches to Francophone Literature**

V45.0145 Offered every year. 4 points.

Examines literature from a network of French-speaking countries that form a Francophone space. Addresses the colonial past as well as the anticolonial and postcolonial situations in which French colonialism is replaced by more complex relationships and ideologies. Special attention is paid to language and the role of the writer in elaborating a postcolonial national identity. Writers studied may include Edouard Glissant and Patrick Chamoiseau of Martinique, Jacques Roumain of Haiti, Ahmadou Kourouma of the Ivory Coast, and Assia Djebar of Algeria.

**French Society and Culture from the Middle Ages to 1900**

V45.0163 Offered in the fall. 4 points.

Retrospective and introspective view of French civilization from the early period to 1900 through the interrelation of history, literature, fine arts, music, and philosophy. Study of major historical forces, ideas, and tensions; the formation of collective identities (territorial, religious, political, and so on); France’s diversity and formative conflicts; the Republican model; France and the outer world; and the relationship between state, nation, and citizenry. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondances.

**Contemporary France**

V45.0164 When conducted in English, numbered V45.0864. Offered in the spring. 4 points.

An introduction to French history, politics, and social relations from 1900 to the present. Attention is paid to the successive crises that challenged France’s stature, its national identity, and its republican model. Topics include the French political and social systems; France’s “exceptionalism” and relationships with Europe, the United States, and globalization; colonialism, immigration, and postcolonialism; and gender and class relations.

**Electives in French Literature and Civilization (Taught in French)**

**Versailles: Life as Art in the Age of Grandeur**

V45.0150 When conducted in English, numbered V45.0850 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.

Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, serves as an introduction to the study of major aspects of 17th- and 18th-century culture and French influence on European civilization. This course 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**

V45.0462 Offered every other year. 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, Molière, Corneille, Racine, La Bruyère, and La Rochefoucauld.

**The 18th-Century French Novel**

V45.0532 Offered every other year. 4 points.

The novel comes into its own during the 18th century. It fought for recognition as a “worthy genre.” The development of the novel as an aesthetic form and the social and moral preoccupations it reveals are studied in a variety of authors, such as Marivaux, Voltaire, Diderot, Rousseau, Laclos, and Sade.

**French Thought from Montaigne to Sartre**

V45.0562 Offered every other year. 4 points.

Deals with the various currents of ideas and the transformations in values, taste, and feeling that constitute the Enlightenment in France. Pays 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.

**19th-Century French Novel and Society**

V45.0632 Offered every year. 4 points.

Study of Balzac, Stendhal, Flaubert, and Zola as a means of identifying the individual’s changing relationship to the environment and the social, political, and intellectual contexts of his or her epoch. Problems of the 19th-century novel, narrative structure, point of view, invention, and observation.

**Literature and the Arts in the Age of Surrealism**

V45.0722 Offered every other year. 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 paintings and cinema. Explores the relation between theory and practice in literature and the arts.

**Contemporary French Novel**

V45.0731 When conducted in English, numbered V45.0831. Offered every year. 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 surrealist exploration. With Céline and Malraux, the novel of violent action becomes a mirror of man's situation in a chaotic time and leads to the work of Sartre and Camus, encompassing the existentialist viewpoint. Covers Beckett's sparse, complex narratives and Robbe-Grillet's "new" novels. Novels are studied with respect to structure, technique, themes, language, and significant passages.

French Poetry from Baudelaire to the Present
V45.0741 When conducted in English, numbered V45.0841. Offered every year. 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 environments.

New Novel and New Theatre
V45.0763 Offered every other year. 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, Sarrauté, Duras, Simon, and Pinget. On stage, the theatre of the absurd, antirealistic, with startling techniques, downgrading of language, and a stress on action; the theme of lack of communication in the world. The theories of Artaud and the plays of Ionesco, Beckett, Genet, Adamov, Vian, and others.

Existentialism and the Absurd
V45.0767 When conducted in English, numbered V45.0867. Offered every year. 4 points.

Main expressions of existential thought in Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. Attention to the French existentialists' concern for commitment in political and social affairs of the times. Examines absurdist literature since the 1950s in the "theatre of the absurd," in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (such as Pinter, Albee, and Barthelme).

Proust
V45.0771 When conducted in English, numbered V45.0871 and also open to French majors who read the work in the original and do their written work in French. Offered every other year. 4 points.

Reading of Remembrance of Things Past. Major topics include the novel as confession, the unconscious and creation, perception and language, sexuality, decadence, the artistic climate in Europe and France from the end of the 19th century through World War I, and the hero as artist.

Beckett
V45.0774 When conducted in English, numbered V45.0874. Offered every other year. 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, Finnegans Wake, Cascando, Not I, How It Is, Krapp's Last Tape, and First Love.

History of French Cinema
V45.0778 When conducted in English, numbered V45.0878. Offered every other year. 4 points.

Surveys French cinema from 1895 to the present day. Formal issues will be discussed in the context of French civilization. Students will be required to regularly cross the perspectives of history and cinema studies. The following movements and schools will be discussed: the Lumière brothers' realism versus Méliès's transformation of reality; the international avant-garde of the 1920s (impressionism, surrealism, Dadaism); poetic realism (Vigo, Carné, Renoir); the New Wave (Truffaut, Godard, Resnais); political modernism in the context of May 1968; the advent of the "Cinéma du Look"; and post-modernity (Besson, Beineix).

Theatre in the French Tradition
V45.0929 When conducted in English, numbered V45.0829 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.

Study of the theatrical genre in France, including the golden age playwrights (Corneille, Racine, Molière), 18th-century irony and sentiment, and the 19th-century theatrical revolution. Topics include theories of comedy and tragedy, the development of stagecraft, and romanticism and realism. Also, the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

The Image of Human Experience in the French Novel
V45.0932 When conducted in English, numbered V45.0832 and also open to French majors who read the works in the original and do their written work in French. Offered every other year. 4 points.

Man's attempt to come to terms with himself and his universe has been the central impetus of all great literature. Covers the changing image of man through the centuries in the works of French writers of international repute: Voltaire in his philosophical tales; Diderot as a precursor of the modern novel; Stendhal in The Red and the Black; Flaubert in Madame Bovary; and Proust, Camus, and Beckett, all of whom have attempted to define man in relation to the major problems of his existence.

Women Writers in France
V45.0935 Identical to V18.0740. When conducted in English, numbered V45.0835 and also open to French majors who read the works in the original and do their written work in French. Offered every year. 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. Studies both the changing socio-historical context of these writers and the common problems and themes that constitute a female tradition.
Writers include Marie de France, Christine de Pisan, Marguerite de Navarre, Madame de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras.

Modern Criticism and Theory of Literature
V45.0863  Prerequisite: two advanced literature courses or permission of the department. Offered every other year. 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 re-evaluation, along with the works of such pertinent critics as Mauron, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Topics in French Culture
V45.0965  When conducted in English, numbered V45.0865. Offered every semester. 4 points.
Courses on subjects of special interest by either a regular or visiting faculty member. For specific courses, please consult the class schedule. Recent topics include Paris in history, art, and literature; la Belle Époque; and Paris and the birth of modernism.

Topics in French Literature
V45.0968  When conducted in English, numbered V45.0868. Offered every semester. 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. Offered every semester. 2 or 4 points per term.
Opportunities for students to apply their studies to the “outside world.” Working closely with a sponsor and a faculty adviser, students pursue intern-ships in such diverse areas as international trade, banking, publishing, and law. Interested stu-
dents should apply to the department early in the semester before they wish to begin their internship.

Senior Seminar
V45.0991,0992  Prerequisite: permission of the department. The honors section of Senior Seminar is offered only in the fall. Section 001 in the fall is designated as the honors section. 4 points.

Honors Senior Thesis
V45.0995  Prerequisite: V45.0991 (honors section 001) and permission of the department. Offered in the spring. 4 points.

Independent Study
V45.0997,0998  Prerequisite: permission of the department. Offered every semester. 2 or 4 points per term.

Courses Conducted in English
The following courses, numbered in the V45.0800s, are conducted in English. Majors may count one of these courses toward the major if they complete all the written work in French. (Permission of the director of undergraduate studies is required.) These courses may be counted toward the minor in French literature in translation and the minor in literature in translation, both of which are described in the section Literature in Translation. No knowledge of French is required.

Metaphors of Modern Theatre
V45.0822  Identical to V30.0267. Offered every year. 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, numbered V45.0929. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Theatre in the French Tradition (V45.0929) above.

Contemporary French Novel
V45.0831  When conducted in French, numbered V45.0731. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 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, numbered V45.0932. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 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 V18.0740. When conducted in French, numbered V45.0935. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 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, numbered V45.0741. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 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, numbered V45.0150. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 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, numbered V45.0164. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Contemporary France (V45.0164) above.

Topics in French Culture
V45.0865 When conducted in French, numbered V45.0965. Offered every semester. 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, numbered V45.0771. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every other year. 4 points.
For description, see Proust (V45.0771) above.

Beckett
V45.0874 When conducted in French, numbered V45.0774. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every semester. 4 points.
For description, see Beckett (V45.0774) above.

La Belle Époque: Modes of Artistic Expression and Life
V45.0866 When conducted in French, numbered V45.0166. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every semester. 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, numbered V45.0767. Only counts toward the major if course work is done in French (permission of the director of undergraduate studies required). Offered every year. 4 points.
For description, see Existentialism and the Absurd (V45.0767) above.

Topics in French Literature
V45.0868 When conducted in French, numbered V45.0968. Offered every semester. 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.

The Age of Romanticism
V45.0501 Identical to V29.0501. Offered every other year. 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. Offered every semester. 4 points.
Explores 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 3.5 average in three 4-point courses (12 points) of advanced work in French. If these courses are offered toward the requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.
A complete list of graduate courses open to qualified seniors is available in the department each semester.
Freshman Honors Seminars offer select freshmen the opportunity to be in a small, intellectually stimulating class taught by a distinguished faculty member or an 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 readings that emphasize 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**

**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 to examine major contemporary historical questions in the areas of race, gender, and class. The Brooklyn Dodgers’ pioneering role in American racial integration in the years after World War II, for example, and the Yankees’ early 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 Peskin. 4 points.  
A hands-on course in which students learn how to program computers to simulate physical and biological processes. The course meets alternately in classroom and computer laboratory settings. 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 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**  
V50.0210 Ulfers. 4 points.  
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 (for example, 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 non-technical 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 legislator rely on his or her religious convictions in forming a view about the legality of capital punishment or abortion?
This 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.

Freedom, Classical Liberal Principles, and 21st-Century Problems
V50.0227 Rizzo. 4 points.
Introduces students to the principles of classical liberalism through the discussion of theoretical and empirical issues in economics, law, and ethics. “Classical liberalism” is the political, economic, social, and moral philosophy that is severely skeptical of the power of the state and seeks to reduce its power over the citizen. It advances the view that society, under the rule of law, is largely self-regulating, and so government intervention, whether in economic or social affairs, is either unnecessary or simply makes problems worse. Sometimes classical liberalism is called “19th-century liberalism,” but its development has roots in ancient Roman thought, the 18th-century Scottish Enlightenment, and many strains of 20th-century philosophy and economics. Its leading thinkers have included Adam Smith, F. A. Hayek, and Milton Friedman. The course considers philosophical principles and empirical issues in the context of contemporary problems, such as free trade, property rights, income distribution, and social-religious toleration.

First Amendment Freedom of Expression
V50.0235 Solomon. 4 points.
Conflicts over freedom of speech erupt into public debate almost every week. Congress passes a law to purge indecency from online 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 sedition (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, flag burning, obscenity and pornography, the new law that bans indecency from online services, hate speech, and inflictions of emotional distress. Students read and analyze important decisions of the U.S. Supreme Court.

Performing Homer: The Iliad and the Odyssey
V50.0272 Mezeck. 4 points.
The Iliad and the Odyssey stand as two of the greatest works of world literature, and yet these hugely influential texts are actually a record of a performance event filled with action and drama and punctuated with the visceral energy of a live presentation. It is in the context of performance that this course examines the works of the Homeric tradition and their subsequent influence on drama, literature, and culture. Using Homer’s Iliad and Odyssey as central texts, we explore the following questions: Who was Homer? What is truth and what is fiction in these great stories—did the Trojan War actually happen? Who were the Mycenaeans, and how did the modern world “discover” them? Who were the audience of the Iliad and the Odyssey, and what kind of society did they live in? We also discuss the main themes found in Homer, such as war, the code of the warrior, religion, the family, politics, and the effects of rage and reconciliation. Finally, this course traces the influence of Homer on the Greek dramatists, the Roman poets, the literature of the Renaissance, Shakespeare, modern drama, and contemporary movies.

What Makes a Great Leader? Perspectives from Government, Law, and Business
V50.0275 Yu. 4 points.
Machiavelli wrote in 1532, “There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.” This seminar explores some of the ways in which leaders, particularly over the past two centuries, have arisen in a number of settings. How do we define greatness in leadership? Have the standards remained static, or have they changed over time? How have leaders overcome the obstacles in their paths? What, if any, traits do they have in common? Do leaders make the times in which they serve, or do the times dictate the leaders who emerge? Are leadership skills innate, or can they be learned and developed? The seminar stimulates thinking through readings and discussion about notable figures from politics and government, such as the Founding Fathers, Lincoln, Mandela, Gandhi, and Churchill, while looking at contemporary examples drawn from the business and legal worlds, as well. Readings include selections from biography, analysis and commentary, history, and autobiography. The seminar also features sessions with prominent figures from the business, media, and political worlds, discussing their views and firsthand observations about leadership.

The Biology of Infectious Diseases
V50.0276 Blaser. 4 points.
Infectious diseases have shaped human biology, genes, culture, and
imagination. After the advent of antibiotics, we thought that we could win the “war” on infectious diseases. Antibiotic resistance and AIDS, among other events, have taught us that the war is not winnable. Rather, we must understand our place in the microbial world, learn to adapt strategies that minimize infectious disease impact, and maximize our symbiosis with indigenous organisms. After introductory discussions, the course is conducted as a series of seminars by students on topics that provide greater understanding of the underlying biological issues. Topics that may be discussed include genetic susceptibility to diseases such as malaria, problems involved in antibiotic resistance, the evolution of HIV, good microbes versus bad, and infectious diseases in the postmodern world.

From the Rise of Christianity to Bowling Alone: A Sociological Perspective on Two Millennia

V50.0282 Lehman. 4 points.
The new millennium has dawned with growing disenchantment with traditional left-right cleavages and with the claim that the United States is increasingly a nation of isolated individualists whose disregard for collective responsibilities is eroding civic virtues and its democratic institutions. This course assesses the trajectory of our culture using the dimensions of autonomy versus order and freedom versus determinism. The seminar begins by probing these diagnoses in the broader context of moral and social transformations in the West over the last 2,000 years. Students examine social-science analyses of pivotal changes that have occurred in that period. They consider the sociologist Rodney Stark’s highly acclaimed The Rise of Christianity, which focuses on developments during the first four centuries of the first millennium of the common era. The final reading of the course is the political scientist Robert Putnam’s controversial Bowling Alone, a much-publicized critique of contemporary American civic life.

The Crusades and Their Legacy

V50.0296 Clason. 4 points.
In the history of the interactions among Christianity, Islam, and Judaism, the Crusades, which began at the end of the 11th century, form one of the most important chapters, if not the most important chapter. The Crusades began as religious wars to recover the holy places venerated by Christians in the city of Jerusalem. For 200 years, the Crusaders managed to hold on to their possessions, losing more of them with every passing decade, until at last the Muslims triumphed and the kingdom in the East was lost to Western Christendom. This seminar covers the Crusades themselves, but focuses on the relations among the three great religions and how it came about that they all claim Jerusalem for their own. We study the differences among the religions, as well as their many similarities. Most of all, we address some of the problems crucial to an understanding of the world we live in: the nature of a holy war, the issue of whether the Crusades were the first manifestation of European imperialism in the Middle East, and the legacy of the crusading era.

Readings include Muslim, Jewish, and Christian writings of the era, in translation, as well as secondary works.

Europe in Africa and Africa in Europe: Interaction and Rupture in History

V50.0305 Lewis. 4 points.
Explores pivotal moments of confrontation and exchange in which the course of economic, cultural, and political development in the European and African experiences are reciprocally and significantly altered. The proposition that the axiom “others have made us” applies at the most profound levels equally to conqueror and conquered, exploiter and exploited, superordinates and subordinates is to be tested in this seminar through an exploration of five turning-point interactions: (1) Islam’s first European century (the eighth-century Muslim conquest of Iberia), (2) capitalism and slavery, the 1400s to 1850, (3) African resistance in the scramble for Africa, (4) bohemian Paris and Renaissance Harlem, (5) literatures and politics of rupture (Wells-Barnett, Du Bois, and Maran to Fanon, Baldwin, and others; Ghana and the Congo). Five essays keyed to the five topics and based on seminar discussions, required readings, and independent research are to be presented serially.

Memoirs and Diaries in Modern European Jewish History

V50.0312 Kaplan. 4 points.
Analyzes modern Jewish history through the use of memoirs and diaries, which can offer an abundance of detail about the public political, economic, social, and religious worlds, and provide valuable, often rare, glimpses into the motivations and expectations of Jews regarding the non-Jewish world. Moreover, revealing crucial concealed thoughts and emotions, as well as attitudes and behaviors within the family, friendship networks, and the Jewish community, they allow students to delve into relations between parents and children, spouses, generations, neighbors, and friends. The course begins with the most famous memoir written by a Jewish woman, Glikl of Hameln, in the late 17th century, and continues through the mid-20th century and the Holocaust. It includes the autobiographies of Leon Modena, a 17th-century Venetian rabbi; Solomon Maimon, an 18th-century Jewish philosopher-bohemian-heretic; Pauline Wengersoff, a traditional Jewish woman in 19th-century Russia; and Puah Rakowski, a Polish radical.

Readings from the Holocaust period include two classics: the diaries of Anne Frank, a young girl, and Victor Klemperer, an elderly Jewish man. Students are responsible for reading the primary sources, and the instructor includes introductory materials to place the memoirs in their historical context in each class.

Literary Theory and Its Applications

V50.0355 Maynard. 4 points.
Students in this seminar read a selection of essays from major thinkers about literature, mainly from the latter half of the 20th
century, to learn to consider different approaches to literature. They complete the course by preparing a discussion of a work of literature using one or more of the conceptual approaches they have studied. Emphasis is placed on learning how to analyze theoretical problems and improvise in applying them to new situations. Recommended for students interested in any area of the humanities.

**Liftoff: Covering Space from the Inside Out**

*V50.0381 Burrows. 4 points.*

Access to space provides humanity with one of the most important capabilities in history. Sending people to orbit Earth and to visit the Moon has profoundly shaped our view of ourselves and of the larger world in which we exist. And the exploration of the solar system with robots that have sent back a virtual library of information has increased our understanding of the universe to an extent never before possible. But the space program is about much more than exploration. It is also about the workaday machines that have revolutionized weather prediction, communication (notably, cell phones), navigation, land use, and spotting and monitoring climate change. The course begins with the basics of rocketry and elementary astronautics and moves on to how they are used. The military dimension is included, and also the likely future of humans in space, beginning with the establishment of a Moon colony.
Gender and Sexuality Studies is administered by the Department of Social and Cultural Analysis (SCA), offering a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience. It encourages students to question the meanings of “male” and “female,” “masculine” and “feminine,” “straight” and “queer,” “deviant” and “normal,” in both Western and non-Western societies. Courses seek to explore the ways gender and sexuality come into being and shape social and cultural divisions such as race, class, dis/ability, religion, nationality, and ethnicity.

MAJOR/MINOR IN Gender and Sexuality Studies

Faculty

Professors: Dinshaw, Duggan, Harper, Kulick, Morgan, Pratt, Stacey

Associate Professors: Gopinath, Muñoz, Saldaña, Siu

Assistant Professors: Parikh, Ralph

Programs

MAJOR
The gender and sexuality studies major comprises introductory, elective, and research components, which together make up a total of 11 courses, as laid out below.

Two introductory courses (can be taken in any order):
- Concepts in Social and Cultural Analysis (V18.0001)
- Introduction to Gender and Sexuality Studies (V18.0401) or Intersections: Gender, Race, and Sexuality in U.S. History and Politics (V18.0230)

Seven elective courses:
- Five designated gender and sexuality studies courses
- Two upper-division courses offered by SCA that address issues pertinent to gender and sexuality studies in relation to other allied fields

Two research courses:
- Gender and sexuality studies-related Internship Fieldwork (V18.0040, V18.0042)
- Senior Research Seminar (V18.0090), pertinent to gender and sexuality studies

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

MINOR
A gender and sexuality studies minor requires 20 points (five courses) drawn from at least two different departments or areas. Minors must complete Introduction to Gender and Sexuality Studies (V18.0401).

HONORS
Departmental honors in gender and sexuality studies—as in all the majors administered within SCA—requires two courses with honors designations. In the senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0090) and spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.
Courses

INTRODUCTORY CORE

Intersections: Gender, Race, and Sexuality in U.S. History and Politics
V18.0230 Formerly V13.0301, titled Gender and Cultural History. Offered in the fall. 4 points.
Drawing on the histories of African, Asian, Latino, European, and Native Americans of both genders and many sexualities, explores the complex and important intersection of gender, race, and sexuality in the United States from the 17th century through the 20th, in historically related case studies. Starting in the period of European imperialism in the Americas, it examines the ways that gender, race, and sexuality shaped cultural and political policies and debates surrounding the Salem witch trials; slavery, abolition, and lynching; U.S. imperialism in Puerto Rico and Hawaii; the politics of welfare and reproduction; cultural constructions of manliness, masculinity, and citizenship; and responses to the AIDS pandemic in a global context.

Introduction to Gender and Sexuality Studies
V18.0401 Formerly V97.0010. Offered at least once a year. 4 points.
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. 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 non-feminist arguments from a variety of critical perspectives.

RESEARCH CORE

Senior Research Seminar
V18.0090 Prerequisite: V18.0401. Offered in the fall. 4 points.
An advanced research course in gender and sexuality studies, which culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to the major in gender and sexuality studies. Majors must take this class in the fall of their senior year.

INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040 Corequisite: V18.0042. Ten hours of fieldwork are required. 2 points.

Internship Seminar
V18.0042 Corequisite: V18.0040. 2 points.
The internship program complements and enhances the formal course work of the gender and sexuality majors. Students intern at agencies dealing with a range of issues pertaining to gender and sexuality, and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors. Interview and permission of the director of internships required.

ELECTIVE COURSES

Queer Cultures
V18.0450 Formerly V97.0419. Prerequisite: V18.0401 or permission of the instructor. 4 points.
Develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychological, 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.

Gender, Identity, and Society in the Middle East
V18.0470 Formerly V97.0729. Identical to V77.0729. Prerequisites: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the 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, economic, 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
V18.0472 Formerly V97.0742. Prerequisite: V18.0401, V93.0021, V18.0470, an introductory-level course in the social sciences, or permission of the instructor. Offered every year. 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
V18.0480 Formerly V97.0744. Prerequisite: V18.0401 or permission of the instructor. 4 points.
Advanced-level course. 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. Studies different perspectives on the national question—as a lib-
eration movement, as a political ideology, and as a mechanism for inclusion/exclusion.

**Queer Literature**

V18.0482  Formerly V97.0749.

Identical to V41.0749. Prerequisites: one course in literature, V18.0401, or permission of the instructor. 4 points.

Develops notions of queerness—deviation from a sexed and gendered norm—through detailed exploration of literary texts in a variety of genres. Historical period and national focus (British, American, Commonwealth) may vary; consult the schedule of classes for current focus.

**Border Crossing: Gender, Sexuality, and Migration**

V18.0483  Formerly V97.0837.

Identical to V57.0817. Prerequisites: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor. Offered every year. 4 points.

Advanced-level 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.

**Sex, Gender, and Globalization**

V18.0484  Formerly V97.0853.

Prerequisites: V18.0401 and one introductory social sciences course, or permission of the 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.

**Transgender: Histories, Identities, Politics**

V18.0485  Formerly V97.0848.

Identical to V14.0848. Prerequisites: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor. 4 points.

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**

V18.0486  Formerly V97.0849.

Identical to V14.0849. Prerequisites: V18.0401 and one of the following: V18.0001, an introductory-level course in the social sciences, or permission of the instructor. 4 points.

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. Examines the intellectual roots of development theory to understand how this socioeconomic process has been conceptualized and implemented.

**Sexual Rights, Sexual Wrongs: Sex Work, Pornography, and Other Controversies**

V18.0487  Formerly V97.0853.

Prerequisite: V18.0401. 4 points.

Introduces undergraduate students to the central concepts of “sexual rights,” which have 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.”

**Topics in Gender and Sexuality Studies**

V18.0493  Formerly V97.0996.

Offered every semester. 4 points.

In-depth study of a particular problem or research area within gender and sexuality studies. See course schedule for current topic.

**Independent Study**

V18.0496 (fall), V18.0497 (spring)  Formerly V97.0997 (fall), V97.0998 (spring). Prerequisite: permission of the instructor. Offered every semester. 4 points.

**RELATED COURSES**

**Language and Society**

V18.0701  Formerly V97.0015.

Identical to V61.0015. 4 points.

See description under Linguistics (61).

**Minorities and the Media**

V18.0702  Formerly V97.0016 and V18.0016. Identical to V54.0503. 4 points.

See description under Journalism (54).

**Anthropology of Language**

V18.0703  Formerly V97.0017.

Identical to V14.0017. 4 points.

See description under Anthropology (14).

**Sex and Gender**

V18.0704  Formerly V97.0021.

Identical to V93.0021. 4 points.

See description under Sociology (93).

**Family and Kinship**

V18.0705  Formerly V97.0041.

Identical to V14.0041. 4 points.

See description under Anthropology (14).

**Sex, Gender, and Language**

V18.0712  Formerly V97.0121.

Identical to V61.0021. 4 points.

See description under Linguistics (61).

**Gay and Lesbian Theatre**

V18.0714  Formerly V97.0138.

Identical to V30.0137, H28.0624. 4 points.

See description under Dramatic Literature (30).
Women in European Society Since 1750
V18.0716 Formerly V97.0196.
Identical to V57.0196. Nolan.
4 points.
See description under History (57).

Social Movements, Protest, and Conflict
V18.0717 Formerly V97.0205.
Identical to V93.0205. 4 points.
See description under Sociology (93).

Poverty and Income Distribution
V18.0718 Formerly V97.0233.
Identical to V57.0233. 4 points.
See description under Economics (31).

Gender and Choices
V18.0719 Formerly V97.0252.
Identical to V31.0252. 4 points.
See description under Economics (31).

Law and Society
V18.0722 Formerly V97.0335.
Identical to V53.0335. Harrington.
4 points.
See description under Politics (53).

Gender in Law
V18.0723 Formerly V97.0336.
Identical to V53.0336. 4 points.
See description under Politics (53).

The Family
V18.0724 Formerly V97.0451.
Identical to V93.0451. 4 points.
See description under Sociology (93).

Sexual Diversity in Society
V18.0725 Formerly V97.0511.
Identical to V93.0511. 4 points.
See description under Sociology (93).

Feminism and Theatre
V18.0726 Formerly V97.0623.
Identical to V30.0240, H28.0623.
Martin. 4 points.
See description under Dramatic Literature (30).

Gender in U.S. History Since the Civil War
V18.0727 Formerly V97.0635.
Identical to V57.0635. Prerequisite: permission of the instructor. 4 points.
See description under History (57).

Women's Writing in Latin America
V18.0728 Formerly V97.0640.
Identical to V93.0640. Taught in Spanish. 4 points.
See description under Spanish and Portuguese Languages and Literature (95).

Race, Gender, and Sexuality in U.S. History
V18.0729 Formerly V97.0655.
Identical to V57.0655, V11.0655.
4 points.
See description under History (57).

Women and Slavery in the Americas
V18.0730 Formerly V97.0660 and V11.0660. 4 points.
See description under History (57).

Women and War: Contemporary Arabic Literature and Film
V18.0731 Formerly V97.0714.
Identical to V77.0714, V29.0714.
4 points.
See description under Middle Eastern and Islamic Studies (77).

Gender and Judaism
V18.0732 Formerly V97.0718.
Identical to V78.0718, V90.0815.
4 points.
See description under Hebrew and Judaic Studies (78).

Women and the Media
V18.0733 Formerly V97.0720.
Identical to V34.0720. 4 points.
See description under Journalism (54).

Representations of Women
V18.0734 Formerly V97.0755.
Identical to V41.0755. 4 points.
See description under English (41).

Israeli Women Writers: The Second Wave
V18.0735 Formerly V97.0783.
Identical to V78.0783. Taught in Hebrew. 4 points.
See description under Hebrew and Judaic Studies (78).

Seminar: Women and Islamic Law
V18.0736 Formerly V97.0784.
Identical to V78.0783. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Topics in Women's History
V18.0737 Formerly V97.0820.
Identical to V57.0820. 4 points.
See description under History (57).

Women Writers in France
V18.0740 Formerly 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).
The department’s undergraduate program offers a broad range of courses in the language, cultures, and literatures of German-speaking countries. The department offers a major in German literature and culture, a joint major in German and linguistics, and a minor in German language.

Along with its German language program, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, art, and literature for students who do not have German language skills.

The department sponsors the activities of the German Club, as well as a series of annual awards in recognition of outstanding achievement by undergraduate students in the study of German language and literature. Deutsches Haus, the German cultural center at NYU, provides a varied program of films, concerts, lectures, and exhibitions.

The Department of German places high priority on fostering personal contact between faculty and students, maintains relatively small class sizes (15 or fewer students, on average), and offers comfortable spaces for socializing, studying, and holding informal meetings. Advanced courses and some basic language courses are taught by full-time faculty members, all of whom are also involved in student advising.

The prerequisite for all majors in the department is 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, usually the director of undergraduate studies, with whom they should consult before registering each semester.

MAJOR PROGRAM
German literature and culture: The major consists of eight courses (32 points) at the 100 level or higher, three of which may be in English and represent a coherent area of concentration (such as history, politics, or philosophy); courses in English outside of the department must have approval of the program adviser. No courses
may be counted toward the requirements of another major or minor.

The eight courses are to be distributed as follows:

**Two required courses at the 100 level:**
- German Conversation and Composition (V51.0111)
- Introduction to German Literature (V51.0152)

**One optional third course at the 100 level,** chosen from the following:
- Advanced Composition and Grammar (V51.0114)
- German for Business (V51.0124)
- Techniques of Translation (V51.0153)

**Five or six courses above the 100 level** (three of which may be in English)

Students are strongly encouraged to fulfill some of the program requirements through a semester of study abroad.

Students eligible for honors are required to pursue a two-semester, 8-point sequence, in which they take the Honors Seminar (V51.0999) in the fall and the Honors Thesis (V51.0990) in the spring of their senior year. (See “Honors Program,” below.) With the permission of the director of undergraduate studies, up to 4 points of independent study, work-study in Germany, or internship work may also be counted toward the major.

**MAJOR IN GERMAN AND LINGUISTICS**

The requirements are 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. The linguistics part of this major may be satisfied by taking the following courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

**MINOR PROGRAM**

The minor program requires 20 points of course work in German, including at least two courses at the 100 level or above. Courses taught in English and independent studies do not count toward the minor.

**COMBINED B.A./M.A. PROGRAM IN GERMAN**

The B.A./M.A. program in German is designed to prepare undergraduate students for career choices requiring advanced knowledge of German language, literature, and culture, or a sophisticated understanding of the German intellectual and critical traditions. The four-year undergraduate component of the program includes one semester of study 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.

**Eligibility**

Students must have completed 48 points of credit of undergraduate work, with at least 16 of these points 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:

- Primary major in German
- GPA of at least 3.5 overall and at least 3.6 in German
- Satisfactory completion at NYU, by the start of the first semester in the program, of at least two 4-point courses in German at the advanced level
- Evidence of overall language competency in German sufficient for successful advanced undergraduate and graduate study

**Degree Requirements**

**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.

**Master’s thesis:** Students are required at the end of the fifth year of the program to submit a master’s thesis, which should represent the culmination of a longer-term research effort.

**GENERAL INFORMATION**

Program approval and advising: Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, with whom they should consult before registering each semester.

**Study abroad:** Students pursuing 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 (Freie or Humboldt University), Bonn, or Vienna. NYU financial aid can be applied to the costs of living and studying at any of these exchange institutions, and NYU academic credit is awarded directly for courses taken. Students may study 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 and a 3.0 GPA. Both programs in Berlin require proficiency in German; the programs in Bonn and Vienna offer some courses in English.

**NYU in Berlin (fall and spring semester program):** NYU in Berlin is a semester- or year-long study abroad program based at the prestigious Humboldt University, located in the heart of the city. Course offerings focus on the society, politics, history, and culture of Germany, as well as contemporary Western Europe. The program features NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin’s wider academic community. The
Courses

Placement: All students with previous study of German should take a placement examination before registering for their first courses in those languages; see “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

Intermediate German I
V51.0001 Prerequisite: V51.0000. Open only to students with no previous training in German; others require permission of the department. Offered every semester. 4 points.

Intermediate German II
V51.0002 Continuation of V51.0001. Prerequisite: V51.0001, assignment by placement examination, or permission of the department. Offered every semester. 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 with permission of the department. Offered every semester. 6 points. 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, assignment by placement examination, or permission of the department. Minimum grade of B in elementary German. Offered every semester. 6 points.
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.

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. All German courses at the 100 level require successful completion of V51.0004 or V51.0020, or permission of the department.

German Conversation and Composition
V51.0111 Offered every year.
4 points.
Required for the German major.
Aims to improve students’ proficiency in writing and speaking German in three functional areas: description, narration, and argumentation. Grammar and vocabulary are reviewed and practiced as appropriate. Students examine and discuss texts of various genres, then draft and present work of their own in each genre. Discussion and writing components are closely coordinated. Activities include presentations, peer review, guided writing, and editing.

Advanced Composition and Grammar
V51.0114 Offered periodically.
4 points.
Improves students’ proficiency in writing German at an advanced level. Students develop skills in the functional areas of analysis, interpretation, and argumentation. The composition endeavor is constructed as a process of drafting, peer review, guided editing, and redrafting. Includes a systematic review of advanced grammar, idioms, and structures necessary for the effective written expression of abstract concepts.

German for Business
V51.0124 Offered periodically.
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.

Introduction to German Literature
V51.0152 Offered every year.
4 points.
Required for the German major.
Introduces students to representative authors and works of German literature, with emphasis on the modern period. Students learn basic conventions of literature and literary interpretation, as well as strategies for the effective reading of shorter and longer prose works, drama, and poetry. Guided writing assignments focus on developing the language skills necessary for effective written analysis and interpretation of literary texts in German.

Techniques of Translation
V51.0153 Offered periodically.
4 points.
Introduces students to the history, theory, and practice of translation through German and English texts taken from a variety of cultural backgrounds. While engaging in the craft of translation first hand, students encounter diverse grammatical, syntactical, and stylistic problems, thus gaining a deeper understanding of the German language. Also stresses the acquisition of vocabulary and complex idiomatic structures necessary for effective reading comprehension, as well as written expression.

ADVANCED LITERATURE AND CULTURE COURSES CONDUCTED IN ENGLISH (200 LEVEL)
Courses at the 200 level are conducted in English. Literature-oriented courses at this level may count in fulfillment of the 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, and there are no prerequisites.

Marx, Nietzsche, Freud
V51.0240 Offered periodically.
4 points.
Examines the work of these three seminal authors by focusing on their notions of interpretation, history, subjectivity, politics, religion, and art. The seminar does not present their work chronologically, but rather creates a dialogue between the authors around each topic and, thereby, delineates the origins of much modern thought.

The German Intellectual Tradition
V51.0244 Offered periodically.
4 points.
Designed to familiarize students with the major currents of German intellectual and literary history. Organized thematically, conceptually, or according to the trajectories associated with crucial thinkers. Special emphasis is placed on the impact those thinkers have had on literary and aesthetic phenomena.

Introduction to Theory
V51.0249 Offered periodically.
4 points.
Focuses on crucial theoretical developments in German literary and philosophical discourses. Introduces students to contemporary theoretical issues at the forefront of academic debate and seeks to give students a sense of ground and foundation in terms of the origins of current discussions. Includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.
Topics in German Cinema
V51.0253 Offered periodically. 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 on 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 Offered periodically. 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 (Wedekind, Brecht, Benn, Kafka, Hesse, Mann), filmmakers (Wiene, Murnau, Lang, Dslo, Papst), and painters (Kirchner, Marc, Macke, Nolde, Klee, Kokoschka, Kandinsky, Gross, Feininger).

Modernism
V51.0265 Offered periodically. 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.

Madness and Genius
V51.0285 Offered periodically. 4 points.
Explores the relationship among talent, inspiration, and psychological instability in works of the 19th and 20th centuries. Considers the link between inspiration and possession, Western culture's valorization of originality, the political purpose of characterizing originality as psychologically transgressive, and the allegorization of the creative process through depictions of madness.

Topics in 19th-Century Literature
V51.0297 Identical to V29.0180. Offered periodically. 4 points.

Topics in 20th-Century Literature
V51.0298 Offered periodically. 4 points.

ADVANCED LITERATURE AND CULTURE COURSES CONDUCTED IN GERMAN
(300 LEVEL)
Courses at this level provide a broad historical overview of specific periods in German literature 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. It is recommended that students complete V51.0152 or the equivalent before enrolling in courses at the 300 level.

Romanticism
V51.0349 Offered periodically. 4 points.
Traces the development of romanticism in Germany in the period 1789-1830. Examines the philosophy of idealism and its aesthetic effect on the various phases of the romantic movements. Considers the Jena, Heidelberg, and Berlin schools in light of their works and their artistic and sociopolitical theories. Representative writings include poetry, novellas, fairy tales, and essays.

German Literature of the 19th Century
V51.0355 Offered periodically. 4 points.
Study of German prose and drama from the end of romanticism to the development of expressionism before the turn of the century. Selected texts deal with poetic realism, the rise of new literary forms leading to naturalism, and Austrian and German manifestations of impressionism and expressionism.

20th-Century German Prose
V51.0366 Offered periodically. 4 points.
Examines 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 Offered periodically. 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 Offered periodically. 4 points.
Development of German-language drama from the early plays of Brecht. Concerns include political motivations of dramatic development, problems in writing 20th-century tragedy, meaning of the grotesque and the absurd, and neorealist elements.

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

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, in both written and spoken German.
Goethe
V51.0455 Offered periodically.
4 points.
Examines Goethe as the pivotal literary figure of his time. Considers Goethe’s prose, poetry, and drama from the late Enlightenment through storm and stress to classicism and beyond.

The Age of Goethe
V51.0456 Offered periodically.
4 points.
Examines German reaction to the Enlightenment in the literature of storm and stress and of classicism. Considers irrationalism, social protest, and ‚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; and Hölderlin, selected poems.

Faust
V51.0457 Offered periodically.
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 Offered periodically.
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 Offered periodically.
4 points.
In recent years, literary productions have emerged that fall under the heading of “minority” literatures, often understood as texts written in German by so-called foreigners. This 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 Offered periodically.
4 points.

Seminar on 20th-Century Authors
V51.0488 Offered periodically.
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. Offered in the spring.
4 points.

Honors Seminar
V51.0999 Prerequisite: permission of the department. Offered in the fall.
2 or 4 points.
Advanced seminar for honors students.

Internship
V51.0977,0978 Prerequisite: permission of the department. Offered periodically.
2 or 4 points per term.

Work-Study in Germany
V51.0985 Prerequisite: permission of the department. Offered periodically.
2 to 6 points.
Consult the director of undergraduate studies for information.

Independent Study
V51.0990 Prerequisite: permission of the department. May be repeated for credit. Offered every semester.
2 to 4 points.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Graduate courses offered by the department are open to seniors with the permission of the director of undergraduate studies and the professor of the course. A student wishing to take a graduate course conducted in German must be able to demonstrate sufficiently advanced German language ability.
The Skirball Department of Hebrew and Judaic Studies presents an integrated program in Hebrew language and literature together with a full range of offerings in Jewish history, literature, thought, and culture. Students may major or minor in Hebrew language and literature or in Jewish history and civilization. An honors program offers advanced seminars and graduate courses on special topics. Courses are taught by a diverse faculty whose areas of expertise include biblical and ancient Near Eastern studies; postbiblical and Talmudic literature; medieval and modern Hebrew literature; medieval and modern Jewish philosophy and religious thought; Jewish mysticism; history of the Jews in the ancient, medieval, and modern periods; the Holocaust; and the State of Israel. Courses given by Dorot Teaching Fellows enrich the offerings of the permanent faculty.

The Skirball Department sponsors a wide range of conferences, lectures, and colloquia that expose students to current research and thought in the various areas of Jewish studies. Many special programs are conducted by the Taub Center for Israel Studies and the Goldstein-Goren Center for the Study of American Jewry, which are headed by members of the department. The department also collaborates closely with the Departments of History, English, Classics, Comparative Literature, Social and Cultural Analysis, and Middle Eastern and Islamic Studies, as well as with the Kevorkian Center for Near Eastern Studies and the Programs in Religion and Ancient Near Eastern Studies.

The Bobst Library at New York University contains extensive holdings of Judaica and Hebraica. The nearby Hebrew Union College-Jewish Institute of Religion opens its library to NYU students by special arrangement. In general, New York City offers students interested in Hebrew and Judaic studies a wide range of resources, both academic and cultural.

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**Faculty**

- Professors Emeriti:
  - Ivy, Levine
- Ethel and Irvin A. Edelman Professor of Hebrew and Judaic Studies: Schiffman
- Maurice R. and Corinne P. Greenberg Professor of Holocaust Studies: Engel
- Abraham I. Katsh Professor of Hebrew Culture and Education: Feldman
- Judge Abraham Lieberman Professor of Hebrew and Judaic Studies: Wolfson
- S. H. and Helen R. Scheuer Professor of Hebrew and Judaic Studies: Chazan
- Skirball Professor of Bible and Near Eastern Studies: Smith
- Skirball Professor of Modern Jewish History: Kaplan
- Paul and Sylvia Steinberg Professor of American Jewish Studies: Diner
Program

MAJORS

Major in Hebrew language and literature: Students must complete nine courses in the areas of biblical studies, classical Jewish texts, and Hebrew literature of the medieval and modern periods. At least seven of the nine courses must deal with Hebrew texts.

Major in Jewish history and civilization: Students must complete nine courses on the history, culture, and civilization of the Jews, with at least one course each in the biblical, ancient/rabbinic, medieval, and modern periods. They must also demonstrate proficiency in Hebrew language equivalent to Intermediate Hebrew II (V78.0004). Hebrew language and literature courses may count toward the major.

MINORS

Minor in Hebrew language and literature: Students must complete at least four courses in Hebrew language and literature beyond the level of Elementary Hebrew II (V78.0002).

Minor in Jewish history and civilization: Students must complete at least four courses in Jewish history and civilization. Hebrew language and literature courses may count toward the minor.

HONORS PROGRAM

Students who have been in residence at New York University for at least two full years, have completed 64 points of graded work, and maintained GPAs (overall and major) of at least 3.65 may apply for the honors program. As part of their major requirements, honors students must complete at least two graduate courses or honors seminars in the department. In addition to the major requirements, students must register for Independent Study (V78.0997 or V78.0998, 4 points) for the purpose of writing an honors thesis under the supervision of a department faculty member. The subject of the honors thesis and the faculty adviser are to be chosen in consultation with the director of undergraduate studies.

Courses

HEBREW LANGUAGE COURSES

The Morse Academic Plan language requirement can be fulfilled by completion of either the standard four-semester sequence of Elementary and Intermediate Hebrew (V78.0001-0004) or the three-semester sequence of Intensive Elementary Hebrew (V78.0006) followed by Intermediate Hebrew I and II (V78.0003,0004).

All students wishing to enroll in a Hebrew language course must take a placement examination whether they have studied Hebrew previously or not. Placement of students in Hebrew language courses is explained in the Academic Policies section of this bulletin under the heading “Placement Examinations.” Under no circumstances may students decide on their own in which level of Hebrew they belong.

INTRODUCTORY LANGUAGE COURSES

Elementary Hebrew I
V78.0001 Identical to V77.0301. Offered every semester. 4 points.
Active introduction to modern Hebrew as it is spoken and written in Israel today. Presents the essentials of Hebrew grammar, combining the oral-aural approach with formal grammatical concepts. Reinforces learning by reading of graded texts. Emphasizes the acquisition of idiomatic conversational vocabulary and language patterns.

Elementary Hebrew II
V78.0002 Identical to V77.0302. Offered every semester. 4 points.
Continuation of V78.0001. Open to students who have completed V78.0001 or who have been placed at this level through the placement examination. For description, see Elementary Hebrew I (V78.0001).

Intermediate Hebrew I
V78.0003 Identical to V77.0303. Offered every semester. 4 points.
Open to students who have completed V78.0002 or V78.0005, or those who have been placed at this level through the placement examination. 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.
Offered every semester. 4 points.
Continuation of V78.0003. Open to students who have completed V78.0003 or who have been placed at this level through the placement examination. For description, see Intermediate Hebrew I (V78.0003).

Intensive Elementary Hebrew
V78.0005 Identical to V77.0311.
Offered irregularly. 6 points.
Completes the equivalent of a full year of elementary Hebrew in one semester. For description, see Elementary Hebrew I and II (V78.0001,0002).

ADVANCED LANGUAGE COURSES
A prerequisite for all advanced language courses is V78.0004 or the equivalent.

Advanced Hebrew:
Conversation and Composition
V78.0011 Offered every other year. 4 points.
Aimed at training students in exact and idiomatic Hebrew usage and at acquiring facility of expression in both conversation and writing. Reading and discussion of selections from Hebrew prose, poetry, and current periodical literature.

Advanced Hebrew: Structure of Modern Hebrew Grammar
V78.0012 Offered every other year. 4 points.
Designed to provide a thorough grounding in Hebrew grammar with special emphasis on phonology, morphology, and syntax. Concentrated study of vocalization, accentuation, declensions, conjugations, and classification of verbs.

Advanced Hebrew: Writing and Reading Contemporary Hebrew
V78.0013 Offered every other year. 4 points.
Reading and discussion of modern literary and expository works. Focuses on the many stylistic registers that modern Hebrew has developed. Intended to train students in fluent expository writing and advanced reading comprehension, concentrating on Hebrew idiom and vocabulary, emphasizing literary form and style of composition.

Intermediate Yiddish
V78.0016 Offered every summer. 4 points.
Open to students who have been placed at this level through placement examination. Builds on elementary Yiddish skills and develops a deepening command of all linguistic skills. Literary texts are read to expand vocabulary and grammatical knowledge, with written and oral exercises built around the texts. Addresses the relationship between standard and spoken Yiddish.

Intermediate Yiddish II
V78.0017 Offered every summer. 4 points.
Continuation of V78.0016. Open to students who have completed V78.0016 or who have been placed at this level through the placement examination. For description, see Intermediate Yiddish I (V78.0016).

Advanced Yiddish
V78.0026 Offered every summer. 4 points.
Aimed at training students in correct Yiddish usage, and at acquiring facility of expression in both conversation and writing. Reading and discussion of literary works and periodical literature.

Hebrew of the Israeli Communications Media
V78.0073 Offered every other year. 4 points.
Extensive selections from a representative range of Israeli media, including newspapers, magazines, and broadcasting. Stresses study of various approaches in the different media, as well as practical exercises in comprehending Israeli press styles.

MODERN HEBREW LITERATURE (IN HEBREW)

Self and Other in the Israeli Short Story
V78.0078 In Hebrew: Feldman. Offered every other year. 4 points.
Developments in the perception of the “Other” from 1948 to 1978 in ideologically engaged literature.

Literature of the Holocaust
V78.0690 In Hebrew: Feldman. Offered every other year. 4 points.
Examines representations of the Holocaust in Hebrew fiction and poetry. Among issues to be explored are the differences between responses of the Jewish community in Palestine at the time of the event and later reconstruction by survivors and witnesses, and the new perspectives added since the 1980s by children of survivors, who have made the Holocaust a central topic in contemporary Israeli culture.

Advanced Readings in Modern Hebrew Literature
V78.0782 In Hebrew: Feldman. Offered every other year. 4 points.
In-depth study of selected masterpieces by 20th-century Hebrew writers. Appreciation of artistic achievements against the sociohistorical background and general cultural currents of the period. Selections include fiction, poetry, and literary criticism by and about several of the following writers: Agnon, Brenner, Gnessin, Yizhar, Alterman, Bialik, and Greenberg.

Israel Women Writers: The Second Wave
V78.0783 Identical to V18.0735.
In Hebrew: Feldman. Offered every other year. 4 points.
In 1997, books by women writers reached the top of Israel’s best-seller list for the first time ever. What made the contemporary boom in Israeli women’s fiction possible? This course explores the place of national ideologies in Israeli culture and their conflict with feminist aspirations. Readings include writings by Israeli women, with special emphasis on the so-called second wave of the 1980s and 1990s.
MODERN HEBREW LITERATURE IN TRANSLATION

From Hebrew to Israeli Literature
V78.0076 Identical to V77.0713. Feldman. Offered every third year. 4 points. Comprehensive introduction to representative works of modern Hebrew literature from the writers of the Hebrew national renaissance of the late 19th century to the present. Focuses on thematic and structural analysis of texts in light of social and intellectual movements of the period. Readings include selections from Peretz, Berdichevsky, Ahd Ha’am, Gnessin, Brenner, Agnon, Hazaz, Yehoshua, and Appelfeld.

Israel: Fact Through Fiction
V78.0780 Identical to V77.0698. Feldman. Offered every other year. 4 points. Clashes between ideology and reality in the State of Israel. Eastern and Western cultures and the human impact of different sociopolitical structures in Israel are considered primarily through translations from works by Yizhar, Yehoshua, Kahana-Carmon, Hareven, Oz, Amichai, Avidan, and Almog.

JEWISH HISTORY AND CIVILIZATION

Ancient Israel
V55.0514 Fleming, Smith. Offered every semester. 4 points. See description under Foundations of Contemporary Culture (55).

Sex, Gender, and the Bible
V78.0019 Identical to V90.0019. Feldman. Offered every third year. 4 points. Investigates a series of problems regarding the mutual constitution of male and female in the Hebrew Bible. Through close readings of a range of biblical texts (narrative, law, wisdom literature), we address such issues as the absence of the goddess in monotheism, the literary representation of women and men, the construction of gender ideals, and the legislation of sex and bodily purity.

Music in Jewish Life
V78.0021 Identical to V71.0066. Rapport. Offered every third year. 4 points. A survey course exploring musical practices in Jewish communities from biblical times to the present day, with an emphasis on the modern period. Topics discussed include biblical cantillation, Jewish art music, cantorial music, Yiddish music, Israeli popular music, the klezmer revival, and recent American Jewish folk styles.

The Bible as Literature
V78.0023 Identical to V90.0023. Offered periodically. 4 points. Over the past few decades, many readers have come to a fuller appreciation of the emotional and imaginative power of the Bible’s narratives, which still speak with remarkable clarity to our own sensibilities, leading one critic to characterize the Bible as a “full-fledged kindred spirit” of modernism. The course pursues this “kindred spirit,” using a broadly literary approach as its guide. While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—it also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, it studies one modernist engagement with the Bible: Kafka’s Amerika.

Jesus, Jews, and the Romans
V78.0083 Identical to V90.0083, V77.0843. Schiffman. Offered every other year. 4 points. Through study of the ancient Jewish, Christian, and Greco-Roman sources, this course explores the complex political, social, and cultural dimensions of Roman Palestine with a special eye on the contextualization of the career of Jesus and the rise of early Christianity.

History of Judaism: The Classical Period
V78.0100 Identical to V57.0109, V77.0680, V90.0680. Rubenstein, Schiffman. Offered every year. 4 points. History of Judaism during its guide. While the focus is on narrative—the Pentateuch (Genesis to Deuteronomy) and the Former Prophets (Joshua to Kings), as well as shorter narrative books (Ruth, Jonah, and Esther)—it also studies Ecclesiastes and Job as ancient precursors to modern skepticism. Finally, it studies one modernist engagement with the Bible: Kafka’s Amerika.

Modern Jewish History
V78.0103 Identical to V57.0099. Engel. Offered every year. 4 points. Major developments in the history and culture of the Jews from the 16th to the 20th centuries, emphasizing the meanings of modernity in the Jewish context, differing paths to modern Jewish identity, and internal Jewish debates over the relative merits of modern and traditional Jewish values.

Foundations of the Christian-Jewish Argument
V78.0106 Identical to V65.0160, V90.0129. Chazan. Offered every other year. 4 points. Illustrates the complexity of the relationship between Jews and Christians in the Middle Ages by examining both Christian and Jewish perspectives and delineating the variety of responses within each religious community to the other. The primary focus is on the European Middle Ages, but the origins of the argument a millennium earlier are also considered.

Judaism: From Medieval to Modern Times
V78.0111 Identical to V57.0098, V65.0683, V77.0680, V90.0683. Offered every year. 4 points. Intellectual-historical examination of continuities and discontinuities between medieval and modern Judaism as revealed in selected texts produced during the last thousand years. Emphasis is placed on how the interactions of Jewish thinkers with the cultures of their surroundings affected their understandings of Judaism.

The Jews in Medieval Spain
V78.0113 Identical to V57.0549, V65.0913, V90.0113. Chazan. Offered every other year. 4 points. The 700 years from the Muslim conquest of Spain in the eighth century to the expulsion of the Jews in 1492 saw the greatest levels of mutual toleration and coexistence among Jews, Christians, and Muslims achieved at any time during the Middle Ages. 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. It considers economic, cultural, and religious interactions, mutual influence, and violent conflict.

Jews in the Islamic World in the Modern Period
V78.0114 Identical to V57.0521, V77.0616, V90.0610. Offered every third year. 4 points.

Presents a broad, chronologically organized survey of the history of the Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics include the organization and operation of Jewish communities; interaction between Jews and Muslims; the effects of the twin processes of modernization and Westernization on these communities; and the relocation of the vast majority of Middle Eastern Jewry to the State of Israel in the 20th century. The course concludes with a brief look at the Jewish communities that continue to live in the Middle East.

Biblical Archeology
V78.0120 Identical to V90.0120. Fleming, Smith. Offered every other year. 4 points.

Examination of the methods and conclusions of archeological research and excavation as applied to the Bible and history of Israel in antiquity. Topics include the historicity of the exodus and the Israelite conquest of Canaan, the empires of David and Solomon, and the nature of Israelite religion. The class investigates how archeology 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 of Israel through the Babylonian exile.

Ancient Near Eastern Mythology
V78.0125 Identical to V77.0607. Fleming. Offered every third year. 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 exten-
sive literary masterpieces such as the Epic of Gilgamesh and shorter work such as the Flight of Elana to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of modern Western culture.

Modern Perspectives on the Bible
V78.0126 Identical to V77.0809, V90.0809. Fleming, Smith. Offered every year. 4 points.

Introduces students to the modern study of the Bible from historical, literary, and archeological points of view. Reading and analysis of texts in translation.

The Dead Sea Scrolls, Judaism, and Christianity
V78.0131 Identical to V90.0807, V77.0807. Schiffsman. Offered every year. 4 points.

Survey of the importance of the Dead Sea Scrolls for the history of early Judaism and Christianity. Reading and discussion of English translations of the major texts.

Ancient Egyptian Mortuary Traditions
V78.0134 Roth. Offered every third year. 4 points.

Ironically, the mummies, tombs, and pyramids that furnish most of our evidence for life in ancient Egypt can be understood only in the context of the Egyptians’ beliefs about death. The course surveys these beliefs and their evolution, examining translations of their mortuary texts and the art, artifacts, and architecture they created to deal with death. This interdisciplinary approach is then applied to the study of ancient Egyptian life and society.

The Land of Israel Through the Ages
V78.0141 Identical to V57.0540, V77.0609, V90.0609. Schiffsman. Offered every other year. 4 points.

Surveys the history of the Land of Israel with special attention to its various inhabitants and cultures from prehistoric times to the present. Archeological findings receive thorough attention.

Judaism, Christianity, and Islam
V78.0160 Identical to V65.0025, V77.0800, V90.0102. Peters. Offered every other year. 4 points.

For course description, see under Religious Studies 90.

American Jewish History
V78.0172 Identical to V75.0689. Diner. Offered every year. 4 points.

Study of the major events and personalities in American Jewish history since colonial times: the waves of Jewish immigration and development of the American Jewish community.

Israel and American Jewry
V78.0174 Offered every other year. 4 points.

Examines the relations between the Jewish community in Israel (including Palestine before the establishment of the state) and the American Jewish community from 1914 to 1992. Considers ideological issues (especially different views of Jewish collectivity), as well as political and diplomatic developments in the relations between Israel and the American Jewish community in the generation prior to the Six-Day War of 1967. Concludes with an examination of the internal Israeli political debates that have invoked the greatest concern among American Jews: the Law of Return, the peace process, and “Who is a Jew?”

Jewish Migrations in the Modern Era
V78.0176 Identical to V75.0809. Offered every other year. 4 points.

Explores international migration as a shaping force in modern Jewish history. Since the 17th century, Jews have been involved in an ongoing process of shifting residences en masse from and within Europe as well as from the Islamic lands. They have relocated to North and South America, South Africa, and Australia, as well as to Israel. This course explores many of the issues raised by the prominence of migration as a feature of modern Jewish migrations, including the similarities and differences between Jewish and non-Jewish migrations of the same time, the causes and structures of the migrations, and the impact of migration on the various aspects of integration in the receiving societies.
Zionism and the State of Israel
V78.0180  Identical to V57.0316, V77.0696, V90.0180. Engel, Zweig. Offered every year. 4 points.
Examines the history of Zionism and 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 settlements in Palestine, Zionism as a cultural focus for diaspora Jewry, the Arab-Zionist encounter, modern Israeli society, and contemporary critiques of Zionism.

Ethnicity in the Jewish People in the State of Israel
V78.0181  Zweig. 4 points.
Examines the interactions and relationships between the various Jewish ethnic groups in Israel: communities from the Middle East, North Africa, and Europe. The roots of ethnic identity are discussed, and the influences of modernization and nationalism are examined. Issues studied include the Zionist movement's attitudes toward "negation of the diaspora," the "melting-pot" approach to immigrant absorption during the 1950s and 1960s, the Sephardic protest, the identity struggle, ethnic politics and the emergence of the Shas Party, and the Russian and Ethiopian immigrations.

History of Jewish Women in America
V78.0185  Identical to V57.0541. Diner. 4 points.
Explores the history of Jewish women in America. It asks how their experiences differed from those of Jewish women in Europe, from those of Jewish men in America, and from other American women. It examines the economic, religious, educational, and cultural patterns of Jewish women from the earliest settlement of Jews in America in the 17th century through recent decades.

Immigration in Israeli Society
V78.0186  Zalashik. 4 points.
Studies the waves of immigration from the period of Yishuv until the 1990s from historical, sociological, and legal perspectives. It traces the "push" and "pull" factors of each wave of immigration and emigration, the experience of immigrants in the new land, and the influence of immigration on the communities that were living in the land before and after the establishment of the State of Israel.

Women in Israeli Society
V78.0187  Zalashik. 4 points.
Studies the role of women in the Yishuv and Israeli society from the end of the 19th century until today from historical and sociological perspectives. The course examines gender inequality and concepts of gender and national identities as part of the political, cultural, collective, and personal positions of women within Israeli society.

Jewish Women in European History
V78.0653  Kaplan. Offered every other year. 4 points.
Approaches Jewish women's history from the perspective of social history. Considers the normative role of women in Judaism. Surveys the roles of Jewish women in the Middle Ages and early modern Europe, using memoir sources and secondary literature. Most of the course focuses on Jewish women in modern Europe, analyzing their history in a variety of countries from the French Revolution through the period of Emancipation, the bourgeois 19th century, World War I, the interwar years, the Nazi era, and postwar Europe.

Jewish Life in Weimar and Nazi Germany
V78.0656  Identical to V57.0165. Kaplan. Offered every other year. 4 points.
Explores the interactions of Jews and other Germans during the Weimar Republic, noting the extraordinary successes of the Jews, as well as the increase in anti-Semitism between 1918 and 1933. Examines the rise of Nazism, popular support for an opposition to the regime, the persecution of the Jews, the role of bystanders, and the ways in which the Jewish victims reacted inside Germany.

Jews and Germans from Emancipation Through World War I
V78.0657  Identical to V57.0807. Kaplan. Offered every other year. 4 points.
Explores Jewish life in 19th-century Germany, looking particularly at the ways in which Jews and Germans interacted. Describes the Jews' quest for emancipation, their economic profile, and their social lives. Changes within the Jewish community; debates over religious reform, integration, and identity; and the growing problem of anti-Semitism are discussed.

Soviet Jewish Life Through the Prism of Literature and Film
V78.0663  Estraikh. Offered every third year. 3 points.
Examines Jewish life in the former Soviet Union, focusing on the cultural and ideological transformation of Russian Jews in the 20th century from pious Yiddish-speaking shtetl-dwellers to secular Russian-speaking urbanites. Students learn about the campaigns for Jewish republics in the Crimea and Birobidzhan in the pre-Holocaust Soviet Union. They analyze how Soviet social engineering affected traditional shtetl communities. The contemporary Russian Jewish diaspora is treated. Readings (in English) include memoirs and other works originally written in Yiddish, Russian, Hebrew, German, and English by Soviet and non-Soviet authors.

Modern Yiddish Literature and Culture
V78.0664  Estraikh. Offered every year. 4 points.
Introduction to the literary and cultural activity of modern Yiddish-speaking Jewish communities in Eastern Europe, the Soviet Union, and the United States from 1890 to 1950. Focuses on the distinct role that Yiddish played in modern Jewish culture during the first half of the 20th century, when the language was the vernacular of the majority of world Jewry. Examines how "Yiddish modernism" took shape in different places and spheres of activity during a period of extraordinary upheaval.

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**Jewish Ethnography**  
V78.0665  Offered every other year. 4 points.

An introduction to the ways anthropologists have studied and written about Jewish communities. Through close readings of several significant works of Jewish ethnography, we work toward a twofold goal: first, we explore the ethnographic approaches and rationales researchers have used to study Jewish communities over time. Second, we look at the ways in which ethnographers have portrayed Jewish communities to both scholarly and popular audiences.

**The Holocaust: The Third Reich and the Jews**  
V78.0865  Identical to V57.0808. Engel. Offered every year. 4 points.

Historical investigation of the evolution of Nazi policies toward Jews; of Jewish behavior in the face of those policies; and of the attitudes of other countries, both within and outside the Nazi orbit, for the situation of Jews under the rule of the Third Reich.

**Jewish Life in Post-Holocaust Europe**  
V78.0869  Identical to V57.0018. Estraskh. Offered every year. 4 points.

Focuses on the social, political, and cultural forces that shaped Jewish life in post-1945 Europe. Topics include reconstruction of Jewish communities, repression and anti-Semitic campaigns in the Soviet Union and Poland, the impact of Israel, emigration and migration, Jewish-Christian relations, and assimilation and acculturation. Students also learn about various reactions to the Holocaust.

**Jews and Other Minorities in Nazi Germany**  
V78.0720  Offered every three years. 4 points.

The destruction of European Jewry has been a focus in the study of Nazi extermination policies. This course looks at Nazi policies toward the Jewish people and examines how the “racial state” dealt with those it deemed “racially unfit” to belong to the German Volk. It considers the ways in which the Nazis sought to create a nation based on blood and race. It examines policies toward the “enemies” of the Third Reich, including Jews, Sinti and Roma (Gypsies), Afro-Germans, homosexuals, the physically and mentally disabled, and “asocials,” as well as how these policies interacted with each other. It also examines measures to delegitimize, isolate, rob, incarcerate, sterilize, and/or murder many of these minorities.

**American Jewish Literature and Culture**  
V78.0779  Diner. Offered every other year. 4 points.

Explores the body of imaginative literature (novels, short stories, poetry, and drama) written by American Jews. Links these literary works to the changing position of Jews within American society.

**The Gender of Peace and War**  
V78.0784  Feldman. Offered every third year. 4 points.

Is there a “natural” fit between the sexes and the pacifist or military impulse? This question has been at the core of the discourse about women and peace ever since its inception in the 19th-century European peace movements. This course traces the history of this debate, placing it within the general theoretical discussion over essentialism versus social and cultural constructivism (or, more commonly, “nature” versus “nurture”). Readings include fiction, poetry, and essays by activists and theorists alike, from Europe, America, and the Middle East.

**JEWISH PHILOSOPHY AND THOUGHT**

**Modern Jewish Thought**  
V78.0112  Wolfson. Offered every other year. 4 points.

Comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the effects of modernity on traditional Judaism. Topics include Enlightenment and the rationalistic identity; the role of ethics in religion; the emergence of Reform, neo-Orthodox, and Conservative Judaism; liberal rationalist theolog and the possibility of revelation; religious and secular Zionism; the Holocaust; and the creation of the modern State of Israel.

**Early History of God**  
V78.0116  Identical to V90.0220. Fleming, Smith. Offered every year. 4 points.

Explores evidence concerning the appearance of monotheism in ancient Israel, including the Hebrew Bible, ancient writing from Israel and its neighbors, and a range of other artifacts. The premise of the course is that Israel was not alone in ascribing priority of power to a single god, and Israel’s result is comprehensible only in the context of these wider currents.

**Jewish Ethics**  
V78.0117  Identical to V90.0117. Rubenstein. Offered every year. 4 points.

Surveys Jewish ethical perspectives on leading moral issues, including capital punishment; business ethics; self-sacrifice, martyrdom and suicide; truth and lying; the just war; abortion; euthanasia; birth control; and politics. Examines philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

**Religion, Magic, and the Jewish Tradition**  
V78.0212  Identical to V90.0212. Wolfson. Offered every third year. 4 points.

Examines models for understanding the nature of magic as a phenomenon in society and then applies those models to help understand the different kinds of magic in Jewish history from biblical times to the present.
Spinoza’s Theological-Political Treatise and Its Aftermath
V78.0424 Prerequisite: some background in medieval Jewish philosophy or early modern philosophy is recommended, though not mandatory. Offered every other year. 4 points.
An in-depth study of Spinoza’s main political work, the Theological-Political Treatise. Among the topics to be discussed are prophecy and prophets, miracles and laws of nature, Spinoza and biblical criticism, Spinoza’s view of the Jewish Law, his political theory, and the book’s influence on the Enlightenment.

Jewish Philosophy in the Medieval World
V78.0425 Identical to V90.0106, V65.0425, V83.0426. Offered every other year. 4 points.
Readings (in translation) and analysis of representative selections from the writings of the major Jewish philosophers of the Middle Ages. Emphasizes the Kuzari of Yehuda Halevi and the Guide to the Perplexed of Moses Maimonides. Special attention is paid to the cultural context in which these works were produced.

Jewish Mysticism and Hasidism
V78.0430 Identical to V90.0104. Wolfson. Offered every year. 4 points.
Introduction to the history of the Kabbalah and Hasidism, emphasizing the impact of these ideas on the history of Judaism.

Modern Jewish Philosophy
V78.0640 Gottlieb, Wolfson. 4 points.
Explores seminal debates about Judaism and Jewishness from the 18th century to today. Topics to be discussed include the existence of God, the authority of Jewish law, and Jewish chosenness. Special attention is paid to the impact of major historical and ideological developments, including Enlightenment and Emancipation, the Holocaust, the founding of the State of Israel, and feminism.

Gender and Judaism
V78.0718 Identical to V77.0807, V90.0813, V18.0732. Wolfson. Offered every year. 4 points.
Investigates the ways in which Jews have constructed gender during the rabbinic, medieval, and modern periods. Examines the implication of these constructions for the religious and social lives of Jewish women and men.

Jewish Responses to Modernity: Religion and Nationalism
V78.0719 Identical to V90.0470. Wolfson. Offered every third year. 4 points.
Examination of the impact of modernity on Jewish life and institutions in the 18th and 19th centuries. Readings in English from the works of Moses Mendelssohn, Theodor Herzl, Simon Dubnow, and the leading figures of the early Reform, Conservative, and neo-Orthodox movements. The convergence and divergence of nationalist and universalist sentiments are studied.

HONORS COURSES

Seminar: Issues in Jewish History
V78.0800 Offered every year. 4 points.
Focuses on a major issue in Jewish history, 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.

Honors Seminar: The Bible in Jewish Culture
V78.0801 Prerequisite: admission to the departmental honors program. Offered periodically. 4 points.
Exploration of the diverse roles played by the Hebrew Bible in constructions of Jewish identity and in cultural productions by Jews throughout the centuries. The Bible is examined among other things as a literary and artistic point of reference, a component of the Jewish education curriculum, a polemical tool, a reservoir of historical paradigms, and an object of modern scholarly study, as well as a source of Jewish religious norms and expressions. Differences between traditional and modern cultural uses of the Bible are highlighted.

Honors Seminar: Jewish Representations of Christianity
V78.0802 Prerequisite: admission to the departmental honors program. Offered every three years. 4 points.
Explores the various ways that Christianity has been represented in Jewish sources from late antiquity through the Middle Ages. Particular attention is paid to the complex interface of the two traditions and the polemical attempts to draw sharp lines distinguishing them. The exploration of the status of alterity is a key factor in determining the boundaries that set the contours of identity of a given group. In this way, studying the representation of Christianity in Jewish sources discloses much about the cultural formation of Judaism.

Note: Additional honors courses are announced each year.

Independent Study
V78.0997,0998 Open to honors and nonhonors students. Prerequisite: permission of the instructor. Offered every semester. 1 to 6 points.
The Alexander S. Onassis Program in Hellenic Studies provides students with a comprehensive and interdisciplinary understanding of the language, literature, history, and politics of Greece. Through a wide range of courses, students are exposed to a polyphony of viewpoints that help elucidate the historical and political experiences of Byzantine, Ottoman, and modern Greece; the ways in which Greece has borne its several pasts and translated them into the modern era; Greece and its relations to Western Europe, the Balkans, the Middle East, and Mediterranean cultures; and the distinguished literary and artistic traditions of a country that many regard as the birthplace of Western civilization, even as these traditions exhibit their multicultural contexts.

NYU’s 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 Bauhaus building located in the historical center of Athens. Activities include walking tours of Athens, visits to monuments and museums, and evening outings to dramatic and musical performances. Weekend excursions include trips to several Greek islands, 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**

**Alexander S. Onassis Professors of Hellenic Culture and Civilization:** Fleming, Mitsis  
**Clinical Associate Professor:** Theodoratou  
**Language Lecturer:** Lalaki  
**Affiliated Faculty:** Apphun, Chioles, Connelly, Fahmy, Kotsonis

**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 is expected to enroll in Elementary Modern Greek I (V56.0103) or take a placement examination. By the end of their program, all students must demonstrate competence in modern Greek at the intermediate level through successful completion of two semesters of Intermediate Modern Greek (V56.0105 and V56.0106) or a placement examination.
Programs of Study
Qualified students may choose from three proposed areas of concentration:

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. Students in tracks A and B who have placed out of Intermediate Modern Greek are encouraged to take Advanced Modern Greek I and II (V56.0107 and V56.0108). Track C: The Classical Legacy provides students with an interdisciplinary social science perspective on the reception of classical Greek thought in postclassical Greece. Students in tracks A and B who have placed out of Intermediate Modern Greek are encouraged to take two semesters of ancient Greek.

All majors are expected to enroll in the Seminar on Modern Greek Culture (V56.0130) and two specifically designated survey courses offered within the program. Which survey courses they choose will depend on the disciplinary concentration that they select on 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 (that is, 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, V56.0159, V56.0112
- **Track C:** V56.0120, V27.0206, V27.0413, V27.0207

**ELECTIVES**
Three to five additional Hellenic studies courses are required. The exact number of electives varies 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 GPA of 3.65 and an average in the major of 3.65, and who successfully complete a program of original research leading to an honors thesis. The honors thesis is researched and written while registered in Independent Study (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 the Honors and Awards section of this bulletin. Honors students are encouraged, but not required, to take at least one appropriate graduate course in Hellenic studies.

**MINOR**
A minor in Hellenic studies can be obtained by completing four courses offered by the program. Students must show proficiency in modern Greek language by successful completion of either a placement examination or Intermediate Modern Greek II (V56.0106). 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.

**NYU IN ATHENS**
For information about NYU in Athens, please check our Web site at www.nyu.edu/summer/abroad/athens.

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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. Elementary I offered in the fall; Elementary II offered in the spring. 4 points per term.

An introduction to modern Greek. 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 permission of the instructor. Intermediate I offered in the fall; Intermediate II offered in the spring. 4 points per term.

Designed for students already familiar 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. Introduces students to more complex linguistic and grammatical analysis, advanced composition, and graded reading. It also provides further practice in speaking and writing 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 permission of the instructor. Advanced I offered in the fall; Advanced II offered in the spring. 4 points per term.

Focus is on advanced composition and oral practices, with the aim of 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; and topics in popular culture. 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 Offered in the fall. 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 Odysseas Elytis; the Lenin Prize-winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Saitouris, Takis Sinopoulos, and Manolis Anagnostakis; and women poets, including Matsi Hatzilazarou and Kiki Dimoula. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

Seminar on Modern Greek Culture
V56.0130 Identical to V27.0130. Offered every year. 4 points.

Topics: Modern Greek Culture and Literature
V56.0140 Offered every year. 4 points.

Narrative, History, and Fiction in the Modern Greek Novel
V56.0190 Identical to V29.0190. Offered in the spring. 4 points.

A survey of the modern Greek novel, and to a lesser extent the short story, structured around narrative technique and the claim to fact(s) and/or fiction(s) in Greece's turbulent modern history. Readings include some of the masterpieces from this tradition, as well as the work of some promising contemporary writers. Selections also suggest some recurrent perspectives on questions of language, gender, and nation in Greece. Comparative reference is made to other Balkan, Mediterranean, European, and world literatures. Note: All texts are available in both Greek and English; critical texts in English only. Class discussion is conducted in English. No background specific to Greece is required.

The 20th-Century Balkans and Balkanization Through Literature and Film
V56.0193 Identical to V29.0193. Offered every other year. 4 points.

A selective study of the representation of the 20th-century Balkans through some of the most celebrated literary works and films of the region. Considers the presentation of, and contestation over, a shared historical past through common and divergent motifs, myths, and narrative devices. Also examines the region's political and aesthetic relation to the West in this century.

Ritsos and the Tragic Vision
V56.0229 Offered every other year. 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.

Greek Diaspora: Odyssean Metaphors from Homer to Angelopoulos
V56.0333 Identical to V29.0333. Offered every other year. 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 and early 20th centuries, and Cyprus; and (2) among the Greeks of the United States.

**From Classicism to Afrocentrism: Greece in the West, 1453 to Present**

V56.0444  Identical to V29.0444. Offered every other year. 4 points. An introductory, selective survey and critical interpretation of Western conceptions of the idea of Greece, the Hellenic, and the Greeks in a variety of contexts: classical humanism, classical philology, philhellenism, exoticism, orientalism, hellenophobia, hellenism as paganism, aesthetics, homosexuality, Romantic nationalism, racism, the Hellenic and the Hebraic, political correctness and political chauvinism, and Afrocentrism. Readings from a range of European literary, critical, and theoretical texts, as well as modern Greek appropriations of, and resistances to, such projections.

**Greek Thinkers**

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

**HISTORY**

See course descriptions under History (57).

**Byzantine Civilization**

V56.0112  Identical to V57.0112, V65.0112. 4 points.

**Modern Greek History**

V56.0159  Identical to V57.0159. 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.

**Greece and Western Europe**

V56.0297  Identical to V57.0297. 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 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.
Program

MAJOR
The major requires a minimum of nine courses (typically 36 points) with a grade of C or better in each course. All majors must take Workshop in History (V57.0000). 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. Students may take no more than three introductory courses (numbered below V57.0100).

Certain courses in the Morse Academic Plan (MAP) may also count toward 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
The minor requires 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. No more than 4 points may be from introductory-level courses. Advanced placement credit does not count toward the minor.

Note: Students should consult the director of undergraduate studies for possible minor programs, course offerings, and course descriptions. A complete listing of history courses currently offered may be found in the current class schedule available in the department.

HONORS PROGRAM
Students with strong academic records (a GPA of 3.65 in history and 3.65 overall) may apply to the director of undergraduate studies for admission to the history honors program. Students are strongly encouraged to take History Workshop (V57.0000) before applying to the honors program. If students successfully complete the program, they are 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. 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 seminar, in which students work on a one-to-one basis with a faculty director, follows in the second semester.

The honors thesis varies 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 consisting of the director and at least one additional faculty member. A grade of at least A- on the thesis is required for the award of honors in history. Students who receive a lower passing grade are simply awarded 8 points toward the major.

STUDY ABROAD
Some courses offered by NYU for 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 Offered every year. 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 fourth and fifth centuries, and the Judeo-Christian tradition. The course 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 Offered every year. 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); and
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 Eastace, Hulet, W. Johnson. Offered every year. 4 points.
Main currents of American historical development from the precolonial epoch to the Civil War. Analysis of the country’s economic and political growth, intellectual traditions, and patterns of social development. Historical development, not as a series of discrete events, but as an unfolding process. Topics: Puritanism, mercantilism, the colonial family, the War for Independence, political party systems, the Jeffersonian and Jacksonian eras, free labor and slavery, Native American cultures, attitudes of race and gender, westward expansion, the industrial revolution, sectionalism, and the Civil War.

Modern America
V57.0010 Katz. Offered every year. 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. Bashir-Resak, Griffiths. Offered every year. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through literature, slides, and museum visits.

Modern Europe
V57.0012 Offered every year. 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.

Major Themes in World History: Colonialism and Imperialism
V57.0031 Karl, Young. Offered every year. 4 points.
Introduces students to key texts and critical methodologies for the study of modern world history from the perspective of two of its dominant themes: imperialism and colonialism. Helps students theorize and historicize these seemingly well-known and self-explanatory concepts by introducing them as historically specific theories for understanding the very notion of “modern world history.” The broad theoretical consideration is accompanied by a consideration of specific texts from Asia and the United States, although not confined to such a bilateral view of the “world.”

World War II
V57.0045 Rose. Offered every year. 4 points.
Describes and analyzes the history of World War II chronologically from 1939 to 1945. This course is not simply a study of battles; all aspects of the war, from the great civilian and military leaders to the common soldiers, are discussed, as are social, cultural, and economic changes on the various home fronts. Illustrates personalities and events through slides, contemporary literature, photos and posters, and the music of the time.

History of Modern Asia, Modern China, or Modern Japan Since 1850
V57.0053 Identical to V33.0053. Karl, Young. Offered every year. 4 points.
Survey of developments in 19th- and early 20th-century East Asia: modernization, Westernization, and war, with emphasis on the different responses of China and/or Japan to Western economic encroachment and ideological change.

Women in Israeli Society
V57.0051 Identical to V78.0187. Zalaznik. 4 points.
See description under Hebrew and Judaic Studies (78).

Introduction to Pan-Africanism
V57.0054 Identical to V18.0104. 4 points.
See description under Africana Studies (18).

What Is Islam?
V57.0085 Identical to V77.0691, V90.0085. Peters. 4 points.
See description under Religious Studies (90).

INTRODUCTORY SEMINARS
FOR FRESHMEN AND SOPHOMORES
The following introductory seminars, offered every year, are open to freshmen and sophomores. They do not require permission from the director of undergraduate studies. The topics vary yearly depending on the instructor; see the director of undergraduate studies or the class schedule for available seminars. These seminars do not satisfy the major requirement for an advanced research seminar.

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

Seminar: Topics in American History
V57.0092 4 points.

Seminar: Topics in Asian History
V57.0095 Identical to V33.0095. 4 points.
Seminar: Topics in Latin American History
V57.0096 4 points.

Seminar: Topics in Comparative History
V57.0097 4 points.

ADVANCED COURSES
EUROPEAN HISTORY

The Early Middle Ages
V57.0111 Identical to V65.0111. Bedos-Rezak, Griffiths. Offered every other year. 4 points.
The history of the Crusades (1095-1291 C.E.) is an important first chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and Western worlds.

The Crusades
V57.0113 Identical to V65.0113. Offered every year. 4 points.
The history of the Crusades (1095-1291 C.E.) is an important first chapter in European imperialism and a manifestation of deep religious conviction. Examines the background in Europe leading to the Crusades; the social, political, and economic situation in the eastern Mediterranean before the Crusades; the fortunes of the Crusader (Latin) Kingdom of Jerusalem; and the reactions of Europeans and Easterners to one another. Examines and reevaluates the legacy of the Crusades on both the Eastern and Western worlds.

The High Middle Ages
V57.0114 Identical to V65.0114. Bedos-Rezak, Griffiths, Stoller. Offered every year. 4 points.
Covers the period from the late 11th century to the close of the 14th century. Major topics and themes: the explosion of energy in the 12th century and the expansion of Europe on all levels, geographic (including the Crusades) as well as intellectual; development of agriculture and cities; the diversity that gave rise to our university system; movements of reform and dissent; and the waning of the Middle Ages.

Environmental History of the Early Modern World
V57.0115 Appuhn. Offered every other year. 4 points.
The early modern period marks a moment of sudden and dramatic environmental change across the globe. This course analyzes the ways in which this process unfolded in different parts of the world, while familiarizing students with basic problems in environmental history, including the changing human relationship to the natural world, the relationship between environmental change and human societies, and the importance of biotic exchange in world history.

The Renaissance
V57.0121 Appuhn. Offered every other year. 4 points.
The history of the Renaissance from its origins in the 14th century to its waning at the end of the 16th century. Focuses on developments in Italy, especially the development of republican city-states, the social basis for the explosion in artistic and intellectual production, and the emergence of new forms of political and scientific analysis.

Pre-Modern Science
V57.0135 Appuhn. Offered every other year. 4 points.
The history of Western scientific thought from its origins in the ancient Near East until the death of Isaac Newton. Covers the development of science as a distinctive way of understanding the natural world, as well as the relationship between science and western society.

French Revolution and Napoleon
V57.0143 Shovlin. Offered every year. 4 points.
Following an analysis of cultural, social, political, and economic conditions in France before 1789, the course follows the Revolution through its successive phases. Narrates and analyzes the rise of Napoleon and his consolidation of France, his conquests and the spread of his system, and his eventual overthrow.

European Thought and Culture, 1750-1870
V57.0153 Offered every year. 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 Offered every year. 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, André Malraux, Sartre, Lévi-Strauss, Habermas, and Foucault.

Europe Since 1945
V57.0156 Prerequisite: at least one course in European history. Judt. Offered every year. 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 Greek History
V57.0159 Fleming, Koutsoukis. Offered every year. 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 Britain

V57.0162 Offered every year. 4 points.
A lecture survey of the social, cultural, economic, and political histories of Britain between roughly 1780 and 1914. It begins at a time of revolution overseas, in America and France, and ends at the dawn of the era of total war. In between, Britain became a modern, liberal state and the world’s preeminent industrial and imperial power. It also had to come to grips with the social maladies of urban, industrial life: crime, disease, unrest, alcoholism. In many ways, this course charts how Britain and its governments tried to find ways to simultaneously preserve economic strength and contain and ameliorate the “social problem.” The various solutions to this raised questions about the role of the state, which still loom large in Britain and elsewhere. The course also examines several major cultural issues of the period: gender, science, religion, and race. Consequently, lectures are as likely to discuss evolutionary theory, prostitution, germs, and water mains as Queen Victoria, the Boer War, elections, and Charles Dickens.

Modern France Since 1815

V57.0169 Offered every other year. 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.

History of Poland

V57.0178 Wolff. Offered every other year. 4 points.
Lecture course focusing on the cultural, political, and religious history of Poland from the Middle Ages to the present. Begins with the foundation of the Polish state in the 10th century, discusses the early modern Polish-Lithuanian Commonwealth, and then considers the modern history of Poland, including the period of the partitions in the 18th century, the evolution of modern nationalism in the 19th century, and the experiences of war and communism in the 20th century.

The Irish and New York

V57.0180 Identical to V18.0758. 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. Offered every other year. 4 points.
Looks at the comparative experiences of two immigrant groups to the United States, the Irish and the 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 the Jews and the Irish. This course 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).

Liberal Visions of Empire

V57.0195 Sartori. Offered every year. 4 points.
A lecture course exploring the changing relationship between British liberal thought and Britain’s expanding empire from the 17th to the 20th centuries. Liberal conceptions of equality and freedom are generally understood to be fundamentally anti-imperialistic in impulse, as historically complicit with imperialist agendas, and as inherently and logically disposed to imperialist domination. The course attempts to put these different claims into historical context and to periodize their applicability.

Women in European Society Since 1750

V57.0196 Identical to V18.0716. Nolan. Offered every year. 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.

Gendering the Middle Ages

V57.0197 Bedos-Rezak. Offered in the spring. 4 points.
Takes up questions about the identity and agency of women and about the performative nature of gender in Western culture and
society during the Middle Ages. In exploring medieval texts and images, and the interpretive body of scholarship that made it its task to recover and to make visible ways that medieval women acted in history, we pay specific attention to interactions between women and men in order to understand how assumptions about male and female nature informed and generated the very possibility of action, expression, empowerment, and subjectivity.

**Modern Imperialism**

V57.0198  *Fulfills non-Western course requirement for the major. Offered every other year. 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 the Great Trek; and the Indians after the Great Mutiny. Theory, practice, and results of modern imperialism.

**History of the Roman Empire**

V57.0206  *Identical to V27.0278. Fulfills advanced European requirement and pre-1800 requirement for the major. 4 points. See description under Classics (27).*

**Culture and Communism in Eastern Europe**

V57.0265  *Wolff. Offered every other year. 4 points.*

Studies the history of communism in Eastern Europe since World War II, and especially focuses on issues of intellectual history—that is, the ways in which the intellectuals of Eastern Europe, as representative of their national cultures, responded to the crises, challenges, and constraints of communism between 1945 and 1989. Issues include the nature of political dissidence under authoritarian governments in Eastern Europe. Focuses on writers from Poland, the former Czechoslovakia, and the former Yugoslavia. The format of the course is a discussion colloquium, with weekly assigned readings.

**United States History**

**American Colonial History to 1763**

V57.0601  *Emstae, Kupperman. Offered every year. 4 points.*

Examines European expansion in the early modern period and the creation of an interconnected Atlantic world with particular emphasis on North America and the Caribbean. Attention to the roles of Europeans, American natives, and Africans in forming systems of trade and patterns of settlement, as well as the evolution of slavery and the development of new political structures, changing religious beliefs, and evolving family relationships in America. Assesses the imperial context of these developments.

**American Natives in Early American History**

V57.0602  *Kupperman. Offered every year. 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.

**Religion, Family, and Gender in Early America, 1607-1810**

V57.0604  *Offered every other year. 4 points.*

Conducted as a reading and discussion class. Measures the shaping influence of religion on family life and gender relationships from the founding of the American colonies in 1607 to the Second Great Awakening in the 19th century.

Readings examine the effects of evangelical as well as more traditional religion on the men and women, husbands and wives, parents and children, and masters and slaves in the early years of the nation.

**The Experience 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 freed people, white Northerners, and white Southerners after the war. Concludes with an assessment of the era's legacies.

**America in the Early 20th Century**

V57.0609  *Mattingly. Offered every other year. 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  *Offered every year. 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.
Sports in American Society
V57.0615  Prerequisite: V57.0009, V57.0010, V57.0648, or permission of the instructor. Sammons. Offered every other year. 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.

Approaches to the Asian/Pacific American Experience
V57.0626  Identical to V18.0301. 4 points.  See description under Asian/Pacific American Studies (18).

History of African American Family Life in the 19th Century
V57.0627  Krauthamer. Offered every other year. 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. Asks the following: How did slavery, religion, emancipation, education, labor patterns, and class divisions shape the lives of African American individuals and families? Also considers historical and contemporary representations of African American families.

American Indian Policy: Indian-White Relations, 1750 to the Present
V57.0628  Offered every other year. 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.

Gender in U.S. History Since the Civil War
V57.0635  Identical to V18.0727. Gordon. Offered every year. 4 points.
Examines two themes: how maleness and femaleness (gender) have changed in the last 150 years, and how women's lives in particular have been transformed. Emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. Looks at women and gender in politics, in work, in family and personal relationships, in sexuality, and in culture.

New York City: A Cultural History
V57.0638  Bender. Offered every other year. 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. Includes at least one walking tour.

New York City: A Social History
V57.0639  Identical to V18.0831. Wallis. Offered every other year. 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. Offered every other year. 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. Offered every other year. 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 United States 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 V18.0793. Krauthamer, Mitchell, Sammons. Offered every year. 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 V18.0796. Mitchell, Sammons. Offered every year. 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. Offered every other year. 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 right, populism, feminism, labor union activism, the old and new left, gay rights, 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 V18.0729. Duggan. Offered every year. 4 points.
Drawing primarily on the histories of heterosexual 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  Identical to V18.0730. Krauthamer. Offered every other year. 4 points.
Examines the history of African and African American women enslaved in the United States and Caribbean. Begins with African slavery and the emergence of the Atlantic slave trade and then follows the forced migration of African women to the Americas. Readings address issues such as resistance, religion, labor, and reproduction, and also cover theoretical questions about the dynamics of ideas of status, race, and gender. Ends with a section on the legacy of slavery in contemporary representations of African and African American women.

Black Women in America  
V57.0661  Mitchell. Offered every year. 4 points.
Examines the history of African American women's experiences (including class, ethnicity, sexuality, region, and generation). The course explores the ways in which black women's relationships to both intraracial and broader communities have been formed. Additionally, this course considers how race, gender, and cultural borders have influenced black women's work, activism, political involvement, and creative output in the United States. Takes an interdisciplinary approach by drawing from history, memoir, sociology, feminist theory, film studies, legal theory, and the popular press.

American History in Transnational Perspective  
V57.0667  Prerequisite: at least one college-level course in American history. Bender. Offered every year. 4 points.
This course 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 United States 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.

Seminar: Reading and Writing Experimental History  
V57.0672  Hudes. 4 points.
Investigates and evaluates the ways in which scholars attempt to expand the boundaries of writing history. Focuses on the relationship between historical evidence and the writing of history in new ways; relation between scholar and subject; connections between history and speculation; use of unconventional voices; re-creation of past worlds and lives; and connections between history and storytelling.

African American Autobiography  
V57.0688  Sammons. Offered every other year. 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. In exploring the social 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  Identical to V78.0172. Diner. Offered every other year. 4 points.
Surveys the history of the Jewish people in America from the middle of the 17th century until the present. Focuses on the social, cultural, political, and religious development of the Jewish community against the backdrop of American history. Seeks to identify and explain both the preservation of tradition and patterns of innovation. Examines both the inner lives of American Jews and their communities and the kinds of relationships they had with the larger American world.

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

The Ottoman Empire in World History  
V57.0515  Identical to V77.0650, V65.0651. 4 points.
See description under Middle Eastern and Islamic Studies (77).

World of Goods in China  
V57.0528  Identical to V33.0538. Waley-Cohen. 4 points.
Material culture and the nature of consumption in China, 1550–1900. Aims to introduce students
to the theoretical framework of current scholarship on material culture and consumption and their relationship to modernity and its antecedents in different parts of the world; to give students a strong sense of Chinese elite social and cultural life during this period; and to provide students with a sufficient basis of knowledge on which to begin grounding comparative judgments. Themes include periodization (“early modern” versus “late imperial,” and other labels); urbanization; commercialization and globalization; sex and gender, explored through such specific aspects of material culture as books and publishing; art, including collecting and connoisseurship; textiles; food; opium; and architecture and gardens.

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. Offered every year. 4 points.
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis is on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

History of Modern Japan
V57.0537 Identical to V33.0537. Offered every other year. 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.

Topics in Chinese History
V57.0551 Identical to V33.0551. Karl, Waley-Cohen, M. Young. Offered every year. 4 points.
Specific topics vary from time to time and may include Women and Gender in Chinese History; Rebellion and Revolution in China, 1683-1864; The Manchus in China; Urban China; American Wars in Asia; China in Revolution, 1949-Present; China After Mao; Maoism and China.

The History of Religions in Africa
V57.0566 Identical to V18.0790, V90.0566. Hull. Offered every year. 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.

Africa Since 1940
V57.0567 Identical to V18.0791. Previous course work on Africa is desirable but not required. Cooper. Offered every year. 4 points.
Examines how Africa got to be where it is now. Covers the period from the beginning of the crisis that shook colonial empires in the 1940s through the coming to power of independent African governments on most of the continent in the 1960s to the fall of the last white regime in South Africa in 1994, by which time the already independent countries of Africa had found themselves in deep crisis. By bridging the conventional divide between “colonial” and “independent” Africa, the course opens up questions about the changes in African economies, religious beliefs, family relations, and conceptions of the world around them during the last half century. Students read political and literary writings by African intellectuals, as well as the work of scholars based inside and outside Africa, and view and discuss videos. The course emphasizes the multiple meanings of politics—from local to regional to Pan-African levels—and aspires to give students a framework for understanding the process of social and economic change in contemporary Africa.

History of Southern Africa
V57.0568 Identical to V18.0792. Hull. Offered every year. 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, Young. 4 points.
See description under East Asian Studies (33).

History of Colonial Latin America
V57.0743 Thomson. Offered every other year. 4 points.
Introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. Follows the unfolding and demise of a new social order under European rule, over a period 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, Granin. Offered every year. 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, Granin, Thomson. Offered every year. 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. Offered every other year. 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 (urban society and rural hinterlands, characteristic agrarian institutions, and interclass and interethic 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 Thouzon. Offered every other year. 4 points.
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; and Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

Cuba: History and Revolution
V57.0755 Ferrer. 4 points.
Cuba was one of the first territories colonized by Spain and among the last to secure its independence. It was among the last territories in the hemisphere to abolish slavery, yet home to the first black political party in the Americas. Its struggle for independence from Spain helped usher in an age of U.S. imperialism. It is the hemisphere’s first and last socialist state. This brief description hints not only at the complexities of Cuban history but also at its significance for international histories of nationalism and imperialism, race and slavery, the Cold War and socialist revolution. This course serves as an in-depth examination of that complex and fascinating history, focusing in depth on the major themes that have shaped modern Cuban history in the 19th and 20th centuries: race and slavery, nationalism and imperialism, reform and revolution. Particular attention is paid to the revolution of 1959.

History of the Caribbean
V57.0739 Ferrer. Offered every year. 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

Empire and Globalization
V57.0565 Ludden. Offered every year. 4 points.
This introductory survey course considers empire as a feature of globalization in the long-term and in the present. First, we establish a critical perspective on modern world history. Next, we explore British imperialism. Finally, we analyze the problem of imperialism in a world covered with legally sovereign nation states. Throughout, historical capitalism provides a concept that connects empire and globalization.

Cold War
V57.0622 Nokan. 4 points.
The Cold War as global conflict. Focuses on Europe and the Third World, as well as on the United States and the Soviet Union, looking at international politics and diplomacy; nuclear rivalry and the culture of the bomb; Cold War economic competition and development policies; and the impact of the Cold War on culture and gender in various countries.

Power and Poverty
V57.0743 Ludden. Offered every year. 4 points.
This lecture/discussion course explores entanglements of power and poverty by focusing on dynamics of inequality during economic development under globalization. The course has four parts; each presents a particular angle of analysis. We begin with Amartya Sen’s entitlement approach to famine. We then consider contemporary global issues. Our third project is to bring health into understandings of poverty and power. Last, we consider political struggles as potentially productive forces inside inequality environments.

Contemporary World History
V57.0831 Bonine, Berenson. Offered every year. 4 points.
A thematic approach to contemporary world history since the late 19th century. 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 V18.0737. 4 points.
Topics vary from term to term.

Topics in World History
V57.0830 Hull. Offered every year. 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.

RESEARCH SEMINARS
The research seminar is the culminating intellectual experience for the history major. Having taken the relevant lecture and readings courses to provide historical background and context, the seminar student undertakes the research
and writing of an original research paper. Research seminars should be taken in the senior year, but they are open to qualified juniors. They are small classes in which the students present their own work and discuss the work of the others. Permission of the director of undergraduate studies is required for admission. An occasional nonmajor may be admitted with permission of the director of undergraduate studies.

EUROPEAN HISTORY

Seminar in Irish History
V57.0185  Identical to V58.0185. Scally. 4 points.
See description under Irish Studies (38).

Seminar: Crusade and Trade: Western Expansion in the Eastern Mediterranean, 11th to 15th Centuries
V57.0265  Smyrli, Shovlin. Offered every year. 4 points.
Examines Western expansion in the Eastern Mediterranean from the 11th to the 15th century, focusing on the two main, peaceful or violent, ways of Western penetration in the East. Topics include Western Europe in the period leading to the Crusades; the creation of overseas states by the Franks and of commercial empires by the Italians; the Easterners' reaction to the presence of the Westerners; and the latter's influence on the social, political, economic, and cultural traditions of the East.

Seminar: Women in Medieval and Renaissance Europe
V57.0270  Identical to V65.0270. Offered every year. 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. Includes topics such as 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. Appuhn, Shovlin. Offered every year. 4 points.
The specific subjects treated in this seminar vary according to student need and instructor interest.

Seminar: World of Medieval Magic
V57.0282  Bedos-Rezak. 4 points.
Paper topics preferably deal with the manifold aspects of medieval magic.Spanning the Jewish and Christian Western world, considers tales and legends of the supernatural and how the medieval mind accepted the power of the supernatural in everyday life as expressed in fairies, miracles, and cults of saints; astrology and fortune-telling; alchemy; folk medicine, remedies, and healing spells; death, burial, and vampires; ordeals and the judicial process; shivarees of youth groups and urban carnivals; the devil's fields of action, such as the imagination, sorcery, and witchcraft. Both learned and popular medieval cultures preserved a place for the practice of magical arts. There is, however, a differentiated sociology of magic, because countryfolk, urbanites, aristocrats, women, and clerics all presented us with their own brands of practice and belief, which were, in turn, variously accepted or rejected by official authorities. The history of medieval magic intersects that of repression and persecution.

Seminar: Cultural History of the French Revolution
V57.0287  Shovlin. Offered every other year. 4 points.
Explores thematically and in depth selected new sources, recent interpretations, and current debates in French Revolutionary cultural history. The course is broadly divided into Revolutionary and counterrevolutionary ideology and culture; biography; legacies of the French Revolution; and 20th-century representations of the French Revolution in the arts.

Seminar: Origins of World War I
V57.0288  Offered every other year. 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: Seminar: World of War I
V57.0291  Katsounis. Offered every other year. 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: Seminar: World of War I
V57.0297  Fleming. Offered every year. 4 points.
This seminar focuses on European philhellenism from 1700 to 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: Seminar: World of War I
V57.0302  Berenson. Offered every year. 4 points.
Social and political history of France from the French Revolution to the late 19th 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 nationhood, citizenship, and the emergence of a French identity.

Seminar: 20th-Century France
V57.0303 Chapman. Offered every year. 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: Constructions of Race in U.S. History
V57.0680 Hodes. 4 points.
Explores the ideas of race and how racial classifications have changed over time and across regions and cultures in the United States. Themes include language, color, law, science, slavery, mixed ancestries, and white identity.

Seminar: The Civil War
V57.0683 4 points.
Each student engages in a research project in the sources for the period of the Civil War, concentrating on a particular biographical, regional, or societal topic. The course 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 Offered every other year. 4 points.
Explores classical arguments in American history concerning social behavior. Central themes: the power of cultural conditioning, the role of schooling and other acculturating institutions, the uses of “uplifting” reform and organizational benevolence, and the intervention of professional experts into social policymaking. Special attention to the role of ethnic and racial leaders, proponents of success and socialization, critical investigations of family and femininity, and analysis of distinctive generational responses to these and related issues.

Seminar: The New Deal
V57.0686 Katz. Offered every year. 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: Sport and Film in American History
V57.0698 Sanm دولار. 4 points.
Investigates how a visual medium (film), subject to the conventions of drama and fiction, and a popular activity/institution (sport), often associated with frivolity, violence, and puerility, might be used as serious vehicles for conceptualizing and analyzing the past.

HISTORY OF ASIA, AFRICA, AND LATIN AMERICA

Seminar: Capitalism in South Asia
V57.0327 Sartori. Offered every year. 4 points.
Is capitalism a set of global arrangements superimposed on a set of local cultures, a long-term tendency of South Asian societies, or something that has entered into the very structure of modern South Asian society? This course explores a series of topics including the Indian Ocean trading world; “proto-industrialization” in pre-colonial India; the East India Company; deindustrialization, peasantization, and traditionalization; continuity and transformation in peasant society; developmentalist theories and pro-industrialization policies; nationalism, decolonization, and political economy; and neo-liberalism.

Seminar: Topics in Eurasian History
V57.0533 Offered every year. 4 points.
This research seminar focuses on major historical issues and problems in the history of Eurasia, which is the largest landmass in the world but rarely taught as a region or unit of historical analysis. The course responds to recent shifts in the historical discipline, which emphasize frameworks larger than the “nation-state” for historical research and analysis. Topics might include The Mongol Empire and Its Legacy; Early Modern Empires: China, Russia, and the Ottomans; Scientific and Technological Exchanges, 1225-2000; Eurasian Militarities; and Nomads and Nomadism in Eurasia.

Gender and Radicalism in Modern China
V57.0536 Identical to V33.0536. Karl. Offered every year. 4 points.
Examines the interrelated rise of political, ideological, and cultural radicalisms and of gender issues as a major subject and object of transformative social activity in 19th- and 20th-century China. Introduces approaches to gender theory and historical analysis through the use of primary and secondary sources on China, as well as through films and other visuals. Emphasis is on synthesizing contradictory material and on historical analytical issues. Includes a heavy writing and class-discussion component.

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
V57.0541 Identical to V77.0677. Lockman. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Seminar in Chinese History
V57.0552 Identical to V33.0552. Karl, Waley-Cohen, M. Young. Offered every year. 4 points.
Specific topics include China and the Global Economy, 1492-1842; China and Christianity; Culture and Politics in Qing History; Republican Shanghai; Modern Chinese Intellectual History; Frontiers of China; Politics and Culture of the 1950s; Nationalism in Asia; The Cultural Revolution.

Seminar: Modern Africa
V57.0584 Hull. Offered every year. 4 points.
This advanced seminar covers the period since 1960 with an emphasis on the last two decades. It ana-
lyzes a number of topics, including religious fundamentalism and terrorism, governance, economic development, urbanization, environmental protection, 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. Offered every year. 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. The course explores the key reasons for their emergence, dynamism, and demise. In the process, it considers 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 and Islamic Studies (77).

Seminar: Japan and World War II in Asia
V57.0710 Identical to V33.0710. Offered every other year. 4 points.
Takes up a watershed event in Japanese history, the greatest single preoccupation of Japanese historians. The war is dealt with in two senses: its meaning for Japan’s international history and its impact on the domestic landscape.

Readings are drawn from both primary and secondary sources so that interpretative controversies as well as texts may be discussed. 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 Coprosperity Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

Seminar: Conquest and the Origins of Colonialism in Latin America and the Caribbean
V57.0757 Thomson. Offered every other year. 4 points.
How did colonizing European and colonized American peoples perceive each other, responding to unprecedented historical conditions, and reshape their worlds in the early modern era? What consequences 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 postconquest thought about race, colonialism, and modernity.

Seminar: Latin America and the Caribbean
V57.0799 Ferrer, Grandin, Thomson. Offered every year. 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 Goswami. Offered every year. 4 points.
Draws on canonical works produced in the interdisciplinary context of “colonial studies” to address the history of colonialism since the late 18th century. Class discussions focus on the shifting forms and dynamics 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, Southeast Asia, and East Asia.

Seminar: Topics in Environmental History
V57.0829 Appuhn, Needham. 4 points.
Allows students to explore topics in environmental history. Subjects covered vary according to instructor interest and student needs. Examples of topics covered include urban environments, technology and nature, the history of human-animal relations, the history of resource management, and the idea of wilderness in western culture.

REQUIRED COURSE FOR HISTORY MAJORS

Workshop in History
V57.0900 Offered every term. 4 points.
At least one workshop is required for the major, usually taken in the sophomore or 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 learn how to critique historical arguments and interpretations, as well as create their own. Recent topics have included Health Environments, Labor History, Age of Enlightenment, Consumption and Consumer Cultures, and The African American Experience in Times of War.
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. Offered every term. 2 or 4 points per term.

INTERNET PROGRAM

Internship
V57.0980,0981 Prerequisite: permission of the director of undergraduate studies. Open only to junior and senior history majors. Offered every term. 4 points per term.

CROSS-LISTED COURSES

The following are designated related courses offered in other departments and generally cross-listed with the Department of History. For more up-to-date information on cross-listed courses, please check the schedules on the department Web site.

Modern Jewish History
V57.0099 Identical to V78.0103. Engel. 4 points.

History of Ancient Greece
V57.0200 Identical to V27.0242. Peachin. 4 points.

History of the Roman Republic
V57.0205 Identical to V27.0267. Peachin. 4 points.

History of the Roman Empire
V57.0206 Identical to V27.0278. Peachin. 4 points.

History and Literatures of the South Asian Diaspora
V57.0326 Identical to V18.0313. Sandhu. 4 points.

The History of Ancient Egypt, 3200-50 B.C.E.
V57.0506 Identical to V77.0611. Goelet. 4 points.

History of Jewish Women in America
V57.0511 Identical to V78.0185. Diner. Offered every other year. 4 points.

Islam and the West
V57.0520 Identical to V77.0694. 4 points.

The Holocaust: The Third Reich and the Jews
V57.0540 Identical to V78.0141, V90.0609. Schiffman. 4 points.

The Land of Israel Through the Ages
V57.0541 Identical to V77.0677. Fahmy, Lockman. 4 points.

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
V57.0542 Identical to V77.0677. Fahmy, Lockman. 4 points.

Seminar: Topics in Middle Eastern History
V57.0550 Identical to V77.0688. 4 points.

Approaches to the Asian/Pacific American Experience
V57.0626 Identical to V18.0301. 4 points.

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. Lockman. 4 points.

Palestine, Zionism, Israel
V57.0532 Identical to V77.0697. Lockman. 4 points.

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.
International Relations (IR) is an honors major that seeks to provide students with an understanding of the global system’s past, the tools to function effectively in the present, and the ability to respond to future developments. The program recognizes the changing nature of the contemporary political and economic environment and seeks to lay an interdisciplinary basis for understanding these changes. It provides students with an opportunity to study the complex web of transnational politics in an in-depth, interdisciplinary fashion. The breadth of courses is designed to match the breadth of knowledge and skills that the field requires. Fluency in a foreign language and a semester of study 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. In their junior or senior year, majors are also encouraged, though not required, to take advantage of the many internship opportunities that are available in New York City to students of international relations.

**Program**

Because this is an honors major, it is expected that students will maintain a GPA of 3.65 or better throughout their time as a major and complete an honors thesis in their senior year. As the program is demanding, the number of students who can be admitted is limited to 25 to 30 per year. Therefore, interested students need to submit a formal application, by October 15 of their sophomore year. Application forms can be found at the International Relations Web site: politics.as.nyu.edu/page/internationalrelations.

Criteria for admission include a strong academic record at NYU (GPA of 3.65 or better), progress toward or completion of the foreign language requirement, and commitment to the field. By the time of application, students should also have finished at least two of the required core courses. Commitment to the field can be demonstrated by a research paper, a summer job, or other work in international relations that shows an ongoing interest in the topic.

All majors must complete a set of classes in six areas. They must complete four core courses, plus four courses in the international relations environment. Students must also demonstrate proficiency 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. In the junior or senior year, students are also encouraged, but not required, to take an internship at one of the many international institutions or agencies located in New York City. Students can only receive academic credit for internships in their junior or senior year. Internships do not count directly toward the IR major. Internship credit is given as general College of Arts and Science credit. Students can pursue internship possibilities through the Department of Politics, the Department of Social and Cultural Analysis, the NYU Office of Career Services, and internship opportunities posted on the International Relations Web site.
Transfer Students

We cannot consider applications to the IR honors major for students outside of NYU until the student is formally enrolled at NYU. Students transferring from another college within NYU may apply up until the fall of their junior year in certain cases. Permission to apply in the fall semester of their junior year is approved on a case-by-case basis by the program director. Students must have taken and received grades in at least two of the required core courses at NYU before applying in the fall of junior year. Once at NYU, students interested in IR should meet with the IR undergraduate student adviser (in the Department of Politics) to get their records reviewed and to receive a preliminary assessment of their prospects of being admitted to this major.

Courses

CORE

Students are required to complete V53.0700 and either V31.0001 or V31.0002 prior to application. Majors must complete four core courses, including V31.0001, V31.0002, and V53.0700. For course descriptions, see Economics (31), Politics (53), or Sociology (93), as appropriate.

Economic Principles I
V31.0001  LS students may substitute Y08.1001. Offered every semester. 4 points.

Economic Principles II
V31.0002  LS students may substitute Y08.1002. Offered every semester. 4 points.

International Politics
V53.0700  Offered every year. 4 points.

Choose one from the four courses below:

Statistics (Economics)
V31.0018  Offered every semester. 6 points.

Quantitative Methods in Political Science
V53.0800  Offered every semester. 4 points.

Statistics for the Behavioral Sciences
V89.0010  Offered every year. 4 points.

Statistics for Social Research (Sociology)
V93.0302  Offered every semester. 4 points.

THE INTERNATIONAL RELATIONS ENVIRONMENT

Majors must complete four IR Environment courses from the approved list of courses below. Please note that courses may be added or deleted from semester to semester. For the most up-to-date list of courses, please consult the International Relations Web site.

International Economics
V31.0238  Offered every year. 4 points.

Economic Development
V31.0523  Offered every year. 4 points.

Topics in the Global Economy
V31.0524  Offered every year. 4 points.

International Trade
V31.0355  Offered every other year. 4 points.

International Finance Theory
V31.0336  Offered every other year. 4 points.

European Union and Central Europe in Transition
V52.9801  Offered through NYU in Prague. 4 points.

U.S. Foreign Policy
V53.0710  Offered every year. 4 points.

National Security
V53.0712  Offered every year. 4 points.

Diplomacy and Negotiation
V53.0720  Offered every other year. 4 points.

International Organization
V53.0730  Offered in the fall. 4 points.

Business and American Foreign Policy
V53.0736  Offered every other year. 4 points.

International Law
V53.0740  Offered in the spring. 4 points.

War, Peace, and World Order
V53.0741  Offered every year. 4 points.

Terrorism
V53.0742  Offered every other year. 4 points.

International Politics of the Middle East
V53.0760  Offered every other year. 4 points.

International Relations of Asia
V53.0770  Offered every other year. 4 points.

International Political Economy
V53.0775  Offered every year. 4 points.

Inter-American Relations
V53.0780  Offered every other year. 4 points.

Undergraduate Field Seminar: International Politics
V53.0795  Offered every year. 4 points.

Immigration and Politics in Western Europe
V53.0511  4 points.

FOREIGN LANGUAGE

Students may satisfy this requirement by completing two courses beyond the intermediate level. It is recommended that the language be related to the regional specialization and the study abroad site (but not, for example, if the site is London). Students wishing to
qualify for exemption from the foreign language requirement must obtain proof of fluency from the appropriate language department. If students are unable to obtain proof of fluency from the appropriate language department, they will be required to complete two language courses beyond the intermediate level in a language of their choice.

REGIONAL SPECIALIZATION
Majors must complete two 4-point courses focusing on a particular world region in a variety of disciplines, including economics, history, politics, sociology, and area studies. These courses should normally be taken during the term abroad. Whether taken at NYU or abroad, both courses must be approved in advance by the director or the undergraduate adviser for IR.

STUDY ABROAD
Students spend a semester, usually in the junior year, at one of the nine 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, after approval by the IR program. Students may study abroad for an entire year given that the year abroad will still permit the student to complete the necessary requirements for the major. The student should consult the undergraduate adviser for IR to discuss the possibility of an entire year abroad. Due to the yearlong senior honors sequence, students will not be able to study abroad in their senior year.

SENIOR HONORS
The major constitutes an honors track with emphasis on quantitative methods and techniques, and students must complete the requirements for departmental honors by taking the senior seminar and writing a thesis.

INTERNATIONAL RELATIONS SENIOR SEQUENCE
Senior Seminar
V52.0990 Prerequisite: permission of the director of the international relations major. Students must maintain a 3.65 GPA to be eligible for this seminar. The first half of the international relations major’s two-semester capstone experience, this course 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. This class is only offered in the fall and must be taken in the fall semester of the senior year.

Senior Thesis
V52.0991 Prerequisite: permission of the 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. This class is only offered in the spring and must be taken in the spring semester of the senior year.

IR BRIEFING SESSION
A briefing session on the IR honors major takes place every September. Freshmen and sophomores wishing to apply to the IR honors major should attend the briefing session to learn more about the application process and requirements.
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.

**MINOR IN Irish Studies (58)**


**FACULTY**

Henry James Professor of English and American Letters and University Professor: Donoghue

Glucksman Chair of Irish Studies: Lee

Clinical Assistant Professor: Waters

Global Distinguished Professor: Moloney

**Irish Language Lecturer:** Ó Cearúil

Adjunct Assistant Professors: Almeida, Casey, Reilly

**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.)

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 and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions vary.
but often include Donegal and Galway. For more information, visit the Web site at www.nyu.edu/fas/summer/dublin.

**B.A./M.A. PROGRAM**

NYU undergraduates with a 3.5 GPA may apply, in their junior year, to be accepted as B.A./M.A. candidates in the M.A. program in Irish and Irish American Studies.

This program allows students to complete, in five years, a B.A. in an undergraduate major in the College of Arts and Science and the M.A. in the Graduate School of Arts and Science. A tuition discount applies. If accepted, B.A./M.A. candidates take Irish Studies Seminar I (G58.1001) in the fall semester of their senior year. Application to the M.A. program is made via the College of Arts and Science Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130. Students with questions about the B.A./M.A. program in Irish and Irish American Studies should contact the director of undergraduate and graduate studies, Professor John Waters, at gjas.irishstudies.ns@nyu.edu.

### Courses

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

**The Irish and New York**  
V58.0180  Identical to V18.0758, V57.0180.  4 points.  
Explores the symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries, as well as the impact of political, social, and cultural changes in Ireland and America on a transnational population. Factors beyond race and language, which help define and preserve ethnic group identity, as well as the city’s role in the creation of a pseudo-Irish identity that is disseminated on both sides of the Atlantic, are also explored. Readings are broadly drawn from immigration, urban, and social history. Primary documents, literature, and film are also used as texts.

**Topics in Irish History**  
V58.0181  Identical to V57.0181.  4 points.  
Emphasis varies by semester; 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. Recently, focus has centered on the oral history of the Irish in America with course instruction in conducting oral history interviews, writing an archival finding aid, and in editorial decision making for public history projects.

**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 dissolved 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 1845-1851 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 to Present**  
V58.0184  Identical to V57.0184.  4 points.  
Focuses on 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 also the catalyst for substantial changes—positive and negative—in Irish society and culture; and the cinematic representations of Irish Americans.
The Irish in America
V58.0187 4 points.
Examines the Irish experience in the United States by considering the history of the relationship from both sides of the Atlantic. Encompasses the period from 1845 to the present: the years from the potato famine to the Celtic Tiger. Areas covered include the political, social, and economic forces in Ireland that prompted emigration; the demographic patterns of immigration; the role of religion and the Catholic Church in the development of the community; Irish immigrant influence and involvement in the American political system and labor movement; the persistence of the Irish nationalist movement in America and how the Irish experience in America is reflected in literature and on stage and screen. Course materials range from readings in immigration history and original source material to Irish American drama and film.

Contemporary Irish Politics and Society
V58.0515 Identical to V42.0515. 4 points.
An examination of the politics of contemporary Ireland, north and south. The course focuses on political, governmental, and constitutional developments in the Republic of Ireland since independence and discusses the causes of conflict and the prospect of resolution in Northern Ireland.

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

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

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

Irish Dramatists
V58.0700 Identical to H28.0603, V30.0700. 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 Marina Carr. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

Topics in Irish Literature
V58.0761 Identical to V41.0761. 4 points.
Emphasis varies by semester; designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included contemporary Irish fiction and poetry, Irish women writers, and Northern Irish poetry.

Independent Study
V58.0998 Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term.
Independent study with an Irish studies faculty member.

BASIC LANGUAGE COURSES IN IRISH

Elementary Irish I
V58.0100 Identical to V42.0100. 4 points.
Open to students with no previous training in Irish. Introduces students to the rudiments of the Irish language, including phonemes and pronunciation, syntactical structure, and verbal conjugations. In addition, a history of the language is provided, as well as a general introduction to Irish culture, including discussions of family and place names. Students are encouraged to begin speaking with basic sentence structures.

Elementary Irish II
V58.0101 Identical to V42.0101. Continuation of V58.0100 or assignment by placement examination or permission of the department. 4 points.
Builds on the grammatical lessons of Elementary Irish I and expands into more complex verbal conjugations while concentrating on idiomatic expressions. The accumulation of vocabulary is stressed, and students are introduced to basic literature in Irish while developing beginning conversational fluency.

Intermediate Irish I
V58.0102 Identical to V42.0102. Continuation of V58.0101 or assignment by placement examination or permission of the department. 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. Continuation of V58.0102 or assignment by placement examination or permission of the department. 4 points.
Focuses on conversational fluency, reading complex literature in Irish, and writing in the Irish language, further encouraging students to strengthen their pronunciation and command of spoken Irish.
Italy has played a major role in the shaping of Western civilization and today holds the largest number of world heritage sites as defined by UNESCO. The study of Italian literature and culture permits an investigation of this heritage. Yet Italy is not defined only by its past. One of the most advanced and prosperous countries in the world, Italy has long provided models of family-based capitalism (Benetton, Fiat) and is a leader in fashion and design. Its economic productivity and importance in geopolitical and trade networks bring immigrants from Eastern Europe, Africa, and Asia to the country. An education in Italian language, culture, and society offers a basis for understanding present-day Italy and its impact on globalized workforces and marketplaces. Italian studies has application for careers in international business, diplomacy, design, and the fine arts. As part of a double major, Italian is an excellent complement to studies in other areas, including economics, political science, law, history, comparative literature, music, art, drama, and film.

The Department of Italian Studies at New York University is one of the country’s leading centers for Italian studies and offers both undergraduate and graduate degrees. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors from Italy.

**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 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. Students are encouraged to participate in the many lectures, conferences, concerts, and film series offered by the Casa Italiana and by the Department of Italian Studies.

**NYU in Florence at Villa La Pietra:** NYU’s center for study abroad in Florence is situated on a hillside just north of the city. A magnificent 57-acre Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection and one of the most beautiful and authentically restored Renaissance gardens in Italy. This extraordinary campus environment features newly renovated classrooms, computer labs, e-mail and Internet access, and other facilities. Students are lodged in villas at La Pietra or in private apartments and households in residential areas.

Students can study at NYU in Florence for the fall or spring semester, as well as for the full academic year. A full course load is usually four courses per semester.
Professors: Ben-Ghiat, Cox, Freccero, Tylus

Associate Professor: Ardizzone

Assistant Professor: Ferrari

Clinical Associate Professor Albertini

Adjunct Professors: Calvino, Rossellini

Global Distinguished Professor: Bolzoni

Faculty Affiliates: Appuhn (History), Hendin (English), Javitch (Comparative Literature), Judt (History), Rice (Art History)

Language Lecturers: Anderson-Tirro, Bonfield, Bresciani, Cipani, Marchelli, Scarcella Perino, Sebastiani de Nicola, Visconti di Modrone

Lettore, Italian Ministry of Foreign Affairs: Luongo

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. 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. The prerequisite for introductory literature, advanced literature, and culture and society courses conducted in Italian is V59.0030 or permission of the instructor. V59.0115 or V59.0116 should be taken before any advanced literature courses taught in Italian.

Programs of Study
Qualified students may choose one of four programs of study. They may concentrate on Italian language and literature; Italian language, culture, and society; Romance languages; or Italian and linguistics.
ITALIAN LANGUAGE AND LITERATURE: This plan of study normally consists of the following:

- V59.0030
- One conversation course (V59.0101 or V59.0107)
- One composition course (V59.0103 or V59.0105)
- Two readings in literature courses (V59.0115 and V59.0116)
- Three advanced literature courses
- One culture and society course

ITALIAN LANGUAGE, CULTURE, AND SOCIETY: This plan of study normally consists of the following:

- V59.0030
- One conversation course (V59.0101 or V59.0107)
- One composition course (V59.0103 or V59.0105)
- One readings in literature course (V59.0115 or V59.0116)
- Three culture and society courses
- One additional Italian culture and society course, chosen from the relevant course offerings of other departments, such as history, medieval and Renaissance studies, music, politics, or Italian graduate courses open to seniors (for general requirements, please see under “Graduate Courses Open to Undergraduates”)
- One advanced literature course

ROMANCE LANGUAGES: This plan of study normally consists of 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 the following:

- V59.0030
- One conversation course in each of the two languages (V59.0101 or V59.0107, and one of the following: V45.0101, V45.0102, or V95.0101)
- One composition course in each of the two languages (V59.0103 or V59.0105, and one of the following: V45.0101, V45.0103, or V95.0106)
- One readings in 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 culture and society 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)
- Two upper-level language or literature courses, to be divided between the two languages

ITALIAN AND LINGUISTICS: This plan of study normally consists of nine courses distributed between Italian and linguistics as follows:

- V59.0030
- One advanced Italian language course: V59.0101, V59.0107, V59.0103, or V59.0105
- Two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies

Also required are the following linguistics courses: an introductory course (V61.0001, V61.0002, or V61.0028), V61.0011, V61.0013, and two courses from two different areas, including phonology, psycholinguistics, semantics, sociolinguistics, historical linguistics, or computational linguistics.

MINOR

All students who wish to minor in Italian must contact the department and consult a department adviser prior to any registration.

MINOR IN ITALIAN STUDIES. Four courses beyond V59.0012 or V59.0020. These courses shall consist of the following:

- V59.0030
- One advanced language course (V59.0101, V59.0107, V59.0103, or V59.0105)
- Two courses in either literature or culture and society to be chosen after consultation with the director of undergraduate studies

Note: The prerequisite for introductory literature, advanced literature, and culture courses conducted in Italian is V59.0030 or permission of the instructor.

MINOR IN 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.

HONORS PROGRAM IN ITALIAN STUDIES

Eligibility and requirements: Honors in Italian studies will be awarded to majors who maintain an overall GPA of 3.65 and an average of 3.65 in the major and successfully complete the honors program. Students will complete a 12-point sequence consisting of the Junior Honors Proseminar (V59.0995), the Senior Honors Seminar (V59.0999), and the Honors Independent Study (V59.0990). Of these courses, only the first two may be counted as advanced courses for the major.

The subject of the Junior Honors Proseminar and of the Senior Honors Seminar changes each year and is decided on by the faculty member teaching the seminar. Students select and work on an individual basis with a departmental faculty member who becomes the honors thesis adviser. The adviser is chosen in consultation with the director of the honors program. The Junior Honors Proseminar is normally taken in the spring semester of the junior year. The course introduces students to core readings in Italian studies and provides intensive training in oral and written argumentation. Admission to this course requires a GPA, both overall and in Italian courses, of at least 3.65 and the permission of the director of the honors program. The department will try to make alternative arrangements for students who wish to participate in the honors program but who will be studying abroad in this semester of their junior year.

The Senior Honors Seminar, a small class in which students develop their honors thesis, is normally taken during the fall semester of the senior year. The primary focus of the seminar is on research and the application of critical methodologies. Students define a thesis topic of their choice, develop a bibliography, read broadly in their area, and begin their research. A substantial part of the research, usually including a rough draft of the thesis, should be completed by semester’s end.

During the spring semester of the senior year, students should enroll in Honors Independent Study (V59.0990).
Courses

Note: 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. A student may follow a plan of study combining two 4-point courses with one 6-point course (V59.0001, V59.0002, and V59.0020; V59.0010 and V59.0011; V59.0012) for a total of 16 points. A student may follow a plan of study combining two 4-point courses with one 6-point course (V59.0010 and V59.0012) for a total of 13 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 Open to students with no previous training in Italian and to others on assignment by placement test. Completes the equivalent of Elementary Italian I and II in one semester. Offered every semester. 6 points.

Intensive Intermediate Italian V59.0020 Prerequisite: V59.0010, or V59.0001,0002, or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. Offered every semester. 6 points.

Intermediate Italian II V59.0012 Prerequisite: V59.0011 or assignment by placement test. Fulfills MAP language requirement. Continuation of V59.0011. To fulfill MAP requirements and continue on to the postintermediate level, a student must complete both V59.0011 and V59.0012. This sequence is equivalent to V59.0020. Offered every semester. 4 points.

ADVANCED LANGUAGE COURSES

Advanced Review of Modern Italian V59.0030 Prerequisite: V59.0012 or V59.0020, or permission of the instructor. This course is a prerequisite for other advanced courses in language, literature, and culture and society. Offered every semester. 4 points.

Systematizes and reinforces the language skills presented in earlier-level courses through an intensive review of grammar and composition, lexical enrichment, improvement of speaking ability, and selected readings from contemporary Italian literature.

Conversations in Italian V59.0101 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points.

Students entering this course should have mastered the fundamental structure of Italian. Designed to help students gain confidence and increase their effectiveness in speaking present-day Italian. Through discussions, oral reports, and readings, students improve pronunciation, become familiar with idiomatic expres-
sions, and develop vocabulary that allows them to communicate with others on topics such as family and student life, politics, the arts, food, and fashion. Useful for students who are planning to study or travel abroad.

Creative Writing in Italian
V59.0103 Formerly Rewriting Italian. Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points.
A creative approach to writing in Italian that emphasizes transformations of texts. Students are encouraged to rewrite, parody, and shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
V59.0105 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points.
Aims to improve the student's written Italian and reading comprehension of difficult texts. The approach is threefold: (1) intensive study of the syntactical structures of Italian; (2) reading and analysis of contemporary texts from various sources, such as newspapers, magazines, and literary works; and (3) frequent writing of short compositions stressing grammatical and syntactical accuracy, as well as variety of vocabulary.

Italian Through Cinema
V59.0107 Prerequisite: V59.0030 or permission of the instructor. Offered every semester. 4 points.
Students entering this course should have mastered the fundamental structure of Italian. Aims to enrich knowledge of Italian language, culture, and society through screening and discussion of contemporary Italian cinema and detailed analysis of selected film scripts. Students are encouraged to use different idiomatic expressions and recognize regional linguistic variety. Special emphasis is placed on developing a more extensive vocabulary and an expressive range suited to discussion of complex issues and their representation.

Introduction to Linguistics
V59.0110 Identical to V61.0002. Offered every semester. 4 points.
Focuses on the core areas of grammar: phonetics, phonology, morphology, syntax, and semantics. Develops analytical and problem-solving skills. Examples are drawn from various European and non-European languages alongside English. Recommended for nonlinguistics majors, especially foreign language and English majors.

INTRODUCTORY COURSES

The prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Readings in Medieval and Renaissance Literature
V59.0115 Prerequisite: V59.0030 or permission of the instructor. Identical to V65.0115. Offered in the fall. 4 points.
Introductory-level literature course that, through a close reading of authors such as Dante, Boccaccio, Petrarch, Machiavelli, and Ariosto, focuses on how to understand a literary text in Italian. Covers Italian literature from its origins to the 17th century.

Readings in Modern Italian Literature
V59.0116 Prerequisite: V59.0030 or permission of the instructor. Offered in the spring. 4 points.
Introductory-level literature course that, through a close reading of authors such as Alfieri, Tasso, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino, focuses on how to understand a literary text in Italian. Covers Italian literature from the 17th century to the contemporary period.

Introduction to the Middle Ages
V59.0117 Offered every other year. 4 points.
Literature and culture of the Middle Ages with a focus on the 13th and 14th centuries. Francis of Assisi, Laudi, the Sicilian poets, the “Stil Novo,” and Dante’s minor works are examined, as well as Boccaccio’s Decameron and Petrarch’s Rime. Works are considered in relation to feudal society, the Church, the communes, and other medieval political structures.

ADVANCED LITERATURE COURSES

The prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Dante’s Divine Comedy
V59.0270 Identical to V65.0270 when taught in English. Ardizzone, Freccero. Offered every two to three years. 4 points.
Students study the Divine Comedy both as a mirror of high medieval culture and as a unique text that breaks out of its cultural bounds. The entire poem is read, in addition to selections from the Vita Nuova and other complementary works.

Boccaccio’s Decameron
V59.0271 Identical to V65.0271 when taught in English. Ardizzone. Offered every two to three years. 4 points.
A study of Boccaccio’s Decameron with particular emphasis on themes, conceptual innovations, and influences on French and English literatures.

Petrarch and Petrarchism
V59.0872 Formerly Italian Lyric Poetry. Cox. Offered every two to three years. 4 points.
Examines love poetry of Petrarch, one of the most influential lyric poets of all time and a key figure in Renaissance thought. Also traces Petrarch’s influence on later Italian Renaissance poetry, focusing on the 16th century. Poets to be studied include women writers such as Vittoria Colonna and Gaspara Stampa and artists such as Michelangelo and Bronzino.

Court Culture in Renaissance Italy
V59.0311 Cox. Offered every two to three years. 4 points.
Offers the opportunity to study Italian Renaissance art and literature within its social and political contexts, focusing especially on the princely courts of northern Italy, which were among the most dynamic and innovative centers of cultural production in Europe in this period. Secondary source assignments are supplemented with a study of 16th-century literary texts and artworks.
Women’s Writing in the Italian Renaissance
V59.0162 Identical to V97.0163. Cox. Offered every two to three years. 4 points.
A study of the remarkable tradition of published writings by women that developed in Italy between the 15th and 17th centuries. Offers the opportunity to look in detail at the works of well-known writers such as Vittoria Colonna, Gaspara Stampa, and Veronica Franco and lesser-known figures such as Moderata Fonte and Maddalena Campiglia. We address the reasons for the emergence of this tradition of writing by women and the dynamics of its relationship with contemporary male literary culture.

Love and War in Renaissance Italy: Chivalric Romance and Epic
V59.0145 Cox. Offered every two to three years. 4 points.
Offers the opportunity to study two of the greatest works of Italian literature, Lodovico Ariosto’s Orlando furioso (1516) and Torquato Tasso’s Gerusalemme liberata (1581). Looks at these poems in their historical context and in relation to the rich literary traditions of romance and epic that converge in them. Thematic focuses include the construction of gender and the representation of religious and racial “otherness.”

Topics in Renaissance Literature
V59.0760 Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. For specific course content, see current bulletin listing.

Gender and Performance in the Italian Theatre
V59.0720 Identical to V30.0720. Tylus. Offered every two to three years. 4 points.
Examines plays that explicitly highlight and question the status and performance of gender, as well as selections from political troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well the “revisions” that women playwrights and writers made to a largely male-dominated canon.

Decadent Italy
V59.0273. Formerly The Romantics. Ferrari. Offered every two to three years. 4 points.
Focuses on the thriving cultural life of the years from Italy’s 1870 unification to the rise of fascism in 1919. Explores the ascent of movements such as scapigliatura, naturalism, decadentism, and futurism. Social, political, and artistic ideas of the period are studied through the works of writers such as Verga, Pascoli, D’Annunzio, Marinetti, and Svevo.

20th-Century Italian Poetry
V59.0272 Ardizzone. Offered every two to three years. 4 points.
Covers the major Italian poets and poetic movements of the 20th century. Works by Ungaretti, Quasimodo, D’Annunzio, Luzi, Zanzotto, and the Lombard school are examined.

Pirandello and the Contemporary Theatre
V59.0274 Identical to V30.0280 when taught in English. Offered every two to three years. 4 points.
An introduction to Luigi Pirandello’s major plays as they relate to the foundation of contemporary theatre. Attention is also paid to grotesque and futurist drama. Works studied include Sei personaggi in cerca d’autore, Così è (se vi pare), and Enrico IV.

Modern and Contemporary Century Italian Narrative
V59.0275 Ferrari. Offered every two to three years. 4 points.
Follows the development of Italian narrative from Manzoni and Verga to present-day trends in Italian prose. Emphasizes works of Tabucchi, Maraini, Pasolini, Morante, and Calvino.

Novel and Society
V59.0277 Ferrari. Offered every two to three years. 4 points.
Covers the development of the Italian novel in the context of larger social, political, and cultural developments in Italian society.

Particular attention is paid to the relations between narrative and shifts in national identity following the 1870 unification of Italy and at important historical moments of the 20th century. Texts include works by Manzoni, Verga, D’Annunzio, Tomasi di Lampedusa, Vittorini, Moravia, and Volponi.

Women Writers in Contemporary Italy
V59.0278. Formerly The Italian Woman. Identical to V18.0826. Ferrari. Offered every two to three years. 4 points.
Covers novels written by 20th-century Italian women writers. Attention is paid to concepts of gender, history, self, and the differing narrative strategies chosen to portray Italian society and women’s places within it. Texts include works by Banti, Maraini, Corti, Morante, Ginzburg, Bellonci, and Aleramo.

Italian Autobiographies
V59.0279 Identical to V42.0276. Ferrari. Offered every two to three years. 4 points.
Examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Petrarch, Cellini, Goldoni, Casanova, Alferi, Pellico, Sciascia, Aleramo, Viganò, and others.

Postmodern Italian Fiction
V59.0276 Formerly Calvino and Postmodernism. Ferrari. Offered every two to three years. 4 points.
Follows the development of the Italian novel from the 1970s to the present day. Readings include contemporary classics from authors such as Morante, Calvino, Volponi, Tondelli, and Tabucchi, as well as novels published in the last few years.

Italian Cinema and Literature
V59.0282 Identical to V30.0503. Albertini. Offered every two to three years. 4 points.
Studies the relationship between Italian literature and post-World War II cinema, including the poetics and politics of the process of cinematic adaptation. Among the authors and directors examined are Lampedusa, Bassani, Sciascia,
Vincenzo Consolo. Vercaglia, Leonardo Sciascia, and such as Carlo Levi, Giuseppe writers from southern Italy or of the Southern question. It also engages the works of 20th-century Campanella, and Vico) as well as Elio Vittorini, and Vincenzo Consolo; films may include Tylus, Rossellini. Offered every two to three years. 4 points.

The Italian South: Literature, Theatre, Cinema V59.0863. Tylus. Offered every two to three years. 4 points. Consideration of the Sicilian novel of the 19th and 20th centuries, with particular attention to Sicily's distinct literature and culture. Writers may include Verga, Pirandello, De Roberto, Lampedusa, Sciascia, Mario Puzo, Andrea Camilleri, Dacia Maraini, Elio Vittorini, and Vincenzo Consolo; films may include Cinema paradiso, La terra trema, Il Gattopardo, The Godfather, and Salvatore Giuliano.

The Sicilian Novel V59.0862. Tylus. Offered every two to three years. 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.

Italian American Life in Literature V59.0286 Identical to V41.0724. Hendrix. Offered every two to three years. 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 Offered every two to three years. 4 points. Courses on subjects of special interest taught by either a regular instructor, or a visiting faculty member. For specific courses, please consult the class schedule.

CULTURE AND SOCIETY COURSES

Prerequisite for the following courses is V59.0030 when the course is conducted in Italian, or permission of the instructor.

Dante and His World V59.0160 Identical to V65.0801, V41.0143. Arzallozono, Fracero. Offered every two to three years. 4 points. Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed 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.

Women Mystics V59.0172 Tylus. Offered every two to three years. 4 points. Traces the historical, social, and literary significance of female mystics in late-medieval and early-modern Italy (from roughly 1200 to 1600) through writings by and about them. Primary materials include letters, autobiographies, and hagiographies, while select secondary sources help to situate these women and their texts within their proper historical, literary, and theological contexts.

The Civilization of the Italian Renaissance V59.0161 Identical to V65.0161 when taught in English. Offered every two to three years. 4 points. Study of Italian Renaissance civilization from its roots in the Middle Ages. Concentrates on the major problems of the times: the rise of the city-states and the evolution of the signorie, the birth of new language and art forms, and the changing attitudes toward the classical world, science, and philosophy. Students also explore, through readings of chronicles, letters, and contemporary documents, the effects such transformations had on the people of the times, on their daily lives, and on self-perceptions.

Florence: Literature, Art, Culture V59.0149. Tylus. Offered every two to three years. 4 points. Covers the jewel of Italian cities, from its Roman origins to the early 20th century. While the focus is on literary works, we also spend considerable time looking at the creation and expansion of the city itself as an architectural unit, as well as at its art works and its cultural florescence during the Renaissance. Ideal for students who plan to study at La Pietra in the near future.

Machiavelli V59.0147 Albertini. Offered every other year. 4 points. The inventor of modern political science, Niccolo Machiavelli is one of the most original thinkers in the history of Western civilization. In this course, Machiavelli's political, historical, and theatrical works are read in the context in which they were conceived—the much tormented and exciting Florence of the 15th and early 16th centuries, struggling between republican rule and the magnificent tyranny of the Medici family.
Italian Culture and the Discourses of Early Modern Colonialism
V59.0148 Tylus. Offered every two to three years. 4 points.
An overview of the earliest documents relevant to Italian exploration of the “new world,” as well as a consideration of the impact that the explorations had at home. Focuses on early colonial literature, such as the letters of Columbus, Pigafetta, and others, and examines the process of colonization of the Italian subject as evident in works by Machiavelli, Tasso, and Campanella.

“The Renaissance Man” Revisited
V59.0811 Cox. Offered every two to three years. 4 points.
Centers on the study of two key texts of Italian Renaissance social and political thought, Machiavelli’s Il principe, and Castiglione’s Libro del Cortegiano. The human ideals described in these works—Machiavelli’s ruler and Castiglione’s courtier and court lady—are discussed in relation to those found in other texts of the period and in relation to the historic notion of the Renaissance as the age that saw the birth of the modern individual.

The Courtesan in Italian Renaissance Society and Culture
V59.0142 Cox. Offered every two to three years. 4 points.
Examines an intriguing figure within the social panorama of Renaissance Italy, the “honest courtesan” or cortigiana onesta. It contextualizes courtesans’ social position and cultural status, embracing elements of social history, literary history, and music and art history. Texts studied include both representations of courtesans, such as the notorious dialogues of Pietro Aretino, and writings by courtesan poets, such as Tullia d’Aragona and Veronica Franco.

Topics in Renaissance Culture
V59.0172 Offered every two to three years. 4 points.
Variable content course taught by regular or visiting faculty. Consult current bulletin for specific topic.

Italian Fascism
V59.0165 Formerly Fascism and Culture. Ben-Ghiat, Ferrari. Offered every two to three years. 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.

Modern Italy
V59.0168 Identical to V42.0163, V57.0168. Ben-Ghiat. Offered every two to three years. 4 points.
A survey of Italian history from unification to the present. Examines the political, social, and cultural history of liberalism, fascism, World War II, Christian Democracy, and communism; the political crisis of the early 1990s; and the rise of new regional and rightist parties.

Contemporary Italy
V59.0166 Identical to V42.0164. Ben-Ghiat, Albertini. Offered every two to three years. 4 points.
Covers the political, cultural, economic, and social history of Italy since World War II. Starting with the transition from fascism to democracy, examines the Cold War, the growth of a mass consumer society, the social and political movements of the late 1960s and 1970s, the battle against the Mafia, postwar emigration, the rise and fall of postwar Christian Democracy and Italian communism, and the emergence of new parties in the 1990s such as Berlusconi’s Forza Italia, Bossi’s Northern League, and Fini’s neo-fascist Alleanza Nazionale.

Italian Colonialism
V59.0167 Identical to V57.0286, V42.0161. Ben-Ghiat. Offered every two to three years. 4 points.
Studies Italian colonialism from the late 19th century through decolonization. Through readings of colonial travel literature, films, novels, diaries, memoirs, and histories, we address the meaning of colonialism within Italian history and culture, the specificities of Italian colonialism, and the legacies of colonialism in contemporary Italy.

Italian Films, Italian Histories I
V59.0174 Identical to V30.0503. May be taken independently of Italian Films, Italian Histories II. Albertini. Offered every two to three years. 4 points.
Studies representation of Italian history through the medium of film from ancient Rome through the Risorgimento. Issues to be covered throughout include the use of filmic history as a means of forging national identity.

Italian Films, Italian Histories II
V59.0175 Identical to V30.0506, V57.0176. May be taken independently of Italian Films, Italian Histories I. Ben-Ghiat. Offered every two to three years. 4 points.
Studies representation of Italian history through the medium of film from the unification of Italy to the present. Fascism, the resistance, 1968, and other events are covered, as are questions of how film functions with respect to canonical national narratives and dominant systems of power.

Topics in Italian Culture
V59.0173 Offered every two to three years. 4 points.
Courses on subjects of special interest taught by a regular or visiting faculty member. For specific courses, please consult the class schedule.

Topics in Italian American Culture
V59.0861.001 Taught by regular or visiting faculty members. Offered every two years. 4 points.

OTHER COURSES
Junior Honors Proseminar
V59.0995 Prerequisite: permission of the department. Offered in the spring. 4 points.
Course with variable content. Introduces students to core readings in Italian studies and provides intensive training in oral and written argumentation. Open to students who have been accepted into the honors program in Italian studies. (See “Eligibility and requirements” under “Honors Program in Italian Studies” in the “Program” section.) The department will try to make alternative
arrangements for students who will be studying abroad in the spring semester of their junior year.

Senior Honors Seminar
V59.0999  Prerequisite: permission of the department. Offered in the fall. 4 points.
Seminars with variable content.
Prepares students for the senior honors thesis. Primary focus is on research and the application of critical methodologies. Open to students who have been accepted in the honors program in Italian studies. (See “Eligibility and requirements” under “Honors Program in Italian Studies” in the “Program” section.)

Honors Independent Study
V59.0990  Prerequisite: V59.0999. Offered every semester. 4 points.
Open to students who have been accepted into the honors program in Italian studies and are writing the honors thesis in close consultation with the thesis adviser. (See “Eligibility and requirements” under “Honors Program in Italian Studies” in the “Program” section.)

INDEPENDENT STUDY

Independent Study
V59.0997,0998  Prerequisite: permission of the department. Offered every semester. 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 online 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 online 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.
Faculty

Collegiate Professor; Associate Professor of Journalism: Serrin

Professors: Burrows, Klass, Stephens

Associate Professors: Boynton, Dent, Fagin, Kroeger, Linfield, Mehta, Newkirk, Norman, Rock, Rosen, Seife, Solomon, Steinhel, Stone

Assistant Professors: Bazzi, Dery, Penenberg, Roiphe, Sion

Clinical Associate Professors: Edozien, Latry, Ludlum, Quigley, Wolff

Visiting Associate Professor: Olsner

Distinguished Writers in Residence: Berman, Conover, Hamill, Horz, Johnson, McBride, Weschler

Director of Adjunct Relations: Quigley

Director of Career Services: Noel

Head of Undergraduate Advisement and Assessment: Dullahan

Program

MAJOR
The Department offers a B.A. in either general and investigative reporting (GIR) or media criticism. Within the GIR concentration, students choose either the Print/Online sequence or the Broadcast sequence. Journalism students in GIR must successfully complete five required courses in their declared print or broadcast concentration, as well as three or four department-approved or department-offered electives. Journalism students in media criticism must successfully complete six required courses in their concentration, one or two electives from a specified list of department offerings, and one elective from outside the department.

The major consists of eight or nine courses, for a total of 32 to 36 credits, plus a mandatory second major in another CAS department or program. Thus, all journalism majors are double majors. Students cannot take more than 36 points in journalism, unless they take Honors, which allows them to take 40 points. All majors must also complete an Evaluation Portfolio—a collection of work for graduation review.

General and investigative reporting concentration: All majors in GIR must take the department’s two required lectures, Foundations of Journalism (V54.0501) and Journalism Ethics and First Amendment Law (V54.0502), plus its three required skills courses, Journalistic Inquiry (V54.0101), The Beat (V54.0201), and Advanced Reporting (V54.0301), which includes a capstone project. The Expository Writing requirement precedes Foundations of Journalism, the department’s entry course. Foundations of Journalism is the prerequisite for Journalistic Inquiry, which, in turn, is the prerequisite for all second-level skills courses. The Beat is a prerequisite for the third-level skills courses. It should be noted that students in the Broadcast sequence must take the broadcast sections of The Beat and Advanced Reporting—students may not mix broadcast and non-broadcast sections of these courses. All students must pass Foundations of Journalism and Journalistic Inquiry with a grade of C or better to take any second-level courses. In addition, students are required to take three electives, one each from any of the following groups:
- Journalism and Society (V54.0503)
- Journalism as Literature (V54.0504)
- Issues and Ideas (V54.0505)
- Media Criticism (V54.06XX)
- Methods and Practice (V54.0202)
- Methods and Practice: Visual Reporting (V54.0203)
- Elective Reporting Topics (V54.0204)
- Production and Publication (V54.0302)
- Senior Seminar (V54.0401)
- Individual Study (V54.09XX)

Media criticism concentration: The course of study is as follows:
- Foundations of Journalism (V54.0501)
- History of the Media (V54.0610)
- Reading the Media (V54.0611)
- Journalistic Inquiry (V54.0101)
- The Beat: Lapdogs, Attack Dogs, and Watchdogs (V54.0621)
- Advanced Reporting: New Forms (V54.0630)
- One journalism elective, which may come from the new Topics in Media Criticism rubric (V54.0622)
- One outside elective from an approved list of courses

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. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

HONORS
Juniors and seniors who have maintained a 3.65 overall GPA and a 3.65 in the journalism major are eligible for the two-course, 8-point honors program. Students take special sections of Advanced Reporting (V54.0351) and Senior Seminar (V54.0352) to complete a two-semester capstone project. Students enrolled in honors may take a maximum of 40 credits.
Courses

GENERAL AND INVESTIGATIVE REPORTING COURSES

REQUIRED LECTURE COURSES

Foundations of Journalism  
V54.0501 Prerequisite: Expository Writing. Required of all students majoring in journalism. Offered in the fall. 4 points.  
The gateway to the journalism major. Students are introduced to the mission and joy of journalism as a profession (indeed, a calling), as well as to the realities journalists now face in a rapidly changing media environment. Students are exposed to the traditional and changing role of the journalist as democracy’s watchdog against both the historic and current media backdrop. Students develop a series of essays to demonstrate their aptitude for and/or understanding of the established values and professional competencies the course sets out to install.

Journalism Ethics and First Amendment Law  
V54.0502 Prerequisite: V54.0501. Offered in the spring. 4 points.  
This 14-week class is divided equally between ethics and the law. Through the weekly lecture and assigned readings, students are exposed to the various ethical and legal issues surrounding the field of journalism and come away with a clear sense of the role of the journalist in society and the issues that affect that mission today.

REQUIRED SKILLS COURSES

Journalistic Inquiry  
V54.0101 Prerequisite: V54.0501. Required of all students majoring in journalism. Offered every semester. 4 points.  
A reporting- and writing-based skills course that emphasizes in-depth research techniques and exposure to the many journalistic forms, including news writing, magazine and feature article writing, broadcast news and documentary, reported essays and commentary, and what distinguishes one form from the other. Students are introduced to the issues of ethical conduct through the department’s new policy and pledge, and they also address issues of bias and fairness through reporting and writing.

The Beat  
V54.0201 Prerequisites: V54.0501 and V54.0101. Offered every semester. 4 points.  
Designed to hone the student journalist’s ability to research and report deeply and imagine and develop fresh ideas. Students test their ideas with the strength of their reporting and research, then present them in story form.

Advanced Reporting  
V54.0301 Prerequisites: V54.0501 and V54.0201. Offered every semester. 4 points.  
The undergraduate journalism capstone course. Emphasis is placed on developing the ability to produce publishable reporting and writing with sophisticated story structures.

ELECTIVES

Journalism and Society  
V54.0505 No prerequisites unless indicated. 4 points.  
The lectures and seminars in this group include such traditional offerings as the following: Women and the Media; Minorities in the Media; Mass Media and Government; Covering the Earth; and America: Global Hope or Global Menace?

Journalism as Literature  
V54.0504 Prerequisites: V54.0501 and V54.0101. 4 points.  
The courses in this group explore the intersection of literature and journalism. Offerings include the following: Learning from the Best; Journalism and the American Road; and Literary Journalism.

Issues and Ideas  
V54.0505 Prerequisites: V54.0501 and V54.0101. 4 points.  
The courses in this group explore new controversies and ideas that have an impact on journalistic practice, such as the following: Understanding Broadcast News; Media Past and Future; God, Science, and the Culture Wars; and Covering the Middle East.

Methods and Practice  
V54.0202 Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.  
The courses in this group entail a deeper experimentation with journalistic skills, from copy editing and deadline writing to blogging, both print and broadcast. Offerings include the following: Point of View; Profiles; Journalism by the Numbers; The Art of Editing: From Copy Editing to Top Editing; and Opinion Writing.

Methods and Practice: Visual Reporting  
V54.0203 Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.  
Multimedia and photojournalism courses are offered under this category. Examples include Photojournalism and Multimedia Reporting.

Elective Reporting Topics  
V54.0204 Prerequisites: V54.0501 and V54.0101, or permission of the instructor. 4 points.  
This category includes a variety of “back-of-the-book” reporting topics (for example, Arts and Letters, Radio Reporting).

Media Criticism  
V54.06XX Prerequisite: permission of the instructor. 4 points.  
Courses that analyze the forces—cultural, social, economic, ideological, and aesthetic—that shape the media and their messages. See descriptions of courses in the section “Media Criticism Courses,” below.

Production and Publication  
V54.0302 Prerequisites: V54.0501, V54.0101, and V54.0201. 4 points.  
The courses in this group aim to create finished products, both print and broadcast. Offerings include the following: Magazine Editing and Production; NYU Alumni Magazine; Medium Formerly Radio; and LiveWire.
Senior Seminar
V54.0401 Prerequisites: senior standing and completion of V54.0501, V54.0101, and V54.0201. Offered every semester. 4 points.
An elective for students who wish to explore concentrated issues such as sex and American politics, literary nonfiction, and photojournalism and war. Each section concentrates on a different topic chosen by the instructor, a member of the full-time faculty. The sections for honors students differ in that the Senior Honors Seminar is specifically for completion of the capstone project begun in Advanced Reporting.

Credit Internship
V54.0980 Prerequisites: junior or senior standing, V54.0501, V54.0101, and V54.0201. Offered every semester. 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
V54.0997 Prerequisites: V54.0501, V54.0101, and V54.0201. Offered every semester. 1 to 4 points.
Students who, in the opinion of the department, possess intellectual independence and ability are permitted to carry on individual work in a field of study selected in conference with members of the faculty. To register in this course, a student must have written approval of the department.

HONORS COURSES
Honors is a year-long research, reporting, and writing or video course for juniors or seniors in which students choose and develop a thesis subject in the first semester and complete the project in the second. Students take Honors Advanced Reporting (V54.0351), followed by Honors Senior Seminar (V54.0352).

Honors: Advanced Reporting
V54.0351 Prerequisites: junior or senior standing, a 3.65 overall GPA and a 3.65 in the journalism major, V54.0501, V54.0101, and V54.0201. Offered every semester. 4 points.
The honors sections of the Advanced Reporting course require deeper reporting and more highly polished writing or video work than their nonhonors counterparts. In them, honors students build a portfolio of two or three high-quality pieces (1,200 to 1,500 words, or videos of two to three minutes) that become part of their capstone and help them develop the idea and do the significant preliminary reporting and research necessary for the completion of the capstone project.

Honors: Senior Seminar
V54.0352 Prerequisites: V54.0351, a 3.65 overall GPA, and a 3.65 in the journalism major. Offered in the spring. 4 points.
The following semester, honors students are required to take this special seminar, which culminates in each student writing a large feature (6,000 to 8,000 words, or 15 to 20 minutes for broadcast), completing the capstone. The student defends his/her work orally before at least two members of the full-time faculty and possibly a member of the profession.

MEDIA CRITICISM COURSES

REQUIRED LECTURE COURSES

Foundations of Journalism
V54.0501 Prerequisite: Expository Writing. Required of all students majoring in journalism. Offered in the fall. 4 points.
See description above.

History of the Media
V54.0610 Offered in the fall. 4 points.
A historical survey of the media from language and the earliest uses of images to the Web. The emphasis, in an attempt to gain perspective on our own communications revolution, is on the reception, uses, and political, social, and philosophical consequences of different forms of communication.

Reading the Media: Introduction to Media Criticism
V54.0611 Offered in the spring. 4 points.
From Plato’s “allegory of the cave” to Marshall McLuhan’s book Understanding Media to The Matrix, philosophers and pop-culture creators have tried to make sense of the media representations that swim in our heads, affecting our perceptions of ourselves and the world. An introduction to the field, this course acquaints students with various schools of media criticism and their angles of analytical attack on the media environment—the mass-media messages (whether words or images) that increasingly constitute our cultural reality, shaping our knowledge of the world around us and our sense of who we are, as individuals and as a society. Draws on a wide array of analytical strategies, including cultural studies, literary criticism, press criticism, semiotics, reader-response theory, cultural anthropology, feminism, film studies, TV criticism, writings on visual culture, postmodern theory, and personal essays.

REQUIRED SKILLS COURSES

Journalistic Inquiry
V54.0101 Prerequisite: V54.0101. 4 points.
See description above.

The Beat: Lapdogs, Attack Dogs, and Watchdogs: Press Criticism
V54.0621 Prerequisites: V54.0501, V54.0101, and V54.0611. Offered in the fall. 4 points.
If the press monitors the powers that be, who keeps a vigilant eye on the fourth estate, a power unto itself? The “beat,” in this case, is the news media themselves. In this course, we delve deep into the issues and ideas that have engaged critics of the news media throughout the modern era, from I. F. Stone to Ben Bagdikian, Noam Chomsky to Ann Coulter. More profoundly, we deconstruct their analytical methods and lay bare their agendas, critiquing the critics. Involves a significant writing load, most of which will incorporate both academic argument and journalistic reportage.
Advanced Reporting: New Forms
V54.0630 Prerequisites: V54.0610, V54.0611, and V54.0621. 4 points.
The concentration’s capstone course, focusing on new media and the new conceptual paradigms implicit in them. Drawing on the body of theoretical and historical knowledge students have accumulated in the concentration, New Forms asks students not only to analyze new forms of media, but to conduct their own experiments, exploring the expressive possibilities of various media. In the end, students will be expected to produce a long-form critique, heavily reported and rigorously argued, of a media-related issue. The project can be produced in print, in online/interactive media, or in other, experimental forms. As with all work in the concentration, the capstone project should engage the public mind, rather than an academic audience.

JOURNALISM ELECTIVES (ONE REQUIRED)
In addition to the above required courses, students must choose one journalism elective from the following offerings:

Topics in Media Criticism
V54.0622 Prerequisite: V54.0501. 4 points.
Topics include the following: Methods of Media Criticism; Rise of the Web.

Journalism Ethics and First Amendment Law
V54.0502 Prerequisite: V54.0501. 4 points.
See description above.

Students can also choose from any of the Journalism and Society sections (V54.0503), any of the Issues and Ideas sections (V54.0505), or a Methods and Practice course (V54.0202).

OUTSIDE ELECTIVE (ONE REQUIRED)
Media Criticism students must also choose one elective from outside the department. The elective in question can be within their second major or outside it.
Latin American studies is an interdisciplinary major and minor administered by the Department of Spanish and Portuguese Languages and Literatures. It focuses on the historical, political, social, and cultural patterns of Latin American development and should be of particular interest to students planning careers in government, business, international organizations, or other fields relating to Latin America.

Program

MAJOR
Students choosing this interdisciplinary major have the opportunity to take courses on aspects of Latin American culture and history in the Department of Spanish and Portuguese Languages and Literatures, as well as courses in other departments and/or programs throughout the University. These include Africana Studies, Anthropology, Art History, Comparative Literature, History, Politics, and Cinema Studies (in the Tisch School of the Arts).

This nine-course major requires proficiency in the Spanish language at the level of Advanced Grammar and Composition (V95.0100) and a working knowledge of either Portuguese or Quechua. It should be planned in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese Languages and Literatures.

MINOR
The minor in Latin American studies requires knowledge of Spanish at the level of Advanced Grammar and Composition (V95.0100) or Portuguese at the level of Intensive Elementary Portuguese (V87.0010 or V87.0011) or Quechua at the equivalent level. It also requires completion of either V95.0760 or V95.0762 (Introduction to Latin American Cultures), and at least four courses from related areas, to be decided in consultation with the director of undergraduate studies.

Courses

The following are recommended courses typically offered during the academic year. For graduate courses open to undergraduates, see the Center for Latin American and Caribbean Studies (CLACS) Web site at www.nyu.edu/gsas/program/Latin.

AFRICANA STUDIES (18)

Language and Liberation: At Home in the Caribbean and Abroad
V18.0163 4 points.

ANTHROPOLOGY (14)

Peoples of the Caribbean: Culture and International Studies
V14.0102 Prerequisite: V14.0001 or permission of the instructor. 4 points.

Peoples of Latin America: Culture and International Studies
V14.0103 Prerequisite: V14.0001 or permission of the instructor. 4 points.

ART HISTORY (43)

Art in Spain from El Greco to Goya
V43.0515 Prerequisite: V43.0002, V43.0003, or permission of the instructor. 4 points.

Topics in Latin American Art: Colonial to Modern
V43.0316 Prerequisite: V43.0002, V43.0003, and V43.0006, or permission of the instructor. 4 points.

COMPARATIVE LITERATURE (29)

Topics in Caribbean Literature
V29.0132 4 points.

POLITICS (53)

Politics of Latin America
V53.0530 Prerequisite: V53.0500. 4 points.
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<tr>
<th>Course Title</th>
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<tr>
<td>The Politics of the Caribbean Nations</td>
<td>V53.0532</td>
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<tr>
<td>Inter-American Relations</td>
<td>V53.0780</td>
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<td>MORSE ACADEMIC PLAN (53)</td>
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<td>World Cultures: The Caribbean</td>
<td>V53.0509</td>
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<tr>
<td>World Cultures: Latin America</td>
<td>V55.0515</td>
<td>4 points</td>
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<tr>
<td>World Cultures: Contemporary Latino Cultures</td>
<td>V55.0529</td>
<td>4 points</td>
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<tr>
<td>HISTORY (57)</td>
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<tr>
<td>Seminar: Topics in Latin American History</td>
<td>V57.0096</td>
<td>4 points</td>
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<tr>
<td>History of Colonial Latin America</td>
<td>V57.0743</td>
<td>4 points</td>
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<tr>
<td>History of Modern Latin America</td>
<td>V57.0745</td>
<td>4 points</td>
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<tr>
<td>Topics in Latin American and Caribbean History</td>
<td>V57.0750</td>
<td>4 points</td>
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<tr>
<td>History of Mexico and Central America</td>
<td>V57.0752</td>
<td>4 points</td>
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<tr>
<td>History of the Andes</td>
<td>V57.0753</td>
<td>4 points</td>
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<tr>
<td>Seminar: Conquest and the Origins of Colonialism in Latin America and the Caribbean</td>
<td>V57.0757</td>
<td>4 points</td>
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<tr>
<td>History of the Caribbean</td>
<td>V57.0759</td>
<td>4 points</td>
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<tr>
<td>Seminar: Latin America and the Caribbean</td>
<td>V57.0799</td>
<td>4 points</td>
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<tr>
<td>SPANISH AND PORTUGUESE (87, 95)</td>
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<tr>
<td>The Brazilian Short Story</td>
<td>V87.0830</td>
<td>4 points</td>
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<tr>
<td>Critical Approaches: Reading, Writing, and Textual Analysis</td>
<td>V95.0200</td>
<td>4 points</td>
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<tr>
<td>Readings in Spanish American Literature</td>
<td>V95.0211</td>
<td>4 points</td>
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<tr>
<td>Chronicles and Travel Literature of the Colonial World</td>
<td>V95.0273</td>
<td>4 points</td>
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<tr>
<td>Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas</td>
<td>V95.0370</td>
<td>4 points</td>
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<tr>
<td>The Spanish American Short Story</td>
<td>V95.0638</td>
<td>4 points</td>
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<tr>
<td>Modern Hispanic Cities</td>
<td>V95.0650</td>
<td>4 points</td>
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<tr>
<td>Fictions of Power in Spanish and Latin America</td>
<td>V95.0732</td>
<td>4 points</td>
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<tr>
<td>Performance in Caribbean Literature and Culture</td>
<td>V95.0764</td>
<td>4 points</td>
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<tr>
<td>Latin American Literature in Translation</td>
<td>V95.0766</td>
<td>4 points</td>
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<tr>
<td>The Spanish American Novel Since 1940</td>
<td>V95.0767</td>
<td>4 points</td>
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<tr>
<td>Literature and Film of the Cuban Revolution</td>
<td>V95.0795</td>
<td>4 points</td>
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<tr>
<td>Modern Spanish American Poetry</td>
<td>V95.0842</td>
<td>4 points</td>
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<tr>
<td>Topics in Brazilian Literature in Translation</td>
<td>V95.0850</td>
<td>4 points</td>
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<tr>
<td>Fiction into Film: Spain and Latin America</td>
<td>V95.0999</td>
<td>4 points</td>
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Latino Studies, administered by the Department of Social and Cultural Analysis (SCA), offers multidisciplinary courses in Latino history and contemporary experiences in the United States and the Americas. The category Latino includes people of Latin American descent in the United States. The most numerous Latino populations are of Mexican, Puerto Rican, and Cuban ancestry, but groups of other national origins are an increasing presence. Latinos are studied in comparative perspective (comparisons within Latino groupings and with other ethnic groups), as well as in transnational perspective in the Americas.

Among central issues in Latino studies are the following: race and racialization across the spectrum of African American, white, and indigenous; sexuality and gender formation; immigration and migration in a climate of increased policing of international borders; electoral politics as the Latino vote has increased numerically; social movements for labor, education, and language rights; Latino/a presence in media and film; expressive and popular culture in music and the arts; language retention and invention in the United States in relation to English, Spanish, indigenous languages, and their combinations; and the failures and successes of schooling for Latinos, including bilingual education and levels of educational attainment.
indigenous languages spoken in the Americas by any of the following means: taking elective courses in sociolinguistics; studying these languages beyond the minimum level required by the College of Arts and Science; pursuing community-based internship fieldwork necessitating the development and use of specific language skills; or undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

MINOR
Five courses are required for the minor in Latino studies:
Approaches to Latino Studies (V18.0501) or the MAP course World Cultures: Contemporary Latino Cultures (V55.0529), plus four other courses listed by the program. At least two of these four courses must originate in Latino studies.

HONORS
Departmental honors in Latino studies—as in all the majors administered within SCA—requires two courses with honors designations. In the senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0900) and spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.

Courses

INTRODUCTORY CORE

Concepts in Social and Cultural Analysis
V18.0001 4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit.

Approaches to Latino Studies
V18.0501 MAP course World Cultures: Contemporary Latino Cultures (V55.0529) will substitute for this course. 4 points.
Explores a set of principles that have guided Latino/a presence in the United States. These principles can be found in many but not necessarily all of the readings. They include urban/rural life, freedom/confineent, memoir as source of voice/other sources of voice, generational separation and identity, and loss and healing. The course traces a movement through time from masculinist nationalism to the recognition of variations in gender, sexuality, race, class, region, and national origin. Other principles may be added to this list as the course proceeds.

RESEARCH CORE

Senior Research Seminar
V18.0090 Prerequisites: V18.0001 and V18.0501, or V55.0529.
Offered in the fall. 4 points.
An advanced research course in Latino studies, which culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to the major in Latino studies. Majors must take this course in the fall of their senior year.

INTERNERSHIP PROGRAM

Internship Fieldwork
V18.0040 Corequisite: V18.0042.
Ten hours of fieldwork are required. 2 points.

Internship Seminar
V18.0042 Corequisite: V18.0040. 2 points.
The 4-point internship program complements and enhances the formal course work of the Latino studies majors. Students intern at agencies dealing with a range of issues pertaining to Latino studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytical tools, and (3) to assist students in exploring professional career paths.

The internship is open to juniors and seniors and requires an interview and permission of the director of internships.

ELECTIVE COURSES

Latino/a Art and Performance in New York City
V18.0532 4 points.
Looks at the history of Latino/a art and performance in the context of New York City. In particular, students study Latino/a aesthetic practices within and against the social-political environment of their enactment. Latinos’ role in the continually redefined realm of hip-hop, the extensive history of Latino contributions to the artistic vitality of the Lower East Side, and the theatrical production of Latino-specific community theatres represent a few of the areas that are explored. Students consider contemporary Latino art, and the institutions that support it, from the perspective of the changing Latino demographic of New York City. Furthermore, students examine and analyze the specific ways that artists utilize the city as a site for artistic possibility. This course brings together both an investigation of the aesthetics of Latino performance and an investigation of democratic possibilities of urban space. In addition to the weekly seminar meeting, students are required to attend several performances, visit art galleries, and execute a research project profiling a particular artist or institution.
Latino/a Popular Culture  
V18.0534 4 points.
Latinos are at the heart of numerous genres of popular culture production: music, film, graphic novels, performance. This course examines contemporary popular culture products by and for Latinos, looking in particular at issues of production, circulation, and consumption. It explores the cultural expression, how and in what ways? How is it circulated and consumed, how is it mediated by different culture industries? What do we even mean by Latino/a popular culture? These and more questions are considered through a range of interdisciplinary studies.

Latino/a Sexualities  
V18.0536 4 points.
Examines the study of sexuality as it pertains to the production and representation of Latino/a identities. Students consider the integral roles scholarship and literature on/about Latino/a sexuality have played in the history of the broader U.S. feminist movement, feminist theory, and GLBTQ studies. The course begins with the examination of classic Chicana feminist texts and the anthropological study of Latino sexual practices in light of their influential interventions to U.S. studies on gender and sexuality since the 1980s and early 1990s. Students then explore more recent contributions by Latino scholars that disrupt the simplistic ways in which Latino/a sexuality has been taken up as an exotic and radical departure from foundational work on sexuality. Students engage sexuality in its plurality, examining multiple imaginings of Latino/a sexuality through fiction, performance theory, queer Latino/a critiques, and studies on emerging Latino masculinities.

The Latinized City, New York and Beyond  
V18.0540 Formerly V13.0303.  
Prerequisite: V18.0501, any introductory course in the social sciences, or a MAP World Cultures course. Dávila. Offered every year. 4 points.
Examines the Latinization of urban landscapes in New York City and beyond. Considers the economic and political factors that have historically fueled the immigration of Latin American peoples to U.S. cities, their incorporation into U.S. society and culture, and the impact of global economic restructuring of U.S. cities on urban race/ethnic relations and cultural politics. Other topics include the contestation of space and power in the global cities, issues of immigration and citizenship, and the politics of languages. Students also develop fieldwork projects geared to discovering the history and present-day landscapes of Latino New York.

Topics in Latino Studies  
V18.0541 4 points.
Possible issues, which vary from semester to semester, include race and racism, politics, migration and immigration, language, assimilation, education, labor, citizenship, social movements, and expressive culture.

Interdisciplinary Perspectives on the New Immigration  
V18.0545 Suarez-Orozco. Offered every year. 4 points.
For arguably the first time in human history, all countries in the world are deeply involved in the massive movement of people. This course introduces students to a sampling of recent theoretical work, in various academic disciplines, dealing with immigration. It focuses on Latin American, Caribbean, and, to a lesser extent, Asian migration to the United States and compares the nature of current immigration scholarship in the United States to developments in other postindustrial settings. The course examines recent data and theoretical work in a variety of fields such as economics, education, law, policy, psychology, sociocultural anthropology, sociolinguistics, and sociology. It aims to introduce students to a sampling of recent theoretical work in various academic disciplines dealing with immigration, systematically examining recent research in comparative and interdisciplinary perspectives with a particular focus on the emerging inter-American migration system. An examination of the comparative materials highlights isomorphic conditions—as well as differences—in immigration debates, policies, processes, and outcomes.

Cultural Spaces of Latinidad  
V18.0557 4 points.
Examines the contemporary production and meanings of Latino/Hispanic identities in the United States. Looks at the spaces and institutions where this identity is produced and contested and explores how its definition has changed since it was first felt and then officially recognized by the U.S. census. Also examines representations of Latino/a identity in relation to the very real Latino/a populations that now make up the largest “minority” in the United States. For most of the course, explores differences and similarities in the politics of Latinidad in four important, yet not exclusive, “spaces” involved in the production and representation of Latinidad: the culture industries, urban politics, transnational processes, and contemporary polemics that reach the “mainstream.” In other words, this course is designed to theorize Latinidad, in particular “fields of cultural production,” whether geographic, institutional, or imaginary. Discusses students’ individual research projects for the remainder of the course. Asks students to select a particular “space” involved in the production of Latinidad for further study.

Caribbean Women Writers  
V18.0570 4 points.
Focuses on texts by Latinas of Caribbean origin whose work explores the intersections between history, gender, nation, and sexuality. Analyzing how contemporary Caribbean-origin literature by Latinas can be read as a manifestation of the complex histories of colonialism, military intervention, and political maneuverings between the United States and the Caribbean in the 20th century, the course considers the ways in which the “tropicalized” Latina body came to represent an insidious and seductive threat to the U.S. domestic landscape. The course addresses questions such as What are the politics behind demeaning, fetishizing, and vilifying Latinas in the U.S. media? What role do women of Caribbean origin play in propagating, preserving, or undermining U.S. domestic life? Readings include prose, poetry,
film, and music by authors and artists of Cuban, Dominican, Haitian, and Puerto Rican origin, emphasizing the diverse ways in which Caribbean-origin Latinas affect and are affected by the United States. This course is based on students’ active participation in class discussion, weekly response papers, presentations, and a research paper.

RELATED COURSES

STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT

American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
V18.0755 Formerly V99.0041, V11.0041, and V18.0541. Identical to E27.0041. 4 points.

MORSE ACADEMIC PLAN

World Cultures: Contemporary Latino Cultures
V55.0529 4 points.
See description under Foundations of Contemporary Culture (55).

ASIAN/PACIFIC/AMERICAN STUDIES

Multiethnic New York: A Study of an Asian/Latino Neighborhood
V18.0363 Formerly V13.0310.
4 points.
See description under Asian/Pacific American Studies (18).

The Constitution and People of Color
V18.0366 Formerly V13.0327.
Identical to V53.0801 and 62.0327.
4 points.
See description under Asian/Pacific American Studies (18).

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Comparative U.S. Ethnic Studies
V18.0224 Formerly V13.0204.
Offered every fifth semester. 4 points.
See description under American Studies (18).

Ethnicity and the Media
V18.0232 Formerly V13.0302.
Prerequisite: V18.0201; one introductory A/P/A, Africana studies, anthropology, or MAP World Cultures course; or permission of the instructor. Dávila. 4 points.
See description under American Studies (18).

Latino Literature in the United States
V18.0815 Formerly V18.0555.
Identical to V95.0755. Offered every year. Rosaldo. 4 points.
See description under Spanish and Portuguese Languages and Literatures (95).
A number of the liberal arts disciplines in the College of Arts and Science provide important perspectives on law and the legal profession. The law and society minor offers undergraduates a meaningful cluster of these courses. The requirement of five courses allows this interdisciplinary minor to be substantial; the inclusion of a core course enhances its coherence. In addition, the minor gives capable and ambitious students attractive opportunities to pursue advanced or specialized study. While prelaw students may well wish to take it, this minor is not aimed specifically at them.

**Program in Law and Society (62)**

**Director:** Professor Merry

**Associate Director:** Associate Professor Dixon

**Faculty**

**Professor Emeritus:** Heydebrand

**Professors:**
- Benton (History), Duster (Sociology), Garland (Sociology/Law), Gordon (History), Greenberg (Sociology), Harrington (Politics), Kornhauser (Law), Lukes (Sociology), Merry (Anthropology and Law and Society), Myers (Anthropology), Peachin (Classics), Persico (Economics and Law and Society), Randall (Politics), Tyler (Psychology), Uleman (Psychology)

**Associate Professors:**
- Dixon (Sociology), Fahmy (Middle Eastern and Islamic Studies), Haney (Sociology), Haykel (Middle Eastern and Islamic Studies), Rizzo (Economics), Solomon (Journalism)

**Program**

The minor in law and society consists of five courses, as follows: (a) Law and Society (V62.0001.001) cross-listed with Politics (V53.0335), or Law and Society (V62.0001.002) cross-listed with Sociology (V93.0413), and (b) four elective 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. Since the subject for Topics in Law and Society (V62.0251 or V62.0252) varies from semester to semester, students may take more than one topics course. With special permission, exceptional students may be allowed, in their senior year and in consultation with the minor adviser, to substitute one of the following for one of the four courses: (a) an independent study involving a research paper or project, (b) an apprenticeship with a faculty member doing relevant research (with permission of faculty), or (c) a relevant graduate course (with permission of faculty).

**Note:** Courses applied to this minor cannot be double-counted toward a major or another minor. The pass/fail option is not acceptable for the law and society minor.

**Courses**

**CORE COURSES**

**Law and Society**
- V62.0001.001 (Identical to V53.0335). Offered once a year, usually in the fall. 4 points.
- An introduction to the study of law as a political practice. We treat law as a political practice from multiple disciplinary standpoints, examining how law and a range of legal institutions embody and constitute political, cultural, economic, and social forces. We examine the mobilization of rights, the use of litigation, and vernacular legal discourse, largely within the context of the United States, but with reference to transnational struggles. In the course of doing so, we study the relationship between making social policy and the use of litigation by social movements. Specifically, we study litigation strategies at the appellate and trial levels by focusing on three sociolegal movements: the
civil rights movement, the women’s movement, and class action tort cases. What are the political dimensions of legal arguments and legal remedies for racial and gender discrimination and toxic torts? Under what conditions is law an empowering and/or effective political resource? What are the limits of legality in the making of social change?

**Law and Society**

V62.0001.002 Identical to V93.0413. Offered once a year, usually in the spring. 4 points.

Offers sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

**ELECTIVE COURSES**

**Topics in Law and Society**

V62.0251,0252 Offered every semester. 4 points.

Employs a seminar format to enable students to explore a critical topic in Law and Society in depth. Covers a wide range of topics, including Law, Culture, and Politics; Law and Human Rights; Gender, Politics, and Law; Juvenile Justice; Punishment and Welfare; Global Sweatshop; Gender, Violence, and the Law; and Problem Solving Courts.

**Independent Study**

V62.0997,0998 Offered every semester. 4 points.

**Human Rights and Anthropology**

V62.0326 Identical to V14.0326. 4 points.

See course description under Anthropology (14).

**Constitutions and People of Color**

V62.0327 Identical to V18.0366. 4 points.

See course description under Asian/Pacific/American Studies (18).

**The History of Ancient Law**

V62.0292 Identical to V27.0292. 4 points.

See course description under Classics (27).

**Economics of the Law**

V62.0255 Identical to V31.0255. 4 points.

See course description under Economics (31).

**Journalism Ethics and First Amendment Law**

V62.0402 Identical to V54.0502. 4 points.

See course description under Journalism (54).

**Law and Urban Problems**

V62.0232 Identical to V99.0232. 4 points.

See course description under Metropolitan Studies (18).

**Islam and Politics**

V62.0674 Identical to V77.0674. 4 points.

See course description under Middle Eastern and Islamic Studies (77).

**Seminar on Islamic Law and Society**

V62.0780 Identical to V77.0780. 4 points.

See course description under Middle Eastern and Islamic Studies (77).

**Women and Islamic Law**

V62.0783 Identical to V77.0783. 4 points.

See course description under Middle Eastern and Islamic Studies (77).

**Philosophy of Law**

V62.0052 Formerly V62.0064. Identical to V83.0052. 4 points.

See course description under Philosophy (83).

**The American Constitution**

V62.0330 Identical to V53.0330. 4 points.

See course description under Politics (53).

**Civil Liberties**

V62.0332 Identical to V53.0332. 4 points.

See course description under Politics (53).

**American Law and Legal Systems**

V62.0334 Identical to V53.0334. 4 points.

See course description under Politics (53).

**Gender in Law**

V62.0336 Identical to V53.0336. 4 points.

See course description under Politics (53).

**The Politics of Administrative Law**

V62.0354 Identical to V53.0354. 4 points.

See course description under Politics (53).

**Deviance and Social Control**

V62.0502 Identical to V93.0502. 4 points.

See course description under Sociology (93).

**Criminology**

V62.0503 Identical to V93.0503. 4 points.

See course description under Sociology (93).
linguistics is the science of human language. It seeks to determine that which is necessary in human language, that which is possible, and that which is impossible. While linguists work to determine the unique qualities of individual languages, they are constantly searching for linguistic universals—properties whose explanatory power reaches across languages. The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field, including topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.

Faculty

Professor Emerita:
Umeda

Professors:
Baltin, Barker, Collins, Costello, Guy, Kayne, Marantz, Singler, Szabolcsi

Associate Professors:
Blake, Dougherty, Gafos

Assistant Professors:
Davidson, Gouskova, Pykkänen

Research Professor:
Postal

Adjunct Professor:
Vasvari

Affiliated Faculty in Other Departments:
Aaronson (Psychology), Buchwald (Speech and Language Pathology and Audiology), Fine (Philosophy), Fryčák (Russian and Slavic Studies), Grishman (Computer Science), Kulick (Anthropology), Marcus (Psychology), McElree (Psychology), Schiefelin (Anthropology), Schiffer (Psychology), Vouloumanos (Psychology)

Program

MAJOR REQUIREMENTS
The major consists of nine 4-point courses (36 points) in linguistics. These must include the following:

1. One of the following: Language (V61.0001), Introduction to Linguistics (V61.0002), or Language and Mind (V61.0028)
2. Sound and Language (V61.0011)
3. Grammatical Analysis (V61.0013)
4. Phonological Analysis (V61.0012)
5. Introduction to Semantics (V61.0004)
6. One of the following: Language and Society (V61.0015), African American English I: Language and Culture (V61.0023), Language in Latin America (V61.0030), or Pidgin and Creole Languages (V61.0038)
7. Three courses freely chosen from the offerings of the department, except for the courses recommended for nonmajors

It is highly recommended that majors and joint majors take the courses in the first three groups first, since other courses have these as prerequisites or generally presuppose their content. 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 WITH A FOREIGN LANGUAGE**

It is possible for a student to complete a joint major in linguistics and in one of the foreign languages listed below. The linguistics part of this major may be satisfied by taking the following:

1. One of the following: Language (V61.0001), Introduction to Linguistics (V61.0002), or Language and Mind (V61.0028)
2. Sound and Language (V61.0011)
3. Grammatical Analysis (V61.0013)
4. A total of two courses from two different areas, including the following:
   - Historical linguistics (V61.0014, V61.0017, V61.0076)
   - Sociolinguistics (V61.0015, V61.0018, V61.0030, V61.0038)
   - Phonology (V61.0012)
   - Syntax, semantics (V61.0004)
   - Computational linguistics (V61.0003, V61.0024)
   - Psycholinguistics (V61.0005, V61.0043, V61.0054)

The foreign language part of this major may be satisfied as follows.

**French and linguistics:** Four courses, including the following: Spoken Contemporary French (V45.0101), one course in advanced written French (V45.0105, V45.0107, or V45.0110), and two courses in French literature (in French) to be determined in consultation with the director of undergraduate studies.

**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.

**Italian and linguistics:** Four courses, including the following: V59.0050, one advanced language course (V59.0101, V59.0103, V59.0105, or V59.0107), and two advanced courses in either Italian literature or culture and society, to be determined in consultation with the director of undergraduate studies.

**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. The following anthropology courses are required:

1. Human Society and Culture (V14.0001)
2. Anthropology of Language (V14.0017)
3. Cultural Symbols (V14.0048)
4. Two other cultural or linguistic anthropology courses, approved by the director of undergraduate studies

These are the required courses in linguistics:

1. Language (V61.0001)
2. Language and Society (V61.0015)
3. At least two of the following:
   - Bilingualism (V61.0018)
   - Sex, Gender, and Language (V61.0021)
   - African American English I: Language and Culture (V61.0023)
   - Language and Liberation: At Home in the Caribbean and Abroad (V61.0026)
   - Language in Latin America (V61.0030)
4. A fifth course in linguistics, which may be an additional course from the above list or any other course that the department offers (other than the courses recommended for non-majors)

**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). The linguistics component consists of these four classes:

1. Grammatical Analysis (V61.0013)
2. Language and Mind (V61.0028)
3. Two more courses, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Introduction to Psycho-linguistics (V61.0005)
   - Sound and Language (V61.0011)
   - Phonological Analysis (V61.0012)
   - Computational Principles of Sentence Construction (V61.0024)
   - Form, Meaning, and the Mind (V61.0051)
   - Propositional Attitudes (V61.0035)
   - Neural Bases of Language (V61.0043 or V89.0300)
   - Linguistics as Cognitive Science (V61.0048)
   - Learning to Speak (V61.0054)
   - Introduction to Morphology at an Advanced Level (V61.0055)

The philosophy component is a choice of one of the following three courses: Minds and Machines (V83.0015), Philosophy of Language (V83.0085), or Logic (V83.0070).

The required psychology component consists of five courses:

1. Introduction to Psychology (V89.0001)
2. Statistical Reasoning for the Behavioral Sciences (V89.0009)
3. Cognition (V89.0029)
4. One course chosen from The Psychology of Language (V89.0050) or Neural Bases of Language (V89.0080)
5. One course chosen from Seminar in Thinking (V89.0026), Laboratory in Human Cognition (V89.0046), The Psychology of Language (V89.0056), or Neural Bases of Language (V89.0300)
The eleventh 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 following areas during their undergraduate studies: (1) one or more foreign languages, (2) psychology, for issues of language and the mind, and anthropology, for issues of language and culture, (3) mathematics or logic, for an understanding of modern algebra and mathematical logic, (4) philosophy of language, and (5) one or more computer languages. Majors and minors should avail themselves of the NYU study 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 IN LINGUISTICS
The Department of Linguistics, in accordance with the requirements for departmental honors that was passed by the Faculty of Arts and Science in spring 2005, offers an honors degree in linguistics. The requirement for graduation with honors in linguistics is an honors thesis of 40 to 50 pages, typically the culmination of a year’s work, and two advanced courses chosen with the honors thesis adviser.

Admission to the honors program requires an application in the second semester of junior year. It normally requires a GPA of 3.65 overall, as well as in linguistics, but this requirement can be waived by the College of Arts and Science director of college honors in exceptional circumstances by petition from the director of undergraduate studies.

The application must be made by the first Monday in April to the director of undergraduate studies. It consists of a one- to two-page application by the student, specifying why the student wants to pursue an honors track in linguistics, and specifying in rough form the topic that the student wishes to investigate in the thesis. The student must also identify a faculty member in linguistics who has agreed to work with the student.

The student will be informed by the beginning of registration for the next semester about his or her acceptance into the honors program. If the student is accepted, the faculty member who has agreed to supervise the student’s honors thesis will become the student’s honors adviser, and the two courses for honors will be chosen jointly by the student and the adviser.

JOINT HONORS
The Department of Linguistics offers joint honors in all programs for which it offers joint majors: Language and Mind, Anthropology and Linguistics, French and Linguistics, German and Linguistics, Italian and Linguistics, and Spanish and Linguistics.

For the requirements of joint honors in Anthropology and Linguistics, students should see Professor John Singler. For the requirements of Language and Mind, students should follow the same procedure for honors in linguistics, except that their proposal should identify faculty members from two departments in the Language and Mind major (linguistics, philosophy, and psychology), and these two faculty members will be co-advisers. The thesis topic, needless to say, should reflect contributions to both disciplines.

Students interested in pursuing joint honors in linguistics and French, German, Italian, or Spanish should consult with the director of undergraduate studies for linguistics, as well as the other department, in the second semester of their junior year.

Courses

Language
V61.0001 Baltin, Collins, Gouskova, Szabolcsi. Offered every semester. 4 points.
Nature or nurture? Linguistics is a science that systematically addresses this puzzle, and it offers a uniquely interesting support for the answer: both. Language is a social phenomenon, but human languages share elaborate and specific structural properties. The conventions of speech communities exist, exhibit variation, and change within the strict confines of universal grammar, part of our biological endowment. Universal grammar is discovered through the careful study of the structures of individual languages, by cross-linguistic investigations, and the investigation of the brain. In this way, linguistics mediates between cognitive science and social science. This course introduces some fundamental properties of the sound system and of the structure and interpretation of words and sentences, set into this context.

Introduction to Linguistics
V61.0002 Barker, Collins, Gouskova. Offered at least every year. 4 points.
Focuses on the core areas of grammar: phonetics, phonology, morphology, syntax, and semantics. Develops analytical and problem-solving skills. Examples are drawn from various European and non-European languages alongside English.
Communication: Men, Minds, and Machines  
V61.0003 Dougherty. Offered every year. 4 points.  
Examines signs and symbols in the communication of humans, primates, birds, computers, automata, simulata, and more; and discusses definitions of such concepts as sign, symbol, intelligence, artificial intelligence, mind, cognition, and meaning. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by insinuation, and other methods.

Introduction to Semantics  
V61.0004 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Barker, Szabolcsi. Offered every year. 4 points.  
Focuses on the compositional semantics of sentences. Introduces set theory, propositional logic, and predicate logic as tools, and goes on to investigate the empirical linguistic issues of presuppositions, quantification, scope, and polarity. Points out parallelisms between the nominal and the verbal domains.

Introduction to Psycholinguistics  
V61.0005 Davidson. Offered occasionally. 4 points.  
We easily recognize printed and spoken words, understand novel and complex sentences, and produce fluent speech thousands of times each day. It is also remarkable that children seem to learn the sounds and structures of their native languages with little effort. Psycholinguistics aims to understand the mental processes that underlie both the representation and acquisition of language. Topics covered in this class will include language acquisition, speech perception, lexical representation and access, sentence production, and the relationship between phonology and orthography.

Sound and Language  
V61.0011 Davidson, Gafos, Gouskova, Guy. Offered at least every fall. 4 points.  
Introduction to phonetic and phonological theory at an elementary level. Topics include the description and analysis of speech sounds, the anatomy and physiology of speech, speech acoustics, and phonological processes. Students develop skills to distinguish and produce sounds used in the languages of the world and to transcribe them using the International Phonetic Alphabet.

Phonological Analysis  
V61.0012 Prerequisite: V61.0011 or permission of the instructor. Davidson, Gafos, Gouskova. Offered at least every spring. 4 points.  
Introduction to phonology, the area of linguistics that investigates how languages organize sounds into highly constrained systems. The fundamental questions include the following: What do the sound systems of all languages have in common? How can they differ from each other? What is the nature of phonological processes, and why do they occur? Students develop analytical skills by solving phonological problems based on data from a wide variety of languages.

Grammatical Analysis  
V61.0013 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Ballin, Collins. Offered at least every fall. 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 Costello. Offered every other year. 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 Identical to V18.0701. Guy, Singler. Offered every year. 4 points.  
Considers contemporary issues in the interaction of language and society, particularly work on speech variation and social structure. Focuses on ways in which social factors affect language. Topics include language as a social and political entity; regional, social, and ethnic speech varieties; bilingualism; and pidgin and creole languages.

The Indo-European Family  
V61.0017 Costello. Offered occasionally. 4 points.  
Presents the phonological and morphological systems of Proto-Indo-European, and considers the development thereof in the major branches of the Indo-European family of languages, in particular Indic, Hellenic, Slavic, Italic, and Germanic.

Bilingualism  
V61.0018 Blake, Singler. Offered occasionally. 4 points.  
Examines bilingualism and multilingualism in New York City and around the world, at the level of the individual and of society. Considers the social forces that favor or inhibit bilingualism, as well as the educational consequences of bilingual education (and of monolingual education for bilingual children). Also examines the impact of bilingualism on the languages involved. Special attention is paid to code switching, the practice of using two languages in a single speech event, with particular reference to its psycholinguistic and sociolinguistic aspects.

Structure of English Vocabulary  
V61.0019 Costello. Offered occasionally. 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 the portion that is borrowed from the classical languages (Latin and Greek) either directly or indirectly through French. Examines the historical and sociolinguistic circumstances of borrowing and the stem-affix
structure of borrowed words, together with the regularities of their pronunciation and meaning. Relies on elementary phonology, morphology, and semantics; recommended for nonmajors.

Sex, Gender, and Language
V61.0021 Identical to V18.0712. Vassar. Offered in the spring. 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 English I: Language and Culture
V61.0023 Identical to V18.0799. Blake. Offered every other year. 4 points.
Introduces the language behavior of African Americans. Discusses African American Vernacular English in terms of its linguistic and cultural distinctiveness, both intrasystemically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English, and the educational, attitudinal, and social implications connected with the language.

Computational Principles of Sentence Construction
V61.0024 Prerequisite: any linguistics course. Dougherty. Offered every year. 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 and obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical-based computer languages. They may base their research on existing programs or write their own.

Languages in Contact
V61.0025 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Singler. Offered occasionally. 4 points.
Language contact changes languages. This course presents a typology of contact, organized both by the nature of the contact and by its linguistic consequences. We consider the impact that contact can have on existing languages, and we pay special attention to the kind of contact that gives rise to new languages and also to the kind that kills languages. Topics include borrowing, bilingualism, language maintenance and language shift, language birth and language death, code switching, pidginization and creolization, new Englishes, and mixed languages.

Language and Liberation: At Home in the Caribbean and Abroad
V61.0026 Identical to V18.0163. Blake. Offered every other year. 4 points.
Explores the linguistic and cultural transformations that took place in the Commonwealth Caribbean from 17th-century slavery and bond servitude to the present day. Focus is on the extent to which Caribbean people were given or demanded the freedom to create and maintain a postcolonial Caribbean identity. We first discuss the sociohistorical conditions that led to the creation of new Caribbean languages called “pidgins” and “creoles” as the English language was transplanted from Britain to the Third World. We then explore the relationship of the English-based creoles to the social, cultural, political, and literary/expressive aspects of the contexts in which they existed, and in which they continue to exist today in the Caribbean, as well as in Britain and the United States. As far as possible, parallels are drawn to French- and Spanish-influenced Caribbean communities.

Grammatical Diversity
V61.0027 Prerequisite: V61.0013 or permission of the instructor. Collins, Kayne. Offered every year. 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. Balint, Davidson, Gafos, Marcus, McElre, Murphy, Pylkkänen, Szabolcsi. Offered every year. 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 Collins. Offered occasionally. 4 points.
An introduction to the study of the internal structure of words. The two main problems in morphology are (1) how to account for the surface variability of formative (allo)morphs and (2) how to account for their combinatorial properties (morphosyntax). Beginning from the techniques and problems of structuralist morpheme analysis, two major approaches to allomorphy are introduced: the morpheme-based model and the word-based model. In morphosyntax, we concentrate on the question of to what extent morphological combination is a matter of syntax versus the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

Language in Latin America
V61.0030 Guy. Offered every other year. 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 decent. 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 Prerequisite: V61.0004 or permission of the instructor. Baltin. Offered every other year. 4 points.
Deals with the relationship between cognitive organization on the one hand and the interaction between syntax and semantics in natural language. Focuses on the debate within cognitive science as to whether or not the mind is modular (divided into distinct faculties, such as language, vision, and perhaps others). Discusses the relationship of this debate to the debate within linguistics as to whether or not syntax is an autonomous component of a grammar that feeds semantics, but does not depend on semantics itself for its functioning. Examines works in cognitive science about modularity and works in linguistics that bear on the question of the autonomy of syntax.

Writing Systems of the World
V61.0053 Costello. Offered occasionally. 4 points.
Discusses how various writing systems relate to language and questions whether writing affects language (and if so, how). The fundamental characteristics of writing are discussed: the communicative purpose of writing, the application of graphical marks on a durable surface, and the achievement of communication by virtue of the marks’ conventional relation to language. The evolution of writing is traced. Students compare the writing systems that evolved in Central America, China, Sumer, and Egypt, and their descendants, with respect to their relative advantages and disadvantages, from the points of view of acquisition, the representation of language, and the effective achievement of communication.

Meaning and Time
V61.0034 Offered occasionally. 4 points.
We live embedded in the passage of time and conceive of time as the dimension of change. Our languages typically have various ways to refer to time, to distinguish between past and future, to describe sequences of events, and to set up temporal reasoning patterns. This course deals with the expression of time and tense in different languages, and the linguistic, philosophical, and psychological questions that this investigation raises. Issues include the logic of time, temporal metaphors, different kinds of situations, presentation of situations, the semantics of tense, and time, tense, and aspect in narrative discourse.

Propositional Attitudes
V61.0035 Prerequisite: V83.0085, V61.0004, or permission of the instructor. Offered occasionally. 4 points.
Advanced seminar. Investigates the nature of linguistic meaning through an examination of the semantics of sentences that report beliefs and other attitudes toward propositions, such as “Galileo believed that the earth moves.” Such sentences have arguably proven problematic for all theories of meaning. We read and discuss pertinent papers by linguists and philosophers; background lectures are given on related issues, such as the semantics of proper names, pronouns, and demonstratives. Registered students are required to make two substantial class presentations and write a detailed research paper.

Indo-European Syntax
V61.0036 Costello. Offered occasionally. 4 points.
Students are introduced to the study of comparative (Proto-Indo-European) syntax. Methods of reconstructing a protosyntax are presented and compared. The course deals with recent explanations concerning the origin and development of a number of parts of speech, including adverbs and prepositions, and syntactic constructions, including absolutes, relative, and periphrastic constructions (for example, the passive) in Proto-Indo-European and its descendant languages. Reanalysis and grammaticalization are addressed in some detail. Questions concerning the motivation of innovations, and their implications for the overall evolution of language, are discussed.

The Syntax/Semantics Interface: Hungarian
V61.0037 Prerequisite: V61.0013 or permission of the instructor. V61.0004 is recommended but not required. Szabolcsi. Offered occasionally. 4 points.
Hungarian is known as a language that wears its semantics on its syntactic sleeve. Word order transparently identifies the topic and the focus of the sentence and disambiguates the scopes of operators such as “always,” “not,” and “everyone.” This course studies Hungarian from the perspective of theoretical linguistics and asks what this language tells us about how the syntax/semantics interface works in universal grammar. It reviews the fundamentals of Hungarian morphology and syntax and discusses current literature. Not a language course.

Pidgin and Creole Languages
V61.0038 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Singer. Offered every other year. 4 points.
Examines the pidginized and creolized languages of the world. Addresses three central questions: (1) how pidgins/creoles (P/Cs) come into being, (2) why P/Cs have the properties they do, and (3) why P/Cs—regardless of the circumstances of their genesis—
share so many features. Examines P/Cs vis-à-vis other types of languages, considers the linguistic and social factors that contribute to the genesis of individual P/Cs, and investigates the linguistic characteristics of P/Cs. Geographic focus is on the Atlantic (creoles from the Caribbean and pidgins from West Africa), but pidgins/creoles from the Pacific are also discussed.

Language in Use
V61.0041 Guy. Offered occasionally. 4 points.
Living languages in use by a community of speakers are diverse and dynamic. Individuals and groups of speakers differentiate and identify themselves by the way they use language; people can adapt their speech to different listeners in social settings; speakers develop their linguistic capabilities as they grow older. The language as a whole changes across time. This course examines language not from the standpoint of abstract structural description but from the perspective of how it is actively used in a speech community. We consider theoretical issues, such as how to model diversity in language use, and methodological issues, such as how to study language change while it is under way. We study appropriate quantitative methods for investigating variation across linguistic contexts, speakers, settings, and time. This course has a strong practical focus; students learn how to plan and conduct their own research on language use.

Romance Syntax
V61.0042 Prerequisite: V61.0013 or permission of the instructor. Kayne. Offered occasionally. 4 points.
Introduces the syntax of Romance languages, primarily French, Italian, and Spanish, but also various Romance dialects. Considers what they have in common with each other (and with English) and how best to characterize the ways in which they differ from each other (and from English).

Neural Bases of Language
V61.0043 Identical to V89.0300. Prerequisite: V89.0025, V89.0029, V61.0001, V61.0002, or V61.0028, or permission of the instructor. Pykkänen. Offered every year. 4 points.
What are the brain bases of our ability to speak and understand language? Are some parts of the brain dedicated to language? What is it like to lose language? Provides a state-of-the-art survey of the cognitive neuroscience of language, a rapidly developing multidisciplinary field in the intersection of linguistics, psycholinguistics, and neuroscience. Lectures cover all aspects of language processing in the healthy brain, from early sensory perception to sentence-level semantic interpretation, as well as a range of neurological and development language disorders, including aphasia, dyslexia, and generic language impairment.

Field Methods
V61.0044 Identical to G61.0044. Prerequisite: V61.0012, V61.0013, or permission of the instructor. Collins, Gouskova. Offered every year. 4 points.
A hands-on approach to learning linguistics. Every year, a different language is chosen to investigate. Students interview a native speaker of an unfamiliar language, usually a nonlinguist, to study all aspects of the language’s grammar: phonetics, phonology, morphology, syntax, semantics. They learn to evaluate and organize real, nonidealized linguistic data and to formulate generalizations which then serve as the basis for a research proposal. A unique opportunity to obtain a rich and complete set of data on a new topic of theoretical interest in any field of linguistics.

Evolution of Intellectual Complexity
V61.0045 Dougherty. Offered occasionally. 4 points.
How do human perception, cognition, language, and communication relate to the abilities of animals, fossil records, anthropological and archeological research, cave painting, and physiology? We broadly try to answer: What is a likely scenario for human evolution from animal origins? We argue (with Chomsky, Darwin, D’Arcy, Thompson, Turing, Lorenz, Gould) that evolution proceeds in large jumps (saltations) and that slow gradual evolution via natural selection (per Pinker, Hauser, Fitch, Lieberman) cannot account for human cognitive evolution. Readings focus on original works by Darwin, Wallace, D’Arcy, Thompson, Freud, Chomsky, Galileo, and Pinker, and includes studies by zoologists, linguists, anthropologists, archeologists, and psychologists.

African American English II
V61.0046 Identical to V18.0800. Blake. Offered occasionally. 4 points.
African American English is a distinct dialect of American English that has influenced U.S. and world cultures. Yet, from an educational perspective, its speakers have faced well-documented educational challenges. Explores contemporary, social, linguistic, and educational issues that arise for speakers of African American English in the United States. Topics covered include a history of African American language behavior, politics, and policies around the language, teacher education, language attitudes, culture and curriculum, and controversies about African American English in the schools. Also considers how educational issues surrounding African American English compare to other languages and dialects of English. Students have an opportunity to conduct original research.

The Language of America’s Ethnic Minorities
V61.0047 Blake, Sngler. Offered every other year. 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, it looks for similarities and differences across
these communities and considers the role that language experiences play in current models of race and ethnicity.

Linguistics as Cognitive Science
V61.0048 Identical to G61.0048. Prerequisite: permission of the instructor. Marantz. Offered every year. 4 points.

Examines the place of linguistics within cognitive science from multiple perspectives. Foundational questions for a science of linguistics will be addressed both from within linguistics and from philosophy and psychology. Issues include the nature of the evidence for constructing grammars, the interpretation of grammatical rules as cognitive or neural operations, the significance of neo-behaviorist approaches to language and computational modeling for a cognitive theory of language, the connection between linguistics theory and genetics, and the importance of sociocultural and historical variation for understanding the nature of language.

Students will be expected to engage in debate over these issues, bringing to the table their own backgrounds in one of the relevant disciplines, as well as what they learn from the assigned readings. The primary instructor will be joined for several of the lectures by guest speakers with complementary expertise.

Endangered Languages
V61.0050 Collins. Offered every other year. 4 points.

The languages of the world are dying off at an alarming rate. We will attempt to answer the following questions during the semester: Why do languages die off? If a language dies, does a culture die with it? How is the structure of a language (phonology, morphology, syntax) affected by language death? Why should we care about language endangerment, and is there anything we can do about it? Each student will “adopt” an endangered language and look into it extensively during the course of the semester.

Attempts to Model Mind and Brain Using Computers
V61.0053 Prerequisite: V61.0001, V61.0002, V61.0028, or permission of the instructor. Dougherty. Offered occasionally. 4 points.

We examine the possibility that in the evolution of human and animal brains, no selective pressure existed for any brain to evolve to understand its own principles of operation. Brain tissues, and the functional capacities correlated with them, evolved to increase perceptual, cognitive, and language capacities to aid in eluding predators, capturing prey, mate selection, nest building, infant rearing—all novel evolved complexity-yielding survival advantages. We argue no survival advantage correlates with the brain’s ability to introspect and understand its own operation. We examine novel “graphically oriented” computer models of self-replicating machines, called cellular automata by Wolfram (A New Kind of Science) and by Kurzweil, that define “complexity” that correlates with languages, cognition, and perception. We study Darwin’s idea of “monstrosities” in relation to human evolution from earlier primates. No hard math required.

Lectures use computer-generated graphics, sound, and animation.

Brain Using Computers
V61.0053 Collins. Offered every year. 4 points.

Examines the building blocks of words and sentences: the atomic units of word structure, their hierarchical and linear arrangement, and their phonological realization(s). Provides an introduction to fundamental issues in morphology, including allomorphy, morpheme order, paradigm structure, blocking, and cyclicity. The field of morphology currently embraces much of what goes on in linguistics as a whole; syntax, morphology, phonology, semantics, and variation all play an essential role, and their interactions are highlighted here.

Introduction to English Grammar
V61.0056 Collins. Offered occasionally. 4 points.

An introductory overview of the grammar of English. No prior knowledge of linguistics is assumed. We survey the major areas of English grammar, including the following: parts of speech (verb, noun, adjective, preposition, adverb), participles, auxiliary verbs, count and noncount nouns, definite and indefinite articles, subjects, objects, predicates, types of clauses (declarative, interrogative, exclamative, imperative), passive versus active verbs, negation, and relative clauses. Will be of interest to students of English literature, English grammar, linguistics, computer science, philosophy, and psychology. Also useful to people thinking of going into language teaching, and those interested in improving their writing through greater attention to English grammar. Note: This is not an English as a Second Language (ESL) course. Students are expected to be native speakers of English or to have a very high level of proficiency in English.
A Cultural History of Computers, Robots, and Artificial Intelligence
V61.0051 Dougherty. Offered every year. 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 and V65.0076. Costello. Offered every other year. 4 points.
Traces the origin and development of English words. Discusses ways in which new words are created. Introduces concepts of phonological and semantic change, which students apply in identifying cognates linking English with other languages, in particular, but not limited to, Latin and Greek.

Seminar: Research on Current Problems in Linguistics
V61.0102 Prerequisite: permission of the instructor. Offered occasionally. 4 points.
Course content varies; see the description of each offering at the department’s home page.

Internship
V61.0980,0981 Prerequisite: permission of 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 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, East Asian Studies, English, French, German, Italian Studies, Middle Eastern and Islamic 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 minor is declared through the Department of French.

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, in addition to relevant courses cross-listed with the Department of English or with foreign-language departments.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. The faculty are members of the University’s Courant Institute of Mathematical Sciences, noted for its advanced training and research programs, which emphasize the applications of mathematics to technology and other branches of science.

Joint programs are available in mathematics and (1) computer science, (2) economics, (3) engineering, and (4) minor in secondary school mathematics education. They lead to the B.A. degree in four years, with the exception of the engineering option, which leads to the B.S. degree from New York University and the B.E. degree from Stevens Institute of Technology in five years. These programs are described in more detail below. Special courses in the mathematical aspects of biology and medicine are also available.

Outstanding students may join an honors program and be admitted to selected courses at the graduate level. All students have access to the institute’s library, which houses a large, up-to-date collection of books and technical journals in mathematics and computer science.

Faculty

Professors Emeriti:
Bazer, Bromberg, Burnow, Davis, Edwards, Hauser, Hirsch, Isaacson, Karal, Karp, Las, Morawetz, Nirenberg, Schwartz, Shapiro, Ting, Ungar

Silver Professors; Professors of Mathematics:
Cheeger, Hofer, Lin, McKean, Peskin, Young

Professors:

Associate Professors:
Buhler, Y. Chen, Chiaromonte, Gunturk, Hang, Holland, Naor, Sheffield, Tornberg, Venkatesh, Zhang

Assistant Professors:
Paulius, Rangan, Ren, Smith

Clinical Professor:
Jain

Courant Instructors:

Programs

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 Quantitative Reasoning (V55.010X) courses from the Morse Academic Plan (MAP). They can also take Calculus for the Social Sciences (V63.0017) or an appropriate calculus course numbered V63.0121 or above.

Qualified students may also take a special exemption examination given by the Morse Academic Plan (MAP) office, Silver Center, 100 Washington Square East, Room 903; 212-998-8119.
CALCULUS PLACEMENT
Students with an SAT math score of 750, an ACT math score of 34, an Advanced Placement (AP) Examination score of 4 or 5 on the AP exam, or a C or higher in Algebra and Calculus (V63.0009) at NYU, or a departmental placement exam can enter Calculus I (V63.0121). Students who do not meet any of the prerequisites are advised to take Algebra and Calculus (V63.0009).

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 whoReceive a 4 or 5 on the AB exam or a 4 on the BC exam will receive 4 points of Calculus I (V63.0121). A student who receives a score of 5 on the BC test in calculus receives 8 points of college credit for Calculus I (V63.0121) and Calculus II (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; however, no college credit is given for the courses that are skipped.

DEPARTMENTAL ADVISEMENT
All mathematics majors are required to see an undergraduate faculty adviser to review their course of study and to be advised on appropriate courses for each term. Students should inquire at the department office, Warren Weaver Hall, 251 Mercer Street, Room 724 or 725, or call 212-998-3005 for more information.

Degree Requirements

MATHEMATICS MAJOR
The major consists of 12 4-point courses numbered V63.0120 or higher (with the exception of V63.0235). Within the 12 required courses, Analysis I (V63.0325) and Algebra I (V63.0343) must be included. Additionally, one of the following three courses must be included: Analysis II (V63.0326), Algebra II (V63.0344), or Vector Analysis (V63.0224). The sequence Honors Calculus I and II (V63.0221,0222) is counted as two courses; it covers material in Calculus I, II, and III. Any two computer science courses numbered V22.0101 or higher may be credited toward the 12-course requirement. Students who complete the premedical or pre-dental 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 and II (V85.0091, V85.0093), or any two computer science courses numbered V22.0101 or higher. Additionally, students who wish to double-count two of which must be theory electives numbered V31.0300-0399. Interested students should consult with the director of undergraduate studies in each department for additional information.

JOINT MAJOR IN MATHEMATICS AND COMPUTER SCIENCES
This is an interdisciplinary major offered by the Department of Mathematics and the Department of Computer Sciences. The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0343; two mathematics courses listed at V63.0120 or higher; and one of these courses: V63.0224, V63.0326, or V63.0344. The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, and V22.0421, plus two computer science courses listed at the V22.0400 level.

JOINT MAJOR IN ECONOMICS AND MATHEMATICS
A joint major is offered by the Departments of Economics and Mathematics. 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 a total of nine courses. The six required courses are as follows: V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, and V63.0326. In addition, three courses must be completed from the following: V63.0224, V63.0233, V63.0234, V63.0235, V63.0262, V63.0240, V63.0363, V63.0245, V63.0264, V63.0248, V63.0250, V63.0252, V63.0270, V63.0282, V63.0343, V63.0344, or V63.0141.

The economics requirements are V31.0005, V31.0006, V31.0011, V31.0013, V31.0020, and V31.0266, plus any three economics elective courses, at least two of which must be theory electives numbered V31.0300-0399.

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 computer, electrical, or mechanical engineering. The joint math/engineering students must complete the 12-course math requirement, but students are allowed to take Differential Equations (MA221) and/or Complex Variables (MA234) at Stevens Institute. These are equivalent to V63.0262 and V63.0282, respectively. Students are also allowed to substitute Computer Science I and II (V22.0101,0102) or Physics I and II (V85.0091, V85.0093) for a
maximum of two math classes. Further information is available from Joseph Hemmes, coordinator of the B.S./B.E. program, in the College Advising Center, Silver Center, 100 Washington Square East, Room 905, 212-998-3133.

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 Analysis I and II (V63.0325,0326) and Algebra I and II (V63.0343,0344), both usually taken during the junior year; and Honors I and II (V63.0393,0394), usually taken during the senior year. With departmental approval, completion of graduate courses in mathematics may be accepted in place of Honors I and II. Potential honors students should register for Honors Calculus I and II (V63.0221,0222). Students must also complete a senior project by registering for two semesters of independent study (V63.0997,0998) under faculty supervision. After securing a faculty research mentor, students should seek approval of their research project from the director of the honors program. The required research project can also be fulfilled through the mathematics summer research program (SURE). Students are required to present their research at the undergraduate research forum in the fall semester of their senior year.

The requirements for admission into the honors program are (1) maintaining a GPA of 3.65 or higher in the major sequence (including Joint Honors requirements), (2) maintaining a general GPA of 3.65 or better, and (3) approval of the director of the honors program. Interested students should consult with the mathematics honors adviser.

JOINT HONORS IN MATHEMATICS AND COMPUTER SCIENCES
This is an interdisciplinary major offered by the Department of Mathematics and the Department of Computer Sciences. The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, V63.0326, V63.0343, V63.0344, V63.0393, and V63.0394 (with math faculty approval, V63.0393 and V63.0394 may be replaced by V63.0395 and V63.0396). The computer science requirements are V22.0101, V22.0102, V22.0201, V22.0202, V22.0310, V22.0421, V22.0453, and three computer science courses listed at the V22.0400 level. Four courses, numbered V22.0101 to V22.0499, must be completed with honors credit, one of which must be V22.0500-level or above. Students who wish to double-count courses for the math major and another requirement may count at most up to two courses toward the math major.

Guided research, sponsored by either department, should be presented at the Undergraduate Research Conference, which takes place in late April. Students are expected to dedicate 10 to 20 hours per week to their research.

JOINT B.A./M.S. PROGRAM WITH NEW YORK UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCE
The College of Arts and Science (CAS) and the Graduate School of Arts and Science (GSAS) offer students the opportunity to earn both the bachelor’s degree and the master’s degree in a shorter period of time and at less cost than is normally the case. Qualifying students are accepted into the program toward the end of the sophomore year or during the junior year before 96 credits are earned. In their remaining undergraduate semesters, they can then accelerate by taking some graduate courses during regular terms and/or during the summer. In the graduate portion of the program, they can qualify for a scholarship covering up to 50 percent of the tuition for the master’s degree.

Applications and general information about the program are available in the College Advising Center, Silver Center, 100 Washington Square East, Room 905, 212-998-3133. Students should discuss as early as possible with an adviser how the program might fit their longer-range plans.

MATHEMATICS MINOR
The requirements are four 4-point courses in the department numbered V63.0120 or higher. Although courses transferred from other colleges may count toward the minor, at least two courses for the minor must be taken at New York University. Students 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 their major.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses 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. At most, two mathematics courses in the joint minor may be transferred from other colleges. Additionally, students who wish to double-count courses for the math portion of the minor and another requirement may count at most two such courses toward the minor. One of the math courses must be taken in residence at New York University.
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.

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 Goldwater Roth Prize, the Hollis Cooley Memorial Prize, and the Perley Thorne Medal. Please see the descriptions under Honors and Awards in this bulletin.

### Courses

#### Algebra and Calculus

**V63.0009** Prerequisite: Three years of high school math and a math SAT score of 650, or permission of the department. Offered every term. 4 points.
An intensive course in intermediate algebra and trigonometry. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

**Calculus for the Social Sciences**

**V63.0017** Prerequisite: V63.0009 with a grade of C or better, or permission of the department. Appropriate for students in business minor, business education, and Morse Academic Plan. Offered every term. 4 points.

**Calculus I**

**V63.0121** Prerequisite: SAT math score of 750, an ACT math score of 34, an AP score of 5 on the AB exam, an AP score of 3 on the BC exam, a C or higher in Algebra and Calculus (V63.0009) at NYU, or a departmental placement exam. Offered every term. 4 points.

Calculus I courses are not encouraged. A student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

**Calculus II**

**V63.0122** Prerequisite: V63.0121 with a grade of C or better, AP score of 4 on the BC exam, or equivalent, or departmental placement exam. Offered every term. 4 points.

The two courses V63.0221,0222 count as the equivalent of two mathematics courses. Switching tracks is not encouraged. A student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

#### Linear Algebra

**V63.0120** Prerequisite: V63.0121 with a grade of C or better, or permission of the department. Offered every term. 4 points.

**V63.0140** Prerequisite: a grade of B or better in V63.0121, or the equivalent. Offered every term. 4 points.

Vectors, vector spaces, basis and dimension, linear transformations. Eigenvalues, eigenvectors, quadratic forms.

**V63.0141** Identical to G63.2110. Prerequisite: a grade of B or better in V63.0121 and/or V63.0343 or the equivalent. G63.2110 is offered every semester but called Linear Algebra 1 in the fall and summer sessions. 4 points.


**V63.0142** Identical to G63.2120. Prerequisite: V63.0141. Offered in the spring. 4 points.


#### Honors Linear Algebra I

**V63.0141** Identical to G63.2110. Prerequisite: a grade of B or better in V63.0121 and/or V63.0343 or the equivalent. Offered every semester but called Linear Algebra 1 in the fall and summer sessions. 4 points.


#### Honors Linear Algebra II

**V63.0142** Identical to G63.2120. Prerequisite: V63.0141. Offered in the spring. 4 points.


#### Discrete Mathematics

**V63.0120** Prerequisite: V63.0121 with a grade of C or better, or permission of the department. Offered every term. 4 points.


#### Calculus Tracks

Two calculus tracks are available: the standard track Calculus I, II, III (V63.0121-0123) and the honors track (V63.0221,0222). The honors track assumes that the student knows the material from Calculus I (V62.0121), since the track covers Calculus II and III.

The two courses V63.0221,0222 count as the equivalent of two mathematics courses. Switching tracks is not encouraged. A student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.


#### Honors and Awards

#### Awards

- William Lowell Putnam Competition
- Sidney Goldwater Roth Prize
- Hollis Cooley Memorial Prize
- Perley Thorne Medal
- Other awards
Honors Calculus I, II
V63.0221,0222 Formerly Intensive Calculus I, II. Prerequisite for Honors Calculus I: a score of 5 on the Advanced Placement Calculus AB exam or 3 on the BC exam, a B+ or better in Calculus I (V63.0121), placement exam, or permission of the instructor. Prerequisite for Honors Calculus II: Honors I or permission of the instructor. Includes recitation section. 5 points each term.

Introduction to the mathematical foundations and techniques of modern statistical analysis used in the interpretation of data in quantitative sciences. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; confidence intervals; sequential analysis; correlation, regression, and analysis of variance. Applications to the sciences.

Probability and Statistics
V63.0235 Prerequisite: a grade of C or better in V63.0122 or equivalent. Course not open to math majors and/or students who have taken V63.0233. Offered in the spring. 4 points.

A combination of V63.0233 and V63.0234 at a more elementary level 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, and so on. 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 with a grade of C or better, or equivalent. Offered every other spring. 4 points.

An introduction to both the principles and practice of cryptography and its application to network security. Topics include symmetric-key encryption (block ciphers, modes of operations, AES), message authentication (pseudorandom functions, CBC-MAC), public-key encryption (RSA, ElGamal), digital signatures (RSA, Fiat-Shamir), authentication applications (identification, zero-knowledge), and others, time permitting.

Logic
V63.0245 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Offered every other spring. 4 points.

Propositional calculus, quantification theory, and properties of axiomatic systems. Introduction to set theory. Computability and its applications to the incompleteness theorem.

Abstract Algebra
V63.0246 Prerequisite: V63.0122 and V63.0140 with a grade of C or better. Offered in the spring. 4 points.

An introduction to the main concepts, constructs, and applications of modern algebra. Groups, transformation groups, Sylow theorems, and structure theory; rings, polynomial rings, and unique factorization; introduction to fields and Galois theory. Note: This course does not count toward the math major because of its considerable overlap with the more intensive Algebra I (V63.0243) required as part of the major program in Mathematics. It is, however, accepted toward the math minor, and is a strongly recommended course for the Steinhardt math education major.

Theory of Numbers
V63.0248 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Offered in the fall. 4 points.

Mathematics of Finance
V63.0250  Prerequisites: V63.0123 and one of the following: V63.0233, V63.0234, V31.0018, or V31.0120 (Theory of Probability, Probability and Statistics, Statistics, or Analytical Statistics) with a grade of C or better and/or permission of the instructor. Offered in the fall. 4 points.

Introduction to Mathematical Modeling
V63.0251  Prerequisite: a grade of C or better in V63.0123 or permission of the instructor. Offered in the spring. 4 points.
Formulation and analysis of mathematical models. Mathematical tools include dimensional analysis, optimization, simulation, probability, and elementary differential equations. Applications to biology, economics, and other areas of science. The necessary mathematical and scientific background is developed as needed. Students participate in formulating models as well as in analyzing them.

Numerical Analysis
V63.0252  Prerequisite: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered in the spring. 4 points.
In numerical analysis, one explores how mathematical problems can be analyzed and solved with a computer. As such, numerical analysis has very broad applications in mathematics, physics, engineering, finance, and the life sciences. This course introduces the subject for mathematics majors. Theory and practical examples using Matlab are combined in the study of topics ranging from simple root-finding procedures to differential equations and the finite element method.

Mathematics in Medicine and Biology
V63.0255  Identical to G23.1501. Prerequisites: V63.0121 and V23.0011 or permission of the instructor. Offered in the fall. 4 points.
Intended primarily for premedical students with interest and ability in mathematics. Topics of medical importance using mathematics as a tool, including control of the heart, optimal principles in the lung, cell membranes, electrophysiology, countercurrent exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced as needed and developed within the course.

Computers in Medicine and Biology
V63.0256  Identical to G23.1502. Prerequisite: V63.0255 with a grade of C or better, or permission of the instructor. Familiarity with a programming language such as Pascal, FORTRAN, or BASIC is recommended. Offered in the spring. 4 points.
Introduces the student of biology or mathematics to the use of computers as tools for modeling physiological phenomena. The student constructs two computer models selected from the following list: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism. The student then uses the model to conduct simulated physiological experiments.

Ordinary Differential Equations
V63.0262  Prerequisites: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered every term. 4 points.

Partial Differential Equations
V63.0263  Prerequisite: a grade of C or better in V63.0262 or equivalent. Offered in the spring. 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. Offered in the fall. 4 points.
Topics include fixed points of one-dimensional maps, linear operators and linear approximations, stability and bifurcation, logistic maps. Cantor set, fractal sets, symbolic dynamics, conjugacy of maps. Dynamics in two dimensions. Introduction for students with little preparation to the recent discovery that, in certain regimes, fully deterministic mechanics can produce chaotic behavior.

Transformations and Geometries
V63.0270  Prerequisite: a grade of C or better in V63.0122 or equivalent. Offered in the fall. 4 points.
Axiomatic and algebraic study of Euclidean, non-Euclidean, affine, and projective geometries. Special attention is given to group-theoretic methods.

Functions of a Complex Variable
V63.0282  Prerequisites: a grade of C or better in both V63.0123 and V63.0140 or equivalent. Offered in the spring. 4 points.

Analysis I
V63.0325  Prerequisites: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered every term. 4 points.
The real number system. Convergence of sequences and series. Rigorous study of functions of one real variable. Continuity, connectedness, compactness, metric spaces.
Analysis II
V63.0326 Prerequisite: a grade of C or better in V63.0325 or permission of the department. Offered in the spring. 4 points.

Algebra I
V63.0343 Prerequisites: a grade of C or better in V63.0123 and V63.0140 or equivalent. Offered in the fall. 4 points.
Groups, homomorphisms, automorphisms, and permutation groups. Rings, ideals, and quotient rings, Euclidean rings, and polynomial rings.

Algebra II
V63.0344 Prerequisite: a grade of C or better in V63.0343. Offered in the spring. 4 points.
Extension fields and roots of polynomials. Construction with straight edge and compass. Unique factorization in rings. Elements of Galois theory.

Topology
V63.0375 Formerly V63.0275. Prerequisite: a grade of C or better in V63.0325 or permission of the department. Offered in the fall. 4 points.
Metric spaces, topological spaces, compactness, connectedness. Covering spaces and homotopy groups.

Differential Geometry
V63.0377 Prerequisite: a grade of C or better in V63.0326 or permission of the department. Offered in the fall. 4 points.
The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

Honors I, II
V63.0393,0394 Identical to G63.2430, G63.2460. Topic varies every year. Prerequisite: approval of the director of the honors program. 4 points per term.
Complex numbers; analytic functions, Cauchy-Riemann equations; linear fractional transformations; construction and geometry of the elementary functions; Green's theorem, Cauchy's theorem; Jordan curve theorem, Cauchy's formula; Taylor's theorem, Laurent expansion; analytic continuation; isolated singularities, Liouville's theorem; Abel's convergence theorem and the Poisson integral formula.

Special Topics I and II
V63.0395,0396 4 points per term.
Topics vary yearly. Detailed course descriptions are available during preregistration. Covers topics not offered regularly: experimental courses and courses offered on student demand.

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. These courses are all 3-point courses.

Numerical Methods
G63.2010, G63.2020
Linear Algebra
G63.2111 (for students who have not taken G63.0142)
Scientific Computing
G63.2043
Algebra
G63.2130, G63.2140
Number Theory
G63.2210, G63.2220
Topology
G63.2310, G63.2320
Real Variables
G63.2430, G63.2440
Ordinary Differential Equations
G63.2470
Introduction to Applied Mathematics
G63.2701,2702
Game Theory, Linear Programming
G63.2731, G63.2742
Mathematical Topics in Biology
G63.2850,2851
Probability
G63.2911,2912
Differential Geometry I, II
G63.2350, G63.2360
The undergraduate Program in Medieval and Renaissance Studies is part of the Medieval and Renaissance Center (MARC). It focuses on the history, institutions, languages, literatures, thought, faith, art, and music of Europe, the Atlantic, and the Mediterranean world from the collapse of Roman authority to about 1700 C.E. It is during this important period—which shaped and transmitted the classical heritage—that the social, artistic, intellectual, and scientific culture of present-day Europe and the Middle East was formed.

The curriculum in medieval and Renaissance studies links undergraduates with NYU’s outstanding humanities faculty, with the superb libraries, museums, and collections in the New York area, and with musical and theatrical performances of works from this period that are given regularly in the city. It also enriches students’ intellectual and artistic experience in College of Arts and Science programs 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 rich offerings of a great university and a vibrant city.

**Faculty**

Professors Emeriti:
Bonfante (Classics), Claster (History), Hyman (Art History), Ivy (Hebrew and Judaic Studies), P. Johnson (History), Oliva (History), Raymo (English), Roesner (Music), Sandler (Art History)

Professors:
Alexander (Art History), Archer (English), Beaujour (French), Bedos-Rezak (History), Boornan (Music), Cannon (English), Carruthers (English), Chazan (Hebrew and Judaic Studies), Chelkowski (Middle Eastern and Islamic Studies), Cox (Italian), Dinshaw (English; Gender and Sexuality Studies), Frecero (Italian), Gans (Chemistry), Gilman (English), Guillory (English), Hoover (English), Javitch (Comparative Literature), Krabbenhoft (Spanish and Portuguese), Krinsky (Art History), Kupperman (History), Lezra (Spanish and Portuguese; Comparative Literature), Martínez (Spanish and Portuguese), Mikhail (Middle Eastern and Islamic Studies), Mitis (Classics), Newman (English), Peirce (History), Regalado (French), Reiss (Comparative Literature), Ross (Spanish and Portuguese), Rubenstein (Hebrew and Judaic Studies), Sullivan (Art History), Tylus (Italian), Vitz (French), Wolfson (Hebrew and Judaic Studies)

Associate Professors:
Ardizzone (Italian), Bolduc (French), Crabtree (Anthropology), Dopico-Black (Spanish and Portuguese), Flood (Art History), Geronimus (Art History), Katz (Middle Eastern and Islamic Studies), Kennedy (Middle Eastern and Islamic Studies), Momma (English), Rice (Art History), Rowson (Middle Eastern and Islamic Studies), Smith (Art History), Zezula (French)

Assistant Professors:
Appuhn (History), Griffiths (History), Husain (Middle Eastern and Islamic Studies), Rust (English), Watson (English)
Program

OBJECTIVES
The program offers an interdisciplinary approach to the histories and cultures of the Middle Ages and the early modern period. It is specifically designed for students wishing to work in more than one field of specialization and to develop individualized programs of study around their own interests rather than those of a single departmental major. Individual advisement enables students to develop a coherent course of study that suits their needs and interests. Among the fields of specialization from which students may draw to develop their programs are (1) language and literature: classics, comparative literature, English, French, Italian, Middle Eastern (Arabic), Hebrew and Judaic, and Spanish and Portuguese, (2) art history, (3) history, (4) music, and (5) philosophy and religion. Other more specialized programs of study may be designed in consultation with the director of undergraduate studies.

Available to majors and minors are the Marco Polo Travel Award (granted to an outstanding student each year to allow her or him to travel abroad for research), as well as field prizes for outstanding work in the major.

Many majors in the medieval and Renaissance studies program have gone on to graduate work in medieval studies, early modern studies, Celtic studies, archival and/or museum studies, religious studies, history, art history, English, foreign language literatures and cultures, and music. Other majors have gone on to professional schools (medicine, law, management), as well as to careers in business and education.

MAJOR
Ten courses in medieval and Renaissance studies, of which at least five must be in a single field of concentration; three courses in one or more secondary field(s) of concentration; and at least one interdisciplinary seminar. In addition, students are expected to show proficiency through course work or examination in a classical language (Latin, ancient Greek, Arabic, or Hebrew) and in another foreign language appropriate to their field of concentration. Students who work in later periods and for whom knowledge of two modern foreign languages is advantageous may petition the director of undergraduate studies to substitute the ancient language requirement with a second modern foreign language.

MINOR
Five courses, of which at least two must be in a single field of concentration, one in each of two other fields of concentration, and an interdisciplinary seminar.

PROGRAM APPROVAL AND ADVISEMENT
The director is happy to discuss with students their general educational and career aims, as well as the specific opportunities provided by the Program in Medieval and Renaissance Studies. All major and minor programs require the approval of the director of the program.

HONORS PROGRAM
To qualify for the honors program in medieval and Renaissance studies, students must maintain at least a 3.65 cumulative average and a 3.65 major average. The honors track is a year-long 8-point program, during the course of which students write and orally defend an honors thesis. The thesis is an extended research paper written on a topic of the student’s choice related to his or her course of study and directed by a faculty adviser. During the fall semester of their senior year, students who qualify for honors enroll in the Senior Honors Seminar (V65.0999), a colloquium for thesis writers; in the spring semester they enroll in Honors Independent Study (V65.0999). The Senior Honors Seminar guides students through the research and writing of the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate-level study. In Honors Independent Study, students complete their thesis projects under the supervision of a faculty mentor. Students interested in pursuing the honors program should consult with the director of undergraduate studies by the second semester of their junior year.

The requirements of the honors program are as follows: completion or simultaneous completion of the major’s requirements; successful completion of the honors seminar; an honors thesis; and an oral presentation on the honors thesis and its bibliography.

STUDY ABROAD
MARC prepares and encourages its students to complement their work in medieval and Renaissance studies at one of NYU’s study abroad programs in Florence, London, Madrid, Paris, and Prague or at one of the Western European exchange universities. For course information, see “Cross-Listed Courses,” below.

ACCELERATED B.A./M.A. PROGRAM
Qualifying students may apply to earn an accelerated B.A. in medieval and Renaissance studies and an M.A. in a related department. Interested students must consult with the director of the program. Requirements for the B.A./M.A. program are outlined in the Preprofessional, Accelerated, and Specialized Programs section of this bulletin.
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  Offered every semester. 4 points.
Each semester, the course is devoted to a topic chosen for its interdisciplinary character. Recent offerings have included The Bible in the Middle Ages; Renaissance Libraries; Millennialism; 1497-1498: The Renaissance at Full Tilt; Visions of Medieval History; The Age of Chivalry; The World of the Celts; Apocalypse, Then: Visions of the End in the Middle Ages and the Renaissance; Journey in Medieval Christian Theology; Interpreting the Medieval World; Idealization and Satire in the Sixteenth Century; 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; and The Structure of Knowledge in the Renaissance.

**Studies in Medieval Culture**
V65.0985,0986  Offered regularly. 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Love, Marriage, and the Family in Medieval Europe; Medieval Peasantry; 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; and Two Medieval Minds.

**Studies in Renaissance Culture**
V65.0995,0996  Offered regularly. 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; and Renaissance 2000 (Telecourse).

**Topics in Medieval Studies**
V65.0983,0984  Offered regularly. 4 points.
Varies in content from term to term, focusing on special themes. Recent offerings include Tolkien and Lewis: The Medievalist’s Answer to Modernism; Religion and Identity in Medieval Europe; 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; Doomday: 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; and The Medieval Book (held at the Pierpont Morgan Library).

**Topics in Renaissance Studies**
V65.0993,0994  Offered regularly. 4 points.
Varies in content from term to term, focusing on special themes. Recent offerings include The Court Masque and Renaissance Politics; Mary and Popular Religion; Material Culture of the Renaissance; Renaissance Fools and Foolery; Shakespeare and Chivalry; A Renaissance of Curiosity: Travel Books, Maps, and Marvels; and The Printed Book in the Renaissance (held at the New York Public Library).

**Acting Medieval Literature**
V65.0868  Identical to V45.0868; V29.0825, V41.0717, V45.0813, V90.0800. Offered regularly. 4 points.
This course, identical to V57.0011, focuses on the study of songs of the troubadours and trouvères; The Song of Roland; Chrétien de Troyes’s romance, Yvain; French fabliaux; and Sir Gawain and the Green Knight.

**Don Quixote**
V65.0371  Dopicus-Black. 4 points.
A reading of Cervantes’s Don Quixote that explores its privileged position as the first modern novel while also attending to the rich and complex historical context from which it emerged.

**Arthuarian Legend**
V65.0800  Identical to V29.0823, V41.0717, V45.0813, V90.0800. Offered regularly. 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. Bedos-Rezak, Griffishts. Offered every year. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plaintexts 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. Offered infrequently. 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, V59.0160. Ardizzone, Freccero. Offered every two to three years. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention is directed 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 Medieval and Renaissance Love Lyric
V65.0420  Offered infrequently. 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 Technology and Everyday Life
V65.0003  Gans. Offered regularly. 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. Vitz. Offered regularly. 2 points.
Study of the kinds of loves and desires portrayed in medieval literature: passionate love; refined “courtly” love; sexual or “carnal” love; love of kin; love of country; love of God. Discusses how literary genres can be largely defined by the nature of the desires represented, explores medieval theorists’ views of human love, and investigates the conflicts among different kinds of love for medieval people.

Philosophy in the Middle Ages
V65.0060  Identical to V83.0025. Offered regularly. 4 points.
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

The Saints: Lore and Legend
V65.0365  Identical to V45.0365. Vitz. Offered infrequently. 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, then explores the important role played by saints in medieval culture and beyond. Topics considered include 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 is appointed and the student writes a substantial report for 1 to 4 points of academic credit for independent study.

Senior Honors Seminar
V65.0998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Offered in the fall. 4 points.
Provides an opportunity for graduating seniors majoring in medieval and renaissance studies who have excelled academically to engage in a substantial, original research project on a topic related to their major field(s) of study and chosen by them in consultation with a faculty adviser and the director of undergraduate studies. It introduces students to appropriate critical methodologies, to the tools available in Bobst Library, to the field standards for preparing research papers (forms of documentation, citation, and bibliography), and to current theories in the field of literary and cultural criticism.

Honors Independent Study
V65.0999  Prerequisite: permission of the director of undergraduate studies and completion of V65.0998. Offered in the spring. Open only to majors. 4 points.
Students meet regularly with their faculty advisers as they complete the research and writing of the 40-page senior honors thesis.
CROSS-LISTED COURSES
The following courses in individual disciplines are regularly offered at New York University. They are cross-listed with medieval and Renaissance studies and can count toward its 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.

For cross-listed electives offered in study abroad programs via the Office of Global Programs, see the class directory. Approval of the director of the program is required to count other study abroad courses toward the major or minor.

ART HISTORY

*Art in the Islamic World
V65.0098 Identical to V43.0306. 4 points.

Medieval Art
V65.0200 Identical to V43.0004. 4 points.

Art of the Early Middle Ages
V65.0201 Identical to V43.0201. 4 points.

Romanesque Art
V65.0202 Identical to V43.0202. 4 points.

Gothic Art in Northern Europe
V65.0203 Identical to V43.0103. 4 points.

Art and Architecture in the Age of Giotto: Italian Art, 1200-1420
V65.0204 Identical to V43.0204. 4 points.

Renaissance Art
V65.0333 Identical to V43.0005. 4 points.

European Architecture of the Renaissance
V65.0301 Identical to V43.0301. 4 points.

*Architecture in Europe in the Age of Grandeur
V65.0302 Identical to V43.0302. 4 points.

The Century of Jan van Eyck
V65.0303 Identical to V43.0303. 4 points.

Italian Renaissance Sculpture
V65.0305 Identical to V43.0305. 4 points.

Early Masters of Italian Renaissance Painting
V65.0306 Identical to V43.0306. 4 points.

The Age of Leonardo, Raphael, and Michelangelo
V65.0307 Identical to V43.0307. 4 points.

The Golden Age of Venetian Painting
V65.0308 Identical to V43.0308. 4 points.

Italian Art in the Age of the Baroque
V65.0309 Identical to V43.0309. 4 points.

Dutch and Flemish Painting 1600-1700
V65.0311 Identical to V43.0311. 4 points.

French Art: Renaissance to Rococo, 1520-1770
V65.0313 Identical to V43.0313. 4 points.

*History of Western Art I
V65.0001 Identical to V43.0001. 4 points.

CLASSICS

Medieval Latin
V65.0824 Identical to V27.0824. 4 points.

COMPARATIVE LITERATURE

Masterpieces of Renaissance Literature
V65.0017 Identical to V29.0151. 4 points.

ENGLISH

*History of Drama and Theatre I
V65.0127 Identical to V41.0125, V30.0110. 4 points.

British Literature I
V65.0210 Identical to V41.0210. 4 points.

Medieval Visionary Literature
V65.0321 Identical to V41.0309. 4 points.

Medieval Literature in Translation
V65.0310 Identical to V41.0310. 4 points.

Colloquium: Chaucer
V65.0320 Identical to V41.0320. 4 points.

16th-Century English Literature
V65.0400 Identical to V41.0400. 4 points.

Shakespeare I, II
V65.0410,0411 Identical to V41.0410,0411. 4 points.

Colloquium: Shakespeare
V65.0415 Identical to V41.0415. 4 points.

*17th-Century English Literature
V65.0440 Identical to V41.0440. 4 points.

Colloquium: The Renaissance Writer
V65.0445 Identical to V41.0445. 4 points.

Topics: Medieval Literature
V65.0953 Identical to V41.0950. 4 points.

Topics: Renaissance Literature
V65.0954 Identical to V41.0951. 4 points.

*Topics: 17th-Century British Literature
V65.0955 Identical to V41.0952. 4 points.

FRENCH

*Topics in French Culture
V65.0864 (in English), V65.0965 (in French) Identical to V45.0865 (in English), V45.0965 (in French). 4 points.

*Topics in French Literature
V65.0869 (in English), V65.0969 (in French) Identical to V45.0868 (in English), V45.0968 (in French). 4 points.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Credits</th>
<th>Notes</th>
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<tr>
<td><strong>HEBREW AND JUDAIC STUDIES</strong></td>
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<td>Jewish Philosophy in the Medieval World</td>
<td>V65.0425</td>
<td>4 points</td>
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<td>Foundations of the Christian-Jewish Argument</td>
<td>V65.0160</td>
<td>4 points</td>
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<td>Jewish Mysticism and Hasidism</td>
<td>V65.0430</td>
<td>4 points</td>
<td>Identical to V78.0430.</td>
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<td>The Jews in Medieval Spain</td>
<td>V65.0915</td>
<td>4 points</td>
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<td><strong>HISTORY</strong></td>
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<td>The Early Middle Ages</td>
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<td>4 points</td>
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<td>The Crusades</td>
<td>V65.0113</td>
<td>4 points</td>
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<td>The High Middle Ages</td>
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<td>The Renaissance</td>
<td>V65.0121</td>
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<td>Gendering the Middle Ages</td>
<td>V65.0190</td>
<td>4 points</td>
<td>Identical to V57.0197.</td>
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<td>Seminar: Crusade and Trade: Western Expansion in the Eastern Mediterranean, 11th to 15th Centuries</td>
<td>V65.0265</td>
<td>4 points</td>
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<td>Seminar: Women in Medieval and Renaissance Europe</td>
<td>V65.0270</td>
<td>4 points</td>
<td>Identical to V57.0270.</td>
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<td>*Seminar: Topics in Early Modern Europe</td>
<td>V65.0279</td>
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<tr>
<td><strong>ITALIAN</strong></td>
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<td>The Civilization of the Italian Renaissance</td>
<td>V65.0161</td>
<td>4 points</td>
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<tr>
<td>Dante’s <em>Divine Comedy</em></td>
<td>V65.0271</td>
<td>4 points</td>
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<td>Boccaccio’s <em>Decameron</em></td>
<td>V65.0274</td>
<td>4 points</td>
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<td><strong>LINGUISTICS</strong></td>
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<td>Etymology</td>
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<td><strong>MIDDLE EASTERN AND ISLAM STUDIES</strong></td>
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<tr>
<td>The Making of the Muslim Middle East, 600-1250</td>
<td>V65.0640</td>
<td>4 points</td>
<td>Identical to V77.0640.</td>
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<tr>
<td>*The Ottoman Empire in World History</td>
<td>V65.0651</td>
<td>4 points</td>
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<tr>
<td>*Islam and the West</td>
<td>V65.0694</td>
<td>4 points</td>
<td>Identical to V77.0694, V57.0250.</td>
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<tr>
<td>*Masterpieces of Islamic Literature in Translation</td>
<td>V65.0710</td>
<td>4 points</td>
<td>Identical to V77.0710.</td>
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<td>The Arabian Nights</td>
<td>V65.0714</td>
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<td>The Sufis: Mystics of Islam</td>
<td>V65.0863</td>
<td>4 points</td>
<td>Identical to V90.0863, V77.0863.</td>
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<td>*Seminar: Introduction to Islamic Texts</td>
<td>V65.0720</td>
<td>4 points</td>
<td>Identical to V77.0720.</td>
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<td>*Seminar: Women and Islamic Law</td>
<td>V65.0783</td>
<td>4 points</td>
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<tr>
<td>Medieval and Renaissance Music</td>
<td>V65.0101</td>
<td>4 points</td>
<td>Identical to V71.0101.</td>
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<td><strong>PHYSICS</strong></td>
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<td>Origins of Astronomy</td>
<td>V65.0008</td>
<td>4 points</td>
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<td><strong>POLITICS</strong></td>
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<td>*Topics in Premodern Political Philosophy</td>
<td>V65.0110</td>
<td>4 points</td>
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<td><strong>RELIGIOUS STUDIES</strong></td>
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<tr>
<td>Judaism, Christianity, and Islam</td>
<td>V65.0025</td>
<td>4 points</td>
<td>Identical to V77.0800, V78.0160, V90.0102.</td>
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<td><strong>SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES</strong></td>
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<td>Chronicles and Travel Literature of the Colonial World</td>
<td>V65.0273</td>
<td>4 points</td>
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<td>Cervantes</td>
<td>V65.0335</td>
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<td>Forms of the Picaresque in Spain and Spanish America</td>
<td>V65.0438</td>
<td>4 points</td>
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<td>Theatre and Poetry of the Spanish Golden Age</td>
<td>V65.0421</td>
<td>4 points</td>
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<td><strong>GRADUATE COURSES OPEN TO UNDERGRADUATES</strong></td>
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<td><strong>COMPARATIVE LITERATURE</strong></td>
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<tr>
<td>Themes and Forms of Medieval Literature</td>
<td>G29.1452</td>
<td>4 points</td>
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<td>European Renaissance Literature I</td>
<td>G29.1500</td>
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European Renaissance Literature II
G29.1550 4 points.

ENGLISH

Introductory Old English
G41.1060 4 points.

Introductory Middle English
G41.1061 4 points.

Studies in Beowulf
G41.1152 Prerequisite: G41.1060 or the equivalent. 4 points.

The Renaissance in England
G41.1322 4 points.

Shakespeare I, II
G41.1344,1345 4 points.

*17th-Century Poetry
G41.1420 4 points.

FRENCH

Introduction to Medieval French Literature
G45.1211 4 points.

The Medieval Epic
G45.1241 4 points.

Prose Writers of the 16th Century
G45.1331 4 points.

La Pléiade
G45.1342 4 points.

MIDDLE EASTERN AND ISLAMIC STUDIES

History of the Islamic Near East to 1200
G77.1640 4 points.

Medieval Iran
G77.1660 4 points.

MUSIC

Collegium Musicum
G71.1001 4 points.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Introduction to Medieval Spanish Literature
G95.1211 4 points.

16th-Century Novelistic Forms
G95.1334 4 points.

Spanish Poetry of the Renaissance
G95.1341 4 points.

Mystics and Contemplatives
G95.2311 4 points.

Portuguese Literature: The Cancioneiros to Camões
G87.1817 4 points.
Metropolitan Studies, part of the Department of Social and Cultural Analysis (SCA), is an interdisciplinary undergraduate major focused on the study of cities and metropolitan regions in historical and contemporary perspective. Students use New York City and other global metropolitan centers as their laboratories for understanding the processes of urban and regional development, the major institutions of urban life, urban social movements, urban cultural dynamics, and the socio-environmental consequences of worldwide urbanization. The program draws on the expertise of a wide range of urban scholars within SCA and in complementary departments at NYU. In addition, faculty active in the city’s government, community, and nonprofit agencies provide a unique resource for understanding the city. The major provides particularly valuable preparation for students interested in law, health, teaching, journalism, social work, architecture, city and regional planning, public policy, public administration, nonprofit administration, and community organization.

An accelerated B.A./M.P.A. and B.A./M.U.P. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see the section Preprofessional, Accelerated, and Specialized Programs in this bulletin.

Faculty
Professors:
Brenner, Molotch, Walkowitz
Assistant Professors:
Rademacher, Ralph, Zaloom
Adjunct Faculty:
Brettschneider, Lasdon, MacBride, Silberblatt
Affiliated Faculty:
Bender, Broderick, Cohen, Conley,
Dávila, Horowitz, Klinenberg, Moss, Nagle, Poitevin, Ross, Siu, Tchen, Townsend, Zhang

Programs

MAJOR
The major in metropolitan studies comprises introductory, elective, and research components, which together make up a total of 11 courses, as laid out below.

Three introductory courses:
• Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in metropolitan studies and related fields
• Introduction to Metropolitan Studies (V18.0601, formerly V99.0101)
• Cities in a Global Context (V18.0602, formerly V99.0103)

Five elective courses—one course from each of the following areas, plus two upper-level SCA courses, as listed below:
• Area 2: Urban Culture and Identity: Culture of the City and the People of the City
• Area 3: The Material City: The Built Environment, Planning, and Development
• Two upper-division courses offered by the Department of Social and Cultural Analysis that address issues pertinent to metropolitan studies in relation to other allied fields

Three research core courses:
• Internship Fieldwork (V18.0040) and Internship Seminar (V18.0042), related to metropolitan studies
Courses

INTRODUCTORY CORE

Concepts in Social and Cultural Analysis
V18.0001  4 points.
A gateway to all majors offered by the Department of Social and Cultural Analysis. It focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit. Because the course is team-taught and the instructors for it vary from semester to semester, there are sometimes slight alterations in the concepts covered in different terms.

Introduction to Metropolitan Studies
V18.0601  Formerly MAP
V55.0631, equivalent to Introduction to Metropolitan Studies (V99.0101).
Brenner, Molotch. Offered in the fall. 4 points.
A broad and interdisciplinary introduction to the field of urban studies, surveying the major approaches deployed to investigate the urban experience in the social space of the modern city. Explores the historical geography of capitalist urbanization with attention to North American and European cities, to colonial and postcolonial cities, and to the global contexts of urban development. Major topics include urban politics and governance; suburban and regional development; urban social movements; urban planning; the gendering of urban space and racial segregation in urban space.

Cities in a Global Context
V18.0602  Formerly V99.0103.
Rademacher, Ralph, Zaloom. Offered in the spring. 4 points.
What is a global city? How does a global perspective shape our understanding of urban spaces and racial order in cities? This course draws on ethnographic examples from a range of cultural and geographic contexts to explore 21st-century urbanization. Through examples that range from London to Shanghai, the course traces how issues like equity, migration, violence, ecology, and citizenship can inform an understanding of modern cities.

MINOR

Five courses are required for the minor in metropolitan studies. One course must be Introduction to Metropolitan Studies (V18.0601) or Cities in a Global Context (V18.0602, formerly V99.0103), plus four other courses listed by Metropolitan Studies.

HONORS

Departmental honors in metropolitan studies—as in all the majors administered within SCA—requires at least two courses with honors designations. In the senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0900) and spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.

ELECTIVE COURSES (AREAS 1, 2, 3)

AREA 1: SOCIAL WELFARE AND PUBLIC POLICY: ECONOMICS, POVERTY, HEALTH, EDUCATION, FAMILIES, AND LAW

Law and Urban Problems
V18.0610  Formerly V99.0232.
Lasdon. Offered in the fall. 4 points. Interdisciplinary introduction to the law as it interacts with society. 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.

Work and Wealth in the City: The Economics of Urban Growth
V18.0612  Formerly V99.0243.
Zaloom. Offered every other year. 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. This course examines a diverse set of questions about the forms of capital needed to maintain a city, the eco-
nomics 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
V18.0613 Formerly 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. The course is designed to be challenging and rewarding to those students interested in helping people work together to improve their lives.

Urban Economics
V18.0751 Formerly V99.0310. 4 points.
See description under Economics (31).

Government of New York City
V18.0752 Formerly V99.0370. 4 points.
See description under Politics (53).

Urban Government and Politics
V18.0753 Formerly V99.0371. 4 points.
See description under Politics (53).

American Dilemmas: Race, Inequality, and the Unfulfilled Promise of Education
V18.0755 Formerly V99.0041, V11.0041, and V18.0501. 4 points.
Historically, education has been the most accessible and effective means for groups to achieve social mobility in American society. However, access to public education has never been equal for all segments of society, and there continues to be considerable variability in the quality of education provided to students. As a result of both explicit and subtle discrimination, racialized minority groups have at various times been denied access to education or been relegated to inferior schools or classrooms. Yet education has also been the arena where the greatest advances in social justice and racial equality have been achieved. Understanding the contradictions created by the hope and unfulfilled promise of American education is a central theme of this course.


Urban Cultural Life
V18.0608 Formerly V99.0216. 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. Students examine the attributes that constitute culture and community from an interdisciplinary perspective. Readings and films expand their understanding of these concepts.

Culture of the City
V18.0620 Formerly V99.0247. 4 points.
Urban culture is a complex, fantastic part of daily life, encompassing everything from vaudeville, the public library, opera, and dance to the local bar, social club, and graffiti. By considering cities to be sources of cultural invention, this course 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.

New York City in Film
V18.0623 Formerly V99.0275. 4 points.
Analyzes the way New York has been portrayed in some of the classic films about the city. In turn, the course examines how these stories have helped shape the city’s image of itself. The goal is to see how each particular film originated at distinct moments both in the city’s history as well as in the history of filmmaking. In so doing, the course combines the perspectives of both urban studies and film studies, placing films within their cultural, political, and artistic content.

The Latinized City
V18.0252 Formerly V99.0305 and V13.0305. 4 points.
See description under Latino Studies (18).

Multiethnic New York
V18.0365 Formerly V99.0349 and V15.0310. 4 points.
See description under Asian/Pacific/American Studies (18).

Chinatown and the American Imagination
V18.0370 Formerly V99.0353 and V15.0607. 4 points.
See description under Asian/Pacific/American Studies (18).

Writing New York
V18.0775 Formerly V99.0180. 4 points.
See description under English (41).

The Irish and New York
V18.0758 Formerly V99.0325. 4 points.
See description under Irish Studies (18).

Urban Anthropology
V18.0759 Formerly V99.0329. 4 points.
See description under Anthropology (14).

Cities, Communities, and Urban Life
V18.0760 Formerly V99.0350. 4 points.
See description under Sociology (93).

Art of the City
V18.0761 Formerly V99.0030. 4 points.
A broad introduction to the political and spatial dynamics of artistic production in 20th- and 21st-century cities. Artists are viewed as makers of culture but also of urban character and geography—essential components in the elaborate divisions of labor that create the global metropolis. Readings and lectures
draw from a range of historical periods, geographic locations, and artistic genres.

New York City: A Social History
V18.0831  Formerly V99.0330.
Identical to V57.0639. 4 points.
See description under History (57).

AREA 3: THE MATERIAL CITY:
THE BUILT ENVIRONMENT, PLANNING, AND
DEVELOPMENT

Urban Environmentalism
V18.0631  Formerly V99.0285.
MacBride. Offered every other year.
4 points.
Examines some of the many environmental issues facing people living in cities and towns around the world. It focuses on the practical, everyday realities of these issues, why they exist, and what can and should be done to change them. It uses these particularities to consider larger questions about the relationship between human society and the natural world in the urban context. Employing the analytic tools of sociology, the course grapples with ideas from economics, political science, philosophy, geography, and natural science to develop a theoretical framework for understanding environmental issues facing cities today.

Shaping the Urban Environment
V18.0762  Formerly V99.0320.
Identical to V43.0661. 4 points.
See description under Art History (43).

Decision Making and Urban Design
V18.0763  Formerly V99.0321.
Identical to V43.0670. 4 points.
See description under Art History (43).

Environmental Design: Issues and Methods
V18.0764  Formerly V99.0322.
Identical to V43.0672. 4 points.
See description under Art History (43).

Cities in History
V18.0765  Formerly V99.0323.
Identical to V43.0662. 4 points.
See description under Art History (43).

Urban Design and the Law
V18.0766  Formerly V99.0327.
Identical to V43.0674. 4 points.
See description under Art History (43).

Seminar in Urban Options for the Future
V18.0767  Formerly V99.0622.
Identical to V43.0675. 4 points.
See description under Art History (43).

Urban Design: Infrastructure
V18.0768  Formerly V99.0326.
Identical to V43.0673. 4 points.
See description under Art History (43).

History of City Planning: 19th and 20th Centuries
V18.0769  Formerly V99.0650.
Identical to V43.0663. 4 points.
See description under Art History (43).

Expressive Culture: Images—Architecture in New York Field Study
V55.0722 4 points.
See description under Foundations of Contemporary Culture (55).

Modern Hispanic Cities
V95.0650  Conducted in Spanish.
4 points.
See description under Spanish and Portuguese Languages and Literatures (95).

Independent Study
V18.0997,0998 Prerequisite: permission of the instructor. 2 to 4 points per term.

RESEARCH COURSES

Senior Research Seminar
V18.0090 Prerequisites: V18.0001, V18.0601, V18.0602, and V18.0651. 4 points.
An advanced research course in social and cultural analysis. It culminates in each student completing an extended research paper that makes use of various methodology skills. Students work individually and collaboratively on part of a class research project pertaining to their major. Majors must enroll in the fall of their senior year.

Research Methods in Metropolitan Studies
V18.0651 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. Includes practical, hands-on application of the research methods. Majors must enroll in the spring of their junior year or before.

INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040 Corequisite: V18.0042.
2 or 4 points. Ten hours of fieldwork are required for 2 points; 15 hours for 4 points.

Internship Seminar
V18.0042 Corequisite: V18.0040.
2 or 4 points. Section 2: Legal Aid Internship. Students work directly with the criminal justice division of the Legal Aid Society. 4 points.

The 4-point internship program complements and enhances the formal course work of the metropolitan studies majors. Students intern at agencies dealing with a range of issues pertaining to metropolitan studies and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytic tools, and (3) to assist students in their exploration of professional career paths. The internship is open to juniors and seniors and requires an interview and permission of the director of internships. Majors are required to take the internship program for 4 points but may choose to register for 8 points. Majors who choose to take the internship for 8 points count the additional 4 internship credits as an elective.
The Department of Middle Eastern and Islamic Studies (MEIS) focuses on the past and present of a vast and culturally diverse region of the world that extends from North Africa to Central Asia and from the Mediterranean to the Indian Ocean. It adopts interdisciplinary and comparative approaches to Middle Eastern societies from antiquity to the present, with particular focus on the period after the emergence of Islam. A Middle Eastern and Islamic studies major offers students the opportunity to master one of the regional languages, including Arabic, Persian, Turkish, Hindi, Urdu, and ancient Egyptian. Students also acquire an interdisciplinary understanding of this pivotal area of the world by studying with the department’s specialists in history, anthropology, political science, literature, law, religious studies, and language.

In addition to the courses listed below, students are encouraged to select cross-listed courses in other departments and programs that complement the department’s offerings, such as Anthropology, Art History, Comparative Literature, Hebrew and Judaic Studies, History, Politics, Religious Studies, and Sociology.

Faculty

Professors:
Chelkowski, Gilsenan, Lockman, Mikhail, Peirse, Shohat
Associate Professors:
Benite, Fahmy, Haykel, Katz, Kennedy, Rowson

Assistant Professors:
El-Leithy, Halim
Clinical Professor:
Ferhadi
Clinical Associate Professors:
Erol, Ilieva, Khorrami
Global Distinguished Professor:
Khoury

Language Lecturers:
Credi, Hassan, Nasvi
Associate Research Scholar:
Goelet
Affiliated Faculty:
Fleming, Flood, Gomez, Ivy, Kazemi, Mitchell

Program

MAJOR
Language: To obtain the B.A. degree with a Middle Eastern and Islamic studies (MEIS) major, students must meet the College of Arts and Science (CAS) language requirement in Arabic, Persian, Turkish, Hindi, or Urdu. This means (1) studying one of these languages through at least the intermediate level (four semesters) at NYU, (2) demonstrating the completion of equivalent course work elsewhere, or (3) satisfying the CAS language requirement by exam in one of these languages. Under exceptional circumstances, the director of undergraduate studies may exempt a student from having to fulfill the language requirement, in which case the student will be required to take 10 MEIS nonlanguage courses to satisfy the major. In any event, a student must complete at least 10 MEIS-approved courses to satisfy requirements for the major.

Course requirements: In addition to the language requirement, majors must successfully complete at least six MEIS courses. At least one of the six must be an undergraduate seminar offered under the Topics rubric; with the permission of the instructor, this requirement may be fulfilled with a graduate seminar.

The six MEIS courses are to be distributed as follows: (1) two courses from the MEIS history list, (2) one course from the MEIS literature list, (3) one course from the
MEIS religion list, and (4) two elective courses from the MEIS course list of the undergraduate’s choosing.

MINOR
Students who wish to minor in Middle Eastern and Islamic studies must complete either (1) at least four nonlanguage courses that are offered by MEIS or cross-listed by MEIS and approved by the director of undergraduate studies or their MEIS adviser, or (2) four courses in Arabic, Persian, or Turkish, provided that these courses are not used to satisfy the CAS foreign language requirement.

AWARDS FOR EXCELLENCE IN MIDDLE EASTERN AND ISLAMIC 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 Eviya Chelebi 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 GPA of 3.65 and a major average of 3.65.

Requirements: (1) Complete the major requirements; (2) complete at least two graduate-level courses with a GPA 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 and Islamic studies course; and (4) write an honors paper of 50 to 60 double-spaced, typed pages under the supervision of an MEIS faculty member, for which up to 4 points of independent study credit may be awarded (V77.0997,0998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

MINOR IN SOUTH ASIAN STUDIES
Since fall 2007, the Department of Middle Eastern and Islamic Studies has offered a minor in South Asian studies, as well as its long-established minor in Middle Eastern and Islamic studies. Clinical Associate Professor Gabriela Ilieva serves as the faculty adviser for this new minor.

Requirements for the South Asian studies minor: The minimum requirements for the completion of a minor program are four 4-point courses (16 points total), chosen in consultation with the South Asian studies faculty adviser. Students can pursue three broad areas of concentration:

Track A: Language provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence of either Hindi or Urdu, provided that these courses are not also used to satisfy the CAS language requirement.

Track B: History, Culture, and Politics fosters a broad interdisciplinary perspective on South Asia. All four courses must be nonlanguage courses.

Track C: Culture and Language, in which students take two nonlanguage South Asian studies courses and two courses in Hindi or Urdu, provided that the language courses are not also used to satisfy the CAS language requirement.

A MAP World Cultures course on South Asia may be counted toward the nonlanguage minor requirement. With prior approval, one independent study course can count toward the four courses required for a minor. At least three of the four required courses must be completed at NYU. The South Asian studies faculty adviser will determine the eligibility of courses taken in study abroad programs or in institutions not part of the consortium exchange.

LANGUAGE COURSES
Note: Language examinations are held before the first week of the fall and spring semesters. 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. Please consult the class schedule of courses and the Graduate School of Arts and Science Bulletin for information about advanced courses in Arabic, Persian, Turkish, Hindi, and Urdu that are open to undergraduates who have completed the intermediate level of the languages.

ARABIC

Elementary Arabic I, II
V77.0101,0102  Offered every year. 4 points per term.
Builds basic skills in modern standard Arabic, the language read and understood by educated Arabs from Baghdad to Casablanca. Five hours per week of instruction and drills, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II
V77.0103,0104  Prerequisite: V77.0102 or equivalent. Offered every year. 4 points per term.
Builds on the skills acquired in Elementary Arabic I and II, with increased emphasis on writing and reading from modern sources, in addition to aural/oral proficiency.

The following two Advanced Arabic courses comprise the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

Courses
Advanced (Media)
Contemporary Arabic I, II
G77.1005,1006 Prerequisite: V77.0104 or equivalent. Ferhadi. Offered every year. 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 Offered every year. 4 points per term. Grammar, phonetics, and pronunciation of modern standard Persian, reading simple texts, and writing short compositions. Builds basic skills in modern standard Persian in preparation for reading classical Persian literature.

Intermediate Persian I, II
V77.0403,0404 Prerequisite: V77.0402 or equivalent. Khorrami. Offered every year. 4 points per term. Builds on the skills acquired in Elementary Persian I and II 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. Offered every year. 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. Offered every year. 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

Elementary Hindi I, II
V77.0405,0406 Ilieva. Offered every year. 4 points per term. As a part of a two-year curriculum, prepares 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 I, II
V77.0407,0408 Ilieva. Offered every year. 4 points per term. Designed to further develop fluency in oral and written communication. In addition to the class, small-group activities, and language and computer lab sessions, students are given an individual assignment to work with native speakers from the community and report on their findings. The reading assignments are designed to broaden understanding of content used for oral presentations.

Advanced Hindi I, II
V77.0409,0410 Ilieva. Offered every year. 4 points. 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. Students should have completed the two-year sequence of Hindi or have an equivalent background.

URDU

Elementary Urdu I, II
V77.0301,0302 Offered every year. 4 points per term. Introduces students to the basics of Urdu alphabet, grammar, and sentence structure. All four skills are emphasized—writing and reading, as well as speaking and listening. Tailored to address students’ interests not only in the language but also in the culture in which it is rooted.

Intermediate Urdu I, II
V77.0303,0304 Prerequisite: V77.0302 or equivalent. Offered every year. 4 points per term. Continues where Elementary Urdu leaves off. The students are introduced to literary texts. Along with specific language tasks, criticism and analysis now form part of the curriculum. Dictation, memorizing poetry, comprehension, and engaging in longer sessions of conversation form an important part of this course. By the end of this course, students should have achieved some fluency in reading literary texts, writing short essays, and carrying on a conversation.

HISTORY COURSES

World Cultures: The Ancient Near East and Egypt
V55.0501 Offered every other year. 4 points. See description under Foundations of Contemporary Culture (55).

The History of Ancient Egypt, 3200-50 B.C.E.
V77.0611 Identical to V57.0506. Goel. Offered every year. 4 points. Political and intellectual history of ancient Egypt, introducing the student to a variety of religious and secular texts and showing how Egyptologists have drawn on biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

Cultural Pluralism in the Ottoman Empire
V77.0649 Offered every other year. 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 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, V65.0651. Offered every other year. 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.

Art in the Islamic World: From the Mongols to Modernism
V77.0652 Identical to V43.0541. Flood. Offered every year. 4 points.
An introduction to the arts of Islam during a period of dynamic cultural and political change in the Islamic world. Beginning with the Mongol invasions of the 13th century, traces the development of Islamic art and architecture through the eras of Timur, the “gunpowder empires” (the Mughals, Ottomans, Safavids) and European colonialism, to the art of the nation-state in the 20th century.

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
V77.0677 Identical to V37.0541. Fahmy, Lockman. Offered every year. 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.

Seminar: Topics in Middle Eastern History
V77.0688 Identical to V37.0550. Offered every year. 4 points.
Focuses on a particular aspect of Islamic, Ottoman, or modern Middle Eastern history, with an emphasis on historiographical and comparative issues. Intended primarily for advanced undergraduates in Middle Eastern studies and in history, but other students may register with permission of the instructor.

The Emergence of the Modern Middle East
V77.0690 Identical to V57.0531. Lockman. Offered every year. 4 points.
Surveys the main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Islam and the West
V77.0694 Identical to V57.0520, V65.0694. Offered every other year. 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. Offered every other year. 4 points.
See description under Hebrew and Judaic Studies (78).

Palestine, Zionism, Israel
V77.0697 Identical to V37.0532. Fahmy, Lockman. Offered every other year. 4 points.
Surveys of the conflict over Palestine from its origins in the late 19th century until the present. Examines the evolution of this ongoing struggle in its historical context. Discusses the roles of the various parties to the conflict.

Israel: Fact Through Fiction
V77.0698 Identical to V78.0780. Landress. Offered every other year. 4 points.
See description under Hebrew and Judaic Studies (78).

Seminar: Modern Central Asia
V77.0700 Identical to V37.0700. McCnesy. Offered every other year. 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. Offered every year. 4 points.
Survey of the masterpieces of Arabic, Persian, and Turkish literature from pre-Islamic times to the present. Selected texts in translation from the major genres, both in prose and poetry, are studied as works of art in themselves and as a reflection of the societies that produced them.

Literature and Society in the Arab World
V77.0711 Mikhail. Offered every other year. 4 points.
Examines selected works in translation of leading 20th-century poets, novelists, and short story writers that reflect changing conditions and mores within Middle Eastern and North African societies. Investigates such topics as conflicts between traditionalists and modernists, the impact of urbanization on rural societies, and the existential dilemmas of men and women.

Hero and Antihero in Arabic Literature and Film
V77.0712 Mikhail. Offered every other year. 4 points.
Compares the role of the hero and antihero in the works of fiction of leading Arab authors with their cinematic renditions. A discussion of the difficulty of translating novels into film, as well as the successful cinema industry that has thrived for the last century. The creation of heroes and heroines as modern mythical characters and the language of cinema are investigated.

Women and War: Contemporary Arabic Literature and Film
V77.0714 Identical to V29.0714, V18.0731, H72.0714. Offered every other year. 4 points.
Women are central figures in the political upheavals of the modern Middle East; their images have had a remarkable hold on national and international imaginations. Investigates the representations of
women and war in Arabic literature and film through such topics as the gendering of war; the gender politics of national symbolism and liberation; the politics and aesthetics of documentary film; revolutionary erotic and anticritic; and combat and collaboration.

The Arabian Nights
V77.0716  Identical to V65.0714. Kennedy. Offered every year. 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. Offered every year. 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. Offered every year. 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  Identical to V65.0720. Kennedy. Offered every year. 4 points.
An introduction to the main stylistic features of classical Arabic for students who have completed two semesters of Arabic. Students gain a flavor of an older, yet essential, register of Arabic through the most important texts of the Islamic tradition. These texts constitute the core of Islam to the present: the Qur’an and the Hadith (Sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Koranic hermeneutics), Sufi/mytical 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 paid to its influence on all categories of Arabo-Islamic literature—linguistically, stylistically, thematically, and doctrinally.

Contemporary Arab Theatre and Film
V77.0747  Identical to H28.0747. Ziter. 4 points.
Examines recent trends in contemporary Arab theatre and film, contextualizing these within a broader history of Arab performance. Particular attention is given to how experimental practitioners have explored issues of human rights and the control of territories under the modern state. Strategies addressed include the conflation of the past and present as a means of exploring the persistence of the colonial power structure in the modern Arab world; the use of the parable to speak truth to power; the incorporation of populist entertainment forms that directly engage the audience; and the use of familiar tales to explore new political realities.

Iranian Cinema and Society
V77.0748  Identical to H72.0542. 4 points.
A comprehensive introduction to Iranian cinema from its inception to the present. Examines economic, political, social, and aesthetic factors that have determined the shape and character of the Iranian cinema in different periods.

Social Science Courses
A Cultural History of Ancient Egypt
V77.0614  Identical to V57.0305. Godet. Offered every other year. 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 (for example, 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.

Perspectives on Islam
V77.0665  Katz. Offered every other year. 4 points.
A broad survey of the most central Islamic texts, beliefs, and practices.
Using primary texts in translation, examines such issues as scripture, ritual, and law, contextualizing them within some of the most pivotal social and political developments in Islamic history. Intended for students with little or no previous background in Islamic studies.

**Islam and Politics**  
V77.0674 Haykel. Offered every year. 4 points.  
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 academic writings. Examples of Islamist writings and publications are also presented 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 politics, history, and law.

**Women and Gender in Islam**  
V77.0728 Katz. Offered every year. 4 points.  
Examines the rights, roles, and physical appearance of Muslim women. Investigates the complexity of the messages and models relating to gender in one of the world's most influential religious traditions. Beginning with the rise of Islam, observes how foundational texts and personalities are interpreted and reinterpreted for changing times.

**Politics of the Near and Middle East**  
V77.0750 Identical to V53.0540. 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).

**Tolerance and Intolerance in Islamic History**  
V77.0779 Offered every other year. 4 points.  
In the light of contemporary conflicts, investigates the history of Islamic attitudes toward the Other, in both theory and practice. Topics include the treatment of non-Muslim minorities in Islamic states; norms for Muslims in non-Muslim states; sectarian (especially Sunni/Shi'i) divisions within Islamic societies; intra-Islamic theological and legal controversies; relations between religion and government; and freedom and control of expression and behavior. The primary focus is on the evolution of attitudes in medieval and early modern times, but with a view to understanding the roots of modern controversies.

**Seminar: Islamic Law and Society**  
V77.0780 Haykel. Offered every year. 4 points.  
Introduces students to Islamic law through a reading of its various genres and a study of a selection of secondary sources covering a number of substantive topics (for example, ritual, criminal, and public law). Also focuses on the ways Islamic law has interacted with Islamic societies in historical practice and the way it has adapted, or not adapted, to the challenges of modernity.

**Seminar: Women and Islamic Law**  
V77.0783 Identical to V18.0736. Haykel. Offered every year. 4 points.  
Acquaints 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.

**Gender and Sexuality in Medieval Islamic Societies**  
V77.0878 Rowson. Offered every other year. 4 points.  
Evaluates the role of culture—whether Middle Eastern or Western—in shaping fundamental sexual attitudes. Attempts to get behind myths of unbridled sensuality and "well-stocked harems" to the realities. Readings include selected primary sources from the medieval period in English translation, including religious treatises on marriage and proper gender roles, love poetry, stories from the Arabian Nights, and works of erotica, supplemented by secondary studies.

**Politics and Society in Iran**  
V77.0797 Identical to V53.0543. 4 points.  
See description under Politics (53).

**RELIGION COURSES**

**World Cultures: Islamic Societies**  
V55.0502 Offered every year. 4 points.  
See description under Foundations of Contemporary Culture (55).

**World Cultures: Islam in Asia**  
V55.0523 Offered every other year. 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. 4 points.  
See description under Hebrew and Judaic Studies (78).

**Perspectives on Islam**  
V77.0665 Katz. Offered every other year. 4 points.  
A broad survey of the most central Islamic texts, beliefs, and practices. Using primary texts in translation, examines such issues as scripture, ritual, and law, and contextualizes them within some of the most pivotal social and political developments in Islamic history. Intended for students with little or no previous background in Islamic studies.

**What Is Islam?**  
V77.0691 Identical to V57.0083, V90.0083. Offered every year. 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 renewal.

**Introduction to Egyptian Religion**  
V77.0719 Identical to V90.0719. Goelt. Offered every year. 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 Qur’an and Its Interpretation
V77.0781 Katz. Offered every other year. 4 points.
An introduction to the content, themes, and style of the Qur’an. Surveys the diversity of interpretive approaches to the text (legal, mystical, sectarian, literary, and politically engaged) in the medieval and modern periods.

Topics in Islamic Studies
V77.0782.001 Offered every year. 4 points.
Examines a particular aspect of premodern Islamic religious, intellectual, or institutional history, with the specific topic varying from year to year. Intended primarily for advanced undergraduates in Middle Eastern and Islamic studies, but other students may register with permission of the instructor.

The Civilizations and Religions of the Ancient Near East
V77.0790 Identical to V90.0790. Offered every other year. 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. Offered every year. 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 reestablishment of the monarchy to the Islamic revolution. Illustrated with readings, slides, films, a museum visit, live recitations, and music.

Judahsm, Christianity, and Islam
V77.0800 Identical to V65.0025, V78.0160, V90.0102. Peters. Offered every year. 4 points.
Comparative study of the three great monotheistic religious traditions: how each understood its origin and evolution, and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism.

The Sufis: Mystics of Islam
V77.0863 Identical to V65.0863, V90.0863. Chelkowski. Offered every year. 4 points.
Readings of the Sufi poets in translation and reflections on 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.

INDEPENDENT STUDY

Internship
V77.0980,0981 Prerequisite: permission and placement for departmental majors from the director of undergraduate studies. 2 or 4 points.

Independent Study
V77.0997,0998 Prerequisite: permission of the instructor. 1 to 4 points per term.

GRADUATE COURSES OPEN TO UNDERGRADUATES

The Middle Eastern studies courses offered in the Graduate School of Arts and Science are open to qualified undergraduates. Permission of the instructor and the director of undergraduate studies is required. For further information, please consult the Graduate School of Arts and Science Bulletin.
The Department of Music offers a major and a minor in music. It also provides many courses of interest to the entire NYU community. Department courses cover topics in historical musicology, ethnomusicology, theory and composition, popular music studies, music and gender, and historical performance. Courses are available for students with no previous musical experience, as well as for those with some background in music.

The department houses the Center for Early Music and its ensemble (the Collegium Musicum), the American Institute for Verdi Studies, an Ethnomusicology Laboratory, the Washington Square Computer Music Studio, and the Washington Square Contemporary Music Series and First Performance Series. The NYU Orchestra and numerous other choral, vocal, and instrumental ensembles organized by the Center for Music Performance supplement the Department of Music’s performance activities. The Department of Music is located in Greenwich Village, a historic center of musical innovation. New York City is one of the liveliest cities for musical performance, composition, and ethnomusicological study in the world. 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:
Bailey, Chusid, Fennelly, Roesner

Professors:
Beckerman, Boorman, Burrows, Karchin

Associate Professors:
Cusick, Hoffman, Moreno, Ochoa, Gautier

Assistant Professors:
Daughtry, Stanyek

Global Distinguished Professor:
Moloney

Clinical Associate Professor:
Mueller

Adjunct Faculty:
Panofsky

Affiliated Associate:
Kapchan (Tisch, Performance Studies)

Program

MAJOR AND MINOR IN MUSIC

The breadth and depth of knowledge offered by the major provides an excellent foundation for academic, creative, and performance work, offering a solid set of applied critical and listening abilities demanded of musicians and listeners today. The major is equally ideal for students seeking careers requiring a solid liberal arts background and strong analytical and critical skills, and for students interested in the humanities but for whom sonic culture is a central element. The music major cultivates the ability to interpret and analyze music as both text and performance. As such, the major program of studies and our faculty’s specializations offer superb foundations for further advanced studies in music and disciplines such as American studies, anthropology, comparative literature, Western and Central European culture and history, Slavic studies, Latin American and Latino studies, media studies, performance studies, and theatre.
MAJOR
A total of 10 courses (40 points) is required for the music major:
• Harmony and Counterpoint I-IV (V71.0201-0204)
• Two courses from History of European Music (V71.0101-0104)
• Four courses numbered above V71.0100 (except V71.0505-0508), one of which must be in the area of ethnomusicology
• One course in ethnomusicology or anthropology of music (V71.0151, V71.0153, V71.0154, V71.0155, V71.0182)
• One additional course numbered above the V71.0100 level

A diagnostic exam to place out of Elements of Music or Harmony and Counterpoint I-IV is available each semester. Please refer to the Department of Music Web site for exam scheduling and description.

All departmental courses must be passed with a grade of C or better to count toward the major.

MINOR
A total of four courses (16 credits) is required for the music minor:
• One course from among The Elements of Music (V71.0020) or Harmony and Counterpoint I-IV (V71.0201-0204)
• One course in music history (V71.0003, V71.0004, V71.0101-0104)
• One course in ethnomusicology or anthropology of music (V71.0151, V71.0153, V71.0154, V71.0155, V71.0182)
• One additional course numbered above the V71.0100 level

A diagnostic exam to place out of Elements of Music or Harmony and Counterpoint I is available. Please see the Department of Music Web site for exam scheduling and description.

Please refer to the department Web site for information on receiving major or minor credit for music lessons or ensembles.

DOUBLE MAJORS
Double majors are available through the Department of Music. Please see the department Web site for details on declaring the double major.

MUSICIANSHIP
Students are encouraged to enroll in one of the performing ensembles sponsored by the department, by the Center for Music Performance, or by the Steinhardt School of Culture, Education, and Human Development’s Department of Music and Performing Arts Professions. Please note: Only 4 points of performance course work (ensembles and/or lessons) can count toward the major.

DECLARING A MUSIC MAJOR OR MINOR
For instructions on how to declare a major or minor, please visit our department Web site.

HONORS, SCHOLARSHIPS, AND PRIZES
Highly motivated students may take part in the department’s honors program, which culminates during the senior year with an independent study supervised by a faculty member. Seniors wishing to graduate with honors must complete two honors-level courses (8 points), at least one of which must be an Honors Seminar (V71.0901). The second course may be either an additional honors seminar or an independent study, approved by the director of undergraduate studies. They must also complete a capstone project in musicology or music history, ethnomusicology, analysis, or composition. This might take the form of an analytical or historiographic 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. Finally, they must maintain a GPA of 3.65 in music courses and 3.65 overall.

For general requirements, see the Honors and Awards section of this bulletin. 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.

The three following prizes are awarded every year to students in the department: the Elaine R. Brody Prize, awarded to an outstanding music major in the junior class; the Hanna van Vollenhollen Memorial Prize in Music, presented to an accomplished music major in the senior class; and the Isidore and Helen Sacks Memorial Prize, awarded to an outstanding music major or minor who performs a recital sponsored by the department. Majors will be given first consideration in years where more than one recital is presented. The department may choose not to award the Sacks prize in a given year. In addition, two dedicated Dean’s Undergraduate Research Funds for music students have been generously endowed: the Murray Hidary Scholarship Fund in Music and the Julia C. Schieffelin Scholarship Fund. Awards from these funds are made on a competitive basis and may be used for travel, recording projects, research costs, performance fees, and other expenses incurred in the pursuit of music research, composition, and performance.

PERFORMANCE
Students pursuing a major or minor in music, and indeed all students in the College of Arts and Science, are encouraged to participate in musical performance, lessons, and ensembles. We believe that the joys of making music, the dedication and study necessary to perform music, and the collective effort required of ensemble participants constitute an inimitable experience that should have a central place in a liberal arts education. Students can participate in the Collegium Musicum early music ensemble, the NYU Orchestra administered by the Center for Music Performance, and many of the lesson programs and ensembles associated with the Steinhardt School of Culture, Education, and Human Development’s Department of Music and Performing Arts Professions. Students are also urged to attend concerts of the Washington Square Contemporary Music Society.

In addition to participation in the various performance ensembles, the department encourages students to partake vigorously of the cultural life of New York City. Our students are entitled to discounted tickets to the Metropolitan Opera, the New York Philharmonic, con-
INTRODUCTORY COURSES
(OPEN TO ALL STUDENTS)

The Art of Listening
V71.0003 Additional conference section required. Offered every semester. 4 points.
The art of listening to music. Students acquire a basic vocabulary of musical terms, concepts, and listening skills in order to describe their responses to musical experiences. Considers the structure and style of influential works in the Western art music repertoire, popular music, or musical cultures, within the wider social and political context in which it emerges.

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 include music in ritual, music in the theatre, music for dancing, music in the concert hall, background music, and music expressive of group identity. Opens with a brief introduction to the elements of music.

Popular Music in the United States
V71.0016 4 points.
Topics may include jazz, rock and roll, Latino music, and black music.

The Elements of Music
V71.0020 Additional conference section required. Offered every semester. 4 points.
Explores the underlying principles and inner workings of the tonal system, a system that has guided all of Western music from the years 1600 to 1900. It includes a discussion of historical background and evolution. Focuses on concepts and notation of key, scale, tonality, and rhythm. Related skills in

ADVANCED COURSES
(NONMAJORS REQUIRE APPROVAL OF THE INSTRUCTOR)

HISTORY OF EUROPEAN MUSIC
The following courses form an in-depth survey of the music of the European tradition from the Middle Ages to the present. They emphasize the development of musical style, the relationship of music to other intellectual activities, and music’s functions in society. Students are encouraged to attend concerts of the musical repertory discussed in class and to perform it themselves. Assigned works are available in the Avery Fisher Center for Music and Media in the Elmer Holmes Bobst Library and Study Center. Any term of this sequence may be taken alone for credit.

Medieval and Renaissance Music
V71.0101 Prerequisite: ability to read music. Offered once a year. 4 points.
Topics include the works of Monteverdi, Vivaldi, J. S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendancy of the secular over the sacred resumed and maintained; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the expansion of the span of time music can sustain and, in the instrumental forms of sonata and concerto, a new musical independence from nonmusical ideas; the concert as music’s own occasion; musical autonomy in the symphonies and quartets of the Viennese classicists.

Romantic Music
V71.0103 Prerequisite: ability to read music. Offered once a year. 4 points.
The works of major composers from Beethoven to the present day. Topics include the effect of romanticism on musical forms (symphony, sonata, lied, opera), as well as the central importance of Wagner’s musical idea.

20th-Century Music
V71.0104 Prerequisite: ability to read music. Offered once a year. 4 points.
Major revolutions of the early 20th century (Debussy, Schoenberg, Stravinsky, Bartók) and later serialism (Webern, Boulez, Babbitt, Stockhausen). Discussion of Cage, minimalism, and other recent developments.

TOPICS IN 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.
Topics in 20th-Century Music
V71.0111 Ability to read music suggested. 4 points.
In-depth study of musical practices emerging throughout the 20th century, with an emphasis on mass-mediated musics and their impact on the constitution of new social fields. Topics vary.

Topics in Musics of the World
V71.0151 Ability to read music suggested. 4 points.
A concentrated study of musics and cultures from around the world. Topics vary.

The Anthropology of Music
V71.0153 Ability to read music suggested. 4 points.
A study of the anthropology of music with a focus on the politics and ethics of ethnographic method. Readings will include major texts from disciplines of ethnomusicology and cultural anthropology.

Popular Music in Latin/o America and the Caribbean
V71.0154 Ability to read music suggested. 4 points.
A study of the relationship between popular music and literature in Latin America. Explores the multiple interactions between the written word, the oral text, and the sonic dimensions of music, both within literary texts and within musical compositions.

Brazilian Music and Globalization
V71.0155 Ability to read music suggested. 4 points.
A study of Brazil's social and political history through its music and dance traditions, emphasizing questions of identity and performance in the international and transitional geographies of globalization.

Introduction to Celtic Music
V71.0182 4 points.
Provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe: Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth, along with a study of their origin, evolution, and cultural links.

COMPOSITION AND 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, Moreno. Offered every year. 4 points per term.

Harmony and Counterpoint III, IV
V71.0203,0204 Prerequisite: V71.0201,0202 or permission of the instructor. Additional conference section required. Hoffman, Karchin, Moreno. Offered every year. 4 points per term.

The continuation of V71.0201,0202 covers chromatic extensions of tonality, intensive analysis of representative works from the tonal literature, and more advanced contrapuntal practices of the 18th and 19th centuries. V71.0204 also includes an introduction to 20th-century music theory and popular music.

Topics in Musical Analysis
V71.0209 Prerequisite: at least three years of Harmony and Counterpoint or permission of the instructor. 4 points. Advanced study of issues of musical construction, production, and reception. Topics vary.

Principles of Composition
V71.0307,0308 Prerequisite: two years of Harmony and Counterpoint or permission of the instructor. Hoffman, Karchin. 4 points.
Explores various compositional techniques, with an emphasis on modern-day writing procedures. Students write music regularly and receive suggestions from the instructor intended to foster the development of their individual compositional voices. Students also study specific musical scores corresponding to their areas of interest.

INDEPENDENT STUDIES

Honors Seminar
V71.0901 Open only to music majors, minors, and others wishing to receive honors in music. Permission of the director of undergraduate studies required. Offered once a year. 4 points. Topics vary.

Internship
V71.0981 Available every semester. 2 or 4 points per term.
Music majors and minors are eligible to participate in an internship. Worth 2 or 4 points. For details on internship guidelines, please consult the department Web site.

Independent Study
V71.0997,0998 Open only to music majors in the junior or senior years or others, with permission. Prerequisite: written approval of the director of undergraduate studies. Available every semester. 2 or 4 points per term.
Please consult the department Web site for guidelines on independent study proposals.

PERFORMING ENSEMBLES

Students may audition for the Collegium Musicum (G71.1003,1004) and enroll for 2 points of credit per semester. May be repeated with permission of the director of undergraduate studies. These courses are given every year.

Orchestra I, II
V71.0505,0506 May be repeated. Offered every year. 2 points per term.
Open to all performers on orchestral instruments, after audition. The presentation of two public concerts: sectional rehearsals under professional guidance.

Orchestra III, IV
V71.0507,0508 Prerequisite: V71.0505,0506. May be repeated. Offered every year. 2 points per term.

GRADUATE COURSES OPEN TO UNDERGRADUATES

Qualified undergraduates may register for graduate courses 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 neuro-chemical 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.

Faculty
Silver Professor; Professor of Neural Science and Philosophy: Movshon

Henry and Lucy Moses Professor of Science and University Professor; Professor of Neural Science and Psychology: LeDoux

Natalie Clews Spencer
Professor of the Sciences; Professor of Neural Science, Biology, and Psychology: Shapley

Professors:
Aoki, Heeger, Kiorpes, Klann, Rinzel, Sanes, Simoncelli

Associate Professors:
Glimcher, Reyes, Rubin, Semple, Suzuki

Assistant Professors:
Carter, Daw, Pesaran

Research Professor:
Hawken

Global Distinguished Professor:
Dudai

Program
The requirements for the major include V80.0100, V80.0210, V80.0202, V80.0205 or V85.0012, G89.0010, V23.0011, V23.0012, V23.0021, V25.0101-0105, V25.0102-0104, and V63.0121. Three elective courses in neural science (including V80.0305) and one upper-level course 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, V85.0011, V25.0243-0245, and V25.0244-0246. A grade of C 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: V25.0243 and V25.0244.

HONORS PROGRAM
To graduate with honors in neural science, students must achieve a GPA of 3.65 or better for courses required for the major and 3.65 for all other courses taken for credit. Students must complete at least one semester of V80.0301 with a faculty member affiliated with the Center for Neural Science.

Admittance to the lab courses associated with V80.0210 and V80.0202 is assured and required only for students in the honors track. They are also required to present a paper at the Undergraduate Research Conference and to submit an honors thesis that is accepted for honors standing by the faculty sponsor and the director of undergraduate studies.
Courses

Introduction to Neural Science

Introductory lecture course covering the fundamental principles of neuroscience. Topics include principles of brain organization, structure and ultrastructure of neurons, neurophysiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of the cerebral cortex, and modeling of neural systems.

Cellular and Molecular Neuroscience
V80.0210 Identical to V23.0201. Prerequisites: V23.0021, V80.0100, and V80.0020 or V85.0012. Lab required for neural science majors in the honors track. Klann, Reyes. Offered in the fall. 4 or 6 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.

Note: To be in the honors track, neural science majors must register for both the lecture and the laboratory (6 points), but the two need not be taken synchronously; nonmajors and non-honors-track students may register for the lab section, with permission of the instructor (2 points). A grade of B or better in V80.0100 is required for entrance to the laboratory section.

Behavioral and Integrative Neuroscience
V80.0202 Identical to V23.0202. Prerequisites: V23.0011, V23.0012, and V80.0100 (non-neural science majors may substitute V55.0306 as a prerequisite for this course). Lab required for neural science majors in the honors track. Pesaran, Rubin. Offered in the spring. 4 or 6 points.

Lecture and laboratory course that focuses on how the brain uses both sensory and stored information to generate behavior. Lectures and laboratories cover four main areas: sensory process, learning and memory, motivational and attentional mechanisms, and the motor system. Laboratories employ a range of electrophysiological techniques, lesions and pharmacological manipulations, and various behavioral techniques to examine the integrative processes by which the brain governs behavior. Note: Neural science majors on the honors track must register for both the lecture and the laboratory (6 points), but the two need not be taken synchronously; nonmajors and non-honors-track neural science majors may register for the lab, but a grade of B or better in V80.0100 and permission of the instructor are required for entrance.

Development and Dysfunction of the Nervous System
V80.0305 Prerequisites: V80.0100 and V23.0021. Sanes. Offered in the fall. 4 points.

Explores how the nervous system develops in normal animals, and how genetic and epigenetic factors can disrupt these processes. Lectures on normal developmental mechanisms are interleaved with those on disorders to provide a solid foundation for our discussions of abnormal events during maturation. The lectures on normal development cover a broad range of topics, including differentiation, axon outgrowth, synapse formation, specificity of connections, and plasticity. The lectures on dysfunction include autism, dyslexia, mental retardation, specific language impairment, hearing loss, blindness, ADHD, demyelinating or neurodegenerative disorders, and axon regeneration. The major goals of the course are to understand the extent to which current theories can explain the etiology of each disorder, and to learn how basic research can best facilitate advances in our knowledge and, ultimately, lead to treatments or cures.

Honors Seminar
V80.0301 Formerly Tutorial Research. Prerequisite: V80.0201, V80.0202, or permission of the director of undergraduate studies. Semple. Offered in the fall and spring. 4 points.

Provides supervised research activities in laboratories connected with the Center for Neural Science. Undergraduates are matched with a graduate student or faculty member working in an area of interest to the student. Students gain experience in many aspects of research and attend regular meetings to discuss recent advances in neuroscience and research-related issues.

Special Topics in Neural Science
V80.0302 Prerequisite: V80.0201, V80.0202, or permission of the instructor. Offered in the fall and spring. 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. Students read and discuss review articles and current literature on the topic. Course content is determined on a semester-by-semester basis.

Independent Study
V80.0997,0998 Offered in the fall and spring. 2 to 4 points per term. Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy 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**

Professors Emeriti:
Abelson, Kamm

Silver Professor; Professor of Philosophy and Mathematics:
Fine

Silver Professor; Professor of Philosophy and Psychology:
Block

Silver Professors; Professors of Philosophy:
Boghossian, Field

University Professor; Professor of Philosophy; Professor of Law:
Nagel

Collegiate Professor; Professor of Philosophy:
Richardson

Professors:
Foley, Garrett, Horwich, Longuenesse, Ruddick, Scheffler, Schiffer, Sider, Unger, Velleman, Wright

Associate Professors:
Pryor, Strevens

Assistant Professors:
Evans, Street

Global Distinguished Professors:
Kis, Parfit, Wright

Associated Faculty:
Dworkin, Jamieson, Murphy

Affiliated Faculty:
Mitsis

**Program**

**MAJOR**

A major in philosophy requires 10 4-point courses in the department, with numbers higher than V83.0009. (The courses listed as nonmajor introductory courses do not count.) These 10 courses must include the following:

- Logic (V83.0070)
- History of Ancient Philosophy (V83.0020)
- History of Modern Philosophy (V83.0021)
- Ethics (V83.0040), Nature of Values (V83.0041), or Political Philosophy (V83.0045)
- Belief, Truth, and Knowledge (V83.0076) or Metaphysics (V83.0078)
- Minds and Machines (V83.0015), Philosophy of Mind (V83.0080), or Philosophy of Language (V83.0085)
- Topics in the History of Philosophy (V83.0101), Topics in Ethics and Political Philosophy (V83.0102), Topics in Meta-physics and Epistemology (V83.0103), or Topics in Language and Mind (V83.0104)

Of the three honors courses (see below), only the first two—the Junior Honors Proseminar and the Senior Honors Seminar—may be counted toward the 10 courses required. 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). The linguistics component consists of these four classes:

1. Grammatical Analysis (V61.0013)
2. Language and Mind (V61.0028)
3. Two more courses, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Introduction to Psycholinguistics (V61.0005)
   - Sound and Language (V61.0011)
   - Phonological Analysis (V61.0012)
   - Computational Principles of Sentence Construction (V61.0024)
   - Form, Meaning, and the Mind (V61.0031)
   - Propositional Attitudes (V61.0035)
   - Neural Bases of Language (V61.0043 or V89.0300)
   - Linguistics as Cognitive Science (V61.0048)
   - Introduction to Morphology at an Advanced Level (V61.0055)
   - Learning to Speak (V61.0054)

The philosophy component is a choice of one of the following three courses: Minds and Machines (V83.0015), Philosophy of Language (V83.0085), or Logic (V83.0070).

The required psychology component consists of five courses:

1. Introduction to Psychology (V89.0001)
2. Statistical Reasoning for the Behavioral Sciences (V89.0009)
3. Cognition (V89.0029)
4. One course chosen from The Psychology of Language (V89.0056) or Neural Bases of Language (V89.0300)
5. One course chosen from Seminar in Thinking (V89.0026), Laboratory in Human Cognition (V89.0046), The Psychology of Language (V89.0056), or Neural Bases of Language (V89.0300)

The eleventh 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**

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 GPA of 3.65 and an average in philosophy courses of 3.65, and (2) successfully complete the honors program. This program consists of the following three courses. (Note: Of these courses, only the first two may be counted toward the 10 courses required for the major.)

The Junior Honors Proseminar (V83.0200) should be taken in the spring semester of junior year. This course will play the dual roles of introducing students to core readings in some of the main areas of current philosophy, and of giving them an intensive training in writing philosophy. Admission to this course usually requires a GPA, both overall and in philosophy courses, of at least 3.65, as well as the permission of the director of undergraduate studies. The department will try to make alternative arrangements for students who wish to participate in the honors program but who will be studying abroad in this semester of their junior year.

Next, the Senior Honors Seminar (V83.0201) should be taken in the fall semester of senior year. Here, students begin to develop their thesis projects, meeting weekly as a group under the direction of a faculty member, presenting and discussing their thesis arguments. Students will also select, and begin to meet separately with, their individual thesis advisers—faculty who work in the areas of their thesis projects. Entry to this seminar depends on satisfactory completion of the Junior Honors Proseminar—or on the special approval of the director of undergraduate studies. It also usually requires a GPA of at least 3.65.

Finally, Senior Honors Research (V83.0202) should be taken in the spring semester of senior year. The seminar no longer meets, but each student continues to meet separately with his/her individual thesis adviser, producing and discussing a series of rough drafts of the thesis. The final version must be submitted by a deadline to be determined, in April. It must be approved by the thesis adviser, as well as by a second faculty reader, for honors to be awarded. The student must also finish with a GPA of at least 3.65—and here no exceptions will be made. In addition, the thesis advisers will meet after the decisions by the readers have been made and award
Courses

NONMAJOR INTRODUCTORY COURSES

Introduction to Philosophy
V83.0001  Offered every year. 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 (for example, Plato, Descartes, Hume, Russell, and Sartre).

Ethics and Society
V83.0005  Offered every year. 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  Offered every year. 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  Offered every year. 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.

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.

Life and Death
V83.0017  Offered every year. 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  Offered in the fall. 4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
V83.0021  Offered in the spring. 4 points.
Examination of the major figures and movements in philosophy in Europe from the 17th to the early 19th century, including some of the works of Descartes, Spinoza, Leibniz, Hobbes, Locke, Berkeley, Hume, and Kant.

Philosophy in the Middle Ages
V83.0025  Identical to V65.0060. Prerequisite: one course in philosophy, preferably V83.0020. Offered every other year. 4 points.
Study of major medieval philosophers, their issues, schools, and current philosophic interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

Kant
V83.0030  Prerequisite: one course in philosophy, preferably V83.0021. Offered every other year. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
V83.0032  Prerequisite: one course in philosophy. Offered every other year. 4 points.
Study of principal philosophic works by Hegel and Nietzsche, with some attention to some of the following: Fichte, Schelling, Kierkegaard, Schopenhauer, and Marx.

Existentialism and Phenomenology
V83.0036  Prerequisite: one course in philosophy. Offered every other year. 4 points.
Examines the characteristic method, positions, and themes of the existentialist and phenomenological movements, and traces their development through study of such thinkers as Kierkegaard, Nietzsche, Husserl, Heidegger, Merleau-Ponty, and Sartre.

Recent Continental Philosophy
V83.0039  Prerequisite: one course in philosophy. Offered every other year. 4 points.
Surveys and evaluates the ideas of the major figures in continental philosophy in the latter part of the 20th century. Authors include (late) Heidegger, Gadamer, Habermas, Foucault, and Derrida.

Topics in the History of Philosophy
V83.0101  Prerequisites: two courses in philosophy, at least one in history of philosophy. Offered every year. 4 points.
Careful study of a few topics in the history of philosophy—either one philosopher’s treatment of several
philosophical problems or several philosophers’ treatments of one or two closely related problems. Examples: selected topics in Aristotle, theories of causation in early modern philosophy, and Kant’s reaction to Hume.

GROUP 2: ETHICS, VALUE, AND SOCIETY

Ethics
V83.0040 Offered every semester. 4 points.
Examine 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. Offered every year. 4 points.
Examine the nature and grounds of judgments about moral and/or nonmoral values. Are such judgments true or false? Can they be more or less justified? Are the values of which they speak objective or subjective?

Political Philosophy
V83.0045 Offered every other year. 4 points.
Examine 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 Offered every year. 4 points.
Examine moral issues in medical practice and research. Topics include euthanasia and quality of life; deception, hope, and paternalism; malpractice and unpredictability; patient rights, virtues, and vices; animal, fetal, and clinical research; criteria for rationing medical care; ethical principles, professional codes, and case analysis (for example, Quinlan, Willowbrook, Baby Jane Doe).

Philosophy of Law
V83.0052 Offered every other year. 4 points.
Examine the nature of law, its relations to morality, and its limits. Topics: positivism and natural law theory; theories of criminal justice and punishment; concepts of liberty, responsibility, and rights. Considers the views of such thinkers as Austin, Bentham, Dworkin, Fuller, Hart, and Rawls.

Philosophical Perspectives on Feminism
V83.0055 Offered every other year. 4 points.
Evaluation of the morality and rationality of typical female and male behavior and motivation, and of the social institutions relating the sexes. Critical examination of proposals for change. Topics include development of gender- and non-gender-typed personalities; heterosexuality and alternatives; marriage, adultery, and the family; concepts of sexism and misogyny; and political and economic philosophies of sex equality and inequality.

Aesthetics
V83.0060 Offered every other year. 4 points.
Introduce 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.

Topics in Ethics and Political Philosophy
V83.0102 Prerequisites: two courses in philosophy, including one of the following: V83.0040, V83.0041, V83.0045, or V83.0052. Offered every year. 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 Offered every semester. 4 points.
An introduction to the basic techniques of sentential and predicate logic. Students learn how to put arguments from ordinary language into symbols, how to construct derivations within a formal system, and how to ascertain validity using truth tables or models.

Advanced Logic
V83.0072 Prerequisite: V83.0070. Offered every other year. 4 points.
An introduction to the basic concepts, methods, and results of metalogic, i.e., the formal study of systems of reasoning.

Set Theory
V83.0073 Prerequisite: V83.0070. Offered every other year. 4 points.
An introduction to the basic concepts and results of set theory.

Modal Logic
V83.0074 Prerequisite: V83.0070. Offered every other year. 4 points.
Modal logic is the logic of necessity, possibility, and other such notions. In recent times, the framework of possible worlds has provided a valuable tool for investigating the formal properties of these notions. This course provides an introduction to the basic concepts, methods, and results of modal logic, with an emphasis on its application to such other fields as philosophy, linguistics, and computer science.

Belief, Truth, and Knowledge
V83.0076 Offered every year. 4 points.
Consider 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. Offered every year. 4 points.
Discusses general questions concerning the nature of reality and truth. What kind of things exist? Are there minds or material bodies? Is change illusory? Are human actions free or causally determined? What is a person, and what, if anything, makes someone one and the same person?
Philosophy of Mind
V83.0080 Prerequisite: one course in philosophy. Offered every year. 4 points.
Examination of the relationship between the mind and the brain, of the nature of the mental, and of personal identity. Can consciousness be reconciled with a scientific view of the world?

Consciousness
V83.0081 Block. Offered every other year. 4 points.
Examines conceptual and empirical issues about consciousness. Issues covered may include the explanatory gap, the hard and harder problems of consciousness, concepts of consciousness, phenomenal concepts, the mind-body problem and neural correlates of consciousness, higher-order thought theories of consciousness, the inverted spectrum, views of phenomenality as representation, and arguments for dualism.

Philosophy of Language
V83.0085 Prerequisite: one course in philosophy. Offered every year. 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 science. Offered every year. 4 points.
Examination of philosophical issues about the natural sciences. Central questions include the following: What is the nature of scientific explanation? How does science differ from pseudoscience? What is a scientific law? How do experiments work?

Philosophy of Biology
V83.0091 Prerequisite: one course in biology. Offered every other year. 4 points.
Examines the philosophical or conceptual issues that arise in and about biology, including the proper role, if any, of teleology in biology; the analysis of biological functions; the structure of the theory of evolution by natural selection and the sense of its key concepts, such as fitness and adaptation; the unit of selection; essentialism and the nature of species.

HONORS AND INDEPENDENT STUDY

Junior Honors Proseminar
V83.0200 Prerequisite: successful completion of V83.0200 or special approval of the department. 4 points.
A seminar taken in spring of junior year. Introduces students to core readings in some main areas of current philosophy, and provides intensive training in writing philosophy papers. See the description of the Honors Program in the “Program” section.

Senior Honors Seminar
V83.0201 Prerequisite: successful completion of V83.0200 or special approval of the department. 4 points.
A seminar taken in fall of senior year. Students begin developing their thesis projects by presentations in the seminar, which is led by a faculty member. Students also begin to meet individually with a separate faculty adviser. See the description of the Honors Program in the “Program” section.

Senior Honors Research
V83.0202 Prerequisite: successful completion of V83.0201. Note: This course may not be counted toward the 10 courses required for the major. 4 points.
An independent study taken in spring of senior year. Students meet individually with a faculty adviser and produce successive drafts of the honors thesis. See the description of the Honors Program in the “Program” section.

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 the description of Independent Study in the “Program” section.
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.
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 as 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 Honors Calculus I, II (V63.0221,0222) or Calculus I, II, III (V63.0121-0123). Students who take the Honors Calculus sequence begin it in the fall semester of their freshman year. Students who complete Honors Calculus I, II are encouraged to take Linear Algebra (V63.0140) 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**

**Basic 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, V85.0095, and V85.0094

**Year 2:** V63.0123, V85.0095, V85.0096, V85.0103, and V85.0106

**Year 3:** V85.0104, V85.0131, and V85.0132

**Year 4:** V85.0112

**Intensive major in physics:** Recommended for students planning to do graduate work in physics or related areas and for those who need a broader base in physics for their work in other fields. It consists of the following courses:

**Year 1:** V63.0221, V63.0222, V85.0091, V85.0093, and V85.0094

**Year 2:** V63.0123, V85.0095, V85.0096, V85.0103, and V85.0106

**Year 3:** V85.0104, V85.0110, V85.0120, V85.0131, and V85.0132

**Year 4:** V85.0123, V85.0140, and V85.0112

**Math electives:** Students are advised to take advanced-level mathematics courses. Consult with the director of undergraduate studies.

**Double major including 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.

**B.S. PROGRAMS**

**Bachelor of Science in physics:** The B.S. degree involves breadth in the sciences in addition to the physics major. The B.S. degree in physics will be granted to students completing the following, in addition to the standard college requirements:

1. All courses required for the basic B.A. major, including electives
2. A semester of computer science at or above the level of Introduction to Computer Science I (V22.0101)
3. Two semesters of chemistry at or above the level of General Chemistry I, II (V25.0101,0102)
4. 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 General Chemistry II (V25.0102)

**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 Joseph Hemmes, 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**

**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: V85.0010, V85.0011, V85.0012, V85.0019, V85.0020, and all courses numbered above and including V85.0091 (except for V85.0094 and V85.0096).

**Minor in astronomy:** Provides a comprehensive introduction to astronomy, including modern concepts, historical ideas, and observational experience. Consists of four courses, V85.0007 is required, plus the three following courses (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**

V85.0997,0998 may be taken by all students who have interests that are not included in the curriculum or who wish to carry out research under faculty supervision.

**HONORS PROGRAM**

Candidates for a degree with honors in physics must complete the requirements for an intensive major described above. They must also complete the equivalent of a semester of experimental or theoretical research. Students who wish to fulfill this requirement should discuss possible options, such as independent study courses, with the director of undergraduate studies. A research paper based on this work must be prepared and orally presented. For additional general requirements for a degree with honors, please see the Honors and Awards section of this bulletin.
Courses

The following courses are lectures unless otherwise indicated.

The Universe: Its Nature and History
V85.0007  Offered every year. 4 points.
Qualitative introduction to our understanding of the nature and evolution of the universe. Topics include the creation of the cosmos; its explosive evolution, present structure, and ultimate fate; the nature of stars and galaxies; the structure and evolution of our Milky Way; the birth, life, and eventual death of the solar system; our place and role in the universe; and the relationship of modern astronomical ideas to other cultural disciplines.

Origins of Astronomy
V85.0008 Identical to V65.0008. Not open to students who completed V55.0206. Offered every other year. 4 points.
Introduction to the historical development of astronomy, from earliest times through the Copernican revolution. Traces the changes in our perception of the heavens and the influences that led to those changes, from astrology to the discoveries of Galileo and the physics of Newton. Includes descriptive astronomy of the solar system and a trip to the Hayden Planetarium.

Sound and Music
V85.0010 Assumes high school-level mathematics background. Offered every year. 4 points.
Explores the production of musical sound and how it is perceived by us, dealing mainly with the physical basis of sound. Covers sound waves, resonance, how musical instruments produce sound, the concepts of scales and harmony, physical acoustics, physiological factors of perception, acoustics of auditoria, and sound recording and reproduction. Develops the necessary physics for the course, as needed.

General Physics I
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. Offered in the fall. 5 points.
Begins a two-semester introduction to physics intended primarily for preprofessional students and for those majoring in a science other than physics, although well-prepared students may wish to take the physics 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. Offered in the spring. 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 Prerequisite: V55.0202 or above, V85.0007 or above, or permission of the instructor for nonscience majors and minors; no prerequisite for science majors and minors or those automatically satisfying Natural Science 1 requirements. Lecture and laboratory session. Offered every year. 4 points.
Introduction to the theory and practice of technical amateur astronomy. The approach is hands-on, with weekly evening laboratory/observing sessions. Topics include astronomical coordinate systems, optics, how to use a telescope, and the phenomena that can be seen in the urban night sky. Observing sessions involve the use of eight-inch telescopes.

20th-Century Concepts of Space, Time, and Matter
V85.0020 Assumes high school-level geometry and intermediate algebra background. Not open to students who have completed V55.0204. Offered every year. 4 points.
The 20th century has been witness to two major revolutions in man’s concepts of space, time, and matter. Einstein’s special and general theories of relativity: implications of the special theory, for our understanding of the unity of space and time, and the general theory, for our understanding of the nature of gravity. Quantum mechanics: a new picture of the basic structure and interactions of atoms, molecules, and nuclei. Topics include the uncertainty principle, wave-particle duality, and the continuing search for the fundamental constituents of matter.

Engineering Physics I
V85.0081 Corequisite: V63.0122. Lecture and recitation. Offered in the spring. 3 points.
This course and the following two courses provide an introductory course in physics useful for engineering students. The following topics are covered: straight line motion, velocity, speed, acceleration; vectors; motion in two and three dimensions; force and motion: Newton’s laws, friction, circular motion; kinetic energy and work; potential energy and conservation of energy; systems of particles; center of mass, conservation laws; elastic and inelastic collisions; rotation, torque, angular momentum; rolling, torque, and angular momentum; oscillations, harmonic motion, pendulum, damped and forced oscillations; transverse and longitudinal waves, interference, sound.

Engineering Physics II
V85.0082 Prerequisite: V85.0081. Lecture and recitation. Offered in the fall. 3 points.
The following topics are covered: electric charge and Coulomb’s law; electric fields, Gauss’s law; electric potential; capacitance; current and resistance; circuits; magnetic fields; magnetic fields due to currents, Ampere’s law; induction and inductance; Faraday’s and Lenz’s law; magnetism of matter, Maxwell’s equations; electromag-
Physics I
V85.0091 Prerequisite: V63.0121 or V63.0221. Lecture and recitation. Offered in the fall. 3 points.
With V85.0093 and V85.0095, forms a three-semester sequence that must be taken in order, starting in the fall semester. 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: V63.0122, except for students who have completed V63.0222. Physics majors must also register for V85.0094. Lecture and recitation. Offered in the spring. 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. Offered in the spring. 2 points.
Experiments are 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. Lecture and recitation. Corequisite: V63.0123 or V63.0222. Offered in the fall. 3 points.
Physics majors must also register for V85.0096. 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. Offered in the fall. 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. Offered every year (Modern Physics I, spring; Modern Physics II, fall). 3 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: V85.0095 and V85.0096, or V85.0095 and V63.0123 or V63.0222. Lecture and recitation. Offered in the spring. 3 points.

Electronics for Scientists
V85.0110 Identical to V23.0110, V25.0671. Prerequisite: V85.0012, V85.0093, or permission of the instructor. Lecture and laboratory. Offered in the fall. 3 points.
Introduction to basic analog and digital electronics used in modern experiments and computers. For students of all science disciplines. Basic concepts and devices presented in lecture are studied in the laboratory. Covers filters, power supplies, transistors, operational amplifiers, digital logic gates, and both combinatorial and sequential digital circuits. Students learn the functions of modern electronic instrumentation and measurement.

Experimental Physics
V85.0112 Prerequisites: V85.0096 and V85.0103. Laboratory. Offered in the spring. 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 Mossbauer effect, cosmic rays, magnetic resonance, and relativistic mass.

Dynamics
V85.0120 Prerequisites: V85.0095 and V85.0106. Offered in the fall. 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. Offered every year (Quantum Mechanics I, fall; Quantum Mechanics II, spring). 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 Schrödinger and Heisenberg
description of quantal systems; perturbation theory; spin and statistics; coupling of angular momenta; scattering theory; and applications to atomic, molecular, nuclear, and elementary particle physics.

Electricity and Magnetism I, II V85.0131,0132 Prerequisites: V85.0095 and V85.0106. Offered every year (Electricity and Magnetism I, fall; Electricity and Magnetism II, spring). 3 points per term.

Introduction to Maxwell’s equations with applications to physical problems. Topics include electrostatics, magnetostatics, the solution of the Laplace and Poisson equations, dielectrics and magnetic materials, electromagnetic waves and radiation, Fresnel equations, transmission lines, wave guides, and special relativity.

Optics V85.0133 Prerequisites: V85.0095 and V85.0106 or permission of the department. Offered every other year. 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 the subjects included. Atomic energy levels and radiative transitions, detectors from photon counting to bolometers in the infrared.

Condensed Matter Physics V85.0135 Prerequisite: V85.0103.

Corequisite: V85.0104. Offered every other year. 3 points.

Designed as an introduction to condensed matter physics for students with knowledge of elementary quantum mechanics. Topics include crystal structure, lattice vibrations, and the energy band theory of metals and semiconductors. Covers the electronic, magnetic, and optical properties of solids. In addition, the course may include some modern research topics such as the physics of nano-structures, soft condensed matter physics, and superconductivity.

Readings in Particle Physics V85.0136 Prerequisite: V85.0103. Corequisite: V85.0104. Offered every other year. 3 points.

Particle physics is the study of the very fundamental constituents of matter and of the forces between them. By its nature it is microscopic, but it also connects with astrophysics and cosmology on the largest scales. This course introduces the most important advances in elementary particle physics. It centers on journal articles in which these advances were first published, with overview lectures, original reading, discussion, and student presentations. Topics include the discovery of elementary particles in cosmic rays, antimatter, symmetries found in nature, and the invention of the Quark model of elementary particles and its experimental verification.

Thermal and Statistical Physics V85.0140 Prerequisites: V85.0103 and V85.0106. Offered in the spring. 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 Prerequisite: V85.0012, V85.0095, or permission of the instructor. Offered every other year. 4 points.

Introduction to modern astrophysical problems with an emphasis on the physical concepts involved: radio, optical, and X-ray astronomy; stellar structure and evolution; white dwarfs, pulsars, and black holes; and galaxies, quasars, and cosmology.

Physics of Biology V85.0160 Prerequisites: Physics I-III. Offered every other year. 3 points.

Using basic physical concepts such as energy, entropy and force, explores biology from a different perspective. Presents a survey of basic biological processes at all levels of organization (molecular, cellular, organismal, and population) in the light of simple ideas from physics. To illustrate this approach, examines a few contemporary research topics, including self-assembly, molecular motors, low Reynolds fluid dynamics, optical imaging, and single-molecule manipulation. Attempts to construct links between fundamental concepts of biology and physics and to expose enormous open questions in the life sciences from the point of view of a physicist. Geared toward students with a background in mathematics and the physical sciences.

Computational Physics V85.0210 Prerequisites: V85.0103 and V85.0106 or equivalent, or permission of the instructor, and knowledge of a scientific programming language (such as FORTRAN, Pascal, or C). Offered every other year. 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 (fall), V85.0998 (spring) Prerequisite: permission of the director of undergraduate studies. 2 to 4 points per term.
The Department of Politics offers courses in the fields of analytical politics, political theory, American politics, comparative politics, and international politics. For prelaw students, we offer several courses, including The American Constitution, International Law, Law and Society, and Politics of Administrative Law. In addition, the faculty has expertise in the politics of a wide range of countries and regularly offers courses on Latin America, Western Europe, Africa, Russia, India, and China.

The department’s honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their senior year.

Graduates of the Department of Politics have gone on to accept positions with governments, international finance groups, multinational corporations, law firms, non-governmental organizations (NGOs), and other institutions. Graduates have also attended law school and graduate programs in international affairs, campaign management, public policy, and political science at highly competitive universities.

Faculty

Professors Emeriti: Brademas, Cooley, Crown, Flanz, Koenig, Larus, Randall, Roelofs, Stratez, Swift

Silver Professor; Professor of Politics: Bueno de Mesquita

Global Distinguished Professors:

Chandra, Cohen, Gilligan, Gordon, Hafer, Harvey, McGilivray, Rosendorff, Satyanath, Stasavage, Tucker

Program

MAJOR
The major requires 10 4-point courses (40 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 core courses (V53.0100, V53.0300, V53.0500, and V53.0700). At least one course must be taken in three of the five fields. Only courses with a V53 number, which are not also counted toward another major or minor, can be counted toward the politics major.

The following internship and reading and research courses do not count toward the major in politics: V53.0401, V53.0402, V53.0970, V53.0971, and V53.0990.

The department also administers the major in international relations. For a description of this new major, see International Relations (52).

HONORS PROGRAM
For admission to and completion of the department’s honors program, students must have a GPA of 3.65 overall and in the major.
Courses

Undergraduate Field Seminars
Undergraduate field seminars are offered in each of the fields below each year. They are advanced seminars for juniors and seniors who are politics majors. Students must have completed four courses in politics, one of which must be the core in that subfield, and three other politics courses. They must also have a 3.0 cumulative average or the permission of the instructor. Enrollment is limited.

ANALYTICAL POLITICS

Quantitative Methods in Political Science
V53.0800 Offered every semester. 4 points.
Introduces students to the use of quantitative methods in the study of politics. Begins with a brief review of the basic elements of scientific thinking and their application to the social sciences. Next, students are introduced to probability theory and statistics with a view to testing hypotheses about politics. Students learn to use statistical software to organize and analyze data.

Political Engineering: The Design of Institutions
V53.0810 Offered every year. 4 points.
Institutions are the rules by which societies govern themselves. The tools of economic theory, game theory, and social choice theory are applied to the rational choice analysis of political institutions, whose consequences for society are derived from assumptions about what individuals seek to maximize.

Introduction to Game Theory in Political Science
V53.0840 Offered every year. 4 points.
Game theory is a mathematical tool used to study strategic interactions. Whenever the choices made by two or more distinct decision makers have an effect on the others’ outcomes, the interaction between them is game-theoretic in nature. As suggested by its recent emergence into popular culture, game theory has been applied widely, in attempts to address phenomena in a variety of academic disciplines, including political science, economics, and biology.

Games, Strategy, and Politics
V53.0844 Offered every year. 4 points.
Theories of political strategy with emphasis on the theory of games. Uses of strategy in defense and deterrence policies of nations, guerrilla warfare of revolutionaries and terrorists, bargaining and negotiation processes, coalitions and the enforcement of collective action, and voting in committees and elections. Secrecy and deception as political strategies and uses of power, with some applications outside political science.

Social Choice and Politics
V53.0845 Offered every other year. 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 indi-
individuals’ voting behavior, the incentive structures of interest groups, and the role of institutions. The emphasis is analytical, though students are not expected to have a background in formal mathematics.

Experimental Methods in Political Science
V53.0846 Prerequisites: V53.0800 or equivalent. Offered every other year. 4 points.
This course is designed to provide an introduction to experimental methods in political science. Emphasizes several different styles of laboratory experiments, but field experiments (and briefly, survey experiments) are also discussed.

Undergraduate Field Seminar: Analytical Politics
V53.0895 Prerequisites: open to juniors and seniors; 3.0 or above general average; and at least four previous courses in politics or permission of the instructor. Offered every year. 4 points.
Advanced seminar for juniors and seniors in analytical politics. The specific topic of the seminar is announced each year.

POLITICAL THEORY

Political Theory (Core course)
V53.0100 Offered every semester. 4 points.
Introduces students to some outstanding theories of politics. The theories treated offer alternative conceptions of political life, and they are examined from both theoretical and historical perspectives. Among the theorists included are Plato, Aristotle, Locke, Machiavelli, Hobbes, Rousseau, Mill, and Marx.

Topics in Modern Political Thought: 1500 to the Present
V53.0120 Prerequisite: V53.0100. Offered every year. 4 points.
Examines the development of political thought from Machiavelli to Nietzsche through a careful study of primary works. Authors include Hobbes, Locke, Rousseau, Hegel, Marx, and Nietzsche.

Ethics, Politics, and Public Policy
V53.0130 Prerequisite: V53.0100, V53.0300, or V53.0300, or V53.0700. Offered once a year. 4 points.
Students systematically evaluate ethically controversial public policy issues using concepts of normative political theory. In the first half of the course, we consider the means by which policy is implemented: Under what conditions, if any, might we permit political actors to do bad in order to do good? In the second half, we consider the ends of public policy: What is it that we want the state to accomplish, and at what cost? Substantive policy topics vary from semester to semester.

Socialist Theory
V53.0140 Prerequisite: V53.0100. Offered in the fall. 4 points.
Concentrates on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Presents their major theories and examines the usefulness of such theories in helping us to understand and, in some cases, alter the world in which we live.

Nationalism and Ethnic Conflict
V53.0150 Prerequisite: V53.0100. Offered every year. 4 points.
Seeks to explain the varied forms of nationalism and extremism. To that end, we bring various psychological, economic, anthropological, and sociological theories to bear on the origins and development of nationalist movements. We attempt to understand the historical phases of nationalist development, from the early cases of Great Britain and the United States, through the later cases of Europe and Latin America, the anti-colonial cases of Africa and much of Asia, and, finally, the often religiously based movements of the present era. We also read some of the normative literature that has tried to justify nationalism, both in the abstract and in particular cases.

Democracy and Dictatorship
V53.0160 Prerequisite: V53.0100. Offered every other year. 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 Prerequisite: V53.0100. Offered every year. 4 points.
Study of American political ideas and debate from colonial times to the present. Topics include Puritanism, revolution and independence, the framing of the Constitution, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro- and antislavery thought, Civil War and Reconstruction, social Darwinism and laissez-faire, the reformist thought of populism, progressivism and socialism, legal realism, the New Deal and 20th-century liberalism, modern conservatism, civil rights, and war protest. Readings and discussion are based on original and interpretative sources.

Undergraduate Field Seminar: Political Theory
V53.0195 Prerequisite: V53.0100 and three other politics courses, junior or senior standing, 3.0 GPA, or permission of the instructor. Offered every semester. 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 (Core course)
V53.0300 Offered every semester. 4 points.
Analyzes the relationship between the distribution of power and the process of politics in the United States. The cultural setting, con-
stitutional 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.

Public Policy
V53.0306 Prerequisite: V53.0300. Offered in the fall. 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. The course examines the way the agenda is set and issues are processed in Washington. Covers Congress, the bureaucracy, program implementation, policy analysis, and budgeting. Students do a special project on an important current issue. In recent years, these issues have included Social Security reform, Medicare, and illegal immigration.

The Presidency
V53.0310 Prerequisite: V53.0300. Offered every other year. 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. Offered every other year. 4 points.
Origin, structure, functions, and dynamics of legislatures in the United States. Although some attention is given to state legislatures and municipal lawmaking bodies, the major emphasis is on the Congress. Readings include 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 Offered every semester. 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 Offered every semester. 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 or V53.0332. Offered every other year. 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 Offered every other year. 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 V62.0001, V18.0722. Offered every other year. 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 V18.0723. Offered every other year. 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, the course 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, the course 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 Prerequisite: V53.0300. Offered every other year. 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 Prerequisite: V53.0300. Offered every other year. 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 Prerequisite: V53.0300. Offered every other year. 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.

Bureaucracy and Public Policy
V53.0350 Prerequisite: V53.0300. Offered every year. 4 points.
Bureaucracies are inescapably embedded in the American political environment, and political conflicts within administrative agencies are ubiquitous. We examine the major questions political scientists ask about public bureaucracies: How have they evolved to their current form? Why do bureaucrats engage in behavior that many of us consider pathological or arbitrary? How can unelected government officials be made more accountable to their elected counterparts and to citizens? In addressing these questions and others, we draw on cases of government in action in a number of different public policy areas.

The Politics of Administrative Law
V53.0354 Offered every other year. 4 points.
Examines legal, political, and economic issues in government regulation. Covers such classic debates and issues as the historical origins of regulation, the legal philosophy of administrative regulation, the relationship between courts and agencies, the political and social conflicts surrounding regulatory politics, and the role of law in state formation.

Urban Government and Politics
V53.0360 Identical to V18.0733. Prerequisite: V53.0300. Offered every other year. 4 points.
Study of politics and politicians in the contemporary American city. Evolution of local party organizations, the rise and fate of party “bosses,” and the predicament of the ordinary citizen in the urban community. Patterns of city politics against the background of American social and cultural history, including the impulse toward reform and the effects of reform efforts on the distribution of power in the community. Conceptions of effective leadership in urban politics and the role of the police, the press, and “good government” groups in local political life.

Government of New York City
V53.0564 Identical to V18.0732. Prerequisite: V53.0300. Offered every other year. 4 points.
Examines the exercise of power in New York City and its relationship to policymaking. The roles of mayor, city council, unions, and the bureaucracy as they interact with one another. Ethnic, racial, and other interest group questions. Who governs the city, if anyone, and the consequences of power relationships on the allocation of rewards. Analyzes the effectiveness of this system of power and decision making. Alternative arrangements for governing the city and what has been done in other cities in terms of urban rejuvenation.

Minority Representation in American Politics
V53.0380 Prerequisite: V53.0300. Offered every year. 4 points.
Explores whether and how racial and ethnic minorities are able to organize effectively and press their demands through the American political system. Specifically, focuses on the political behavior of minority citizens, the relative strength and effect of these groups at the polls and in political office, the theory and practice of group formation as it applies to minority groups, the responsiveness of elected officials, and the legal and constitutional obstacles and instruments that provide context and shape these phenomena.

The Politics of Poverty and Welfare
V53.0382 Prerequisite: V53.0300. Offered in the spring. 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 Prerequisite: V53.0300 or V53.0500. Offered every other year. 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 Prerequisites: V53.0300 and three other politics courses, junior or senior standing, 3.0 GPA, or permission of the instructor. Offered in the spring. 4 points.
Advanced seminar for juniors and seniors in American politics. The specific topic of the seminar is announced each year.

Honors Seminar: Politics and Finance
V53.0396 Prerequisites: V53.0300, three other politics courses, junior or senior standing, 3.5 GPA, and one course in economics. Offered every year. 4 points.
Examines how legislation and regulation influences the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States. International comparisons are also present. The class assumes that students have had exposure to microeconomics and finance but not to political theory. A brief introduction to political theory is provided. The approach is similar to that used in microeconomics, except that transactions are made through voting institutions rather than through economic exchange.

Internship Fieldwork (through Metropolitan Studies)
See description under Metropolitan Studies (18).

Internship Seminar (through Metropolitan Studies)
See description under Metropolitan Studies (18).

U.S. Foreign Policy
V53.0710 Offered every year. 4 points.
See “International Politics,” below.

National Security
V53.0712 Offered every year. 4 points.
See “International Politics,” below.

COMPARATIVE POLITICS

Comparative Politics
(Core course)
V53.0500 Offered every semester. 4 points.
Major concepts, approaches, problems, and literature in the field of comparative politics. Methodology of comparative politics, the classical theories, and the more recent behavioral revolution. Reviews personality, social structure, socialization, political culture, and political parties. Major approaches such as group theory, structural-functionalism, systems analysis, and communications theory and evaluation of the relevance of political ideology; national character; elite and class analysis; and problems of conflict, violence, and internal war.

Elections and Voting
V53.0505 Prerequisite: V53.0300 or V53.0500. Offered every year. 4 points.
Examines how and why elections differ so much across democracies. Is it because voters are different in these countries? Or is it because the electoral laws differ across countries? The U.S. elections are used as the frame of reference for examining the effect of institutions and voting behavior. Other countries are discussed to illustrate how cross-national differences in voting behavior and institutions can affect the electoral processes. This comparative perspective provides a better way to understand the U.S. electoral process.

Immigration and Politics in Western Europe
V53.0511 Prerequisite: V53.0500. Offered every year. 4 points.
Explores immigration and patterns of immigrant incorporation in Western Europe in comparative perspective. Since the early 1960s immigration has transformed European countries into multicultural and multiethnic societies. We first explore how public policy contributed to this transformation, how it was structured by different concepts, traditions, and laws on citizenship, and how it was related to transformation of the party system and the emergence of the extreme right and “identity politics” in Western Europe. We then analyze the impact of this transformation on attempts by European states first to maintain control of their frontiers, and then to incorporate immigrants into the national community. Finally, we explore the emerging movement within the European Union to develop harmonized policies for asylum seekers and immigration at a time of growing pressures for increased immigration in Western Europe.

Western European Politics
V53.0510 Identical to V42.0510. Prerequisite: V53.0500. Offered every year. 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.

East European Government and Politics
V53.0522 Prerequisite: V53.0500. Offered every other year. 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 Latin America
V53.0530 Prerequisite: V53.0500. Offered every other year. 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 V18.0802. Prerequisite: V53.0500. Offered every other year. 4 points.
Analysis of the political culture and institutions of Cuba, the Dominican Republic, Puerto Rico, Haiti, Jamaica, and Trinidad and Tobago. 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. Prerequisite: V53.0500. Offered every other year. 4 points.
Historical-political background of the Middle East and its contemporary social and political problems, including the impact of the West; religious and liberal reactions; conflict of nationalisms (Arab, Iranian, Turkish, and Zionist); and revolutionary socialism. Specific social, political, and economic problems—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 Prerequisite: V53.0500. Offered every other year. 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 Prerequisite: V53.0500. Offered every other year. 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.

Comparative Politics of South Asia
V53.0562 Prerequisite: V53.0500. Offered every year. 4 points.
Introduces the comparative politics of South Asia. Analyzes the politics of South Asian countries, including India, Pakistan, Bangladesh, Sri Lanka and Nepal, individually and in a comparative framework. Readings are chosen from across disciplines, including political science, anthropology, economics, and history. Also uses novels and films on South Asia to illustrate themes highlighted in the readings.

Political and Economic Development in Comparative Perspective
V53.0570 Prerequisite: V53.0500. Offered every other year. 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.

The Political Economy of Institutions
V53.0575 Prerequisite: V53.0500. Offered once a year. 4 points.
Examines the relationship between economic incentives and the creation and maintenance of political and economic institutions. Topics include, but are not limited to, the creation and assignment of property rights, the rule of law, and the creation of markets. Focuses on theories that advance an economic rationale for institutions and relies on the methodologies of game theory and rational choice, of which no prior knowledge is assumed.

Collective Action: Social Movements and Revolutions
V53.0580 Prerequisite: V53.0500. Offered every other year. 4 points.
Analyzes patterns of collective action by socially subordinate groups. Survey of theoretical approaches to social movements and revolutions. Focuses on the evolution of forms of collective action and the conditions for the emergence of revolutionary social movements from social protest. Examines closely several case studies, such as the civil rights movement in the United States, revolutionary social movements in Central America and southern Africa, and the French and Chinese revolutions.

Undergraduate Field Seminar: Comparative Politics
V53.0595 Prerequisite: V53.0500 and three other politics courses, junior or senior standing, 3.0 GPA. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in comparative politics. The specific topic of this seminar is announced each year.

INTERNATIONAL POLITICS

International Politics
(Core course)
V53.0700 Offered every semester. 4 points.
Analysis of state behavior and international political relations; how things happen in the international state system and why. Emphasizes the issue of war and how and in what circumstances states engage in violence. Topics include different historical and possible future systems of international relations, imperialism, the Cold War, game theory and deterrence, national interests, and world organization.
U.S. Foreign Policy
V53.0710 Prerequisite: V53.0700
or V53.0300. Offered every year.
4 points.
Analysis of the sources of U.S. for-

eign policy and the major interna-
tional 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 Prerequisite: V53.0700.
Offered every year. 4 points.
Starting with the traditional arena
of national security and U.S. mil-

tary policy, students analyze how
national security decisions are
made in this country, as well as
the past and current military
strategies used to carry out those
decisions. From there, students
examine the particular national
security concerns and policies of
Russia, China, Germany, and
Japan. This course also looks at
new thinking on national security,
asking to what extent interna-
tional trade and competition, im-
migration, illegal drugs, and the
environment should be considered
national security issues.

American Primacy
V53.0715 Prerequisite: V53.0700.
Offered every year. 4 points.
Addresses the question: How did
the United States become the
world’s dominant nation? We pre-
sume that America differs from
most other countries in fundamen-
tal ways. But what are these? To
seek answers, we range further
back in history than most interna-
tional relations courses. American
primacy builds on the earlier
ascendancy of Britain and Western
Europe. We consider several theo-
ries of European, British, and
American dominance organized
under the general headings of
geography, economics, sociology,
and political science.

Diplomacy and Negotiation
V53.0720 Prerequisite: V53.0700.
Offered every other year. 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, includ-
ing the use of mediators, arbitra-
tors, and institutions like the
United Nations. Applies game
theory to analyze the use of exag-
geration, threats, and deception in
bilateral and multilateral diplo-
macy. Supplements case studies of
international negotiation, especially
in crises, with studies of domes-
tic bargaining used in the formu-
lation of foreign policy.

International Organization
V53.0730 Prerequisite: V53.0700.
Offered in the fall. 4 points.
Detailed study of the nature, his-
torical development, and basic
principles of international organi-
ization. Emphasizes the structure
and actual operation of the United
Nations.

Business and American
Foreign Policy
V53.0736 Prerequisite: V53.0300,
V53.0700, or V31.0010. Offered
every other year. 4 points.
Examines competing theories as to
the relationship between business
and government in the conduct of
foreign policy. Assesses the appli-
cability 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 nat-
ural resources, and economic
development in the Third World.

International Law
V53.0740 Prerequisite: V53.0700.
Offered in the spring. 4 points.
The norms that govern states in
their legal relations and the cur-
rent 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 govern-
ments; 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 Prerequisite: V53.0700.
Offered every year. 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 Prerequisite: V53.0700.
Offered every other year. 4 points.
Comparative study of terrorism as
a domestic political phenomenon.
Examines foundational issues and
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 ter-
rorist organizations. Considers ter-
ror in the Middle East (emphasiz-
ing Hamas), nationalistic terror
(ETA and the IRA), and Maoist
revolutionary terror (with empha-
sis on the Shining Path).

International Politics of the
Middle East
V53.0760 Identical to V77.0752.
Prerequisite: V53.0700. Offered
every other year. 4 points.
Systematic study of the interna-
tional 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.
Prerequisite: V53.0700. Offered
every other year. 4 points.
The relations of and between the
principal Asian national actors
(e.g., China, Japan, India) and the
relationship of the Asian “subsys-
tem” to the international system.
Covers the traditional Asian con-
cepts 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 multicausality, and the U.S. role in Asia.

International Political Economy
V53.0775  Prerequisite: V53.0700. Offered every year. 4 points.
An introduction to the workings of the contemporary international political-economic system. Introduces students to some of the main analytical frameworks that political economists use to understand this system. 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. Prerequisite: V53.0700. Offered every other year. 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, the Alliance for Progress, the National Security Doctrine, and the democratization wave. The Mexican Revolution; import substitution industrialization policies; and the Guatemalan, Bolivian, Cuban, and Nicaraguan revolutions and their effects on U.S.-Latin American relations are discussed, along with U.S. social, political, and military intervention in the region and its effect on strengthening and/or hindering democracy. 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  Prerequisites: V53.0700 and three other politics courses, junior or senior standing, 3.0 GPA. Offered every semester. 4 points.
Advanced seminar for juniors and seniors in international relations. The specific topic of the seminar is announced each year.

Honors Seminar: American Empire?
V53.0796  Prerequisites: V53.0700 and three other politics courses, junior or senior standing, 3.5 GPA. Offered every year. 4 points.
A broad survey of the debate about American power and influence in international affairs that provides sufficient background for students to do a major research paper on the topic. Some view the American role today as creating an empire, while others view U.S. influence as just a reflection of the wealth and military might that Americans command. There are many other thoughtful perspectives as well.

HONORS, INTERNSHIPS, AND INDEPENDENT STUDY

Senior Honors I
V53.0950  Prerequisite: application and admission to the honors program. Offered in the fall. 4 points.
This seminar provides students with the skills needed to design a feasible research project in political science and supports students in the development of a detailed research proposal for the senior thesis.

Senior Honors II
V53.0951  Prerequisite: completion of Senior Honors I (V53.0950). Offered in the spring. 4 points.
The purpose of this seminar is to support students in the writing of their senior theses.

Internships in Politics and Government I, II
V53.0970,0971  Not counted toward the major; normally limited to no more than 8 credits in total of internships (V53.0970) and Readings and Research (V53.0990). Prerequisites: open to junior and senior politics majors, 3.0 GPA overall, and permission of the director of internships. Offered every semester. 2 to 4 points per term.
Integration of part-time working experience in governmental agencies or other political offices and organizations with study of related problems in politics and political science. Relates certain scholarly literature in the discipline to observational opportunities afforded by the internship experience. Internship applications can be obtained through the Department of Politics. Applications are due September 30 for fall internships and January 30 for spring internships.

Readings and Research
V53.0990  Prerequisite: written approval of student's departmental advisor, instructor, and director of undergraduate studies. Offered every semester. 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 with regular politics faculty members only.

Topics
V53.0994  Prerequisite: core course in relevant field or permission of the instructor. Offered every semester. 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.

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.
The Department of Psychology at NYU approaches the study of mind and behavior from many perspectives. Cognitive psychologists focus on perception, memory, attention, language, and thinking. Community psychologists consider the broader social context for healthy development and functioning. Social psychologists determine how social beliefs, attitudes, and decisions are formed and maintained. Cognitive neuroscientists study features and functions in the brain as they relate to certain mental processes. Developmental psychologists seek to understand factors that affect and influence individuals across various ages. These many perspectives are reflected in undergraduate course offerings, all of which emphasize the scientific basis of psychology.

In addition to its course offerings, the department encourages advanced undergraduates to become involved with the research of individual faculty through the Research Experiences and Methods course and the honors program. Highly qualified students are admitted to the honors program in their sophomore or junior years, take special seminars, participate in primary research, and write an honors research thesis under close faculty supervision.

NYU psychology majors graduate with an excellent academic foundation in psychology and are well prepared for graduate study in the field. Graduates are accepted by top programs throughout the country. Others go on to careers in law, business, medicine, and education.
**Program**

**ADVANCED PLACEMENT IN PSYCHOLOGY AND STATISTICS**

Entering students who have taken the Advanced Placement (AP) Exam in Psychology may be eligible for advanced standing in the psychology major. Students who have received a 5 on the psychology 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 course but must substitute another psychology course to fulfill the requirements of the major or minor.

Entering students who have taken the AP Exam in Statistics may also be eligible for a modification of the standard psychology major. Students who have received a 5 on the statistics AP Exam will receive credit for the Statistics for the Behavioral Sciences course. Students who receive a 4 on the statistics AP Exam are exempt from taking the Statistics for the Behavioral Sciences course but must substitute another psychology course to fulfill the requirements of the major.

In addition, selected courses in other departments can be counted toward the major or minor. A list is available from the Department of Psychology’s Office of Academic Affairs.

**MAJOR**

Nine 4-point courses constitute the requirements for the major. The courses are Introduction to Psychology (V89.0001), Statistics for the Behavioral Sciences (V89.0010), 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 courses 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.

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 become involved in research. Research Methods and Experience (V89.0999) offers students the opportunity to participate in faculty research, providing students with a supervised research experience as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

Students who are particularly interested in graduate work in clinical psychology are encouraged to include Personality (V89.0030), Laboratory in Clinical Research (V89.0045), and Abnormal Psychology (V89.0051, formerly V89.0053) among their selections. Developmental Psychology (V89.0034) is also an appropriate choice. The department provides special advisement for students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

If the student plans to pursue a research career (particularly in Core A areas), in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science will be most useful. If a career in business-organizational psychology is the goal, then in addition to Social Psychology (V89.0032), Industrial and Organizational Psychology (V89.0062), and Laboratory in Organizational Psychology (V89.0038), courses in economics, sociology, and mathematics will be most useful.

**MINOR**

Four 4-point courses including Introduction to Psychology constitute the requirements for the minor. The courses are 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. Credit toward the minor is not given for courses completed with a grade of less than C.

**SPECIAL JOINT 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). The linguistics component consists of these four classes:

1. Grammatical Analysis (V61.0015)
2. Language and Mind (V61.0028)
3. Two more courses, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Introduction to Psycholinguistics (V61.0005)
   - Sound and Language (V61.0011)
   - Phonological Analysis (V61.0012)

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.

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 become involved in research. Research Methods and Experience (V89.0999) offers students the opportunity to participate in faculty research, providing students with a supervised research experience as well as training in research presentation and criticism. This course is of great assistance to students in deciding about career directions and, because of the direct contact with faculty involved, can result in a letter of recommendation that graduate schools are likely to take very seriously.

Students who are particularly interested in graduate work in clinical psychology are encouraged to include Personality (V89.0030), Laboratory in Clinical Research (V89.0045), and Abnormal Psychology (V89.0051, formerly V89.0053) among their selections. Developmental Psychology (V89.0034) is also an appropriate choice. The department provides special advisement for students interested in graduate work in clinical areas of psychology and related fields. Contact the undergraduate program office for details.

If the student plans to pursue a research career (particularly in Core A areas), in addition to the relevant courses in the major, courses in mathematics, chemistry, biology, physics, and computer science will be most useful. If a career in business-organizational psychology is the goal, then in addition to Social Psychology (V89.0032), Industrial and Organizational Psychology (V89.0062), and Laboratory in Organizational Psychology (V89.0038), courses in economics, sociology, and mathematics will be most useful.

**MINOR**

Four 4-point courses including Introduction to Psychology constitute the requirements for the minor. The courses are 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. Credit toward the minor is not given for courses completed with a grade of less than C.

**SPECIAL JOINT 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). The linguistics component consists of these four classes:

1. Grammatical Analysis (V61.0015)
2. Language and Mind (V61.0028)
3. Two more courses, chosen from the following:
   - Introduction to Semantics (V61.0004)
   - Introduction to Psycholinguistics (V61.0005)
   - Sound and Language (V61.0011)
   - Phonological Analysis (V61.0012)
Courses

Note: V89.0001 or the equivalent is a prerequisite for all courses in psychology, except for V89.0010. Additional prerequisites are noted below following the course titles.

INTRODUCTORY AND STATISTICS COURSES

Introduction to Psychology
V89.0001. Amadio, Coons, Marcus, Phelps. Offered every semester. 4 points.
Fundamental principles of psychology, with emphasis on basic research and applications in psychology's major theoretical areas of study: thought, memory, learning, perception, personality, social processes, development, and the physiological bases of psychology. Included in the class is direct observation of methods of investigation through laboratory demonstrations and by student participation in current research projects.

Statistics for the Behavioral Sciences
V89.0010. Bauer. Offered every semester. 4 points.
Students gain familiarity with data description, variance and variability, significance tests, confidence bounds, and linear regression, among other topics. Students work on psychological data sets, learn approaches to statistical prediction, and learn to interpret results from randomized experiments.

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.

Perception
V89.0022. Carrasco, Heeger, Landy, Pelli. Offered every semester. 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.

Cognitive Neuroscience
V89.0025. Curtis, Darwiche. Offered every semester. 4 points.
Provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neural underpinnings of a variety of cognitive processes and the research that has led to those theories. In doing so, students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.
### CORE B—PSYCHOLOGY AS A SOCIAL SCIENCE

Two courses must be taken to satisfy the major requirement, one for the minor. V89.0001 is the prerequisite for all Core B courses.

#### Personality

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<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td>V89.0030</td>
<td>Andersen</td>
<td></td>
<td>Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.</td>
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#### Social Psychology

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<tbody>
<tr>
<td>V89.0032</td>
<td>Gollwitzer, Trope, Ullman</td>
<td>V89.0010, V89.0022, or V89.0029</td>
<td>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.</td>
</tr>
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#### Developmental Psychology

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<th>Prerequisites</th>
<th>Description</th>
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<tr>
<td>V89.0034</td>
<td>Adolph, Johnson, Volmanos</td>
<td>V89.0010 and either V89.0032 or V89.0062</td>
<td>Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.</td>
</tr>
</tbody>
</table>

### CORE C—LABORATORY COURSES

All Core C courses have prerequisites in addition to V89.0001 and V89.0010 (or equivalent). See individual courses.
Laboratory in Statistical Methods
V89.0047 Prerequisite: V89.0010. Shroat. Offered every semester. 4 points. An advanced undergraduate course in analysis of variance (ANOVA) and multiple regression. Aims to reinforce first-semester statistics and extend knowledge and application of statistics to problem solving using exploratory data analysis using both Excel and SPSS. Seeks to bridge the gap between basic statistics courses offered at the undergraduate level and graduate statistics.

Behavioral and Integrative Neural Science
V89.0052 Identical to V23.0202, 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 either a laboratory or an advanced elective. Rubin, Semple. Offered in the spring. 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.

Teaching in Psychology
V89.0002 Prerequisite: admittance by application only. Hilford. Offered every semester. 2 points. The purpose of this course is to train students in teaching science, specifically psychology. Students attend a two-hour weekly seminar on teaching psychology as well as the Introduction to Psychology lecture. Students put their training to immediate use by teaching a weekly Introduction to Psychology recitation.

Seminar in Memory
V89.0023 Prerequisite: V89.0029. Dataschi, McElree. Offered every two to three years. 4 points. Examination of the conceptual problems involved in understanding the retention of information. Reviews research findings addressed to those problems, involving studies with humans and animals, and with environmental, psychological, and biochemical variables.

Language and Mind
V89.0027 Identical to V61.0028. Ballin, Marcus, McElree, Pykkänen. Offered in the spring. 4 points. Introduces students to the field of cognitive science through an examination of language behavior, one of the major domains of inquiry in the discipline. Begins with interactive discussions of how best to characterize and study the mind. These principles are then illustrated through an examination of research and theories related to language representation and use. Draws from research in both formal linguistics and psycholinguistics.

Abnormal Psychology
V89.0051 Formerly V89.0035. Prerequisite: any Core B course or permission of the instructor. Kollogg, Wolitzky. Offered every semester. 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 Neuro Science
V89.0052 Identical to V23.0202, V80.0202. Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100. Rubin, Semple. Offered in the spring. 4 or 5 points. See description under Neural Science (80).

The Psychology of Language
V89.0056 Formerly Psycholinguistics. Prerequisite: V89.0001 or V61.0001 (Linguistics). McElree. Offered every other year. 4 points. Examines theories and research concerning the cognitive processes and linguistic representations that enable language comprehension and production. Topics include speech perception, visual processes during reading, word recognition, syntactic processing, and semantic/discourse processing.

Industrial and Organizational Psychology
V89.0062 Prerequisite: any Core B course. Eggebeen. Offered in the spring. 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.

Special Topics in Psychology
V89.0300 Prerequisites: at least one Core A and one Core B course. Other prerequisites may be added based on the specific topic. Offered every semester. Seminars of an advanced level. Topics vary each time offered.

Tutorial in Infant Research
V89.0992 Prerequisites: V89.0010, V89.0034, and/or to be taken with a second semester of Laboratory in Developmental Psychology (V89.0040) and permission of the instructor. Adolph. Offered every semester. 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).

Research Experiences and Methods
V89.0999 Prerequisites: V89.0001, V89.0010, and at least two 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. Aueron. Offered every semester. 1 to 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 homework assignments and a final journal-style research report.

HONORS COURSES
Open only to students who have been admitted to the psychology honors program. The Honors Seminars (V89.0200 and V89.0201) may be counted as an advanced elective in the fulfillment of the requirements of the major.

Honors Seminar I
V89.0200 Prerequisite: admission to the psychology honors program. Offered in the fall. 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 Prerequisite: V89.0200. Offered in the spring. 4 points. A continuation of V89.0200. Students are also expected to present preliminary results of their thesis projects and interpret their findings.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Certain courses in the Graduate School of Arts and Science are open to junior or senior majors in psychology who have (a) permission of the student's undergraduate psychology adviser, (b) permission of the Department of Psychology (graduate division), and (c) additional specific prerequisites listed for each course. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.
The Program in Religious Studies explores religious practice as an important aspect of social life in three ways. Students study the theories and methods by which religion is analyzed today, including psychological, sociological, anthropological, philosophical, historical, legal, and literary approaches. They also approach the study of “religion” as a concept, which has itself been an intellectual object of inquiry, and has played a key role in the development of the social and human sciences.

Second, students learn empirically about religion in different times and places either through historical or ethnographic study, using textual, visual, and audio sources. Third, approached as lived practices, religions present us with a valuable lens through which many realms in social life can be examined: gender and sexuality, race, the nation-state, violence, memory, ethics, emotions, politics, economy, power, art, literature, and media.

These realms, in turn, impact upon religions. The Program in Religious Studies is closely affiliated with the Center for Religion and Media. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and does not promote or endorse either religious belief itself or the views and practices of any particular religious tradition.
### Requirements:
A student must complete 8 points over and above the requirements for the major: 4 points of research as a reading course (V90.0997) and 4 points of writing (V90.0998), both completed under the supervision of a departmental faculty member. 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 honors paper is between 40 and 50 double-spaced, typed pages. For general requirements, please see Honors and Awards.

### Courses

#### Theories and Methods in the Study of Religion

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td>V90.0001</td>
<td>Offered in the fall. 4 points.</td>
<td></td>
<td>Focuses on fundamental theoretical and methodological issues pertaining to the academic study of religion. Exposes students to, and familiarizes them with, some of the more important theories of the origin, character, and function of religion as a human phenomenon. Students are given an opportunity to encounter and test an assortment of the main scholarly approaches to understanding and interpreting religious phenomena, including psychological, sociological, anthropological, and hermeneutical perspectives.</td>
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#### Advanced Seminar: Comparative Topics in the Study of Religion

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<tr>
<th>Course Code</th>
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<tr>
<td>V90.0015</td>
<td></td>
<td>Junior or senior status, V90.0001, and at least two other religious studies courses, or permission of the instructor. Offered every semester. 4 points.</td>
<td>Complements and develops the methodological and theoretical emphasis encountered in Theories and Methods in the Study of Religion, albeit with a higher level of specificity and sophistication. The focus is on a specific thematic motif with cross-cultural applicability (for example, ritual, the body, sacrifice, religion and the state). Students can explore the import of the motif in question for their own area of specialization, as well as examine its manifestations in other traditions. Students are expected to make formal presentations to the class.</td>
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#### Seminar: Women and Islamic Law

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>V90.0026</td>
<td></td>
<td>Similar to V77.0783, V18.0735, Haykel. 4 points.</td>
<td>See description under Middle Eastern and Islamic Studies (77).</td>
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#### What Is Islam?

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<th>Course Code</th>
<th>Title</th>
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<tr>
<td>V90.0085</td>
<td></td>
<td>Similar to V77.0691, V57.0085, Peters. 4 points.</td>
<td>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 Shi'ite Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.</td>
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#### Gender, Sexuality, and the Body in Early Christianity

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>V90.0086</td>
<td>Offered periodically. 4 points.</td>
<td>Students reexamine the light shed by ancient writings (and other evidence) not only on the role(s) of women in ancient Christian groups but also on the ideologies of gender promoted or assumed by those groups. The focus, while predominantly on women, also extends to the way in which gender identities were constructed and adhered to by males and females.</td>
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#### Judaism, Christianity, and Islam

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Description</th>
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<tbody>
<tr>
<td>V90.0102</td>
<td></td>
<td>Similar to V65.0025, V77.0800, V78.0160, Peters. 4 points.</td>
<td>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.</td>
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#### Jewish Mysticism and Hasidism

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<th>Course Code</th>
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<tbody>
<tr>
<td>V90.0104</td>
<td></td>
<td>Similar to V78.0430, V65.0430, Wolfson. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Jewish Ethics

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<th>Course Code</th>
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<tbody>
<tr>
<td>V90.0117</td>
<td></td>
<td>Similar to V78.0117, Rubenstein. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Biblical Archaeology

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<tr>
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<tr>
<td>V90.0120</td>
<td></td>
<td>Similar to V78.0120, Fleming, Smith. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Foundations of the Christian-Jewish Argument

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<th>Course Code</th>
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<tbody>
<tr>
<td>V90.0192</td>
<td></td>
<td>Similar to V78.0160, V65.0160, Klein. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Religion, Magic, and the Jewish Tradition

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<tbody>
<tr>
<td>V90.0212</td>
<td></td>
<td>Similar to V78.0212, Wolfson. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Early History of God

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<tbody>
<tr>
<td>V90.0220</td>
<td></td>
<td>Similar to V78.0116, Fleming, Smith. 4 points.</td>
<td>See description under Hebrew and Judais Studies (78).</td>
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#### Passion and Desire in the Middle Ages

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<tr>
<td>V90.0250</td>
<td></td>
<td>Similar to V29.0961, V65.0961, Vitz. 4 points.</td>
<td>See description under Medieval and Renaissance Studies (65).</td>
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#### Introduction to the New Testament

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<tr>
<td>V90.0302</td>
<td></td>
<td>Similar to V27.0293, V78.0022, Becker. 4 points.</td>
<td>Introduces students to issues and themes in the history of the New Testament and early Christianity through a survey of the main texts of the canonical New Testament as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture hall setting where the professor provides historical context and focuses on significant issues, describes</td>
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</table>
modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

Religions of India
V90.0357  Offered periodically. 4 points.
Introduces students to the vibrant religious traditions of South Asia. Examines Hindu, Buddhist, Islamic, Jain, and Sikh traditions, as well as the ancient and modern contexts in which they are situated. Students focus on the ways that various problems (material, intellectual, political) have served as catalysts for the formation and dissolution of communities of interpretation and practice and reexamine the multiple pasts of South Asia without projecting modern categories onto those traditions.

Belief and Social Life in China
V90.0351  Identical to V14.0351, V33.0351. Zito. Offered periodically. 4 points.
The Chinese word for religion means “teaching.” “Teaching” immediately implies someone else besides the self. Belief in China has always been theorized and practiced as mediated by the presence of others, miraculous and mundane. The course explores what Chinese people “taught” themselves about the person, society, and the natural world and thus how social life was constructed and maintained. It examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis; Buddhist, especially Chan (Zen) practices in China; issues of gender in past and present practice; and religion’s relation to the state.

Classical Mythology
V90.0404  Identical to V27.0404. 4 points.
See description under Classics (27).

Jewish Responses to Modernity: Religion and Nationalism
V90.0470  Identical to V78.0719. 4 points.
See description under Hebrew and Judaic Studies (78).

Confessional Culture from Augustine to Oprah
V90.0561  Pellegrini. Offered every other year. 4 points.
Traces the different uses and forms “the confession” has taken in western culture. How has the confession evolved from a specifically religious practice to become a genre of self-making in a putatively secular modernity? A consistent concern is how confessional practices have increasingly become linked to sex and sexuality. The range of texts and genres surveyed includes philosophical and religious treatises, political pamphlets, legal history of confession, psychoanalytic case studies, feminist consciousness-raising, coming-out stories, self-help literature, tell-all celebrity autobiographies, TV talk shows, YouTube, and film/video. What can we learn from the differences and similarities between these confessional modes, their cultural locations, their historical moments, and their ideological effects?

The History of Religions of Africa
V90.0566  Identical to V57.0566, V18.0790. Hull. 4 points.
See description under History (57).

The Land of Israel Through the Ages
V90.0609  Identical to V77.0609, V78.0141, 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 V77.0616, V78.0114. 4 points.
See description under Hebrew and Judaic Studies (78).

Jews and Christians in the Ancient World
V90.0611  Identical to V27.0611, V78.0128. Becker. Offered periodically. 4 points.
Students acquire a basic knowledge of the early history of Judaism and Christianity. However, on the theoretical level, the course aims to provide students with a forum for asking some of the questions most relevant to religious studies: Are we to use self-definition, typology, or both in our formulating religious categories? How do certain categories help and hinder our understanding of religious and other social phenomena? What is the relationship between ideology and social world? How do we learn about the “real” world from literary evidence?

Religion, State, and Politics
V90.0613  Offered periodically. 4 points.
Introduces students to the debate on secularism by following a comparative approach. Students first gain basic knowledge related to the emergence and development of the secularization paradigm. In a second step, they confront it with empirical data. Concretely, this course introduces different examples of state-religion relationships and discusses the impact of the respective historical experiences and religio-cultural backgrounds on them. This agenda serves to develop a critical overview on scope and limits of secularization theory and provides students with basic tools to situate current debates on religion in a broader theoretical frame.

Religion and Media
V90.0645  Zito. Offered periodically. 4 points.
Introduces the long-standing and complex connection between religious practices and various media. Analyzes how human hearing, vision, and the performing body have been used historically to express and maintain religious life through music, voice, images, words, and rituals. Time is then spent on more recent electronic media such as radio, film, television, video, and the Internet. An anthropological/historical perspective on studying religion is pursued. Prior course work in religious studies, anthropology, or media studies would be helpful but is not necessary if you are willing to work hard.

Religion, Sexuality, and Public Life
V90.0646  Pellegrini. Offered periodically. 4 points.
This course was founded on the promise of religious freedom, and yet U.S. laws and policies regulating sexual life derive much of their
rational from specifically religious notions of “good” versus “bad” sex, what bodies are “for,” and what kinds of human relationships are valuable. How are we to understand this apparent contradiction? If sexual life is a special case, what makes it so? Finally, what are the implications, for both sexual and religious freedom, of treating sexual phenomena as a special case? Course materials are designed to introduce students to critical approaches to the study of religion in society, as well as to familiarize them with important work in the interdisciplinary areas of gender and sexuality studies.

**Topics in Religious Studies**

*V90.0650* 4 points. The emphasis of this course varies each year and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included Christianity and culture, American evangelicalism, religion and violence, and post-colonialism.

**Martyrdom, Ancient and Modern**

*V90.0660* Identical to V27.0646. Becker. Offered every other year. 4 points. Examines the theory and practice of martyrdom in the West. Begins with a close study of the development of the martyrological discourse in classical, early Christian, early Jewish, and Muslim literature and culture. Also traces how the concept of martyrdom is deployed in modern culture in various phenomena, such as the “Columbine martyrs,” “martyrdom operations” (“suicide bombers”), political martyrdom, and modern notions of holy war.

**Perspectives on Islam**

*V90.0665* Identical to V77.0665. Katz. 4 points. See description under Middle Eastern and Islamic Studies (77).

**History of Judaism: The Classical Period**

*V90.0680* Identical to V77.0680, V78.0100. Rubenstein, 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, V77.0680. 4 points. See description under Hebrew and Judaic Studies (78).

**Introduction to Egyptian Religion**

*V90.0719* Identical to V77.0719. Goelet. 4 points. See description under Middle Eastern and Islamic Studies (77).

**The Civilizations and Religions of the Ancient Near East**

*V90.0790* Identical to V77.0790. 4 points. See description under Middle Eastern and Islamic 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, V78.0126. Von Dassow. 4 points. See description under Hebrew and Judaic Studies (78).

**Gender and Judaism**

*V90.0815* Identical to V78.0718, V18.0732. Wolfson. 4 points. See description under Hebrew and Judaic Studies (78).

**Anthropology of Religion**

*V90.0829* Identical to V14.0030. 4 points. See description under Anthropology (14).

**Introduction to Buddhism**

*V90.0832* Identical to V33.0832. Offered periodically. 4 points. An introduction to Tibetan Buddhism doctrine and practice. Approaches the subject from historical and thematic perspectives, beginning with a close study of one of the classic Tibetan guides to Tibetan Buddhism for a solid foundation in the principles of the tradition. Proceeds along a historical track, beginning with the seventh-century arrival of Buddhism in Tibet to the present-day encounter with Western devotees of exiled Tibetan lamas. Topics include doctrinal innovation, ritual, myth, art, sacred geography, revelation, and the role of Buddhism in Tibet’s relationship with its neighbors. Readings consist of primary texts in translation and secondary literature on the study of religion and Tibetan Buddhism.

**Jesus and the Origins of Christianity**

*V90.0843* Identical to V27.0293, V57.0843. Peters. Offered every year. 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.

**The Sufis: Mystics of Islam**

*V90.0863* Identical to V77.0863. Chelkowski. 4 points. See description under Middle Eastern and Islamic Studies (77).

**Internship**

*V90.0980,0981* Prerequisite: permission of the instructor. 1 to 4 points.

**Independent Study**

*V90.0997,0998* Prerequisite: permission of the instructor. 1 to 4 points.
Through a broad range of courses in Russian and Czech 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. NYU’s study abroad site in Prague also offers a number of courses for students interested in Czech, Central European, and Russian cultures.

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

Professors:
Borenstein, Cohen

Associate Professors:
Fryscák, lampolski, Kliger,
Lounsbery

Senior Language Lecturers:
Belodedova, Greenlee

Global Distinguished Professor:
Groys

**Program**

**MAJOR**
The major comprises 36 points. Students declaring the major must have proficiency in Russian or Czech equal to or above Intermediate II level. Students with proficiency in Czech equal to or above Intermediate II level must also have proficiency in Russian equal to or above Elementary II level. Students who are not Russian heritage speakers must take at least one Advanced Russian or Advanced Czech course. Russian heritage speakers must take Russian Literature in the Original I and/or II. At least 20 points out of the required 36 must be earned by taking courses offered by the department on culture, literature, or language above Intermediate II. The remaining 16 points can be obtained by taking courses pertaining to Russian and Slavic studies in other departments/programs. These courses cannot be double-counted toward a major in any other department. The MAP course Russia Since 1917 (V55.0528) can count toward the Russian and Slavic studies major with permission from the departmental director of undergraduate studies. Majors can take up to two graduate courses offered by the department with permission from both the departmental director of undergraduate studies and the course instructor.

Russian majors can register for independent study and/or internships. (See requirements below.) All Russian majors are strongly encouraged to spend a semester/summer in Russia. Students with a general GPA of 3.65 or above and a departmental GPA of 3.65 or above are urged to participate in the departmental honors program. (See below.)
MINOR
The minor comprises 16 points. Students declaring the minor must have proficiency in Russian or Czech above the Elementary II level. Russian Grammar and Composition I and II and Intermediate Russian I and II do not count toward the minor. At least 8 points out of the required 16 have to be earned by taking courses offered by the Department of Russian and Slavic Studies on culture, literature, or language above the level of Intermediate Russian II. Up to two courses on topics pertaining to Russian and Slavic studies can be taken in other departments/programs. The MAP course Russia Since 1917 (V55.0528) can count toward the minor with permission from the departmental director of undergraduate studies. Independent study is not open to minors.

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 8 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 16 points needed for the minor. (See “Minor,” above.)

Minor: To obtain a minor in Russian and Slavic studies from NYU, a transfer student must earn at least 8 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 16 points needed for the minor. (See “Minor,” above.)

Registration: After transfer credits have been approved by the Office of Admissions, students should bring their transcripts to Senior Language Lecturer Irina Belodedova, the department’s director of undergraduate studies, to arrange a program of study.

COMBINED B.A./M.A. PROGRAM
The Department of Russian and Slavic Studies offers a five-year track leading to both a B.A. and an M.A. For more information, please contact the director of graduate studies.

UNDERGRADUATE REGISTRATION FOR GRADUATE COURSES
Only undergraduates who are Russian and Slavic studies majors will be admitted to graduate courses in the department. A maximum of two graduate courses (8 points)—not taken in the same semester—may be counted toward the major.

Courses

All courses from V91.0001 through V91.0004 meet three times a week. All lower-division Russian language courses are closed to native speakers except Russian Grammar and Composition I and II (V91.0005,0006).

Elementary Russian I
V91.0001 Offered in the fall. 4 points per term.
Intended to give beginners a speaking and reading knowledge of the Russian language. Involves an introduction to the essentials of Russian grammar and the reading of graded texts, with special emphasis on the acquisition of an idiomatic conversational vocabulary. Combines the traditional grammatical approach with a conversational, inductive method.

Intermediate Russian I
V91.0003 Prerequisite: V91.0002 or equivalent. Offered in the fall. 4 points.
Grammar review, vocabulary building, and drills in spoken Russian.

Intermediate Russian II
V91.0004 Prerequisite: V91.0003 or equivalent. Offered in the spring. 4 points.
Vocabulary building, idiomatic expressions, and drills in spoken Russian.

Elementary Russian II
V91.0002 Offered in the spring. 4 points per term.

Intermediate Russian II
V91.0005 Formerly Russian Grammar Review I. Prerequisite: V91.0002 or basic competence in spoken Russian. Offered in the fall. 4 points.
Designed for students who speak some Russian at home but have virtually no reading and writing skills. Completion of this course satisfies the foreign language requirement.

Russian Grammar and Composition I
V91.0006 Formerly Russian Grammar Review II. Prerequisite: V91.0003, V91.0005, or basic competence in reading and writing Russian. Offered in the spring. 4 points.
Completion of this course satisfies the foreign language requirement.
The following advanced Russian courses are offered on a rotation basis:

- **Russian Film** (viewing and discussion of Russian and Soviet films)
- **Russian Press** (reading and discussion of newspaper and magazine articles)
- **Readings in Russian Literature** (reading and discussion of short stories by Russian and Soviet writers)
- **Soviet and Russian Theatre** (reading, viewing, and analysis of Russian dramatic works, with background readings on Russian theatre)
- **Social Issues in Russian Culture** (reading and discussion of articles on important social and cultural topics)

All advanced Russian courses are repeatable.

**Advanced Russian I**

V91.0107 Prerequisite: V91.0004, V91.0005, V91.0006, or equivalent.
Offered in the fall. 4 points.

**Advanced Russian II**

V91.0108 Prerequisite: V91.0004, V91.0005, V91.0006, or equivalent.
Offered in the spring. 4 points.

**Advanced Russian III**

V91.0109 Formerly V91.0111.
Prerequisite: V91.0004, V91.0005, V91.0006, or equivalent.
Offered in the fall. 4 points.

**Elementary Czech I and II**

V91.0201,0202 Fryscák. Offered in the fall and spring. 4 points.
Introduction to the basic skills—speaking and reading. Essentials of Czech grammar, reading of graded texts, and conversation on everyday subjects. Vocabulary building. Essentials of writing.

**Intermediate Czech I and II**

V91.0203,0204 Fryscák. Offered every year. 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.

**Introduction to Russian Literature I**

V91.0811 Formerly Russian Literature in Translation I. Offered in the fall. 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. Offered in the spring. 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.

**Gogol**

V91.0828 Offered every other year. 4 points.
A critical examination of the great Ukrainian-Russian humorist’s short stories and of his unfinished novel Dead Souls.

**Contemporary Central and Eastern European Literature**

V91.0832 Borenstein. Offered every other year. 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 Urgesvi. All works are read in translation.

**Utopia, Apocalypse, and the Millennium**

V91.0833 Borenstein. Offered every other year. 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 anti-utopianism? The recent resurgence of utopianism and apocalypticism is examined (for example, millenarian “culs,” the millennium bug). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamyatin, Orwell, Huxley, LeGuin, and Revelation.

**Chekhov**

V91.0837 Offered every other year. 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, The Cherry Orchard, and Uncle Vanya) and its impact on Russian playwrights of the 20th century, as well as its relation to the development of Stanislavsky’s Moscow Art Theatre.

**Dostoevsky**

V91.0839 Offered every other year. 4 points.
The major philosophical and religious themes of Dostoevsky as they are reflected in his works. Notes from the Underground, Crime and Punishment, The Idiot, The Brothers Karamazov, and major short stories from 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, V41.0730. Offered every other year. 4 points.
Theory and practice of the European avant-garde in art and literature, 1890-1930. General cultural and historical approach to the avant-garde, with close readings of some of its key productions. Topics: cubism, Italian futurism, Russian cubo-futurism, imagism and vorticism, Dadaism, constructivism, and surrealism.
Stresses aesthetic, historical, and political interconnections between the Russian avant-garde and the West. Readings are in English, but comparative literature majors are encouraged to read works in the original language.

**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. Offered in the fall. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Russian Literature in the Original II**
V91.0848  Formerly Modern Russian Literature II. Prerequisite: at least one semester of Advanced Russian or near-native fluency in Russian. Offered in the spring. 4 points.
Students read Russian prose and poetry in the original language. Class discussions and papers are also in Russian.

**Introduction to Soviet Cinema**
V91.0850  Lampolski. Offered every year. 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. Offered every other year. 4 points.
An introduction to Russian 20th-century fiction, concentrating on the two periods of greatest cultural ferment: 1920s modernism and late/post-Soviet postmodernism.
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.

**Legacies of Serfdom and Slavery in Russian and American Literature**
V91.0854  Lounsbery. Offered every other year. 4 points.
Readings and discussions address how American slaves and Russian serfs wrote and were written about in the two countries’ literary traditions. Topics include both the ways in which subjugated people attempted to represent themselves to the dominant culture and the difficulties that members of the dominant culture confronted in writing about people whose experiences were largely inaccessible to them. Particular attention is paid to how categories such as “slave,” “peasant,” “white,” and “black” have changed over time and to how unfree people worked to turn perceived-as cultural lacks into aesthetic advantages.

**INDEPENDENT STUDY COURSES**
Open only to students majoring in the department.

**Internship**
V91.0980
Native speakers of Russian may obtain internship credit by working with Russian language students and assisting language instructors. See the director of undergraduate studies for further details. Internship in other organizations requires description of duties and approval by the director of undergraduate studies.

**Independent Study**
V91.0997,0998
A maximum of 8 points of independent study may be counted toward an undergraduate major (not toward a minor). Before registering, students must submit a one-page typed description of the proposed project to the director of undergraduate studies and the proposed professor.
Students in the College of Arts and Science (CAS) can apply to craft and complete a self-designed honors major, rather than one of the existing majors in the College. This new major enables a small number of very capable and highly motivated students to pursue a plan of study that brings together courses from more than one CAS department or program. It differs from the Individualized Major that the Gallatin School offers to its students in several ways: (1) These two NYU schools have distinct admissions criteria, general education curricula, and other requirements; (2) this CAS major serves students who can realize their interdisciplinary goals within CAS (except for the 16 credits of non-CAS courses that CAS already permits), whereas Gallatin students draw heavily on courses from several NYU schools; and (3) this CAS major is an honors major, which has prerequisites for entry and entails a heavy commitment to honors-level work, including independent research under faculty supervision.

**Program**

**REQUIREMENTS**

Students wishing to pursue a self-designed honors major must, like all other students, declare their intention by the end of the sophomore year. Since this is an honors major, students must have a GPA of 3.65 or higher (based on at least one full semester's work) when they declare it. Students will have to present in writing a clear rationale and a detailed, long-term plan for their proposed study. This written document must demonstrate how the proposed scheme promotes the student's academic and professional goals, and why these goals cannot be realized by way of any of the existing majors in the College. The curricular plan for the major must include a minimum of 12 4-point courses. These courses are in addition to the College's other requirements—that is, at least 128 credits and all of the Morse Academic Plan (MAP) requirements (though students in this major, like other students, may petition to have some of their major courses satisfy the MAP's Societies and the Social Sciences and/or Expressive Culture requirements). The curricular plan should include a substantial thesis or research project that is to be conducted in the senior year. The plan for the major must be supported by at least two faculty sponsors from different departments, as appropriate, and must be approved by the director of college honors and the Faculty Committee on College Honors. In some cases, the Committee may also require further information and even an interview with the student. Any significant later changes from the original plan (such as the substitution of more than two courses) must be approved in advance by the director of college honors and the Committee on College Honors.

Application forms are available in the College Advising Center, Silver Center, 100 Washington Square East, Room 905.

**ADVISEMENT**

The College Advising Center has designated an adviser who works with students who are contemplating a self-designed honors major. This adviser also helps the student identify suitable faculty sponsors. The faculty sponsors will assume responsibility for monitoring the student's progress. They will also submit a final report to the Committee on College Honors, which will formally certify completion of the major.
The Department of Social and Cultural Analysis (SCA) is transdisciplinary, combining topics and methodologies from the humanities and social sciences. Its faculty and students work in a broad range of fields, analyzing the social and cultural relationships between individuals, groups, institutions, and governments. In the department, a commitment to historical inquiry coexists with applied knowledge about such modern developments as intensified urbanization, transnational trade and exchange, and migration of peoples.

SCA houses and integrates the activities of six interdisciplinary programs—Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies—along with the range of degrees and concentrations offered in these programs. In their teaching and research, SCA students and faculty are encouraged to make intersectional links between the areas of interest on which the programs focus. New York City is a crucible for the department’s work, both in its community orientation and its connections to global networks.

Study in SCA thus provides excellent background for careers in such fields as community organizing, legal advocacy, nonprofit administration, public policy, and urban and regional planning, among many others. SCA students can elect to major in social and cultural analysis or to major or minor in one of the following interdisciplinary programs within the department: Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. The department also offers a minor in American Studies. For detailed information, see the entries for these individual programs in this bulletin.

Faculty

Erich Maria Remarque
Professor of Literature:
Harper

Silver Professor; Professor of Spanish and Portuguese:
Pratt

Professors:
Brenner, Dash, Dávila, Dinshaw,
Duggan, Flores, Kulick, Molotch,
Ross, Stacey, Walkowitz, Willis

Associate Professors:
Amkpa, Blake, Gopinath,
Guerrero, Johnson, Morgan,
Saldana, Su, Tchen

Assistant Professors:
Parikh, Rademacher, Ralph,
Sandhu, Zaloom

Visiting Professor:
Rosaldo

Clinical Associate Professor:
Hinton

Assistant Professors/Faculty Fellows:
Hooper, Montez, Pham
Programs

MAJOR

The major in social and cultural analysis consists of introductory, elective, and research components, which together make up a total of 11 courses, as described below. Students choose two of the six program areas within SCA and concentrate their introductory and elective courses in these areas: Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies.

Three introductory courses (can be taken in any order):

- Concepts in Social and Cultural Analysis (V18.0001), an introduction to key terms and analytical categories for interdisciplinary work in social and cultural analysis and related fields, is required. This course fulfills the Societies and the Social Sciences Morse Academic Plan (MAP) requirement.

In addition, two courses are required from among the following (one in each program area of focus):

- Approaches to Africana Studies (V18.0101), Introduction to Pan-Africanism (V18.0104), or Introduction to Black Urban Studies (V18.0105)
- Introduction to American Studies (V18.0201)
- Approaches to Asian/Pacific/ American Experience (V18.0301) or the MAP course World Cultures: Asian/Pacific/American Cultures (V55.0539)
- Introduction to Gender and Sexuality Studies (V18.0401)
- Approaches to Latino Studies (V18.0501) or the MAP course World Cultures: Contemporary Latino Cultures (V55.0529)
- Introduction to Metropolitan Studies (V18.0601) or Cities in a Global Context (V18.0602)

Six elective courses:

Four courses (at least two of which must be upper-division courses) distributed across two of the six different programs within the department (Africana Studies, American Studies, Asian/Pacific/ American Studies, Gender and Sexuality Studies, Latino Studies, Metropolitan Studies); plus, two upper-division courses offered by the Department of Social and Cultural Analysis that address issues relevant across the department’s various fields of study.

Two research courses:

- Internship Fieldwork (V18.0040) and Internship Seminar (V18.0042), pertinent to social and cultural analysis
- Senior Research Seminar (V18.0090), pertinent to social and cultural analysis

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

HONORS

Departmental honors in social and cultural analysis—as in all the majors administered within SCA—requires at least two courses with honors designations. In their senior year, students take a two-semester honors sequence, consisting of a fall honors section of the Senior Research Seminar (V18.0900) and spring Independent Honors Research (8 points total), in which they complete a substantive research project with a significant component based on original primary research.

Courses

Concepts in Social and Cultural Analysis
V18.0001 Offered every semester. 4 points.

A gateway to all majors offered by SCA. Focuses on the core concepts that intersect the constituent programs of SCA: Africana Studies, American Studies, Asian/Pacific/ American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies. Surveys basic approaches to a range of significant analytical concepts (for example, property, work, technology, nature, popular culture, consumption, knowledge), each one considered within a two-week unit.

Senior Research Seminar
V18.0090 Prerequisites: V18.0001, and one of the following introductory courses: V18.0101, V18.0201, V18.0301, V18.0401, V18.0501, or V18.0601. 4 points.

An advanced research course in which students work individually and/or collaboratively on a research project pertaining to the major in social and cultural analysis or the programs in Africana Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, or Metropolitan Studies. Majors should enroll in the fall semester of their senior year.
INTERNSHIP PROGRAM

Internship Fieldwork
V18.0040  Corequisite: V18.0042. Ten hours of fieldwork are required. 2 points.

Internship Seminar
V18.0042  Corequisite: V18.0040. Prerequisites: majors must have taken one course in the introductory sequence and one elective. Open to juniors and seniors. Interview and permission of the director of internships required. 2 points.

The internship complements and enhances the formal course work of the SCA majors. Students intern at agencies dealing with a range of issues pertaining to their major and take a corequisite seminar that enables them to focus the work experience in meaningful academic terms. The goals of the internship are threefold: (1) to allow students to apply the theory they have gained through course work, (2) to provide students with analytic tools, and (3) to assist students in exploring professional career paths. Open to juniors and seniors. Interview and permission of the director of internships required.

ELECTIVE COURSES WITHIN SCA PROGRAMS

Please see electives under:

Africana Studies (18)
American Studies (18)
Asian/Pacific/American Studies (18)
Gender and Sexuality Studies (18)
Latino Studies (18)
Metropolitan Studies (18)
C. Wright Mills once defined sociology as the intersection of history and biography. That is, sociology studies the ways that social structures and interactions shape human experience. Sociologists seek to understand the full range of social institutions and practices, from the dynamics of couples and small groups to the shape of institutions such as the church, occupations, and the family to the functioning of communities, cities, and whole societies. Sociological methods of research are diverse, ranging from the quantitative analysis of large surveys to qualitative approaches, such as in-depth interviewing, participant observation, and historical investigation.

The Department of Sociology at NYU reflects the diversity of the discipline. The faculty includes experts in deviance, law, and crime; organizations, occupations, and work; politics, social protest, and social policy; education, inequality, and social mobility; culture, art, and mass media; urban community and the global city; and sex, gender, and the family. The department encourages students to study issues from a variety of perspectives and to develop a “sociological imagination” that enables them to analyze social arrangements and problems. Whether the goal is to become an informed citizen or an expert in a special field, the department offers the tools and knowledge to help students make sense of the world around them.
grades of C or better in their minor courses.

HONORS PROGRAM
Students with at least a 3.65 cumulative GPA in the major (or with permission of the director of undergraduate studies) may elect to participate in our honors program.

Students begin the honors program in the fall of their senior year. All honors students must take a required senior honors research seminar in which they develop and structure their research projects. One semester of the honors research seminar may substitute for one of the two required advanced courses.

The courses listed below are open to all interested students. There are no prerequisites unless otherwise specified.

INTRODUCTION TO SOCIOLOGICAL ANALYSIS

Introduction to Sociology
V93.0001 Arum, Conley, Lehman, Marwell, Molotch. Offered every semester. 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. Offered every year. 4 points.
How sociologists view the world compared to common sense understandings. Exposes students to the intellectual strategies at the center of modern sociology, but also shows that sociological analysis does not occur in a historical vacuum. Sociology attempts to explain events, but it is also a historical product like other human belief systems. Addresses the human condition: where we came from, where we are, where we are headed, and why. Same topics as V93.0001, but more intensive. Recommended for students who would like to be challenged.

Great Books in Sociology
V93.0003 Brenner, Chhibber, Corradi, Goodwin. Offered every three years. 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 include the social bases of knowledge, the development of urban societies, social structure and movements, group conflict, bureaucratic organization, the nature of authority, the social roots of human nature, suicide, power and politics, and race, class, and gender.

METHODS OF INQUIRY

Research Methods
V93.0301 Arum, Conley, Guthrie, Haney, Jackson, Maisel, Persell, Yeung. Offered every semester. 4 points.
Examines the several methodologies employed in sociological analysis. Studies the relationship between the sociological question raised and the method employed. Some methods covered include survey design and analysis, unobtrusive measures, historical sociology, interviews, content analysis, and participant observation. Introduction to methods of quantitative data processing.

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, Greenberg, Guthrie, Maisel, Yeung. Offered every semester. 4 points.

SOCIOLOGICAL THEORY

Sociological Theory
V93.0111 Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Brenner, Corradi, Ernman, Goodwin, Lakes. Offered every semester. 4 points.
Examines the nature of sociological theory and the value of and problems in theorizing. Provides a detailed analysis of the writings of major social theorists since the 19th century in both Europe and
America: Tocqueville, Marx, Durkheim, Weber, Simmel, Freud, Mead, Parsons, Merton, Goffman, Habermas, Giddens, Alexander, and Bourdieu.

LAW, DEVIANCE, AND CRIMINOLOGY

Law in Society
V93.0413 Dixon, Duster, Greenberg. Offered every year. 4 points.
Sociological perspectives on law and legal institutions: the meaning and complexity of legal issues; the relation between law and social change; the effects of law; uses of law to overcome social disadvantage. Topics: “limits of law,” legal disputes and the courts, regulation, comparative legal systems, legal education, organization of legal work, and lawyers’ careers.

Deviance and Social Control
V93.0502 Dixon, Greenberg, Horowitz. Offered every year. 4 points.
How statuses and behaviors come to be considered deviant or normal; theories of causation, deviant cultures, communities, and careers. Functioning of social control agencies. The politics of deviance. Consideration of policy implications.

Criminology
V93.0503 Dixon, Greenberg. Offered every year. 4 points.
Examines the making of criminal laws and their enforcement by police, courts, prisons, probation and parole, and other agencies. Criminal behavior systems, theories of crime and delinquency causation, victimization, corporate and governmental crime, and crime in the mass media. Policy questions.

SOCIAL PSYCHOLOGY AND COMMUNICATIONS

Communication Systems in Modern Societies
V93.0118 Mail. Offered every three years. 4 points.
The media and mass communication in social context. Deals primarily with contemporary American media: television, radio, newspapers, magazines, and film. Formal and informal patterns of media control, content, audiences, and effect. The persuasive power of the media, the role of the media in elections, and the effects on crime and violence. Does not deal with instructional media or aesthetic criticism.

Social Psychology
V93.0201 Horowitz. Offered every three years. 4 points.
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual,” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

SEX, GENDER, AND THE FAMILY

Sex and Gender
V93.0021 Gerson, Haney, Jackson, Stacey. Offered every year. 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.

The Family
V93.0451 Gerson, Yeung. Offered every year. 4 points.
Introduction to the sociology of family life. Addresses a range of questions: What is the relationship between family life and social arrangements outside the family (for example, in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

Childhood
V93.0465 Heyns. Offered every year. 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. Aims to enlarge our vision of childhood by examining diverse institutions and practitioners in the public realm, beyond families and schools. Compares the emergence and development of specialized services for children with other forms of professionalism, particularly in medicine, law, and social welfare.

SEXUAL DIVERSITY IN SOCIETY

Sexual Diversity in Society
V93.0511 Greenberg, Stacey. Offered every year. 4 points.
Variation in human sexuality. Explores the social nature of sexual expression and how one arrives at erotic object choice and identity. Past and contemporary explanations for sexual variation. Heterosexuality, homosexuality, bisexuality, transvestism, transgenderism, incest, sadomasochism, rape, prostitution, and pornography. Origin of sexual norms and prejudices. Lifestyles in the social worlds of sexual minorities. Problems of sexual minorities in such institutions as religion, marriage, polity, economy, military, prison, and laws. The politics of sex.

ORGANIZATIONS, OCCUPATIONS, AND WORK

Work and Careers in the Modern World
V93.0412 Heyns. Offered every three years. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and job patterns; how occupations maintain control over members’
behavior; how they relate to the wider community; and how they influence family patterns, lifestyle, and leisure time.

**INEQUALITY AND POWER IN MODERN SOCIETIES**

**Race and Ethnicity**

V93.0135 *Identical to V18.0803. Conley, Duster. Morning. Offered every year. 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.

**Wealth, Power, Status: Inequality in Society**

V93.0137 *Prerequisite: Introduction to Sociology (V93.0001) recommended but not required. Chibber, Conley, Gutman, Heyns, Jackson, Mazzes, Persell, Torche. Offered every year. 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 postcapitalist societies.

**Social Movements, Protest, and Conflict**

V93.0205 *Goodwin. Offered every year. 4 points.*

Why and how do people form groups to change their society? Analyzes reformist, revolutionary, and nationalistic struggles; their typical patterns and cycles; and the role of leaders as well as symbols, slogans, and ideologies. Concentrates on recent social movements such as civil rights, feminism, ecology, the antinuclear movement, and the New Right; asks how these differ from workers’ movements. Examines reformist versus radical tendencies in political movements.

**American Capitalism in Theory and Practice**

V93.0386 *Chibber. Offered every two years. 4 points.*

Investigates two governing principles of American society: the fact that it is a market society and the fact that it is a democracy. Examines how the fact of its being a capitalist democracy affects the distribution of goods, rights, and powers. Course themes discuss not only the question of whether capitalist markets are efficient, but also the question of whether market outcomes serve the ends of democracy and justice. Explores the ways in which efficiency can sometimes come into conflict with justice, and how just institutions can in turn have a beneficial impact on efficiency.

**Politics, Power, and Society**

V93.0471 *Brenner, Ertman, Lehman, Offered every two years. 4 points.*

The nature and dimensions of power in society. Theoretical and empirical material dealing with national power structures of the contemporary United States and with power in local communities. Topics include the iron law of oligarchy, theoretical and empirical considerations of democracy, totalitarianism, mass society theories, voting and political participation, the political and social dynamics of advanced and developing societies, and the political role of intellectuals. Considers selected models for political analysis.

**EDUCATION, ART, RELIGION, CULTURE, AND SCIENCE**

**Education and Society**

V93.0415 *Prerequisite: Introduction to Sociology (V93.0001) recommended but not required. Arum, Heyns, Persell. Offered every two years. 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. Offered every two years. 4 points.*

Production, distribution, and consumption of music, art, and literature in their social contexts.

**Urban Communities, Population, and Ecology**

**Social Policy in Modern Societies**

V93.0313 *Heyns. 4 points.*


**Immigration**

V93.0452 *Jasso. Offered every two years. 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.
Cities, Communities, and Urban Life  
V93.0460  Identical to V18.0760.  
Brenner, Horowitz, Molotch.  Offered every year.  4 points.  
Introduction to urban sociology.  
Historical development of American cities and theories about cities.  
Ongoing processes of urban community life.  Are cities sites of individual opportunity and rich communal life, or are they sources of individual pathology and community decline?  
What social, economic, and political factors promote one outcome or the other?  
How do different groups fare in the urban context, and why?  

COMPARATIVE SOCIOLOGY  

Comparative Modern Societies  
V93.0133  Chibber, Corradi, Ertman, Guthrie, Haney.  Offered every two years.  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 POLICY AND SOCIAL PROBLEMS  

Social Policy in Modern Societies  
V93.0313  Haney, Heyns.  Offered every two years.  4 points.  
Examination of the controversies and research concerning the development of welfare states and public social provision.  Special attention to the U.S. public social spending system, in historical and comparative perspective.  Explanations of developments in social policies and an assessment of their applicability to the American welfare state and those of other societies.  

Contemporary Social Problems  
V93.0510  Chibber, Dixon, Persell.  Offered every two years.  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.  

TOPICS COURSE  

Topics in Sociology  
V93.0970,0971  Offered every year.  4 points.  

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.  

Advanced Seminar in Sociology  
V93.0934 to V93.0949  
Prerequisite: junior standing and three courses in sociology, including Introduction to Sociology (V93.0001), or written permission of the instructor.  4 points.  
See the student services administrator for content and other information.  

Senior Honors Research Seminar  
V93.0950,0951  Required both semesters of senior year for all honors students.  4 points.  
Assists students in designing and completing senior thesis projects and finding appropriate faculty advisers.  

INDEPENDENT STUDY  

Independent Study  
V93.0997,0998  Prerequisite: permission of the department.  2 or 4 points per term.  
Intensive research under the supervision of a department faculty member.  

GRADUATE COURSES OPEN TO UNDERGRADUATES  

Under special circumstances, courses offered in the sociology graduate program are open to qualified sociology majors with the permission of the instructor.
The new minor in South Asian studies, which is administered by the Department of Middle Eastern and Islamic Studies, provides students with a broad comparative perspective on South Asia and the opportunity for greater concentration on a specific area of interest and geographical locale. Students might choose, for instance, to study a language and its literature, explore aspects of the colonial and post-colonial histories of South Asia, investigate the art and architecture of the region, explore contemporary political dynamics, or analyze the literary forms of the South Asian diaspora. The course of study encompasses a range of disciplines, including anthropology, history, political science, fine art, literature, and two modern languages (Hindi and Urdu). Through a consortial exchange program with Columbia University, students may also study one of the region’s many modern or classical languages.

**Program**

The minimum requirements for the completion of a minor program are four 4-point courses (16 points) chosen in consultation with the South Asian studies faculty adviser. Students can pursue three broad areas of concentration:

**Track A: Language** provides students with a solid foundation in a modern Indian language. Students must complete a four-semester sequence of either Hindi or Urdu, provided that these courses are not also used to satisfy the CAS foreign language requirement.

**Track B: History, Culture, and Politics** fosters a broad interdisciplinary perspective on South Asia. All four courses must be nonlanguage courses.

**Track C: Culture and Language** combines Tracks A and B. Students must take two language courses at the intermediate level (provided that these courses are not also used to satisfy the CAS foreign language requirement) or advanced level, plus two nonlanguage South Asian studies courses.

A MAP World Cultures course on South Asia—in particular, World Cultures: India (V55.0516)—may be counted toward the nonlanguage minor requirement. With prior approval, one independent study course can count toward the four courses required for a minor. At least three of the four courses must be completed at NYU. The South Asian studies faculty adviser will determine the eligibility of courses taken in study abroad programs or in institutions not part of the consortial exchange.

**Courses**

**ANTHROPOLOGY**

- **Peoples of India**
  
  V14.0104

**ART HISTORY**

- **Asian Art II: Art of South and Southeast Asia from Indus to Angkor Wat**
  
  V43.0530

**ENGLISH**

- **South Asian Literature in English**
  
  V41.0721

**HISTORY**

- **Colonialism and Decolonization**
  
  V57.0569

- **Senior Seminar: Epic and Narrative in South Asian Art**
  
  V43.0800

- **Special Topics: Art and Architecture in South Asia I: From Indus Valley to 1200 A.D.**
  
  V43.0850

- **Special Topics: Advanced Studies in South Asian Art: The Temple in South Asia**
  
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The department boasts one of the most prestigious and innovative programs in the country. Students with an interest in the Spanish and Portuguese languages, and/or in the literatures and cultures of Spain and Portugal, Spanish America, and Brazil, can take a wide range of courses on literary and cultural topics with a world-class faculty. The department offers a total of six majors: Spanish and Latin American literatures and cultures, Luso-Brazilian language and cultures, Latin American studies, Iberian studies, Romance languages, and Spanish and linguistics. In addition, minors are offered in Spanish, Portuguese, Latin American studies, and Iberian studies. An honors program for highly qualified students culminates in the writing of an honors thesis during the student’s senior year. Students majoring in the department are encouraged to participate in the NYU in Madrid and NYU in Buenos Aires programs or in one of NYU’s exchange programs in Latin America. Students can also benefit from the department’s frequent collaboration with NYU’s Center for Latin American and Caribbean Studies and its King Juan Carlos I of Spain Center. In addition, the department’s students take advantage of a number of unique New York City resources, such as the Instituto Cervantes, the Hispanic Society of America, the Museo del Barrio, and the Repertorio Español.
MAJORS

Spanish (95)

Students may specialize in one of five programs of study: Spanish and Latin American literatures and cultures, Romance languages, Latin American studies, Iberian 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 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.

Spanish and Latin American literatures and cultures: Nine courses beyond the intermediate level. Four are required courses prerequisites to advanced electives: Advanced Grammar and Composition (V95.0100), Critical Approaches: Reading, Writing, and Textual Analysis (V95.0200), Readings in Spanish American Literature (V95.0211), and Readings in Spanish Literature (V95.0215). Five are advanced electives in Spanish or Latin American literature and/or culture. Students may substitute one additional advanced language course for one of their five advanced electives: Advanced Spanish Conversation (V95.0101), Techniques of Translation (V95.0110), or Creative Writing in Spanish (V95.0125).

Latin American studies: This interdisciplinary nine-course track allows students to combine studies in Latin American literature and culture with courses related to Latin America offered in other programs or departments throughout the University, including anthropology, cinema studies, comparative literature, economics, fine arts, history, performance studies, politics, and sociology. While individual programs of study should be planned with and approved by the director of undergraduate studies, students pursuing the Latin American studies major normally take three courses in history and politics, three courses in literature and culture, and three courses in other areas. An introductory survey course, such as Introduction to Latin American Culture (V95.0762) or World Cultures: Latin America (V55.0515), is highly recommended for students beginning the major. Requires knowledge of Spanish at the level of V95.0100 and of Portuguese at the level of V87.0010 or V87.0011. Language courses are prerequisites and do not count toward the major in Iberian studies. For further details, see the Latin American Studies section of this bulletin.

Iberian studies: This interdisciplinary nine-course track allows students to combine studies of the literatures and cultures of the Iberian peninsula with courses related to Spain or Portugal offered in other programs or departments throughout the University, including anthropology, cinema studies, comparative literature, economics, and five in linguistics) chosen from the offerings of both departments in consultation with their respective directors of undergraduate studies.

MINORS

Students may complete a minor in Spanish by pursuing one of five minor tracks. All students who wish to minor in Spanish must register with the department.

Spanish: A minor consists of five courses (conducted in Spanish) above the intermediate level. The five courses must include V95.0100 and V95.0200. The remaining courses are determined in consultation with the director of undergraduate studies. They may include one advanced language course (numbered between V95.0101 and V95.0199); the others must be literature or culture courses numbered above V95.0200.

Latin American studies: A minor consists of five courses, combining studies in the literatures and cultures of Latin America with related courses in other departments. It provides students in all disciplines with the opportunity to incorporate an interest in Latin America into their overall course of study. Requirements: Introduction to Latin American Culture (V95.0762) and four additional courses, chosen in consultation with the director of undergraduate studies. Students must demonstrate proficiency in either Spanish or Portuguese above the intermediate level. (Language courses do not count toward the minor.)
Iberian studies: A minor consists of five courses, combining studies in the literatures and cultures of Spain and/or Portugal with related courses in other departments. It provides students in all disciplines with the opportunity to incorporate an interest in Spanish and/or Portuguese into their overall course of study. Requirements: Literature, Culture, and the Arts in Spain (V95.0261) and four additional courses, chosen in consultation with the director of undergraduate studies. At least two of the five minor courses must be conducted in Spanish or Portuguese. Students must demonstrate proficiency in either Spanish or Portuguese above the intermediate level. (Language courses do not count toward the minor.)

Literature in translation: Students interested in this minor should see under Literature in Translation. The courses in Spanish literature in translation are listed below under "Courses Conducted in English."

Creative writing: A minor consists of five courses: V95.0100 or V95.0111, V95.0125, V95.0200, and two advanced writing workshops (V95.0320 and V95.0325), all conducted in Spanish.

NEW YORK UNIVERSITY IN MADRID
New York University has a summer program and an undergraduate full-year program in Madrid. Students who are interested in attending New York University in Madrid should consult with the director of Study Abroad in Madrid in the Department of Spanish and Portuguese Languages and Literatures.

HONORS PROGRAM
Eligibility: To qualify for the honors program in the department, students must maintain at least a 3.65 general average and a 3.65 major average. During their senior year, students who qualify for honors in any of the department’s major tracks enroll in the Honors Thesis Seminar, a year-long colloquium for thesis writers. The honors thesis is an extended research paper written on a topic of the student’s choice related to his or her course of study and directed by a faculty adviser. The Honors Thesis Seminar guides students through the process of researching and writing the thesis, covering such areas as choosing a topic, compiling a bibliography, conducting library and Web-based research, properly documenting sources, and developing research and writing methods for graduate- or professional-level study. Students interested in pursuing the honors program should consult with the director of undergraduate studies in the second semester of their junior year.

Requirements: Completion or simultaneous completion of the major’s requirements; successful completion of the Honors Seminar; an honors thesis; and an oral presentation on the honors thesis and its bibliography. For general requirements, please see Honors and Awards.

Courses—Portuguese

LANGUAGE COURSES

Intensive Elementary Portuguese
V87.0010 Open to students with no previous training in Portuguese and no knowledge of Spanish and to others on assignment by placement test. 6 points.

Intermediate Portuguese I
V87.0003 Prerequisite: V87.0010, placement, or permission of the director of undergraduate studies. Continuation of V87.0010. 4 points.

Intermediate Portuguese II
V87.0004 Prerequisite: V87.0003, placement, or permission of the director of undergraduate studies. Continuation of V87.0003. 4 points.

Portuguese language courses V87.0010, V87.0003, and V87.0004 are oriented toward achieving oral proficiency and are taught in the native language. The elementary-level course stresses the structures and patterns that permit meaningful communication and encourages spontaneous and practical proficiency outside the classroom.

The intermediate-level courses aim to promote fluency in speaking, as well as proficiency in reading and writing. They include readings and discussions on contemporary Portuguese and Brazilian texts.

Intensive Elementary Portuguese for Spanish Speakers
V87.0011 Prerequisite: native or near-native fluency in Spanish. 4 points.

Accelerated introduction to spoken and written Portuguese.

LANGUAGE AND CIVILIZATION COURSES CONDUCTED IN PORTUGUESE

Modern Brazilian Fiction
V87.0821 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. When conducted in English, this course is numbered V87.0820. Offered every other year. 4 points.

Introduction to the fiction of 19th- and 20th-century Brazil. Studies the development of a national literature within the broad context of cultural and literary history.

The Brazilian Short Story
V87.0830 Prerequisite: V87.0004 or permission of director of undergraduate studies. Offered every other year. 4 points.

Examines formal aspects of the Brazilian short story while developing skills in written and spoken Portuguese. Authors include Machado de Assis, Lima Barreto, Mário de Andrade, João Guimarães Rosa, Clarice Lispector, Rubem Fonseca, and João Gilberto Noll.

Readings in Portuguese Literature
V87.0811 Prerequisite: V87.0004, V87.0021, or permission of the director of undergraduate studies. Offered every other year. 4 points.

Introduction to the evolution of Portuguese literature through representative works from the Middle Ages to the present. Genres studied include poetry, fiction, and didactic prose.

The intermediate-level courses aim to promote fluency in speaking, as well as proficiency in reading and writing. They include readings and discussions on contemporary Portuguese and Brazilian texts.

Intensive Elementary Portuguese for Spanish Speakers
V87.0011 Prerequisite: native or near-native fluency in Spanish. 4 points.

Accelerated introduction to spoken and written Portuguese.

LANGUAGE AND CIVILIZATION COURSES CONDUCTED IN PORTUGUESE

Modern Brazilian Fiction
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Introduction to the evolution of Portuguese literature through representative works from the Middle Ages to the present. Genres studied include poetry, fiction, and didactic prose.
Courses—Spanish

COURSES CONDUCTED IN ENGLISH
The following courses are open to all undergraduates.

Independent Study
V87.0997,0998 Prerequisite: permission of the department. Open only to majors. Available every semester. 2 or 4 points per term.

Spanish

LANGUAGE COURSES
Placement in Spanish language courses: The placement of students in Spanish language and literature courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin. To enroll in a Spanish language course, students must have taken the SAT Subject Test in Spanish Language or the placement examination administered by the University. Students from a Spanish-speaking background who wish to study the language may enroll in Spanish for Beginners (V95.0001, V95.0002, and V95.0010) or Intermediate Spanish (V95.0003, V95.0018, V95.0004, and V95.0020), but must take Spanish for Spanish Speakers (V95.0011) or Advanced Spanish for Spanish Speakers (V95.0011) instead. (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:

- A series of 4-point courses (V95.0001, V95.0002, V95.0003, and V95.0004) or V95.0004 (See below for further explanation.)
- V95.0011 or V95.0111

Admission to courses beyond Intermediate Spanish: Students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004, or V95.0018 and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Grammar and Composition (V95.0100) as a preparation for upper-level courses.

Spanish for Beginners 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 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.

Spanish for Students who wish to continue studying Spanish at an intermediate level must take a qualifying exam.

Admission to courses beyond Intermediate Spanish: Students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004, or V95.0018 and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Grammar and Composition (V95.0100) as a preparation for upper-level courses.

Independent Study
V87.0997,0998 Prerequisite: permission of the department. Open only to majors. Available every semester. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH
The following courses are open to all undergraduates.

Spanish

LANGUAGE COURSES
Placement in Spanish language courses: The placement of students in Spanish language and literature courses is explained under “Placement Examinations” in the Academic Policies section of this bulletin. To enroll in a Spanish language course, students must have taken the SAT Subject Test in Spanish Language or the placement examination administered by the University. Students from a Spanish-speaking background who wish to study the language may enroll in Spanish for Beginners (V95.0001, V95.0002, and V95.0010) or Intermediate Spanish (V95.0003, V95.0018, V95.0004, and V95.0020), but must take Spanish for Spanish Speakers (V95.0011) or Advanced Spanish for Spanish Speakers (V95.0011) instead. (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:

- A series of 4-point courses (V95.0001, V95.0002, V95.0003, and V95.0004) or V95.0004 (See below for further explanation.)
- V95.0011 or V95.0111

Admission to courses beyond Intermediate Spanish: Students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004, or V95.0018 and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Grammar and Composition (V95.0100) as a preparation for upper-level courses.

Spanish for Beginners 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 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 instead enroll in V95.0003, which is a 6-credit intensive intermediate course that is the equivalent of Intermediate Spanish I and II. Completion of either V95.0020 or V95.0004 satisfies the MAP foreign language requirement.

Intermediate Spanish I
V95.0003 Prerequisite: V95.0002, 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.

Accelerated Intermediate Spanish I
V95.0018 Prerequisite: V95.0002, V95.0010, or placement. Accelerated course designed for students who earn a high passing grade on the qualifying exam administered upon completion of V95.0002. 4 points.
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 II
V95.0004 Prerequisite: V95.0003, V95.0018, or placement.
Continuation of V95.0003 or V95.0018. 4 points.
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 or another Romance language (one year of high school Spanish or the equivalent, or two years of high school French, Italian, or Latin) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. This is a one-semester intensive course that covers the equivalent of one year of elementary Spanish (V95.0001 and V95.0002). 6 points.

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 V95.0018 (an accelerated version of V95.0003, which similarly prepares them for V95.0004) or in V95.0020. Completion of either V95.0020 or V95.0004 fulfills the MAP requirement.

**Spanish for Spanish Speakers**
V95.0011 Prerequisite: permission of the director of Spanish language programs. Offered every semester. 4 points.

An introductory course in Spanish designed for heritage students who understand spoken Spanish but need to develop their speaking, reading, and writing skills. This course serves as a formal introduction to Spanish grammar. In addition to grammar and vocabulary review, this course incorporates cultural and literary readings in Spanish to develop written and oral communication skills.

**Intermediate Spanish (Intensive)**
V95.0020 Prerequisite: V95.0010, V95.0002, with 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, or V95.0018 and V95.0004) in one semester.

**Catalan I**
V95.0051 Open to students with no previous training in Catalan. 4 points.

Beginning-level course designed to introduce students to the Catalan language. Elementary grammar and language structure are introduced through a communicative approach. The aim is to provide students with basic tools for written and oral communication in Catalan. The course is taught in the target language.

**Catalan II**
V95.0052 Prerequisite: Catalan I (V95.0051) or permission of the director of undergraduate studies. 4 points.

An intermediate-level course that provides students with a deeper understanding of the Catalan language. Its aim is to promote fluency in speaking, as well as proficiency in reading and writing. Emphasis is on building vocabulary and language patterns to expand students’ language skills.

**Readings in Catalan**
V95.0053 Prerequisite: Catalan I and II (V95.0051,0052) or permission of the director of undergraduate studies. 4 points.

Designed to introduce students to representative works from the Middle Ages to the present. Includes readings and discussions on texts encompassing different genres. The aim is to familiarize students with a variety of Catalan literature: poetry, fiction, essays, prose, and journalistic writing.

**Advanced Language and Composition, and Introduction to Literary Studies**
The courses in this section are all conducted in Spanish.

**Advanced Grammar and Composition**
V95.0100 Prerequisite: V95.0004, V95.0004A, V95.0020, or permission of the director of the Spanish language program. Offered every semester. 4 points.

**Advanced Spanish Conversation**
V95.0101 Prerequisite: V95.0100 or permission of the director of undergraduate studies. Offered every semester. 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 non-native speakers only.

**Techniques of Translation**
V95.0110 Prerequisite: V95.0100 or permission of the director of undergraduate studies. Offered in the fall. 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: V95.0011 or permission of the director of Spanish language programs. Offered every semester. 4 points.

For native and quasi-native speakers of Spanish whose formal training in the language has been incomplete or otherwise irregular.

**Advanced Translation Workshop**
V95.0214 Prerequisite: V95.0110 or permission of the director of Spanish language programs. Offered in the spring. 4 points.

Advanced work in the translation of literary texts.

**Advanced Poetry Workshop in Spanish**
V95.0320 Offered every semester. 4 points.

Students refine their skills in poetry writing through close reading of individual poems, excerpts from poetry collections, and complete books of poems written by contemporary Latin American and Spanish poets. In class, students reflect on the creative process of poetry writing while they work on their own poems. Collaborative work and individual meetings with the instructor are key to the dynamics of this workshop.

**Advanced Fiction and Nonfiction Workshop in Spanish**
V95.0325 Offered every semester. 4 points.

Students refine their skills in fiction and nonfiction writing through close reading of short stories, a novella, and personal essays and excerpts from testimonies and autobiographies written by contemporary Latin American and Spanish authors. In class, students...
reflect on the creative process of prose writing while they work on their own texts. Fiction and non-fiction prose are studied side by side, to analyze specific techniques and structures of each particular form.

Critical Approaches: Reading, Writing, and Textual Analysis V95.0200 Prerequisite: V95.0100 or equivalent. Offered every semester. 4 points.

Introduction to literary analysis through close reading 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.

Introduction to Spanish Culture V95.0261 Prerequisite: V95.0200 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0262. Offered in the fall. 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 Prerequisite: V95.0200 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0760. Offered in the fall. 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 Prerequisite: V95.0200 or permission of the director of undergraduate studies. Offered every semester. 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, Carpenter, Borges, Rulfo, García Márquez, Cortázar, Allende, and others.

Readings in Spanish Literature V95.0215 Prerequisite: V95.0200 or permission of the director of undergraduate studies. Offered every semester. 4 points.

Survey course that traces the development of Spanish literature from the Middle Ages to the present. Representative works of various genres are examined in their cultural and historical contexts. Readings include selections from Hispano-Arabic and Hispano-Hebrew poetry, El Cid, El Libro de Buen Amor, Don Quijote, and La vida es sueño, as well as works by Galdós, Clarín, Unamuno, García Lorca, Goysísolo, Carmen Martín Gaite, and others.

ADVANCED COURSES IN LITERATURE AND CULTURE

Cervantes
V95.0371 Identical to V65.0333. See under section heading for prerequisite. Offered every other year. 4 points.

Close readings of the principal prose works, particularly Don Quijote and/or the Novelas ejemplares, supplemented by critical and historical readings. Special attention paid to questions of madness and desire, authorship, the seductions and the dangers of reading, the status of representation, the relation between history and truth, the Inquisition, Spanish imperialism, the New World, the Morisco expulsion, and more.

Theatre and Poetry of the Spanish Golden Age
V95.0421 See under section heading for prerequisite. Offered every other year. 4 points.

Selected texts from Spain during the 16th and 17th centuries (traditionally considered the Golden Age of Spanish art and literature), read in the context of Counter-Reformation culture and Spain’s changing place in early modern Europe. Authors include Garcilaso, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo, and Góngora. The course may be taught with a focus on theatre or poetry (or both).

Forms of the Picaresque in Spain and Spanish America
V95.0438 Identical to V65.0421. See under section heading for prerequisite. Offered every other year. 4 points.

Examines novels in which the protagonist-narrator is a rogue and social outcast who, in telling his life story, reveals not only his own character but that of society as a whole. Includes the anonymous Lazarillo de Tormes and works by Cervantes, Quevedo, Cela, Lizardi, José Rubén Romero, and Roberto Payró.

Women’s Writing in Spain/Latin America
V95.0640 See under section heading for prerequisites. Offered every other year. 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, Diarmaid Eltit, Ana Lydia Vega, and others.

**Modern Hispanic Cities**

*V95.0650* See under section heading for prerequisites. Offered in the summer. 4 points.

Using an interdisciplinary, multimedia, and comparative approach, 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**

*V95.0732* See under section heading for prerequisite. Offered every other year. 4 points.

Details about the texts, authors, and films covered in any particular semester may be found on the department’s Web page and in course descriptions available in the department.

**Latino Literature in the United States**

*V95.0755* See under section heading for prerequisite. Offered in the spring. 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 prerequisite. Offered every other year. 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.

**Literature and Film of the Cuban Revolution**

*V95.0795* See under section heading for prerequisites. Offered every other year. 4 points.

Critical readings of speeches, essays, novels, and films from and about the 1959 Cuban Revolution.

**Topics in Spanish American Literature and Culture**

*V95.0550* See under section heading for prerequisite. When conducted in English, this course is numbered V95.0551. Offered every semester. 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* See under section heading for prerequisite. When conducted in English, this course is numbered V95.0951. Offered every semester. 4 points.

Sample topics include the medieval epic, Spanish mysticism, theory and literary practice in the Spanish baroque, Spanish romanticism, contemporary Spanish poetry, Spanish postmodernism, and contemporary Spanish culture.

**Internship**

*V95.0980,0981,0982* Prerequisite: permission of the director of undergraduate studies. Offered in the spring. 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. Offered in the spring. 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.

**Introduction to Spanish Culture**

*V95.0262* Offered in the spring. 4 points.

See Introduction to Spanish Culture (V95.0261) above.

**Introduction to Latin American Cultures**

*V95.0760* May be used toward the literature in translation minor. Offered in the spring. 4 points.

See Introduction to Latin American Cultures (V95.0762) above.

**Topics in Spanish American Literature and Culture**

*V95.0550* 4 points.

See Topics in Spanish American Literature and Culture (V95.0551) above.

**Topics in Peninsular Spanish Literature and Culture**

*V95.0551* 4 points.

See Topics in Peninsular Spanish Literature and Culture (V95.0550) above.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

Courses at the 1000 level 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.
Interschool minorities offer students the opportunity to develop specializations in a number of non-liberal-arts fields through structured coursework taken at other NYU schools. These minors, which are open to all students at the College of Arts and Science, are either partly or wholly composed of courses from participating schools, such as the Silver School of Social Work; the Steinhardt School of Culture, Education, and Human Development; the Stern School of Business; the Tisch School of the Arts; and the Wagner Graduate School of Public Service.

Students interested in pursuing an interschool minor are encouraged to visit the department or program in which the non-liberal-arts coursework will be taken. In order to declare the minor, however, students should consult an advisor in the College Advising Center, located in Room 905, Silver Center, 100 Washington Square East.

With the exception of the cinema studies minor, all courses taken outside the College in order to complete interschool minor requirements count toward the 16-point limit on course work in other divisions. Since many of these minors require 16 points of coursework outside the College, students are encouraged to develop their course of study in consultation with a College advisor. Courses taken within the College (with a “V” prefix) to complete interschool minor requirements will not count toward this limit.

### Minor in Advanced Mathematical Methods
Offered by the Stern School of Business and the Department of Mathematics at the College of Arts and Science, this minor consists of five courses, for a total of 21 points: V63.0123 (4 points); V63.0140 (4 points); C22.0014 (3 points); either C22.0103 (6 points) or V31.0018 (6 points); and V63.0252 (4 points). On Albert, the courses are listed under the headings of Economics (V31); Mathematics (V63); and Statistics, Operations Research, and Actuarial Science (C22).

### Minor in American Sign Language
Offered by the Department of Applied Psychology at the Steinhardt School of Culture, Education, and Human Development, this minor consists of the following four courses (16 points total) in American Sign Language: E64.0091, E64.0092, E64.0093, and E64.0094. American Sign Language can be declared as a minor if the student takes the full four-course sequence. On Albert, the courses are listed under the heading of American Sign Language (E64).

### Minor in Business Studies
Please consult the Business Studies section of this bulletin.
Minor in Child and Adolescent Mental Health Studies

Please consult the Child and Adolescent Mental Health Studies section of this bulletin.

Minor in Cinema Studies

Please consult the Cinema Studies section of this bulletin.

Minors in Education

The Department of Teaching and Learning at the Steinhardt School of Culture, Education, and Human Development offers seven discrete minors designed for students who intend to pursue careers and/or further study in primary or secondary education. With the exception of General Education, these minors are linked to master's degree programs at Steinhardt that fulfill the requirements for initial teacher certification. Provided that they have completed the appropriate minor, as well as a major in the corresponding field at CAS, students who are accepted into the relevant master's program at Steinhardt have a reduced number of required credits for an M.A. degree.

Students ideally begin an education minor in the first semester of their junior year. Most of the required courses for the minors have a fieldwork component consisting of classroom observation and participation. For additional information, students should contact the Certification Officer in the Office of Student Affairs at Steinhardt, which is located at 82 Washington Square East, 2nd floor.

English education: This minor is designed for English majors with a GPA of at least 2.5 overall and 3.0 in English courses. The minor consists of four courses, for a total of 16 points: E27.0001, E27.1002, E27.1020, and E63.1272.

Foreign language education: This minor is designed for foreign language majors who have completed at least 30 points in the target language. The minor consists of five courses, for a total of 19 points: E27.0001, E27.1002, E29.2069, E29.2201, and E63.1272.

General education: This minor provides an in-depth exploration of important issues in education and is open to students with any CAS major. The minor consists of five courses, for a total of 18 points: E20.1015, E27.0001, E27.1030, E63.0020, and E75.0083.

Mathematics education: This minor is designed for mathematics majors with a GPA of at least 2.5 overall and 3.0 in mathematics courses. The minor consists of five courses, for a total of 18 points. The four required courses are E12.1043, E27.0001, E27.1002, and E27.1030. In their final semester, students choose one of the following courses: E12.1042, E12.1045, E12.1046, or E12.1047.

Science education: This minor is designed for biology, chemistry, and physics majors with a GPA of at least 2.5 overall and 3.0 in their major. The minor consists of five courses, for a total of 18 points: E14.1039, E14.1050, E27.0001, E27.1002, and E27.1030.

Social studies education: This minor is designed for history majors with a GPA of at least 2.5 overall and 3.0 in history courses, and who have completed the following prerequisite courses: V31.0001 and V35.0300. The minor consists of five courses, for a total of 19 points: E23.1039, E23.1073, E27.0001, E27.1002, and E63.1272.

Teaching of English as a second language: This minor is open to students with any CAS major and consists of seven courses, for a total of 19 points: E27.0001, E27.1002, E29.2069, E29.2201, and E63.1272.

On Albert, the courses are listed under the headings of Applied Psychology (E63), Mathematics Education (E12), Multilingual/Multicultural Studies (E29), Science Education (E14), Social Studies Education (E23), Sociology of Education (E20), Special Education (E75), and Teaching and Learning (E27).

Minor in Educational Theater

Offered by the Department of Music and Performing Arts Professions at the Steinhardt School of Culture, Education, and Human Development, this minor provides opportunities for undergraduates to explore ideas and concepts through drama strategies and theatre forms in the classroom or on stage. The minor consists of six or seven courses, for a total of 16 to 18 points. The required courses are E17.0027 (3 points); either E17.0050 (3 points) or E17.0051 (3 points); E17.1065 (2 points); and E17.1005 (2 points). In addition, students select two or three elective courses from the following: E17.0009, E17.0010, E17.1057, E17.1065, E17.1081, E17.1099, and E17.1105.

Students receive advisement from the director of the Program in Educational Theater.

On Albert, the courses are listed under the heading of Educational Theater (E17).
### Minor in Food Studies

Offered by the Department of Nutrition, Food Studies, and Public Health at the Steinhardt School of Culture, Education, and Human Development, this minor consists of five courses, for a total of 16 points. The required courses are E33.0071, E33.0085, E33.1051, E33.1180, and V14.0001.

On Albert, the courses are listed under the headings of Anthropology (V14) and Nutrition, Food Studies, and Public Health (E33).

### Minor in Law and Society

Please consult the Law and Society section of this bulletin.

### Minor in Media, Culture, and Communication

Offered by the Department of Media, Culture, and Communication at the Steinhardt School of Culture, Education, and Human Development, this minor consists of four courses, for a total of 16 points. Students must complete two “core” courses (from E59.0001, E59.0003, E59.0005, and E59.0014), although they are strongly encouraged to take Introduction to Media Studies (E59.0001) and Introduction to Human Communication and Culture (E59.0005). The remaining two courses are to be selected from the 4-point, 1000-level courses in the department, excluding E59.1000 and E59.1100.

On Albert, the courses are listed under the heading of Media, Culture, and Communication (E59).

### Minor in Nutrition

Offered by the Department of Nutrition, Food Studies, and Public Health at the Steinhardt School of Culture, Education, and Human Development, this minor consists of six courses, for a total of 16 points. The two introductory courses are E33.0085 (3 points) and E33.0119 (3 points). The remaining four courses are E33.0060 (3 points), E33.1048 (1 point), E33.1068 (3 points), and E33.1269 (3 points). Principles of Biology I and II (V23.0011,0012) can be substituted for Nutrition-Focused Human Physiology (E33.1068) and Food Microbiology and Sanitation: Safety Certification (E33).

On Albert, the courses are listed under the heading of Nutrition, Food Studies, and Public Health (E33).

### Minor in Producing

Offered by the Tisch School of the Arts, in collaboration with the College of Arts and Science and the Stern School of Business, this minor is designed to provide students with a framework for understanding the dynamics of producing as an art form and a business profession. The minor, which consists of 18 points, provides for a degree of flexibility to meet students’ specific interests in producing. The two required introductory courses for the minor are H95.0562 (4 points) and H95.1006 (4 points). In addition, students take 8 or 9 elective points at Stern, Tisch, and CAS, choosing from the following courses: C55.0001, C55.0020, C55.0022, C55.0040, C55.0044, C55.0046, H28.0185, H28.0677, H56.1023, H56.1028, H56.1084, H56.1086, H56.1093, H56.1095, H56.1123, H56.1195, H72.1145, H80.1105, H85.1115, H95.1093, H95.1360, V54.0502, V54.0503.002, V54.0503.003, V54.0505, and V54.0611. The minor is capped by an in-field professional experience in which students earn 1 or 2 points: H95.1008 and/or H95.1009. Students receive guidance from an Open Arts adviser in the Office of Special Programs, 721 Broadway, 12th Floor.

On Albert, the courses are listed under the headings of Cinema Studies (H72), Drama (H28), Dramatic Writing (H80), Film and Television (H36), Journalism (V54), Marketing (C55), Open Arts Curriculum (H95), and Recorded Music (H85).

### Minor in Public Health and Policy

This minor is offered by the Community Public Health Program (Nutrition, Food Studies, and Public Health) at the Steinhardt School of Culture, Education, and Human Development, in collaboration with the College of Arts and Science and the Wagner Graduate School of Public Service. Designed for students who are considering careers and/or further study in the health professions, the minor contains two tracks: (a) General Public Health and (b) Public Health Policy. The two required courses for both tracks are E33.1301 and E33.1306. For General Public Health, the two additional
Minor in Social and Public Policy

Offered by the Wagner Graduate School of Public Service, in conjunction with the College of Arts and Science, this minor gives students a broad introduction to social policymaking. The minor, which replaces the minor in Public Policy, consists of four courses (16 points total). As an introductory course, students can choose either P11.0020 or P11.0022. The remaining three courses are to be chosen from the following: P11.0015, P11.0017, P11.0018, P11.0030, P11.0036, P11.0063, P11.0065, V31.0227, V35.0307, V53.0382, V53.0570, and V93.0510. On Albert, the courses are listed under the headings of Economics (V31), Politics (V53), Public Administration (P11), and Sociology (V93).

Minor in Social Work

Offered by the Silver School of Social Work, this minor allows students to develop an in-depth understanding of many complex social problems. The minor consists of four courses (16 points total), to be chosen from the following: S03.0001, S03.0002, S03.0052, S03.0055, S03.0060, S03.0062, S03.0065, and S03.0066. Students plan their course of study in consultation with the director of the Undergraduate Social Work Program. On Albert, the courses are listed under the heading Social Work (S03).

Minor in Speech-Language Pathology and Audiology

Offered by the Department of Speech-Language Pathology and Audiology at the Steinhardt School of Culture, Education, and Human Development, this minor enables students to complete the prerequisite courses for graduate programs in speech-language pathology. The minor consists of six courses, for a total of 18 points. The four required courses are E34.0008, E34.0017, E34.0061, and E34.1601. In addition, students choose two elective courses from the following: E34.0009, E34.0402, E34.1012, E34.1015, E34.1045, E34.1101, E34.1205, E34.1207, E34.1210, and E34.1230. On Albert, the courses are listed under the headings of Speech-Language Pathology and Audiology (E34).

Minor in Studio Art

Offered by the Department of Art and Art Professions at the Steinhardt School of Culture, Education, and Human Development, this minor consists of four courses, for a total of 16 points. Students select one course from each of the three core areas: drawing, painting, and print (E90.0350, or E90.0350, or E90.0370); sculpture (E90.0021, E90.0104, or E90.0340); and media (E90.0354, E90.0360, or E90.0361). In addition, students choose one elective from the following: E90.1522, E90.1532, E90.1543, E90.1551, E90.1553, E90.1561, E90.1563. On Albert, the courses are listed under the heading of Art (E90).
The Alexander Hamilton Center fosters the development of policy solutions to pressing domestic and international issues. The Center’s teaching and research functions emphasize considerations such as the design of governing institutions, the development and distribution of human capital, and the means by which fundamental policy issues can be resolved or advanced through the promotion of efficient and effective solutions that are sensitive to political, economic, and social realities.

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

Certificate

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

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

The prerequisites for admission are Quantitative Methods for Political Science (V53.0800), a course in microeconomics, and at least one Hamilton seminar.

The certificate program consists of four Hamilton seminars, in addition to V53.0800. Hamilton seminars taken prior to starting the program will count toward the certificate requirements. (Only one internship may be counted toward the certificate.) Students must earn at least a B in each of the seminars and participate in the Alexander Hamilton Center Junior Researchers Conference in May of their senior year. Upon graduation from the College (September, January, or May), students are awarded one of two certificates: the Gold Hamilton Certificate is awarded to students who graduate with at least a 3.7 GPA, and the Silver Hamilton Certificate is awarded to those who graduate with a GPA between 3.3 and 3.7.

For more information about the certificate, please contact the program administrator, Sarah Dickinson, at 19 West Fourth Street, 2nd Floor.
Admission

A dmission 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 personal essay.

Each applicant is reviewed carefully to identify academic strength, potential for intellectual growth and creativity, and promise of fully utilizing the special offerings of the University and the city. Each applicant’s record is considered objectively and evaluated for participation in extracurricular and community services, in addition to scholarly pursuits.

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 “Applicants with International Credentials.”

Recommended High School Preparation

The quality of an applicant’s secondary school record is considered to be more important than a prescribed pattern of courses. Sound preparation, however, should include English (with heavy emphasis on writing), social studies, foreign language, mathematics, and laboratory sciences. The Admissions Committee pays particular attention to the number of honors, Advanced Placement (AP), and International Baccalaureate (IB) courses the applicant has completed in high school.

The minimum requirements for consideration are as follows:

- Four years of English
- Three or four years of academic mathematics
- Two or three years of foreign language
- Three or four years of laboratory sciences
- Three or four years of social studies

Students most competitive for admission will exceed these minimums. It is strongly recommended that you continue mathematics and language courses in your senior year of high school.

The Admission Process

All candidates for admission to the College should send the following to the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339:

- The Undergraduate Application for Admission (online application only at admissions.nyu.edu) or the Common Application (online or paper version)
- Supplement is required for applicants using the Common Application
- Nonrefundable $65.00 application fee ($75.00 for international students and U.S. citizens living abroad)
- Official high school and/or college records for courses for which academic credit has been earned (and General Educational Development test scores, if applicable)
- All required testing should be completed and results forwarded electronically by one testing agency to the Undergraduate Admissions Processing Center.
- Recommendations
- Personal statement/essay

Candidates are urged to complete and file their applications as soon as possible, especially those seeking financial aid and/or housing. (See below for application fil-
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.

Freshman and transfer candidates for summer or September admission are notified in early May. Early decision candidates are notified starting in the middle of December. Transfer candidates for January admission are notified beginning in the middle of November.

**Admission Application Filing Deadlines**

For entrance in September, applications for admission, including all required supporting credentials, must be received by January 1 for freshman candidates, by April 1 for transfer applicants, and by November 1 for early decision applicants (freshmen only).

For entrance in January (transfer applicants only), applications for admission, including all required supporting credentials, must be received by November 1.

For entrance in the summer sessions (transfer applicants only), applications should be received by April 1.

Applications for admission received after these dates 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 academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions at the Jeffrey S. Gould Welcome Center, located at 50 West Fourth Street. The Office of Undergraduate Admissions holds daily information sessions and conducts campus tours, Monday through Friday, except during University holidays. Visit the undergraduate admissions Web site at admissions.nyu.edu or call 212-998-4524 to make an appointment for an information session and tour.

Although interviews are not available, a visit to the campus is strongly recommended. Applicants will be notified if an interview is required by the Office of Undergraduate Admissions or any of the individual departments.

It is suggested that reservations be made well in advance of your visit.

**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 212-575-0006.

**Required Testing**

Freshman applicants must take the SAT Reasoning Test or the ACT (with Writing Test) and have official scores sent directly from the testing service to the University. Freshman applicants must also submit scores from two SAT Subject Tests. The test booklets will provide a space in which applicants who want their scores sent to New York University may enter the appropriate code number. For the SAT, 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. It is recommended that applicants seeking September admission should take the SAT Reasoning Test or ACT (with Writing Test) examinations during the preceding October, November, or December.

Transfer students must submit SAT or ACT scores. If you are applying as a transfer student and you took either one of these tests while in high school, you should not retake the tests now; simply submit the results of your high school SAT or ACT examinations. If you did not take SAT or ACT examinations in high school and have been in college less than one year, you must take one of these tests and submit the results as part of your application. We encourage all transfer applicants to submit the results of two SAT Subject Tests if taken during high school.

International students who are in an area where the ACT (with Writing Test) is not offered must take the SAT.
If English is not your native language and if your primary language of instruction has not been English, you should also take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. (Please see “Applicants with International Credentials” below for additional information.)

Detailed information on the SATs may be obtained from the College Board, 45 Columbus Avenue, New York, NY 10023-6917; 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from ACT, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; 519-337-1270; www.act.org.

Financial Aid Application

After the admissions decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for 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 most student aid programs. We recommend that students apply electronically; see our NYU Web site at www.nyu.edu/financial.aid. There is no fee charged to file the FAFSA. Students must include the NYU federal school code number 002785 in the school section of the FAFSA to ensure that their submitted information is transmitted by the processor to New York University.

New York State residents should also complete the separate application for the Tuition Assistance Program (TAP); for information, visit www.nyu.edu/financial.aid/tap.html. Students from other states may be required to complete separate applications for their state programs if their state grants can be used at New York University.

Early Decision Plan for High School Seniors

Entering freshmen with clearly acceptable high school records and standardized test scores no later than November 1.

In addition, each applicant must complete on the application a signed statement agreeing that he or she will withdraw any applications submitted to other colleges if accepted by New York University. Another form must be signed by the student, parent, and counselor agreeing to an early decision commitment to enroll if admitted to NYU. 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 1, so that the University will be able to provide a financial aid estimate for need- and merit-based assistance by the early decision notification date. This application is included with the Application for Undergraduate Admission, which can be found online at admissions.nyu.edu/applying.for.admissions. Early decision applicants must also file the Free Application for Federal Student Aid (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 within the last 10 years that satisfies degree requirements and that falls within the residency requirement, with the exception of certain courses of a vocational nature or courses not consistent with the educational objectives of the college. Within these provisions, applicants from regionally accredited colleges are eligible for admission.

Except when specifically noted, the general procedures described for entering freshmen apply to all applicants seeking to transfer from other two-year or four-year institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer applicants who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer applicants who did not take these exams while in high school and have been in college less than one year must take one of these tests and submit their results to NYU.
Transfer Applicants Within the University

Students who wish to transfer from one school to another within the University must file an Internal Transfer Application online at admissions.nyu.edu 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 matriculated students who are currently attending other accredited four-year colleges and maintaining good standing, both academic and disciplinary, may be admitted on certification from their own schools. Such students must be eligible to receive degree credit at their own schools for courses taken at the College. The approval as a special undergraduate student is for two terms only and cannot be extended. The application form for special undergraduate students may be obtained online at admissions.nyu.edu. Deadlines for applications are as follows:

- Fall: August 1
- Spring: December 1
- Summer: April 1

All special students must meet the regulations of the Faculty Committee on Undergraduate Academic Standards regarding grades and program. 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 online at admissions.nyu.edu. Please indicate on the application for admission your country of citizenship, and, if you’re currently residing in the United States, your current visa status.

Freshman 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 1. 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. Transfer candidates 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.

All freshman applicants are required to submit official results of either the SAT Reasoning Test or the ACT (with Writing Test). In addition, freshman applicants must also submit scores from two of the SAT Subject Tests.

If the applicant’s secondary education culminated in a maturity certificate examination, he or she is required to submit an official copy of the grades received in each subject. All documents submitted for review must be official; that is, they must be either 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 officials or an original impression of the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Information concerning this examination be sent to the Undergraduate Admissions Processing Center, code 2562.

In lieu of the TOEFL, acceptable results on the International English Language Testing System (IELTS) examination administered by the British Council will be considered. For information on this test, visit www.ielts.org.

Applicants residing in the New York area may elect to take, in lieu of the TOEFL or IELTS, 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 calling 212-998-7040.

Financial documentation is not required when filing an application. If the student is accepted, instructions for completing the Application for Certificate of Eligibility (AFCOE) online will be included in the acceptance packet. Appropriate evidence of financial ability must be submitted with the AFCOE to the Office for International Students and Scholars. The issuance of certificates for student visas (Form I-20) 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. For further information, visit the Office for International Students and Scholars online at www.nyu.edu/oiss.

The American Language Institute

The American Language Institute of the School of Continuing and Professional Studies of New York University offers intensive courses in English for students with little or no proficiency in the language. It also offers the Advanced Workshop Program in English for students with substantial English proficiency but insufficient proficiency for undertaking a full-time academic program. Qualified students in this program can often combine English study with a part-time academic program. This combination may constitute a full-time program of study. The institute also offers specialized courses in accent reduction, grammar, and American business English.

Individuals who wish to obtain additional information about the American Language Institute are invited to visit the office of the American Language Institute weekdays throughout the year between the hours of 9 a.m. and 6 p.m. (Fridays until 5 p.m.). They may also visit the Web site, www.sps.nyu.edu/ali, 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; phone: 212-998-7040; fax: 212-995-4135; or e-mail: ali@nyu.edu.

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 and who wishes to return to the College must apply for readmission. Applications for readmission are available online at admissions.nyu.edu. (See admission application filing deadlines above.) 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 complete the regular application for admission and submit an official transcript.

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 online at admissions.nyu.edu or from the Undergraduate Admissions Processing Center, New York University, 665 Broadway, 11th Floor, New York, NY 10012-2339. A $55 application fee is required.

Deadlines for applications are as follows:
- Fall: August 1
- Spring: December 1
- Summer: April 1

Students interested in the post-baccalaureate premedical program should contact the Prehealth Advisement Office, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 904, New York, NY 10003-6688.

NYU Spring in New York

NYU Spring in New York offers college students from other institutions an opportunity to earn college credit and to experience academic life at New York University. Spring in New York participants enroll in one of eight areas of study, in courses with NYU students and taught by NYU faculty.

In addition to classroom learning, NYU Spring in New York students have access to the same opportunities and benefits as NYU students: library access, sports center access, and program office events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also
Credit by Examination

The Advanced Placement (AP) Program, the International Baccalaureate (IB) Program, and the results of some foreign maturity certificate examinations enable undergraduate students to receive credit toward the bachelor’s degree on the basis of performance in college-level examinations or proficiency examinations related to the school’s degree requirements, subject to the approval of the school.

The maximum number of credits allowed toward the degree requirements of the College that are a result of any possible combination of nonresident special examination programs shall not exceed a total of 32.

International Baccalaureate (IB): The College recognizes, for advanced standing credit, higher-level examinations passed with grades of 6 or 7. No credit is granted for standard-level examinations. Official reports must be submitted to the Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

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 Undergraduate Admissions Processing Center. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

Advanced Placement Program

The College participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. In accordance with New York University policy, if test results are 5 or 4, depending on the subject examination, the student may receive college credit toward the degree and may not take the corresponding college-level course for credit. See the chart on the next page concerning those AP 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 AP credit.

For additional information, students should consult the Office of Undergraduate Admissions at admissions.nyu.edu or by telephone at 212-998-4500.
<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>4</td>
<td>V43.0001 or V43.00021</td>
</tr>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>8</td>
<td>V23.0011,0012 / V23.0013,0014</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4, 5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>8</td>
<td>V63.0121,0122</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>8</td>
<td>V25.0101,0102 / V25.0109,0110</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>V33.0204</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4, 5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4, 5</td>
<td>8</td>
<td>V22.0101,0102</td>
</tr>
<tr>
<td>English Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History</td>
<td>4, 5</td>
<td>4</td>
<td>V57.0001 or V57.0002</td>
</tr>
<tr>
<td>French Language</td>
<td>4, 5</td>
<td>4</td>
<td>V45.0101</td>
</tr>
<tr>
<td>French Literature</td>
<td>4, 5</td>
<td>4</td>
<td>V45.0115</td>
</tr>
<tr>
<td>German Language</td>
<td>4, 5</td>
<td>4</td>
<td>Any 100-level language course</td>
</tr>
<tr>
<td>Human Geography</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>V59.0012</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>4, 5</td>
<td>4</td>
<td>V33.0250</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>4, 5</td>
<td>4</td>
<td>V27.0006</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>V31.0001</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4, 5</td>
<td>4</td>
<td>V31.0002</td>
</tr>
<tr>
<td>Music Theory</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B</td>
<td>5</td>
<td>10</td>
<td>V85.0011,0012</td>
</tr>
<tr>
<td>Physics B</td>
<td>4</td>
<td>5</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>V85.0011, V85.0081, or V85.0091</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>5 or 3</td>
<td>V85.0012, V85.0081,0082, or V85.0093</td>
</tr>
<tr>
<td>Politics (U.S. Gov't and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comp. Gov't and Politics)</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology</td>
<td>4, 5</td>
<td>4</td>
<td>V89.0001</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>4, 5</td>
<td>4</td>
<td>V95.0004</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>4, 5</td>
<td>4</td>
<td>V95.0200</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>4</td>
<td>V89.0009</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4, 5</td>
<td>4</td>
<td>V57.0009 or V57.0010</td>
</tr>
<tr>
<td>World History</td>
<td>4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
</tbody>
</table>

1. Students who obtain a score of 5 and who major or minor in art history are exempt from the introductory course, but AP credit does not reduce the total number of courses required for the major or the minor.
2. Students wishing to enroll in Calculus II (V63.0122) or Calculus III (V63.0123) must meet one or more of the prerequisites detailed in the Mathematics (63) section of the bulletin.
3. In order to receive credit for a score of 4 or 5 on Chinese Language and Culture and/or Japanese Language and Culture, students must successfully place above Intermediate II on language placement exams administered by the East Asian Studies department. This satisfies the MAP foreign language proficiency requirement. Credits awarded in this manner count as elective credit and cannot be applied to the East Asian Studies major or minor.
4. Students wishing to go on in Latin or to receive credit toward a classics major or minor must consult the Classics department.
5. 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.
6. 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.
7. 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.
8. Credit can count as an elective toward the history major but not toward the history minor.
ADVANCED PLACEMENT CREDIT AND THE MORSE ACADEMIC PLAN

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Grade</th>
<th>MAP Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C-E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech.</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M</td>
<td>4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
</tbody>
</table>

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 housing deposit.
3. Have his or her high school and college forward a final transcript(s) to the Undergraduate Admissions Processing Center.
4. File a medical report.
5. Make an appointment with the individual school or division for academic advisement.
6. Pay balance of tuition and/or housing fees by the stipulated deadlines.
7. Register for classes when notified.
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: 2008-2009**

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2008-2009. 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, emergency and accident coverage, and technology fees.

Note: Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program (TAP) Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are New York State residents, are enrolled on a full-time basis, and present 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 2008-2009.

**FULL-TIME STUDENTS**

Tuition, 12 to 18 points per term . . . . . . . . . . $17,615.00

Fall term 2008:
Nonreturnable registration and services fee . . . . . . . . . . . . $1,071.00

Spring term 2009:
Nonreturnable registration and services fee . . . . . . . . . . . . $1,071.00

For each point taken in excess of 18, per point, per term (includes a nonreturnable registration and services fee of $58.00 per point) . . . . . . $1,096.00

**OTHER STUDENTS**

Tuition, per point . . . . . . . . . . . $1,038.00

Fall term 2008:
Nonreturnable registration and services fee, first point . . . . . . . . $395.00

Fall term 2008:
Nonreturnable registration and services fee, per point, for registration after first point . . . . . . . . . . . . $58.00

Spring term 2009:
Nonreturnable registration and services fee, first point . . . . . . . . $408.00

Spring term 2009:
Nonreturnable registration and services fee, per point, for registration after first point . . . . . . . . . . . . $58.00

**BASIC HEALTH INSURANCE BENEFIT PLAN**

Full-time students are automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, or waive the plan entirely (and show proof of other acceptable health insurance).

1Waiver option is available.
2Students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, or waive the plan entirely (and show proof of other acceptable health insurance).
Summer term . . . . . . . . . . $376.00
(only for students who did not register in the preceding term)

COMPREHENSIVE HEALTH INSURANCE BENEFIT PLAN
International students are automatically enrolled1,2; all others can select:
Annual . . . . . . . . . . . . . . . . . . $2,170.00
Fall term . . . . . . . . . . . . . . . . . . $838.00
Spring term . . . . . . . . . . . . . . . . . . $1,332.00
(coverage for the spring and summer terms)
Summer term . . . . . . . . . . . . . . . . . . $589.00
(only for students who did not register in the preceding term)

STUDENT PLAN
Dental service through NYU’s College of Dentistry:
Primary member . . . . . . . . . . . . . . . $225.00
Partner . . . . . . . . . . . . . . . . . . . . . . . . . . . $225.00
Dependent (under age 16) . . . . . . . . . . . . . . . $80.00
Renewal membership . . . . . . . . . . . . . . . . . $185.00

SPECIAL PROGRAMS
For expenses for study in the NYU programs abroad and in NYU International Exchange Programs, contact NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433.

DEFERRED PAYMENT PLAN
The Deferred Payment Plan allows you to pay 50 percent of your net balance due for the current term on the payment due date and defer the remaining 50 percent until later in the semester. This plan is available to students who meet the following eligibility requirements:
- Matriculated and registered for 6 or more points
- Without a previously unsatisfactory University credit record

Interest (finance charges) will accrue beginning from the first day of class at 12 percent per annum (1 percent per month) on the unpaid balance. A $25.00 late fee will be assessed if deferred payments are made after the due date. For additional information, please contact the Office of the Bursar at 212-998-2806.

TUITIONPAY PLAN
TuitionPay (formerly called AMS) is a payment plan administered by SallieMac. The plan is open to all NYU students with the exception of the SCPS noncredit division. This interest-free plan allows for all or a portion of a student’s educational expenses (including tuition, fees, room, and board) to be paid in monthly installments.

The traditional University billing cycle consists of one large lump sum payment due at the beginning of each semester. TuitionPay is a budget plan that enables a family to spread payments over the course of the academic year. By enrolling in this plan, you spread your fall semester tuition payments over a four-month period (June through September) and your spring semester tuition payment over another four-month period (November through February).

With this plan, you budget the cost of your tuition and/or housing, after deducting any financial aid you will be receiving and/or any payments you have made directly to NYU.

A nonrefundable enrollment fee of $50.00 is required when applying for the fall/spring TuitionPay plan. You must enroll in both the fall and spring plans. Monthly statements will be mailed by TuitionPay, and all payments should be made directly to them. For additional information, contact TuitionPay at 800-635-0120 or visit the NYU Bursar Web site at www.nyu.edu/bursar.

ARREARS POLICY
The University reserves the right to deny registration and withhold all information regarding the record of any student who is in arrears in the payment of tuition, fees, loans, or other charges (including charges for housing, dining, or other activities or services) for as long as any arrears remain.

DIPLOMA ARREARS POLICY
Diplomas of students in arrears will be held until their financial obligations to the University are fulfilled and they have been cleared by the Bursar. Graduates with a diploma hold may contact the Office of the Bursar at 212-998-2806 to clear arrears or to discuss their financial status at the University.

WITHDRAWAL AND REFUND OF TUITION
A student who for any reason finds it impossible to complete a course for which he or she has registered should consult with an academic adviser. An official withdrawal must be filed either on Albert (through the first three weeks of the term only) or in writing on a completed Change of Program (drop/add) form with the Office of the University Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the...
Financial Aid

New York University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information about financial aid is forwarded with the admission application and is also available on the Office of Financial Aid Web site, www.nyu.edu/financial.aid. A concise summary is also included in the NYU Student’s Guide, available at the Student Resource Center, Kimmel Center for University Life, 60 Washington Square South, Suite 210.

Many awards are granted purely on the basis of scholastic merit, while others are based on financial need. It is frequently possible to receive a combination of awards based on both. 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.

It is the student's responsibility to supply true, accurate, and complete information to the Office of Financial Aid and to notify the office immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored, prepaid college savings plans.

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 may prevent 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 TAP application is also available on the Internet when using FAFSA on the Web. See [www.nyu.edu/financial.aid/tap.html](http://www.nyu.edu/financial.aid/tap.html).) The FAFSA (available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), from the student’s current high school, or from the NYU Office of Financial Aid) 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.)

Students are encouraged to apply for financial aid electronically—the fastest and most accurate method. See [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid) or [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Graduate students should consult the Office of Financial Aid Web site or their department for financial aid deadlines.

Students requiring summer financial aid must submit a summer aid application in addition to the FAFSA and TAP applications. The summer aid application, available in February, can be obtained from the Office of Financial Aid or its Web site, [www.nyu.edu/financial.aid](http://www.nyu.edu/financial.aid).

**ELIGIBILITY**

**Enrollment:** 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 6 points per semester) may be eligible for a Federal Stafford Loan or a Federal PLUS Loan, 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—a separate application is necessary) or for Pell Grants.

**Renewal eligibility:** 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 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 noncitizens for financial aid purposes if one of the following conditions applies:

- **U.S. permanent resident with an Alien Registration Receipt Card I-551 (“green card”)**
- **Other eligible noncitizen with an Arrival-Departure Record (I-94) showing any one of the following designations:**
  - (a) “Refugee,”
  - (b) “Indefinite Parole,”
  - (c) “Humanitarian Parole,”
  - (d) “Asylum Granted,” or
  - (e) “Cuban-Haitian Entrant”

**Withdrawal:** Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based upon the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.
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 are competitive and based on academic achievement, test scores, and, in most cases, financial need.

Scholarships and Grants
Scholarships and grants awarded by the University generally range from $500 to $25,000. In addition, the University has established separate scholarship funds for students in special situations of merit or need. 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.

New York University Merit Scholarships: The University sponsors scholarships for finalists in the annual National Merit Scholarship Programs. New York University must be listed as the first choice of schools in order to qualify for New York University Merit Scholarships.

The Reynolds Program in Social Entrepreneurship: The Reynolds Program in Social Entrepreneurship offers 10 undergraduate scholarships each year. The program is a comprehensive initiative designed to equip the next generation of social entrepreneur leaders and infrastructure developers and managers with the skills, resources, and networking opportunities needed to help solve society's most intractable problems in sustainable and scalable ways. The undergraduate scholarship provides up to $40,000 over two years, as well as dedicated curricular and cocurricular activities. Students must submit an application for consideration. For more details, visit www.nyu.edu/reynolds.

Intel and Siemens Scholars: Finalists in the Intel and Siemens Science Talent Searches are eligible to participate in the College of Arts and Science Scholars Program. The Scholars Program includes a scholarship award in addition to activities. Recipients are paired with a senior faculty member who serves as academic adviser, personal counselor, and independent-research facilitator. Scholars also receive a special stipend that may be used for continued research and for summer or international study.

Women in Science Program: The Women in Science (WINS) Program selects and supports a core group of talented, motivated women from each entering class who are interested in a career path focused on science and math research. These women, WINS Scholars, will have the opportunity to participate in a program of study, research, and mentoring specifically tailored to their chosen academic path. WINS Scholars are offered certain specialized courses and invitations to events with notable women in the science and math professions, as well as both a financial scholarship and a research stipend.

Martin Luther King, Jr., Scholars Program: Since its inception in 1987, the Martin Luther King, Jr., Scholars program has awarded over 300 need-based and merit scholarships to incoming freshmen attending one of the eight undergraduate schools and colleges at NYU. These students present records of outstanding academic achievement, leadership, and commitment to the principles of community service, humanitar-ianism, and social progress. MLK Scholars help to plan and participate in academic and cultural events that draw on the vast resources of New York University and New York City. They explore cultural diversity through domestic and international travel and take the lead in helping others through community service.

Lewis Rudin City Scholars: Rudin Scholars are outstanding entering freshmen selected from public and parochial high schools in all five boroughs of New York City. In addition to their scholarship, the scholars participate in academic and cultural activities in New York City. The program is named in honor of the late real estate developer Lewis Rudin, former president of the Association for a Better New York and an NYU alumnus and trustee.

AnBryce: Through the generosity of the AnBryce Foundation, this scholarship is awarded each year to a small number of academically motivated students who demonstrate financial need and who are about to be the first generation in their family to attend college. The award will cover up to the cost of tuition and is renewable over four years of undergraduate study at NYU. These Scholars will participate in a rich combination of orientation and mentoring programs, as well as educational and cultural activities. Students are expected to maintain a minimum GPA of 3.5 each year and to participate actively in program activities.

ARCH: This University scholarship is awarded each year to students who demonstrate financial need and who are committed to having a positive impact on the world. The Office of Undergraduate Admissions is partnering with the Wasserman Center for Career Development to create a career development and internship program for these Scholars, which—at the onset of their freshman year—will introduce them to career options and help them to develop career potential and marketable professional skills. The award will help to meet full need and is renewable over four years of undergraduate study at NYU.

Loan Program
Federal Perkins Loan Program: New York 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. New York University generally awards Perkins Loans to the neediest full-time students only.

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.

The annual interest rate is currently 5 percent, and interest does not accrue while the student remains enrolled at least half-time.

**PART-TIME EMPLOYMENT**

Wasserman Center for Career Development: Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are normally used for books, transportation, and personal expenses.

It is not necessary to work in order to use the services of the Wasserman 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. The Wasserman Center for Career Development is located at 133 East 13th Street, 2nd Floor; 212-998-4730.

**Resident assistantships:** Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board, and/or a stipend.

Applications and further information may be obtained from the Office of Residential Education, New York University, 75 Third Avenue, Level C2, New York, NY 10003-5582; 212-998-4311.

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**Other Sources of Aid**

**STATE GRANTS**

New York State offers a wide variety of grants and scholarships to residents. 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 assembling the student’s financial aid package.

New York State Tuition Assistance Program (TAP): 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. (See the earlier “How to Apply” section.) Return the completed application as instructed; do not send the forms to NYU. For more information about TAP, visit www.nyu.edu/financial.aid/tap.html.

**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 $2,000 per academic year. The amount of an award is determined by the institution. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credit points per term. Applications are available from the Office of Financial Aid or its Web site, www.nyu.edu/financial.aid. The application deadline varies; please consult the Office of Financial Aid.

Additional programs are listed below. For complete information, contact the New York Higher Education Services Corporation (HESC) toll-free at 888-697-4372 or visit the Web site at www.hesc.com.

- World Trade Center Scholarship
- New York State Scholarship for Academic Excellence
- Regents Professional Opportunity Scholarships
- Awards for Children of Veterans (CV)
- Robert C. Byrd Honors Scholarship
- Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers
- Persian Gulf Veterans Tuition Awards (PGVTA)
- Vietnam Veterans Tuition Awards (VVTVA)
- State Aid to Native Americans
- AmeriCorps Educational Award
- Volunteer Recruitment Service Scholarship for Volunteer Fire and Ambulance Recruits

**Military Service Recognition Scholarship (MSRS)**

States other than New York: Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at New York University. Contact your state financial aid agency (call 800-433-3243 to get its telephone number and address) to ask about program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to NYU’s Office of Financial Aid in advance of registration.

**FEDERAL GRANTS AND BENEFITS**

**Pell Grant Program:** The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

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550 • Tuition, Fees, and Financial Aid
Federal Academic Competitiveness Grant (ACG): The Academic Competitiveness Grant (ACG) provides federal assistance to students who are also eligible for a Federal Pell Grant and have financial need. Students must also be U.S. citizens, be enrolled full-time, and be in a two- or four-year undergraduate degree program. They must not have previously enrolled in an undergraduate program and must have been in a rigorous high school program or met the standard of rigor via other means as defined by the Department of Education. The amount of the award varies, depending on whether the student is in his or her first or second year. For students receiving the ACG in their first year, they must have graduated from high school after January 1, 2006. For students receiving ACG in their second year, they must have graduated from high school after January 1, 2005. Returning students must have a cumulative GPA of 3.0 or above. Students will automatically be reviewed for ACG eligibility each semester.

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.

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 private scholarship or grant from an outside agency. Some sources to explore are employers, unions, professional organizations, and community and special interest groups. A number of extensive scholarship search resources are available free on the Internet, and several are featured on the NYU Office of Financial Aid Web site, www.nyu.edu/financial.aid. Students must notify the Office of Financial Aid if they receive funds from any of these sources.

FEDERAL LOANS
Subsidized Stafford Student Loan (SSL) Program: The subsidized federal Stafford Student Loan Program provides low-interest student loans using the capital of lending institutions and the administrative facilities of state agencies. These loans are made by independent banks or lending institutions and are generally insured by both the state and federal governments.

During the first year of undergraduate study, the student may borrow up to a maximum of $3,500. In subsequent years, the amount is increased to $4,500 (sophomores), $5,500 (juniors and seniors), and $8,500 (graduate students). 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 fixed at 6.8 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half-time.

An insurance premium of up to 1 percent, as well as an origination fee of up to 3 percent, may be deducted from the loan funds.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

Unsubsidized Stafford Student Loan Program: For independent undergraduate students, graduate/professional degree students, and some dependent undergraduate students for whom it is documented that their parents cannot obtain a PLUS loan, the unsubsidized federal Stafford Student Loan provides additional loan eligibility beyond any subsidized Stafford amounts. Students must first apply for the regular (subsidized) Stafford program, and if they meet eligibility criteria they will be automatically considered for the unsubsidized program. Terms and conditions are essentially the same as for the regular Stafford loan, except the federal government does not pay the interest on the unsubsidized loan while the student is in school. Students must begin to repay interest and principal 60 days after the first loan funds are issued. Payment of the principal may be deferred if the student is enrolled at least half-time for the period of the loan. Also, the interest can be “capitalized” (added to the principal) if desired.

Freshmen and sophomores may borrow up to $4,000 each year, juniors and seniors up to $5,000 each year, and graduate students up to $12,000 each year. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and minus all other financial aid received that year.

Stafford loan disbursements are copayable to NYU and the student, and funds are applied first to any outstanding balance on the student’s account.

Stafford Loan limits: Generally, the total debt a student can have outstanding from all Stafford Loans combined is $23,000 as a dependent undergraduate student; $46,000 as an independent student (only $23,000 of this amount may be in subsidized loans); and $138,500 as a graduate or professional student (only $65,500 of this amount may be in subsidized loans).
loans). The graduate debt limit includes any Stafford Loans received for undergraduate study.

PLUS Loan Program: The federal PLUS Loan Program enables creditworthy parents of dependent 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 fixed at 8.5 percent. For this reason, eligible individuals are strongly encouraged to choose a federal PLUS loan before applying for a private educational loan. Repayment of the PLUS loan typically begins within 60 days after funds are disbursed and may extend up to 10 years. An origination fee of up to 3 percent will generally be deducted at the time of disbursement.

PRIVATE LOANS
Various private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, 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 website (www.nyu.edu/financial.aid) 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 who receive tuition reimbursement and NYU employees who receive tuition remission from NYU must notify the Office of Financial Aid if they receive this benefit.
The College of Arts and Science offers students a wide variety of activities outside the classroom: curriculum-related clubs, special events, and service to the community and the University. Students participate in faculty meetings and departmental committees and sit as voting members of the University Senate.

The vigor of intellectual life at college after hours is found in curriculum-related clubs that embrace all academic disciplines. For example, the Classics Club is noted for guest lecturers, Greek and Latin reading groups, discussion groups on classical civilization, and productions of ancient tragedy and comedy in the original language and in English. Bus trips are organized by various clubs (such as the Art History, History, and Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

In addition, the Student Council sponsors other co-curricular 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 Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B.

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.

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**Student Activities, University Services**

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**STUDENT ACTIVITIES**

**Student Resource Center**
Kimmel Center for University Life
60 Washington Square South, Suite 210
Telephone: 212-998-4411
E-mail: student.resource.center@nyu.edu
Web site: www.nyu.edu/src

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**Office of Student Activities (OSA)**
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4700
E-mail: osa@nyu.edu
Web site: www.osa.nyu.edu

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**Program Board**
Kimmel Center for University Life
60 Washington Square South, Suite 707
Telephone: 212-998-4984
E-mail: program.board@nyu.edu
Fraternity and Sorority Life
Kimmel Center for University Life
60 Washington Square South, Suite 704
Telephone: 212-998-4710
E-mail: osa.fsdl@nyu.edu

Ticket Central Box Office
Kimmel Center for University Life
60 Washington Square South, Suite 206
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral

ALUMNI ACTIVITIES
Office for University Development and Alumni Relations
25 West Fourth Street, 4th Floor
Telephone: 212-998-6912
E-mail: alumni.info@nyu.edu
Web site: alumni.nyu.edu

ATHLETICS
Department of Athletics, Intramurals, and Recreation
Jerome S. Coles Sports and Recreation Center
181 Mercer Street
Telephone: 212-998-2020
E-mail: coles.sportscenter@nyu.edu
Web site: www.nyu.edu/athletics

BOOKSTORES
Main Bookstore
18 Washington Place
Telephone: 212-998-4667
Web site: www.bookstores.nyu.edu

Computer Store
242 Greene Street
Telephone: 212-998-4672
E-mail: computer.store@nyu.edu
Web site: www.bookstores.nyu.edu

Professional Bookstore
530 La Guardia Place
Telephone: 212-998-4680
E-mail: prof.books@nyu.edu
Web site: www.bookstores.nyu.edu
(Serves the Leonard N. Stern School of Business [Graduate Division], the School of Law, and the Robert F. Wagner Graduate School of Public Service)

CAREER SERVICES
Wasserman Center for Career Development
133 East 13th Street, 2nd Floor
Telephone: 212-998-4730
Fax: 212-995-3827
Web site: www.nyu.edu/careerdevelopment

COMPUTER SERVICES AND INTERNET RESOURCES
Information Technology Services (ITS)
10 Astor Place, 4th Floor (Client Services Center)
Telephone Help Line:
212-998-3333
Web site: www.nyu.edu/its

COUNSELING SERVICES
Counseling and Behavioral Health Services (CBH)
726 Broadway, Suite 471
Telephone: 212-998-4780
E-mail: university.counseling@nyu.edu
Web site: www.nyu.edu/counseling

DINING
NYU Campus Dining Services
Telephone: 212-995-3030
Web site: www.nydining.com

DISABILITIES, SERVICES FOR STUDENTS WITH
Henry and Lucy Moses Center for Students with Disabilities
719 Broadway, 2nd Floor
Telephone: 212-998-4980 (voice and TTY)
Web site: www.nyu.edu/csd

HEALTH
Wellness Exchange
726 Broadway, Suite 402
Telephone: 212-443-9999
Web: www.wellnessexchange.nyu.edu

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/health

Counseling (see “Counseling and Behavioral Health Services,” above)

Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHC, 212-443-1111.

When the SHC is closed, call the NYU Department of Public Safety, 212-998-2222.
For mental health emergencies, call the Wellness Exchange hotline at 212-443-9999 or the NYU Department of Public Safety at 212-998-2222 to be connected to a crisis response coordinator.

Immunizations
Telephone: 212-443-1199

Insurance
Telephone: 212-443-1020
E-mail: health.insurance@nyu.edu
Web site: www.nyu.edu/health/insurance

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/shc/medservices/pharmacy.html

HOUSING
Department of Housing
383 Lafayette Street, 1st Floor
Telephone: 212-998-4600
Fax: 212-995-4099
E-mail: housing@nyu.edu
Web site: www.nyu.edu/housing

Office of Off-Campus Housing
4 Washington Square Village (corner of Mercer and Bleecker)
Telephone: 212-998-4620
Web site: www.nyu.edu/housing/offcampus

Department of Residential Education
75 Third Avenue, Level C2
Telephone: 212-998-4311
Web site: www.nyu.edu/residential.education

Office of Summer Housing
14A Washington Place
Telephone: 212-998-4621
Web site: www.nyu.edu/summer

INTERNATIONAL STUDENTS AND SCHOLARS
Office for International Students and Scholars (OISS)
561 La Guardia Place
Telephone: 212-998-4720
E-mail: intl.students.scholars@nyu.edu
Web site: www.nyu.edu/oiss
Every year, hundreds of students in the College devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Office of Community Service, students volunteer with dozens of not-for-profit organizations throughout New York City.

Community service provides an opportunity to address major social, health, hunger, and environmental issues. Through service, students enhance their leadership skills, find fulfillment in giving back something to the community, and build new relationships while learning more about themselves.

Activities

There are many ways to become involved in activities on and off campus. Students in the College collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Students in the Presidential Scholars Program participate in ongoing service projects such as the Dean’s Service Honor Corps, the University Settlement House, the Door, and the Beacon House. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back much more than they give.

To strengthen and further support community service initiatives, the University sponsors a central Office of Community Service (www.nyu.edu/community.service). In addition, the President’s Office sponsors a special C-Team for service involving over 250 students working as tutors and mentors for young people at sites in Greenwich Village and the Lower East Side.

Regular meetings and social events are sponsored by the Office of the President. Members are invited to submit proposals for special projects where they can call on their own skills and talents. For more information, contact 212-998-2329.

Students selected for the Scholars Program in the College of Arts and Science have the opportunity to apply for the Dean’s Service Honor Corps. The Honor Corps makes a special commitment to community service and assumes a leadership role in promoting service in the College. This group of qualified scholars works with the dean on a weekly community service project.

Service-learning courses link structured academic course work with community service for academic credit. The College offers service-learning courses related to the numerous majors and academic areas of concentration available to 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 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 Office of Community Service (212-998-2329) or the Office of Fraternity and Sorority Life (212-998-4710).

In addition to clubs and organizations, the Office of Student Activities sponsors Alternative Breaks, nontraditional winter or spring vacations in which students participate in a weeklong community service project. Another option available to students is OutReach, a volunteer corps that introduces freshmen to service in New York City (212-998-4954).

The NYU Office of Community Service (212-998-2329) provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Personnel are available to provide advice and support, Monday to Friday, from 9 a.m. to 5 p.m. The Office of Community Service also sponsors special events and welcomes organizations to post volunteer positions.
Matriculated students with superior academic records are honored in various ways, such as by placement on the Dean's Honors List, election to honor societies, and admission to departmental honors programs.

Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, 100 Washington Square East, Room 905.

Honors

DEAN'S HONORS LIST
A Dean's Honors List is compiled at the end of each academic year, in June. Starting in 2005-2006, this is an honors roll of matriculated students who have achieved an average of 3.65 or higher for that academic year (September-May) in at least 28 graded points. In order to be listed, a student must not have any grades of Incomplete or N at the time when the list is compiled. Note that grade point averages are carried to two decimal places (but are not rounded off).

HONORARY SOCIETIES IN ARTS AND SCIENCE
Any student seeking to join a departmental scholastic honorary society is required to maintain, as a minimum scholastic requirement for election to membership, a general average of 3.50, as well as an average in the major subject of 3.50. Students should consult with departmental advisers in regard to the specific requirements for the various departmental honor societies.

PHI BETA KAPPA
Phi Beta Kappa celebrates and advocates excellence in the liberal arts and sciences.

The Phi Beta Kappa Society invites for induction the most outstanding arts and science students in America's leading colleges and universities. NYU's College of Arts and Science chapter, the Beta of New York, was established in 1858. In terms of seniority, it ranks as the 15th oldest chapter of the Society.

Each April, the faculty members of the Beta chapter automatically review the academic performance of all students in the College for eligibility for election to Phi Beta Kappa.

ELIGIBILITY FOR GRADUATION WITH LATIN HONORS
To be graduated with honors, a student must have 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 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 also have a clean record of conduct.

Starting in fall 2008, Latin honors will be determined on the basis of cumulative GPA so that summa cum laude is limited to the top 5 percent of the graduating class, magna cum laude to the next 10 percent of the graduating class, and cum laude to the next 15 percent of the graduating class.

DEPARTMENTAL HONORS
Students who have completed at least 64 points of graded work in the College may be awarded degrees with departmental honors if they complete the designated honors sequence in a department and maintain the requisite grade point average. There are three levels: honors, high honors, and highest honors.

Starting in academic year 2005-2006, students seeking admission to and graduation with departmental honors are expected to have a minimum grade point average of 3.65, both overall and in the major. Departments may exercise some flexibility in admissions, as follows. In rare cases where a candidate for admission to a departmental honors program falls short of the expected minimum GPA, the director of undergraduate studies or the director of departmental honors may petition the director of college honors for an exception. In all cases, once admitted, students are expected to maintain the GPA at the stipulated level in order to graduate with departmental honors. Should there be an exceptional circumstance in which the stipulated GPA is not maintained, the director of college honors may be petitioned for an exception. If the case is compelling, the latter will inform the Registrar's Office of the waiver.

Honors programs must, minimally, be a two-term (8-point)
experience that includes a capstone research project. The capstone project, which typically culminates in a thesis, should reflect sustained original research over two semesters. The scope and length of a thesis will vary by discipline, but the thesis is typically 40 to 60 pages in length.

Students with double majors in discrete, unrelated disciplines must complete honors programs in each major for which they seek honors. Students with double majors in interdisciplinary or related fields may, if the two departments concur, convene a joint honors committee to establish an interdisciplinary research program of course work that culminates in a single thesis. Similarly, in the case of joint majors, the relevant departments must work out an agreement on the requirements for honors and on the supervision and evaluation of students’ theses or projects.

**PRESIDENTIAL HONORS SCHOLARS**

Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from College faculty and staff, to challenge themselves in honors courses and through independent research, to study 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 10 percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements, but also a consistent record of leadership and service to the community.

Freshmen appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. Scholars also register for a Freshman Honors Seminar. During the January intersession, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study abroad 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.

Membership in the Scholars Program is renewable annually, depending on the quality of the scholar’s academic records and his or her level of participation in the program. All scholars are expected to be full-time students and maintain a grade point average of at least 3.65. Students who are not designated as Presidential Honors Scholars for the freshman year are invited to apply for membership at the end of the spring semester.

Further information is available from the Office of the Associate Dean for Students, College of Arts and Science, New York University, Silver Center, 100 Washington Square East, Room 909B, or from the Office of Undergraduate Admissions, 665 Broadway, 11th Floor. You can also reach the Office of Undergraduate Admissions at 212-998-4540.

**BAIRD URBAN EXPERIENCE**

Freshmen selected to participate in the Henry M. Baird Urban Experience have been recognized as National Merit Finalists upon admission to the College. During their first year, these students participate in special activities, including cultural programs, the Scholars Lecture Series, Freshman Honors Seminars, and community service. In addition, they are assigned a senior faculty mentor who will customize their academic programs to their individual interests or needs.

**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 Association to a senior who has excelled in scholarship and general attainments.

**Alvin H. Zagor Scholarship Prize**

Awarded annually to an undergraduate or undergraduates at the College whose academic record and life experience demonstrate wide-ranging interests and concern for the necessity of humanity in the intellectual development of the modern professional. Candidates must have a deep appreciation for and commitment to ethical choices and principles and demonstrate, as well, the conviction that a liberal arts education is a means of defining the educated person. Strong preference is given to candidates in economics, English, philosophy, political science, and 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.

**Anna and John Peter Zenger Award**

Awarded by the National Journalism Honor Society and presented for overall excellence in journalism to the department’s highest-ranking student.
Annette B. Weiner Memorial Prize
Presented for excellence in the field of anthropology and for service to the department.

Anthropology Department Prize
Presented to a senior majoring in anthropology who has demonstrated excellence in academic achievement and who shows outstanding promise in the field of anthropology.

Antonio Mazzeo Memorial Scholarship
Awarded to a student who plans to pursue graduate studies in the humanities.

Arthur E. Hill Prize in Chemistry
The income from a fund given anonymously in memory of Arthur E. Hill, a member of the Department of Chemistry for 35 years and head of the department from 1912 to 1937, awarded for excellence in chemistry to a senior who has majored in the subject.

Asian/Pacific/American Studies Outstanding Student Award
Presented for the best senior project that best combines rigorous and original scholarship with a strong community service approach.

Auguste Ulfers Memorial Prize
Awarded to a student for excellence and accomplishment in German studies (language, literature, or literature in translation).

Benjamin Salom Memorial Award
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.

Carl Prince Prize
Presented for distinguished service to the Department of History’s undergraduate program.

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.

Chesler Prelaw Scholarship
Founded by alumni Evan Chesler and his wife Barbara to recognize a junior, outstanding in academic excellence and NYU community leadership, who most exhibits the potential to enhance the legal profession’s commitment to honesty, candor, and ethics; and the student who will care more about the integrity of the system than the outcome of a particular case, and by whose professional conduct will inspire others to hold themselves to such high standards.

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 the 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 is made on the basis of scholarship and/or contribution and service to the graduating class and to the College.

Don R. Mellett Prize
Established by Mrs. Don R. Mellett in memory of her husband and awarded annually to an outstanding student of journalism in the broadcast concentration.

Donald Parker Prize
Presented to a student of German for distinguished academic achievement and exceptional service to the department.
Douglas F. Maxwell Award in Fine Arts
Stipend presented to a graduating senior for excellence in the study of fine arts for travel outside the United States to see and study original works of art.

East Asian Studies Prize
Awarded to a student for excellence in this field.

Edgar Wilson Nye Prize
A prize established by the American Press Humorists Association and presented to an outstanding student in the public relations concentration.

Editor and Publisher Prize
A prize representing the income of a grant from Editor and Publisher, to be awarded annually to an outstanding student of journalism in the newspaper concentration.

Edward J. McNelis Award
Presented for excellence in organic chemistry.

Edward Sapir Award
Presented to an outstanding senior with a joint major in anthropology and linguistics.

Eileen Guggenheim Award
Presented for scholarly accomplishment in fine arts.

Elaine R. Brody Memorial Prize
Awarded to an outstanding music major in the junior or senior class.

Elizabeth Claster Memorial Scholarship Award
Presented by the dean of the College to a member of the junior class who, in terms of academic excellence, student leadership, personality, and character, embodies the goals and ideals of the College and the hopes, dreams, and personal spirit of its students.

Emanuel Stein Memorial Award in Economics
Presented to a senior in the College for outstanding scholarship in economics.

Ernst Rose-G. C. L. Schuchard Anniversary Prize
A prize endowed by alumni, students, and faculty members to mark the 25th anniversary of Dr. Ernst Rose and Dr. G. C. L. Schuchard, former professors of German in Washington Square College. Awarded each year to the winner in a competition sponsored by the Department of German.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mrs. Paula M. Alexander in honor of her sister and awarded annually to the student who writes the best term paper in the field of American literature.

European Studies Prize
Presented to a student for the best undergraduate thesis in this field.

Evelyn Jablow Lilienthal, ’64 Heights Arts and Science Award
Presented to an especially accomplished junior in the Urban Design and Architecture Studies program in the Department of Art History.

Evliya Chelebi Prize
Presented for excellence in Turkish studies.

Faculty Memorial Award
Presented to the student who in the judgment of the faculty has been the fullest in his or her intellectual, social, and personal development.

Frederick Seward Gibson Prize
Income from a fund founded in 1901 from the estate of Frederick Seward Gibson, awarded for the best piece of critical or creative writing by a junior or senior.

Gary Bruce Slochowsky Memorial Award
Presented for excellence in Hebrew and Judaic studies.

George Granger Brown Scholarship
Presented to students who combine a commitment to community service with a strong interest in international gender and sexuality issues.

Hanna van Vollenhoven Vories Memorial Prize in Music
An award presented to an accomplished music major in the senior class.

Harold Seidenstein Award
Income from a fund established by Mrs. Harold Seidenstein in memory of her husband, Dr. Harold Seidenstein, Class of 1934, awarded annually to a student who shows special ability in chemistry.

Harry A. Charipper Memorial Award
A prize in honor of Harry A. Charipper, former chair of the Department of Biology, to the student who has performed the most meritorious service to the biological sciences.

Helen M. Jones Prize in History
Income from a fund established in memory of Helen M. Jones, whose son Theodore Francis Jones was a member of the Department of History for 41 years. Awarded to the student who in the judgment of the Department of History has attained the best record in the history honors course.

Heller-Bernard Scholarship in Gender and Sexuality Studies
Presented for exemplary scholarship, public activism, and for the recognition and study of national and international gender and sexuality issues.
Hema Sakhrani Memorial Award
Presented to a sophomore student for excellence in chemistry.

Hillary Citrin Memorial Prize
Award established by the family of Hillary Citrin in her memory and presented for outstanding departmental honors theses in psychology.

Hollis Cooley Memorial Prize
Presented for excellence and for exceptional promise in mathematics.

Horace W. Stunkard Prize in Biology
Income from a fund given by Dr. Jacob Taub, Class of 1925, to honor Professor Stunkard, awarded to a senior who has majored in biology and whose personal and scholastic qualifications show promise of a noteworthy professional career.

Isidore Rubiner Award
Presented for outstanding chemi-
cal research.

Italian Department Awards
Presented to seniors for excellence and accomplishment in the study of Italian.

James Fenimore Cooper Memorial Prize
An award from the funds given by the citizens of Otsego County, New York, to mark the lifelong friendship between James Fenimore Cooper and Professor Samuel F. B. Morse of New York University and presented annually to an outstanding undergraduate student of journalism.

James Gordon Bennett Prize
Established in 1893 by James Gordon Bennett and awarded to a senior for the “best essay in English prose upon some subject of American governmental, domestic, or foreign policy of contemporaneous interest.”

Jane Costello Prize
Presented for excellence in the study of fine arts.

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 awarded to a student to travel abroad. Also known as the Marco Polo Travel Award.

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.

Mark Carroll Award
Granted 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 Metropolitan Studies and to the community at large.
Michael L. Owen Scholarship Prize
Presented annually to the student completing his or her freshman year who has declared his or her intention of majoring in English and who has achieved the highest academic distinction.

Michelle Lapautre Prix D’Excellence
Awarded to an outstanding student of French.

Morris and Clara Gratz Award
An annual award given to a student in the premedical program for academic excellence and service to the College.

Morris Kline Memorial Award
Presented to a student for excellence in mathematics.

Murray Altman Prize
An award from a memorial fund established by the sons and certain friends of Murray Altman, a New York University student in 1916 and 1917. Awarded to a junior with an outstanding record in economics and related subjects.

Nathan Schoengood History Award for Interest and Achievement in 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 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.

Politics Department Award
Presented for excellence and accomplishment in this field.

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.

Psychology Department Award
Presented for excellence in this field.

Rae Dalven Prize
Presented for outstanding undergraduate work in modern Greek studies in the Alexander S. Onassis Program in Hellenic Studies.

Religious Studies Prize
Presented for excellence and accomplishment in the field of religion to a graduating senior.

Rita Cooley Prize
Established upon her retirement in 1986 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.”

Roger Deakins Prize
Presented to one outstanding graduating senior in English and Dramatic Literature.

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 in memory of Sherborne Vernon Damerel, University College Class of 1910, awarded to a graduating senior who has displayed zeal in his or her studies and in promoting the general welfare of his or her class and College.

Sherrington Award for Undergraduate Neural Science
Presented to an outstanding senior who has shown outstanding ability in neural science.

Sid Gross Memorial Prize
Presented for the best essay on investigative journalism.

Sidney Goldwater Roth Prize in Mathematics
Established in 1979 by the family, colleagues, and friends of Professor Sidney Roth to honor his memory. Awarded to the graduating senior who in the estimation of the Department of Mathematics shows the greatest mathematical promise and who has been of greatest service to the department and his or her fellow students.

Sigma Pi Sigma Prize
A book awarded each year by Sigma Pi Sigma to the student with the highest scholastic average in physics.
Slavic Award for Excellence
Presented to an outstanding senior for excellence and achievement in the field of Slavic languages and literature.

Spanish and Portuguese Department Awards
Presented to members of the senior class for excellence in the study of Spanish, excellence in the mastery of the technique of translation between Spanish and English, and excellence in the study of Portuguese.

Standard Bearer
A plaque presented to the senior selected by the dean to carry the College of Arts and Science banner at Commencement. Awarded on the basis of contribution and service to the graduating class and to the College.

Thomas Wolfe Memorial Poetry Award
An award for outstanding poetry, donated by Professors Cargill and Pollock from royalties on their book, *Thomas Wolfe at Washington Square*.

Vocal Interpretation of Literature Prizes
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.

Wortis Biological Prize
Income from a fund established by S. Bernard Wortis, Class of 1929, in memory of his parents, and awarded to the senior who has maintained the highest scholastic record for three years in biology.
Registration

The College Advising Center (Silver Center, 100 Washington Square East, Room 905) provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Students can complete their initial registration through Albert, the University’s Web registration system, at www.home.nyu.edu. Students can also use Albert to make later adjustments to their schedule.

Continuing students: Students currently enrolled in the College register early for the following semester—in November for the spring term and in 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 and enter their courses into the Student Information System (SIS). Students should complete registration by paying their tuition and fees by mail. Shortly before the start of the semester, they should review their schedule through Albert to ascertain the latest information about classrooms.

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 late August or early September.

For preregistration immunization requirements, please visit www.nyu.edu/shc/about/immunization.html.

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 the Admission section.) 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, 100 Washington Square East, 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; 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 explore career opportunities, as well as secure tutorial support. Academic and career development workshops are sponsored in order to assist students in planning academic programs, choosing a major, and negotiating registration. In addition, various cocurricular educational opportunities, from informal faculty talks to seminars and lectures, are arranged through the center. Support programs are available for African American and Latino students, Asian/Pacific American students, international students, undecided students, freshmen, and seniors, among others.

A freshman advising program beginning with summer orientation provides individual advising for new students entering in September. Each student is assigned an adviser with whom the student meets throughout his or her first year to discuss academic as well as career and other issues.

New students also work with peer
advisers who can provide information and support during the transition to college. In addition, during their second semester, freshmen are paired with a faculty mentor 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 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 the best place for students to visit when they are unsure of where to go for help.

The College Advising Center is open weekdays from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Departmental advisement: Students who have declared a major go to their major's department for their primary advisement. All declared majors must have their registration approved by a departmental advisor. 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 the sections Morse Academic Plan and Preprofessional, Accelerated, and Specialized Programs.

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**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 Learning Centers in Weinstein Hall (11 University Place), Third Avenue North Residence (75 Third Avenue, 11th Street entrance), and University Hall (110 East 14th Street, UHall Commons). The Learning Centers provide extensive academic support services to students in all divisions of the University who take courses in the College. With their highly visible and accessible settings in residence halls, they represent an important partnership between the College and the Division of Student Affairs and serve to link the academic and residential lives of students. Services offered by the centers include the following:

- Study skills assessment
- Examination review sessions
- Residence hall group study sessions
- Study skills assessment
- Workshops on academic effectiveness and time management
- Computer-assisted tutoring

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**Counseling and Behavioral Health Services at the College of Arts and Science**

Counseling and Behavioral Health Services (CBH) at the College of Arts and Science (CAS) is open between 9 a.m. and 5 p.m., Monday through Friday, in the Silver Center, 100 Washington Square East, Room 920. The walk-in hour is 2 p.m. to 3 p.m. daily; no appointment is necessary. Counseling services are free on a voluntary basis for any full- or part-time student enrolled in the college. When necessary, medication and outside referrals are available. All conversations are kept strictly confidential. CBH/CAS counseling staff members provide assistance in workshops, as well as in group and individual psychotherapy.

The social and emotional conflicts that occur in a person's life occasionally prevent him or her from functioning optimally. Concerns about interpersonal relationships, poor grades or other academic problems, feelings of inadequacy, anxiety, loneliness, sexual problems, eating disorders, substance abuse, and family and/or marriage conflicts are difficulties any individual might encounter. CBH/CAS counselors provide an atmosphere where personal concerns can be examined and discussed freely and confidentially. Call 212-998-8150 or visit the center for information or to make an appointment.

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**Veterans Benefits**

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans, as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.
All veterans: Allowance checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for points that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. Additional guidance may be obtained from the Office of the University Registrar, 25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or NYU’s Office of the University Registrar.
The University confers the following degrees on candidates recommended by the faculty of the College of Arts and Science and approved by the trustees of New York University:

**Bachelor of Arts (B.A.)**
B.A. programs are offered by all departments of the College except that of Neural Science.

**Bachelor of Science (B.S.)**
B.S. programs are offered by the following departments of the College: Chemistry, Neural Science, 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 *Dual Degree Program in Engineering (with Stevens Institute of Technology)* in the Departments and Programs section. Further information is available in the College Advising Center, Silver Center, 100 Washington Square East, 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, 100 Washington Square East, Room 909B.
The Minor

The minor requirements are found in the departmental sections of the bulletin. The minor must be completed with a minimum grade point average of 2.0. The minor is declared at the office of the sponsoring department or program. No more than one minor can be completed outside of the College in 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 C- or lower, although such grades will be computed into the grade point average of the major or the minor, as well as into the overall grade point average.

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.)

Transfer students from other colleges and universities must have the written approval of the director of undergraduate studies to count transfer courses toward the major or the minor. Once a student transfers to the College, all course work must be completed at NYU.

Time Limit

All requirements for a degree in the College must be met within a period of eight years from the date of matriculation. For transfer students and for students who are readmitted to the College, the length of time is proportionately reduced. Transfer credit is not granted for courses taken more than 10 years before the student’s matriculation in the College.

Residence Requirement

Once a student enrolls in the College of Arts and Science (first year and/or transfer), all course work used to satisfy the 128-credit degree requirement must be completed at NYU. All students must complete their last 32 points while registered in the College of Arts and Science. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department.

Transfer Students

Transfer students must complete 64 points in the College 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 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. A student may not register for courses in the major outside of NYU. The student must be accepted as a major in the department and must review his or her program with a department adviser each term.

DECLARATION OF MAJOR

Students go to the office of the department or program in question to declare a major and have it posted in the Student Information System. Students who have earned 64 or more points must declare a major. Those with fewer than 64 points are strongly encouraged to declare a major as early in their academic career as possible.

DOUBLE MAJOR

Students may take a double (second) major. The same requirements, including the maintenance of a minimum grade point average of 2.0, apply to the second major as to the first. In some cases, courses may be applicable to both majors. Students must then obtain the written approval for the course(s) from the directors of undergraduate studies of both departments. The second major is declared in the same way as the first (see above).
Internships

Preprofessional, Accelerated, and Specialized Programs

One defining characteristic of the New York University educational experience is the opportunity students have to apply their classroom learning to real-life experiences in a variety of professional and community service settings. New York City provides such opportunities in abundance, and the College of Arts and Science and the University take full advantage of our location in the financial, cultural, scientific, and media capital of the world. Our alumni base, for example, encompasses every conceivable profession, and alumni give generously of their time to undergraduate students seeking experiential learning.

A recent survey by the University’s Wasserman Center for Career Development showed that 83 percent of graduating seniors in the College held a job or internship related to their field of interest during their undergraduate years. Many different types of opportunities are available to students; some are paid, some involve voluntarism on the part of a student, and some carry academic credit—and all of these can be valuable. For the purpose of securing and making the most of such opportunities, students should consider the following criteria as a guide. For further information, contact the Wasserman Center for Career Development (133 East 13th Street, 2nd Floor; 212-998-4730). Career counselors are available by appointment at the Wasserman Center; appointments may also be made through the Wasserman Center to meet with a Career Assistance Program counselor in the College offices (100 Washington Square East, 9th Floor).

PAID INTERNSHIPS

These are the most common form of internship. Jobs related to a student’s professional interests provide pay for the work that students are doing for the organization. Many companies and organizations provide part-time jobs that allow students to gain experience and to network in the field, while at the same time helping to alleviate the financial burden of being a college student. (Please note: some for-profit companies ask students to volunteer, but allow it only if the student can earn academic credit. Many of these so-called internships do not relate directly to a student’s academic work and are not worthy of academic credit in a discipline. In these cases, the company should consider providing compensation for the work done by a student, thus making it a paid internship.)

VOLUNTARY OR COMMUNITY SERVICE

Certain organizations encourage students to work on a volunteer basis in order to gain experience and to provide needed assistance to the organization. This type of arrangement is common, for example, in government and not-for-profit organizations. Such internships are valued, sometimes even required, for admission to some professional schools, but the College awards no credit for them.

CREDIT-BEARING INTERNSHIPS

A few departments offer academic internships that directly advance a student’s knowledge in the academic discipline and thus earn course credit. Such academic internships must be sponsored by an appropriate faculty member through an academic department and normally require close faculty supervision, significant research in addition to the practical work experience, a reporting of findings, and a formal assessment of the student’s work. All such internships require permission of the department or program, and registration for them must be within the regular deadlines. Departments offering credit-bearing internships may restrict them to declared majors, since those students have the requisite background. Internship courses can be counted toward some majors but not toward others. Students should check relevant Web sites to learn more about the specific policies and procedures pertaining to credit-bearing internships in different departments and programs.

INDEPENDENT STUDY

In some departments, independent study that somehow draws on the activity or environment of the internship may be a possibility. Like a credit-bearing internship, independent study requires a proposal by the student, careful guidance from a faculty member, and a body of work that can be evaluated for course credit.
Prehealth Program

The prehealth program in the College of Arts and Science is designed for any student who wishes to undertake preprofessional preparation for application to medical, dental, veterinary, osteopathic medical, optometry, or podiatry school. The program of study for a student interested in any of these areas minimally requires completion of the following courses: Principles of Biology I and II (V23.0011,0012); General Chemistry I (V25.0101) and Introduction to General Chemistry I Laboratory (V25.0103); General Chemistry II (V25.0102) and Introduction to General Chemistry II Laboratory (V25.0104); Organic Chemistry I (V25.0243) and Organic Chemistry I Laboratory (V25.0245); Organic Chemistry II (V25.0244) and Organic Chemistry II Laboratory (V25.0246); General Physics I and II (V85.0011,0012); Writing the Essay (V40.0100) and one elective from the English Department; and Calculus I (V63.0121). Some professional schools may recommend or require additional courses, such as Biochemistry I (G25.1881).

While striving to earn the best grades possible, prehealth students must also keep in mind that schools of the health professions look at every aspect of a candidate’s background when making admission decisions. Therefore, students are encouraged to pursue a major of heartfelt interest, to participate in extracurricular activities of their choosing, and to develop intellectual pursuits and hobbies outside their schoolwork. Additionally, all prehealth students are very strongly encouraged to get either paid or volunteer work experience in the area they would like to follow.

The reason for this experience is twofold: students will be able to make an intelligent decision about whether or not they should pursue this profession, and admissions committees can see that an applicant is dedicated enough to find 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 Center (Silver Center, 100 Washington Square East, Room 901; 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 Center so that they are informed about deadlines for the evaluation procedures.

Students considering a career in one of the health professions are strongly urged to discuss this with their academic adviser 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 Center 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 Center. Advisers there can help students at every stage of their prehealth careers.

Accelerated and Joint Programs

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 GPA of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the abbreviated biology major. Students are also expected to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.

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 GPA of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the abbreviated biology major. Students are also expected to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.
During fall of the third year, students in the B.A./D.D.S. program take the Dental Admission Test and make formal application to the College of Dentistry. Students enter the College of Dentistry in fall of the fourth year and must maintain matriculation in the College of Arts and Science during their first year of dental school. For the B.A. degree to be awarded, an official copy of the first-year dental school transcript and a statement from the College of Dentistry indicating promotion to the second year of dental studies is forwarded to the associate dean for advising and student services in the College of Arts and Science’s Office of the Dean.

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.

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 the 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, anthroplogy, 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 Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 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 certification, 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 Admission Tests (LSATs) in the fall and spring of each year. For further information, please contact the prelaw adviser.

Accelerated Programs Leading to Graduate and Professional Degrees

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. along with either a master’s in public administration (M.P.A.) or a master’s in urban planning (M.U.P.) in a shortened period of study. These programs combine the benefits of a broad liberal arts education at the undergraduate level with professional training at the graduate level.

Admission to these programs 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 Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160).

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. or the M.U.P. 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 director of 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.

The master’s option is available in the following areas: Africana Studies, Biology, Chemistry, Comparative Literature, the Draper Interdisciplinary Program in Humanities and Social Thought, East Asian Studies, English and American Literature, European Studies, French, French Studies, German, History, Irish Studies, Mathematics, Performance Studies (through the Tisch School of the Arts), Psychology, and Russian and Slavic Studies. 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 Preprofessional Center (Silver Center, 100 Washington Square East, Room 901; 212-998-8160).

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 the section 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.
For information on NYU summer programs, visit www.nyu.edu/summer, or contact the Office of Special Sessions, New York University, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-2292.

On Campus
The College of Arts and Science offers a full range of courses in the summer. Over 300 arts and science courses are given on campus in the summer, in subjects ranging from social sciences to science to humanities. The summer program is divided into two six-week sessions, and students may register for one or both sessions.

Qualified students may also enroll in courses open to undergraduates in the Graduate School of Arts and Science. Students from other colleges and universities may register as visiting students for the summer session, provided they have the proper prerequisites for the courses they wish to take. New freshmen and transfer students who have been accepted for the fall term may register for courses during the summer session. All students registered for at least one course are guaranteed housing.

Abroad
Arts and Science currently runs 15 six-week programs abroad during the summer months. Led by a member of the distinguished Faculty of Arts and Science, each undergraduate and graduate summer program meets specific academic goals in the study of the art, architecture, history, politics, language, or literature of the region. Study tours and weekend excursions are an integral part of each program. Admissions information is available on the Web site; please also see the section New York University Programs Abroad in this bulletin. A priority deadline is specified for each program. Since some programs fill very quickly, applying before this deadline is strongly encouraged.
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 Office of Global Programs (212-998-4433; 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, 100 Washington Square East, Room 905; 212-998-8130), or, if they have already declared a major, their department, for more detailed and customized advice and approval of a specific course of study. Before students can register for study abroad, their adviser must approve the course work they will complete abroad.

Finally, they should submit an application online at www3.albert.nyu.edu/apply_study.htm. There are two application deadlines per semester: February 15 and March 15 for the fall semester, and September 15 and October 15 for the spring semester. Applicants are encouraged to plan ahead and apply early, as some programs fill quickly. Requests are processed and reviewed by the Office of Global Programs, as well as by the Office of the Associate Dean of Students. Considerations used in determining whether the program is appropriate for you include your academic and disciplinary standing and your progress toward graduation. The review process takes approximately two weeks from the deadlines. Confirmation letters will be sent directly to you with instructions for registration, predeparture arrangements, and orientation information.

Students who wish to study abroad in a non-NYU program must petition the associate dean for students in writing, showing academic justification for choosing the program. After the petition has been reviewed, the student will be informed of the outcome. For further information, contact the Office of the Associate Dean for Students (Silver Center, Room 909B; 212-998-8140).
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, as well as Delphi, Olympia, and the Cycladic island of Santorini.

For more information on this summer session, visit www.nyu.edu/summer.

New York
University in
Berlin

NYU offers a semester-long program in Berlin. Berlin, the capital of Germany, thrives as a cultural hub that draws respected intellectuals, underground artists, and offbeat musicians from around the world. While this cosmopolitan city holds a vital place in modern European history, it also symbolizes continued political and economic progress. The semester-long study abroad program stationed on Unter den Linden at Humboldt University offers NYU courses, taught by NYU faculty, members of the Humboldt faculty, and Berlin’s broader academic community. Students have access to Humboldt University’s facilities, including sports centers, libraries, and cafeterias.

The program holds a limited number of students, allowing for close interaction with professors both in and out of the classroom. Classes are kept small, and students are encouraged to undertake independent research closely followed by a professor during their semester in Berlin. The curriculum focuses on German language and sociology classes, and a range of topics pertinent to the understanding of the forces that have shaped contemporary Germany and the larger European Union community. Enrollment is not limited to sociology or German majors, however.

All students are housed in the Arowbau apartments, located centrally in the district of Mitte. Each apartment is a suite featuring two private bedrooms, a kitchen, a shared living room, and full Internet access. While students have the advantages of cooking, shared common areas, and interaction with other students, they also have the luxury of the privacy of their own bedroom. The apartments are a 15- to 20-minute bus and subway ride to classes.

NYU in Berlin also sponsors a six-week summer program that offers students the opportunity to study German language, literature, film, art, and architecture; experience the cultural life in Europe’s most exciting capital city; encounter the traces of German history; and explore the transformation of the former capital of the Cold War into a city that connects Eastern and Western Europe.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer session, visit www.nyu.edu/summer.

New York
University in
Ghana

Located in Accra, Ghana’s capital city and among the most intellectually and culturally vibrant cities on the continent, NYU in Ghana takes advantage of programs and facilities at two prominent higher educational institutions in West Africa: the University of Ghana-Legon and Ashesi University. Students will also be able to take courses within NYU’s own academic and research facility in Accra, just a short walk from Ashesi’s campus.

The west coast of Africa offers excellent opportunities for research on issues relating to the trans-Atlantic slave trade, the African diaspora, the historic relationship between Africa and the Americas, and the transformation of African society and identity in the post-colonial era. The program offers an exciting opportunity for both NYU and visiting students with an interest in these fields, as well as those with an interest in developing economies, urbanization, media, global health, and political transformation and democratization, among others.

Students have access to a range of courses organized by NYU and offered at NYU’s own academic and research center in Accra, or through its partner institutions. The program ensures that students benefit from both the instruction of visiting and local professors and interactions with local students. The direct enrollment and partnership options allow students in virtually any discipline to enroll in course work relevant to their interests.

NYU guarantees housing to all of its students in Ghana, and all students are required to reside in NYU-arranged housing facilities as a condition of enrollment. The residence facilities are located in residential neighborhoods of greater Accra and are within walking distance of the NYU Center. The University of Ghana-Legon, Ashesi University, and diverse parts of the city are all a car ride away.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or con-
New York University in Florence

The focus of NYU’s summer program in Florence is centered at Villa La Pietra, a Renaissance estate with five villas, offering students an exploration of the history of Europe and its cultural legacy of art, literature, philosophy, and architecture, as well as the political, cultural, economic, and social issues that are shaping the future of Europe. Intensive Italian language courses are offered at the beginner, intermediate, and advanced levels. Sample courses include the Sir Harold Acton Seminar, which focuses on the issues related to a unified Europe; a Renaissance humanities course, which draws on the vast resources of the city of Florence; Masters and Monuments, a course that focuses on art and architecture of the Renaissance; Italian Cinema and Literature; Modern Italy Since 1815; Masterpieces in Italian Literature; Family and Gender in Late Medieval and Early Renaissance Italy; Introduction to Economic Issues: Europe; and Photography. Additional courses in a variety of disciplines are also offered.

Students can study at NYU in Florence for the fall or spring semester as well as for the full academic year. A full course load is usually four courses per semester (16 to 18 points) or 32 to 36 points for the academic year. Most courses are taught in English.

Most classes are held at Villa Ulivi. Language courses are taught at the Centro Linguistico di Ateneo of the University of Florence. Additional courses for students with advanced Italian language skills are offered at the University of Florence. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the program.

In addition, NYU in Florence sponsors an undergraduate six-week summer program that offers courses in language, literature, culture, history, art, and architecture, providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433. For more information on the summer session, visit www.nyu.edu/summer.

New York University in Southern Italy and Sicily (Summer)

This popular summer program offers students an exploration of the Mediterranean world. The first half of the program begins in the baroque city of Lecce, and the second half takes place in Syracuse, on the east coast of Sicily. Students take courses in Italian language, civilization, and history. Outside of class, students take part in a variety of academic and cultural experiences, including a theatre workshop and a lecture series featuring professors from the Università del Salento and the Università degli Studi di Catania.

For more information, visit www.nyu.edu/summer.

New York University in Dublin (Summer)

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 and performing arts, creative writing, popular culture, and the Irish language. The academic program is complemented by a series of field trips and cultural and social activities designed to broaden students’ knowledge of Ireland. Among the typical evening activities are outings to the theatre, poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions vary, but often include Donegal and Galway.

For more information on this summer session, visit www.nyu.edu/summer.
New York University in London

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 modern, newly renovated accommodations in central London near the King's Cross tube station. 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.

Students will find a broad liberal-arts-based curriculum at NYU in London that draws on the city's history and vibrant culture, in addition to specialized academic programs for students in particular majors. Field work and site visits are a regular part of many classes that take students out of the classroom and into the cosmopolitan center of London. A wide array of courses are available in various disciplines, including science, business, fine arts, theatre, history, politics, Africana studies, economics, journalism, math, psychology, and literature.

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. The program includes excursions around London and further afield to Canterbury, Bath, Dover Castle, and Stonehenge.

NYU in London also offers specialized six-week summer programs in journalism and urban design. Journalism in London offers courses in writing, reporting, arts reviewing, and media analysis. All classes include field trips and excursions designed to immerse students with advanced Spanish language skills in the rhythms of everyday life. Accommodation in apartments is also available.

NYU in Madrid conducts undergraduate programs in Spain during the academic year, semester, and summer. The program offers Spanish language instruction at all levels, as well as course work in Peninsular and Spanish American literature, history, civilization, cultural anthropology, the social and political sciences, fine arts, and cinema. There are two comprehensive undergraduate programs—one taught in English, one taught in Spanish. For students studying in English, sample courses include Intensive Elementary Spanish; Spain and the European Community; Masterpieces in the Prado Museum; Spanish Civilization Past and Present; and García Lorca: Theatre and Poetry. For those studying in Spanish, courses include Written Contemporary Spanish; Contemporary Spanish Politics; Spanish Civilization; Spanish Theatre; Approaches to Spanish and Spanish American Literary Texts; Masterpieces of 20th-Century Spanish Art; and Spanish Culture Through Cinema. Qualified students with advanced Spanish language skills may take courses in Spanish universities. All students have the opportunity to visit art museums, libraries, and places of cultural interest, as well as participate in excursions to remote villages and archaeological sites.

NYU in Madrid also offers graduate programs leading to an M.A. in Hispanic literature or Hispanic civilization. Students are admitted for the academic year and courses are taught by distinguished NYU and Spanish university faculty, poets, writers, and filmmakers.

The New York University in Madrid six-week summer session provides instruction at the elementary, intermediate, and advanced levels of spoken and written Spanish; contemporary Spanish culture and literature; and Spanish theatre, cinema, and art history. Students can also take advantage of the cultural activities and excursions organized by the program. All courses are accredited by New York University/College of Arts and Science and may be offered for advanced standing or as transfer credits toward the Bachelor of Arts degree. For more information on this summer session, visit www.nyu.edu/summer.
New York University in Paris

Since September 1969, New York University in Paris has been at the forefront of French-American cultural exchange. Located on the rue de Passy, the NYU Center consists of two charming 19th-century town houses joined by a rose garden. It is located near the Eiffel Tower and the Trocadero, 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 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.
NYU in Beijing offers a summer program that focuses on Chinese language, history, and culture. NYU’s host is Peking University, a school with special historical heritage and intellectual eminence that is unmatched by any other school in the country. Classes are small in size and complemented by extracurricular activities and excursions to major monuments and historical sites. Through these activities and classes, students not only improve their Chinese language skills but also broaden their knowledge and understanding of China, past and present.

For more information on this summer session, visit www.nyu.edu/summer.
NYU in Buenos Aires, located in Argentina’s vibrant capital, opened to NYU students in spring 2008. With its distinct European style, Buenos Aires, birthplace of the tango, is one of the largest port cities in the world and is considered the financial and cultural center of the country.

Accomplished NYU professors, along with some of Argentina’s best scholars and most influential professionals, teach courses at NYU in Buenos Aires. The curriculum focuses on Spanish language courses and Latin American studies. The language courses are seven-week intensives, allowing students to complete two per semester, or the equivalent of a full year of elementary or intermediate Spanish. Content courses draw on Buenos Aires’s significant role in South America’s culture, politics, and economics to explore the history of this remarkable region.

After class, a knowledgeable student affairs staff plans trips and activities to help you connect with Argentina’s lively culture. They take you to authentic tango shows, exciting fútbol (soccer) matches, and important landmarks and monuments. Buenos Aires is a hive of artistic and political activity. It is home to the world-renowned Teatro Colón; the Malba museum, which holds some of Latin America’s most treasured works of art; the famous Plaza de Mayo, meeting place of the Mothers of the Plaza de Mayo; and the iconic Casa Rosada (Pink House), where Eva Perón once delivered her inspiring speeches.

For an application form for the academic year, visit the Web site at www.nyu.edu/studyabroad or contact the NYU Office of Global Programs, 110 East 14th Street, Lower Level, New York, NY 10003-4170; 212-998-4433.

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), the National Autonomous University of Mexico (UNAM, Mexico City), and the 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, Silver 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 via NYUHome at home.nyu.edu 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.
RELIGIOUS HOLIDAYS AND ATTENDANCE

New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been University policy that members of any religious group may, without penalty, absent themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed a resolution that elaborated on it as follows:

1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence.
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are missed, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.
4. No adverse or prejudicial effects shall result to any student who avails him/herself of the above provisions.

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, 665 Broadway, 11th Floor, New York, NY 10012-2339. No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is 4 or 5, credit will be granted. 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

A student who has earned credit for a course may repeat it once (a “W” obtained on first registration for a course does not count in these calculations). Students may not repeat courses in a designated sequence after taking more advanced courses; however, the sequencing of courses is determined by the departments. Students with questions regarding the repetition of courses or course sequences must consult with the particular department offering the course. When a student repeats a course, no additional credit will be awarded. Both grades will be recorded, but only the latter will be computed in the grade point average and have credit awarded. 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 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 Sciences.

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 taken 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, in addition to any courses for particular minors approved by the College. Transfer students should note that credits for non-liberal-arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. 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; the 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.

Credit for Internet and online courses will not be counted toward the B.A. degree.

SUMMER SESSION
Once admitted to the College, students must take all courses here, including those they need or wish to take during the summer. Exceptions are granted only rarely and only for good academic reasons. Requests for a waiver should be made by submitting a petition to the Academic Standards Committee, Silver Center, Room 909B.

Information about NYU summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.

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Examinations and Grades

CREDIT FOR TRANSFER STUDENTS
Students are allowed to transfer up to 64 credits to the College. Credits based on semester hours are accepted from other institutions at face value and are not altered when they are transferred into the College. Quarter hours will be converted to semester hours to determine the number of credits transferable to the College of Arts and Science. Credits based on semester hours will be transferred at face value to NYU. Non-liberal-arts credits are not always transferable. Only credits for course work taken with a grade of C or better will be transferred. Courses taken for a pass/fail grade will not transfer to the College.

CREDIT FOR NON-NYU STUDY ABROAD
Credits based on semester hours (similar to schools in the United States) are accepted from institutions abroad at face value and are not altered when the credits transfer into the College. Often credits from institutions abroad must be adjusted or converted to correspond to the College’s requirements for awarding credits. Approval to participate in a non-NYU study abroad is only obtained by completing an academic proposal. The packet of information required to complete the proposal is available at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. When students receive approval to participate in a non-NYU program abroad, the courses they will take are approved and the number of transfer credits they will receive are specified.

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. (Regarding the removal of Incompletes received for missed work other than final examinations, see under “Grades” and “Incompletes,” below.)

GRADES
Students may obtain their final grades for each semester 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, obtain the student’s grades at any time.

The following symbols indicating grades are used: A, B, C, D, P, F, and W. The following symbol indicates incomplete work: I. Only grades of A, B, C, D, or F earned while matriculated in the College, or earned in any of the College’s courses (courses prefixed by “A” or “V”) while matriculated in another division of New York University, are computed in the average. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows:
ACADEMIC POLICIES

The grades for courses taken abroad in one of New York University’s programs or at one of the exchange sites are recorded on the transcript and are also included in the grade point average. The grades for graduate and professional courses taken at other divisions in the University are included in the grade point average, provided that permission to enroll is obtained prior to registration for the courses.

Computing the grade point average: The grade point average can be obtained by determining the total of all grade points earned (quality points) and dividing that figure by the total number of credit hours completed (quality hours).

For example: A student who has completed 8 points of A (4.0), 4 points of B (3.0), and 4 points of C (2.0) has a grade point average of 3.25. This is obtained by adding 8 (points of A) x 4.0 (point value of A), 4 (points of B) x 3.0 (point value of B), and 4 (points of C) x 2.0 (point value of C), which totals 52 (the total of all grade points earned), and then by dividing 52 by 16 (the total number of credit hours completed). This gives the grade point average of 3.25.

A final grade has been submitted by the instructor and recorded on the transcript, the final grade cannot be changed by turning in additional course work.

To appeal an assigned grade, the student should first consult with the instructor who assigned the grade to discuss the grading requirements for the course and how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a formal written appeal should be submitted to the chair and/or director of undergraduate studies in the particular department. An independent review of the grade will be undertaken by the department. All of the student’s work will be reviewed to clarify how the grade was determined and to ensure the grade is consistent with the academic guidelines and policies of the department. The decision of the department in matters related to a course grade is final.

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 VXX.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 in 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 (VXX.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.

**LEAVE OF ABSENCE**

**General Leave**

If a student and an adviser agree that a leave of absence is the best way to proceed given the student’s situation, the adviser will assist in the withdrawal from the semester and extended time for a leave of absence. A student needs to complete the Leave of Absence Petition form, which can be obtained at the College Advising Center, Silver Center, 100 Washington Square East, Room 909B. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year. A Certification of Readiness to Return to School from a Leave of Absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his/her academic work. The student must also schedule an appointment with a counselor/therapist or physician, at the NYU Health Center prior to receiving approval from the College to return. A student granted a leave does not have to make a formal application for readmission as long as he/she returns to the College within the agreed-upon time (a maximum of two semesters during a student’s academic career). Students who attend another college during the leave must petition to have the credits transferred after they have been approved to return to the College. Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. Students are advised to find out how the leave of absence may affect their scholarship and financial aid award and should contact the Financial Aid Office at 25 West Fourth Street. If students are on probation when the leave is granted, they will return on probation. Students out of attendance who did not apply for a leave and who wish to return to the College may apply for readmission. (See the Admission section.)

**Psychological and Medical Leave**

If a student and a counselor or a physician agree that a psychological or medical leave of absence is the best way to proceed given the situation, the counselor or physician should make a recommendation to the Associate Dean for Students at the College for the withdrawal from the semester and extended time for a leave of absence. A student needs to complete the Leave of Absence Petition form, which can be obtained at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. Leave of absence petitions are accepted and reviewed on a rolling basis throughout the academic year. A Certification of Readiness to Return to School from a Leave of Absence form should be completed by the counselor/therapist or physician, who needs to state clearly that the student is ready to return and that NYU is a suitable environment in which to continue his/her academic work. The student must also schedule an appointment with a counselor/therapist or physician, at the NYU Health Center prior to receiving approval from the College to return. A student granted a leave does not have to make a formal application for readmission as long as he/she returns to the College within the agreed-upon time (a maximum of two semesters during a student’s academic career). Students who attend another college during the leave must petition to have the credits transferred after they have been approved to return to the College. Petitions may be obtained at the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B. Students at the College for the 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 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.

**PASS/FAIL OPTION**

Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the fifth week of the term (second week of a six-week summer session); after that time, the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the Morse Academic Plan requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. The form for declaring the pass/fail option may be obtained in the College Advising Center, Silver Center, 100 Washington Square East, 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. After deliberation, the Committee’s decisions on such matters are final. Petition forms may be obtained in the Office of the Associate Dean for Students, Silver Center, 100 Washington Square East, Room 909B.
Placement Examinations, Analysis of Academic Progress, and Transcripts

Placement Examinations

Foreign Languages

Testing and placement: Most entering students take a proficiency/placement test prior to their first registration in the College. SAT-style reading tests are used as proficiency (exemption) and placement instruments in French, German, Italian, and Spanish. Students who took a foreign language SAT Subject test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. Written examinations are also given in Korean, modern Greek, modern Hebrew, Latin, Portuguese, Russian, and Tagalog. Testing in Japanese and Mandarin Chinese can be arranged through the Department of East Asian Studies. Testing in Cantonese can be arranged through the Department of Social and Cultural Analysis. 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 and Islamic 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 the Office of Academic Affairs, Silver Center, 100 Washington Square East, Room 908; 212-998-8110. 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.

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.

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.

Chemistry

A chemistry assessment examination is given to all freshmen who intend to take chemistry.

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 (V23.0021,0022).

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) account of completed and remaining degree requirements.

Transcripts of Record

Official copies of your University transcript can be requested when a stamped and sealed copy of your University records is required. Requests for official transcripts require the signature of the student requesting the transcript. Currently, we are not accepting requests for a transcript by e-mail.

A transcript may be requested by either (1) completing the online request form at www.nyu.edu/registrar/transcript-form.html and mailing/faxing the signature page (recommended method) or (2) writing a request letter (see below) and mailing/faxing the completed and signed letter. Our fax number is 212-995-4154; our mailing address is New York University, Office of the University Registrar, Transcripts Department, P.O. Box 910, New York, NY 10276-0910.

There is no charge for academic transcripts.

Writing a request letter: A request letter must include all of the following information:

- University ID number
- Current name and any other name under which you attended/attended NYU
- Current address
- Date of birth
- School of the University you attended/attended and for which you are requesting the transcript
- Dates of attendance
- Date of graduation
- Full name and address of the person or institution to which the transcript is to be sent

There is no limit for the number of official transcripts that can be issued to a student. You can indicate in your request if you would like us to forward the transcripts to your home address, but we will require the name and address of each institution.

Unofficial transcripts are available on Albert.

If you initiate your transcript request through the online request form, you will receive e-mail confirmation when the Office of the University Registrar has received your signed request form. If you have any questions or concerns, please contact the office at 212-998-4280, and a representative will assist you.

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.
Discipline

Standards and Academic Diploma

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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.

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 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 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 Disciplinary Procedures and as outlined in the chapter “University Policies and Procedures” in the NYU Student’s Guide. If pursuant to such rules, regulations, or practices, the withdrawal of a student is required before the end of the term for which tuition has been paid, a refund will be made according to the standard schedule for refunds. Below is a summary of the offenses for which students may be subject to disciplinary charges by the Committee on Student Discipline:

1. False representation or forgery of academic documents
2. Deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or university property
3. Disruption of an academic event
4. Actual or threatened violence or harassment

Depending on the seriousness of the offense, the following penalties may be imposed after a hearing by the Committee on Student Discipline:

**Censure:** Written reprimand for violation of a specified regulation, including the possibility of more severe disciplinary sanction in the event of a subsequent violation of
any University regulation within a period of time stated in the letter of reprimand.

**Disciplinary probation:**
Suspension of privileges or exclusion from participating in 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’s Guide. The College adheres to all articles of the “Student Grievance Procedure” as set forth in the University Policies and Procedures section of the NYU Student’s Guide.

**UNIVERSITY POLICY ON PATENTS**
Students offered research opportunities are reminded that inventions arising from participation in such research are governed by the University’s “Statement of Policy on Patents,” a copy of which may be found in the Faculty Handbook or obtained from the dean’s office.

**CAMPUS SAFETY**
The Department of Public Safety is located at 14 Washington Place; telephone: 212-998-2222; 212-998-2220 (TTY).

New York University’s annual Campus Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by NYU, and on public property within or immediately adjacent to the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, drugs, and alcohol. You can obtain a copy of the current report by contacting Thomas Grace, Director of Judicial Affairs and Compliance, Office of the Vice President for Student Affairs (601 Kimmel Center: 212-998-4403), or Jay Zwicker, Crime Prevention Manager, Department of Public Safety (7 Washington Place: 212-998-1451), or by visiting the following Web site: www.nyu.edu/public.safety/policies.

**NEW YORK UNIVERSITY SIMULATED FIREARM POLICY**
New York University strictly prohibits simulated firearms in and/or around any and all University facilities—academic, residential, or other. This prohibition extends to all buildings—whether owned, leased, or controlled by the University. The possession of a simulated firearm has the potential of creating a dangerous situation for the bearer and others.

The only exceptions to this policy are duly authorized law enforcement personnel who are performing official federal, state, or local business and instances in which the bearer of the weapon is licensed by an appropriate licensing authority and has received written permission from the executive vice president of the University.

The only exceptions to this policy are instances in which (1) the bearer is in possession of written permission from a dean, associate dean, assistant dean, or department head and (2) such possession or use of simulated firearms is directly connected to a University- or school-related event (e.g., play, film production). Whenever an approved simulated firearm is transported from one location to another, it must be placed in a secure container in such a manner that it cannot be observed. Storage of approved simulated firearms shall be the responsibility of the Department of Public Safety in a location designated by the vice president for public safety. Under no circumstances, other than at a public safety storage area, may approved simulated firearms be stored in any University-owned, -leased, or -controlled facilities.
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Standing Committees of the College

The following standing faculty committees of the Faculty of Arts and Science serve only the College of Arts and Science.

- **The Committee on Undergraduate Academic Standards**
  Membership by appointment and by office. Term: two years.

- **The Committee on Recommendations to Schools of the Health Professions**
  Membership by appointment and by office. Term: three years.

- **The Faculty Committee on Undergraduate Curriculum**
  Membership by election and by office. Term: three years.

- **The Faculty Committee on Undergraduate Honors**
  Membership by election and by office. Term: three years.

- **The Faculty Committee on Undergraduate Scholarships and Financial Aid**
  Membership by appointment and by office. Term: two years.

Standing Committees of the Faculty of Arts and Science

The following standing faculty committees 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 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.
Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street–Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street–Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3, and 5 to Eighth Street and University Place. Walk south to Washington Square. Bus numbered 1 to Broadway and Ninth Street. Walk south on Broadway to Waverly Place and west to Washington Square.

Eighth Street Crosstown Bus
Bus numbered 8 to University Place. Walk south to Washington Square.

Broadway Bus
Bus numbered 6 to Waverly Place. Walk west to Washington Square.

*See Washington Square Campus map and key for specific addresses.