On the Cover
Classic columns grace the front of the Silver Center for Arts and Science, which was known as Main Building until 2002, when it was renamed in recognition of the extraordinary bequest by Julius Silver, a 1922 graduate of the University College of Arts and Science, in memory of his wife and their daughter. This bequest has made possible the establishment of Julius Silver, Roslyn S. Silver, and Enid Silver Winslow Professorships in the Faculty of Arts and Science as well as scholarships for students.
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.
# Table of Contents

**An Introduction to New York University** .......................... 5  
**The Schools and Colleges of the University** ......................... 6  
**New York University and New York** ................................. 8  
**University Administration** ........................................... 9  
**A Brief History of the College of Arts and Science** ............... 14  
**College Directory** ...................................................... 17  
**Calendar 2006-2008** .................................................... 18  
**Index to Majors and Minors** ........................................... 21  
**The Morse Academic Plan** ............................................... 23  
**Departments and Programs** ............................................. 27  
**Admission** ................................................................. 321  
**Tuition, Fees, and Financial Aid** ..................................... 329  
**Student Activities, University Services** ............................. 336  
**Community Service** ...................................................... 339  
**Honors and Awards** ...................................................... 341  
**Registration, Advisement, and Counseling** .......................... 347  
**Degree Requirements** ................................................... 350  
**Preprofessional, Accelerated, and Specialized Programs** ........... 352  
**Arts and Science Summer Programs** .................................. 356  
**Programs Abroad** ......................................................... 357  
**Academic Policies** ....................................................... 364  
**Faculty of Arts and Science** ............................................ 372  
**Standing Committees** ................................................... 394  
**Washington Square Campus Map** .................................... 395  
**Travel Directions to the Washington Square Campus** .............. 397
The founding of New York University in 1831 by a group of eminent private citizens was a historic event in American education. In the early 19th century, a major emphasis in higher education was on the study of Greek and Latin, with little attention to modern or contemporary subjects. The founders of New York University intended to enlarge the scope of higher education to meet the needs of persons aspiring to careers in business, industry, science, and the arts, as well as in law, medicine, and the ministry. The opening of the University of London in 1828 convinced New Yorkers that their city, too, should have a university.

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

The result of the founders’ foresight is today a university that is recognized both nationally and internationally as a leader in scholarship. Of the more than 3,000 colleges and universities in America, only 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 133 foreign countries.

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

Enrollment in the undergraduate divisions ranges between 115 and 6,850. While some introductory classes in some programs have large numbers of students, many classes are small. More than 2,500 courses are offered, leading to more than 25 different degrees.

The Schools and Colleges of the University

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

The School of Law is one of the oldest law schools in the United States. It offers a comprehensive first professional program leading to the degree of Juris Doctor and a graduate curriculum leading to the degrees of Masters of Laws and Doctor of Juridical Science. The law school is a leader in providing scholarships to promising students, recruiting top faculty, and improving tuition subsidies and loan forgiveness programs. The School of Law regularly posts recent graduates to the U.S. Supreme Court for the highly coveted clerkships. The Root-Tilden-Kern scholarship program 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, colloquia, 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-scientists and physicians in practice. Much of the clinical teaching takes place at the 1,232-bed Bellevue Hospital, where the School of Medicine supervises care. Medical students and residents also gain important clinical experience through the NYU Hospitals Center, which includes the 704-bed Tisch Hospital and the 174-bed Rusk Institute of Rehabilitation Medicine. The School also maintains affiliations with select institutions for a variety of joint academic and clinical programs. Affiliated hospitals include the Hospital for Joint Diseases Orthopaedic Institute; NYU Downtown Hospital; 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 biomolecular 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 leading to the Doctor of Dental Surgery degree, as well as advanced education programs in the dental specialties 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 programs 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.A., and Ph.D. degree programs. A B.S./M.A. dual degree program and an M.A./M.S. joint degree program with the 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, respectively. Dual degree programs of study currently involve the School of Law, the School of Medicine, the Leonard N. Stern School of Business, and the Robert F. Wagner Graduate School of Public Service. Courses are offered in the late afternoon and evening as well as during the day.

The Steinhardt School of Education offers a broad range of innovative undergraduate preprofessional and professional programs and advanced graduate study in education, health, communications, and the arts professions. 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 settings throughout New York City. Graduate students may enroll in master’s, advanced
certificate, and doctoral programs in a wide variety of disciplines. Courses are given weekdays, evenings, weekends, and summers to full-time, part-time, and special students. Study abroad is available for undergraduates during the academic year and for graduate students during the summer and January intersession. Applied research opportunities abound for all students.

The Leonard N. Stern School of Business is located in a three-building complex that comprises Tisch and Shimkin Halls and the state-of-the-art Henry Kaufman Management Center, which houses the graduate programs. The Washington Square complex is adjacent to the University’s renowned Elmer Holmes Bobst Library. 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 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 in a distinctive manner to the international dimensions of business, develop strong interpersonal and team-building skills, gain a sense of professional responsibility, and undertake cross-disciplinary course work while retaining a strong individualized component through elective course work. The undergraduate curriculum is a full-time course of study.

The School of Continuing and Professional Studies (SCPS) has for 70 years provided courses and professional credentials designed 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 curricula covering domestic and international issues including nonprofit management, financial management, public policy analysis, urban public policy studies, urban planning, and health policy and management. Master’s and doctoral degree programs are offered. The Advanced Professional Certificate Programs and the Master of Science in Management Program offer career development opportunities for experienced professionals. Joint degree programs are available with the College of Arts and Science, Graduate School of Arts and Science, the Leonard N. Stern School of Business, the School of Law, the School of Medicine, the College of Nursing, and the School of Social Work. Courses for full-time and part-time students are offered in the late afternoon and evening and on Saturdays.

The 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, and interactive telecommunications. Degrees offered are the B.A., B.F.A., M.F.A., M.P.S., M.A. (moving image archiving and presentation), 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 an eight-library, 4.6 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 more than 3.4 million volumes, 34 thousand journal subscriptions, and over 5 million microforms and 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 6,000 users per day, and almost one 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, hundreds of 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 4 media-enhanced classrooms; students and researchers use more than 53,000 audio and video recordings per year. The Studio for Digital Projects and Research offers a constantly evolving, leading-edge resource for faculty and student projects and promotes and supports access to digital resources for teaching, learning, research, and arts events.

The 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 any time, whether on campus or off site. In addition to e-journals and other electronic resources, the library offers 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 Brause 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.

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. 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 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 is comprised primarily of 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 Ben and Abby Weed Grey Collection of Contemporary Asian and Middle Eastern Art, which totals some 1,000 works in various media representing countries from Turkey to Japan.

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

THE LARGER CAMPUS

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

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

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

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

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

University apartment buildings provide housing for more than 2,000 members of the faculty and administration, and University student residence halls accommodate over 11,500 men and women. Many more faculty and students reside in private housing in the area.

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 age, citizenship status, ethnicity, disability, marital or parental status, national origin, race, religion, gender, sexual orientation, or veteran status.

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 State 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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<td>Anthony Chiarello, B.A., M.A.</td>
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<tr>
<td></td>
<td></td>
<td>Student Services Coordinator</td>
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<td></td>
<td></td>
<td>Alexandra Cordero, B.A., M.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kevin Davis, B.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Assistant to the Dean; Manager, Special Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patti A. Davis, B.A., M.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Director, College Advising Center</td>
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<td></td>
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<td>Soomin Han, B.A., J.D.</td>
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<tr>
<td></td>
<td></td>
<td>Associate Director, Post-Baccalaureate Program</td>
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<td></td>
<td>Joseph Hemmes, B.A., M.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant to the Dean; Academic Advisor—Transfer and Engineering Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah Hinkle, B.A., M.S., Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Director, Orientation and Transition Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Victoria I. Keenan, B.A., M.A.</td>
</tr>
<tr>
<td></td>
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<td>Coordinator of the Zuckerman Forum</td>
</tr>
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<td></td>
<td>Riaz Khan, B.A., M.A., Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Director, Juniors and Inter-School Programs</td>
</tr>
</tbody>
</table>
Kenneth Kidd, B.S.
Project Director and Special Assistant to the Dean

Timothy Libert, B.A.
Systems Administrator

James C. Mazza, B.A., M.A., M.Phil.
Advisor, Prehealth Program

Michele G. Mostel, B.A., M.A.
Assistant Director, Preprofessional Advisement

Rose Olivito, B.F.A., M.A.
Administrative Assistant, Student Affairs

Crystal C. Parsons, B.S.
Administrative Assistant, Academic Affairs

Diana Pittet, B.A., M.A.T.
Administrative Assistant to the Dean

Christian Rafidi
Budget Officer

Jean Chen-Villelba, B.A., M.A.
Academic Coordinator, Academic Standards

Kimberly Yousey, B.M.E., M.Ed., Ph.D.
Director, College Learning Center

Richard Foley, B.A., M.A., Ph.D.
Anne and Joel Ehrenkranz Dean, Faculty of Arts and Science

Edward Sullivan, B.A., M.A., Ph.D.
Dean for Humanities, Faculty of Arts and Science

George W. Downs, B.A., Ph.D.
Dean for Social Sciences, Faculty of Arts and Science

Matthew S. Santirocco, B.A.; M.A. [Cantab.], M.Phil., Ph.D.
Seryl Kushner Dean, College of Arts and Science

Daniel L. Stein, B.S., M.S., Ph.D.,
Dean for Science, Faculty of Arts and Science (as of September 1, 2006)

Dean, Graduate School of Arts and Science

Dr. Mona R. Ackerman
President, Riklis Family Foundation

Dr. Edward H. Bersoff
President and Chief Executive Officer, BTG, Inc.

David A. Bronner, Esq.
Katten, Muchin & Zavis

Arthur Carter
President, The Shephaug Corporation

Evan R. Chesler, Esq.
Partner, Crescut, Suacone and Moore

James A. Finkelstein
JAF Communications

Loretta B. Glucksman
President, Westland Associates

Henry Anatole Grunwald
Former Editor-in-Chief, Time, Inc.

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

Yves-Andre Istel
Vice Chairman, Rothschild, Inc.

Ronald S. Katz, Esq.
Managing Partner, Coudert Brothers

Faith Popcorn
Chairman and Chief Executive Officer, BrainReserve, Inc.

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

Gerald R. Sigal
Chairman of the Board, Sigal Construction Corporation

James B. Sitrick, Esq.
Coudert Brothers

Margaret Sokol
Writer

Lillian Vernon
President, Lillian Vernon Corporation
Above: The original Gothic-style University building was first occupied by NYU in 1835.

Right: Library in Main Building, 1894.

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

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

In the arts and culture, too, it can be argued that the College not only participated in but also generated much of the creative energy that has characterized Greenwich Village. The original University Building housed ateliers that were the forerunners of the current downtown art scene. And although Henry Wadsworth Longfellow was turned down for a teaching post, literature thrived, with University Building even featured in 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 undergraduate presence was restored downtown with the opening of a Collegiate Division (1903), soon to become Washington Square College (1913). This school had a more diverse student body, opening its doors to women, recent immigrants, commuters, and professional students.

For over 60 years, undergraduate liberal arts education at NYU took place in two locations—University College (and the Engineering School) at the Heights and the College on Washington Square, both offering excellent, but different, educational and social experiences.

In the 1970s the College underwent yet another major transformation. In response to financial pressures, the Heights campus was closed in 1973, and University College merged with Washington Square College. The new institution, which is now known simply as the College of Arts and Science, is the beneficiary of both traditions—the Heights' residential and collegiate culture and the Square's progressive urban focus. At that time, a decision was also made to build aggressively for quality—to recruit the very best faculty and students, to update and expand the physical plant, and to create distinguished programs both here and abroad.

In recent years, the College has become recognized as a national leader for its efforts to reinvent a liberal arts education for the 21st century. With a challenging liberal arts core, the Morse Academic Plan, at the center of the curriculum, the College emphasizes student inquiry and research, offers unique opportunities for international and preprofessional study, and makes use of the city as a site for learning and service. A liberal arts education thus reconceived is not only personally enriching but also eminently practical in developing the skills and perspectives essential to assume a leadership role in the 21st century. As the new millennium proceeds, the College continues to build on its founders’ goal of providing “Useful Knowledge.”
Left: Samuel F. B. Morse, inventor of the telegraph, noted painter, and NYU Professor of Literature of the Arts of Design.

Left: Psi Upsilon Fraternity party, 1890s.

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

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.
## Administrators

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew S. Santirocco</td>
<td>Dean</td>
<td>Silver Center, Room 910</td>
<td>212-998-8100</td>
<td><a href="mailto:cyberdean@nyu.edu">cyberdean@nyu.edu</a></td>
</tr>
<tr>
<td>Richard J. Kalb</td>
<td>Associate Dean for Students</td>
<td>Silver Center, Room 909B</td>
<td>212-998-8140</td>
<td><a href="mailto:richard.kalb@nyu.edu">richard.kalb@nyu.edu</a></td>
</tr>
<tr>
<td>Otto Sonntag</td>
<td>Associate Dean for Academic Affairs</td>
<td>Silver Center, Room 908C</td>
<td>212-998-8110</td>
<td><a href="mailto:otto.sonntag@nyu.edu">otto.sonntag@nyu.edu</a></td>
</tr>
<tr>
<td>John A. Delgrosso</td>
<td>Assistant Dean for Student Affairs</td>
<td>Silver Center, Room 909A</td>
<td>212-998-8146</td>
<td><a href="mailto:john.delgrosso@nyu.edu">john.delgrosso@nyu.edu</a></td>
</tr>
<tr>
<td>William J. Long</td>
<td>Associate Dean for Advisement and Student Services</td>
<td>Silver Center, Room 905</td>
<td>212-998-8130</td>
<td><a href="mailto:willie.long@nyu.edu">willie.long@nyu.edu</a></td>
</tr>
<tr>
<td>Anita Farrington-Brathwaite</td>
<td>Assistant Dean for Freshmen</td>
<td>Silver Center, Room 909C</td>
<td>212-998-8167</td>
<td><a href="mailto:froshdean@nyu.edu">froshdean@nyu.edu</a></td>
</tr>
<tr>
<td>Sally Sanderlin</td>
<td>Associate Dean for Administration</td>
<td>Silver Center, Room 910</td>
<td>212-998-8100</td>
<td><a href="mailto:sally.sanderlin@nyu.edu">sally.sanderlin@nyu.edu</a></td>
</tr>
<tr>
<td>Richard J. Kalb</td>
<td>Associate Dean for Students</td>
<td>Silver Center, Room 909B</td>
<td>212-998-8140</td>
<td><a href="mailto:richard.kalb@nyu.edu">richard.kalb@nyu.edu</a></td>
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<tr>
<td>Otto Sonntag</td>
<td>Associate Dean for Academic Affairs</td>
<td>Silver Center, Room 908C</td>
<td>212-998-8110</td>
<td><a href="mailto:otto.sonntag@nyu.edu">otto.sonntag@nyu.edu</a></td>
</tr>
<tr>
<td>Charlene Visconti</td>
<td>Assistant Dean for Preprofessional Advisement</td>
<td>Silver Center, Room 901</td>
<td>212-998-8160</td>
<td><a href="mailto:charlene.visconti@nyu.edu">charlene.visconti@nyu.edu</a></td>
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## Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Address</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Office of Undergraduate Admissions</td>
<td>22 Washington Square North</td>
<td>212-998-4500</td>
<td></td>
</tr>
<tr>
<td>Office for African American, Latino, and Asian American Student Services</td>
<td>Kimmel Center for University Life, 60 Washington Square South, Suite 806</td>
<td>212-998-4343</td>
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<tr>
<td>Office of the Bursar</td>
<td>Student Services Center</td>
<td>25 West Fourth Street, 1st Floor</td>
<td>212-998-2800</td>
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<tr>
<td>Wasserman Center for Career Development</td>
<td>135 East 13th Street, 2nd Floor</td>
<td>212-998-4730</td>
<td></td>
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<tr>
<td>Career Assistance Program (CAP)</td>
<td>Silver Center, Room 901</td>
<td>212-998-8145</td>
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<tr>
<td>University Counseling Service</td>
<td>726 Broadway, Room 471</td>
<td>212-998-4780</td>
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<tr>
<td>University Counseling Service</td>
<td>College of Arts and Science</td>
<td>Silver Center, Room 920</td>
<td>212-998-8150</td>
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<tr>
<td>Office of Financial Aid</td>
<td>Student Services Center</td>
<td>25 West Fourth Street, 1st Floor</td>
<td>212-998-4444</td>
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<tr>
<td>University Health Center</td>
<td>726 Broadway, 3rd Floor</td>
<td>212-443-1000</td>
<td></td>
</tr>
<tr>
<td>Department of Housing (on campus)</td>
<td>8 Washington Place</td>
<td>212-443-1000</td>
<td></td>
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<tr>
<td>Off-Campus Housing Office</td>
<td>4 Washington Square Village, 1st Floor</td>
<td>212-998-4620</td>
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<tr>
<td>Office for International Students and Scholars</td>
<td>561 La Guardia Place, 1st Floor</td>
<td>212-998-4720</td>
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<tr>
<td>Office of the University Registrar</td>
<td>Student Services Center</td>
<td>25 West Fourth Street, 1st Floor</td>
<td>212-998-4800</td>
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<tr>
<td>Office of Student Activities</td>
<td>Kimmel Center for University Life 60 Washington Square South, Suite 704</td>
<td>212-998-4700</td>
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<tr>
<td>Student Resource Center</td>
<td>Kimmel Center for University Life 60 Washington Square South, 2nd Floor</td>
<td>212-998-4959</td>
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<tr>
<td>NYU Study Abroad Admissions</td>
<td>7 East 12th Street, 6th Floor</td>
<td>212-998-4433</td>
<td><a href="mailto:studyabroad@nyu.edu">studyabroad@nyu.edu</a></td>
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### Calendar 2006-2008

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<tr>
<td><strong>All dates inclusive</strong></td>
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<tr>
<td>2006 Summer Session I</td>
<td>Monday–Friday</td>
<td>May 15–June 23</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
<td>May 29</td>
</tr>
<tr>
<td>2006 Summer Session II</td>
<td>Monday–Friday</td>
<td>June 26–August 4</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Tuesday</td>
<td>July 4</td>
</tr>
<tr>
<td>Labor Day: holiday</td>
<td>Monday</td>
<td>September 4</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td>September 5</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday</td>
<td>September 25</td>
</tr>
<tr>
<td>No classes scheduled</td>
<td>Monday</td>
<td>October 9</td>
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<tr>
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<td>Tuesday</td>
<td>October 10</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>November 6</td>
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<tr>
<td>Legislative Day</td>
<td>Wednesday</td>
<td>November 22 (classes meet on a Monday schedule)</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday</td>
<td>November 23–25</td>
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<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
<td>December 12*</td>
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<tr>
<td>Last day of classes</td>
<td>Wednesday</td>
<td>December 13</td>
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<tr>
<td>Reading day</td>
<td>Thursday</td>
<td>December 14</td>
</tr>
<tr>
<td>Fall term final examinations</td>
<td>Friday–Friday</td>
<td>December 15–22</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Saturday</td>
<td>December 23–January 13</td>
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*All Thursday classes will meet on Tuesday, December 12. Therefore, Tuesday classes do not meet on this day.*

<table>
<thead>
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<th>2007</th>
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<tbody>
<tr>
<td>Martin Luther King Jr. Day: holiday</td>
<td>Monday</td>
<td>January 15</td>
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<tr>
<td>Spring term begins</td>
<td>Tuesday</td>
<td>January 16</td>
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<tr>
<td>Last day for withdrawing from a course without a “W”</td>
<td>Monday</td>
<td>February 5</td>
</tr>
<tr>
<td>Event</td>
<td>Date Format</td>
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<tr>
<td>Presidents’ Day: holiday</td>
<td>Monday</td>
<td>February 19</td>
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<tr>
<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday</td>
<td>February 20</td>
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<tr>
<td>Spring recess</td>
<td>Monday–Saturday</td>
<td>March 12–17</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>March 26</td>
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<td>Last day of classes</td>
<td>Monday</td>
<td>April 30</td>
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<td>Reading day</td>
<td>Tuesday</td>
<td>May 1</td>
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<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Wednesday</td>
<td>May 2–9</td>
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<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
<td>May 10</td>
</tr>
<tr>
<td>2007 Summer Session I</td>
<td>Monday–Friday</td>
<td>May 14–June 22</td>
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<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
<td>May 28</td>
</tr>
<tr>
<td>2007 Summer Session II</td>
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<td>June 25–August 3</td>
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<td>Independence Day: holiday</td>
<td>Wednesday</td>
<td>July 4</td>
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<tr>
<td>Labor Day: holiday</td>
<td>Monday</td>
<td>September 3</td>
</tr>
<tr>
<td>Fall term begins</td>
<td>Tuesday</td>
<td>September 4</td>
</tr>
<tr>
<td>Last day for withdrawing from a course without a “W”</td>
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<td>September 24</td>
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<td>Monday</td>
<td>October 8</td>
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<td>Last day for filing or revoking Pass/Fail option</td>
<td>Tuesday</td>
<td>October 9</td>
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<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
<td>November 5</td>
</tr>
<tr>
<td>Legislative Day</td>
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<td>November 21 (classes meet on a Monday schedule)</td>
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<tr>
<td>Thanksgiving recess</td>
<td>Thursday–Saturday</td>
<td>November 22–24</td>
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<tr>
<td>Legislative Day</td>
<td>Tuesday</td>
<td>December 11*</td>
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<tr>
<td>Last day of classes</td>
<td>Wednesday</td>
<td>December 12</td>
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<tr>
<td>Reading day</td>
<td>Thursday</td>
<td>December 13</td>
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<tr>
<td>Fall term final examinations</td>
<td>Friday–Friday</td>
<td>December 14–21</td>
</tr>
<tr>
<td>Winter recess</td>
<td>Saturday–Saturday</td>
<td>December 22–January 19</td>
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</table>

*All Thursday classes will meet on Tuesday, December 11. Therefore, Tuesday classes do not meet on this day.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<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>Spring recess</td>
<td>Monday–Saturday</td>
</tr>
<tr>
<td>Last day for withdrawing from a course</td>
<td>Monday</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Monday</td>
</tr>
<tr>
<td>Reading day</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Spring term final examinations</td>
<td>Wednesday–Wednesday</td>
</tr>
<tr>
<td>Commencement: conferring of degrees</td>
<td>Thursday</td>
</tr>
<tr>
<td>2008 Summer Session I</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td>Memorial Day: holiday</td>
<td>Monday</td>
</tr>
<tr>
<td>2008 Summer Session II</td>
<td>Monday–Friday</td>
</tr>
<tr>
<td>Independence Day: holiday</td>
<td>Friday</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 found below indicates the full range of majors and minors available to students in the College. Individual courses are described under each departmental section of the bulletin. See also the P<sup>r</sup>eprofessional, A<sup>c</sup>celerated, and S<sup>e</sup>pecialized 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>Index to Majors and Minors</th>
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<tbody>
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<tr>
<td>Africana Studies 2211</td>
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<tr>
<td>‡American Studies</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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<td>Anthropology and Linguistics (major only) 4903</td>
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<tr>
<td>‡Asian/Pacific/American Studies</td>
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<tr>
<td>Astronomy (minor only)</td>
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<td>Biochemistry (major only) 0414</td>
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<td>Cinema Studies (through the Tisch School of the Arts and College of Arts and Science)</td>
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<td>Classics-Fine Arts (major only) 1001</td>
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<td>Comparative Literature 1503</td>
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<td>Italian and Linguistics (major only)</td>
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<td>Jewish History and Civilization</td>
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<td>Luso-Brazilian Language and Literature</td>
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<td>Religious Studies (major only)</td>
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<td>Romance Languages</td>
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HEGIS*: Higher Education General Information Survey

Degree and Certificate Programs as Registered by the New York State Education Department.

New York State Education
Department Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, NY 12220
Telephone: 518-474-5851

*In dual degree program with Stevens Institute of Technology.

†Pending New York State approval.

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 HEGIS number indicates the directory of classes, which is available during each registration period. In the designation of a course where the numbers indicating each half of the course are separated by a comma, not a hyphen, credit will be granted for completing only the first term of the course unless it is indicated otherwise. Students should be aware that in certain of these courses, satisfactory completion of the first term of the course is a prerequisite for entry into the second term of the course.
The Morse Academic Plan (MAP) of the College of Arts and Science is an integrated general education curriculum in the liberal arts. The MAP is named for Samuel F. B. Morse, an early faculty member of the University. Best known as inventor of the 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, promotes creative and logical thinking, and gives students extensive practice writing and speaking English and proficiency in at least one other language. Rather than specifying a fixed canon of knowledge, the MAP focuses on modes and methods of humanistic and scientific inquiry. In each case, students are free to pursue particular interests by choosing among a number of courses. Students examine our contemporary culture—its origins and social structures, its modes of expression, and its inherent diversity and evolving patterns of thought. In other classes, they consider the place and importance of modern science—its quantitative and analytical foundations, its processes of reasoning, and its relationship to technology and to our views of the natural world. By helping them to broaden their perspectives, gain new pathways for intellectual inquiry, and develop the skills, background, and social awareness to thrive in dynamic circumstances, the MAP thus seeks to prepare students for their later studies and to equip them well for lives as thinking individuals and members of society.

Program

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

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

Given this flexibility, students work individually with advisers to plan course schedules that take into account, among other things, their past preparation, current interests, and longer-term goals. While there is no prescribed schedule of courses that will be appropriate for every student, the following broad guidelines should be kept in mind.
• Incoming freshmen should normally complete their MAP courses by the end of sophomore year. This will leave them free in the junior and senior years to focus on their major and elective courses. Some science majors, engineering students, premedical students, and students placed in the International Writing Workshop sequence may need to delay starting, and thus finishing, a component of the MAP for a semester or more. Students who pursue international study may also need to delay completing their MAP courses beyond the sophomore year.
• Students must complete Writing the Essay, V40.0100, during their
Those placed into the Morse Academic Plan, 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 would be 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, 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, Room 909.

Increasingly, college graduates must be prepared to function in a global society. Apart from the inherent interest of learning about other cultures, many NYU students take the opportunity to study or travel abroad as preparation for their future careers. For more information about Study Abroad Programs, visit the NYU Study Abroad office, 7 East 12th Street, 6th floor, and consult the Programs Abroad section of this bulletin.

**Requirement.** To fulfill the foreign language component of the Morse Academic Plan, students must demonstrate proficiency in a foreign language through the intermediate level. Ordinarily, this is accomplished by the successful completion of two years of language study in the College, through the second semester of a regular intermediate-level language sequence. Some languages are also taught in intensive courses, allowing students to complete the equivalent of two years of study in a single year.

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

**Exemptions.** Students may fulfill the foreign language component of the MAP by presenting outstanding scores on the SAT II or Advanced Placement Examinations or by passing a departmental proficiency examination. For further information on language placement and exemption, see under “Placement Examinations” in the Academic Policies section of this bulletin. For Advanced Placement Examination equivalencies, consult the chart in the Admission section, also in this bulletin.

Students whose secondary schooling was in a language other than English and other than a language offered in the College, or who complete the International Writing Workshop sequence (V40.0004, V40.0009), are exempt from the foreign language requirement. Also exempt are students in the B.S./B.E. program.

**Courses.** Listed below are courses covering the second semester of the intermediate level of language study. Intensive courses, which allow students to complete the equivalent of two years of study in a single year, are also listed where available. Completion of any of the following courses will fulfill the foreign language
The Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan is a series of four coordinated courses in the humanities and social sciences. Within each of the four offerings, students are free to pursue their particular interests through their choice of individual classes. Overall, the structure of the FCC ensures that every student in the College gains a common core of skills and experiences in the liberal arts.

In addition to the information on the Foundations of Contemporary Culture provided in this bulletin, detailed descriptions of each year’s course offerings may be found 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.
WORLD CULTURES
World Cultures prepares students for life in a globalized world by introducing them to the ways in which humans come to understand themselves as members of societies and by fostering their appreciation of the dynamics of cultural interaction and influence. Individual sections focus on specific social or cultural groups different from the dominate traditions of contemporary Europe and North America. They share a common concern to examine the ways cultures have interacted, for example, through trade, colonization, and immigration; how such groups define themselves against internal and external differences; and how the dominate perspective of Western modernity both makes possible and limits comprehension of the ways in which people outside that position understand, experience, and imagine their lives.

Offerings include emergent traditions, diaspora formations, and societies understood as nationally, geographically, or culturally distinct from the West. Courses focusing on ancient civilizations apart from Greece and Rome are also included.

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

EXPRESSIVE CULTURE
In Expressive Culture students explore the complexities of artistic expression by focusing on one of five media: sounds, images, words, performance, or film. Each course introduces requisite historical, formal, and critical vocabularies; examines fundamental issues associated with interpretation of the arts making use of these media; and investigates the complex relations between artistic activity and other facets of social organization. The courses also make use, wherever possible, of the rich cultural resources of New York City.

Foundations of Scientific Inquiry

The Foundations of Scientific Inquiry (FSI) component of the Morse Academic Plan is a series of three coordinated courses in quantitative reasoning and the natural sciences. Together, these courses ensure that every student in the College gains a fundamental understanding of how mathematics and laboratory experimentation advance scientific investigation. While some students acquire this background through course work offered in the science majors, FSI courses are especially designed to meet the need of nonscience students. Within each of the three offerings, students are free to pursue their particular interests through their choice of individual classes.

In addition to the information on the Foundations of Scientific Inquiry provided in this bulletin, detailed descriptions of each year’s course offerings may be found on the MAP Web site.

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

NATURAL SCIENCE I
Scientific knowledge has its basis in our natural curiosity about the world around us and our place in it. These courses approach the physical sciences with the intent of asking and trying to answer interesting questions, dealing with topics ranging from the origin of our universe and planet to how human activity affects our environment. Students consider the important roles played by laws of physics and chemistry in biology, earth and environmental sciences, astrophysics, and cosmology and develop an understanding of how the physical sciences inform the natural sciences generally. Mathematics is introduced in each course with frequent applications to the subject matter. Predictions that can be made only with the use of mathematics are clearly delineated, showing the powerful role it plays in our understanding of the universe. Wherever possible, the courses relate science to societal problems and develop a historical perspective.

NATURAL SCIENCE II
The complexity of the biological realm continues to fascinate and challenge modern scientists, who are currently engaged in such diverse pursuits as exploring the organization and function of the brain, reconstructing the origin of the human species, linking the multiplicity of interactions in ecosystems, and deciphering the influence of heredity on complex traits. The courses in Natural Science II take a nontraditional approach to the life sciences, with an emphasis on approaching science as a dynamic process of investigation and discovery. Each course selects a broad theme that is at the forefront of contemporary research, then uses specific questions and examples to introduce students to the methodology of scientific inquiry, the critical evaluation of results, and the mathematical tools used to quantify scientific information.
The Program in Africana Studies, which is administered by the Department of Social and Cultural Analysis, offers a wide range of courses on black experiences throughout the Diaspora—including Africa, the Caribbean and South America, Europe, and the United States—from a variety of disciplinary and interdisciplinary approaches. The program maintains particular strengths in Pan-African history and thought and black urban studies. Pan-African history and thought incorporates the study of such literary and political movements as abolitionism, the Harlem Renaissance, Garveyism, the Negritude movement, black consciousness, and black feminism. Courses deal not only with the rise of such movements, but also with the social, economic, and political dynamics of slavery, colonialism, segregation, and post-colonialism that provided the impetus and backdrop of political struggle and cultural production. Black urban studies focuses on the analysis of black peoples’ relations to a wide range of social, cultural, political, and municipal institutions, from museums and public parks to music and sports industries, the mass media, the police, and public schools. Courses also explore patterns of black migration and black ethnic identities, creolization, black cultural production, and questions of class, gender, and sexuality within black communities as well as relationships with other ethnic communities.

The program offers both an undergraduate B.A. and a master’s degree. It also maintains ties to the Institute of African American Affairs and Africa House, both of which run cultural and educational programming throughout the school year as well as to NYU in Ghana, which provides summer and semester-long study abroad opportunities.

**Faculty**

**Professors:**
Dash, Willis (Tisch)

**Associate Professors:**
Blake, Dillard (Gallatin), Guerrero

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

**Six elective courses**—one course from each of three areas listed below, one Africana Studies upper-level elective in any chosen area, and two additional courses as indicated below:

- One Africana Studies course, focusing on the social sciences (anthropology, economics, linguistics, political science, psychology, and sociology)
One Africana Studies course, focusing on the humanities (African languages, dance, fine arts, journalism, literature, music, philosophy, and religion)

One Africana Studies course focusing on history

One Africana Studies upper-level elective focusing on any of the areas listed above or an African language

Two upper-division courses offered by the Department of Social and Cultural Analysis and officially designated as "common electives," which address issues pertinent to Africana Studies in relation to other allied fields

Three research core courses:
- Strategies for Social and Cultural Analysis, V18.0020
- Africana Studies-related Internship Fieldwork, V18.0040
- 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 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 CAS; 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 involving the exercise of key language or linguistic capabilities.

MINOR
Four courses are required for the minor in Africana Studies. Students minoring in Africana Studies must take one of the following introductory courses:

- Approaches to Africana Studies, V18.0101; or Introduction to Pan-Africanism, V18.0104 (formerly V11.0010); or 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 a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof), is normally taken in the sophomore or junior year. In the senior year, students take a twosemester 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. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.

Courses

Approaches to Africana Studies V18.0101 Offered once a year.
Introduces students to a variety of topics and methodologies associated with Africana studies as a field 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 once a 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 racism, black diaspora, and black culture. Also considers the relations between Pan-Africanism and such movements as nationalism, Marxism, and Afrocentricity.

Introduction to Black Urban Studies
V18.0105 Formerly V11.0020. Identical to V57.0090. Offered once a 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.

Introduction to Swahili I
V18.0121 Formerly V11.0201. Offered once a 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 some poems, songs, and oral narratives.

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

Intermediate Swahili I
V18.0123 Formerly V11.0203. Prerequisite: V18.0122 or professor’s approval. Offered once a year. 4 points. This course builds on the basic knowledge of the pronunciation, vocabulary, useful expressions, and fundamental grammatical features already attained at introduction level to strengthen reading, writing, and conversation skills accessing a wide range of grammatical and literary knowledge of the language, its cultural context, and literary genre. The students are required to familiarize themselves with a novel and a play written in Kiswahili.

Intermediate Swahili II
V18.0124 Formerly V11.0204. Prerequisite: V18.0123 or professor’s approval. Offered once a year. 4 points. The aim of this course is to enable students to communicate entirely in Kiswahili, to carry out bidirectional translation from Swahili to English and from English to Swahili, and to negotiate technical language. At this level, the students have mastered the intricacies of Kiswahili grammar, acquired a wide range of vocabulary, read Kiswahili fluently, understood Kiswahili poetry, idioms, and proverbs, and used idiomatic Kiswahili in creative writing and translation.

African American 20th-Century Novels and Narratives
V18.0139 Formerly V11.0139. Offered once a year. 4 points. This seminar covers a historicized 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
V18.0151 Formerly V11.0302. To be given every two or three semesters. 4 points. This course 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, it 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 the 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, discourage blackness as self-segregation, as well as challenges from feminism, biculturalism, 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
V18.0152 Formerly V11.0403. Offered once a 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.

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 post-colonial era. Many prominent African nationalist leaders who came to power in the first decade of independence were also political philosophers imbued with a vision of the political, economic, social, and cultural 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 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 is examined as well as the first decade of independence, characterized by experiments with African Socialism. The period of the early ’70s was characterized by recurrent military coups and the advent of military regimes, followed in the mid-’70s by a surge of military Marxist regimes. Finally the early 90s saw the development of democracy movements in practically every country on the continent.

International Relations of Africa
V18.0162 Formerly V11.0414. Offered 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 once a 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.
This course explores the production and practice of black feminist theory in 20th-century America. We examine the written work and the activism of African American women and look at the way that theory and practice historically intersect around questions of race and gender. Because this is a course on feminism, we also spend a good deal of time interrogating power and thinking about the ways in which systems of oppression both produce and block a black feminist consciousness. 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 Black Urban Studies
V18.0180 Formerly V11.0300. Offered once a semester. 4 points.
Explores specific issues dealing with the black urban experience, focusing on social and cultural institutions. Possible themes, which vary from semester to semester, include class and poverty, the police, urban development, education, sports, music, and art.

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

INDEPENDENT STUDY

Independent Study
V18.0197, 0198 Formerly V11.0997, 0998. Prerequisite: permission of the program director. Offered every semester. 1-4 points per term.

RELATED COURSES

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

ANTHROPOLOGY

African Literature
Peoples of Sub-Saharan Africa: Culture and International Studies
Peoples of the Caribbean: Culture and International Studies
Transcultural Cinema

COMPARATIVE LITERATURE

The Postcolonial in African Literature
Topics in Caribbean Literature
V18.0780 Formerly V11.0132. Identical to V29.0132 and V41.0704.
Colonialism and the Rise of Modern African Literature

ECONOMICS

Economics and Society in the Third World: Africa

ENGLISH

18th- and 19th-Century African American Literature
V18.0783 Formerly V11.0250. Identical to V41.0250.
20th-Century African American Literature
V18.0784 Formerly V11.0160. Identical to V41.0251.
African American Drama
V18.0785 Formerly V11.0161. Identical to V41.0255 and V36.0255.
Contemporary African American Fiction
V18.0786 Formerly V11.0162. Identical to V41.0254.

FINE ARTS

Art and Architecture in Sub-Saharan Africa and the South Pacific
V18.0787 Formerly V11.0080. Identical to V43.0080.

HISTORY

Women and Slavery in the Americas
History of African Civilization to the 19th Century
V18.0788 Formerly V11.0055. Identical to V57.0055.
History of African Civilization During the 19th and 20th Centuries
V18.0789 Formerly V11.0056. Identical to V57.0056.
The History of Religions in Africa
V18.0790 Formerly V11.0566. Identical to V57.0566.
History of Contemporary Africa
V18.0791 Formerly V11.0567.
Identical to V57.0567. Hull. 4 points.

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

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

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

African American History to 1865
V18.0795 Formerly V11.0647.
Identical to V57.0647.

African American History Since 1865
V18.0796 Formerly V11.0648.
Identical to V57.0648.

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

Seminar: History of African Americans
V18.0797 Formerly V11.0696.
Identical to V57.0696.

JOURNALISM AND MASS COMMUNICATION

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

LINGUISTICS

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

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

MUSIC

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

POLITICS

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

SOCIOLOGY

Race and Ethnicity
V18.0803 Formerly V11.0135.
Identical to V93.0135.

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES

Literature of the Spanish Caribbean
V18.0804 Formerly V11.0764.
Identical to V95.0764.

STEINHARDT SCHOOL OF EDUCATION

American Dilemmas: Race, Inequality and the Unfulfilled Promise of Education
Identical to E27.0041.
The American Studies Program (ASP), 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 ASP’s core and affiliated faculty members, drawn from many FAS and TSOA 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

Erich Maria Remarque
Professor of Literature: Harper

Professors:
Dávila, Duggan, Johnson, Ross, Miller, Yúdice

Associate Professor:
Green

Assistant Professors:
Parikh, Zaloom

Programs

MAJOR
The American Studies major, subject to approval by the New York State Education Department, comprises introductory, elective, and research components, which together make up a total of 11 courses, as laid out below.

Two introductory courses—which 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 American Studies and related fields
- Approaches to American Studies, V18.0201

Six elective courses:
- Four designated American Studies courses
- Two upper-division courses offered by the Department of Social and Cultural Analysis and officially designated as “common electives,” which address issues pertinent to American Studies in relation to other allied fields

Three research courses:
- Strategies for Social and Cultural Analysis, V18.0020
- American Studies-related Internship Fieldwork, V18.0040
- Senior Research Seminar pertinent to American Studies, V18.0090

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 CAS; 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.

MINOR
The minor in American studies consists of five courses, comprising Introduction to American Studies (V18.0201) plus four other courses listed by the program. At least two 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, V13.0252, and V18.0280. The current MAP courses offered by American Studies faculty that count toward the minor are V35.0515 and V55.0529.

**HONORS**

Departmental Honors in American Studies—as in all the majors administered within SCA—require a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof) are normally taken in the sophomore or junior year. 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. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.

**Courses**

**Approaches to American Studies**

V18.0201. Formerly V13.0001. Given every year. 4 points. Offers a survey of American studies as dynamic fields of scholarship. Using a schedule of keywords, it 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 interrelation with broader worlds becomes ever more clear.

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

V18.0220. Formerly V13.0201. Given 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. It 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 counternarrative 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. Given. Given 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. Given 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. titled Gender and Cultural History. Prerequisite: V18.0201. Duggan. Given every other year. 4 points. Drawing on the histories of African, Asian, Latino, European, and Native Americans of both genders and many sexualities, the course 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.

Empire for Liberty: The U.S. in the 19th Century
V18.0251  Identical to V37.0618. Johnson. Given every year. 4 points.
This course 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 U.S. were channeled into a war between the North and the South. It 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 U.S. 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 APA, Africana, Anthropology, or World Cultures MAP course or professor’s approval. Davila. Given 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, Latino, Asian, 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 or V41.0200 or instructor’s approval. Harper. Given 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, it 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: Controversies in American Politics and Popular Culture: Case Studies of Race, Sex, and Gender
V18.0280  Formerly V13.0400. Given every year. 4 points.
Examines the relationship between the cultural and political spheres with a focus on the representation of race, sex, and gender within mass-mediated controversies and scandals. Interdisciplinary in nature, it considers a wide range of topics including reproduction, the law, sports, the presidency, the trial, pornography, secrecy, music, opinion journalism, hate speech, and the news.

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

GENDER AND SEXUALITY

Queer Cultures
V18.0450  Formerly V13.0419 and V97.0419. See description under Gender Studies.

ENGLISH

Writing New York
V18.0777  Formerly V13.0180. Identical to V41.0180.

African American Literary Cultures

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

A number of CAS departments and programs, as well as institutes and centers, are directly involved in this program: anthropology, classics, comparative literature, East Asian studies, English, fine arts, Hebrew and Judaic studies, history, Irish studies, linguistics, Middle Eastern and Islamic studies, and the Alexander S. Onassis Program in Hellenic Studies. The minor consists of five 4-point courses, normally to be selected from the appropriate offerings of the departments listed above. All five of the courses selected must be offered by departments other than the student’s major department, and not more than two may be taken in any one department.

Students are furthermore expected to examine at least three different civilizations or cultures in completing this minor. Language courses may not be used to fulfill the requirements of this minor. It is also required that students who choose this minor complete, as a capstone experience, an independent study course. The adviser for the ancient studies minor may assist students in designing a project and in finding an appropriate faculty member to direct this independent study. All programs must be approved by the ancient studies adviser before the student begins to take courses that would fulfill the minor requirements.
The Department of Anthropology is one of the country’s leading graduate and undergraduate centers for cultural anthropology, archaeology, linguistic anthropology, and biological anthropology—the four principal subfields of anthropology studied in the undergraduate curriculum. The department considers its greatest assets to be the various individual areas of faculty expertise: archaeological specialties such as European, Near Eastern, and South Asian prehistory; biological anthropology areas such as molecular primatology primate behavior and ecology, and paleoanthropology; linguistic anthropology foci such as discourse analysis and language socialization; and cultural anthropology specialties such as the ethnography of North America, Africa, India, 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 Anthropology:**
Ginsburg

**Silver Professor; Professor of Anthropology:**
Myers

**Professors:**
Beidelman, Dávila, Disotell, Gilsenan, Harrison, Jolly, Kulick, Martin, Merry, Rapp, Schieffelin, White

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

**Assistant Professors:**
Bailey, Ganti, Himpele, Siu

**Visiting Professor:**
Rosaldo

**Research Associates:**
Campana, Cantwell, Friedlander, Pike-Tay, Rockefeller, Schuldenrein, Sutton, Weatherford

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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 sub-fields 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 distinctive way anthropology formulates and attempts to answer its basic questions is a necessary component of a comprehensive liberal education.

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

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

MAJOR
The major consists of 36 points, which include 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 the director of undergraduate studies works closely with minors and majors students in designing programs of study that integrate the goals of individual students with the offerings and intellectual goals of the department and complementary disciplines.

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

PRINCIPLES

Human Society and Culture
V14.0001 Abercrombie, Beidelman, Davila, Ganti, Grant, Himppe, Khan, Myers, Rapp, Rogers, Siu. 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 Laboratories. Antón, Bailey, Di Fiore, Disotell, 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 V97.0017.

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.

HONORS PROGRAM

A degree in anthropology is awarded with honors to selected majors who apply for admission to the program through the director of undergraduate studies during their sophomore or junior year. Honors program candidates are expected to maintain an overall grade point average of 3.5 with an average of 3.5 in the major. Candidates for the honors program complete 10 courses for a total of 40 points of anthropological 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 research courses in 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.
INTEGRATING PERSPECTIVES

History of Anthropology
V14.0045 Prerequisite: V14.0001 or permission of the instructor.
Abercrombie, Beidelman, Davila, Himpele, Martin, Myers, Rapp, Rogers, Sau. 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. 2-4 points per term.
Opportunities for students to gain practical work experience sponsored by selected institutions, agencies, and research laboratories are negotiated with the internship sponsor, a departmental supervisor, and the student. Requirements may vary but include 8-12 hours of fieldwork per week, regular meetings with the departmental supervisor, and assignments relevant to the internship experience. Student initiation of internship placement is encouraged.

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

CULTURAL 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 Identical to V11.0018. 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. Schiaffino. 4 points.
Investigates the role conversation plays in the lives of those living in culturally and linguistically diverse urban communities, with particular focus on speech in medical, work, and school settings, where miscommunication frequently occurs.

Salvation and Revolution
V14.0034 Prerequisite: V14.0001 or one other social science course.
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.
Analyzes medical beliefs and practices in African, Asian, and Latin American societies. Studies the coexistence of different kinds of medical specialists (e.g., shamans, herbalists, bonesetters, midwives, physicians trained in indigenous and cosmopolitan medicine), with particular reference to the structures of health resources available to laymen and problems of improving health care.
Family and Kinship
V14.0041  Identical to V97.0041.
Prerequisite: V14.0001.
Abercrombie, Beidelman, Ginsburg, Himpele, Khan, Martin, Myers, Rapp, Rogers. 4 points.
Examines beliefs and practices involving the family, marriage, and sexuality and how these relate to varying systems of dominance and control. Discusses different cultural views of biology. Although primary emphasis is on non-Western cultures, comparisons are developed with Western ones.

Myth and Symbol
V14.00047 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, Himpele, 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 V11.0101.
Prerequisite: V14.0001 or permission of 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 V11.0102.
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, Himpele, 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 instructor. Ganti. 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. We discuss 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 instructor. Ganti. 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  Identical to V11.0112 and V97.0112. Prerequisite: V14.0001 or permission of the instructor. Abercrombie, Beidelman, Ginsburg, Kulick, Martin, Rapp, Sin. 4 points.
Compared to the 1980s, including innovations in genres.

Religion and Media
V14.0220 Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points per term.
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 1, II
V14.0320, 0321 Prerequisite: V14.0001 or permission of the instructor. 4 points per term.
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-ethnic-cultural identities; and the environmental justice movement as a contemporary terrain of struggle in the elaboration of politics of difference.

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Reimagining Community: Race, Nation, and the Politics of Belonging
V14.0325 Identical to V15.0200. Prerequisite: V14.0001 or permission of the instructor. Siu. 4 points.
Critically examines and evaluates the various approaches to studying and interpreting different community formations. Examines different notions of “community” through a variety of disciplinary lenses. Readings are drawn from anthropology, history, feminist studies, cultural studies, ethnic studies, and philosophy. Students are encouraged to examine these texts both as theoretical representations of “community” as well as historically embedded artifacts that are part of the larger machinery in the production of knowledge.

Language and Law
V14.0329 Prerequisite: V14.0001 or permission of the instructor. Schieffelin. 4 points.
Arguments and conflicts are part of everyday life, and language is central to both their instigation and resolution. We explore how speakers ranging from small children to litigants in courts attempt to settle their differences. Comparative materials illustrate theories of disputes and dispute resolution, examining the power of language and the language of power in a variety of settings (e.g., mediation, arbitration, trials). Class includes fieldwork trips to small claims court. Students 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. Marry. 4 points.
Examines the global prevalence of gender violence and the varied meanings of violence against women and changes in terminology over time. Examines ways of theorizing gender and violence including performative ideas of gender. The creation of gender violence as a social problem is a product of social movements in the United States, Europe, India, and many other parts of the world. It is now understood globally as an important human rights violation. Also examines the forms of intervention that have been developed in the United States and globally for diminishing violence against
women, including policing, prosecution, and punishment.

**Body, Gender, and Belief in China**

V14.0550 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**

V14.0551 Identical to V90.0351. Prerequisite: V14.0001 or permission of the instructor. Zito. 4 points.

The Chinese word for "religion" means "teaching." 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 canons and their synthesis; Buddhist, especially Ch'an (Zen). Discusses the practices of filiality in Buddhism, Confucian orthodoxy, and in folk religion.

**Transnationalism and Anthropology**

V14.0400 Prerequisite: V14.0001 or permission of the instructor. Ganti, Khan, Sin. 4 points.

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

**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, Eurasia, and the Paleo-Indian, Woodland, and Archaic periods of North America, against a background of related evidence from physical anthropology and ethnology.

**First Cities and States**

V14.0211 Formerly titled 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. Students are introduced to Stone Age art, its form, contents, and chronological evolution. Also employs more recent prehistoric case studies. Reviews and assesses competing interpretive frameworks, with emphasis on understanding the social and ideological context within which the art was produced and comprehended.

**Current Issues in Archaeological Anthropology I, II**

V14.0213, 0214 Prerequisite: V14.0003. Open only to majors in anthropology who have the permission of the director of undergraduate studies and the instructor. Crabtree, White, Wright. 4 points per term.

This seminar explores selected key current issues and problems in archaeological anthropology, theoretically and methodologically. 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 domestica- tion 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 titled Later Prehistoric 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 chiefdoms. Along the way, these hunter-gatherers became agriculturalists and stockbreeders, learned to use metals, and developed social structures as complex as any found in Old World civilizations. Examines changes in later prehistoric Europe from about 8000 B.C. to the arrival of the Romans.

**Fieldwork in Archaeology**  
V14.0830  Prerequisite: permission of the instructor. Summer only. Crabtree, White, Wright. 4 points.  
Students live and work at the selected prehistoric or historic site, usually in eastern or midwestern North America. Students are instructed in field technique and laboratory procedures. Further background provided through staff and guest lectures.

**BILOGICAL 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 of 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. Examines 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, Disotell, 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 in others? How 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 primates 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. In this course, students explore the diversity of primate social systems and the evolutionary relationships among the primates, and we discuss many of the 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, Di Fiore, Disotell. 4 points.  
Examines human health and disease within an ecological framework, exploring the interactions of environmental, genetic, physiological, and cultural factors in the expression and distribution of human diseases. Develops pathology profiles for nonhuman primates; prehistoric human populations; and hunting and gathering, agricultural, and industrial groups, with emphasis on the expression of infectious disease in human history and newly (re-) emerging diseases.

**Biological 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.

This course seeks to assess the degree to which variations in human biology and culture can be understood as adaptations to varying external conditions. We examine the relationship of human systems of action and the natural world in order to understand the various forms of human adaptation. Case studies of several living peoples, contemporary and past biological communities, and prehistoric cultures provide the material for interpretation and evaluation of theoretical positions.

**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. Antón. 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 World Trade Center and Oklahoma City bombings), in investigating homicides (such as identifying the Russian tsar’s family), and in distinguishing cause of death. We examine 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 selected key current issues and problems in biological anthropology, theoretically and methodologically. See the department’s internal catalog.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

Qualified anthropology majors may take graduate courses with the permission of the director of undergraduate studies in consultation with the instructor. Consult the current Graduate School of Arts and Science Bulletin.
The Asian/Pacific/American Studies Program, which is administered by the Department of Social and Cultural Analysis, provides an interdisciplinary approach to understanding the history and contemporary experiences of Asian/Pacific Americans in the Americas. The category of Asian/Pacific American includes people of East Asia, South Asia, Southeast Asia, and the Pacific Islands living in the United States as well as in other parts of the Americas. This program takes a critical community studies approach that uses field research as the central methodology to examine the relationship between theory and practice and between structure and agency in the study of A/PA communities. Students develop important analytical skills that will help them negotiate today’s multiracial, multiethnic environment, as well as gain a level of cross-cultural awareness and skills that will be useful to them in any field of study they choose to enter.

The two main areas of concentration for this program are urban studies and diaspora studies. Urban studies examines the formation of A/PA communities in relation to the various cultural, social, and political institutions in urban settings, with special emphasis on the New York metropolitan area. Diaspora studies investigates the processes that enable A/PA communities in the United States to sustain ties with communities throughout the world. To study these two areas of concentration, the program insists on an interdisciplinary approach that takes into consideration analyses of cultural production—social, political, and economical processes—as well as cross-cultural conflict and collaboration.

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

**Faculty**

Associate Professors: Shimakawa, Tchen

Assistant Professors: Sandhu, Siu

Adjunct Faculty: Francia, Gamalinda, Javier, OuYang, Shaw

Language Instructor: Lai
MAJOR
The Asian/Pacific/American Studies major, subject to approval by the New York State Education Department, 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 Asian/Pacific/American Studies and related fields
Approaches to the Asian/Pacific/American Experience, V18.0301, or MAP course World Cultures: Asian/Pacific/American Cultures, V55.0539

Six elective courses:
Four designated Asian/Pacific/American Studies courses
Two upper-division courses offered by the Department of Social and Cultural Analysis and officially designated as “common electives,” which address issues pertinent to Asian/Pacific/American Studies in relation to other allied fields

Three research courses:
Strategies for Social and Cultural Analysis, V18.0020
Asian/Pacific/American Studies-related Internship Fieldwork, V18.0040
Senior Research Seminar pertinent to Asian/Pacific/American Studies, V18.0090

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 CAS; 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.

MINOR
Five courses in A/P/A Studies, including V18.0301; V18.0302; and three electives from the A/P/A Studies course offerings, at least one of which must be a seminar or “community projects” course. Please contact the program for updated course requirements and course descriptions.

HONORS
Departmental Honors in Asian/Pacific/American Studies—as in all the majors administered within SCA—requires a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof), is normally taken in the sophomore or junior year. 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 credits total), in which they complete a substantive research project with a significant component based on original primary research. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.

INTERNERSHIP PROGRAM
The internship program complements and enhances the formal course work of the Asian/Pacific/American Studies Program. Students intern at various Asian/Pacific/American organizations throughout the tri-state metropolitan region.

The goals of the internship are to enable students to: (1) develop sound critical thinking and communication skills; (2) apply the theories of A/P/A cultures and communities learned in coursework; (3) gain experience in the practice of collaboration across different communities; (4) acquire and employ analytical tools for examining the experiences of Asian/Pacific/Americans in, and in relation to, diverse communities; (5) explore potential career paths; and (6) become adept at working with people from a wide range of backgrounds. Prerequisite: Asian/Pacific/American Community Studies: Theories and Practices (V18.0302)

Courses

CORE COURSES
Approaches to Asian/Pacific American Experience
V18.0301 Formerly V15.0010. Identical to V37.0626. Tchns. Offered every 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 A/P/A, intersections of sex/gender/race, education, popular culture and representation, activism, pan/ethnic identities, and electoral politics.
Asian/Pacific American Community Studies: Theories and Practices
V18.0302 Formerly V15.0101.
Prerequisite: V18.0301. Sis. Offered every other semester. 4 points.
This course investigates through class discussions and fieldwork, definitions of Asian/Pacific American communities based not just on ethnicity and geography, but also gender, class, sexual orientation, religion, and other significant affiliations and identifications. Introduces the theories and practices of Asian American “community studies” through an interdisciplinary framework that evaluates and draws on a variety of approaches from urban studies and planning, anthropology, sociology, humanities, media, and cultural arts.

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

INTRODUCTORY-LEVEL COURSES

History of Asians in the United States
V18.0305 Formerly V15.0030.
Identical to V57.0046. Offered every two years. 4 points.
A general overview of Asian American history, beginning in the mid-19th century to the present. The course explores the experience of a wide range of groups that fall under the term “Asian American,” noting not only the facts and figures of this group’s presence in the United States but also their experiences, the dynamic of cultures, and their contributions to American history. The incorporation of various academic approaches, such as film and fiction, provides an interdisciplinary means to illuminating this history and topic of study.

Asian American Literature
V18.0306 Formerly V15.0301.
Identical to V41.0716 and V29.0301. Offered every year. 4 points.
This overview begins with the recovery of early writings during the 1960s-1970s and proceeds to the subsequent production of Asian American writing and literary/cultural criticism up to the present. The course focuses on significant factors affecting the formation of Asian American literature and criticism, such as changing demographics of Asian American communities and the influence of ethnic, women’s, and gay/lesbian/bisexual studies. Included in the course is a variety of genres (poetry, plays, fiction and nonfiction, literary/cultural criticism) by writers from diverse ethnic backgrounds. The course explores the ways in which the writers treat issues such as racial/ethnic identity; immigration and assimilation; gender; class; sexuality; nationalism; culture and community; history and memory; and art and political engagement.

Asian American Women
V18.0307 Formerly V15.0302 and V97.0302. Offered every other year. 4 points.
Central concerns include the category, identities, experiences, and lives of Asian American women throughout history. Uses theories of cultural studies to produce vital ways of contextualizing the realities of Asian and Asian American women, especially in relationship to Asian American men, other people and communities of color, mainstream cultures, and themselves. These theories are applied throughout the semester to the oral histories, testimonials, media representations, and cultural productions of, by, and about Asian American women. Topics include immigration, labor, sex work, anti-Asian violence and violence against women, third-world feminism, female masculinities and queer identities, and acts of cultural resistance (through performance, visual culture, literature, and film).

Asian/Pacific American Media and Culture
V18.0308 Formerly V15.0313.
Identical to H72.0488. Offered every other year. 4 points.
Who are Asian/Pacific Americans as cultural producers today? How do we imagine ourselves? What are some of these images? This course discusses Asian/Pacific American experiences such as migration, assimilation, displacement, generational and class differences, multiculturalism, and racism within our respective communities as well as across communities. In this survey seminar, participants have the opportunity to explore the diversity of Asian/Pacific American cultures through a wide range of film and video screenings, critical and fictional writings, and guest artists. The course examines mainstream stereotypical representations of Asian/Pacific Americans and their experiences. The majority of the semester is spent looking at these representations in relationship to more complex narratives produced by cutting-edge Asian/Pacific Americans whose works address issues of class, race, gender, national, and sexual identities through independent and alternative cinematic and literary lenses.

Asian American Art and Social Issues
V18.0309 Formerly V15.0313.
Offered every two years. 4 points.
Examines how Asian American visual artists of different ethnic and generational backgrounds, ranging from recent immigrants and refugees to the American-born, articulate questions of self and community identification through the visual arts. Using slides, artists’ videos, and film, themes central to the historical impact of European orientalism, the experience of traversing cultures, situating oneself in America, speaking to and of Asia, speaking to and of East-West interaction, intergenerational connections, gender roles, and Asian cultural stereotypes are explored. The course asks how “ethnic-specific” work is framed and presented through contemporary exhibitions and curatorial and critical practices. Visits to pertinent art exhibitions and public programs may be arranged.

Cinema of Asia America
V18.0310 Formerly V15.0314.
Identical to V33.0314 and H72.0315. 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. The course 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.

Race, Immigration, and New York City

V18.0311 Formerly V15.0322. Identical to V93.0433. Offered every two years. 4 points.

According to 2000 Census figures, almost two-thirds of women in New York City are women of color. Latinos make up 27 percent of New York City’s population, 787,047 Asian American New Yorkers marked “Asian,” and the West Indian population composed largely of Jamaicans and Haitians is estimated at 589,000. The experiences of post-1965 immigration from Asian, Latin America, and the Caribbean in historic “gateway” cities like New York City are transforming urban demography, political and social institutions, the delivery of social services, and local economies. This course focuses on how post-1965 immigration has impacted neighborhood economies and the urban labor market, neighborhood change and community formation, race/ethnic identity and relations, and political participation. Through census navigation, readings, and fieldwork, students explore the public policy implications for New York City as a result of the 2000 Census numbers.

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

V18.0312 Formerly V15.0323. Offered every three years. 4 points.

Examines how Filipino global dispersal after U.S. colonial rule (1902-1941) ambiguously culminated in the Philippines’ commonwealth status in the 1930s and after the postindependence period. Explores how the colonial formation of the “Filipino American” portended the postcolonial emergence of the overseas contract worker (OCW) and how the OCW reciprocally points to the Filipino American as a complex figure of colonial and transnational histories.

History of the South Asian Diaspora

V18.0313 Formerly V15.0326. Identical to V57.0326. 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 in the context of historical migration to the United States, Canada, and the Caribbean. The course offers a multidisciplinary perspective and uses classic as well as new works on South Asians in the United States from history, anthropology, sociology, and cultural studies.

Asian American Theatre

V18.0314 Formerly V15.0328. Identical to H28.0606 and V30.0256. Offered every year. 4 points.

Acts as both an introduction to the genre of Asian American theatre and an interrogation into 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.

ADVANCED-LEVEL COURSES

Documenting Asian/Pacific America: Creating Presence

V18.0360 Formerly V15.0080. Offered every three years. 4 points.

How have Asian/Pacific American cultural producers negotiated community inclusive of class, gender, ethnic, sexual, generational, cultural, and historical differences? What kind of day-to-day issues does one face in any given community? This course examines how Asian/Pacific American film and videomakers have represented concepts of community and how grassroots media production can create presence through their own audiovisual projects.

Filming Asian America: Documenting Community

V18.0361 Formerly V15.0090. Identical to H72.0430. Offered every three years. 4 points.

Focuses specifically on the Asian American communities of New York and their histories. Presents filmmaking as a mode of community documentation and filmmakers as historians. Students meet as theorists and field researchers. The first phase is largely historical and theoretical, while the latter mainly deals with hands-on filmmaking. Students document various aspects of Asian/Pacific American communities in New York—sociocultural and political issues surrounding them, histories, personal stories, geodynamics of ethnic localities, domestic lives, professions, ethnic festivals and performances, etc. At the end of the course, students have made at least two collective documentaries (10 to 12 minutes each), which may be interrelated or on entirely different subjects.

Reimagining Community: Race, Nation, and the Politics of Belonging

V18.0362 Formerly V15.0200. Identical to V14.0325. Offered every other year. 4 points.

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

Multiethnic New York: A Study of an Asian/Latino Neighborhood

V18.0363 Formerly V15.0310. Offered every two years. 4 points.

The growth of the Asian and Latino populations is driving the transformation of the economic, social, and political landscape of

ASIAN/PACIFIC/AMERICAN STUDIES
New York City. One notable pattern in social geography of multi-ethnic New York is the emergence of concentrated Asian/Latino neighborhoods. This course focuses on one such neighborhood and uses quantitative methods and fieldwork to conduct a comprehensive community study. The objective is to examine the reproduction of socioeconomic inequality in "global cities" and identify viable strategies for community-based economic development in multi-ethnic immigrant communities.

Asian and American Contemporary Art
V18.0364 Formerly V15.0319. Identical to V43.0319 and V33.0319. Offered every three years. 4 points.
Exposes students to wide-ranging issues of contemporary Asian and Asian American identities in the visual arts, emphasizing the need for greater transcultural awareness and understanding in the fluid environment of the post-cold war world, where people, ideas, and images swiftly traverse ever more porous national boundaries. Examines how Asian artists of different ethnic and generational backgrounds articulate questions of self, community, and cultural and national identification through the visual arts. Themes related to conceptions of Asian modernity and the legacy of interaction between Asia and the West, as well as the experience of traversing cultures and situating oneself in America, are explored.

Asian Americans and War
V18.0365 Formerly V15.0321. Identical to V57.0654 and V33.0321. Offered every other year. 4 points.
Examines Asian American history and contemporary culture using the theme of "war" as an organizing principle. It considers not only the sociopolitical effects of actual war—between Asian nations, between the United States and Asian nations, and civil wars in Asia—on immigration to the United States, but also the myriad meanings of war and their social and cultural implications for Asian Americans. It examines the ways in which wars have transformed Asian American social organization and influenced shifting alliances, multiple sense of belonging, and racial representations in the United States during World War II and Vietnam as well as the metaphorical presence of war in everyday life.

The Constitution and People of Color
V18.0366 Formerly V15.0327. Identical to V33.0801, V62.0327. Offered every other semester. 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.

Race, Class, and Metropolitan Transformation
V18.0367 Formerly V15.0601. Identical to V57.0656. Offered every three years. 4 points.
Metropolitan growth in the 20th century has been marked by persistent class division and racial conflict. This course engages in a historical examination of the reproduction of ideologies and relationships of race and class within the process of 20th-century U.S. metropolitan development. Reading and discussion are organized around social, economic, and cultural transformations in the United States; we review the literature on urbanization and residential segregation in order to examine the framing of historical questions as well as current scholarship on theories of space, consumption, class, and race to explore their usefulness in the explanation of difference and inequality in 20th-century U.S. metropolitan spatialization.

Reading Race and Representation
V18.0368 Formerly V15.0603. Identical to V41.0038. Offered every three years. 4 points.
This seminar centers on "reading race" as it is variously theorized in a range of cultural productions (fiction, personal essays, cultural/ literary criticism, sociology, independent films, and pop culture). The emphasis on Asian American work is situated within a comparative framework that includes writers and filmmakers from diverse backgrounds who explore ways of analyzing "differences." Part of the course is devoted to examining re-readings of race that have significantly redefined the "canon" of American literature. It looks at the relations between racial "representation" (political, demographic, social, historical, and cultural) and constructions of national identity that have been interrogated, especially in reference to the politics of "multicultural literacy."

Asian American Gender and Sexuality
V18.0369 Formerly V15.0604. Offered every year. 4 points.
Looks at gender and sexualities within racialized Asian/Pacific American contexts. How are masculinity and femininity constructed? What is "straight" A/PA sexuality and what are "queer" A/PA discourses? What do you do with all those images of Madame Butterfly, geisha girls, the Kama Sutra, transvestite prostitutes, Oriental massage parlors, servant boys, sexual computer nerds, island "natives," and the "erotic" erotic? What is the connection between Asian gender and sexuality to A/PA identity? And what about the "trans" stuff—transnationality, transgender, etc.—the crossing of borders among nationalities, ethnicities, genders, bodies? How do all these cathcet into personality and community sedimentations through war traumas, colonial disparities, immigration, class instabilities, and one's own historical and cultural "baggage" and "inner furniture"—such as family values, religion, beliefs, traditions? Students have an opportunity to discuss and examine literature, theoretical texts, and film/video.
**LANGUAGE COURSES**

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

**Intermediate Filippino I, II**  
V18.0323, 0324  
Formerly V15.0403, 0404. 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 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 Filippino centers in the New York-New Jersey area as well as invited guests who converse with students in Filippino about their life and work.

**Elementary Cantonese I, II**  
V18.0331, 0332  
Formerly V15.0410, 0411. Identical to V33.0410 and V33.0411. Offered every semester. 4 points.  
An introduction to Cantonese with an emphasis on pronouncing in Cantonese. They also incorporate discussions on history, current events, literature, pop culture, and native values. 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 a daily newspaper 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.  
An introduction to the Hindi language with an emphasis on the spoken and written language and conversational proficiency as a primary goal. The course emphasizes grammar, listening comprehension, and oral expressions. It is 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 Hindi/Urdu I, II**  
V18.0343, 0344  
Formerly V15.0412, 0413. Identical to V33.0412 and V33.0413. Offered every semester. 4 points.  
This is an advanced-level language and culture course following Elementary Hindi/Urdu I, II. 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 other Cantonese-speaking neighborhoods.

**Advanced Hindi**  
V18.0345  
Formerly V15.0415. Offered every year. 4 points.  
This seminar-style course is geared toward advanced learners of Hindi/Urdu who have studied intermediate Hindi/Urdu I, II 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 a daily newspaper and selected literary texts written in Chinese characters.

**Advanced Filippino**  
V18.0355  
Formerly V15.0415. Offered every year. 4 points.  
This seminar-style course is geared toward advanced learners of Filippino who have studied intermediate Filippino I, II 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 a daily newspaper and selected literary texts written in Chinese characters.
The principal educational aims of the Department of Biology are to provide a broad and intensive background in modern biology for those interested in careers in the biological sciences, including health-related fields, and to offer topical courses on contemporary issues in life and environmental sciences of interest to non-science majors. An important emphasis of the department is preprofessional training, and the department has an unusually successful record in placing students in graduate, medical, and dental schools around the country.

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

Note: The Department of Biology administers the earth and environmental science courses and minor offered by the College. For more information, see Earth and Environmental Science (49).
Programs

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

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

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

Other courses offered by the department are designed to acquaint nonscience majors with contemporary issues in biology. Such courses are often topical, addressing problems 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 Comparative Functional Genomics, the NYU Courant Institute for Mathematical Sciences, the NYU School of Medicine, the NYU David B. Kriser School of Dentistry, the American Museum of Natural History, the New York Botanical Garden, and Cold Spring Harbor Laboratories.

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

MAJOR (BACHELOR OF ARTS)
The following courses (completed with grades of C or higher and a minimum GPA of 2.0 in all courses required by the major) are required: V23.0011-0012, V23.0021-0022, and five other 4-point, upper-level courses in biology; chemistry: V25.0101-0102, V25.0103-0104, V25.0243-0244, and V25.0245-0246; physics: V85.0011-0012; and 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, 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, V22.0102, 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 a minor in biology: V23.0011-0012, plus V23.0021-0022 (strongly recommended) or any two upper-level, 4-point courses. If V23.0021-0022 are not taken for the minor, it is strongly recommended (but not required) that students still take V25.0101-0102 and V25.0103-0104. Also strongly recommended are V25.0243-0244 and V25.0245-0246. Students interested in a minor in biology should consult the director of undergraduate studies as early as possible in order to plan a course of study that meets their needs.
Courses

COURSES THAT DO NOT COUNT TOWARD THE MAJOR OR MINOR

Human Reproduction and Development
Introduction to human reproductive anatomy, physiology, and endocrinology, conception, pregnancy, and development of human embryo, childbirth, and principles of human heredity. Related topics are contraception and sexually transmitted diseases.

Human Physiology
V23.0004 No prerequisites. Does not count toward the major or minor in biology. May not be taken after V23.0011-0012. Velhagen. Given every fall. 4 points.
Investigation into how the human body functions. Overview of cellular structure and function is followed by an in-depth study of the nervous, endocrine, cardiovascular, and other organ systems.

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 grade point average of at least 3.65 and a minimum 3.65 grade point average in all science and mathematics courses required for the major. They must take at least one semester of a four-credit Independent Study, V23.0997, 0998, or four-credit Internship, V23.0980, 0981 that must be a laboratory-based research project. Subsequently, honors candidates must register for V23.0999 to prepare a thesis based on the research results from their Independent Study or Internship experience.

Students must also take one Honors Seminar in biology. Application forms, available at the departmental office, must be submitted by the beginning of the final semester. It is the student’s responsibility to secure a faculty member to sponsor the research and to provide laboratory space and equipment. All necessary arrangements should be completed by the end of the junior year. For general requirements, please see Honors and Awards.

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

CORE COURSES IN BIOLOGY

Principles of Biology I, II
Introduction 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 biology, anatomy and physiology, genetics and molecular biology, biochemistry and cell biology, and genetics as well as the diversification 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; V25.0101-0102; and V25.0103-0104. Note: a grade of C- or higher in both V23.0011 and V23.0012 is needed to enter V23.0021. Prerequisite for V23.0022: V23.0021 Lecture and recitation. Scicchitano and staff. Given every year. 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 development biology, evolution, and systems biology.

UPPER-LEVEL COURSES IN BIOLOGY

Field Laboratory in Ecology
V23.0016  Prerequisite: permission of instructor. Lecture. Maenza-Gmelich. Given every 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 the 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 instructor. Lecture and laboratory. Vollbehn. Given every 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 instructor. Lecture and laboratory. Holmes. Given every 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 instructor.
Given every 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 instructor.
Lecture and recitation. Rushlow.
Given every 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: V23.0021-0022, V23.0030, and permission of instructor. Laboratory. Hubbard.
Given every 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 Function
V23.0032  Prerequisite: V23.0021 only or permission of instructor.
Broyde. Given every 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.

Principles of Light and Electron Microscopy
V23.0035  Prerequisites: V23.0021-0022 and permission of instructor.
Enrollment limited. Lecture and laboratory. Tan. Given every year. 4 points.
Designed to provide background and practical experience in scanning electron, transmission electron, fluorescent, and phase/DIC microscopy. The principles and the theory of the various types of 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 instructor.
Enrollment limited. Lecture and laboratory. Tan. Given every 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
Given every 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 macromolecular localization; biochemical analysis of the cell; and cell culture techniques.

Introduction to Genomics and Bioinformatics
Gunsalus, Piano, Rajewsky. Given every fall. 4 points.
Fueled by recent advances in technical and informal 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.

Reproductive Biology
V23.0041  Identical to V97.0042.
Prerequisites: V23.0011-0012 or permission of instructor. Lee. Given every spring. 4 points.
Detailed examination of male and female reproductive physiology at the molecular, cellular, and organism levels. Emphasis on neuroendocrine regulation of sexual differentiation, puberty, the ovarian cycle, pregnancy, parturition, lactation, and sexual behaviors. Various modes of courtship and reproduction used by different species are considered. Experimental research in gender differences in higher brain functions is also examined.
Endocrinology
V23.0048 Prerequisites: V23.0011-0012, V23.0025, and permission of instructor. Scott. Given every 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 instructor. Reis. Given every fall.

Introduction to immunology with attention to the genetics, molecular, and cell biology of antibody production; T-cell mediated immune responses; and innate immunity. Topics include the nature of antigens, hypersensitivities, transplantation, cytokines, autoimmunity, cancer, response to infection, and vaccines.

Evolution
V23.0058 Prerequisites: V23.0021-0022 or permission of instructor. Fitch. Given every fall.

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
V23.0065 Prerequisites: V23.0011-0012 or permission of instructor. Maenza-Gmelch. Given every spring.

Presents basic ecological principles and concepts, including ecological relationships within ecosystems, energy flow, biogeochemical cycles, limiting factors, communi-
ty ecology, population ecology, niche, climax, and major ecological habitats. These topics are related to current environmental problems such as habitat destruction, climate change, biological invasions, loss of biodiversity, overpopulation, etc. Several field trips are scheduled during the regular class periods.

Introduction to Neural Science
V23.0100 Identical to V80.0100. Prerequisite: V23.0011-0012. May not be used for the major or minor in biology if G23.1110 or G23.1111 is taken. Feldman. Given every spring. 4 points.

See description under Neural Science (80).

Cellular and Molecular Neuroscience

4 or 5 points.

See description under Neural Science (80).

Behavioral and Integrative Neuroscience
V23.0202 Formerly Physiological Psychology II, V23.0040. Identical to V80.0202 and V89.0052.

Prerequisites: V89.0001, V23.0011, V23.0012, and either V89.0024 or V23.0100. Note: V89.0024 may not be used for the major or minor in biology. Gluchner, Suzuki. Given every spring.

4 or 5 points.

See description under Neural Science (80).

Developmental Neurobiology

4 points.

See description under Neural Science (80).

Honors Seminar: Signaling in Biological Systems

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 primarily for biology majors. The details of individual internships are established by the director of undergraduate studies. Given every semester.

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. Given every semester.

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**

V25.0999  Prerequisites: V23.0997 or V23.0998 or V23.0980 or V23.0981; a minimum GPA of 3.0 overall; a minimum GPA of 3.5 in all science and mathematics courses required for the major; and permission of a sponsor and the director of undergraduate studies. Open to biology majors only. May not be used for the major in biology. Given every semester. 2 points.

For biology majors who have completed at least one semester of laboratory research (V23.0997, 0998, 0980, 0981) and are able to expand this work into a thesis. Requires a full literature search of the subject and a formal written report on the research in publication form.

**GRADUATE COURSES OPEN TO UNDERGRADUATES**

**Environmental Health**

G23.1004  Identical to G48.1004. May not be taken after G23.2305 (G48.2305). Lippman. 4 points.

Discusses some of the basic concepts of environmental science and major global environmental problems, such as global warming, soil erosion, overpopulation, and loss of biota. Another part of the course focuses on environmental health problems, such as exposure to lead, mercury, halogenated hydrocarbons, asbestos, and radon. Other lectures are devoted to carcinogenesis, air pollution, toxic wastes, epidemiology, and risk assessment.

**Toxicology**


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

**Advanced Immunology**

G23.1011  Prerequisite: permission of instructor. Lecture. McCutcheon. 4 points.

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: V23.0030 or G23.1011 or permission of 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.

**Scanning Electron Microscopic Techniques**

G23.1029  Prerequisite: permission of instructor. Lecture and laboratory. Tan. 4 points.

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

**Special Topics in Physiology**

G23.1031  Prerequisite 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.

**Experimental Microscopic Techniques**

G23.1035  Prerequisite: permission of instructor. Enrollment limited. Lecture and laboratory. Tan. 4 points.

Introduction to the principles and techniques of electron microscopy as applied to biological systems. The theory of tissue preparation by 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.

**Microbiology**

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

Introduction to the evolution, morphology, physiology, biochemistry, genetics, and ecology of the protists. Emphasis is on bacteria, fungi, and viruses, although algae and protozoa are considered. Explores the similarities and differences between prokaryotic and eukaryotic cells and the microbiology of natural habitats.

G23.1037  Prerequisite or equivalent (corequisite with permission of instructor). Not open to students who have taken G23.1057 or equivalent. Enrollment limited. Laboratory. Stotzky. 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; molecular genetics and regulation.

Cell Biology
G23.1051  Prerequisites or corequisites: G23.1046,1047, and written permission of 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.

Techniques in Microbiology
G23.1057  Not open to students who have taken courses in techniques in microbiology. Corequisites: G23.1027 or equivalent, and permission of instructor. Laboratory. Stotzky. 2 points.
Basic techniques in microbiology. Introduction to the general procedures of microbiology.

Tropical Field Ecology
G23.1065  Meets in Mexico in March during spring rains. Prerequisite: permission of instructor. Borowsky. 2 points.
The fauna and flora of tropical Mexico with emphasis on the freshwater fish and birds of the area. Habitats studied include cloud and tropical deciduous forests, desert and river edge, and limestone caves.

Special Topics in Evolution and Development
G23.1068  Prerequisite for undergradautes: permission of instructor. Seminar. Desplan. 2 points.
While developmental biology has mostly focused on similarity among species, the comparison of development in different species has made it possible to understand how morphological differences between species are mediated by changes in gene networks and to follow how evolution allowed organisms to adapt to their environment. Through a detailed analysis of recent papers in this field, this course provides a framework to replace development in an evolutionary context.

Principles of Evolution
G23.1069  Prerequisites: V23.0058 and either V23.0030 or permission of instructor. Fitch. 4 points.
Patterns of evolution and adaptation as seen in the paleontological record; speciation, extinction, and the geographic distribution of populations; the basics of population genetics and molecular evolution. Elements of numerical taxonomy and recent developments in phylogenetic systematics.

Ecological Botany
G23.1070  Taught at Black Rock Forest, a 3,800-acre teaching and research facility affiliated with NYU and located about 35 miles north of New York City. Lecture and laboratory. Maenza-Gmelch. 4 points.
Concentrated course in the study of plant-environment interrelationships, floristics, plant systematics, and sampling techniques.

Molecular Controls of Organismal Form and Function
G23.1072  Prerequisites: V23.0011, 0012, V23.0021, 0022, V25.0101-0102, and V25.0103-0104, or permission of instructor. Beny, Cozzuoli. 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
G23.1075  Prerequisite: permission of instructor. DesSalle, Lentz. 4 points.
Covers population genetics, conservation biology, and biogeography.

Neotropical Field Botany
G23.1074  Prerequisites: G23.1072-1073 or equivalent. Lecture and fieldwork. Lentz. 2 points.
Intensive course providing a practical knowledge of botanical field techniques and an introduction to the plant communities of the neotropics, with field exercises to expose students to different neotropical environments, each with its unique flora and concomitant collection challenges. A basic knowledge of field collection methodology is essential for students who wish to conduct botanical research of their own design.

Economic Botany
G23.1075  Prerequisite: permission of instructor. Lecture and laboratory. Lentz. 4 points.
Intensive course offering students a working knowledge of currently and historically used plant products and portions of the plant kingdom with significant economic potential. Topics are organized by use categories rather than by phylogenetic arrangement. Plant sources of foods, medicines, stimulants, fibers, resins, waxes, spices, perfumes, dyes, tannins, construction materials, and many other products are addressed, as is the need to conserve scarce resources. Discusses both Western and non-Western plant-use practices.

Animal Virology
G23.1080  Prerequisites: V23.0021-0022 and permission of instructor. Reiss. 4 points.
Details the molecular life cycles of viruses that infect mammalian cells. Topics to be covered include disease pathogenesis, immune evasion mechanisms, vaccination, and genetic immunization vectors.

Genes and Behavior
G23.1082  Prerequisite: senior standing. Lecture. Blaus. 4 points.
Survey of principles and patterns of animal behavior. Covers classical ethological research of Lorenz and others and modern research on the molecular basis of behavior, especially in model systems. Behaviors studied include reproductive behavior, rhythmic behavior, learning and memory, and feeding behavior.
Neuronal Plasticity
G23.1101  Prerequisites: V23.0021-0022 or V23.0100.
Lecture. Staff. 4 points.
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.

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

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

Laboratory Animal Science
G23.1119  Prerequisite: permission of instructor. Enrollment limited. Lecture and laboratory. Novotney. 4 points.
Laboratory animal science and experimental methods important for life science students in their future research and teaching activities. Topics include ethics of animal use, federal and New York State regulations governing use of animals in research, animal models and experimental design, analgesia and euthanasia, principles of surgery and postsurgical care, diseases of laboratory animals, pathology and postmortem techniques, occupational health, animal room environment, and facility design.

Applications of Molecular Biology
G23.1121  Corequisites: G23.1046-1047 or permission of instructor. Staff. 4 points.
Introduction to the application of recombinant DNA technology and gene structure and function. Examines promoter structure and function and mechanisms of RNA splicing, capping, and polyadenylation in detail. Covers topics of importance for gene regulation, such as rearrangement of the immunoglobulin genes during B cell development, steroid hormone control of gene expression, the implications of transposable genetic elements, methylation, and chromatin structure.
Laboratory in Molecular Biology
I, II, III, IV  
G23.1122, 1123, 1124, 1125  
Corequisites: G23.1046-1047 and permission of instructor. Must be taken in sequence. Laboratory. Kerow, Rushlow. 4 points.

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

Advanced Genetics  
G23.1126 Prerequisites: V23.0030 or equivalent, and permission of instructor. Hubbard. 4 points.

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

Genomics  

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 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.

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

Global sciences of life: biogeochemical cycles, biodiversity, evolution, and human impacts. Topics: atmospheric and oceanographic sciences; cycles of carbon, nitrogen, phosphorous, oxygen, and sulfur; terrestrial and marine ecosystem structure; ranges and richness of species; human-induced shifts in land-use patterns and climate (greenhouse effect).

Mammalogy  
G23.1318 Lecture, laboratory, and fieldwork. 4 points.

Survey the class Mammalia, with emphasis on the North American fauna. Covers the fossil and living orders of mammals, including aspects of their anatomy, physiology, and ecology.

Fundamentals of Electrophysiology  
G23.1400 Prerequisites: college-level chemistry, two semesters of physics or calculus, and background in physiology or permission of instructor. Holmes, Tranchina. 4 points.

Introduction to analysis of the physical mechanisms underlying electrical signaling in nerve and muscle cells. Gives students interested in research in the neural sciences and physiological psychology an understanding of signal processing in the nervous system.

Mathematics in Medicine and Biology  
G23.1501 Identical to V63.0030. Prerequisite: one semester of calculus or permission of 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, counter-current 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 instructor. Recommended: familiarity with a programming language such as FORTRAN or BASIC. Peskin, Tranchina. 4 points.

Introduces students of biology or mathematics to the use of computers as tools for modeling physiological phenomena. Each student constructs two computer models selected from the following: circulation, gas exchange in the lung, control of cell volume, and the renal countercurrent mechanism.
The Department of Chemistry has a long tradition at the University, dating back well before the founding of the American Chemical Society at New York University in 1876. Professor John W. Draper, the first president of the society and chair of the department, was an early pioneer in photography, working with Samuel F. B. Morse.

The department had 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 include experimental and theoretical biophysical and physical chemistry, inorganic chemistry, photochemistry, and organic and bioorganic chemistry. Qualified undergraduates are encouraged to participate in research as early as their sophomore year of study. The department houses state-of-the-art laboratory facilities for its undergraduate chemistry courses.

Majoring in chemistry at the College of Arts and Science provides strong preparation for graduate study in chemistry; professional education in 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:
Báčič, Canary, Gans, Geacintov, Kallenbach, Miller, Schlick, Ward, J. Zhang

Associate Professors:
Brenner, Chang, Evans, Rugg, Tuckerman, Walters

Assistant Professors:
Arora, Jerschow, Kirshenbaum, Schelvis, Y. Zhang

Research Professors:
Khan, Vologodskii

Research Associate Professor:
Shafirovich

**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, and combinatorial chem-
chemistry. Graduates of the department have found rewarding careers and achieved distinction in all phases of scientific life, from basic research to commercial product development. The late Gertrude Elion, a 1941 M.S. in chemistry from New York University, shared the 1988 Nobel Prize in Medicine from New York University, shared the 1988 Nobel Prize in Medicine. The late Gertrude Elion, a 1941 M.S. in chemistry, shared the 1988 Nobel Prize in Medicine. The late Gertrude Elion, a 1941 M.S. in chemistry, shared the 1988 Nobel Prize in Medicine. The late Gertrude Elion, a 1941 M.S. in chemistry, shared the 1988 Nobel Prize in Medicine.

The department offers the major in chemistry and in biochemistry. A selection of elective advanced courses, undergraduate and graduate, can be combined to provide a broad, varied program of study in chemistry. The department also offers a number of courses for nonscience students and service courses for students in 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, teaching and/or for further study in areas such as medicine, dentistry, basic medical sciences, and allied health careers 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 so forth. Students need permission from the department to register for these courses, which are limited to small classes. Permission is based on several factors, including background in both mathematics and physics; performance in high school chemistry courses; and, if offered, a placement examination. Students may be 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 V25.0352 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, 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 completion of Experimental Methods, V25.0661, and 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.

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

**American Chemical Society Certification:** Students majoring in either chemistry or biochemistry may be certified by the American Chemical Society on graduation. Interested students should consult with the director of undergraduate studies regarding the additional course requirements for this certification.
Program in Chemistry-Chemical Engineering: The College of Arts and Science offers a joint B.S./B.E. program with Stevens Institute of Technology. For students interested in chemistry, the program leads to the B.S. degree from New York University and the B.E. (biomedical, chemical, or environmental engineering) from Stevens. Further information is available from Mr. Joseph Hemmes in the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

Bachelor of Science Degree: Students who complete the required core courses plus Experimental Methods, V25.0661; three advanced electives in chemistry, The Contemporary Chemist, V25.0942; 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 pre-medical or predental programs.

MINOR Completion of any four 4-point courses numbered V25.0101 or higher constitutes a minor in chemistry. Only three of the four courses may also be used to satisfy another department’s major. No grade less than C will count, and an average of 2.0 or better in all chemistry courses is required.

GENERAL INFORMATION Laboratory courses in chemistry: Due to the potential hazard of 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 $25. Purchase cards may be obtained from the stockroom during the first week of the term. Unused portions of the deposit are redeemable.

Students who do not return borrowed laboratory equipment at the end of a course are charged an additional fee, and their grade may be recorded as incomplete and not released until “checkout” is completed.

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

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

HONORS PROGRAM
The honors program in chemistry is composed of several elements, starting with the Freshman Chemistry Honors Course, V25.0109, and culminating with two semesters of Senior Honors Research, V25.0995, 0996. Students may graduate with honors without having Honors Freshman 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 a very minimum, a semester of registered research Independent Study, V25.0997, 0998, before entering the senior year and senior honors research. Students planning such a program leading to senior honors research will be required to participate in an introductory program in library 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 grade point average of 3.65 and a grade point average 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 Honors and Awards.
Courses

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

Introduction to Modern Chemistry
V25.0002 Not open to students majoring in chemistry. Science majors and prehealth students take V25.0101 or V25.0109. No prior chemistry is assumed. A knowledge of algebra is desirable. Laboratory and lecture. Given every semester. 3 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, V63.0121, or completion of a course in precalculus. Corequisite: V25.0103. Given every semester. 4 points. This course, 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 attempting this course. Emphasizes the fundamental principles and theories of chemistry. Topics discussed in V25.0101 and V25.0102 include the theories of atomic structure; stoichiometry; properties of gases, liquids, solids, and solutions; periodicity of the properties of elements; chemical bonding; equilibrium; kinetics; thermodynamics; acid-base reactions; electrochemistry, coordination chemistry, and nuclear chemistry. The underlying unity of chemistry is a basic theme.

General Chemistry II
V25.0102 Prerequisite: V25.0101 with a grade of C or better. Corequisite: V25.0104. Given every spring. 4 points. See General Chemistry I, V25.0101, above.

General Chemistry I Laboratory
V25.0103 Prerequisite or corequisite: V25.0101. Laboratory. Given 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. Given every 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, and electrochemistry.

General Chemistry I (Honors)
V25.0109 Prerequisites: high school physics and high score on chemistry assessment exam, if given. Permission of the department required. Prerequisite: V63.0221 or V63.0221 or permission of the instructor. Corequisite: V25.0111. Given every 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. Given every spring. 4 points. Provides in-depth discussion at an introductory level on the structure and reactions of atomic nuclei, quantum chemistry, inorganic, industrial, and materials chemistry. Selected topics in organic, polymer, and biochemistry may be included.

Chemical Experimentation I
V25.0111 Prerequisite: permission of the department. Corequisite: V25.0109. Laboratory. Given every fall. 2 points. Similar in content and format to V25.0103, except that experiments are selected to provide illustration and reinforcement of topics covered in V25.0109. Experiments include studies of stoichiometry, acid-base chemistry, properties of gases, colligative properties of solutions, thermochemistry, and equilibrium. Many experiments are augmented by the use of interfaced computers.

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

Principles of Organic Chemistry
V25.0240 Prerequisite: V25.0002 with a grade of C or better. Not open to chemistry majors. Intended primarily for nonscience majors and students in the Steinhardt School of Education. Laboratory and lecture. Given 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. Given every fall. 4 points. This course along with V25.0244 constitutes an introduction to the chemistry of organic compounds. The material is presented in the functional group framework, incorporating reaction mechanisms. Topics include structure
and bonding of organic materials, nomenclature, conformational analysis, stereochemistry, spectroscopy, and reactions of aliphatic and aromatic hydrocarbons, alcohols, ethers, amines, and carbonyl compounds. Multifunctional organic compounds are covered, including topics of relevance to biochemistry, such as carbohydrates, amino acids, peptides, and nucleic acids.

**Organic Chemistry II**  
V25.0244  Prerequisite: V25.0243 with a grade of C or better. Corequisite: V25.0246. Given every 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. Given every 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. Given every 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)**  
V25.0541  Prerequisites: V25.0110 or V25.0102 and permission of the department. Corequisite: V25.0243. Given every fall. 4 points.  
Using a different text, covers material similar to V25.0243, except in greater depth. Emphasizes the theory and structures of covalent bonded materials and develops greater insight into reaction mechanisms plus the challenges and creativity leading to scientific discovery.

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

**Honors Organic Chemistry Laboratory**  
V25.0352  Prerequisite: V25.0243. Corequisites: V25.0342 or V25.0344 and permission of the department. Laboratory. Offered in the spring semester. 2 points.  
Designed for a select group from 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**  
V25.0382  Prerequisite: V25.0244 or V25.0342 with a grade of B or better. Offered in the spring semester. 4 points.  
In this advanced course, topics missing or only superficially covered in Organic Chemistry II (including Honors Organic II) are discussed in greater depth to provide an insight into factors governing reactivity of organic molecules and mechanisms of organic reactions. Specific topics vary from year to year; may include molecular orbital theory, electrocyclic reactions, photochemistry, free radical chemistry, natural products, bioorganic chemistry, and organic synthesis.

**Physical Chemistry I**  
V25.0651  Prerequisites: V25.0102 or V25.0110, V63.0122 or V63.0222, two semesters of physics with grades of C or better, and a 2.0 average in all prior chemistry requirements. V63.0123 and/or V63.0140 are strongly recommended but not required. Given every 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 II**  
V25.0652  Prerequisite: V25.0651 with a grade of C or better. Given every 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. Given every 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 charac-
terization 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 V25.0110
and V85.0110. Prerequisite:
V85.0012, V85.0093, or permission
of instructor. Lecture and laboratory.
5 points. See description under Physics (85).

Inorganic Chemistry
V25.0711  Prerequisite: V25.0244
or V25.0342 with a grade of B or
text. Prerequisites: V25.0244
or V25.0342, and V25.0651 or
mission of the instructor. Lecture and
in the spring. 4 points.

Computational Nanotechnology
V25.0752  Prerequisites: V25.0244
or V25.0342 and V25.0651 or per-
mission of the instructor. Lecture and
tory. Offered in the spring.
4 points.

The Contemporary Chemist
V25.0942  Open only to chemistry or
biochemistry majors. Given every fall.
2 points.

Not open to chemistry majors. Intended
primarily for students in the
Steinhardt School of Education.
Laboratory and lecture. Given every
fall. 5 points.

Advanced laboratory emphasizing techniques commonly used in syn-
thetic inorganic and organic chem-
istry research. Instruction in tech-
niques such as gas chromatogra-
phy—mass spectrometry, cyclic
volatometry, polarimetry, circular
 dichroism, vibrational spec-
troscopy, air-sensitive techniques,
and thin-layer, column, and high
pressure liquid chromatography.
Research examples from nanotech-
nology, chiral technology, rutheni-
um electrophochemistry, por-
phyrin, and peptide synthesis are
explored.

Chemical Dynamics
V25.0741  Prerequisite: V25.0652.
Offered in the fall. 4 points.

Offers the theory of molecular structure and spectroscopy. The
basic principles of quantum mechanics are introduced with its
application to molecular structure. The third part discusses chemical
kinetics, theory of reaction rates, and reaction dynamics in gas-
phase and gas-surface.

Biological Chemistry
V25.0868  Prerequisite: V25.0240.
Not open to chemistry majors. Intended
primarily for students in the
Steinhardt School of Education.
Laboratory and lecture. Given every
fall. 5 points.

Study of the four classes of biomol-
ecules—carbohydrates, lipids, pro-
teins, and nucleic acids. Topics also
include pH and buffers, biosynthe-
sis of proteins, properties of
enzymes, and metabolic pathways
involved in production of energy.
Laboratory experiments outline the
preparation and study of buffers,
analysis of amino acids, proteins,
carbohydrates, and lipids.
Importance of biochemistry in
everyday life is also surveyed with
experiments concerning smoking,
analgesic medicines, and vitamin C.

Organic Reactions
V25.0911  Prerequisite: V25.0244
or V25.0342, and V25.0652.
Offered in the fall. 4 points.

Survey of the major classes of
organic reactions, reagents, mecha-
nisms, stereochemistry, and pro-
tecting groups. Discusses origins of
chemoselectivity, regioselectivi-
ty, stereoselectivity, and the plan-
ning of organic synthesis.

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

Stereocinal aspects of bonding in
organic molecules. Conforma-
tional analyses. Thermodynamic
and kinetic methods. Techniques
for studying organic mechanisms and
reactive intermediates and their applications to substitution,
addition, and elimination reactions.

Senior Honors in Chemistry
V25.0995, 0996  Prerequisites: com-
pletion 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 stu-
dent selects a faculty member to
serve as a tutor for an in-depth
exploration of a specific topic in
chemistry. As compared with V25.0995, 0996, 0997, and 0998,
described below, research is not a
necessary component. Discussions
with the faculty member take
place weekly, and a paper at the
end of the semester is required.

Senior Honors in Chemistry
V25.0995, 0996  Prerequisites: com-
pletion of the required core courses
for the major and permission of the
department. Open only to chemistry or
biochemistry major students, entering
their senior year, who have maintained
an overall average of 3.65 in their
course of study and in the courses required for the chemistry or biochemistry major. Required for candidates for the degree with honors. V25.0995 given in the fall; V25.0996 given in the spring. 2-4 points per term.

In consultation with the director of undergraduate studies, the student chooses a faculty member to serve as adviser in an independent program of research in experimental or theoretical chemistry. The student selects an adviser in the spring of the junior year, or earlier, and undertakes the work that spring, the following summer, and into the senior year. A written progress report at the end of the fall semester of the senior year is required. The research is completed during the spring term and the student presents the work at a short departmental seminar near the end of the term. Presentation at the Annual Undergraduate Research Conference is also required. The research culminates in the writing of a senior thesis that must be approved by the adviser and the director of undergraduate studies.

Advanced Individual Study and Research V25.0997, 0998 Prerequisite permission of the department. Open to students majoring in chemistry or biochemistry who have maintained an average of 3.0 or better in all departmentally required courses and who possess the necessary ability to pursue research in a field of chemistry or biochemistry. The research adviser is selected in consultation with the director of undergraduate studies. Laboratory. V25.0997 given in the fall; V25.0998 given in the spring. 2-4 points per term.

Individual study in a selected area tailored to the student’s needs is possible. Training is provided in current research areas. Requires a written progress report at the end of the fall semester and a final research report at the close of the academic year.

GRADUATE COURSES OPEN TO ADVANCED UNDERGRADUATES

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

Strategies in Synthetic Organic Chemistry 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 application 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 Prerequisites: V25.0244 or V25.0342; and pre- or corequisite: V25.0652. Given every 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 G25.1046, 1047. Prerequisite for G25.1881: V25.0244 or V25.0342. Prerequisite for G25.1882: G25.1881. G25.1881 given in the fall; G25.1882 given 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, oxidative phosphorylation, as well as mechanisms of metabolic regulation and integration.

Experimental Biochemistry G25.1885 Prerequisite: V25.0244 or V25.0342; Pre- or corequisite: G25.1881. Laboratory. Given 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: V25.0244 or V25.0342. Offered in the spring. 4 points. Covers a broad range of topics at the interface between organic chemistry and biology, based on the most recent advances in bioorganic chemistry, chemical biology functional genomics, and molecular evolution.
Offered by the College of Arts and Science in cooperation with the Child Study Center at the NYU School of Medicine and with the Steinhardt School of Education, this new 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, scientific journalism, and psychiatry—to consider focusing their future career in some significant capacity on children and adolescents.

Program

The minor requires five courses. At least three of them 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 Education. 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 introductory course, Child and Adolescent Psychopathology, V05.0101 (see description below), first offered in fall 2006, is the primary prerequisite, upon which the other CAMS courses will build. These subsequent courses, which will be phased in over the next several years, will deal with such topics as the following: children and the media; research methods and evidence-based treatments in child and adolescent psychopathology; behavior modification; the literature of children and adolescents; psychopharmacology; and divorce in America. Many of the CAMS minor courses (including those on children and the media, divorce in America, and the literature of children and adolescents) will be available to all undergraduates.

Child and Adolescent Psychopathology
V05.0101  Prerequisite: V89.0001. Shatkin. Offered every fall. 4 points.
While psychopathology courses are commonplace among undergraduates, psychopathology courses focusing on child and adolescent psychopathology are relatively rare. More novel still is the opportunity to receive instruction in child and adolescent psychopathology from practicing psychiatrists and psychologists at an internationally renowned clinical and research center. 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” vs. “pathological” behavior, cognition, and
emotion. Students also complete one practicum by participating with a clinician (psychologist or psychiatrist) during the evaluation of a child or adolescent patient at the NYU Child Study Center.

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

COLLEGE OF ARTS AND SCIENCE:

NEURAL SCIENCE
Introduction to Neural Science V80.0100 4 points.

Behavioral and Integrative Neuroscience V80.0210 Identical to V23.0202. 4 points.

Developmental Neurobiology V80.0303 Identical to V23.0303. 4 points.

PSYCHOLOGY
Introduction to Psychology V89.0001 4 points.

Introduction to Cognitive Neuroscience V89.0025 4 points.

Developmental Psychology V89.0034 4 points.

Learning V89.0050 4 points.

Abnormal Psychology V89.0051 4 points.

Psychology, Neuropsychology, and Medicine V89.0055 4 points.

Clinical Interventions in Psychological Disorders V89.0081 4 points.

Psychology of Adolescence V89.0085 4 points.

Child Development and Public Policy V89.0095 4 points.

SOCIOLOGY
The Family V93.0451 4 points.

Childhood V93.0465 4 points.

Juvenile Delinquency V93.0504 4 points.

STEINHARDT SCHOOL OF EDUCATION:

APPLIED PSYCHOLOGY
Personality Development E65.1039 3 points.

Women and Mental Health: A Life Cycle Perspective E65.1041 3 points.

Survey of Developmental Psychology: Introduction E65.1271 3 points.

Adolescent Development E63.1272 3 points.

Abnormal Psychology E65.1038 3 points.

Sexual Identities Across the Lifespan E63.1110 3 points.

SPECIAL EDUCATION
Behavior Modification in Special Education Settings E75.1160 3 points.

Strategies for Teaching Children with Challenging Behavior E75.1161 3 points.

SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Introduction to Language Disorders in Children E43.1207 3 points.

TEACHING AND LEARNING
Language Acquisition and Literacy Education in a Multilingual and Multicultural Context E27.1030 4 points.
The Department of Cinema Studies at the Tisch School of the Arts holds a pre-eminent 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 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:
Besser, Polan, Sklar, Stam

Associate Professors:
Allen, Guerrero, Lant, Simon, Straayer, Streible, Weiss

Assistant Professors:
Choi, Kahana, McCarthy, Zhen

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 (H72.0013); Film Theory (H72.0016); Television: History and Culture (H72.0021); and 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 grade point average of 3.65, as well as a 3.65 grade point average 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 an honors thesis of 40 pages length and suitable quality for conference presentation and/or publication; c) the completion of an additional four-point research-writing seminar (beyond the standard 40-point
major) in which students revise and extend earlier work to complete the honors thesis; d) maintenance of the above grade point averages until graduation. Approval of the thesis subject, evaluation of the thesis, and the decision to award honors are made by the director of undergraduate studies and the faculty member teaching the research-writing seminar.

The application for this major consists of a completed application form, a one-page personal statement addressing why you want to major in cinema studies, and an essay on an arts or humanities subject (which can be a term paper from a previous course).

MINOR
A total of 16 points is required for the minor. This generally takes the form of four 4-point courses. The first course must be either V55.0750, Expressive Culture: Film (recommended for CAS students), or H72.0011, Language of Film. An additional 12 points must be taken in H72.XXXX cinema studies courses (or courses from elsewhere in the University approved by the Department of Cinema Studies). Included in these 12 points must be one course on an international cinema and one Tier II cinema studies course.

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, Kabana. 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 (1) are fluent in the basic vocabulary of film form; (2) understand the social questions raised by dominant modes of cinematic representation; and (3) 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 (e.g., 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 (documentary, narrative, the avant-garde, etc.).

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 McCarthy, 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.
This course involves in-depth study of a specific topic and encourages the student to produce original research.

TIER II
See the cinema studies department section of the Tisch School of the Arts Bulletin for the list and description of Tier II courses.

TIER III
See the cinema studies department section of the Tisch School of the Arts Bulletin for the list and description of Tier III courses.

INDEPENDENT STUDY

Independent Study
H72.0900 through H72.0905.
Prerequisite: written permission of a faculty adviser. 1-4 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 both in the original languages and in English translation. Several majors and minors are available, some in conjunction with other departments (history, fine arts, anthropology, Italian, medieval and Renaissance studies, and comparative literature) and with the Alexander S. Onassis Program in Hellenic Studies. Academic internships, an honors program, and individualized study are also available.

Classroom instruction is supplemented by a variety of activities. In addition to lectures and field trips sponsored by a lively Classics Club, students have access to the superb collections of antiquities at the Metropolitan Museum of Art, the Brooklyn Museum, the American Numismatic Society, and the Pierpont Morgan Library, as well as access to the department’s own collection of antiquities. Finally, various opportunities for travel and study abroad are available in Greece, Italy, and other Mediterranean sites.
others selected from applicable courses, including those in Egyptian and Near Eastern art). This is a flexible major designed to accommodate special interests and requirements. Advanced-level courses in practical archaeology may be taken for credit.

(4) Classical civilization and anthropology: This interdepartmental major may follow one of two tracks, each requiring 20 points from the Department of Anthropology and 20 points from the Department of Classics. The first track focuses on archaeology and 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).

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

MINORS

(1) Latin and Greek: This minor requires 20 points of course work, to be selected from the offerings of the department (N.B., courses in modern Greek and Hellenic studies do not count toward completion of this minor). As part of this minor, students must take either Latin or ancient Greek at least 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.

(2) Classical civilization: This minor requires 20 points of course work, to be selected from the offerings in Latin, ancient Greek, or classical civilization (N.B., courses in modern Greek and Hellenic studies do not count toward completion of this minor).

HONORS PROGRAM

Students may receive a degree with honors in classics or classical civilization. Honors recognition requires a 3.5 average overall, an average of 3.5 in all classics courses, and a completed honors thesis, which may be written as part of Independent Study, V27.0997, 0998, for 4 points under the supervision of a departmental supervisor. For general requirements, please see under Honors and Awards.

Courses

CLASSICAL LANGUAGES

LATIN

ELEMENTARY LATIN I-II
V27.0003-0004 Both terms must be completed to receive credit toward any departmental major or minor. Given every year. 4 points per term.

Introduction to the essentials of Latin vocabulary, morphology, and syntax. Five hours of instruction weekly, with both oral and written drills and an emphasis on the ability to read Latin rather than merely translate it. The second semester (V27.0004) introduces the student to selected readings from standard Latin authors.

Intensive Elementary Latin
V27.0002 Open to students with no previous training in Latin and to others through assignment by placement test. Given every other year. Spring term only. 6 points.

Completes the equivalent of a year’s elementary level in one semester.

Intermediate Latin I: Reading Prose
V27.0005 Prerequisite: V27.0003-0004 or V27.0002 or equivalent. Given every year. 4 points.

Teaches second-year students to read Latin prose through comprehensive grammar review; emphasis on the proper techniques for reading (correct phrase division, the identification of clauses, and reading in order); and practice reading at sight. At least one complete oration by Caesar is read; other authors may include Cornelius Nepos, Caesar, Livy, Pliny, or Petronius, at the instructor’s discretion.

Intermediate Latin II: Virgil
V27.0006 Prerequisite: V27.0005 or equivalent. Given every year. 4 points.

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

ANCIENT GREEK

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

Reading of Plato’s Apology and Crito and selections from the Republic. The pur-
pose 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. Given every year. 4 points. Extensive readings in the Iliad or Odyssey. Proficiency in scansion is expected as well as a good command of Homeric vocabulary. Relevant topics ranging from the Homeric question to problems of oral tradition through the archaeological evidence of Bronze Age Greece and Troy are discussed in class or developed by the student through oral or written reports.

ADVANCED LATIN AND ADVANCED ANCIENT GREEK

Advanced Latin: Epic
V27.0871 Prerequisite: V27.0006 or equivalent. Given every 3 years. 4 points. Extensive readings in Virgil’s Aeneid and the other epics of Rome, including Lucan’s Bellum Civile and Lucretius’s De Rerum Natura. Consideration will be given to the growth and development of Roman epic, its Greek antecedents, and its relationship to the Romans’ construction of their past. Study of the development of the Latin hexameter is included.

Advanced Latin: Cicero
V27.0872 Prerequisite: V27.0006 or equivalent. Given 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. Given every three years. 4 points. This course provides extensive readings from the works of Rome’s greatest lyric and elegiac poets, including Catullus, Horace, Tibullus, Propertius, and Ovid. The various lyric meters adapted by the Romans are considered, as is the development of the Latin Love Elegy.

Advanced Latin: Comedy
V27.0874 Prerequisite: V27.0006 or equivalent. Given 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 is also discussed. Some facility in Plautine and Terentian meter will also be expected.

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

Advanced Latin: Latin Historians
V27.0876 Prerequisite: V27.0006 or equivalent. Given 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. Given every year. 2 or 4 points per term.

Advanced Greek: Archaic Poetry
V27.0971 Prerequisite: V27.0010 or equivalent. Given 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: Drama
V27.0973 Prerequisite: V27.0010 or equivalent. Given 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
V27.0974 Prerequisite: V27.0010 or equivalent. Given 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
V27.0975 Prerequisite: V27.0010 or equivalent. Given every three years. 4 points. Readings from the dialogues of Plato and the major philosophical works of Aristotle.

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

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

CLASSICAL CIVILIZATION

INTRODUCTORY COURSES

Civilization of Greece and Rome
V27.0303 Given 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, Oresteia; selected plays of Sophocles and Aristophanes; Plato, Republic; Lucretius, On the Nature of the Universe; and Virgil, Aeneid.
Classical Mythology
V27.0404  Identical to V90.0404. Given every year. 4 points.
Discuss 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.

Etrymology
V27.0025  Identical to V61.0076. 4 points.
See description under Linguistics (61).

Greeks Drama: Aeschylus, Sophocles, and Euripides
V27.0143  Identical to V30.0210. Given 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. Given 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  Given 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 Virgil’s Aeneid, but may also cover the Avernona 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
V27.0205  Identical to V29.0203. Given 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 Chama and Callirrhoe, Longus’s Daphnis and Chloe, Heliodorus’s Ethiopian Tale, Lucian’s True History, Petronius’s Satyricon, and Apuleius’s Golden Ass. Concludes with the Gesta Romanorum and the influence of this tradition on later prose, such as Elizabethan prose romance.

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

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

Faces of Sexuality and Gender in Greece and Rome
V27.0210  Given periodically. 4 points.
This class deals with the constructions of gender and experiences of sexuality in ancient Greece and Rome. Working with texts and representations from varied disciplines such as medicine, law, literature, visual art, and philosophy, students explore the ways in which the ancient Greeks and Romans perceived their own bodies in such a way as to differentiate gender and understand desire. The class also discusses how eroticism and gender support and subvert political and social ideologies.

GREEK AND ROMAN HISTORY

History of Ancient Greece
V27.0242  Identical to V57.0243. Given 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. Trace 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. Given 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 more meaningful. Examines Alexander’s conquests, the states established by his successors (Prolemy of Egypt and Seleucids of Syria), and the increasing intervention of Rome.

The Age of Pericles
X27.0244  Given 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 their impact. The subjects addressed include the introduction of radical democracy, Athenian imperialism, the rise of historiography, theatrical production, festivals, art, science, the beginnings of moral philosophy and political thought, women’s life, slavery, and Greek law.

History of the Roman Republic
V27.0267  Identical to V57.0205. Given 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. Given 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 Given 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 ARCHEOLOGY

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

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

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

Greek Architecture
V27.0353 Identical to V43.0104. Given every other year. 4 points.
A chronological survey of the Greek architectural tradition from its Iron Age origins, marked by the construction of the first all-stone temples, to its radical transformation in the late Hellenistic period, most distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings. Lectures (and accompanying images) and readings present the major monuments and building types, as well as related subjects such as city planning and urbanism, building methods, and traditions of architectural patronage.

Roman Architecture
V27.0354 Identical to V43.0105. Given every other year. 4 points.
A chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinianic churches of Constantinople and Ravenna. The lectures (and accompanying images) and readings present the major monuments and building types, as well as related subjects such Roman engineering, and the interaction between Rome and its provinces.

PHILOSOPHY AND RELIGION

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

Greek Thinkers
V27.0700 Identical to V83.0122. Given 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, Epicureans, and Neoplatonists.

SPECIAL COURSES

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

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

GRADUATE COURSES OPEN TO UNDERGRADUATES

Courses in classics offered in the Graduate School of Arts and Science are open to all undergraduates who have reached the required advanced level of Greek or Latin language instruction.
The collegiate honors seminar program, launched in spring 2005, extends the principles behind 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 collegiate 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 collegiate honors seminars. Below is a sampling of seminars from the first two semesters of the program.

Courses

The Politics of Human Rights

V28.0104  
Downs. 4 points.  
This course offers an introduction to the political history of the current international human rights regime, the major sources of prominent contemporary human rights problems, the extent to which major human rights problems are being successfully addressed by the international system and its institutions, and the strategies that are currently being advocated to more effectively reduce the high level of human rights violations. A major emphasis of the course is on analyzing the political inspirations behind the creation of the human rights regime, the role that politics plays in generating human rights crises, and the political forces that operate to limit the effectiveness of international and regional institutions in addressing human rights problems and the suffering that they create.

Urban Collective Violence in America

V28.0105  
Walkowitz. 4 points.  
This seminar examines the urban origins, character, and changing patterns of violence in American cities. It focuses on collective violence rather than on individual acts of violence, regardless of how many victims an individual may have claimed. One part of the course 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 of our concerns must be comparative, cross-cultural, and transnational. In addition, we address 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, we distinguish 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 some notion of 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 surely 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 pri-
Cinema and Society in Europe Since 1945  
V28.0112  Judt. 4 points.
This seminar addresses aspects of the history of European cinema since World War II through post-war European cinema. The seminar pays attention to the films themselves, as art and as entertainment; but also and above all is concerned with their subject matter, their contemporary setting, and their 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 are required to read assigned works of history dealing with the period. Among the themes to be addressed—in the films, the readings, the class discussion, and, eventually, the final papers—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 “sixties”; different generations of migration, both into Europe and within and between countries; national identities and the attached stereotypes; the Yugoslav Wars; remembering (and forgetting) Communism; the Holocaust in postwar European consciousness. A final paper requires students to 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.
This seminar takes up an extended history of atheism and doubt (in the context of a history of religion). It begins in Greece and then moves on to a brief discussion of anthropological perspectives on belief, before returning to Greece, to the Hebrews and Rome, to India and Baghdad, and then back to Europe during the Renaissance, the Scientific Revolution, the Enlightenment, and the Romantic period. Time is spent in England and America in the 19th century, when disbelief was being tied to radical politics, before moving on to the connection between disbelief and realism, modernism and postmodernity. The main arguments for and against the existence of God are considered. However, the main purpose of this course is to force students to confront and grapple with some of the most sophisticated and profound human expressions of disbelief. Authors whose works are read may include Cicero, Hume, Holbach, Paine, Shelley, Dostoevsky, Nietzsche, Woolf, and Freud, among others.

From Civil Rights to Gay Liberation: U.S. Social Movements, 1950–1980  
V28.0118  Gordon. 4 points.
Social movements have been theorized primarily by social scientists; a typical sociological definition is, episodes of collective behavior and action that create significant social change and command significant grassroots participation. We consider these theories but also ask various questions: What do “organizers” do? 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? Are social movements always democratic? When do social movements become violent? Are social movements inevitably vulnerable to demagoguery and authoritarianism?

Jesus and Muhammad  
V28.0119  Peters. 4 points.
Jesus and Muhammad were the founders, though in very different senses, of the world’s two most populous religious traditions, Christianity and Islam. As such they have been the objects of veneration since their own lifetime and also, since the 19th century, the subjects of intense historical scrutiny by both believers and nonbelievers. The “quest for the historical Jesus” has become in fact almost a laboratory experiment in historiography, and with increasing confidence in the results. The same quest for the “Muhammad of history,” as opposed to the “Muhammad of faith,” though conducted in much the same way, and with much the same kind of evidence—the testimony of believers—has been somewhat less successful. This seminar attempts to investigate why and, in the process, to expose the participants to the basic tools of “text” historiography: source, form, and redaction criticism, in a comparative setting and as applied to two very similar and yet very different—and very important—men of the past.
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 on the understanding of textuality to include all cultural artifacts and modes of thought that involve language and representation. The Department of Comparative Literature encourages students to pursue theoretical and philosophical modes of reading 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 composed of scholars in African, Caribbean, Chinese, European and Anglo-American, Japanese, Latin American, and Russian and Slavic literary studies.

Faculty

University Professor:
Diawara

Professors:
Apter, Baer, Braithwaite, Chiotes, Iampolski, Javitch, Reiss, Ronell, K. Ross, Sieburth, X. Zhang

Associate Professors:
Basterra, Dopico, Ruttenburg, Sanders

Assistant Professor:
Vincent

Associated Faculty:
Bishop, Fischer, Freccero, Molloy, Pratt, Stam, Tylus

Affiliated Faculty:
Aching, Affron, Beaulieu, Dash, Feldman, Haverkamp, Hollier, Kennedy, Krabbenhoft, Levy, Lockridge, Meisel, Mikhail, Schechner, Shohat, Vit, Yúdice

Programs

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

**Track 1: Literature.** This track includes the following courses:
1. Four courses originating in the Department of Comparative Literature, including Introduction to Comparative Literature and the Junior Theory Seminar. These four courses must be taught by a faculty member of the Department of Comparative Literature; they cannot be cross-listed courses originating in another department.
2. Four courses in a national literature department at the 100 level or above conducted in the language of that literature.
3. Two courses in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on and could also be another foreign language or literary area. If the national literature department selected for specialization is English, these two courses must be in a foreign language. The choice of these courses will be made in consultation with the advisor to form a coherent intellectual field and a defined objective in the major.

**Track 2: Literary and Cultural Studies.** Track 2 includes the following requirements:
1. Four courses originating in the Department of Comparative Literature, including Introduction to Comparative Literature and the Junior Theory Seminar. These four courses must be taught by a faculty member of the Department of Comparative Literature; they cannot be cross-listed courses originating in another department.
2. Four courses in a related cultural field or discipline. Fields could include history, art history, religion, philosophy, classics, politics, cinema studies, and so on. The choice of these courses will be made in consultation with the advisor to form a coherent intellectual field and a defined objective in the major.
3. Two courses in a foreign literature department in the language of that literature, normally at the 100 level or above.

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

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

**HONORS GRADUATION**
To graduate with honors in the major, a student must maintain at least a 3.65 average in the 10 courses required for the major, earn at least a 3.65 GPA in CAS, and must write a senior honors thesis in his or her final year. A student may write the honors thesis either by taking a Senior Seminar course, V29.0400, or by working independently after initial advisement and approval by the director of undergraduate studies. This approval must be sought at the end of the junior year. The honors thesis is then written under the supervision of a faculty member of the Department of Comparative Literature whose area of academic expertise coincides with the focus of the honors thesis. The senior honors thesis is in addition to the four courses originating in the Department of Comparative Literature and the other six courses of the major.

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**Courses**

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

**Tragedy**
V29.0110 Identical to V11.0110, V30.0200, and V41.0720. Given 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 and V30.0205. Given 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 Given 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, Sábato, and Rulfo.
Introduction to Comparative Literature
V29.0116  Given 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  Given 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 V11.0132 and V41.0704. Given every semester. 4 points.
Study of the literature and society of the Caribbean. Emphasizes Anglophone Caribbean within a comparative framework of French/Haitian, Spanish, Dutch, and Surinamese Caribbean modes. Topics vary yearly, from a concentration on Caribbean poetry to other cultural forms and presentations. Readings of literature, history, and political theory supplemented with performance, music, film, and video. Subjects include women writers, orality, novels of childhood, and pioneer literary figures.

Topics in Popular Culture
V29.0136  Given 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.

Literatures, Tricksters, and Cultural Exchange
V29.0137  Identical to V11.0137. Given every other year. 4 points.
The history and functioning of the trickster figure in texts and oral tales of various cultures. The trickster's presentation of a tension between different norms of rationality. Relations of languages, reasons, and hegemonies. Cultural crossovers, usings, and borrowings. Texts from contemporary Native America (Blue Cloud, Silko, and Vizenor); ancient Greece and Rome (Plato, Euripides, and Plautus); European Renaissance (pícaro, Tirso, Grimmelshausen, and Molière); China (Journey to the West); India (Ramayana); and other moderns (e.g., Azaldúa, Brathwaite, Brecht, Grass, Hasek, Kingston, Lorde, Mo, Nguyê~n~g~i~wa Thiong'o, Paz, Soyinka).

Topics in 18th-Century Literature
V29.0175  Given 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  Given 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  Given 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  Given 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  Identical to V11.0302. Given every year. 4 points.
Uses the tools of cultural studies to investigate cultural intersections of the modern period. Focus on the street in literature and film includes questions of cultural space, race, identity politics, gender, and territoriality in the metropolis. Represents cultural studies, film studies, black studies, and women’s studies.

Senior Seminar in Comparative Literature (Honors Thesis course)
V29.0400  Permission of the director of undergraduate studies required. Given every year. 4 points.
The aim of this course is the preparation and the writing of the theses 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. Given 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, poststructuralism, Marxism, psychoanalysis, feminism, and new historicism.

Colonialism and the Rise of Modern African Literature
V29.0850  Identical to V41.0707. Given 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. 1-4 points.
To write a senior thesis as part of Honors Graduation, if a student cannot take the Senior Seminar in Comparative Literature.

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

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.

Faculty

Professors Emeriti: M. Davis, Dewar, Harrison, Schwartz
Silver Professors; Professors of Computer Science: Berger, Wright
Professors: Cole, Gottlieb, Grishman, Kedem, LeCun, Mishra, Mohri, Overton,
Perlin, Pnueli, Shasha, Spencer, Widlund, Yap
Associate Professors: Bregler, E. Davis, Geiger, B. Goldberg, Karamcheti, Mazieres, Shoup, Siegel, Zorin
Assistant Professors: Barrett, Bonneau, Dodis, Grimm, Li, Melamed, Subramanian
Clinical Associate Professors: A. Goldberg, Hull
Clinical Assistant Professors: Engel, Korth, Odeh
Lecturer: Marateck

Program

MAJOR (BACHELOR OF ARTS)
Requirements include the following computer science courses: V22.0101, V22.0102, V22.0201, V22.0202, and V22.0310; the following mathematics courses: V63.0120 and V63.0121; and five elective courses selected from the following: V63.0122, V63.0140, or computer science courses listed at the V22.0400 level. A grade of C (2.0) or better is necessary in all courses used to fulfill the major requirements. Students are required to take V22.0101 through V22.0202 in sequence. If they begin the major sequence in their freshman year, they will have time to take additional electives in computer science before graduating in four years. Prospective majors must begin the major sequence (V22.0101) by the first semester of their sophomore year in order to complete the major requirements in three years. Students wishing to major or minor in computer science must fulfill the prerequisite,
V22.0002, before taking V22.0101. For students with previous programming experience, V22.0002 may be waived by taking a placement exam given by the department. Prospective majors should visit the undergraduate department in Warren Weaver Hall during the fall semester of their freshman year and should declare the major after successfully completing V22.0101.

The following is a recommended program of study for the B.A. in computer science: First year of major, fall term: V22.0101, V63.0121; spring term: V22.0102, V63.0120. Second year of major, fall term: V22.0201, V22.0510; 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 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 V63.0344.

MINORS
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, such as V22.0001, V22.0002, V22.0004, V22.0005, V22.0060, V22.0061, and V22.0380.

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

HONORS PROGRAM
A degree in computer science is awarded with honors to selected majors who successfully complete the requirements of the honors program. 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 40-60 pages in length) and be presented at the Dean’s 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, cs.nyu.edu/csweb/index.html.
Computers in Society
V22.0001  Prerequisite: No prior computing experience is presumed. 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 presumed. 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 and computers. 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 presumed. Students who have taken V22.0005 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 World Wide Web.

Computers in Principles and Practice II
V22.0005  Prerequisite: V22.0004 and one semester of programming in Pascal or C or equivalent programming experience. 4 points.
Students examine the latest Web techniques from creating graphics to writing programs using HTML, Photoshop, Macromedia Studio, Adobe Creative Suite, JavaScript, and others. Since the technology of the Web is constantly changing, new tools and techniques are introduced as they evolve.

Database Design and Web Implementation
V22.0006  Prerequisite: 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  Prerequisite: Topics determine prerequisites. 4 points.
Detailed descriptions available when topics are announced. Typical offerings include Introduction to Multimedia and Database and Web Programming. Note: This course cannot be used as credit toward the major sequence.

Introduction to Computer Science
V22.0101  Prerequisite: V22.0002 or departmental permission assessed by placement exam. Offered every 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 is also suitable for students of other scientific disciplines. Programming assignments.

Data Structures
V22.0102  Formerly Introduction to Computer Science II. Prerequisite: V22.0101. Offered every 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 every fall and spring. 4 points.
This course covers the internal structure of computers, machine (assembly) language programming, and the use of pointers in high-level languages. Topics include the logical design of computers, computer architecture, 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 both in assembly language and in other languages.

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

Basic Algorithms
V22.0310 Prerequisite: V22.0102 and V63.0120. Offered every 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 Prerequisite: V22.0102 and V63.0140. Offered every 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 Prerequisite: 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, busses, 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 Prerequisite: V22.0201 and V22.0310. Offered in the spring. 4 points.
Database is one of the major application areas of computer science. Organization, storage, and retrieval of large bodies of relatively uniform or structured data. 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
V22.0453 Prerequisite: V22.0310. Offered every fall. 4 points.
This course takes a mathematical approach in studying topics in computer science, such as regular languages and some of their representations (deterministic finite automata, nondeterministic finite automata, regular expressions) and proof of nonregularity. Context-free languages and pushdown automata; proofs that languages are not context-free. Elements of computability theory. Brief introduction to NP-completeness.

Unix Tools
V22.0468 Prerequisite: V22.0201. 4 points.
This course 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. It covers in depth those features of Java and C++ that support object-oriented programming and gives an overview of other object-oriented languages of interest. Significant programming assignments stressing object-oriented design are given.

Artificial Intelligence
V22.0472 Prerequisite: V22.0201. 4 points.
There are many cognitive tasks that people can do easily and almost unconsciously but that have proven extremely difficult to program on a computer. Artificial intelligence is 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 Prerequisite: V22.0202 and V22.0470. 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 the semester-long group project. The aim of the project is to prepare students for dynamics in a real workplace. Members of the group meet on a regular basis to discuss the project and to assign individual tasks. Students are judged primarily on the final project presentations.

Applied Internet Technology
V22.0476 Prerequisite: V22.0201. 4 points.
This course covers applied Internet technologies and programming for the World Wide Web. Students build secure, interactive, and powerful Internet/Web applications. The course covers important topics such as: Java Servlets, Java Server Pages, Databases and JDBC, XML, Web Services, and related standards, including SOAP, WSDL, and UDDI.
Distributed Storage Systems
V22.0477  Prerequisite: V22.0202 or permission of the department.
4 points.
This class examines file system implementation, low-level database storage techniques, and distributed programming. Lectures cover basic file system structures, journaling and logging, I/O systems performance, RAID (redundant arrays of inexpensive disks), the remote procedure call abstraction, and numerous systems illustrating these concepts. Programming assignments make the topics concrete. In a final project, students build a real, functioning Unix file system. Topics: file systems, distributed computing, replication and consistency, fault-tolerance, crash recovery. Students have access to dedicated equipment for the assignments and project.

Special Topics in Computer Science
V22.0480  Prerequisite: Topics determine prerequisites. Offered every fall and spring. 4 points.
Covers topics in computer science at an advanced level. Detailed course descriptions are available when topics are announced.

Special Topics in Programming Languages
V22.0490  Prerequisite: V22.0201 plus others determined by topic. 4 points.
Covers topics in programming languages at an advanced level. Detailed course descriptions are available when topics are announced.

Undergraduate Research
V22.0520, 0521  Prerequisite: Permission of the department is required. 4 points.
The student performs computer science research that is supervised by a faculty member actively engaged in research and that may lead 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. 2-4 points per term.
Students majoring in the department are permitted to work on an individual basis under the supervision of a member of the department if they have maintained a general average of 3.0 and an average of 3.5 in computer science and if, in the opinion of the department, they have the ability and the need for work in topics not included in the listed courses. Students are expected to spend about three to six hours a week on assigned projects.

GRADUATE COURSES OPEN TO UNDERGRADUATES
A limited number of graduate courses are open to undergraduate students who have maintained an average of 3.5 or better in computer science, subject to permission of the director of undergraduate studies. These may be reserved for graduate credit if the student is pursuing the accelerated master’s program or substituted for undergraduate elective credit. Consult the department Web site: cs.nyu.edu/csweb/index.html.
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 coursework, 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 Pushcart Prize, and the Whiting Writer’s Award.

Drawing on the wealth of cultural offerings in New York City, our curriculum extends beyond the classroom. Instructors broaden students’ horizons by introducing them to groundbreaking readings by emerging and established authors, off-Broadway productions, exhibitions at the New York Public Library, and such major literary festivals as the New Yorker Festival and the PEN International Festival.

The very location of the Undergraduate Creative Writing Program 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 tri-cornered 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.

**Faculty**

Adjunct Instructors:
Catherine Barnett, Nicholas Christopher, Rachel DeWoskin, Elaine Equi, Robert Fitterman, George Foy, Bonnie Friedman, Jennifer Michael Hecht, Thomas McGonigle, Meera Nair, Sophie Powell, Matthew Rohrer, Darin Strauss, and Chuck Wachtel

**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 composed of four creative writing courses: the Introductory workshop, V39.0815, plus at least three additional 4-point workshops. All Intermediate and Advanced workshops may be repeated up to three times for credit. The Introductory workshop, V39.0815, may only be taken once.

The Minor must be completed with a minimum grade point average of 2.0. No credit toward the Creative Writing Minor is granted for grades of C- or lower, although such grades will be computed into the grade point average of the Minor, as well as into the overall grade point average. No course to
be counted toward the Minor may be taken on a pass/fail basis. Students wishing to declare their Minor in Creative Writing should speak with Christina Davis, assistant director of the Creative Writing Program, in Room 213, 19 University Place, 212-992-9766.

Courses

The NYU Creative Writing Program offers introductory courses in poetry and fiction, as well as upper-level courses that focus on specific elements of formal and experimental poetry, short stories, novels, and creative nonfiction. All creative writing courses are offered in both the fall and spring terms and are applicable toward the Minor in Creative Writing. A limited number of courses are available in the summer term.

Enrollment in fall and spring Advanced workshops requires permission of the instructor and is based on submission of writing samples prior to registration (deadlines are announced on the departmental Web site).

Creative Writing
V39.0815 Formerly V41.0815. No prerequisite. 4 points.
Beginning workshop in creative writing designed to explore and refine the student's individual writing interests. The workshop emphasizes poetry and fiction writing.

Intermediate Fiction Workshop
V39.0816 Formerly V41.0816. Prerequisite: V39.0815 or equivalent. 4 points.
Intermediate workshop designed to help students refine their approaches to the writing of fiction through peer critiques, craft readings, and individual conferences with the instructor.

Intermediate Poetry Workshop
V39.0817 Formerly V41.0817. Prerequisite: V39.0815 or equivalent. 4 points.
Intermediate workshop designed to help students refine their approaches to the writing of poetry through peer critiques, craft readings, and individual conferences with the instructor.

Advanced Fiction Workshop
V39.0820 Formerly V41.0820. Prerequisite: V39.0815 or equivalent. 4 points.
Advanced workshop designed to deepen the emerging writer's sense of style and individual voice. The workshop focuses on innovative strategies for revision and the development of a sustainable writing process. Class discussion, craft talks, and individual conferences are included.

Advanced Poetry Workshop
V39.0830 Formerly V41.0830. Prerequisite: V39.0815 or equivalent. 4 points.
Advanced workshop designed to deepen the emerging poet's sense of style and individual voice. The workshop focuses on innovative strategies for revision and the development of a sustainable writing process. Class discussion, craft talks, and individual tutorials are included.

Advanced Creative Nonfiction Workshop
V39.0850 Formerly V41.0850. Prerequisite: V39.0815 or equivalent. 4 points.
This workshop focuses on the writing of vivid personal narratives and nonfiction stories that employ fictional techniques. Class discussion, craft talks, readings of contemporary masters, and weekly assignments are included.

Creative Writing Internship
V39.0980, 0981 Formerly V41.0980, 0981. Prerequisites: For minors only, permission of the assistant director and two courses at the V39 level. May not be used to fulfill the minimum requirement of 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 assistant director. The internship must be with an external (non-NYU) organization that is related to the field of creative writing (e.g., a literary agency, a literary magazine or book publisher, a nonprofit arts organization, etc.). The intern’s duties should involve some substantive aspect of writerly work, whether in research, speech-writing, assessing manuscripts, or editing. A written evaluation is solicited from the intern’s supervisor at the end of the semester. A pass/fail for the course is based on a final paper submitted to the assistant director of the Creative Writing Program.

Class Size and Waiting List Policies: For creative writing workshops to be successful, they 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. Please direct all inquiries to assistant director of the Creative Writing Program.
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, playwriting, and cinema. To all undergraduates, it offers survey courses in the theory and history of drama as well as electives in more specific subjects. To the major, the program offers a coherent program of study centered on the history of dramatic literature from its origins to the contemporary New York dramatic scene. Majors supplement the study of dramatic literature with courses in theatre production, writing, and cinema.

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

**Faculty**

**Professors:** Archer, Chaudhuri, Gilman, Guillory

**Associate Professor:** Harries

**Assistant Professor:** Waterman

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

**Affiliated Faculty:** Amkpa (TSOA), Bishop, Chioles, Meineck, Miller, Reiss, Taylor (Steinhardt), Vorlicky (TSOA), Ziter (TSOA)

**Program**

**MAJOR**
A minimum of ten 4-point courses offered by the department, including V30.0110 and V30.0111 and one course in dramatic literature before 1800. Of the remaining courses, no more than five courses may be drawn from the areas of cinema and practical theatre combined.

**MINOR IN DRAMATIC LITERATURE**
Any four 4-point V30 courses offered by the department. Only two of the four may be in the area of cinema and practical theatre.

**HONORS**
The department offers an honors program for majors in their junior and senior years. The two core courses (History of Drama and Theatre I and II) must be completed when you apply. The program consists of two courses, a Junior Honors Seminar, V30.0905, and a Senior Honors Thesis, V30.0925. The honors thesis counts as an 11th course in the major. Interested majors should apply to the director of undergraduate studies.

**RESTRICTIONS ON CREDIT TOWARD THE MAJOR AND THE MINOR**
Courses used to satisfy requirements for either the major or minor in dramatic literature may not be used to satisfy the requirements for any other major or minor. Independent study courses and internships do not count toward the minimum requirements for the major or minor. Transfer students must complete at least half of the required courses for the major and minor programs at the College. Please note C is the lowest grade that may be counted toward the major or minor. Two-
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 non-majors, are welcome to participate.

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

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

DRAMATIC LITERATURE

History of Drama and Theatre I and 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

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 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.

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 (Andre Antoine and the Theatre Libre, Konstantin Stanislavki and the Moscow Art Theatre). The continuing vitality of realism, as well as significant modifications 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 Buchner, 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, Kaiser, 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 focuses 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.

Gay and Lesbian Theatre
V30.0137 Identical to H28.0624. 4 points.

A survey of contemporary lesbian and gay plays from The Boys in the Band to Angels in America. The goal of the course is to familiarize students with lesbian and gay plays written since 1968 as a discrete body of work within the field of contemporary theatre. The course focuses on plays and playwrights that have had a significant impact in the representation of homosexual life onstage. In addition, students consider the historical, political, and cultural developments from which gay theatre emerged and, through independent research projects, examine the communities that emerged in the process of creating gay theatre.
Popular Performance
V30.0138 Identical to H28.0621.  
4 points.
A reevaluation of a wide variety of European and American forms that, beginning in the 16th century, were separated from “high culture” theatre. These include fairground performance, commedia dell’arte, cinema, puppet and mask theatre, mummers’ plays, circus, pantomime, minstrel shows, and vaudeville. 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.

Futurism
V30.0173 Identical to V39.0154.  
4 points.
Course examines the early 20th-century futurist movement in literature, theatre, architecture, and art. Students present futurist plays and poems in class.

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

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

Greek Drama: Aeschylus, Sophocles, Euripides
V30.0210 Identical to V27.0143.  
4 points.
Of the many gifts of the ancient Greeks to Western culture, one of the most celebrated and influential is the art of drama. This course covers, by way of the best available translations, the masterpieces of Aeschylus, Sophocles, and Euripides. The place of the plays in the history of the drama and the continuing influence they have had on serious playwrights, including those of the 20th century.

Comedies of Greece and Rome
V30.0211 Identical to V27.0144.  
4 points.
Study of early comedy, its form, content, and social and historical background. Covers the Old Comedy of fifth-century Athens through the Attic New Comedy and Roman comedy. Authors include Aristophanes (11 comedies are studied, and one is staged); Euripides, whose tragedies revolutionized the form of both comedy and tragedy; Menander, whose plays were only recently discovered; and Plautus and Terence, whose works profoundly influenced comedy in Western Europe.

Shakespeare I, II
V30.0225, 0226 Identical to V41.0410, 0411. Either term may be taken alone for credit.  
4 points per term.
Introduction to the reading of Shakespeare. Examines about 10 plays each term, generally in chronological order. First term: the early comedies, tragedies, and histories up to Hamlet. Second term: the later tragedies, the problem plays, and the romances, concluding with The Tempest.

Colloquium: Shakespeare
V30.0230 Identical to V41.0415.  
Assumes some familiarity with Shakespeare’s works. Beginning students should take V30.0225, 0226.  
4 points.
Explores the richness and variety of Shakespearean drama through an emphasis on the mastery of selected major plays. Six to eight plays are read intensively and thoroughly examined in discussion. Assumes some familiarity with Shakespeare’s works.

Restoration Theatre
V30.0235 Identical to H28.0716.  
4 points.
The reopening of theatres after a long hiatus in 1660, the emergence of female actors, and the renewed commitment to writing for the theatre provide the starting point for this course. The plays of Dryden, Aphra Behn (the first commercially successful female playwright of England), Wycherley, Congreve, Etherege, Otway, and Susana Centlivre are studied in the context of Restoration culture. Of special interest are topics such as spectatorship, public culture, censorship, propaganda, and anti-theatricality. The survey of 18th-century British drama highlights the difference between “laughing” and sentimental comedy, and includes the works of John Gay, Henry Fielding, Oliver Goldsmith, and R. B. Sheridan, among others. Textual analysis of plays is supplemented by available performance records and actor biographies.

Feminism and Theatre
V30.0240 Identical to H28.0623.  
4 points.
A study of plays by female playwrights and feminist theatre from the perspective of contemporary feminist theory. Considerations include: strategies for asserting new images of women on stage, the dramatic devices employed by female playwrights, lesbian aesthetics, race, class, and the rejection of realism. Possible plays and performance texts treated include those of Maria Irene Fornes, Caryl Churchill, Sarah Daniels, Wendy Wasserstein, Ntozake Shange, Adrienne Kennedy, Susan Glaspell, Aphra Behn, Alice Childress, Tina Howe, Holly Hughes, Karen Finley, Darrah Cloud, and Suzan-Lori Parks.

Modern British Drama
V30.0245 Identical to V41.0614.  
4 points.
Studies in the modern drama of England and Ireland, always focusing on a specific period, a specific group of playwrights, a specific dramatic movement of theatre, or a specific topic. Among playwrights covered at different times are Shaw, Synge, O’Casey, Behan, Osborne, Pinter, Stoppard, Bond, Friel, Storey, Hare, Edgar, Brenton, Gems, Churchill, and Daniels.

Modern American Drama
V30.0250 Identical to V41.0650.  
4 points.
Study of the drama and theatre of America since 1900, including Eugene O’Neill, Susan Glaspell, the Group Theatre, Thornton Wilder, Tennessee Williams, Arthur Miller, Edward Albee, Adrienne Kennedy, Amiri Baraka, Sam Shepard, David Mamet, David Rabe, Arthur Kopit,
August Wilson, George Wolfe, David Henry Hwang, John Guare, and Maria Irene Fornes.

Theatrical Genres
V30.0251 Identical to H28.0632.
4 points.

The course (different each term) explores one or more distinctive theatrical types and genres such as tragedy or comedy, melodrama, satire, or farce, or plays of distinctive theatrical types. We explore these written works in historical, psychological, and spiritual contexts.

Modern U.S. Drama
V30.0253 Identical to 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. culture at large. We discuss how these writers (and others) represent themselves and notions of “American-ness” in their dramatic works. We explore important works from the margins as well as those that represent the mainstream. Does modern U.S. drama lead or follow U.S. culture? Does it tend to be a design for living or a reflection of culture? Does it tend to be ern U.S. drama lead or follow U.S. mainstream? Does modern U.S. drama lead or follow U.S. mainstream?

African American Drama
V30.0255 Identical to 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 experimental 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, Lorraine Hansberry, Amiri Baraka, Adrienne Kennedy, Charles Fuller, George C. Wolfe, Ntozake Shange, August Wilson, Suzan-Lori Parks, and Anna Deavere Smith. The sociohistorical context of each author is also briefly explored.

Asian American Theatre
V30.0256 Identical to H28.0606.
4 points.

This course acts as both an introduction to the genre of Asian American theatre and an introduction into how this genre has been constituted. Through a combination of play analysis and historical discussion—starting with Frank Chen’s The Chickencoop Chinaman, the first Asian American play produced in a mainstream venue—the class looks at the ways Asian American drama and performance intersect with a burgeoning Asian American consciousness. We review the construction of Asian American history through such plays as Genny Lim’s Paper Angels and more recent works such as Chay Yew’s A Language of Their Own. We also read theoretical and historical texts that provide the basis for a critical examination of the issues surrounding Asian American theatre. Orientalism, media representation, and theories of genealogy inform our discussion.

Political Theatre
V30.0258 Identical to H28.0622.
4 points.

Major forms, plays, and theories of socially engaged theatre exemplifying performance as a site of resistance, social critique, and utopianism. While the course provides an examination of the historical development of political theatre, focus may vary semester to semester, from an examination of activist forms including agit-prop, pageantry, epic theatre, documentary, street theatre, women’s performance art to major theoretical perspectives and their practical applications since Brecht, including Boal and feminist queer theory to plays and productions by the Blue Blouse, Clifford Odets, Bertolt Brecht, the Living Theatre, Bread and Puppet, El Teatro Campesino, Heiner Mueller, Caryl Churchill, Athol Fugard, Nguyễn wa Thiong’o, Split Britches, Tony Kushner, Emily Mann, and others.

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

Central European drama from the reaction against expressionism through the epic theatre of Brecht and Piscator to the documentary and contemporary drama. Includes Brecht, Baal, A Man’s a Man, Galileo, Weiss, Man or Superman, Dürrenmatt, Romulus the Great, The Visit; Frisch, The Firebugs; Kipphardt, Oppenheimer; Handke, Kaspar; H. Müller, Cement; Ionesco, The Bald Soprano, The Lesson, The Chairs; E. Bond, Saved; and E. X. Kroetz, Farm Yard.

Theatre in the French Tradition
V30.0265 Identical to V45.0829.
Conducted in English. 4 points.

Study of the theatrical genre in France including the Golden Age playwrights (Corneille, Racine, and Molière); 18th-century irony and sentiment; and the 19th-century theatrical revolution. Topics: theories of comedy and tragedy, development of stagecraft, roman-
ticism and realism, the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

**Metaphors of Modern Theatre**
V30.0267 Identical to V45.0822.
2 points.
Close reading of contemporary theatre classics, emphasizing their use of vivid metaphors of the human condition and of the theatre as metaphor. The course is conducted in English.

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

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

**Theatre in the Spanish Tradition**
V30.0290 Identical to V95.0421. 4 points.
Formerly Spanish Theatre of the Golden Age. The prerequisite for this course is V95.0200 or permission of the director of undergraduate studies.

**Spanish Theatre**
V30.0291 Identical to V95.0450
The prerequisite for this course is V95.0200 or permission of the director of undergraduate studies. 4 points.
Study of dramatic texts and productions in modern and contemporary Spain. Emphasis on the structural features of drama: Does a particular play establish or violate the boundary between audience and stage? Does it merge or separate actor and character? Does it expand or destroy language?

**Theatre of Latin America**
V30.0295 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 reinvigoration 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, Sergio Vodanovic (Chile), José Triana (Cuba), René Marquez and Luis Rafael Sánchez (Puerto Rico), Isaac Chocron (Venezuela), Emilio Carballido, Luisa Josefina Hernández, Sabina Berman, Elena Garro (Mexico), Osvaldo Dragun, 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 antropofagia, and the “aesthetics of hunger,” drawing on the work of Fernando Ortiz, Angel 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 Natyasastra and the Kadenbho 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, Kutsiyattam, Rasila, and Pansori. 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
**Topics in Performance Studies**

**V30.0301** Identical to H28.0630. 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, V30.0700, and V41.0700. 4 points.

A study of the rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include John Millington Synge, Sean O’Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Anne Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

**Gender and Performance in Italian Theatre**

**V30.0720** Identical to V59.0720. 4 points.

If, as some contemporary critics maintain, gender is largely a performance, how was gender “performed” in the early modern period (1350-1700)? And how did its performance onstage differ from its performance offstage during a period that witnessed a rebirth of theatre? In this course we read a number of plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography. Topics such as cross-dressing, the emergence of the actress and commedia dell’arte troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well the “revisions” that women playwrights and writers make 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, about 12 plays are seen 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 advisor. 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.

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

Electives in 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  
V30.0505  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.

Italian Literature and Cinema  
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, DeSica, and Rohi.

Film Aesthetics  
V30.0517  Identical to H72.0120, 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, editing.

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.

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. The innovations of the sound film are studied. Examines filmmakers for their contribution to film style and form: Hawks, Ford, Renoir, Welles, Sternberg, Lang, Vigo, Rossellini, and Hitchcock. Weekly
small-group discussion sections provide for an exchange of ideas and a deeper examination into the perceptual and historical aspects of each film.

**Film Now: 1950 to the Present**

**V30.0530** Identical to H56.0007. 4 points.

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

**Film Theory**

**V30.0531** Identical to H56.0011. 4 points.

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

**INTERNSHIP**

**Internship**

V30.0980, 0981 Prerequisite: permission of the director of undergraduate studies. Open to qualified upper-class dramatic literature majors or minors, but may not be used to fulfill the minimum requirement of either the major or the minor. 2 or 4 points per term.

Requires a commitment of eight to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern’s duties on site should involve some substantive aspect of work in drama. The student is expected to fulfill the obligation of the internship itself, and a written evaluation is solicited from the outside sponsor at the end. The grade for the course is based on a final project submitted to a faculty director with whom the student has been meeting regularly over the semester to discuss the progress of the internship.

**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 will also be designated as the drama studies Honors Seminar, with at least a partial focus on drama. Drama studies majors will 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 Department of Drama, Undergraduate at Tisch School of the Arts.

Admission to the drama studies honors program is competitive. The honors seminars are limited to 12 students. The minimal grade point average for admission to any CAS 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.

A paper of considerable length that should embody the results of a semester’s reading, thinking, and frequent conferences with the student’s director. It should show the student’s ability to investigate, collect, and evaluate his or her material, finally drawing conclusions that are discussed in a sound and well-written argument. In the 2-point course, the student is held to the same high standard as is the student who is working for 4 points, but the investigation and the paper are of proportionate length.
Intended for students interested in the earth as a natural system affected by human activity, the minor complements interests in the humanities, social sciences, and natural sciences and in education, government, law, and business. Through independent study, students can pursue specific research interests, knowledge, and skills. Work experience through an internship with governmental or private organizations can be incorporated into programs of independent study.

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

Courses

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

The Living Environment
V49.0008 Identical to V23.0008. May not be taken after V23.0011-0012. 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.

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

Whole Earth Science: The Global Environment
V49.0012 Volk. 4 points.
In this inquiry-based course, students “think globally.” For example, students analyze observational data on atmospheric carbon dioxide and Earth's climate. They then research topics related to the carbon cycle and eventually consider policy implications of scientific findings in a wide variety of environmental issues. Emphasis is on learning by examining and reporting.

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

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

Field Geology
V49.0705 Rampino. 4 points.
Examines various bedrock and surficial features through classroom work and extensive fieldwork to develop historical interpretations. Field observation is done within a 150-mile radius of New York City but emphasizes the metropolitan region.
Limits of the Earth: Issues in Human Ecology  
V49.0875  Volk. 4 points.  
Examines the array of environmental problems facing modern society, including global pollution and the impact of human population growth on land-use patterns, earth resources, energy supply and use, water, agriculture, and ecosystems.

Environmental Science: Principles and Practice  
V49.0880  Identical to V23.0880. 4 points.  
Basic course for nonscience majors. Topics include sources of pollution; routes of human exposure; human health effects; and effects on local, regional, and global environments. Discusses problems in measuring and modeling inputs and pollutant movement in the environment as well as current legislation and regulations. Throughout, the course presents current examples (“case studies”) of environmental problems to show how the basic principles examined are applied in the real world.

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

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

The Living Environment  
V23.0008  Identical to V49.0008.

Field Laboratory in Ecology  
V23.0016
The Department of East Asian Studies offers courses on China, Japan, and Korea. The focus of the program is primarily on language and literature and the way in which these three civilizations have interacted with the Western world to reconstitute received cultures into modern societies. By intensive study of Asian culture, the student is encouraged to reflect on the global interrelatedness of human society. At present, three language sequences are offered: a six-semester Chinese language sequence, a six-semester Japanese language sequence, and a six-semester Korean language sequence.

Fourth-year study is also offered in all three languages. In addition, various courses in Asian culture in history, politics, literature, and art are offered in the Department of East Asian Studies and in conjunction with other departments. Since 2000, the department has run the NYU in Nanjing summer program.

The proximity of Chinatown to the College of Arts and Science gives students access to many cultural events; important collections and exhibitions of Asian art in New York City are always available to the interested student.

### Faculty

**Professors:**
- Harootunian, Roberts, X. Zhang (Comparative Literature)

**Associate Professors:**
- Karl (History), Looser, Yoshimoto

**Assistant Professors:**
- Poole, Vincent (Comparative Literature)

**Affiliated Faculty:**
- Cornetz (Gallatin), Waley-Cohen (History), M. Young (History), Z. Zhang (Cinema Studies), Zito (Anthropology, Religious Studies)

**Senior Language Lecturers:**
- He, J. Lee, S. Lee

**Language Lecturers:**
- An, Hanawa, Hulyalkar, Jiao, Kim, Nonaka, Shao, 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 (primarily 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 majors—as well as students planning to major in this field—are required to complete one of the following courses in fulfillment of MAP World Cultures requirements. This is best fulfilled at the beginning of the major. The World Cultures prerequisite does not count in the credit total for the major.

- V55.0506 Chinese and Japanese Traditions
- V55.0507 World Cultures: Japan
- V55.0512 World Cultures: China
- V55.0535 World Cultures: Korea
The program leads to an East Asian studies humanities major (32 points) in one of three ways: (1) Students must complete Chinese, Japanese, or Korean through the advanced II level, in addition to four approved courses from among the East Asian studies offerings. Elementary levels I and II of these three languages will not be counted toward fulfilling the major requirement. (2) Students who have already completed the CAS language requirement (two years) with either Chinese, Japanese, or Korean, through a language placement test or accredited course work, are required to complete language study through the third year (advanced level II) in addition to six nonlanguage courses related to the geographic region as defined above. Credit is not given for CAS language fulfillment or for placement test results. (3) Students may take 32 points of nonlanguage East Asian studies courses. Exceptions to one of these three options are only granted at the discretion of the director of undergraduate studies.

Notes:
(1) The Program in Asian/Pacific/American Studies offers several courses, one of which can be used toward the completion of an East Asian studies major. These cross-listings are determined on a semester-by-semester basis. (2) A limited number of credits are transferable (normally, no more than 16). (3) Cantonese and Tibetan languages may not be counted toward either major or minor requirements.

MINOR
The program leads to an East Asian studies humanities minor (16 points) in one of two ways: (1) Four nonlanguage courses in East Asian studies alone. (2) A language minor can be obtained by taking Chinese, Japanese, or Korean up through the advanced II level. Elementary levels I and II are not counted toward fulfilling the minor requirements. A student's minor program can sometimes be determined individually in consultation with the director of undergraduate studies. Transfer credits are never accepted.

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 Given every semester. 4 points per term.
Introductory course in modern Chinese using Lin's *College Chinese*. Covers both spoken and written aspects of the language. Open to students who have had no training in Chinese, the course includes translation from and into Chinese and a basic study of elementary Chinese grammar.

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

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

Advanced Chinese II
V33.0206 Prerequisite: V33.0205 or V33.0211. Given every semester. 4 points.
Continuation of V33.0205, with greater emphasis on *wen-yen* and a gradual introduction of *ku-wen* (classical Chinese). Designed to help students learn to use original sources in research.

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

Learning Chinese Through News Media
V33.0211 Formerly Computing and Writing in Chinese I. Prerequisite: V33.0204 or permission from the instructor. He. To be given every year. 4 points.

Advanced Topics in Chinese Conversation and Composition
V33.0212 Formerly Computing and Writing in Chinese II. Prerequisite: V33.0205, 3.0211, or permission from the instructor. He. To be given every year. 4 points.

HONORS PROGRAM
Eligibility: Students must spend at least two full years in residence at the College of Arts and Science, completing at least 60 points of graded work in the College. Students must maintain a general grade point average of 3.65 and a major average of 3.65.

Requirements: (1) Substantial completion of the major requirements. (2) Completion of at least one honors component course in the Department of East Asian Studies. (3) Under the supervision of a departmental faculty member, an honors paper written as part of Independent Study, V33.0997 and V33.0998, for 8 points in total (4 points during each semester) in the student’s senior year. The faculty supervisor and the subject of the honors paper are chosen in consultation with the director of undergraduate studies. The average length of the paper is between 25 and 30 double-spaced, typed pages. For general requirements, please see Honors and Awards. For more specific information, please see the department’s Web site and/or the director of undergraduate studies.
Readings in Chinese Poetry I, II
V33.0213, 0214 Prerequisite: V33.0204 or permission from the instructor. Given every semester. 2 points per term.
Begins with Shi Jing (The Book of Songs) and continues through the masterpieces of the Tang Dynasty. Conducted primarily in Chinese. English translations of the poems are provided as references.

Readings in Chinese Culture I, II
V33.0221, 0222 Prerequisite: V33.0206 for V33.0221; V33.0221 for V33.0222; or permission from the instructor. Jian. Given every semester. 4 points per term.
Introduces students to the language’s major social and cultural contexts.

Elementary Japanese I, II
V33.0247, 0248 No previous training in the language is required. Given every semester. 4 points per term.
Introductory course in modern spoken and written Japanese, designed to develop fundamental skills in the areas of speaking, listening, reading, and writing. Gives contextualized instructions to develop both communicative and cultural competency. Systematically introduces the Japanese writing system (Hiragana, Katakana, and Kanji).

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

Advanced Japanese I, II
V33.0252, 0253 Prerequisite: V33.0250 or its equivalent. Given every semester. 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 Elementary I given every fall; Elementary II given every spring. 4 points per term.
Designed to introduce the Korean language at the elementary level. Students study the language’s orthographic and phonetic systems, grammar, syntax, and vocabulary. Provides a solid foundation in all aspects of the language, including speaking, listening, reading, and writing. Introduces students to the language’s major social and cultural contexts.

Intermediate Korean I, II
V33.0256, 0257 Prerequisite: V33.0255 or its equivalent. Intermediate I given every fall; Intermediate II given every spring. 4 points per term.
The Korean language at the intermediate level: phonetics, grammar, syntax, and vocabulary. Emphasizes the further development of reading, speaking, listening, and writing. Requires students to write about and discuss given topics and to learn approximately one hundred Chinese characters as an integral part of the Korean language system. Introduces the language’s major social and cultural contexts.

Advanced Korean I, II
V33.0258, 0259 Prerequisite: V33.0257 or its equivalent. Advanced I given every fall; Advanced II given every 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.

Media Korean
V33.0261 Prerequisite: V33.0257 or equivalent. Given every year. 4 points.
This course is designed to improve students’ understanding of written and spoken Korean through exposure to various media sources, such as newspapers, magazines, TV, and film. Class discussions help enhance the students’ speaking proficiency as well.

Readings in Contemporary Japanese Writings
V33.0266 Prerequisite: V33.0253 and permission of instructor. To be given every year. 4 points.
Close readings in 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 Prerequisite: V33.0253 or permission from the instructor. Given every semester. 4 points.
Designed to further develop students’ proficiency in speaking, listening, writing, and reading comprehension. The topics of the course are based on excerpts from Japanese modern 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, speeches, presentations, and papers.

Japanese for Reading Proficiency
V33.0268 Prerequisite: Permission from the instructor. Given every semester. 4 points.
This course covers all grammatical structures and essential Kanji characters (50+) that are introduced in elementary and intermediate Japanese courses. Intended for students with a high 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.
Elementary Cantonese I, II  
V33.0410, 0411  Identical to V15.0410, 0411. No previous training in the language is required.  
Elementary I given every fall; Elementary II given every spring.  
4 points per term.  
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 that originating from Hong Kong and Canton.  

Intermediate Cantonese I, II  
V33.0412, 0413  Identical to V15.0412, 0413. Prerequisite: V33.0411 or its equivalent.  
Intermediate I given every fall; Intermediate II given every spring.  
4 points per term.  
Designed for native English speakers and heritage students who have acquired a basic knowledge of spoken Cantonese or have fulfilled the requirement of Elementary Cantonese I and II. Introduces the advanced Cantonese grammar and syntactic structures, daily use vocabulary, phrases and expressions, more Chinese characters, and Chinese culture and lifestyle, mainly that originating from Hong Kong and Canton.  

CIVILIZATION COURSES  

Major Themes in World History: Colonialism and Imperialism  
V33.0031  Identical to V57.0031.  
Given 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 V43.0084.  
4 points.  
See description under Fine Arts (43).  

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

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

Narrative Texts in Classical Chinese  
V33.0224  Prerequisite: V33.0205 or permission of instructor.  
Lee, Roberts. To be given every year or two.  
4 points.  
Reading and analysis of narrative texts written in classical Chinese.  

Arts of War in China  
V33.0244  Identical to V57.0544.  
Waley-Cohen. Given every other year.  
4 points.  
Explores representations of warfare in Chinese literature and history from the preimperial age to the 20th century. Readings consist of Chinese literary and historical texts in translation, including military classics, histories, novels, poetry, and short stories. Aims to give students a sense of the centrality of military themes in Chinese cultural life and of the deep-rooted origins of the modern militarized state in China.  

Cinema of Asia America: Moving the Image  
V33.0314  Identical to V15.0314.  
4 points.  
See description under Asian/Pacific/American Studies (15).  

Asian and American Contemporary Art  
V33.0319  Identical to V15.0319.  
4 points.  
See description under Asian/Pacific/American Studies (15).  

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).  

Arts of China  
V33.0506  Identical to V43.0506.  
4 points.  
See description under Fine Arts (43).  

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

China and Taiwan  
V33.0529  Identical to V57.0529.  
Karl. 4 points.  
This course 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 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 V57.0536.  
Given every other year. Karl. 4 points.  
This course 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 thought 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 V37.0536 and V97.0536. Karl. 4 points.  
See description under History (57).

History of Modern Japan  
V33.0537  Identical to V37.0537. 4 points.  
See description under History (57).

The World of Goods in China, 1500-1900  
V33.0538  Identical to V37.0538. Waley-Cohen. 4 points.  
See description under History (57).

Chinese Film and Society  
V33.0540  Given every other year. 4 points.  
This course examines Chinese films in broad social, political, and cultural contexts. The specific topics vary 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 Republic period (1911-1949) and films from Taiwan and Hong Kong as well. It is also designed to inform students of the intellectual and social environment that conditions the film production and of the critical, theoretical development in Chinese film studies.

Seminar in Chinese History  
V33.0552  Identical to V37.0552. 4 points.  
See description under History (57).

Thinking About Things: Material Culture in East Asia  
V33.0568  Poole. Given every other year. 4 points.  
This is a research seminar centering on the meanings, workings and histories of object matter in an East Asian context. It asks such questions as How do we use objects to make meaning? How have people used objects to think about themselves and others? How, historically, have objects taken part in the configuration of modernity in East Asia? Students read important theories of the object, from Marx to Freud to Baudrillard, and recent work in material culture studies with the aim of thinking through the importance of things. Topics covered include collecting, colonial aesthetics, interiors and mass production; the objects of our attention are found in literature, art, museums, and mass culture and are located within their specific histories.

Coming of Age: Narratives of Development, Time, and Colonialism  
V33.0607  Poole. Given every other year. 4 points.  
This course examines the relationship between literature and colonialism through a study of the novel form. It focuses on new understandings of time brought about with modernity that produce the notion of self-development and enable the narrative form of the novel. It explores how such notions of self-development relate to the powerful modern ideas of national and colonial development and how the novel form both instantiates and works to reinforce or subvert colonialism. Classes proceed with a close reading of several novels alongside theoretical essays on colonialism, literary form, and time. The novels are selected from a variety of colonial locations, including China, Korea, Indonesia, and the Philippines.

Korean Modernism  
V33.0610  Poole. Given 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 between imperialism, writing, and subjectivity in particular. Through intensive reading of works from 1920s-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  Poole. Given 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. Given 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. Given 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, Yasujirō Ozu, Takeshi Kitano, Kenji Mizoguchi, Steven Spielberg, Quentin Tarantino, Wachowski Brothers, Hou Hsiao-hsien, John Ford, and more.

Aesthetics and Politics of Vision in Premodern Japan  
V33.0615  Looser. Given every other year. 4 points.  
This course offers a broad cultural history of Japan, roughly from the 8th 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 struc-
tures of power, community, and subjectivity. The course draws on a range of materials, from literature to landscape gardens, visual arts, architecture and technologies, and on a diversity of disciplinary perspectives.

New Japanese Cinema
V33.0616 Yoshimoto. Given every other year. 4 points.
The focus of this course is 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 the 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 Takashi Kitano, Takashi Miike, Kiyoshi Kurosawa, Shinji Aoyama, Shinya Tsukamoto, Hirokazu Kore-eda, Hideo Nakata, Takashi Shimizu, and other directors.

Sexuality and Subjectivity in Modern Japanese Literature
V33.0621 Vincent. Given every year. 4 points.
Explores how and why a linkage between subjectivity and sexuality coincided with the emergence of modern literature in Japan. Includes theoretical readings to introduce students to basic concepts in sexuality and gender studies as well as the theory of modernity. Students also read literary texts from the 17th century onward to examine issues including the commodification and aestheticization of sex, the invention of the love marriage, homosocial triangles, love of country, and masochism.

Mass Culture: Japan
V33.0707 Looser. 4 points.
This course 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.
This course 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. The course is framed 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.

Seminars: 4 points.
Topics in Japanese Literature
V33.0719 Given every year. 4 points.
Topics vary semester by semester.

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

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

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

Historical Epics of China and Japan
V33.0726 Roberts. Identical to G33.1726. Given every year. 4 points.
Involves 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 Kieu_ 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  Zhang. Identical to V29.0731. Given 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. Given every year. 4 points.
Explores the origins of the Japanese people and language in view of recent research in linguistics, anthropology, and archaeology. Traces the early cultural intercourse between China and Japan, especially the Chinese cultural pattern having lasting effects on the social and political structure of Japan. Compares the religions of Japan (Shintoism, Buddhism, and Christianity) as they relate to Japanese civilization and ideas.

Anime
V33.0709  Yoshimoto. Given 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.

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

Issues and Debates on Contemporary Korea
V33.0736  Park. Given every other year. 4 points.
The course 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. It attends to different interpretations and social and historical conditions under which such past has been re-remembered and reconstructed.

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

Topics in Asian Studies
V33.0950  Given every year. 4 points.
Topics vary from semester to semester. A recent topic was post-war Japanese literature.

Internship
V33.0980, 0981  Given every semester. 2 or 4 points per term.

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

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

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

**Faculty**

Professor Emeritus:
Kirzner

Paulette Goddard Professor of Political Economy:
Benhabib

Henry and Lucy Moses Professor of Economics:
Gertler

Jay Gould Professor of Economics:
Nadiri

Silver Professors; Professors of Economics:
Gale, Ray

Professors:
Bai, Baumol, Benoît, Caplin, Chen, Denooff, Easterly, Eaton, Fernandez, Flinn, Friedman, Gately, Jovanovic, Leahy, Lizzeri, Nyarko, Ordover, Pearce, Ramsey, Rubinstein, Sargent, Schotter, Stacchetti, Violante, Wilson, Wolff

Associate Professors:
Bisin, Lagos, Ludvigson, Ok, Prager, Rizzo

Clinical Associate Professors:
Harper, Lieberman

Assistant Professors:
Benigno, Comin, Eliait, Frechette, Lee, Schneider, Stoye, Wiswall, Yue

Clinical Assistant Professors:
Kitsikopoulos, Thapar

**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.”

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.

AP credit in statistics is not acceptable for economics majors.

A grade of C or better is required for a course to be counted toward the major in economics.
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 primary 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: V31.0001, V31.0002, V31.0010, V31.0012, V31.0018 (6 points), and five additional 4-point courses. Of these five electives, at least two must be numbered V31.0300-399. Students are required to take V31.0228 or an approved alternative with significant international content as one of their electives.

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 V31.0228; by senior year, four electives. Note: Statistics is to be taken as early as possible. Senior-level courses (300 level and above) will presume a knowledge of statistics.

Students are strongly advised to pay close attention to the prerequisites for each course. Students should be aware that Precalculus (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 working knowledge of algebra and introductory calculus. Furthermore, a course in calculus (V63.0017, V63.0121, or the equivalent) 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.

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

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

A typical sequence of courses consists of the following: by sophomore year, V31.0005, V31.0006, and V31.0020; by junior year, V31.0011, 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 may be substituted for a 100- or 200-level elective. For those switching from theory to policy, V31.0005 may substitute for V31.0002.

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 grade point average and a 3.65 average in economics courses are required.

Students in the policy concentration who seek honors on their transcripts and who maintain a 3.65 average are encouraged to take, but are not required to take, the honors sections of V31.0010 and V31.0012. Honors students in both concentrations are required to take V31.0390 (Honors Seminar), V31.0410 (Honors Tutorial), and V31.0450 (Honors Thesis). Honors students are required to take at least 46 points in the policy concentration or at least 44 points in the theory concentration. Honors students are required to take at least two 300-level electives. Students will need to begin the process during the fall semester of their junior year.

Note: V31.0390 is a prerequisite for V31.0410, which is a prerequisite for V31.0450.

Honors Seminar is given in the spring semester and should be taken in the student’s junior year. Honors Tutorial is given in the fall semester and is taken in the student’s senior year. Honors Thesis is given in the spring semester.

Interested students should consult with the director of undergraduate studies. For general requirements, see the Honors and Awards section.

Courses

In the list of courses below, some courses are designated either “P”, “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.

Economics courses for majors fall into six categories: first- and second-year core courses, elective courses at the 100, 200, and 300 levels; and special honors courses. The 200-level electives require principles courses as a prerequisite; 300-level electives require intermediate core courses as a prerequisite. Independent study courses are numbered 0900 to 0999.

FIRST-YEAR CORE COURSES

Economic Principles I (P)
V31.0001 Prequisite: V63.0009 (Precalculus) or equivalent. Given every fall, spring, and summer. 4 points.

This course focuses on the economy as a whole (the “macroeconomy”). The course begins with the meaning and measurement of important macroeconomic data (on unemployment, inflation, and production), then turns to the behavior of the overall economy. Topics include long-run economic growth and the standard of living; the causes and consequences of economic booms and recessions; the banking system and the Federal Reserve; the stock and bond markets; and the role of government policy.

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: a course in calculus (V63.0017 or V63.0121). Restriction: not open to any student who has taken V31.0020. Given every fall, spring, and summer. 6 points.

Introduction to statistics. Topics: descriptive statistics; introduction to probability; sampling; statistical inferences concerning means, standard deviations, and proportions; analysis of variance; linear regressions; and correlation. Laboratory periods cover sample problems drawn primarily from economics. This course meets three times a week plus a lab session.

Regression and Forecasting Models (P)
V31.0019 Identical to C22.0003. Given by the Stern School of Business, this course is open only to students who declare a major in economics after having taken a course in statistics for 4 points outside the department and who will not have had a thorough grounding in multiple regression. AP credit in statistics is not acceptable for the economics major. If the outside course is
acceptable to the Department of Economics for the material leading up to regression, the student must complete this course with a passing grade to satisfy the statistics requirement in the department. Given every spring. 2 points.

An introduction to the linear regression model, inference in regression analysis, multiple regression analysis, and an introduction to time series analysis.

Analytical Statistics (T)
Given every spring. 4 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 a course in calculus (V63.0017 or V63.0121). Given every spring, summer, and fall. 4 points.
Examines the manner in which producers, consumers, and resource owners acting through the market determine the prices and output of goods, the allocation of productive resources, and the functional distribution of incomes. The price system is seen as a network of interrelated decisions, with the market process serving to communicate information to decision makers.

Intermediate Microeconomics (Honors Section) (P)
V31.0010 Prerequisite: V31.0002 and a course in calculus (V63.0017 or V63.0121). Open only to students in the honors track who seek a more challenging course. Given every spring and fall. 4 points.
Covers the same material as V31.0010 but in greater depth and with more assigned reading.

Microeconomics (T)
Rigorous examination of consumer choice, profit-maximizing behavior on the part of firms, and equilibrium in product markets. Topics include choice under certainty, strategic interactions between firms in noncompetitive environments, intertemporal decision making, and investment in public goods.

Intermediate Macroeconomics: Business Cycles and Stabilization Policy (P)
V31.0012 Identical to C31.0012. Prerequisites: V31.0001 and a course in calculus (V63.0017 or V63.0121). Given every fall, spring, and summer. 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.

Intermediate Macroeconomics (Honors Section) (P)
V31.0012 Prerequisites: V31.0001 and a course in calculus (V63.0017 or V63.0121). Open only to students in the honors track who seek a more challenging course. Given every fall and spring. 4 points.
Covers the same material as V31.0012 but in greater depth and with more assigned reading.

Macroeconomics (T)
Study of aggregate economic analysis, with attention paid to the determination of the level of income, employment, and inflation. Critically examines both the theories and the policies associated with them. This course involves more formal analysis than that used in V31.0012.

Introduction to Econometrics (T)
Application of statistics and economic theory to problems of formulating and estimating models of economic behavior. Matrix algebra is developed as the main tool of analysis in regression. Acquaints students with basic estimation theory and techniques in the regression framework and covers extensions such as specification error tests, heteroskedasticity, errors in variables, and simple time series models. An introduction to simultaneous equation modes and the concept of identification is provided.

ELECTIVE COURSES:

100 LEVEL

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

ELECTIVE COURSES:

200 LEVEL

Economic History of the United States (P, T)
V31.0205 Identical to C31.0205. Prerequisites: V31.0001 and V31.0002, or V31.0005. Given every spring and summer. 4 points.
Analytic survey of the structure of the U.S. economy. National income and its distribution; population and land; capital accumulation and development of financial institutions; labor and labor unions; technological change; the market, both domestic and foreign; and the economic effects of government policy.

Ethics and Economics (P, T)
V31.0207 Identical to C31.0207. Prerequisite: V31.0002 or V31.0005. Given every 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 presupposi-
tions 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 and V99.0310. Prerequisite: V31.0002 or V31.0005. Given every 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)

**V31.0251** Prerequisite: V31.0001 or V31.0005. Given every fall, spring, and summer. 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)

**V31.0253** Identical to C31.0233. Prerequisite: V31.0002 or V31.0005. Given every 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.

### International Economics (P)

**V31.0238** Prerequisite: V31.0001 and V31.0002. Given every fall, spring, and summer. 4 points.

This course focuses on international trade in goods, services, and capital. It serves as an introduction to international economic issues and as preparation for the department’s more advanced course in V31.0324. 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.

### Gender and Choices (P, T)

**V31.0252** Identical to C31.0252 and V97.0252. Prerequisites: V31.0001 and V31.0002, or V31.0005. Given every spring. 4 points.

Examine important economic influences on decisions women make concerning labor force participation and family. Theory of labor market behavior and discrimination, as well as public policy options.

### Economics of the Law (P, T)

**V31.0255** Identical to C31.0255. Prerequisite: V31.0002 or V31.0005. Given every fall or spring. 4 points.

Introduction to economic analysis of a variety of legal issues. Explores the relationship of legal institutions and laws to economic efficiency and social goals (such as justice). Topics are chosen from among the following: economics of property rights, externalities and environmental control, administrative processes, crime, contracts and liability, public utility and antitrust regulations, and individual rights and discrimination.

### Elective Courses:

#### 300 Level

**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. Given every 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. Given every 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. Given 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 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.

### Economic Development (P, T)

**V31.0323** Identical to C31.0323. Prerequisite: V31.0010, V31.0012 and V31.0238. or V31.0013. Given every fall, spring, and summer. 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. The use of economic topics covered include economic growth, income distribution, and poverty, with particular emphasis on the concept of underdevelopment as a circular, self-reinforcing trap. Macroeconomic topics include the study of particular markets that are especially rele-
vant to developing countries: those for land, labor, and credit. Notions of market fragmentation, limited information, and incentive problems receive emphasis. The course ends with international issues: trading patterns, capital flows, and global financial crises are studied from the viewpoint of developing countries.

Topics in the Global Economy (P)
V31.0324. Identical to C31.0324. Prerequisites: V31.0012 and V31.0238, or V31.0013. Given every fall, spring, and summer. 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 of the IMF.

Economics of Energy and the Environment (P, T)
V31.0326. Identical to C31.0326. Prerequisite: V31.0010 or V31.0011. Given every 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 Finance (P)
V31.0330. Prerequisite: V31.0012 and V31.0238. 4 points.
Covers financial and macroeconomic issues in international economics, including the international monetary system, exchange rate determination, forward and futures markets for foreign exchange, government intervention in foreign exchange markets, balance of payments problems, and macroeconomic policy in an open economy.

International Trade (T)
V31.0335. Identical to C31.0335. Prerequisite: V31.0011. May not be taken for credit in addition to V31.0238. Given 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. Given 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.

Economics of Forward, Futures, and Options Markets (T)
Provides an understanding of the operation and economic role of contracts in forward, futures, and options markets in an economic environment of increased price uncertainty. Includes government regulation of these markets, the role of the hedger and the speculator, and theories of price movements relevant to the markets.

Ownership and Corporate Control in Advanced and Transition Economies (P, T)
Discusses the conceptual foundations and empirical evidence concerning the effects of private ownership on corporate performance. The corporate control mechanisms in the U.S., Germany, Japan, and the emerging market economies of Eastern Europe and the former Soviet Union are reviewed. Particular attention is paid to the role of capital markets (takeovers and other shareholder control devices), banks and other financial institutions, and various corporate institutions (such as boards of directors and shareholders meetings) in facilitating or hindering corporate control and the efficient allocation of resources.

Political Economy (T)
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. Given every 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. Given every fall and spring. 4 points.
In alternate years, stresses policy implications and the development of the theory. Analysis of govern-
ment economic policies and behavior. Normative and positive economics; the fundamental welfare theorems. What goods should the government provide (public goods)? When should the government tax private behavior (externalities)? Income redistribution and the welfare program. Who pays the tax (tax incidence)? The role of debt policy. On what should taxes be levied (optimal taxation)?

Experimental Economics (P, T)
V31.0360 Identical to C31.0360.
Prerequisite: V31.0010 or V31.0011. Given every 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.

Advanced Micro Theory (T)
V31.0365 Identical to C31.0365.
Prerequisite: V31.0011. Given 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.

Topics in Applied Economics (P)
V31.0370 Identical to C31.0370.
Prerequisites: V31.0010 and V31.0012. Given every year. 4 points.
Examines the estimation of economic policy using the tools learned in the intermediate microeconomic courses. Focuses on a particular issue each term.

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. Given every year. 4 points.
Explores issues in economic theory using the tools learned in macro-and microeconomics. Focuses on a particular issue each term.

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

HONORS AND INDEPENDENT STUDY

Independent Study (P, T)
V31.0997, 0998 Identical to C31.0997 and C31.0998.
Prerequisites: V31.0010 and V31.0012 (or V31.0011 and V31.0013), and permission of the director of undergraduate studies. No more than a total of 8 points of independent study may be taken. Given every fall, spring, and summer. 1-4 points.
The student engages in intensive independent study of an important economic topic under the direction of a departmental faculty member. The results of the study are embodied in a report of a type required by the instructor.

Honors Seminar (P, T)
Under faculty supervision, students read original research material and evaluate the contribution of the research to the understanding of economic events. Students present several short papers and critically review the material studied. Class meets once a week for two periods.

Honors Tutorial (P, T)
V31.0410 Identical to C31.0410.
Prerequisite: V31.0390. Open only to students in the honors track. Given every fall. 4 points.
The objective of the course is to train students to write on economic topics and perform economic analysis efficiently and quickly as well as to develop rhetorical skills. Once a week, two students each present a paper on an assigned topic that has been distributed previously to the other students. The students not presenting that week 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 (PT)
V31.0450 Formerly V31.0400.
Identical to C31.0450. Prerequisite: V31.0410. Open only to students in the honors track. Given every spring. 4 points.
The honors thesis is usually written in the senior year; students are advised to choose their topic and faculty adviser by the beginning of the senior year at the latest.
A variety of minors in education, offered in cooperation with The Steinhardt School of Education, give College of Arts and Science students the opportunity to explore a career in teaching and to learn about important issues facing today’s students and educators. Although completion of a minor does not, by itself, lead to certification to teach, it reduces the number of courses required for the master’s degree that will fulfill the requirements for initial teacher certification. Students finishing a secondary education minor can complete the corresponding master’s degree in the fast-track format in 12 months. As part of NYU’s Teach New York initiative, substantial scholarships are available for students who go on to pursue the 30-credit master’s certification program in a high-need subject area and agree to teach for two years in the New York City school system upon graduation.

**Minors**

The “E” courses required in the following minors all count toward the 128 points needed for the College of Arts and Science degree, but students may not then take other courses outside of the College.

**Minor in English education.**
In addition to the major in English, students are required to complete the following education courses (16 points): E27.0001, Inquiries into Teaching and Learning I (4 points); E27.0002, Inquiries into Teaching and Learning II (4 points); E63.1272, Adolescent Development (4 points); and E27.1020, Integrating History and Literature with Adolescents (4 points).

**Minor in mathematics education.**
Students who complete the major in mathematics automatically satisfy all the subject area requirements. Students who are not mathematics majors must consult with an adviser to make sure that they will have completed the requisite complement of mathematics courses by the end of their senior year. The education requirements (18 points) are the following: E27.0001, Inquiries into Teaching and Learning I (4 points); E27.0002, Inquiries into Teaching and Learning II (4 points); E27.1030, Language Acquisition and Literacy (4 points); E12.1043: Methods of Teaching Secondary Math I (3 points); and either E12.1042, Teaching about Data and Chance; E12.1045, Teaching Algebra and Trigonometry; E12.1046, Teaching Geometry; or E12.1047, Teaching Precalculus (3 points).

**Minor in science education.**
This minor is open to students who are majoring in biology, chemistry, neural science, or physics and who have an overall grade point average during the first two years of study of at least 2.5 and an overall grade point average in science content courses of at least 3.0. In addition to the major, they must complete the following education courses (18 points): E27.0001, Inquiries into Teaching and Learning I (4 points); E27.0002, Inquiries into Teaching and Learning II (4 points); E27.1030, Language Acquisition and Literacy (4 points); E14.1039, Methods 1: Teaching of Science in Middle School and High School (3 points); and E14.1050, Using NYC Non-Formal Science Resources to teach Science (3 points).

**Minor in social studies education.**
In addition to a major in history, students must complete V31.0001, Economic Principles I, or other economics course; V53.0300, Power and Politics in America; and one additional course in either politics or economics. The education requirements (19 points) are the following: E27.0001, Inquiries into Teaching and Learning I (4 points); E23.1073, Post-1865 U.S. History, Geography, and the Social Studies (4 points); E63.1272, Adolescent Development (3 points); E23.1039, Classroom
Practicum: Methods in Teaching Social Studies (4 points); and E27.0002, Inquiries into Teaching and Learning II (4 points).

**General education minor.**

This 18- or 19-point sequence of courses, though not linked to a corresponding master’s degree at the Steinhardt School of Education, provides students with a head start in a future teacher certification program. The education requirements are the following: E27.0001, Inquiries into Teaching and Learning I (4 points); E63.0020, Human Development I (4 points); E20.1015, Education as a Social Institution (3 points); E27.1030, Language Acquisition and Literacy Education (4 credits); and either E75.0083, Foundations of Special Education (3 points) or E75.1005, Educating Students with Disabilities in the General Education Classroom (4 points).
he 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; and B.S. in physics/B.E. in mechanical engineering.

Detailed programs of study for each of the curricula are available from Mr. Joseph Hemmes, 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, 22 Washington Square North, New York, NY 10011-9191.
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 engineering courses, taught by Stevens faculty at the Washington Square campus. These courses are all subjects in the "core" engineering curriculum, taken by all engineering students, regardless of engineering major. These courses are at the first level of engineering study and give students an opportunity to learn the technical feel of various engineering subjects. The second-year courses are Mechanics of Solids, V37.5126, and Graphics Design and Lab (CAD), V37.5211. The third year courses are Circuits and Systems, V37.7245, Electronics and Instrumentation, V37.7246, and Engineering Design Lab IV, V37.0232. These introductory courses must be completed prior to entering the fourth year at Stevens.

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

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

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

**Courses**

**Engineering Design Laboratory I and II**

V37.0111-0112 *Given 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 *Prerequisites: V63.0121, V85.0081, or V85.0091. Given every 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, statically indeterminate structures.

**Graphics Design and Lab (CAD)**  
V37.5211  Given every 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. Given every fall. 4 points.  
Ideal circuit elements; Kirchhoff’s 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, transfer functions.

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

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

The department's offerings are bolstered by the strong literature collections available on campus at the Elmer Holmes Bobst Library, which also houses the Fales Library of English and American Literature. Students are also encouraged to make use of the research opportunities presented by the excellent collections of the New York Historical Society and the New York Public Library.

The department provides opportunities for specialized research through seminars, independent study courses, and an honors program that culminates in the writing of an honors thesis during the senior year under the supervision of a faculty member. The department also offers elective credit for internships in publishing, at literary agencies, and at other professional offices. The rich cultural life of New York City, and of Greenwich Village in particular, make NYU an ideal location for the study of English and American literature.
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.

Courses may be used to 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:
- V41.0200
- V41.0210
- V41.0220
- V41.0230

The department recommends that V41.0210 be taken concurrently with either V41.0210 or V41.0220. 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, V41.0410-11, V41.0415, V41.0440, V41.0445, V41.0450, V41.0500, V41.0505, V41.0510, V41.0512, V41.0515, V41.0717, V41.0950, V41.0951-53, G41.1060-61.

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: 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 year-long colloquium (V41.00926) for thesis writers taken during the senior year.

Students should apply for admission to the honors program when they have no more than four and no fewer than three semesters until graduation. Applications are available on the department’s undergraduate Web site and at the department offices.

RESTRICTIONS ON CREDIT

TOWARD THE MAJOR AND THE MINOR
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 English department encourages its majors to take advantage of NYU’s many opportunities for study abroad. The department’s Summer in London program offers courses that may be used to fulfill major requirements, as well as courses in British politics, creative writing, and the history of British art and architecture. A list of 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 “Pre-professional, 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
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 non-majors, are welcome to participate.
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 assumed. These courses may not be used toward the minimum requirements for the English major.

Major British Writers
V41.0060  Offered each term. 4 points.
Major writers of 19th to 20th centuries, including the romantic poetry of Keats and Shelley, the industrialized British empire celebrated and criticized in the works of Victorian writers like Dickens and Tennyson, to the modernist writers Eliot, Yeats, and Joyce, Woolf, and contemporary writers.

Major American Writers
V41.0065  Offered each term. 4 points.
Acquaints the student with major texts in American literature as aesthetic achievements and as documents of dramatic points in the development of American culture. From the optimism of Emerson and Thoreau and the darker anticipations of Hawthorne and Melville to the Civil War poetry of Whitman and Dickinson, through the work of Twain, Crane, and Dreiser to the modernism of Eliot and Faulkner, literature has provided both the timeless pleasure of art and insight into the historical moment.

Film as Literature
V41.0070  Formerly V41.0170. Identical to V30.0501. Offered each 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 each 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  4 points.
Introduction to the interpretation of literary texts. Teaches the student to talk and write about literature. Through study of the various forms of poetry, the short story, the novel, and the drama, students develop a critical language and approach appropriate to the experience of each work. Students must receive a grade of C+ or better in V41.0200 in order to continue as English majors.

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 that have been traditionally considered to be marginal. Topics to be considered include the relation between historical and cultural mythology; the rise of "literature" as a discipline unto itself; the meaning of American individualism; the mythology of American exceptionalism; the dialectic of freedom and slavery in American rhetoric; the American obsession with race; the ideology of domesticity and its link to the sentimental; and the nature of the "American Renaissance."

COURSES IN LITERATURE FOR MAJORS AND MINORS OPEN TO ALL UNDERGRADUATES
The following courses are open to all undergraduates who have fulfilled the College’s expository writing requirement.

Theory of Drama
V41.0130  Identical to V30.0130. Offered each 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 each 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, approximately 12 plays are seen, covering classical to contemporary and traditional to experimental theatre. On occasion, films or videotapes of plays are used to supplement live performances. Readings include plays and essays in theory and criticism.

Dante and His World
V41.0143  Identical to V65.0801 and V59.0160. 4 points.
See description under Medieval and Renaissance Studies (65).
The second term covers Spenser's *The Faerie Queene*, and one recitation section each week.

**African American Literary Cultures**

V41.0180 *Identical to V99.0180.* Prerequisite: V55.04XX. Offered every other year. 4 points.

This course 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 uplift novels from the Antebellum 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.

**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.

**The Renaissance in England**

V41.0400 Offered every year. 4 points.

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

**American Literature II**

V41.0235 Offered each 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.

**Shakespeare I, II**

V41.0410, 0411 *Identical to V30.0225, 0226.* Either term may be taken alone for credit. Offered each 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 latter tragedies, the problem plays, and the romances, concluding with *The Tempest*.

**17th-Century English Literature**

V41.0440 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.

**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 each year. 4 points.

Studies in the forms and contexts of the 19th-century English novel.

**Emerson, Whitman, Dickinson, and Frost**

V41.0555 Offered every other year. 4 points.

With the appearance of Emerson, American literature entered a new epoch. In departing from the New England religious tradition, Emerson redefined in transcendental terms the ordering principle of the universe, the nature of the self, and the work of the poet. These concepts remain central to the work of Whitman, Dickinson, and Frost, who, in responding to the issues Emerson raised, explored the possibilities of a genuinely native American poetry. Some previous experience in reading and writing about poetry is desirable.

**20th-Century British Literature**

V41.0605 Offered every other year. 4 points.

Studies in the forms and contexts of the 20th-century English novel.

**American Fiction from 1900 to World War II**

V41.0655 Offered each year. 4 points.

Close reading of fictional works by Dreiser, Anderson, Stein, Hemingway, Dos Passos, Fitzgerald, West, Wright, Huston, Faulkner, and others. Studies the texts in light of traditional critical approaches and recent developments in literary theory. Some of the perspectives that enter into discussion of the texts are the cultural and aesthetic background, the writer's biography, and the articulation of distinctively American themes.

**American Fiction Since World War II**

V41.0640 Offered each 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.
Tragedy
V41.0720 Identical to V30.0200 and V29.0110. 4 points.
See description under Comparative Literature (29).

Comedy
V41.0725 Identical to V30.0205 and V29.0111. 4 points.
See description under Comparative Literature (29).

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 and V91.0841. 4 points.
See description under Russian and Slavic Studies (91).

Queer Literature
V41.0749 Identical to V97.0749. 4 points.
See description under Gender and Sexuality Studies (97).

Topics in Irish Literature
V41.0761 Identical to V58.0761. 4 points.
See description under Irish Studies (58).

Topics in Irish Fiction and Poetry
V41.0762 Identical to V58.0762. 4 points.
See description under Irish Studies (58).

Topics in Irish Drama
V41.0763 Identical to V58.0763. 4 points.
See description under Irish Studies (58).

Topics in Caribbean Literature and Society
V41.0704 Identical to V11.0132 and V29.0132. 4 points.

See description under Comparative Literature (29).

Colonialism and the Rise of Modern African Literature
V41.0707 Identical to V29.0850. 4 points.
See description under Comparative Literature (29).

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 African American Literature
V41.0250 Identical to V11.0159. 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 E. W. Harper, and Harriet Wilson.

20th-Century African American Literature
V41.0231 Identical to V11.0160. 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 writers 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 V11.0162. 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 Hines as well as more recent fiction by Ernest Gaines, John Widerman, Alice Walker, Toni Morrison, and others.

Medieval Literature in Translation
V41.0510 Prerequisite: V41.0210. Offered periodically. 4 points.
Major texts and genres of the Middle Ages, including Beowulf, Boethius, Song of Roland, Chrétien de Troyes. Arthurian romances, Marie de France, Tristan and Isolde, Dante, Boccaccio, Sir Gawain and the Green Knight, Chaucer, Christine de Pisan, and Malory.

Colloquium: Chaucer
V41.0320 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 V30.0230. Prerequisite: V41.0210 or V41.0125. Offered periodically. 4 points.
Explores the richness and variety of Shakespearean drama through an intensive study of selected major plays. Approximately six to eight plays are read intensively and thoroughly examined in class.

Colloquium: The Renaissance Writer
V41.0445 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 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 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 generally include texts by Dryden, Rochester, Defoe, Swift, Pope, Wycherley, Etherege, Gay, Congreve, Behn, and Richardson.

**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 generally include 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 Movement**
V41.0520 Prerequisite: V41.0220. Offered each year. 4 points.
Representative works from the first generation of Romantics (Blake, Coleridge, and Wordsworth), focusing on the influence of the French Revolution and the themes of nature, the self, and visionary poetry, as expressed in new literary forms. Analysis of selections from Byron, Shelley, and Keats. The major themes of their poetry—the meaning of selfhood, humankind’s relation to nature, and the poet’s role in society—against the larger background of romantic, psychological, philosophical, and political thought.

**Major British Writers:**
1832-1870
V41.0525 Prerequisite: V41.0220. Offered every other year. 4 points.
Readings in the major poets and essayists of the Victorian period (Carlyle, Tennyson, the Brownings, Dickens, Arnold, Ruskin, and Swinburne), with emphasis on the crises of ideas and society. Special attention is given to writers’ invention of new forms, or recovery of old ones, to express the new issues of their changing age and psyches.

**English Literature of the Transition: 1870-1914**
V41.0540 Prerequisite: V41.0220. Offered every other year. 4 points.
Survey of late Victorian and early modern literature and a reassessment of the notions of transition and modernity. Readings drawn from such major novelists, essayists, and poets as Hardy, Conrad, Joyce, Lawrence, Woolf, Pater, Wilde, Strachey, and Eliot.

**Colloquium: The 19th-Century British Writer**
V41.0545 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: The 19th-Century American Writer**
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite(s)</th>
<th>Topics/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>V41.060607</td>
<td>The Irish Renaissance</td>
<td>V41.0220</td>
<td>Offered every other year. 4 points. A selection of readings from such authors as Jane Austen, the unconscious, childhood as a source of subject matter, sublimation, and gender and sexuality.</td>
</tr>
<tr>
<td>V41.0614</td>
<td>Modern British Drama</td>
<td>V41.0220 or V41.0126</td>
<td>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.</td>
</tr>
<tr>
<td>V41.0621</td>
<td>The Irish Renaissance</td>
<td>V41.0220</td>
<td>Offered every other year. 4 points. The fall of Charles Stuart Parnell, through the Easter Rising in 1916, and into the early years of national government in the 1930s.</td>
</tr>
<tr>
<td>V41.0625</td>
<td>Colloquium: Joyce</td>
<td>V41.0220</td>
<td>Offered each year. 4 points. Considers the imaginative “logic” of James Joyce’s career and the extent to which the trajectory of his works constitutes a “development” of forces posited in the early writings.</td>
</tr>
<tr>
<td>V41.0626</td>
<td>Colloquium: The Modern American Writer</td>
<td>V41.0220</td>
<td>Offered every other year. 4 points. Topic varies each term. Consult the department’s undergraduate Web site for further information.</td>
</tr>
<tr>
<td>V41.0645</td>
<td>Faulkner and Hemingway</td>
<td>V41.0230</td>
<td>Offered every year. 4 points. In-depth study of the major fiction of Ernest Hemingway and William Faulkner, emphasizing theme, style, and contexts.</td>
</tr>
<tr>
<td>V41.0650</td>
<td>Modern American Drama</td>
<td>V41.0215</td>
<td>Offered every other year. 4 points. In-depth study of the major fiction of Ernest Hemingway and William Faulkner, emphasizing theme, style, and contexts.</td>
</tr>
<tr>
<td>V41.0675</td>
<td>Major Texts in Critical Theory</td>
<td>V41.0200</td>
<td>Offered periodically. 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.</td>
</tr>
<tr>
<td>V41.0712</td>
<td>Reading in Contemporary Literary Theory</td>
<td>V41.0200</td>
<td>Offered every year. 4 points. Topics vary from term to term.</td>
</tr>
<tr>
<td>V41.0715</td>
<td>Literature and Psychology</td>
<td>V41.0200</td>
<td>Offered periodically. 4 points.</td>
</tr>
<tr>
<td>V41.0735</td>
<td>Readings in Contemporary Literary Theory</td>
<td>V41.0200</td>
<td>Offered every year. 4 points. Selected readings in British and American poetry and fiction provide the focus for an exploration of woman’s place in the writings of such authors as Jane Austen, the Brontës, George Eliot, Elizabeth Barrett Browning, Virginia Woolf, Edith Wharton, Emily Dickinson, Kate Chopin, Willa Cather, Gertrude Stein, Lilian Hellman, Doris Lessing, Sylvia Plath, Adrienne Rich, and others.</td>
</tr>
<tr>
<td>V41.0755</td>
<td>Representations of Women</td>
<td>V41.0200</td>
<td>Offered every other year. 4 points. Selected readings in British and American poetry and fiction provide the focus for an exploration of woman’s place in the writings of such authors as Jane Austen, the Brontës, George Eliot, Elizabeth Barrett Browning, Virginia Woolf, Edith Wharton, Emily Dickinson, Kate Chopin, Willa Cather, Gertrude Stein, Lilian Hellman, Doris Lessing, Sylvia Plath, Adrienne Rich, and others.</td>
</tr>
</tbody>
</table>
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 Salmon Rushdie, R. K. Narayan, Anita Desai, Bapsi Sidhwa, Sarah Suleri, Vikram Seth, Bharati Mukherjee, and others, the course focuses on key experiences of empire, partition of India and Pakistan, and diaspora. Themes of identity, memory, alienation, assimilation, and resistance and of encountering and crossing boundaries define culture, nation, and language in complex interrelations and link Indian English literature to writing in other colonial/post-colonial settings in Asia, Africa, and Latin America.

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 on-line listing of courses to determine which courses and what topics are being offered each term. Prerequisites: V41.0200, V41.0210, V41.0220, V41.0230, or permission of the instructor.

Topics: Medieval Literature
V41.0950 4 points.

Topics: Renaissance Literature
V41.0951 4 points.

Topics: 17th-Century British Literature
V41.0952 4 points.

Topics: 18th-Century British Literature
V41.0953 4 points.

Topics: 19th-Century British Literature
V41.0954 4 points.

Topics: 20th-Century British Literature
V41.0955 4 points.

Topics: Early American Literature
V41.0960 4 points.

Topics: 19th-Century American Literature
V41.0961 4 points.

Topics: 20th-Century American Literature
V41.0962 4 points.

Topics: African American Literature
V41.0963 4 points.

Topics: Emergent American Literatures
V41.0964 4 points.

Topics: Transatlantic Literature
V41.0965 4 points.

Topics: Critical Theories and Methods
V41.0970 4 points.

Topics: Dramatic Literature
V41.0971 4 points.

Topics: Genre Studies
V41.0972 4 points.

Topics: Interdisciplinary Study
V41.0973 4 points.

Topics: Poetry and Poetics
V41.0974 4 points.

Topics: World Literature in English
V41.0975 4 points.

Topics: New York Literature and Culture
V41.0976 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 year-long 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 Prerequisite: 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.

INTERNSHIP

Internship
V41.0980, 0981 Prerequisite: for majors, permission of the student's departmental adviser; for minors, permission of the department's internship director. May not be used to fulfill the minimum requirement of either the major or the minor. 2 or 4 points per term; 8 total internship points are the department maximum. Pass/fail. Requires a commitment of eight to 12 hours of work per week in an unpaid position to be approved by the director of undergraduate studies. The intern's duties onsite should involve some substantive aspect of literary work, whether in research, writing, editing, or production (e.g., at an archive or publishing house or with a literary agent or an arts administration group). A written evaluation is
solicited from the intern’s supervisor at the end of the semester. The grade for the course is based on a final paper submitted to the faculty director.

INDEPENDENT STUDY

Independent Study

V41.0997, 0998  Prerequisite: permission of the director of undergraduate studies. May not duplicate the content of a regularly offered course. Intended for qualified junior and senior English majors or minors, but may not be used to fulfill the minimum 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 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 development in Europe. Both the major and minor are designed for students seeking professional training for careers in international business and finance, diplomacy, international law, and cultural organizations dealing with Europe. Although open to all students, the minor is especially suited to majors in European languages, history, or the social sciences. The center also offers a full program of colloquia and workshops dealing with both Western and Eastern Europe, some of which are open to undergraduate majors and minors.

**Faculty**

2006-2007 Max Weber Chair for German and European Studies: Quack

Professor: Schain (Politics)

Associate Professor: Fleming (History)

Assistant Professor/Faculty Fellow: Maas (European and Mediterranean Studies)

Adjunct Professors: Greenberg (European and Mediterranean Studies), Gribbin (European and Mediterranean Studies), Johnson (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 societies—their problems and policies; or an emphasis on contemporary European cultures—their ideas, values, and artistic and literary trends. The program enables students to organize their courses around a practical or theoretical problem in contemporary European society or culture that is applicable to one or several countries. A typical problem might include such subjects as the changing impact of politics on culture and social cleavages; changing patterns of religious expression in Europe; literary expression and changing society in Europe; the European approach to urban problems; migration and ethnicity in Europe; equality and inequality in Europe; and democratic transition in Europe. The problem, for which the tools of several academic disciplines should be applicable, will be the basis for the major research project.

 Majors in European and Mediterranean Studies must have or attain advanced-level knowledge of a major European language other than English (e.g., French, Spanish, Portuguese, Italian, German, Russian). In order to prove this knowledge, students must successfully complete an advanced level language course. The alternative to this is to pass the CAS proficiency exam prior to graduation. Ten courses that deal with Europe are required: two in history (beyond the introductory level); two in literature (preferably in the language of specialization); two in the social sciences; two in philosophy, fine arts, or cinema studies; 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, fine arts, 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.

Students who fulfill the requirements of the major with an overall grade point average of at least 3.65 and at least 3.65 in European and Mediterranean Studies will receive the B.A. degree with honors in European and Mediterranean Studies. The honors designation recognizes the work beyond the normal course work required of students in the senior seminar and in the major research project.

**MINOR**

All students minoring in European and Mediterranean studies must demonstrate proficiency in at least one European language above the intermediate level (e.g., French, German, Italian, Portuguese, Spanish). They must also fulfill the following course requirements: one course in modern European history; one course in European politics, anthropology, or economics (V53.0150, V14.0111, or V31.0224); and three additional courses in at least two of the following areas: modern European history; politics; anthropology; sociology; economics; Hebrew and Judaic studies; and Italian, French, German, or Spanish civilization. No more than two of these courses may focus on any one specific country. All course programs must be designed in consultation with the center’s undergraduate program adviser.

**B.A./M.A. PROGRAM**

This 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 two degrees.

The program requires a total of 18 courses: ten undergraduate courses and eight graduate courses. For the first four years, students focus their work on a “problem area” that will eventually become the subject of their master’s thesis, should they choose this option. The senior honors thesis is an integrative project within the problem area developed by the student and his or her adviser. It may be an expansion of a research paper written for an undergraduate course.

The graduate portion of the degree comprises three tracks—European Politics and Policy, European Culture and Society, and Mediterranean Studies—and students must choose one of these by the beginning of their fifth year. Of the eight graduate courses, two are required (a graduate introductory course, *What Is Europe?*, and a graduate research seminar or an independent study in European and Mediterranean Studies). 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 (V42.0500), 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 of the issues that they are debating.
## Courses

**Western European Politics**  
V42.0510  Identical to V53.0510.  
Schaub. 4 points.  
See description under Politics (53).

**Immigration and Politics in Western Europe**  
V42.0511  Identical to V53.0511.  
Schaub. 4 points.  
See description under Politics (53).

**British and Irish Politics**  
V42.0514  Identical to V53.0514 and V58.0514.  
4 points.  
See description under Irish Studies (58).

**Undergraduate Research Seminar**  
V42.0300  Prerequisite: permission of the instructor. Given every 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.

**Modern Greek Politics**  
V42.0525  Identical to V53.0525.  
4 points.  
See description under Politics (53).

**EUROSIM Seminar**  
V42.0990  Given every year. Gribbin.  
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.
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 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 MAP “Conversations of the West” requirement.) Students in the Stern School of Business, Steinhardt School of Education, and School of Social Work complete a second semester of writing, The Advanced College Essay, V40.0110 (Steinhardt/School of Social Work) or V40.0115 (Stern); 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 Prose Writing I and II, V40.0005 and V40.0006. 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 CAS, Stern, Steinhardt, and 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 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 and Ehrenkranz so that readings and essay writing focus on issues that are pertinent to their disciplines.
The Advanced College Essay: Business and Its Publics
V40.0115 Required of students in Stern who have not completed an equivalent course at another college. No exemptions. Prerequisite: V40.0100. May not be taken on a pass/fail basis. 4 points.
Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas,
and the writing of argumentative essays. Stresses analysis, argument, reflection, revision, and collaborative learning. Tailored to allow students at Stern to focus their essay writing on the many interconnections among business, society, politics, art, and life. Requires an additional plenary session.

International Writing Workshop I
V40.0004 Prerequisite: EWP permission. The first of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop II. 4 points.

Provides instruction in critical reading, textual analysis, exploration of experience, the development of ideas, and revision. Stresses the importance of inquiry and reflection in the use of texts and experience as evidence for essays. Reading and writing assignments lead to essays in which students analyze and raise questions about written texts and experience, and reflect upon text, experience, and idea in a collaborative learning environment. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

International Writing Workshop II
V40.0009 Prerequisite: V40.0004. The second of two courses required for students for whom English is a second language. The MAP requirement for NYU undergraduates is fulfilled with this course and International Writing Workshop I. 4 points.

Provides advanced instruction in analyzing and interpreting written texts from a variety of academic disciplines, the use of written texts as evidence, the development of ideas, and the writing of argumentative essays through a process of inquiry and reflection. Stresses analysis, revision, inquiry, and collaborative learning. Discusses appropriate conventions in English grammar and style as part of instructor feedback.

A Spectrum of Essays
V40.0015 Prerequisite: EWP permission. 4 points.

Provides advanced instruction in essay writing. Emphasizes the development of analytical, reflective, and imaginative skills that lead to accomplished essays in any academic discipline. Stresses curiosity and investigates the relationship in a written text between empirical evidence and thoughtfulness, inquiry and judgment, and exploration and decisiveness. The central business of this workshop is writing compelling academic essays.

Prose Writing I
V40.0005 Corequisite: Prose Writing Workshop, E79.0631. Open only to students in the HEOP or C-Step program, for which V40.0005, V40.0006, and passing the Proficiency Examination fulfill the CAS expository writing requirement. 4 points.

Stresses principles of organization and standards of clarity and coherence. Students receive the practical assistance needed to formulate a topic, select and organize subtopics, and write an orderly and clear expository essay. Effectiveness of expression through the study of expository styles (narration, description, definition, causal analysis, analogy, comparison, and contrast); exposure to logical modes of thinking; and the writing of full-length essays in these expository modes. Emphasis is on developing editing skills. Essay material addresses a range of contemporary and debatable issues designed to pique analytical thinking.

Prose Writing II
V40.0006 Corequisite: Prose Writing Workshop, E79.0631. Open only to students in the HEOP or C-Step program. 4 points.

Emphasis is on composing deductive and inductive arguments and essays of persuasion. Critical analysis of student essays and selected readings develop the ability to apply expository modes to the writing of formal arguments. Stresses a logical mode of reasoning, the analysis and appropriate use of evidence, and the critical assessment of logic and flaws in logic. Emphasizes a clear sense of style and purpose. The Proficiency Examination must be taken at the end of the course; those failing are required to pass V40.0013.

Writing Tutorial
V40.0013 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.

ADDITIONAL COURSES FOR ESL STUDENTS

Workshop in College English
V40.0020 Equivalent to Workshop in College English, Z30.9174, offered by the American Language Institute (ALI). Entrance by placement test only. Cannot substitute for V40.0004 or V40.0009. 4 points.

Advanced Workshop in College English
V40.0021 Equivalent to Advanced Workshop in College English, Z30.9184, offered by the American Language Institute (ALI). Entrance by placement test only. Cannot substitute for V40.0004 or V40.0009. 4 points.

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 an appropriate writing course, either Writing Tutorial or an International Writing course.
The Department of Fine Arts offers courses in the history and criticism of the visual arts in major world cultures. Students at the introductory level examine art objects and learn the basic critical and historical vocabulary through which these objects may be understood and appreciated. At the advanced level, majors and nonmajors alike have the opportunity to investigate aspects (e.g., style, iconography, patronage, and social and political context) of the arts in a particular geographical area at a given historical time. This advanced work, in conjunction with appropriate language training, provides a solid foundation for those who plan to go to graduate school in preparation for a career in the arts (e.g., scholarship, teaching, museums, writing).

The urban design and architecture studies program offers an interdisciplinary analytic approach to urban design and architecture. The program provides both a broad, humanistic perspective on the physical aspects of the city and preprofessional training for future architects, city planners, public administrators, and writers on urban problems.

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

### Faculty

**Professors Emeriti:**
- Hyman, Walton

**Helen Gould Sheppard Professor Emerita of Art History:**
- Sandler

**Paulette Goddard Professor Emeritus of the Arts and Humanities:**
- Turner

**Professors:**
- Brandt, Krinsky, Landau, Rosenblum, Silver, Sullivan

**Associate Professors:**
- Connelly, Karmel, Rice, Smith

**Assistant Professors:**
- Flood, Geronimus, Sears

**Clinical Associate Professor:**
- Broderick

**Associate Arts Professor:**
- S. Rice

### Program

**FINE ARTS MAJOR**
Nine 4-point courses that normally include the following: Survey Requirement: Either V43.0001 and V43.0002; or V43.0001, V43.0300 and V43.0400; or V43.0002, V43.0100 and V43.0200; or V43.0100, V43.0200, V43.0300, V43.0400. Students who choose to take something other than the standard two-course sequence (V43.0001 and V43.0002) must take a total of ten 4-point courses to complete the major; one 4-point advanced course in ancient or medieval art chosen from V43.0099, V43.0102–V43.0105, V43.0201–V43.0204; one 4-point advanced course in Renaissance or Baroque art chosen from V43.0501–V43.0509, V43.0511, V43.0513, V43.0515; one 4-point advanced course in modern art chosen from V43.0009, V43.0401, V43.0403–V43.0410; at least one 4-point course in non-Western art chosen from V43.0080, V43.0081, V43.0084, V43.0091, V43.0092, V43.0098, V43.0506–V43.0509; one Senior Seminar (V43.0600); two electives chosen from any non-survey course offered by the department, or any approved
course offered on an NYU Study Abroad campus. V43.0316 and V43.0317 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. Students should note that it is possible to concentrate on architecture within the prescribed areas.

Classics and Fine Arts major: For details of this interdepartmental major, refer to the description under “Majors” in Classics (27).

Urban Design and Architecture Studies Major
Nine 4-point courses, including two required courses: V43.0019 and V43.0021, 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 Fine Arts and Urban Design Studies
Any four 4-point courses in fine arts 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 (V43.0010) or Medieval Art (V43.0200); or Western Art II (V43.0002) and Renaissance Art (V43.0300) or Modern Art (V43.0400), as their contents overlap. Introductory courses are required prerequisites for any advanced level courses.

Studio Art Minor
For many majors in Fine Arts 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 basic materials and methods of the visual arts, both for the sake of obtaining information about technical processes and for gaining a direct appreciation of problems of form and meaning as they are approached and solved by artists. This minor is also of practical value for Fine Arts or Urban Design and Architecture Studies majors planning careers in museology, conservation, architecture, city planning, and landmarks preservation.

The Studio Art minor requires a minimum of 16 points, to be chosen from courses offered by the Steinhardt School of Education as summarized in an outline 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 on the .1000 level are open only to juniors and seniors.)

- Required Core Courses (9-12 points) include Drawing/Painting (3-4 points), Sculpture (3-4 points), Media (3-4 points). Elective (4-6 points), select any E90.XXXX or E90.1XXX studio course within the Department of Art and Art Professions.

For more information contact Linda Vega, Undergraduate Advisement Coordinator, 212-998-5708 or e-mail linda.vega @nyu.edu, Department of Art and Art Professions, Steinhardt School of Education, Barney Building, 34 Stuyvesant Street.

Granting of Credit for Fine Arts and Urban Design and Architectural Studies Majors and Minors
Credit toward the fine arts 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 Fine Arts 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 fine arts or the director of the urban design and architecture studies program.

Internship Policy
The Department of Fine Arts gives academic credit—two 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 305.

Graduation with Honors
Students may graduate with departmental honors in Fine Arts (or 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 an excellent preparation for graduate school. To be eligible for the honors program, students must have a grade point average of 3.65 or higher at the conclusion of their junior year, both overall and in Fine Arts/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 four-point honors courses, V43.0700 and V43.0702, 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

FINE ARTS 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 (V43.0100) or Medieval Art (V43.0200); or Western Art II (V43.0002) and Renaissance Art (V43.0300) or Modern Art (V43.0400), as their contents overlap.

History of Western Art I
V43.0001 Identical to V65.0001. Students who have taken V43.0100 or V43.0200 will not receive credit for this course. Given 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 V43.0300 or V43.0400 will not receive credit for this course. Given 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
V43.0100 Students who have taken V43.0001 will not receive credit for this course. Given periodically. 4 points.
History of art in the Western tradition from 20,000 B.C. to the 4th century A.D. From the emergence of human beings in the Paleolithic Age to the developments of civilization in the Near East, Egypt, and the Aegean; the flowering of the Classical Age in Greece; and the rise of the Roman Empire to the beginnings of Christian domination under the Emperor Constantine in the 4th century A.D. Study of the collections of the Metropolitan Museum of Art and the Brooklyn Museum is essential.

Medieval Art
V43.0200 Identical to V65.0200. Students who have taken V43.0001 will not receive credit for this course. Given periodically. 4 points.
Art of Western civilization between Constantine and the Renaissance (300 to 1500 in northern Europe, 1400 in Italy). Topics: Christian beliefs underlying medieval art; acceptance and rejection of classical tradition and the roles of non-classical 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
V43.0300 Identical to V65.0333. Students who have taken V43.0002 will not receive credit for this course. Given 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. Main developments of Renaissance art both in Italy and north of the Alps: the Early and High Renaissance; relation to the lingering Gothic tradition; 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
V43.0400 Students who have taken V43.0002 will not receive credit for this course. Given every year. 4 points.
Art in the Western world from the late 18th century to the present. The Neoclassicism and Romanticism of David, Goya, Ingres, Turner, Delacroix; the Realism of Courbet; the Impressionists; parallel developments in architecture; and the new sculptural tradition of Rodin. From postimpressionism to Fauvism, Expressionism, Futurism, Cubism, geometric abstraction in sculpture and painting, and modernism in architecture in the 20th century. After World War I, Dadaism and Surrealism. Developments since 1945, such as Action painting, Pop art, Minimal art, and numerous strands of Postmodernism.

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

History of Architecture from Antiquity to the Present
V43.0019 Given every spring. 4 points.
See description under this department's subheading, “Urban Design and Architecture Studies Required Courses.”

Shaping the Urban Environment
V43.0021 Identical to V99.0320. Given every fall. 4 points.
See description under this department's subheading, “Urban Design and Architecture Studies Required Courses.”

Art and Architecture in Sub-Saharan Africa and the South Pacific
V43.0080 Identical to V11.0080. Given 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
V43.0081 Given 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 worldviews; the relationship of the arts to shamanism, priesthoods, guardian spirits, deities, and beliefs regarding fauna and flora; impact of European contact on indigenous arts and civilization.

Introduction to Chinese Painting
V43.0084 Identical to V33.0096. Given 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 up to the present day. Examines such topics as Chinese concepts of space, form, and color; the functions of painting in Chinese society; and individual works’ social and personal meanings.

Asian Art I: China, Korea, Japan
V43.0091 Identical to V33.0091. Given 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. The course teaches how to “read” works of art in order to interpret a culture or a historical period; it aims at a better understanding of the similarities and the differences among the cultures of the Far East.

Asian Art II: Art of South and Southeast Asia from Indus to Angkor Wat
V43.0092 Given periodically. 4 points.
As in V43.0091, 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
V43.0085 Flood. To be given every year. 4 points.
This course 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
V43.0086 Flood. To be given every year. 4 points.
This course is intended as 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, the course 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.

Ancient Egyptian Art
V43.0099 Identical to V78.0132. Given 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.). 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.

FINE ARTS ADVANCED-LEVEL COURSES

The History of Photography
V43.0009 Given every 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.

Archaic and Classical Art: Greek and Etruscan
V43.0102 Identical to V27.0314. Prerequisite: V43.0001, V43.0100, or permission of the instructor. Given every other year. 4 points.
Greek and Etruscan art from the 7th century through the 4th century B.C., including the orientalizing and archaic styles, the emergence of the classical style, changes in art and life in the 4th century, and the impact of Macedonian court art under the conquests of Alexander the Great. Studies architecture, sculpture, and vase painting within their historical and cultural contexts. Includes study of the Metropolitan Museum of Art collections.

Hellenistic and Roman Art
V43.0103 Identical to V27.0316. Prerequisite: V43.0001, V43.0100, or permission of the instructor. Given 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 4th century A.D. Includes Macedonian court art; the spread of Hellenistic culture from Greece to the Indus Valley; the art of the Ptolemics, Attalids, and Seleucid kingdoms; the expansion of Rome in the western Mediterranean; and the art of the Roman Empire. Special emphasis on problems of chronology, choice of styles, and copies. Study of the Metropolitan Museum of Art and Brooklyn Museum collections essential.
Greek Architecture
V43.0104  Identical to V27.0353.
Prerequisite: V43.0001, V43.0100, V43.0019, or permission of the instructor. Given periodically. 4 points.
History of Greek architecture from the Archaic through the Hellenistic periods (8th-1st centuries B.C.). Provides a chronological survey of the Greek architectural tradition from its Iron Age origins, marked by the construction of the first all-stone temples, to its radical transformation in the late Hellenistic period, most distinctively embodied in the baroque palace architecture reflected in contemporary theatre stage-buildings. The lectures (and accompanying slides) and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, building methods, and traditions of architectural patronage.

Roman Architecture
V43.0105  Identical to V27.0354.
Prerequisite: V43.0001, V43.0100, V43.0019, or permission of the instructor. Given periodically. 4 points.
History of Roman architecture from the Hellenistic to the Early Christian periods (1st century B.C.-6th century A.D.). Provides a chronological survey of Roman architecture from its early development against the background of the Greek and Etruscan traditions to the dramatic melding of the divergent trends of late antiquity in the great Justinianic churches of Constantinople and Ravenna. The lectures (and accompanying slides) and readings present the major monuments and building types, as well as such related subjects as city planning and urbanism, Roman engineering, and the interaction between Rome and the provinces.

Art of the Early Middle Ages
V43.0201  Identical to V65.0201.
Prerequisite: V43.0001, V43.0200, or permission of the instructor. Given 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, V43.0200, or permission of the instructor. Given every other year. 4 points.
The art of Europe from about 950 to1200. 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, V43.0200, or permission of the instructor. Given every other year. 4 points.
The 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 late medieval mysticism; courtly love, chivalry, and secular themes; Gothic naturalism, including developments in portraiture; effects of the growth of cities, universities, the mendicant orders, and lay literacy; marginalia and humor in Gothic art; clerical and lay patronage, including female patronage; and the Gothic artist.

Art and Architecture in the Age of Giotto: Italian Art, 1200-1420
V43.0204  Prerequisite: V43.0001, V43.0200, or permission of the instructor. Given every other year. 4 points.
The art of Italy between 1200 and 1420, intersecting with the Gothic in northern Europe. Topics include applicability of the term “Gothic” in relation to Italian art from antiquity and the Italian contacts with northern Europe; development of sculpture, painting, and the emergence of artistic personalities, such as the Pisani, Giotto, Duccio, Simone Martini, and the Lorenzetti; the communal projects of Italian cities; religious and civic architecture; the art and architecture of the mendicant orders; the development of the altarpiece; Italian art in the late 14th century, including effects of the Black Death; the International Style; art and politics; gender and social class in relation to patronage and representation; and the artist and his workshop.

European Architecture of the Renaissance
V43.0301  Prerequisite: V43.0002, V43.0019, V43.0300, or permission of the instructor. Given every other year. 4 points.
The new style in architecture sparked by the buildings of Brunelleschi and the designs and writings of L. B. Alberti, developed in 15th-century Florence against the background of a vigorously evolving humanist culture. A study of the new movement through the great quattrocento masters and the work of the giants of the 16th century (e.g., Bramante, Michelangelo, Palladio) and the spread of Renaissance style to other countries.

FINE ARTS
Architecture in Europe in the Age of Grandeur (The Baroque)
V43.0302 Prerequisite: V43.0002, V43.0019, V43.0300, or permission of the instructor. Given every other year. 4 points.
Beginning with the transformation of Renaissance architecture in counter-Reformation Rome, the course examines the succeeding European Baroque styles. Includes high Roman Baroque of Bernini and Borromini; Piedmont; the richly pictorial late Baroque of Germany and Austria; and the Baroque classicism of France and England in the work of such architects as J. H. Mansart and Sir Christopher Wren. Metamorphosis of the various Baroque styles into Rococo, concluding with the mid-18th century and roots of Neoclassicism.

The Century of Jan van Eyck
V43.0303 Identical to V65.0303. Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given every other year. 4 points.
The course addresses 15th-century painting north of the Alps—partly late medieval, partly Renaissance. Examines connection of breathtaking technique and deeply religious aspects of the art to function, symbolic thought, issues of patronage, and changes in the society to which painting was related. Also explains ways in which we write history when most of the vital written documents are missing or destroyed. Artists discussed include Jan van Eyck, Robert Campin (the Master of Flemalle), Rogier van der Weyden, Jean Fouquet, Hugo van der Goes, Enguerrand Quarton, Jerome Bosch, and several German sculptors and printmakers.

16th-Century Art North of the Alps
V43.0304 Identical to V65.0304. Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given periodically. 4 points.
Concentrates on the masters of 16th-century art in northern Europe: Durer, Grünewald, Holbein, Cranach, Altdorfer, Baldung Grien in Germany; Metsys, Lucas van Leyden, Bruegel, and others in the Netherlands; and, briefly, the artists of the Fontainebleau School in France. The development of painting and the graphic arts, the relation of the art of this period to earlier traditions in the North, to Italy, to the Reformation, and to the art markets, are subjects that are also considered, as is the work of minor but still significant artists.

Italian Renaissance Sculpture
V43.0305 Identical to V65.0305. Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given every 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 Polliuolo. 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, V43.0300, or permission of the instructor. Given 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, et al.). Topics include the role of pictorial narrative, perspective, and mimesis; the major techniques of Renaissance painting; and the relationship of painting to the other visual arts. In the later 15th century, social and cultural changes generated by power shifts from Medici Florence to papal Rome also affected art patronage, creating new tensions and challenges for artists and fostering the emergence of new modes of visualization.

The Age of Leonardo, Raphael, and Michelangelo
V43.0307 Identical to V65.0307. Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given every 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, V43.0300, or permission of the instructor. Given 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; Correggio’s artistic experiments, their origins, and implications. Examines in-depth 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, V43.0300, or permission of the instructor. Given every other year. 4 points.
Topics include the new realism and eclecticism of the three Carraccis 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; the art of Poussin and Claude Lorrain.

Dutch and Flemish Painting, 1600-1700

V43.0311 Identical to V65.0311. Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given 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 the Rubens 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, V43.0300, or permission of the instructor. Given 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 (e.g., Vouet, Champagne, Le Nain); artistic splendors of the court of Louis XIV at Versailles; the Rococo of Watteau, Chardin, Boucher, and Fragonard.

Art in Spain from El Greco to Goya

V43.0315 Prerequisite: V43.0002, V43.0300, or permission of the instructor. Given 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 Prerequisite: V43.0002, V43.0300 and V43.0400, or permission of the instructor. Given periodically. 4 points.

Focuses on particular trends, movements, and individuals in the art of Latin America from the 16th to the 20th century. This course is not a survey; it attempts to situate works of art within their social, historical, and theoretical contexts. Chronological focus of this course may vary from term to term.

European and American Decorative Arts: Renaissance to Modern

V43.0317 Prerequisite: V43.0002, V43.0300 and V43.0400, or permission of the instructor. Given periodically. 4 points.

History of the design of the objects used in daily life. Studies works of art in social and historical context. Beginning with the Italian, French, and northern Renaissance, surveying the Louis styles in France, international Neoclassicism, and the Victorian style, the course concludes with the modern period. Stresses the history of furniture, although the course also covers glass, silverware, tapestries, ceramics, wallpaper, carpets, and small bronzes.

Neoclassicism and Romanticism

V43.0401 Prerequisite: V43.0002, V43.0400, or permission of the instructor. Given 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, V43.0400, or permission of the instructor. Given 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 as a pivotal figure. Emergence of the Impressionist aesthetic in the 1860s. The unity and diversity of the Impressionist movement are considered in the works of Monet, Degas, Pissarro, and Renoir.

American Art

V43.0404 Prerequisite: V43.0002, V43.0400, or permission of the instructor. Given every year. 4 points.

Examines the art that developed in what is now the United States, from the beginnings of European colonization until World War I and the internationalizing of American art. Includes painting and architecture, concentrating on the work of Copley, Cole, Winslow Homer, Mary Cassatt, and others. New York City provides major collections of painting and sculpture as well as outstanding examples of architecture.

Post-Impressionism to Expressionism

V43.0405 Prerequisite: V43.0002, V43.0400, or permission of the instructor. Given 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, V43.0400, or permission of the instructor. Given every other year. 4 points.

 Begins with a study of the creation of Cubism by Picasso and Braque and considers the international consequences of this style in painting and sculpture, including Italian Futurism. Also traces the evolution of abstract art, with emphasis on Kandinsky and Mondrian. Antinatural currents, from Dada to Surrealism, are analyzed, with special attention paid to Duchamp and to Picasso’s art of the 1920s and 1930s. Also surveys the “conservative” trends of Neoclassicism, Neue Sachlichkeit, and Magic Realism.

Abstract Expressionism to Pop Art
V43.0407 Prerequisite: V43.0002, V43.0400, or permission of the instructor. Given every other year. 4 points.

 Begins 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: The 19th Century
V43.0408 Prerequisite: V43.0002, V43.0400, V43.0019, V43.0021, V53.0722 or permission of the instructor. Given 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 late 18th century with the idealistic designs of Ledoux and Boullée. 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, Puig, Richardson, and Sullivan; McKim, Mead and White; Mackintosh, early Frank Lloyd Wright, and others.

20th-Century Architecture
V43.0409 Prerequisite: V43.0002, V43.0400, V43.0019, V43.0021, V43.0408, V53.0722, or permission of the instructor. Given every year. 4 points.

 Chronological account of architecture and ideas since 1900. Considers such subjects as currents around 1910 on the eve of the First World War, new technology, and the impact of the war; architecture and politics between the wars; the rise of Expressionist design; the International Style and the concurrent adaptation of traditional styles; Art Deco design; midcentury glass curtain-wall architecture; “brutalism”; and reactions to modernism. Includes 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, V43.0400, or permission of the instructor. Given every year. 4 points.

 The headlong evolution of modern art towards an irreducible minimum comes to an end some time around 1972 with the virtual disappearance of traditional painting or sculpture. The defining feature of contemporary art, therefore, is that it is art made after “the end of art.” This course begins with a brief review of the 1950s and 1960s and then focuses on the feminist art of the 1970s, which introduces new themes of craft, community, decoration, identity, and “the gaze”; examines 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 Neoexpressionism 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.

Arts of China
V43.0506 Identical to V33.0506. Prerequisite: V43.0084, V43.0091, V43.0092, or permission of the instructor. Given periodically. 4 points.

 Explores the diversity of artistic expression in China, including architecture and gardens, painting and sculpture, and ceramics and textiles. Concentrates on the function of artworks, their physical and sociological context, and the meanings they convey. To give the course a solid historical grounding, the time period covered is limited to around five hundred years (period covered varies from semester to semester).

Asian Art in New York Museums and Galleries
V43.0507 Identical to V33.0507. Prerequisite: V43.0084, V43.0091, V43.0092, V43.0506, or V43.0509, or permission of the instructor. Due to space restrictions, enrollment is strictly limited to 12 students. Given 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 Japan
V43.0509 Identical to V33.0509. Prerequisite: V43.0084, V43.0091, or V43.0092, or permission of the instructor. Given periodically. 4 points.

 This course is intended to be an introduction to the arts of Japan. The lectures concentrate on a number of buildings, sculptures, paintings, and decorative objects in the development of Japanese art and society from ca. 10,000 B.C.
Senior Honors Thesis
V43.0700, 0702 Open to departmental majors who have been accepted as candidates for honors in fine arts in the first term of their senior year and who have the permission of the director of undergraduate studies. See this department's subheading, "Graduation with Honors," for eligibility requirements. It should be noted that students are expected to work on their theses over a period of two semesters. A grade point average of 3.65 in fine arts courses and an overall grade point average of 3.65 as stipulated by the College Honors Program regulations are necessary. 4 points.

Independent Study
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.

GRADUATE COURSES OPEN TO UNDERGRADUATES
In exceptional cases, juniors and seniors who are credited with a 3.0 average in five fine arts courses may take, for undergraduate credit, the 1000- and 2000-level courses offered in the Graduate School of Arts and Science at the Institute of Fine Arts, 1 East 78th Street. For more information, please consult the Graduate School of Arts and Science Bulletin or the announcement of courses of the Institute of Fine Arts. Before registering for these courses, students must obtain the permission of the director of undergraduate studies as well as that of the instructor of the course.

URBAN DESIGN AND ARCHITECTURE STUDIES

CORE COURSES
Decision Making and Urban Design
V43.0032 Identical to V99.0321. Prerequisite: V43.0021 or permission of the program director. Given 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 society. Recognition of citizens’ groups as increasingly important factors in city planning and related changes. Critically evaluates the complexity of decision making and historical circumstances as related to the built urban environment on the basis of historical and modern American and European examples.
Cities in History
V43.0033  Identical to V99.0323. 
Prerequisite: V43.0021 or permission of the program director. Given every other year. 4 points.
 Historical survey of city types, plans, and symbolic meanings from classical Greece to the present. Subjects include ancient towns and planned cities, especially those of the Roman Empire; medieval commercial centers and cathedral towns; Renaissance plazas and Baroque street systems; 19th-century industrial, colonial, and resort cities; and utopian and actual modern plans. Emphasis on European and American cities. Discusses London, Paris, and Rome throughout.

Environmental Design: Issues and Methods
V43.0034  Identical to V99.0322. 
Prerequisite: V43.0021 or permission of the program director. Given 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
V43.0056  Formerly known as Urban Design and Health. 
Prerequisites: V43.0021 and permission of the program director. To be given every year. 4 points.
 This course 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, whose intricate components are interwoven in continuous strands? What are the systems and forces that give the city and its neighborhoods their current form, and what influences their future shape? To what degree can these systems be themselves dissected, and what do these analyses tell us about the relationship of the city to both its inhabitants and 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 the subway system.

Urban Design and the Law
V43.0037  Identical to V99.0327. 
Prerequisite: V43.0021 or permission of the program director. Given every year. 4 points.
 Relationship between physical surroundings and the basis of society in law. Examines the effects of zoning laws and building codes; urban renewal legislation; condemnation procedures; real estate law; law concerning tenants; taxation; special bodies such as the Port Authority of New York and New Jersey; preservation and landmarks; licensing procedures for architects, engineers, and planners; and pollution control measures. Special attention to laws of New York City and nearby communities.

Architecture in Context
V43.0039  Prerequisites: V43.0021 and permission of the program director. 4 points.
 Explores issues arising from relatively small-scale designs, including 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 given the chance to think about, discuss, create, and present designs that recognize and work with their contexts. Focus on typical New York City building types, including townhouses, additions to existing structures, adaptive reuse of residential structures for institutional use, streetscape improvements, and urban parks.

Drawing for Architects and Others
V43.0040  Prerequisite: Permission of the director of the Urban Design program is required. 2 points.
 This is a basic drawing course intended to teach students to perceive: to record manually what is in front of them without relying on formulaic methods of drawing perspective, volumetrics, etc. 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 issues of graphic composition. The course assists students in creating a comprehensive series of drawings and in building a portfolio.

Greek Architecture
V43.0104  Identical to V27.0354. 
Prerequisite: V43.0001, V43.0100, V43.0019, or permission of the instructor. Given periodically. 4 points.
 See this department's subheading, "Fine Arts Advanced Level Courses."

Roman Architecture
V43.0105  Identical to V27.0354. 
Prerequisite: V43.0001, V43.0100, V43.0019, or permission of the instructor. Given periodically. 4 points.
 See this department's subheading, "Fine Arts Advanced Level Courses."

European Architecture of the Renaissance
V43.0302  Prerequisite: V43.0002, V43.0019, V43.0300, or permission of the instructor. Given every other year. 4 points.
 See this department's subheading, "Fine Arts Advanced Level Courses."

Architecture in Europe in the Age of Grandeur
V43.0304  Prerequisite: V43.0001 or permission of the instructor. Given every other year. 4 points.
 See this department's subheading, "Fine Arts Advanced Level Courses."

Early Modern Architecture: The 19th Century
V43.0408  Prerequisite: V43.0002, V43.0400, V43.0019, V43.0221, V55.0722, or permission of the instructor. Given every year. 4 points.
 See this department's subheading, "Fine Arts Advanced Level Courses."
20th-Century Architecture
V43.0409  Prerequisite: V43.0002, V43.0400, V43.0019, V43.0021, V43.0408, V55.0722, or permission of the instructor. Given every year. 4 points.
See this department’s subheading, “Fine Arts Advanced Level Courses.”

Senior Seminar
V43.0600  Prerequisite: written permission of the director of the urban design and architecture studies program. Open to fine arts majors and urban design and architecture majors who have completed five 4-point courses in appropriate areas. Given every fall and spring. 4 points.

Seminar in Urban Options for the Future
V43.0622  Identical to V34.0034. Prerequisite: V43.0021 or permission of the program director. Given 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: redesign of the business district; recovery of city resources; and social, political, and economic implications of new city forms considered in projections for a new urban face.

Senior Honors Thesis: Urban Design and Architecture Studies
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. It should be noted that students are expected to work on their theses over a period of two semesters. A grade point average of 3.65 in urban design courses and an overall grade point average of 3.65 as stipulated by the College Honors Program regulations are necessary. 4 points.

Independent Study in Urban Design and Architecture Studies
V43.0997, 0998  Prerequisites: written permission of the director of the program and of an adviser. 2 or 4 points per term.

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).

Urban Economics
V31.0227  Identical to C31.0227 and V99.0310. Prerequisite: V31.0002 or V31.0003. 4 points.
See description under Economics (31).

Crisis of the Modern City: New York City in Comparative and Historical Perspective
V99.0103  4 points.
See description under Metropolitan Studies (99).

City Planning: Social and Economic Aspects
V99.0280  4 points.
See description under Metropolitan Studies (99).

Cities, Communities, and Urban Life
V93.0460  Identical to V99.0350. 4 points.
See description under Sociology (93).

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 Foundations of Contemporary Culture (FCC) sequence of the Morse Academic Plan seeks to provide students with the perspective and intellectual methods to comprehend the development of our human cultures. The four FCC courses introduce students to the modes of inquiry by which societies may be studied, social issues analyzed, and artistic activity explored. Together they give undergraduates a broad methodological background on which to draw when later engaged in the more focused work of their major courses of study. As a result, students receive a richer education than any single major could provide.

Through this core experience in humanistic and social-scientific inquiry and its focus on a number of similar readings across different course sections, the FCC framework allows students to enter into dialogue with one another despite differences in their course schedules and in this way also encourages lifelong habits of intellectual curiosity and engagement.

As they learn the sound employment of the academic approaches at the center of their FCC classes, students develop their abilities to read critically, think rigorously, and write effectively. By building these skills and an appreciation of the diversity of human experience, the FCC seeks to prepare students for their continued learning in and beyond college, for active participation in their communities, and for lives in a rapidly changing world.

All FCC courses are taught by regular faculty, including some of the University’s most distinguished professors. In addition to two lectures a week, every FCC course includes recitation sections led by graduate student preceptors, allowing for small-group discussion of the readings, close attention to students’ written work, and personal concern for students’ progress.

Program

During their first year, students normally complete a class from Conversations of the West (V55.04xx) and one from World Cultures (V55.05xx), in either order. In the sophomore year, students choose classes from Societies and the Social Sciences (V55.06xx) and from Expressive Culture (V55.07xx), again in either order.

Prerequisites. Students in the International Writing Workshop sequence should not start their course work in the FCC until they have completed International Writing Workshop I (V40.0004).

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

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

Students who complete a designated major or minor program in the social sciences are exempt from Societies and the Social Sciences. Those who complete a designated major or minor pro-
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, Virgil's *Aeneid*, and Augustine's *Confessions*. Additional readings for each class are selected by the individual instructors, who take their guidance from the recommended reading lists for the several tracks.

In addition to the traditional lecture/recitation format, selected sections of Conversations of the West are also offered in writing-intensive versions in conjunction with V40.0100, Writing the Essay. Consult the Directory of Classes for each semester's schedule.

**Conversations of the West: Antiquity and the Middle Ages**

*V55.0401 Given every semester. 4 points.*

Continues with Dante's *Inferno*, selections from *Paradiso*, and with other readings from the Middle Ages.

**Conversations of the West: Antiquity and the Renaissance**

*V55.0402 Given every semester. 4 points.*

Continues with Machiavelli's *Princ*e, a Shakespearean play or Milton's *Samson Agonistes*, and with other readings from the Renaissance.

**Conversations of the West: Antiquity and the Enlightenment**

*V55.0403 Given every semester. 4 points.*

Continues with Pascal's *Pensées*, Rousseau's *Confessions*, and with other readings from the Enlightenment.

**Conversations of the West: Antiquity and the 19th Century**

*V55.0404 Given every semester. 4 points.*

Continues with Marx's *Communist Manifesto*, selections from Darwin, Nietzsche's *Genealogy of Morality*, or Freud's *Civilization and Its Discontents*, and with other readings from the 19th and early 20th centuries.

**WORLD CULTURES**

**World Cultures: The Ancient Near East and Egypt**

*V55.0501 Given every other year. 4 points.*

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

**World Cultures: Islamic Societies**

*V55.0502 Given 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 as historical past, that common religious base called Islam. For Muslims, Islam is not simply a set of beliefs or observances but also includes a history; its study is thus by nature historical, topical, and regional. The emphasis in the pre-modern period is first on the Quran and then on law, political theory, theology, and mysticism. For the more recent period, the stress is on the search for religious identity. Throughout, students are exposed to Islamic societies in the words of their own writings.

**World Cultures: Africa**

*V55.0505 Given 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 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 Given 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 Given 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 Given every other year.  
4 points.  
Examines the impact of the Caribbean's long colonial history through race, class, culture, 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 Given 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—as members of particular households, regions, nations, or religious communities? How do women and men construct their gender identity? In what ways are village, town, and city lives being transformed? Do people of the Middle East experience their region's politics the way it is portrayed in the West? What are some of the causes of political repression, armed struggle, or terror? How did European colonialism reshape the lives of people in the region, and how do they today encounter the cultural and economic power of the United States and Europe? Readings are drawn from history, anthropology, political economy, and the contemporary literature of the region.

World Cultures: China  
V55.0512 Given 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 Given 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 Given 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 post-colonial Latin America, focusing on themes such as political culture, competing ideologies of economics and social development, and the construction of collective identities based on region, race, ethnicity, gender, and class. Readings consist mostly of primary sources and allow students to hear diverse voices within Latin American society. Works by European conquerors, Inca and Aztec descendents 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 Given 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 and shows how democracy involves difficult choices among competing, often opposed, ancient and modern cultural values.

World Cultures: Islam in Asia
V55.0525 Given 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 “Islams” that thrive in Asia, and the politics of Islam today, from Afghanistan eastward to the Philippines.

World Cultures: Russia Since 1917
V55.0528 Given every 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 socio-economic factors.

World Cultures: Contemporary Latino Cultures
V55.0529 Given 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 Given 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 to non-African influences.

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.

Societies and the Social Sciences: Topics in Interdisciplinary Perspective
V55.0600 Given occasionally.
4 points.
Examines social phenomena that cross the boundaries among the various social-scientific disciplines. Topics vary each term and may include, for example, human migration, religion, fascism, or colonialism. By considering the methodologies appropriate to the study of these topics, students learn to appreciate the characteristic approaches of the social sciences, their power to help us understand such phenomena, and their limitations.

EXPRESSIVE CULTURE
Note that the prerequisite for all Expressive Culture courses is completion of V55.04xx and V55.05xx and completion of or exemption from V40.0100, V40.0006, or V40.0009.

Expressive Culture: Words
V55.0710 Given 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 Given 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: Images—Painting and Sculpture in New York Field Study
V55.0721 Given 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  Given 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: Sounds**

V55.0730  Given 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  Given 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  Given 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 the FSI are collected into three groups—Quantitative Reasoning, Natural Science I, and Natural Science II. All lectures are taught by regular faculty, including some of the University’s most distinguished professors, and each course includes workshops or related laboratory sections led by graduate student preceptors.

Program

In the FSI sequence, students choose one course in Quantitative Reasoning (V55.01XX), followed by one in the physical sciences from the Natural Science I grouping (V55.02XX), and then one in the biological sciences from the Natural Science II grouping (V55.03XX).

Exemptions and Substitutions. Students who major in a natural science, who complete the pre-health program, or who complete the combined B.S./B.S.E. program are exempt from the FSI requirements. In addition, Quantitative Reasoning, Natural Science I, and Natural Science II can each be satisfied by appropriate Advanced Placement (AP) credit or by substituting specific courses as listed below.

For advanced placement examination equivalencies, consult the chart in the 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 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), Calculus I (V63.0121), Intensive Calculus I (V63.0221), Calculus for the Social Sciences (V65.0017), Statistical Reasoning for the Behavioral Sciences (V89.0009), Statistics (V31.0018), Analytic Statistics (V31.0020), or Quantitative Methods in Political Science (V53.0800).

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 (V25.0111-0112), College Chemistry I and II (V25.0101-0104); Honors College Chemistry I and II (V25.0105-0105); and lab (V25.0110-0110) and lab (V25.0111-0112);
Courses

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 Given 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; the art of making estimates; cross-cultural views of knowledge about the natural world; growth laws, including the growth of money and the concept of “constant dollars”; radioactivity and its role in unraveling the history of the earth and solar system; the notion of randomness and basic ideas from statistics; scaling laws—why are things the size they are?; the cosmic distance ladder; the meaning of “infinity.” This calculator-based course is designed to help you use mathematics with some confidence in applications.

Quantitative Reasoning: Mathematical Patterns in Society
V55.0103 Given every other year.
4 points.
Examines the role of mathematics in a variety of contexts in the social sciences, but with special emphasis on problems in economics. The course develops tools that span both the natural and the social sciences, including sampling, growth and decay, present value, and probability and statistics. These topics are used as a foundation to explore the application of mathematical approaches to economics, especially the use of game theory and its related techniques.

Quantitative Reasoning: Elementary Statistics
V55.0105 Given 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 Given every year.
4 points.
For as long as people have been able to write numbers (i.e., 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 both create codes and to break them. 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 Given 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 or exemption from V55.01XX.

Natural Science I: The Cosmos and the Earth
V55.0202 Adler, Mincer, Weiner.
Given every year.
4 points.
Focuses on the modern scientific findings relating to major questions about the universe and our place in it. What is the origin of the universe? How did the elements form? Where do stars and planets come from? 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, Gans, Jordan.
Given every year.
4 points.
Uses the principles of chemistry to analyze the environmental implications of energy usage and policy decisions concerning energy and the environment. Topics include the composition of the atmosphere; the ozone layer and its depletion; global warming and public policy; and acid rain.
Finally, the basis of our need for energy, fossil fuels and their supplies, and the available alternatives are discussed.

Natural Science I: Einstein's Universe
V55.0204 Adler, Dreuli, Sokal. Given 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, Steator. Given 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 Plato to Pluto—Scientists View the Solar System
V55.0206 Schucking. Given every year. 4 points.
The first half deals with the basic phenomena of astronomy: the earth and sky, the motions of stars, sun, moon, and planets. It then considers the historical development of astronomy from antiquity to the 17th century. The last quarter is devoted to the space-age exploration of the solar system. Laboratory exercises help familiarize students with basic astronomical concepts.

Natural Science I: The Human Body—The Ultimate Machine
V55.0208 Walker. Given every year. 4 points.
Highlights the role of mechanical principles in explaining the function and maintenance of the human body, and the application of biomedical engineering in devising treatments when body parts or functions fail mechanically or biologically. From a structural point of view, the human body develops and maintains itself by the action of mechanical stimuli on complex biological systems. For example, stresses and motions caused by body movements lead to cyclic deformations in the cells within the tissues, producing new tissue and activating reparative processes; and this concept applies to many other systems in the body. Eventually some of the structures break down, a situation for which the field of bioengineering has produced treatments including artificial parts and organs, augments, transplants, grafts, tissue engineered parts, and external functional aids.

NATURAL SCIENCE II
Note that the prerequisite for all Natural Science II 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 Borowsky, Goldberg, Jordan, Small. Given every semester. 4 points.
We are currently witnessing a revolution in human genetics, where the ability to scrutinize and manipulate DNA has allowed scientists to gain unprecedented insights into the role of heredity. 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 examines the science and social impact of genetic technology, including topics such as cloning, genetic testing, and the human genome project. The course concludes by studying how genes vary in populations and how geneticists are contributing to our understanding of human evolution and diversity.

Natural Science II: Human Origins
V55.0305 Di Fiore, Distelh. Given 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, Hacken. Given every year. 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, sex-
ual 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. Given 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. Given every semester. 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. Given 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: Earth, Life, and Time
V55.0312 Rampino. Given every year. 4 points.
Over the last four billion years, life on Earth has evolved in response to changes in the environment. At the same time, major innovations in the history of life have led to transformations of the Earth’s physical environment. The course examines the history of the intimate relationship between the Earth’s changing environment and the evolution of life on the planet. This long-term historical perspective provides a context for understanding current environmental issues such as global warming, tropical deforestation, and loss of biodiversity.
With a staff of internationally known scholars and teachers, the Department of French offers an unusually broad range of courses in French and Francophone studies, language, literature, and civilization. The program is strong and diversified, with emphasis on immersion of the student in foreign culture and language. Most courses are taught in French. La Maison Française brings French culture into focus with films, lectures, and concerts as well as library facilities and a periodicals reading room. Beyond the University community, the student of French can find a number of cultural activities that broaden understanding of the foreign perspective here in New York City. Students majoring or minoring in French are strongly encouraged to spend at least one semester at the NYU Center in Paris, which offers courses with well-known professors from the French university system as well as distinguished NYU faculty members.

**Program**

**MAJOR**

Admission to the program: The prerequisite for admission to the program is a satisfactory knowledge of the French language. This is normally interpreted as the satisfactory completion of V45.0030 with the grade of C or better. Independent studies and internships do not count toward the French major, except when taken as part of the honors program in French studies, or with special permission of the department. Transfer students must complete at least five of the nine courses required for the French major at the College or at New York University in Paris. All majors must register with the department and consult a departmental adviser prior to any registration.

Note: No grade lower than C may be counted toward the major. The overall grade point average in French courses must be 2.0 or above.

Programs of study: Qualified students may choose one of five programs of study. They may concentrate in French language and literature; French language, society, and culture; Francophone studies; Romance languages; or French and linguistics.

Program 1: Emphasis on French language and literature: Nine courses beyond V45.0030.

This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0103).
V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, V45.0110; four courses in literature (including V45.0115 and at least one advanced course in literature prior to 1800); one course in civilization; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. Such cognate courses may be drawn from among the advanced undergraduate courses offered by the department or from the list of French graduate courses open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Program 2: Emphasis on French language, society, and culture: Nine courses beyond V45.0030. This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, or V45.0110); four courses in civilization (including V45.0163 and V45.0164); one course in literature; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. The cognate course may be drawn from among the advanced undergraduate courses offered by the department; from departments and programs such as anthropology, economics, fine arts, history, Medieval and Renaissance studies, music, politics, and sociology; or from the list of French graduate courses and the courses offered in the Institute of French Studies open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Note: A student who fulfills the requirements of program 1 or 2 may thereby fulfill the state minimum requirements of 24 credits in order to be certified to teach French in New York State junior or senior high schools. For general requirements, please see under Preprofessional, Accelerated, and Specialized Programs.

Program 3: Emphasis on Francophone studies: Nine courses beyond V45.0030. This plan of study normally consists of three courses in advanced language (e.g., V45.0101, V45.0102, V45.0105, V45.0106, V45.0107, V45.0109, V45.0110); four courses in Francophone studies; one course in French literature or civilization; and the senior seminar. With departmental approval, a student may substitute one cognate course appropriate to his or her plan of study. Such cognate courses may be drawn from among the advanced undergraduate courses offered by the department or from the list of French graduate courses open to seniors. For general requirements, please see under “Graduate Courses Open to Undergraduates,” below.

Program 4: Romance language major: Nine courses distributed between two languages—a combination of either French-Spanish, French-Italian, or Spanish-Italian. The major consists of (1) and (2) one conversation course in each of the two languages (V45.0101 or V45.0102 and V95.0101); (3) and (4) one composition course in each of the two languages (V45.0105 or V45.0106 and V95.0106); (5) and (6) one masterpieces of literature course or one civilization course in each of the two languages (V45.0115, V45.0165, or V45.0164 and V95.0811, V95.0815, V95.0762, or V95.0261); and (7), (8), and (9) three upper-level language or literature courses in a combination of the two languages.

Note: The same general requirements will be followed for French-Italian and Spanish-Italian. See Department of Italian listings for specific course requirements and prerequisites in Italian. There are six required courses in a combination of conversation, composition, and a masterpieces of literature or civilization in each language. The last three upper-level literature or language courses may be chosen freely. According to these requirements, the distribution of courses should be four in one language and five in the other.

Program 5: Major in French and linguistics: Eight courses beyond V45.0030 and V61.0001, respectively. This plan of study normally consists of the following courses: one course in Spoken Contemporary French (V45.0101 or V45.0102); one course in advanced written French (V45.0105, V45.0106, V45.0107, or V45.0110); and two courses in French literature (in French) to be determined in consultation with the director of undergraduate studies. The linguistics part of this major may be satisfied by taking one course (beyond V61.0001) in each of the following four areas: phonetics/phonology, syntax, historical linguistics, and socio-linguistics.

MINOR

All students who wish to minor in the Department of French must register with the department and consult a departmental adviser prior to any registration.

Programs of study: Students may choose one of four programs of study. They may minor in French studies, French literature in translation, literature in translation, or Francophone studies.

(1) French studies: Four courses conducted in French. This minor normally consists of four courses above the intermediate level to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

(2) French literature in translation: Four courses in French literature in translation offered by the department, to be determined in consultation with the director of undergraduate studies. Not open to French majors. No grade lower than C counts toward this minor.

(3) Literature in translation: See under Literature in Translation.

(4) Francophone studies: Four courses in Francophone studies, to be determined in consultation with the director of undergraduate studies. No grade lower than C counts toward this minor.

HONORS PROGRAM IN FRENCH STUDIES

Eligibility: A student must spend a minimum of three full semesters in residence at the College of Arts and Science. Attendance at New York University in Paris counts toward such residence. The student must maintain a general grade point average of at least 3.65 and a major average of 3.65 or higher.
Courses

Courses conducted in French

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

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

INTENSIVE SEQUENCE

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

Intensive Intermediate French  
V45.0020  Prerequisite: V45.0010 or V45.0001-0002. Open to students who have completed the equivalent of a year's elementary level and to others on assignment by placement test. Completes the equivalent of a year's intermediate level in one semester. Given 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. Given 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. Given every semester. 4 points.

Intermediate French I  
V45.0011  Prerequisite: V45.0001-0002 or V45.0010. Open to students who have completed the equivalent of a year's elementary level and to others on assignment by placement test. Not equivalent to V45.0020. Only by combining V45.0011 with V45.0012 can a student complete the equivalent of V45.0020 and then continue on to the postintermediate level. Given 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 postintermediate level, a student must complete both V45.0011 and V45.0012. This sequence is equivalent to V45.0020. Given 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. Given every semester. 4 points. Develops 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 Conversation  
V45.0102  Prerequisite: V45.0101 or permission of the department. For students with relative fluency in French who wish to further strengthen their pronunciation and command of spoken French. Given 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.

Written Contemporary French  
V45.0105  Prerequisite: V45.0030, assignment by placement test, or approval of the department. Given 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 (e.g., diaries, transcriptions, narrations, letters). Focuses on the distinction between spoken and written styles and the problem of constrastive grammar. Emphasis on accuracy and fluency of usage in the written language.

Translation  
V45.0107  Prerequisite: V45.0105 or V45.0106. Given every fall. 4 points. Practice of translation through French and English texts taken from a variety of sources to present a range of constrastive grammatical and stylistic problems. Also stresses acquisition of vocabulary.

Advanced Language Courses

Advanced Conversation  
V45.0102  Prerequisite: V45.0101 or permission of the department. For students with relative fluency in French who wish to further strengthen their pronunciation and command of spoken French. Given 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.

Acting French  
V45.0109  Prerequisite: V45.0030 or permission of the department. Given every 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. These include phonetic practice, poetry recitation, skits, improvisation, and memorization of dramatic texts.
Reading, discussion, and performance of scenes from plays by renowned dramatists. Extensive use of audio and video material.

Business French
V45.0110  Prerequisite: V45.0030, or permission of the department. Given every 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 (e.g., advertising, transportation, banking). Stresses group work in simulated business situations and exposure to authentic spoken materials.

LITERATURE AND CIVILIZATION COURSES CONDUCTED IN FRENCH

The following courses are open to students who have successfully completed V45.0105, who are assigned by placement test, or who have the permission of the Director of Undergraduate Studies.

Masterpieces of French Literature
V45.0115  Given 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.

French Society and Culture from the Middle Ages to the Present
V45.0163  Given every fall. 4 points.
Retrospective and prospective view of French civilization from early periods to World War II through the interrelation and interaction of fine arts, music, philosophy, literature, and history. Study of major trends, personalities, and events; search for a meaning and a definition of what constitutes the cultural heritage of France. Primary sources and documents such as chroniques, mémoires, journaux, revues, and correspondance.

Contemporary France
V45.0164  When conducted in English, this course is numbered V45.0864. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. Given every spring. 4 points.
The concept of “French civilization” in both its mythical and real aspects. Gives the student considerable knowledge about the economic and social features of contemporary France. Uses the comparative approach between French and American culture.

LITERATURE AND CIVILIZATION COURSES CONDUCTED IN FRENCH WITH SPECIAL PREREQUISITES

The following courses, conducted in French, are open to students who have successfully completed V45.0115 or V45.0163, who are assigned by placement test, or who have the permission of the department.

Versailles: Life as Art in the Age of Grandeur
V45.0150  When conducted in English, this course is numbered V45.0850. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. Given every other year. 4 points.
Fabulous Versailles, the synthesis of baroque and classical aesthetics and the cult of kingship, introduces study of major aspects of 17th- and 18th-century culture and French influence on European civilization. Views the intellectual, artistic, and social complexities of the period through the works of contemporary philosophers, dramatists, artists, memorialists, and historians from Descartes to Voltaire. Films, field trips, and multimedia presentations of music and art.

Classicism
V45.0462  Given 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  Given 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  Given 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. 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  Given 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 19th-century novel, narrative structure, point of view, invention, and observation.

Literature and the Arts in the Age of Surrealism
V45.0722  Given 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 painting and cinema. Explores the relation between
theory and practice in literature and the arts.

Contemporary French Novel
V45.0731 When conducted in English, this course is numbered V45.0831. Given 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 Sartrre and Camus, encompassing the existentialist viewpoint. Covers Beckett’s sparse, complex narratives and Robbe-Grillet’s “new” novels. Novels are studied with respect to structure, technique, themes, language, and significant passages.

French Poetry from Baudelaire to the Present
V45.0741 When conducted in English, this course is numbered V45.0841. Given 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 environment.

New Novel and New Theatre
V45.0765 Given 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, Sarraute, Duras, Simon, and Pinget. On stage, the theatre of the absurd, antirealistic, with startling techniques, down-grading of language, and a stress on action; the theme of lack of communication in the world. The theories of Artaud and the plays of Ionesco, Beckett, Genet, Adamov, Vian, and others.

Existentialism and the Absurd
V45.0767 When conducted in English, this course is numbered V45.0867. Given 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 1950’s in the “theatre of the absurd,” in fiction, and in critical work of other contemporary French writers. Covers Ionesco, Beckett, Genet, Robbe-Grillet, and Barthes; precursors of the absurd such as Kafka and Céline; and practitioners of the absurd outside of France (e.g., Pinter, Albee, Barthelme).

Proust
V45.0771 When conducted in English, this course is numbered V45.0871. When this course is offered in English, it is also open to French majors who read the work in the original and do their written work in French. Given 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, this course is numbered V45.0874. Given 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, Endgame, Cascando, Nat I, How It Is, Krapp’s Last Tape, and First Love.

Theatre in the French Tradition
V45.0929 When conducted in English, this course is numbered V45.0829. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. Given 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; development of stagecraft; romanticism and realism; and the theatre as a public genre, its relationship to taste and fashion, and its sociopolitical function.

The Image of Man
Experience in the French Novel
V45.0932 When conducted in English, this course is numbered V45.0832. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. Given 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 V97.0935. When conducted in English, this course is numbered V45.0835. When offered in English, it is also open to French majors who read the works in the original and do their written work in French. Given 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.
The course studies both the changing sociohistorical context of these writers and the common problems and themes that constitute a female tradition. Writers include Marie de France, Christine de Pisan, Marguerite de Navarre, Mme. de Sévigné, Germaine de Staël, George Sand, Colette, Simone de Beauvoir, and Marguerite Duras.

Modern Criticism and Theory of Literature
V45.0863 Prerequisite: two advanced literature courses or the permission of the department. Given 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 reevaluation, along with the works of such pertinent critics as Mauron, Jakobson, Sartre, and Barthes. Emphasis is on a clear understanding of the critical methods and their theoretical implications.

Topics in French Culture
V45.0965 When conducted in English, this course is numbered V45.0865. Given 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; Paris and the birth of modernism.

Topics in French Literature
V45.0968 When conducted in English, this course is numbered V45.0868. Given 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. Given every semester. 2 or 4 points per term.
Offers upper-level students the opportunity to apply their studies to the “outside world.” Working closely with a sponsor and a faculty adviser, students pursue internships in such diverse areas as international trade, banking, publishing, and law. Interested students should apply to the department early in the semester before they wish to begin their internship.

Senior Seminar
V45.0991, 0992 Prerequisite: 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 Prerequisites: V45.0991 (honors section 001) and permission of the department. Given every spring. 4 points.

Independent Study
V45.0997, 0998 Prerequisite: permission of the department. Given every semester. 2 or 4 points per term.

COURSES CONDUCTED IN ENGLISH
The following courses, numbered in the V45.0800s, are conducted in English and may be counted toward the minor in French literature in translation and the minor in literature in translation, both of which are described under Literature in Translation. No knowledge of French is required.

Metaphors of Modern Theatre
V45.0822 Identical to V30.0267. Given 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, this course is numbered V45.0929. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. Given 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, this course is numbered V45.0731. Does not count toward the major in French if taken in English. Given every 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, this course is numbered V45.0932. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. Given 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 V97.0935. When conducted in French, this course is numbered V45.0935. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. Given 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, this course is numbered V45.0741. Does not count toward the major in French if taken in English. Given 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, this course is numbered V45.0150. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. Given 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, this course is numbered V45.0164. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. Given every fall. 4 points. For description, see Contemporary France, V45.0164, above.

Topics in French Culture
V45.0865 When conducted in French, this course is numbered V45.0965. The department offers occasional courses on subjects of special interest to either a regular or visiting faculty member. Given every semester. 4 points. For description, see Topics in French Culture, V45.0865, above.

La Belle Époque: Modes of Artistic Expression and Life
V45.0866 When conducted in French, this course is numbered V45.0166. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. Given 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. 4 points.

Existentialism and the Absurd
V45.0867 When conducted in French, this course is numbered V45.0767. Does not count toward the major in French if taken in English. Given every year. 4 points. For description, see Existentialism and the Absurd, V45.0767, above.

Topics in French Literature
V45.0868 When conducted in French, this course is numbered V45.0968. Given 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, this course is numbered V45.0771. Does not count toward the major in French if taken in English. Exceptionally, with the permission of the director of undergraduate studies, this course is open to French majors who read the works in the original and do their written work in French. No knowledge of French is required for students who are not majoring in French. Given every other year. 4 points. For description, see Proust, V45.0771, above.

Beckett
V45.0874 When conducted in French, this course is numbered V45.0774. Does not count toward the major in French if taken in English. Given every year. 4 points. For description, see Beckett, V45.0774, above.

INTERDISCIPLINARY COURSES
The Department of French sponsors the following interdisciplinary courses and, in some cases, cosponsors them with other departments. No knowledge of French is required. Courses may be counted toward the minor in French literature in translation or the minor in literature in translation but not toward the major in French.

The Age of Romanticism
V45.0901 Identical to V29.0501. Given 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. Given every semester. 4 points. Exposes the student to various modes, such as expressionism, social realism, and the projection of the hero. One film is viewed per week and analyzed with reading assignments that include novels, plays, and poems. The objective is to exploit the potentiality of different media and to make vivid and intellectual the climate of Europe on which these media so often focus.

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.
The freshman honors seminars program offers select freshmen the opportunity to be in a small, intellectually stimulating class taught by a distinguished faculty member or eminent visitor.

These seminars aim to introduce students, at the beginning of their college careers, to demanding and challenging standards of analysis and argumentation, oral as well as written. They do so by means of intensive discussion, papers on focused topics, and reading that emphasizes critical interpretation rather than absorption of information. Except where noted, the seminars do not assume any specific course or background on the student’s part. Enrollment is usually limited to 16 students.

As a rule, the seminars are given only in the fall semester. The array of seminars changes from year to year. A brochure describing all the fall offerings and their instructors appears in late spring. Below is a sampling of Freshman Honors Seminars that have been taught more than once in recent years.

Courses

New York City Baseball in the 20th Century
V50.0206 Prince. 4 points.
Baseball is neither a metaphor for life nor a perfect explanation for the uniqueness of American culture or American character. But sport—and, for some cogent reasons, baseball in particular—does provide a way into an examination of major contemporary historical questions in the areas of race, gender, and class. The Brooklyn Dodgers’ pioneering role in American racial integration in the years after World War II, for example, and the Yankees’ early 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 Peiskorn. 4 points.
This is a hands-on course in which students learn how to program computers to simulate physical and biological processes. The course meets alternately in a classroom and in a computer laboratory setting. The techniques needed to perform such simulations are taught in class and then applied in the laboratory by the students themselves, who work individually or in teams on computing projects and report on these projects to the group as a whole. Students learn how to make the computer generate graphics, movies, and sounds as needed for presentation of the results of the different simulations. Examples 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.
This course explores the possibility that a common ground exists between the so-called two cultures of science and the humanities. It posits the hypothesis of a correlation between postclassical science (e.g., quantum theory) and postmodern literature and philosophy. Among the key notions examined are Heisenberg’s “uncertainty principle” and the “undecidability” of deconstructive theory. The discussion of these notions, and their implications in literary works, revolves around their effect on classical logic, the referential function of language, and the traditional goal of a complete explanation/description of reality.
Readings include selections from the works of Borges, Kundera, Pirsig, and Pynchon and from nontechnical texts on quantum and chaos theories.

The Supreme Court and the Religion Clauses: Religion and State in America
V50.0218 Section. 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? The course divides these questions into three subject areas: religious liberty; separation of church and state; and the role of religion in public and political life. It focuses on how the Supreme Court has dealt with these areas and, more important, invites students to construct a new vision of the proper relationship among religion, state, and society in a 20th-century liberal constitutional democracy.

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

First Amendment Freedom of Expression
V50.0235 Solomon. 4 points.
Conflicts over freedom of speech erupt into public debate almost every week. Congress passes a law to purge indecency from 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 libel (the crime of criticizing government or its officials) that was not won in this country until the landmark decision in New York Times v. Sullivan in 1964. Students examine freedom of speech through the prism of a rich variety of contemporary conflicts, including political dissent that advocates overthrow of the government; prior restraints against publication; obscenity and pornography; flag burning; the new law that bans indecency from online services; hate speech; and inflictions of emotional distress. Students read and analyze important decisions of the U.S. Supreme Court.

Realism and How to Get Rid of It
V50.0244 Bishop. 4 points.
Realism relates both to a permanent concern of literature and art and to a “school” that became the dominant mode of 19th-century artistic expression. In the large sense, realism is accuracy in the portrayal of life or reality; referring to the 19th-century literary movement, realism reflects the ordinary life of the average person. The realistic novel and theatre focused on the conflicts and characters familiar to readers and spectators by means of artistic conventions relating to the credibility of plot and characters, the role of narration, and the function of the reader/spectator. The 20th century turned its back on realism through a series of powerful modernist and avant-garde movements that reacted against linear narrative and a literal depiction of reality. Following an examination of 19th-century realism in the novel and theatre (Balzac, James, and Ibsen), the seminar stresses 20th-century reactions (Borges, Beckett, Robbe-Grillet, Sufkenick, Pirandello, Brecht, Ionesco, Genet, and Pinter). These reactions include the stream-of-consciousness novel, surrealism, abstract expressionism, Brechtian epic theatre, theatre of the absurd, first-person singular narrative, and postmodern fiction. Attention is concentrated on form and language, on conventions, and on the relationship of the work to the reader or spectator. Film viewings concentrate on nonnarrative cinema (Resnais, Antonioni). The work of realist and nonrealist painters is also discussed.

Modern Concepts of Matter and the Cosmos
V50.0256 Zwanziger. 4 points.
Since the 1970s, our understanding of matter has been dominated by a paradigm known as the Standard Model of elementary particle physics. According to this model, the basic forces of nature are the strong and electro-weak forces that are transmitted by “gauge” fields, and the gravitational force that is described by general relativity. Elementary particles are either the quanta of the gauge field themselves, including gluons and photons, or quarks and leptons that interact and are bound by the exchange of these quanta. This seminar reviews the Standard Model and the evidence for it. The geometric character of gauge and gravitational fields is described. Modern theories of the cosmos are presented, in the light of recent observations. Since the nature of modern physical theories is quite mathematical and geometrical, students taking this course should be intrigued by mathematical concepts.

The Serotonin System: The Master Regulator of the Brain
V50.0258 Azmitia. 4 points.
The human brain, one of the most fascinating and challenging frontiers in modern science, contains hundreds of individual chemical systems that form interacting networks adapted for the survival of the organism and the species. This
course focuses on the cells that release a small amino-acid derivative called serotonin. Serotonin has been implicated in a vast array of functions, ranging from aggression, sexual behavior, sleeping, and learning to regulation of hormone release, eating, and neurotrophic factor secretion. Many mind-altering drugs (LSD, psilocybin, MDMA, cocaine, alcohol, etc.) act on serotonin neurons. In humans, serotonin dysfunction is associated with such mental disorders as bulimia, depression, autism, Down’s syndrome, and Alzheimer’s disease. The course assumes no prior knowledge of neuroscience. Its interdisciplinary approach crosses traditional fields like biology, chemistry, psychology, anthropology, pharmacology, anatomy, neurology, and psychiatry. Readings and discussions are complemented by laboratory visits, demonstrations, and films.

The Etruscans

V50.0261 Bonfaite. 4 points.

This course deals with the arts, history, and language of the wealthy Etruscan cities that flourished in central Italy from 1000 to 100 BC. Because their language is unrelated to any other in the world and their own literature has disappeared, we must study them through their art—of which a considerable amount has survived. The class reads what the Greeks and Romans, their rivals and neighbors, said about them; compares this to the reality of their religion, society, and customs; and learns about their remarkable technical achievements in divination, jewelry making, metalwork, road building, and other crafts. New excavations and discoveries are constantly bringing forth fresh proof of their importance in the ancient Mediterranean world, in which they traded with the Near East, Carthage, Greece, and Rome, and their influence in Rome and in Europe, to which they brought the cultures of cities. Work with the collection of Etruscan antiquities in the Department of Classics allows students to see original Etruscan art and inscriptions and to have hands-on experience with Etruscan archaeological material.

The Biology of Infectious Diseases

V50.0276 Blaser and Ernst. 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. The aim of this course is to assess 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 two thousand years. Students examine social-scientific 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, which is currently the most publicized critique of contemporary American civic life.

Europe in Africa and Africa in Europe: Interaction and Rupture in History

V50.0303 Lewis. 4 points.

This seminar 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 what others have made us applies at the most profound levels equally to conqueror and conquered, exploiter and exploited, superordinates and subordinates alike is to be tested in this seminar through an exploration of five turning-point interactions: (1) Islam’s first European century (viz., the 8th-century Muslim conquest of Iberia); (2) capitalism and slavery, 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, et al.; 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.

A Real Play of Identities

V50.0308 Smith. 4 points.

In this course, students perform roles from dramatic literature, film, television, and real life. The idea is to portray characters whom they identify as “unlike” themselves. This is not an acting class or a performance course per se, and no previous performance experience is required. Performance is used here as a way of knowing rather than as a mode of entertainment. The relationship of language and gesture to identity is explored. The final “exam” for the class is a performance to which others are invited. Students are responsible for meeting a diverse group of people in and around the NYU community as a part of developing an audience for the final performance.
Before Cleopatra: Royal Women of Ancient Egypt
V50.0323 Roth. 4 points.
Long before Cleopatra, the royal women of ancient Egypt often had a great deal of influence on world events. Some even became pharaohs in their own right and were depicted with a beard and a male body or wearing the ceremonial dress of a king over the modest traditional dress of a woman. Others exercised religious authority in priestly offices or as the ceremonial wife of a god. This course examines the lives and roles of these women, as reflected in the art, archaeology, and texts of their own times, and often in their own words. Questions examined include the assumptions about gender and sex underlying Egyptian culture, the practical and symbolic roles of queens, the character of women’s monuments, the destruction of some monuments of powerful women by later generations, and changes in the roles of elite women over almost three millennia of Egyptian history. Through their culturally anomalous position, we come to understand some important principles of gender and power in Egypt and perhaps elsewhere as well. In addition, we examine the views of these women taken by Western scholars and popular media and how such understandings of their roles reflect the evolution of our own cultural attitudes.
The Program in Gender and Sexuality Studies, which is administered by the Department of Social and Cultural Analysis (SCA), offers a broad interdisciplinary investigation of gender and sexuality as keys to understanding human experience. At its core, the program encourages students to question the meanings of “male” and “female,” “masculine” and “feminine,” “straight” and “queer,” “deviant” and “normal,” in both Western and non-Western societies. Courses seek to unravel the ways gender and sexuality come into being and shape social roles and identities, as well as the ways in which other social and cultural divisions such as race, class, and ethnicity function in the experience of gender and sexuality. The Program in Gender and Sexuality Studies challenges the privileging of some categories (e.g., male or heterosexual) over others, and analyzes the social and political implications of such hierarchies. The curriculum makes gender and sexuality central rather than peripheral terms of analysis and seeks to complicate what is presented as “natural” or “normal” in traditional academic curricula.
development and use of specific language skills; undertaking study or research abroad in contexts entailing the exercise of key language or linguistic capabilities.

MINOR

A gender and sexuality studies minor requires 16 points (four courses) drawn from at least two different departments or areas. Minors must complete Approaches to Gender and Sexuality Studies (V18.0401).

HONORS

Departmental Honors in Gender and Sexuality Studies—as in all the majors administered within SCA—requires a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof), is normally taken in the sophomore or junior year. 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. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other Departmental courses, or in interdisciplinary Departmental honors junior seminars, when offered.

Courses

Approaches to Gender and Sexuality Studies
V18.0401  Formerly V97.0010.
Identical to V57.0013 and V93.0022. Offered every fall.
4 points.
Designed to interest and challenge both the student new to the study of gender and sexuality and the student who has taken departmental courses focusing on women, gender, and/or sexuality. Through a focus on particular issues and topics, this course explores the construction of sex, gender, and sexuality; gender asymmetry in society; sexual normativity and violations of norms; and the interactions of sex, gender, sexuality, race, class, and nation. This interdisciplinary course engages materials and methodologies from a range of media and disciplines, such as literature, the visual arts, history, sociology, psychology, and anthropology. Examines both feminist and nonfeminist arguments from a variety of critical perspectives.

Queer Cultures
V18.0450  Formerly V97.0419.
Prerequisite: V18.0401 or permission of instructor. 4 points.
Develops concepts of queerness and queer cultures through historical and theoretical research. Topics might include the historical shift from an emphasis on homosexual acts to homosexual persons; the history of the study of gays and lesbians by the medical, psychology, and sexology professions; intersections of race, ethnicity, class, gender, sex, and sexual orientation in literary and visual texts; homophobia; hate crimes; outing; activism; and performativity.

Gender, Nation, and the Colonial Condition
V18.0480  Formerly V97.0744.
Prerequisite: V18.0401 or permission of instructor. Offered every year.
4 points.
This advanced-level course is an interdisciplinary and comparative inquiry into the historical and contemporary connections between gender dynamics, the culture of nationalism, and the politics of colonialism on an international scale. The course studies different perspectives on the national question—as a liberation movement, as a political ideology, and as a mechanism for inclusion/exclusion.

Queer Literature
V18.0482  Formerly V97.0749.
Identical to V41.0749. Prerequisites: one course in literature, V18.0401, or permission of instructor. Offered every fall.
4 points.
This course develops notions of queerness—deviation from a sexual 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 V97.0817.
Identical to V57.0817. Prerequisites: V18.0401 and one introductory-level course in the social sciences, or permission of instructor. Offered every year.
4 points.
This advanced-level course, a cross-cultural and comparative
Sex, Gender, and Globalization 
V18.0484 Formerly V97.0833. Prerequisites: V18.0401 and one introductory social sciences course, or permission of instructor. Offered every year. 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 introductory-level course in the social sciences, or permission of instructor. Offered every year. 4 points.

This course investigates transgender identities, movements, and communities as they have arisen in particular historical, political, social, and cultural conditions. At the heart of this course is a series of questions about transgender's origins, enabling functions, exclusions, problems, and possibilities.

Gender and Development: The Political Economy of Sex and Gender 
V18.0486 Formerly V97.0849. Identical to V14.0849. Prerequisites: V18.0401 and one introductory-level course in the social sciences, or permission of instructor. Offered every year. 4 points.

This advanced-level course tackles development theory and the effects of development policies on people's lives, including such questions as whether developmental policies are gender-neutral and whether the study of "development" should be the exclusive domain of the Third World. Focusing on rethinking development, we examine the intellectual roots of development theory to understand how this socioeconomic process has been conceptualized and implemented.

Sexual Rights, Sexual Wrongs: Sex Work, Pornography, and Other Controversies 
V18.0487 Formerly V97.0853. Prerequisites: V18.0401. Offered every year. 4 points.

This course 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."

Internship in Gender and Sexuality Studies 
V18.0490 (fall), 0491 (spring). Formerly V97.0980 (fall), 0981 (spring). Open to gender and sexuality studies majors and minors only. Prerequisites: permission of the director of undergraduate studies and the professor who will supervise the internship. 2 or 4 points per term.

Students are placed within an internship or business specializing in gender and sexuality issues and develop a reading list in context of which they evaluate their experience in a final paper. Students wishing to pursue honors in gender and sexuality studies must take a 4-point internship. See "Honors," above.

Topics in Gender and Sexuality Studies 
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), 0497 (spring). Formerly V97.0997 (fall), 0998 (spring). Prerequisite: permission of the director of undergraduate studies. 2 or 4 points per term.

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 V54.0016. 4 points. See description under Anthropology (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 

Gender Roles and Behavior 
V18.0706 Formerly V97.0072. Identical to V89.0072. 4 points. See description under Psychology (89).

Psychology of Marriage 
V18.0707 Formerly V97.0079. Identical to V89.0079. 4 points. See description under Psychology (89).

Race, Gender, and Citizenship 
V18.0708 Formerly V97.0092. Identical to V57.0092. 4 points. See description under History (57).

Topics in American History: Masculinities 
V18.0709 Formerly V97.0094. Identical to V57.0094. 4 points. See description under History (57).
Gender, Race, and Sexuality: Peoples of Latin America

Women and Men: Anthropological Perspectives

Sex, Gender, and Language
V18.0712 Formerly V97.0121. Identical to V61.0021. 4 points. See description under Linguistics (61).

Literature of the Americas: Women's Self-Figuration
V18.0713 Formerly V97.0122. Identical to V29.0122. 4 points. See description under Comparative Literature (29).

Gay and Lesbian Performance

Topics in 20th-Century Literature: Global Women's Writing
V18.0715 Formerly V97.0190. Identical to V29.0190. 4 points. See description under Comparative Literature (29).

Women in European History Since 1750
V18.0716 Formerly V97.0196. Identical to V57.0196. Norden. 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 V31.0233. 4 points. See description under Economics (31).

Women in the Economy

Seminar: Women in Medieval and Renaissance Europe
V18.0720 Formerly V97.0270. Identical to V57.0270. Johnson. 4 points. See description under History (57).

Gender in the Urban Environment
V18.0621 Formerly V97.0290 and V99.0270. 4 points. See description under Metropolitan Studies (18).

Sex and the City in Ancient Greece
V18.0721 Formerly V97.0293. Identical to V27.0293. 4 points. See description under Classics (27).

Asian American Women
V18.0507 Formerly V97.0302 and V15.0302. 4 points. See description under Asian/Pacific/American Studies (18).

Law and Society

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).

Asian American Gender and Sexuality
V18.0669 Formerly V97.0604 and V15.0604. 4 points. See description under Asian/Pacific/American Studies (18).

Feminism and Theatre

Women in American Society
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 V95.0640. Taught in Spanish. 4 points. See description under Spanish and Portuguese Languages and Literature (95).

Race, Gender, and Sexuality in American History
V18.0729 Formerly V97.0655. Identical to V57.0655 and V11.0655. 4 points. See description under History (57).

Women and Slavery in the Americas

Women and War: Contemporary Arabic Literature and Film
V18.0731 Formerly V97.0714. Identical to V77.0714 and V29.0714. Dallas. 4 points. See description under Middle Eastern and Islamic Studies (77).

Gender and Judaism
V18.0732 Formerly V97.0718. Identical to V78.0718 and V90.0815. 4 points. See description under Hebrew and Judaic Studies (78).

Women and the Media
V18.0733 Formerly V97.0720. Identical to V54.0720. 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
V18.0735 Formerly V97.0783.
Identical to V78.0783. Taught in Hebrew. Feldman. 4 points.
See description under Hebrew and Judaic Studies (78).

Women in Islamic Law
V18.0736 Formerly V97.0784.
Identical to V77.0783. Haykel. 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 and the Novel
V18.0738 Formerly V97.0830.
Identical to V29.0830. 4 points.
See description under Comparative Literature (29).

Theory of the Avant-Garde:
Writing for Their Lives—
Women and Modernism
V18.0739 Formerly V97.0841.
Identical to V29.0841. 4 points.
See description under Comparative Literature (29).

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).

Seminar: Gender and Deviance
V18.0741 Formerly V97.0938.
Identical to V93.0938. Prerequisite: four courses in sociology or written permission of instructor. 4 points.
See description under Sociology (93).

Topics in French Literature:
The Image of Women in French Literature
V18.0742 Formerly V97.0968.
Identical to V45.0968. 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. Students may choose among three majors: German language and literature; German studies; and German and linguistics. Minor programs are available in German language and in German literature in translation.

Along with its German language programs, the department offers interdisciplinary courses taught in English that address issues of German culture, history, philosophy, science, 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.

### Faculty

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

**Professors:**
- Hüppauf, Ronell

**Associate Professors:**
- Baer, Goebel, Ulfers

**Assistant Professor:**
- Fleming

**Assistant Professor/Faculty Fellow:**
- Blankenship, Clark

**Language Lecturer:**
- Dortmann

**Adjunct Associate Professor:**
- Cohen

### Program

The prerequisite for all majors in the department is the completion of German language training through the intermediate level (V51.0004 or V51.0020). Students who have received equivalent language training elsewhere may satisfy the prerequisite through the departmental placement examination. Students who wish to major or minor in German must register with the department and have their programs approved by the director of undergraduate studies or the director of language programs. Majors and minors will be assigned a departmental adviser, with whom they should consult before registering each semester.

**MAJOR PROGRAMS**

Students may choose between two major concentrations: German language and literature and German studies. Both concentrations require eight 4-point courses at the 100 level and above (total of 32 points). *German language and literature concentration:* For this concentration, all of the eight required courses must be taken from the departmental offerings taught in German. It is recommended that all students in this concentration...
complete a composition course (V51.0111 or V51.0114) and Introduction to German Literature (V51.0152) before enrolling in higher-level seminars.

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 (V51.0900) in the spring of their senior year (see the Honors Program description). With the permission of the director of undergraduate studies, up to 4 points of independent study, work-study in Germany, or internship work may also be counted toward the major.

German studies concentration: Students in this concentration must also fulfill the requirements indicated for the concentration in German language and literature. However, students may choose to incorporate up to three courses taught in English in the German department or alternately up to three courses in history, politics, economics, international studies, or another department that have a relation to German history or culture. These three courses should represent a coherent concentration and must be approved by the student’s departmental adviser.

Note: Students in both concentrations are strongly encouraged to fulfill some of the program requirements through a semester of study abroad.

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 study 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; sophisticated understanding of the German intellectual and critical traditions; or training in foreign language methodology. The four-year undergraduate component of the program includes one semester of study abroad and leads to the B.A. degree. Students in this portion of the program develop their language skills and cultural awareness and examine significant works and authors of German literature. The one-year graduate component of the program consists of three possible tracks: literary studies; German studies; German language pedagogy.

Eligibility: Students must have completed 48 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; and
- 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 (Summer Program): The department offers a six-week summer program in Berlin. The program consists of language courses and culture courses (in English), which may be applied to the major or minor.

NYU in Berlin (Spring Semester Program): NYU Spring in Berlin is a semester-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 program is designed for students in German studies, as well as history and the social sciences. All content courses, taught in English, will either count for credit in the department in which they are listed or toward credit in the German studies major concentration, which allows for a maximum of three courses taught in English in fields related to German society, history, politics, literature and culture.

Goethe Institute: The department provides a program of sum-
Courses

Placement: All students with previous study of German should take a placement examination before registering for their first courses in those languages; see under "Placement Examinations" in the Academic Policies section of this bulletin. The departmental placement process consists of a consultation with the director of language programs to choose the level of language instruction most appropriate to the individual student's needs and abilities.

Language Requirement: The department offers courses allowing students to complete the College of Arts and Science language requirement in German. Students may choose either the extensive sequence of four 4-point courses or the intensive sequence of two 6-point courses. Students planning to major in German are advised to follow the intensive sequence.

BASIC LANGUAGE COURSES IN GERMAN
All German language courses use communicative methodology. Elementary level courses introduce students to essential linguistic and social conventions of contemporary spoken German, with an emphasis on establishing conversational skills. Intermediate level courses introduce more complex features of the language and focus on building reading and writing skills while continuing to develop conversational ability.

EXTENSIVE SEQUENCE

Elementary German I
V51.0001 Open only to students with no previous training in German; others require permission of the department. Offered every semester. 4 points.

Elementary German II
V51.0002 Continuation of V51.0001. Prerequisite: V51.0001 or assignment by placement examination or permission of the department. Offered every semester. 4 points.

Intermediate German I
V51.0003 Prerequisite: V51.0002 or V51.0010 or assignment by placement examination or permission of the department. Offered every semester. 4 points.

Intermediate German II
V51.0004 Continuation of V51.0003. Prerequisite: V51.0003 or 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.

Intensive course that completes the equivalent of a year's elementary work (V51.0001 and V51.0002) in one semester. Emphasizes spoken and written communication skills. Introduces students to the basic conventions, idioms, and structures of contemporary spoken German.

Intensive Intermediate German
V51.0020 Prerequisite: V51.0010 or assignment by placement examination or permission of the department. Minimum grade of B in elementary German. Offered every semester. 6 points.

Intensive course that completes the equivalent of a year's interme-
date 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.

**Prerequisites:** 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.

Aims to improve students’ proficiency in writing and speaking German in three functional areas: description, narration, and argumentation. Grammar and vocabulary are reviewed and practiced as appropriate. Students examine and discuss texts of various genres and then draft and present work of their own in each genre. Discussion and writing components are closely coordinated. Activities include presentations, peer review, guided writing, and editing.

**Advanced Composition and Grammar**

V51.0114 Offered every year. 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.

**Germany: 1989 and Beyond**

V51.0132 Offered periodically. 4 points.

Investigates cultural and political issues that have arisen in postunification Germany. Aims to equip students with the knowledge, language tools, and comprehension strategies they need to understand and respond to German-language discussions of contemporary events. Focuses on issues of German identity/anxiety such as foreigners in Germany, “East” versus “West” Germans, and the role of Germany in Europe. Various genres are explored, including fiction, essays, newspaper articles, Internet publications, and satellite news broadcasts from Berlin.

**German Culture 1890-1989**

V51.0135 Offered periodically. 4 points.

Overview of modern and postmodern culture in the German-speaking countries from 1890 to 1989. From the fin de siècle through Weimar Germany, fascism/exile, and the postwar era to the fall of the Wall, the course traverses the heights and depths of German cultural topography.

**German Civilization to 1890**

V51.0143 Offered periodically. 4 points.

What does “German” mean? Using maps, texts, and pictorial documents, this course introduces students to various ways of thinking about “German” language, culture, history, and nation. The overview includes a brief sketch of the Germanic tribes and mythology and Germany in the Middle Ages, Renaissance, Reformation, and modern period to 1890. Contemporary critical issues are introduced, including the relationship between Germans and “non-Germans” as well as notions of boundaries and their transgression.

**Introduction to German Literature**

V51.0152 Offered every year. 4 points.

Introduction to representative authors and works of German literature, with emphasis on the modern period. Students learn basic conventions of literature and literary interpretation, as well as strategies for the effective reading of shorter and longer prose works, drama, and poetry. Guided writing assignments focus on developing the language skills necessary for effective written analysis and interpretation of literary texts in German.

**Techniques of Translation**

V51.0153 Offered periodically. 4 points.

This course 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 contrastive grammatical, syntactical, and stylistic problems, thus gaining a deeper understanding of the German language. The course 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.

**Prerequisites:** None.
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. The course is organized thematically, conceptually, or according to the trajectories associated with crucial thinkers. Special emphasis is placed on the impact those thinkers have had on literary and aesthetic phenomena.

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. The course includes considerations of literary phenomena, critical legal studies, feminist and deconstructive theories, the Frankfurt School, and psychoanalysis.

Topics in German Cinema
V51.0253 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 (Wildekind, Brecht, Benn, Kafka, Hesse, Mann); filmmakers (Wiene, Murnau, Lang, Dido, Papst); and painters (Kirchner, Marc, Macke, Nolde, Klee, Kokoschka, Kandinsky, Grosz, Feininger).

Modernism
V51.0265 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.

Representations of the Holocaust
V51.0275 Offered periodically. 4 points.
Examines the possibilities in literature, historiography, film, and other forms of testimony bearing witness to the Holocaust as the event that calls into question basic assumptions about European intellectual traditions. Topics include the limits of representation; the aestheticization of violence; the difference between event and experience; the question of survival; the problem of testimony; the individual, institutional, and historical dimensions of justice, memory, and forgetting. Materials include literary, theoretical, and documentary readings; and film and video viewings.

Madness and Genius
V51.0285 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.

Law and Literature
V51.0295 Identical to V45.0290 and V29.0290. Offered periodically. 4 points.
Explores the relationship of literature to law in significant literary works whose principal themes involve legal and transcendental confrontations. Readings include works by Mary Shelley, Freud, Kafka, Sacher-Masoch, and Derrida.

Topics in 19th-Century Literature
V51.0297 Identical to V29.0180. 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 literary and cultural development. Advanced German language skills are practiced, with particular emphasis on the ability to summarize and on the expression of supported opinion. Students read more texts of greater linguistic and conceptual complexity than those used at the 100 level, although readings consist primarily of short works and excerpts. Readings are drawn from literary and nonliterary sources.

Prerequisites: It is recommended that students complete V51.0152 or the equivalent before enrolling in courses at the 300 level.

Romanticism
V51.0349 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. Investigates significant prose texts of German-language authors from 1900 to the present. Genres discussed include the short story, the novella, and the novel.

**Post-1945 German Literature**

*V51.0369* 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; neoclassical 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; 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 those used at the previous level; the emphasis is on in-depth examination rather than on overview. Readings are longer and more linguistically demanding than those used at the previous level. Language work focuses on conjecture and the expression of abstract concepts, both in written and in spoken German.

**Goethe**

*V51.0455* 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, socialist protest, and Humanitätsdichtung as successive stages of the expansion of consciousness in an age in which Goethe was the central, but not the only significant, literary figure. Readings include Herder, Von der Urpoesie der Völker and selected poems; Lenz, Die Soldaten; Schiller, Die Räuber, Kabale und Liebe, Maria Stuart, and selected poems; Hölderlin, selected poems.

**Faust**

*V51.0457* 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 every spring semester. 4 points.

175 • German
Honors Seminar
V51.0999  Prerequisite: permission of the department. Offered every fall semester. 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. 2-6 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. 2-4 points.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Graduate courses offered by the department are open to seniors with the permission of the director of undergraduate studies. A student wishing to take a graduate course conducted in German must be able to demonstrate sufficiently advanced German language ability.
The Skirball Department of Hebrew and Judaic Studies 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, Gender and Sexuality Studies, 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.

Faculty

Professor Emeritus: 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 Leiberman 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
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 (V78.0002). 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 grade point averages (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) for the purpose of writing an honors thesis under the supervision of a department faculty member (4 points). 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, V78.0001-02.

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.

Hebrew of the Israeli Communications Media
V78.0075  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 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.

Israeli Women Writers: The Second Wave
V78.0783  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  In Hebrew. 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, Ahad Ha'am, Gnessin, Brenner, Agnon, Hazaz, Yehoshua, and Appelfeld.

Israel: Fact Through Fiction
V78.0780  In Hebrew. 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-Carmo, 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 Offered every third year. 4 points. Identical to V90.0019, V97.0019.
This course 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 Judaism
V78.0021 Identical to V71.0066. 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 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–Deuteronomy) and the Former Prophets (Joshua–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
V78.0085 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, and V90.0680. Rubenstein, Schiffman. Offered every year. 4 points.
History of Judaism during its formative periods. Hellenistic Judaism, Jewish sectarianism, and the ultimate emergence of the rabbinic system of religion and law.

Modern Jewish History
V78.0105 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, V90.0192. 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. Ivy. 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 upon 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 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.
This course presents a broad, chronologically organized survey of the history of the Jewish communities in the Middle East from the rise of the Ottoman Empire to the end of the 20th century. Topics 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 extensive literary masterpieces such as the Epic of Gilgamesh and shorter work such as the Flight of Etana to Heaven, offer a window into the religious mentality of the ancient Near East, which in turn laid the foundation for many elements of modern Western culture.

Modern Perspectives on the Bible
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
V78.0131 Identical to V90.0807, V77.0807. Schiffman. 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 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, and V90.0609. Schiffman. 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, and V90.0102. Peters. Offered every other year. 4 points.
For course description see under Middle Eastern and Islamic Studies (77).

American Jewish History
V78.0172 Identical to V57.0689. Diner. Offered every year. 4 points.
Study of the major events and personalities in American Jewish history from 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: “who is a Jew?” the Law of Return, and the peace process.

Jewish Migrations in the Modern Era
V78.0176 Identical to V57.0809. Offered every other year. 4 points.
This class 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 upon the various aspects of integration in the receiving societies.

Zionism and the State of Israel
V78.0180 Identical to V57.0516, V77.0696. Engel. 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.

Zionism and the Origins of Israel
V78.0183 Zweig. Offered every year. 4 points.
This course traces the growth of Jewish nationalism in eastern Europe from the 1850s, examining the causes of social and political
unrest among Jewish communities, the intellectual origins of early Zionist thought, the evolution of political Zionism, and the growth of a widespread Zionist organization.

**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 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.

**Modern Yiddish Literature and Culture**

V78.0664 Estraikh. Offered every 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.

**Soviet Jewish Life Through the Prism of Literature and Film**

V78.0663 Estraikh. Offered every third year. 4 points.

Examines Jewish life in the former Soviet Union, focusing on the cultural and ideological transformation of Russian Jews in the 20th century from pious Yiddish-speaking shtetl-dwellers to secular Russian-speaking urbanites. 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.

**The Holocaust: The Third Reich and the Jews**

V78.0685 Estraikh. 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**

V78.0689 Estraikh. Identical to V57.0018. To be given every year. 4 points.

Concentrates on the social, political, and cultural forces that shaped Jewish life in post-1945 Europe. Topics: reconstruction of Jewish communities, repression and anti-Semitic campaigns in the Soviet Union and Poland, the impact of Israeli 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 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** Identical to V97.0996. 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 vs. social and cultural constructivism (or, more commonly, “nature” vs. “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.

A comprehensive treatment of the major intellectual currents in modern Jewish thought. Emphasizes the effects of modernity on traditional Judaism. Topics include Enlightenment and the rationalistic identity; the role of ethics in religion; the emergence of Reform, neo-Orthodox, and Conservative Judaism; liberal rationalist theology and the possibility of revelation; religious and secular Zionism; the Holocaust; and the creation of the modern State of Israel.

**Early History of God**

**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. Explores philosophical questions concerning the nature of ethics and methodological issues related to the use of Jewish sources. Examines classical Jewish texts (Bible, Talmud, and medieval codes) pertaining to ethical issues and discusses the range of ethical positions that may be based on the sources.

**Religion, Magic, and the Jewish Tradition**

**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** Prerequisites: Some background in medieval Jewish philosophy or early modern philosophy is recommended, though not mandatory. Offered every other year. 4 points.

The course is 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 V90.0675, V65.0425, V83.0426. Ivry. 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** 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.

**Gender and Judaism**

**V78.0718** Identical to V77.0807, V90.0815, V97.0718. 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. Ivry. 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.  
The course 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.

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. 1-6 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

Professor:
Mitsis

Associate Professor:
Fleming

Clinical Associate Professor:
Theodoratou

Instructors:
Astrinaki, 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 B56.0106) or a placement examination.

Programs of Study: Qualified students may choose from three proposed areas of concentration:
(1) Track A: Language, Literature, and Culture provides students with a solid foundation in the modern Greek language and provides a comprehensive intro-
duction to medieval and modern Greek literature and culture.

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

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

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 students who place 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 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 (i.e., students in Track A should take a Track B survey; students in Track B, an A survey; students in Track C should choose from Track A or B).

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

Track A: V56.0120; V56.0190
Track B: V56.0525; V56.0159; V56.0112
Track C: V56.0120; V27.0206; V27.0413; V27.0207; V43.0101

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 grade point average 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 Honors and Awards. 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/fas/summer/athens.
tic and grammatical analysis, advanced composition, and graded reading. It also provides further practice in speaking and works to enrich the student’s vocabulary. Readings and discussions of selected works of prose, poetry, and theatre serve as an introduction to aspects of modern Greek civilization and as an occasion for comprehensive discussions of contemporary Greek society.

**Advanced Modern Greek I, II**

*V56.0107, 0108* **Prerequisite:** V56.0106 or by permission of the instructor. Advanced I given every fall; Advanced II given every spring. 4 points per term.

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

**Memory, History, and Language in Modern Greek Poetry**

*V56.0120* **Given every 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 laureate George Seferis and Odysseus Elytis; the Lenin Prize winner Yannis Ritsos; the surrealists Andreas Embiricos and Nikos Engonopoulos; the postwar generation of poets, including Miltos Sahnouris, 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. Given every year. 4 points.**

**Topics: Modern Greek Culture and Literature**

*V56.0140* **Given every year. 4 points.**

**Narrative, History, and Fiction in the Modern Greek Novel**

*V56.0190* **Identical to V29.0190. Given every 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**

*V56.0195* **Identical to V29.0193. Given 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* **Given 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. Given 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 societies of Greece: in Renaissance Venice; in certain European diaspora communities prior to nation-building in the 18th-century Enlightenment; in Alexandria and Smyrna, now İzmir, of the late 19th century and early 20th century, and Cyprus; and (2) among the Greeks of the United States.

**From Classicism to Afrocentrism: Greece in the United States, 1453-Present**

*V56.0444* **Identical to V29.0444. Given 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, Afrocentrism, etc. 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).

POLITICS
See course descriptions under Politics (53).

Modern Greek Politics
V56.0525  Identical to V53.0525. Given every summer. 4 points.

Politics of Southern Europe
V56.0527  Identical to V53.0527. 4 points.

HISTORY
See course descriptions under History (57).

Byzantine Civilization
V56.0112  Identical to V57.0112 and V65.0112. 4 points.

Modern 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 to question their own and others’ conclusions, for history is always an argument about what actually happened. Indeed, rethinking and revising accepted historical conclusions is one of the most important—and most interesting—tasks of the historian.

Notable among the department’s areas of scholarly strength are American urban, social, labor, and ethnic history; medieval, early modern, and modern European history; and American and European women’s history. The sub-Saharan African, Latin American, and Asian areas are also strong and tend to be multidisciplinary. Through independent study and the honors program, students find challenging opportunities for special concentration and individual research. The internship program enables students to engage in special kinds of supervised historical projects for credit. Many of the projects are at cultural institutions in New York and at the United Nations.

The University’s Elmer Holmes Bobst Library is rich in works of history, and students also may also use the collections of the New York Public Library, the historical societies and museums in New York City, and neighboring universities.
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 (V57.0900). 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 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 8 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 (V57.0900) 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 (V57.0990). 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 tutorial, 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 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); 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  Eustace, Hodes, 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, Mattingly. 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. Bedos-Rezak, 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, M. Young. Offered every year. 4 points.
Introduces students to key texts in and critical methodologies for the study of modern world history from the perspective of two of its dominant themes: imperialism and colonialism. Helps students theorize and historicize these seemingly well-known and self-explanatory concepts by introducing them as historically specific theories for understanding the very notion of “modern world history.” The broad theoretical consideration is accompanied by a consideration of specific texts from Asia and the United States, although not confined to such a bilateral view of the “world.”

World War II
V57.0045 E. Rose. Offered every year. 4 points.
Describes and analyzes the history of World War II chronologically from 1939 to 1945. Like the course on World War I, this is not simply a study of battles. All aspects of the war, from the great civilian and military leaders to the common soldiers, are discussed, as are social, cultural, and economic changes on the various home fronts. Illustrates personalities and events through slides, contemporary literature, photos and posters, and the music of the time.

History of Modern Asia or Modern Japan Since 1850
V57.0053 Identical to V33.0053. Karl, M. 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.

Introduction to Pan-Africanism
V57.0054 Identical to V11.0010. 4 points.
See description under Africana Studies (11).

What Is Islam?
V57.0085 Identical to V77.0691 and V90.0085. Peters. 4 points.
See description under Middle Eastern and Islamic Studies (77).

INTRODUCTORY SEMINARS FOR FRESHMEN AND SOPHOMORES
The following introductory seminars are open to freshmen and sophomores. They do not require permission from the director of undergraduate studies. The topics vary yearly depending on the instructor. See the director of undergraduate studies for more information.

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.
Europe in the early Middle Ages was created out of a mixture of ingredients—the legacy of the Roman Empire; the growth and development of Christianity; invading peoples who settled within the boundaries of the former Roman Empire; the clash of competing languages, religions, and legal systems. This tumultuous time forged a new entity, medieval Europe, whose development, growing pains, and creative successes this course examines. Uses the records and artifacts of the period itself as central elements for investigating the period.

The Crusades
V57.0113 Identical to V65.0113. Offered every year. 4 points.
The history of the Crusades (1095-1291), 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. Bashir-Rezaghi, Griffiths. Offered every other 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.

The Renaissance
V57.0121 Appuhn. 4 points.
The history of the Renaissance from its origins in the 14th century to its waning at the end of the 16th century. Focuses on developments in Italy, especially the development of republican city-states, the social basis for the explosion in artistic and intellectual production, and the emergence of new forms of political and scientific analysis.

Pre-Modern Science
V57.0135 Appuhn. 4 points.
The history of Western scientific thought from its origins in the ancient Near East until the death of Isaac Newton. Covers the development of science as a distinctive way of understanding the natural world, as well as the relationship between science and western society.

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.

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

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, Judd. 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, Kotsonis. 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 Otter. Offered every year. 4 points.
This lecture course provides a 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.

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

Topics in Irish History
V57.0181 Identical to V58.0181. 4 points.
See description under Irish Studies (58).

History of Modern Ireland, 1580-1800
V57.0182 Identical to V58.0182. 4 points.
See description under Irish Studies (58).

History of Modern Ireland, 1800-1922
V57.0183 Identical to V58.0183. 4 points.
See description under Irish Studies (58).

History of Modern Ireland, 1922-Present
V57.0184 Identical to V58.0184. 4 points.
See description under Irish Studies (58).

European Migration to America: The Irish and Jewish Experiences
V57.0186 Identical to V78.0686. 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).

European Diplomacy to 1900
V57.0193 Stehlin. Offered every other year. 4 points.
Deals with the major diplomatic events from 1789 to 1900. The diplomatic aspects of such topics as the French and Napoleonic Wars, European restoration, national unification, imperialism, and the Bismarck settlement are discussed as well as their relation to political, economic, and social events.

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 Great Trek, and the Indians after the Great Mutiny. Theory, practice, and results of modern imperialism.

Women in European Society Since 1750
V57.0196 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 every other year. 4 points.
This course 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 gendered the very possibility of action, expression, empowerment, and subjectivity.
The Experience of the Civil and Reconstruction
V57.0607  Hudes. 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  Prequisites: 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.

Introduction to Asian/Pacific/American Experience
V57.0626  Identical to V15.0010. Tchen. 4 points.
See description under Asian/Pacific/American Studies (15).

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.

Women in American Society
V57.0635  Identical to V97.0635. Gordon. Offered every year. 4 points.
This course has two themes: how maleness and femaleness (gender) have changed in the last 150 years,
and how women's lives in particular have been transformed. It emphasizes not only the malleability of gender but also the way that gender systems have varied in different class, race, ethnic, and religious groups. The course 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. At least one walking tour.

New York City: A Social History
V57.0639 Identical to V99.0330. Walkowitz. 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 V11.0647. Krauthamer, 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 V11.0648. 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 civil rights, populism, feminism, labor union activism, the old and new left, the right-to-life movement, and the new Christian Right in general. Questions include the following: How do social movements construct identities and how do identities affect social movements? How do social movements use or repress multiple identities? When are social movements political? How and when do social movements yield or grow out of organizations and what is the impact of the relation between movements and organizations? Are there elite social movements? Do social movements have to be democratic? When do social movements become violent? Are social movements inevitably vulnerable to demagoguery and authoritarianism?

Race, Gender, and Sexuality in U.S. History
V57.0655 Identical to V97.0993. Duggan. Offered every year. 4 points.
Drawing primarily on the histories of hetero- and homosexual African Americans and women, this course explores the intersection of race, gender, and sexuality in 19th- and 20th-century American history. Throughout U.S. history, the social, economic, moral, and political arguments advanced to sustain the subordination of people of color, women, and gays and lesbians have frequently revolved around the sphere of sexuality. We explore important historical subjects such as abolition, lynching, welfare debates, teenage pregnancy policies, reproductive rights, and the Black Power movement with special attention paid to the intertwined histories of racial, gender, and sexual oppression.

Women and Slavery in the Americas
V57.0660 Krauthamer. Offered every other year. 4 points.
This course examines the history of African and African American women enslaved in the United States and Caribbean. The course begins with African slavery and the emergence of the Atlantic slave trade and then follows the forced migration of African women to the Americas. Readings address issues such as resistance, religion, labor, and reproduction and also cover theoretical questions about the dynamics of ideas of status, race, and gender. The course ends with a section on the
legacy of slavery in contemporary representations of African and African American women.

American History in Transnational Perspective
V57.0667 Prerequisite: at least one college-level course in American history. Bender. Offered every year. 4 points.
This seminar is designed to explore the ways of narrating the history of the United States that are not wholly contained within the territory of the United States. It seeks to identify histories larger than the 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 Hodes. 4 points.
Investigates and evaluates the ways in which scholars attempt to expand the boundaries of writing history. Focues on 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, recreation 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. Sociological and historical issues raised by the materials are considered in tandem with the formal and stylistic means through which those issues are shaped in the works at hand.

American Jewish History
V57.0689 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 and 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. The course 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 main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

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 V11.0566. Hail. 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 V11.0567. Previous course work on Africa is desirable but not required. Cooper. Offered every year. 4 points.
This is a course about how Africa got to be where it is now. It 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 they view and discuss videos as well. The course emphasizes the multiple meanings of politics—from local to regional to Pan-African levels, and it 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 V11.0568. 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, M. Young. 4 points. See description under East Asian Studies (33).

History of Colonial Latin America
V57.0745  Thomson. Offered every year. 4 points.
Introduces students to the colonial origins of the Latin American region and the ways they have shaped the present. It follows the unfolding and demise of a new social order under European rule, over a period spanning from the 16th-century conquest through the early 19th-century wars of independence. Specific topics include Inca and Aztec worlds; Indian-European confrontations; the Catholic Church and popular religiosity; patriarchy and honor codes; racial dynamics and slavery; the development of capitalism; anticolonial struggles; imperial rivalry; reform; decline; and colonial legacies.

History of Modern Latin America
V57.0745  Ferrer, Grandin. 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, Grandin, Thomson. Offered every year. 4 points.
Focuses on varying groupings of historical experiences in selected countries of Latin America and the Caribbean 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 intracultural and interethnic relations. Special attention paid to moments of real or apparent rupture in the social and political system, when these characteristic patterns and institutions were challenged or threatened—

History of the Andes
V57.0753  Thomson. Offered every other year. 4 points.
This course offers an introduction to one of the core regions of Latin America from precontact 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 cocoa) and economic dependency; Indian and working-class political struggles. The Peruvian novelist and ethnographer José María Arguedas is taken as an exemplary figure whose life, work, and death provide a focus connecting diverse elements in the course.

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. The course focuses 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
V57.0759  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

Cold War
V57.0622 Nidan. 4 points.
The Cold War as global conflict. The course focuses on Europe and the Third World as well as on the U.S. and the Soviet Union. It looks 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.

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

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

Topics in World History
V57.0830 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 under-graduate studies is required for admission. An occasional non-major may be admitted with permission of the director of under-graduate studies.

EUROPEAN HISTORY

Seminar: Topics in Irish History
V57.0185 Identical to V58.0185. Scully. 4 points.
See description under Irish Studies (58).

Seminar: Women in Medieval and Renaissance Europe
V57.0270 Identical to V65.0270 and V97.0270. Offered every other 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, this course 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, for country-siders, urbanites, aristocrats, women, and clerics all present 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: The European Enlightenment
V57.0286 Shovlin. Offered every other year. 4 points.
Students examine classic texts in Enlightenment studies as well as interpretations of the Enlightenment that place these texts in cultural context and larger historical perspective. Topics include the philosophies and the gods, the social and political sciences, ethical thought, utopian literature, and popular culture.

Seminar: Cultural History of the French Revolution
V57.0287 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 counter-revolutionary 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: The Russian Revolution
V57.0291 Katsonis. 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: Cultural History of Europe, 19th and 20th Centuries
V57.0293 Otter. Offered every year. 4 points.
Stresses the theme of cultural responses to a changing civilization in the generation before World War I. Students present reports based on original research in fields such as literature, the arts, philosophy, science, religion, education, and popular culture. Emphasizes research methods, and discussions center on student investigations.

Seminar: Western Europe and Greece, 1700-1900
V57.0297 Fleming. 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: 19th-Century France
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: The Jacksonian Era
V57.0673 Offered every year. 4 points.
American society in the Jacksonian era—1820s to 1848—confronted many dynamic challenges to the perceived social and economic order, as well as the political culture of the early Republic. This seminar explores ways of approaching research analysis of the era, focusing on the social, cultural, or political movements, such as its new reform efforts, its utopian communities, its new religious impulses, its varied politics, its disorders and dislocations in response to urbanization, immigration, and industrialization.
After preliminary readings and discussions, the seminar features the individual research investigations of students.

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 policy-making. Special attention to the role of ethnic and racial leaders, proponents of success and socialization, critical investigations of family and femininity, and analysis of distinctive generational responses to these and related issues.

Seminar: The New Deal
V57.0686 Katz. 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: Urban America
V57.0695 Bender. Offered every other year. 4 points.
Concentrates on a topic in urban history. Students discuss readings on the topic and then write substantial papers on a specific aspect of the topic that interests them. Completed student papers are discussed in class. Special attention to methods of historical research and interpretation.

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

History of Asia, Africa, and Latin America

Seminar: Topics in Eurasian History
V57.0333 Given every year. 4 points.
This research seminar focuses on major historical issues and prob-
lems in the history of Eurasia, which is the largest landmass of 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 Militaries; and Nomads and Nomadism in Eurasia.

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 analyzes 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: 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 analyzes 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, their dynamism, and their 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 BCE) 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.
This course addresses the history of Japan and the Pacific War; (4) the Co-Prosperity Sphere; (5) the atom bomb, surrender, and occupation; and (6) issues of public memory and war responsibility.

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

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 to create their own. Recent topics have included Families and the Civil War; New York City, 1870-1930; Decoding the Middle Ages; Travel and Travelers in American History; and Material Culture.

INDEPENDENT STUDY

Independent Study
V57.0997, 0998 Prerequisites: junior or senior standing and permission of the instructor and the director of undergraduate studies. Students may not take more than one independent study course per term. No more than two may count toward the major. Instructors are limited to two independent study students per term. Offered every term. 2 or 4 points per term.

INTERNERSHIP PROGRAM

Internship
V57.0980, 0981 Prerequisite: permission of the director of undergraduate studies. Open only to junior and senior history majors. Offered every term. 4 points per term. Enables advanced and qualified students to work on historical projects for credit for up to 12 hours per week in approved agencies or archival centers.

CROSS-LISTED COURSES

The following are designated related courses offered in other departments and generally cross-listed with the Department of History.

Modern Jewish History
V57.0099 Identical to V78.0103. Engel. 4 points.
See description under Hebrew and Judaic Studies (78).

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

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

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

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

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

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

The Emergence of the Modern Middle East
V57.0531 Identical to V77.0690. Haj. Lockman. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Palestine, Zionism, Israel
V57.0532 Identical to V77.0697. Lockman. 4 points.
See description under Middle Eastern and Islamic Studies (77).

The Land of Israel Through the Ages
V57.0540 Identical to V78.0141 and V90.0609. Schiffman. 4 points.
See description under Hebrew and Judaic Studies (78).

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
V57.0543 Identical to V77.0677. Haj. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Seminar: Topics in Middle Eastern History
V57.0550 Identical to V77.0688. Husain. 4 points.
See description under Middle Eastern and Islamic Studies (77).

Introduction to the Asian/Pacific American Experience
V57.0626 Identical to V15.0010. Sin. 4 points.
See description under Asian/Pacific American Studies (15).

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

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

GRADUATE COURSES OPEN TO UNDERGRADUATES

Certain 1000-level courses in the Graduate School of Arts and Science are open to qualified undergraduates each semester, and qualified undergraduates are encouraged to enroll in those that fit the needs of their program. Permission of the director of undergraduate studies is required.
The Program in International Relations 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.

Director: Professor Denoon

Faculty
Professors:
Brams, Bueno de Mesquita,
Denoon, Downs, Hsiung, C.
Mitchell, T. Mitchell, Smith

Associate Professors:
Chandra, Gilligan, McGillivray,
Rosendorff, Satyanath

Program
Because the international relations program is an honors major, it is expected that students will maintain a G.P.A. 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 Program in International Relations Web site: www.nyue.edu/fas/program/ir/index.shtml.

Criteria for admission include a strong academic record at NYU (G.P.A. 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, one of which must be the International Politics course V53.0700. Commitment to the field can be demonstrated by a research paper, 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 seven areas. They must complete four core courses, three courses on the international relations environment, and an additional international relations elective. 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. They can pursue internship possibilities through the Department of Politics, the Program in Metropolitan Studies, and the NYU Office of Career Services.
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, one of which must be the International Politics course (V53.0700), 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 politics courses, see description under Politics (53).
For economics courses, see description under Economics (31).
For sociology courses, see description under Sociology (93).

Economic Principles I
V31.0001 GSP students may substitute Y08.1001. Given every semester. 4 points.

Economic Principles II
V31.0002 GSP students may substitute Y08.1002. Given every semester. 4 points.

International Politics
V53.0700 Given every year. 4 points.
Choose one from the following four courses below:
Quantitative Methods in Political Science
V53.0800 Given every year. 4 points.

Introductory Statistics (Economics)
V31.0018 Given every year. 6 points.

Statistics for Social Research (Sociology)
V93.0302 Given every semester. 4 points.

Statistical Reasoning for the Behavioral Sciences
V89.0009 Given every year. 4 points.

THE INTERNATIONAL RELATIONS ENVIRONMENT
Majors must complete three IR courses. Any three from the following list are satisfactory, or students can seek approval from the program director if they wish to take IR courses not on this list.

U.S. Foreign Policy
V53.0710 Given every year. 4 points.

International Economics
V31.0238 Given every year. 4 points.

National Security
V53.0712 Given every year. 4 points.

Diplomacy and Negotiation
V53.0720 Given every other year. 4 points.

International Organization
V53.0730 Given every fall. 4 points.

Business and American Foreign Policy
V53.0736 Given every year. 4 points.

International Law
V53.0740 Given every spring. 4 points.

War, Peace, and World Order
V53.0741 Given every year. 4 points.

Terrorism
V53.0742 Given every other year. 4 points.

International Politics of the Middle East
V53.0760 Given every year. 4 points.

International Relations of Asia
V53.0770 Given every year. 4 points.

International Political Economy
V53.0775 Given every year. 4 points.

Inter-American Relations
V53.0780 Given every other year. 4 points.

Undergraduate Field Seminar: International Relations
V53.0795 Given every year. 4 points.

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

FOREIGN LANGUAGE
Students may satisfy this requirement by completing two courses beyond the intermediate level. The language should in most cases be related to the regional specialization and the study abroad site (but not, for example, if the site is London). Students wishing to qualify for exemption from the foreign language requirement must obtain proof of fluency from the appropriate language department.

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

STUDY ABROAD
Students spend a semester, usually in the junior year, at one of the seven 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, or to fulfill this in any other manner, must be petitioned in advance in the Office of the Associate Dean for Students, after approval by the IR program. Permission to study abroad for an entire year may only occur in exceptional cases and is subject to the approval of the program director. Permission to study abroad for a full year and remain an IR major is granted infrequently. Due to the year-long senior honors sequence, students will not be able to study abroad in their senior year.

SENIOR HONORS
In effect, 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 average to be eligible for this seminar.
This course is the first half of the international relations major’s two-semester capstone experience. It is designed to equip students with the skills required to write an excellent international relations thesis (V52.0991) in the spring semester. The class is meant to be a bridge between the major’s required class in research methods and the substantive classes in the major. Students learn how to develop explanations for international phenomena, derive testable hypotheses, and develop research designs capable of testing them. This class is only offered in the fall semester 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 semester 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. Attendance is mandatory for all current IR honors majors. Students wishing to apply to the IR honors major must also attend the briefing session in September.
Program in

Irish Studies (58)

Minor

(212) 998-3950. HTTP://IRELANDHOUSE.FAS.NYU.EDU/PAGE/HOME.

Director:
Professor Joe Lee

Ireland and its diaspora present an extraordinarily significant and rewarding area of intellectual inquiry. The study of Irish society and culture provides students with an understanding of Ireland’s historical experience—its colonial past; its contribution to literature, both medieval and modern; its far-reaching effect in the modern world through its diaspora; and its dual language tradition and rival national narratives. The Irish studies minor at NYU offers an interdisciplinary program providing students with the opportunity to study and pursue directed research in the history and culture of Ireland and Irish America, exploring such areas as literature, history, drama, politics, art, cinema studies, music, and the Irish language. A faculty of internationally renowned scholars is supplemented by the regular presence of prominent visiting professors. In addition to the program at Washington Square, NYU in Dublin gives students the opportunity to study in Ireland during the summer.

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

Faculty

Professors:
Donoghue, Lee

Assistant Professor:
Waters

Adjunct Assistant Professors:
Almeida, Casey, Reilly

Global Distinguished Professor:
Moloney

Irish Language Lecturer:
Ó Cearúil

Program

MINOR

Four courses to be chosen from the list of Irish studies course offerings. Courses must be chosen from at least two areas, and one course in the Irish language may count toward the minor. (Independent study courses are also available. Graduate courses are open to undergraduates with permission.)
Introduction to Celtic Music
V58.0152  Identical to V71.0151.  4 points.
This course provides a comprehensive introduction to the traditional and contemporary music of the Celtic areas of Western Europe—Ireland, Scotland, Wales, Brittany, and Galicia. Recordings and live performances present the extraordinary range of singing styles and the musical instruments employed in each culture, including harps, bagpipes, and a variety of other wind, free reed, keyboard, and stringed instruments. Forms and musical styles are explored in depth along with a study of their origin, evolution, and cultural links.

The Irish and New York
V58.0180  Identical to V57.0180 and V99.0325.  4 points.
This course explores the symbiotic relationship between New York City and the Irish from the 18th through the 20th centuries, as well as the impact of political, social, and cultural changes in Ireland and America on a transnational population. Factors beyond race and language, which help define and preserve ethnic group identity, as well as the 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.
The emphasis of this course varies by semester and is designed to allow flexibility in course offerings from visiting scholars and specialists in particular fields. Past examinations have included imagery and ideology of Irish nationalism, Irish American popular folk culture, and the Irish in America.

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

History of Modern Ireland, 1800-1922
V58.0183  Identical to V57.0183.  4 points.
Examines the period from the Act of Union between Great Britain and Ireland to the achievement of partial independence in 1922. Topics covered include the Union and its aftermath; the growth of nationalism in 19th-century Ireland; the Great Famine of 1845-1851 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-Present
V58.0184  Identical to V57.0184.  4 points.
The focus of this course is the political history of the two jurisdictions within the island of Ireland founded upon the partition settlement of 1920-1922. An era of revolution and bitter civil and confessional conflict temporarily gave way to a period of separate state-building projects according to different political, cultural, and economic priorities and therefore to divergent historical experiences. Division has characterized the history of the island in the 20th century and attempts to negotiate those fractures characterize the political agenda, a process ongoing in the present moment.

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

The Irish in America: Music, Stage and Popular Culture
V58.0187  4 points.
This course explores the impact of Irish immigrants on American popular culture. Focusing on ports of entry and urban centers of entertainment and migration over the past two centuries, the course looks at the ways in which the Irish and Irish-Americans have shaped American entertainment in the realms of music, dance, drama, film, recording, literature, festivals and sport. In addition, the course delves into issues of race surrounding the American reception of the early Irish immigrants through imagery and media depictions.

British and Irish Politics
V58.0514  Identical to V53.0514 and V42.0514.  4 points.
See description under Politics (53).

Contemporary Irish Politics and Society
V58.0515  Identical to V42.0515.  4 points.
An examination of the politics of contemporary Ireland, north and south. The course focuses on political, governmental, and constitutional developments in the Republic of Ireland since independence and discusses the causes of conflict and the prospect of resolution in Northern Ireland.

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

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

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

Irish Dramatists
V58.0700 Identical to H28.0603, V30.0700, and V41.0700. 4 points.
A study of the rich dramatic tradition of Ireland since the days of William Butler Yeats, Lady Gregory, and the fledgling Abbey Theatre. Playwrights covered include John Millington Synge, Sean O'Casey, Samuel Beckett, Brendan Behan, Brian Friel, Tom Murphy, Frank McGuinness, and Anne Devlin. Issues of Irish identity, history, and postcoloniality are engaged alongside an appreciation of the emotional texture, poetic achievements, and theatrical innovations that characterize this body of dramatic work.

Independent Study
V58.0998 Prerequisite: permission of the director of undergraduate studies is required. 2 or 4 points per term. Independent study with an Irish studies faculty member.

BASIC LANGUAGE COURSES IN IRISH
The courses focus on learning Irish (sometimes referred to as Gaelic) as it is spoken in the Irish-speaking regions of Ireland, known as the Gaeltacht. The courses utilize conversation and song, and aim to promote fluency in spoken Irish as well as proficiency in reading and writing. Students progress to conversation, translations, compositions, and readings from contemporary Irish literature. They also participate in Irish-speaking events at Glucksman Ireland House. The Irish language fulfills the MAP language requirement.

Elementary Irish I
V58.0100 Identical to V42.0100. Open to students with no previous training in Irish. 4 points.
This course 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 department permission. 4 points.
This course 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. Prerequisite: V58.0101 or assignment by placement examination or department permission. 4 points.
For the more advanced student of Irish, this course focuses on improving conversational fluency and on expanding vocabulary through reading more complex literature in Irish.

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

NYU IN DUBLIN
The focus of NYU’s summer program in Dublin is contemporary Ireland and its culture. The program is centered at Trinity College, Ireland’s oldest university, situated in the heart of Dublin, where students reside and take classes. Courses are open to NYU and non-NYU students, both graduate and undergraduate, and include Irish literature, history, politics, visual 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 include Donegal and Galway. See our Web site: www.nyu.edu/fas/summer/dublin/index.html.
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 the Baroness Mariuccia Zerilli-Marimò in memory of her husband, the late Baron Guido Zerilli-Marimò, the Casa Italiana is now a widely recognized center for Italian cultural and social activities. Students are encouraged to participate in the many lectures, conferences, concerts, and film series offered by the Casa Italiana and by the Department.

NYU in Florence at Villa La Pietra: NYU’s beautiful 57-acre estate in Florence, Villa La Pietra on the Via Bolognese, offers a variety of unique opportunities to students who are eager to perfect their language skills and to immerse themselves in all that Italy has to offer. A number of courses at every level of Italian language are offered each semester, along with courses in history, literature, and art history.

For those students who have already taken four semesters of Italian or the equivalent, NYU in Florence offers a special immersion program for either one or two semesters with the following features:
—intensive Italian-learning experience in the heart of Florence: rooms at a residence in centro with RA fluent in Italian, or the opportunity to live with an Italian family
—courses available in upper intermediate and advanced Italian language as well as in areas such as Italian literature, history, politics, Florentine culture, and cinema—all taught in Italian by both NYU Italian studies professors and local faculty who regularly teach at NYU in Florence
—internship programs available
—special field trips for participants to towns, sites, and cultural events
—courses with faculty at the University of Florence

Students interested in enrolling in the immersion program are urged to apply for NYU in Florence as early as possible, and to indicate on their applications their interest in the program. All of NYU’s Italian majors and minors are strongly encouraged to enroll for one or two semesters.

Additionally, NYU students majoring or minoring in Italian interested in a one-year M.A. at Villa La Pietra may apply for the department’s B.A./M.A. program. It consists of 32 credits, which can be spread out over the course of either one year and two summers or, with sufficient planning, the student’s final semester as a B.A. and a subsequent year in Florence. Students take courses at La Pietra with an adviser from the NYU Department of Italian Studies as well as with local faculty; they are also eligible to take courses at the University of Florence and enroll in an internship program. During the second semester they participate in a work-in-progress seminar at which they will present their research to the community. The associate director of the B.A./M.A. program offers orientations at area archives, libraries, and museums. Students have the option of living in an apartment downtown, living with a family, or applying for an RA-ship at La Pietra. Not only can students obtain two degrees within five years, but they receive a 50-percent tuition discount for their M.A. year. The program makes them competitive candidates for graduate Ph.D. programs, as well as for positions in areas such as journalism, publishing, teaching, international marketing, and law.

**Faculty**

Professors:
Ben-Ghiat, Cox, Freccero, Tylus

Associate Professor:
Ardizzone

Assistant Professor:
Ferrari

Adjunct Professors:
Albertini, Rossellini

Global Distinguished Professor:
Bolzoni

Faculty Affiliates:
Hendin (English), Javitch (Comparative Literature), Judt (History)

Language Lecturers:
Anderson, Bresciani, Cipani, Marchelli, Scarcella Perino, Visconti di Madrone

Lettore, Italian Ministry of Foreign Affairs:
Coppolaletta

**MAJOR**

Satisfactory knowledge of Italian is a prerequisite for majoring in Italian. This is normally interpreted as the completion of V59.0030 with the grade of C or better. While courses taken toward completion of the major may be taught in English or Italian, Italian majors are required, in the event of the former, to do the work in Italian. Transfer students must complete at least five of the nine courses required for the Italian major while in residence at New York University. In addition, the director of undergraduate studies may approve courses taken at a program of study in Italy to count toward the major. All prospective majors should contact a department advisor prior to registration.

Note: Internships do not count toward the Italian major.

Programs of study: Qualified students may choose one of four programs of study. They may concentrate on Italian language and literature; Italian culture, and society; Romance languages; or Italian and linguistics.

1. **Italian language and literature:** This plan of study normally consists of (a) V59.0030; (b) one conversation course, V59.0101 or V59.0107; (c) one composition course, V59.0103 or V59.0105; (d) two readings in literature courses, V59.0115 and V59.0116; (e) three advanced literature courses; and (f) one culture and society course.

Note: V59.0115 or V59.0116 must be taken before any advanced literature course taught in Italian.

2. **Italian language, culture, and society:** This plan of study normally consists of (a) V59.0030; (b) one conversation course, V59.0101 or V59.0107; (c) one composition course, V59.0103 or V59.0105; (d) one readings in literature course, V59.0115 or V59.0116; (e) three culture and society courses; (f) 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”), and (g) one advanced literature course.

Note: V59.0115 or V59.0116 must be taken before any advanced literature course taught in Italian.

3. **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 (a) V59.0030; (b) 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; (c) one composition course, V59.0103 or V59.0105; (d) two readings in literature courses, V59.0115 and V59.0116; (e) three culture and society courses; and (f) one additional Italian culture and society course.
Note: V59.0115 or V59.0116 must be taken before any advanced language course taught in Italian.

MINOR
All students who wish to minor in Italian must contact the department and consult a department adviser prior to any registration.

1. Minor in Italian studies:
Four courses beyond V59.0012 or V59.0020. These courses shall consist of (a) V59.0030; (b) one advanced language course: V59.0101, V59.0107, V59.0103, or V59.0105; (c) two courses in either literature or culture and society to be chosen after consultation with the director of undergraduate studies.

Note: V59.0115 or V59.0116 must be taken before any advanced language course taught in Italian.

2. Literature in translation:
See under Literature in Translation.

Note: Internships do not count toward the minor. The director of undergraduate studies may approve a maximum of two courses taken at a program of study in Italy to count toward the minor.

HONORS PROGRAM IN ITALIAN STUDIES
Eligibility and requirements: The departmental honors program is open to students majoring in one of the four programs in Italian studies: Italian language and literature; Italian language, culture, and society; Romance languages; or Italian and linguistics. The minimum eligibility requirements for the honors program are an overall grade point average of 3.65 and an average of 3.65 in the major. Applications for admission to the program should be made to the director of undergraduate studies prior to the start of the second semester of the junior year. Each student admitted to the honors program then selects an honors adviser from among the department faculty with whom he or she will write an honors thesis. The choice of adviser and the subject of the honors thesis are chosen in consultation with the director of undergraduate studies. The honors thesis research is conducted as a senior honors independent study to be taken with the chosen faculty member in the first semester of the senior year. The finished thesis should be a work of scholarship and/or criticism in a field of Italian studies and should be from 25 to 40 double spaced typed pages in length. The student’s adviser determines on the basis of this work whether or not to recommend him or her for an honors degree. For general requirements, please see Honors and Awards.

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 14 points. All students planning to study in Italy or continue their study of Italian beyond the MAP requirements are strongly advised to take V59.0010 and V59.0020 since this permits completion of the language requirement in two semesters.

INTRODUCTORY LANGUAGE COURSES

INTENSIVE SEQUENCE
Intensive Elementary Italian V59.0010 Open to students with no previous training in Italian and to others on assignment by placement test. Not equivalent to V59.0010. Only by combining V59.0001 with V59.0002 can a student complete the equivalent of V59.0010 and then continue on to the intermediate level. Given every semester. 6 points.

Intensive Intermediate Italian V59.0020 Prerequisite: V59.0010, V59.0001-0002, or assignment by placement test. Completes the equivalent of Intermediate Italian I and II in one semester. Given every semester. 6 points.

EXTENSIVE SEQUENCE
Elementary Italian I V59.0001 Open to students with no previous training in Italian and to others on assignment by placement test. Not equivalent to V59.0010. Only by combining V59.0001 with V59.0002 can a student complete the equivalent of V59.0010 and then continue on to the intermediate level. Given every semester. 4 points.
Elementary Italian II
V59.0002 Prerequisite: V59.0001 or assignment by placement test.
Continuation of V59.0001. In order to continue on to the intermediate level, a student must complete both V59.0001 and V59.0002. This sequence is equivalent to V59.0010. Given every semester. 4 points.

Intermediate Italian I
V59.0011 Prerequisite: V59.0001-0002, V59.0010, or assignment by placement test. Not equivalent to V59.0020. Only by combining V59.0011 with V59.0012 can a student complete the equivalent of V59.0020 and then continue on to the postintermediate level. Given every semester. 4 points.

Intermediate Italian II
V59.0012 Prerequisite: V59.0011 or assignment by placement test. Fulfills MAP language requirement. Continuation of V59.0011. In order to fulfill MAP requirements and continue on to the postintermediate level, a student must complete both V59.0011 and V59.0012. This sequence is equivalent to V59.0020. Given 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. Given 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. Given 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 expressions, and develop vocabulary that allow 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 instructor. Given every semester. 4 points.
A creative approach to writing in Italian that emphasizes transformations of texts. Students are encouraged to rewrite, parody, shift genres, with the aim of improving their writing and reading techniques.

Advanced Composition
V59.0105 Prerequisite: V59.0030 or permission of the instructor. Given 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. Given 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. Given 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 non-linguistics majors, especially for foreign language and English majors.

INTRODUCTORY COURSES

Readings in Medieval and Renaissance Literature
V59.0113 Formerly Masterpieces in Italian Literature I. Prerequisite: V59.0030 or permission of the instructor. Identical to V65.0115. Given every 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 Formerly Masterpieces in Italian Literature II. Prerequisite: V59.0030 or permission of the instructor. Given every spring. 4 points.
Introductory-level literature course that, through a close reading of authors such as Alfieri, Foscolo, Leopardi, Manzoni, Verga, D’Annunzio, Moravia, and Calvino, focuses on how to understand a literary text in Italian. Covers Italian literature from the 17th century to the contemporary period.

Introduction to the Middle Ages
V59.0117 Ardizzone. Given every other year. 4 points.
Literature and culture of the Middle Ages with a focus on 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

Prerequisites for the following courses are V59.0115 or V59.0116 when the course is conducted in Italian, or permission of the instructor.

**Dante’s Divine Comedy**

V59.0270  Identical to V65.0270  when taught in English. Ardizzone.  Given every 2 to 3 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 minor works.

**Boccaccio’s Decameron**

V59.0271  Identical to V65.0271  when taught in English. Ardizzone.  Given 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.  Given every two to three years.  Cox. 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.  Given every two to three years. 4 points.

This course 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.  Given every two to three years. 4 points.

The remarkable tradition of published writings by women that developed in Italy between the 15th and 17th centuries. Offers an opportunity to look in detail at the works of both well-known writers such as Vittoria Colonna, Gaspara Stampa, and Veronica Franco and less-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.

**Topics in Renaissance Literature**

V59.0760  Given every two to three years. 4 points.

Variable content course taught regularly or by visiting faculty. For specific course content, see current bulletin listing.

**Gender and Performance in the Italian Theatre**

V59.0720  Identical to V30.0720. Tylus.  Given every two to three years. 4 points.

If, as some contemporary critics maintain, gender is largely a performance, how was gender “performed” in the early modern period (1350-1700)? And how did its performance onstage differ from its performance offstage during a period that witnessed a rebirth of theatre? In this course, we read a number of plays that explicitly highlight and question the status and performance of gender, as well as selections from political treatises, books of manners, and historiography. Topics such as cross-dressing, the emergence of the actress and commedia dell’arte troupes, the dynamics of spectatorship, the development of perspective in painting and theatre, and court power relations are considered, as well the “revisions” that women playwrights and writers make to a largely male-dominated canon.

**20th-Century Italian Poetry**

V59.0272  Ardizzone.  Given every two to three years. 4 points.

Course 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.  Given 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  Given every two to three years. 4 points.

Focuses on the development of the Italian narrative from Manzoni and Verga to the present-day trends in Italian prose. Emphasizes works of Tabucchi, Maraini, Pasolini, and Morante.

**Novel and Society**

V59.0277  Given every two to three years. 4 points.

Follows the development of the Italian novel from Manzoni and Verga to the present-day trends in Italian prose. Emphasizes works of Manzoni, Verga, Tommaso di Lampedusa, Moravia, De Amicis, and Volponi.

**Italian Autobiographies**

V59.0279  Formerly Writing the Italian Self. Identical to V42.0276.  Given every two to three years. 4 points.

Course examines strategies of self-representation in autobiographies, diaries, letters, and novels of selected authors. Readings include selections from Petrarch, Cellini, Goldoni, Casanova, Alfieri, Pellico, Sciascia, Aleramo, Viganò, and others.
Postmodern Italian Fiction
V59.0276 Formerly Calvino and Postmodernism. To be given pending faculty approval. Given 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 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, Ben-Ghiat. Given 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, Visconti, Moravia, De Cespedes, DeSica, and Rosi.

Oedipus’ Desire: Biography and the Making of the Self
V59.0284 Identical to V29.0173, V27.0205, V97.0173. Castellano. Given 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 Given every two to three years. 4 points.
Courses on subjects of special interest taught by either a regular or a visiting faculty member. For specific courses, please consult the class schedule.

CULTURE AND SOCIETY COURSES

Note: Prerequisite for courses taught in Italian are any two advanced language courses, or permission of the instructor.

Women Mystics
V59.0172 Given every two to three years. 4 points.
This course traces the historical, social, and literary significance of female mystics in Late-Medieval and Early-Modern Italy (roughly 1200-1600) through writing 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.

Machiavelli
V59.0147 Albertini. Given 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 troubled and exciting Florence of the 15th and early 16th centuries struggling between republican rule and the magnificent tyranny of the Medici family. The course also aims at dismantling the myth of "evilness" that has surrounded Machiavelli through the centuries, especially in the Anglo-Saxon world, through a close reading of such masterpieces as The Prince, The Discourse, and The Mandrake Root.

Dante and His World
V59.0160 Formerly V65.0801 and V41.0143. Aurizione, Fracasso. Given 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 Civilization of the Italian Renaissance
V59.0161 Formerly V65.0161 when taught in English. Given 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 signore, 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.

"Renaissance Man" Revisited
V59.0811 Formerly Literature of Renaissance. Artist, Cox, Courtier, Prince. Given every two to three years. 4 points.
Course centers on study of two key texts of Italian Renaissance social and political thought, Machiavelli's Il principe, and Castiglione's Libro del Cortegiano. The human ideals described in these works—Machiavelli's ruler, and Castiglione's courtier and court lady—are discussed in relation to those found in other texts of the period, and in relation to the historic notion of the Renaissance as the age that saw the birth of the modern individual.

Topics in Renaissance Culture
V59.0172 Formerly Renaissance Philosophy. Given 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. Given 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.
Contemporary Italy
V59.0166 Formerly Italy 2000. Identical to V42.0164. Ben-Ghiat, Albertini. Given 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, we examine 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.

Modern Italy
V59.0168 Identical to V42.0163 and V57.0168. Ben-Ghiat. Given every two to three years. 4 points.
A survey of Italian history from unification to the present. We examine 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.

Italian Colonialism
V59.0164 Identical to V57.0286. Ben-Ghiat. Given every two to three years. 4 points.
Course 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. Note: Can be taken independently of Italian Films, Italian Histories II. Albertini. Given 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 and V57.0176. Note: Can be taken independently of Italian Films, Italian Histories I. Ben-Ghiat. Given every two to three years. 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.

Topics in Italian Culture
V59.0173 Given every two to three years. 4 points.
Courses on subjects of special interest taught by a regular or visiting faculty member. For specific course, please consult the class schedule.

Topics in Italian American Culture
V59.0861.001 Taught by regular or visiting faculty members. Given every two years. 4 points.

INTERNSHIP
Internship
V59.0980, 0981 Prerequisite: permission of the department. Given every semester. 2 or 4 points per term.
The internship program offers upper-level students the opportunity to apply their studies to the outside world. Working closely with a sponsor and a faculty adviser, students may pursue internships in such diverse areas as international trade, banking, publishing, community organizations, and television and radio programs. Interested students should apply to the department of their proposed internship early in the semester.

INDEPENDENT STUDY
Independent Study
V59.0997, 0998 Prerequisite: permission of the department. Given 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.
Program

The major requires a total of 32 points in the Department of Journalism, distributed as described below, 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.

All majors must take the department’s two required lectures, Foundations of Journalism, V54.0501, and Journalism Ethics and First Amendment Law, V54.0502, and its three required skills courses, Journalistic Inquiry, V54.0101, The Beat, V54.0201, and Advanced Reporting, V54.0301 or V54.0351, which includes a capstone project. The expository writing requirement precedes Foundations of Journalism, the department’s entry course. Foundations is the prerequisite for Journalistic Inquiry, which is the prerequisite for all second-level skills courses. The Beat is a prerequisite for the third-level skills courses. We offer both print and broadcast sections in each. All students must pass Foundations and Inquiry with a grade of C or better to take any second-level course. In addition, students are required to take three electives, one each from any of the following: Journalism and Society; Journalism as Literature, Issues and Ideas, Media Criticism, Methods and Practice, and Production and Publication. Elective Senior Seminars are offered each term as well.

Required courses are as follows:

- General and investigative reporting, print/online/broadcast: Foundations of Journalism, V54.0501; Journalism Ethics and First Amendment Law, V54.0502; Journalistic Inquiry, V54.0101; The Beat (print and broadcast sections), V54.0201; Advanced Reporting (print and broadcast sections), V54.0301 or V54.0351; plus three electives, one each from the following groups: Journalism and Society, V54.0503; Issues and Ideas, V54.0505; Media Criticism, V54.0061; Journalism as Literature, V54.0504; Methods and Practice, V54.0202; Production and Publication, V54.0302; Senior Seminar, V54.0401.
- Media analysis and criticism: Foundations of Journalism, V54.0501; Journalism Ethics and First Amendment Law, V54.0502; and five other courses from the elective list.

Note: Admission into broadcast-oriented skills courses at any level may be restricted, depending on availability of facilities.

Journalism majors and minors must achieve a grade of C (not C-) or better in all journalism courses to meet department degree requirements. Grades below C do not count toward the major or minor. Students earning grades lower than C must either repeat the course or take an equivalent course, if permitted.

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 and Senior Seminar to complete a two-semester capstone project.

Courses

REQUIRED LECTURE COURSES

- Foundations of Journalism, V54.0501. No prerequisite. Required of all students majoring in journalism. Given every semester. 4 points.

This course is 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 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 instill.

- Journalism Ethics and First Amendment Law, V54.0502. Prerequisite: Foundations of Journalism. Given every semester. 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. Given every semester. 4 points.

This is 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: Foundations of Journalism, Journalistic Inquiry. Varies by section. Given every semester. 4 points.

This course is designed to hone the student journalist’s ability to research and report deeply and to be able to imagine and develop fresh ideas, test their ideas with the strength of their reporting and research, and then present them in story form.

Advanced Reporting
V54.0301 Prerequisites: Foundations of Journalism, The Beat. Varies by section. Given every semester. 4 points.

This is the undergraduate journalism capstone course. Emphasis is placed on the development of the ability to produce a piece of reporting and writing within a sophisticated story structure at a publishable level.

ELECTIVES

Journalism and Society
V54.0505 Varies by section. 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
- Media and the Law

Journalism as Literature
V54.0504 Varies by section. Prerequisites: Foundations of Journalism, Journalistic Inquiry. 4 points.
The courses in this group explore the intersection of literature and journalism and include offerings such as the following:
- Journalism and the American Road
- Literary Journalism

Issues and Ideas
V54.0505 Varies by section. Prerequisite: Foundations of Journalism, Journalistic Inquiry. 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

Methods and Practice
V54.0202 Varies by section. Prerequisites: Foundations of Journalism, Journalistic Inquiry or instructor permission. 4 points.
The courses in this group entail a deeper experimentation with journalistic skills, from copyediting and deadline writing to blogging, both print and broadcast, and include such offerings as the following:
- Point of View Profiles
- Journalism by the Numbers

Production and Publication
V54.0502 Varies by section. Prerequisites: Foundations of Journalism, Journalistic Inquiry, The Beat. 4 points.
The courses in this group aim to create finished products, both print and broadcast, and includes offerings such as the following:
- Reporting for Washington Square News
- Magazine Editing and Production LiveWire

Senior Seminar
V54.0401 Prerequisites: senior standing and completion of Foundations of Journalism, Journalistic Inquiry, and The Beat. Varies by section. Given every semester. 4 points.

This course is required for honors students and is elective for non-honors students who wish to explore concentrated issues such as Sex and American Politics, Literary Nonfiction, Photjournalism and War, and so on. 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 Level Three Advanced Reporting and further requires an oral presentation before members of the full-time faculty and the profession as well as competition for placement of the work in a department publication for this purpose.

Credit Internship
V54.0980 Prerequisites: junior or senior standing, Foundations of Journalism, Journalistic Inquiry, The Beat. Given 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

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 consultation with members of the faculty. To register in this course, a student must have written approval of the department.

HONORS COURSES

Honors: Advanced Reporting
V54.0351 Prerequisites: senior standing, a 3.65 overall GPA and a 3.65 in the journalism major, Foundations of Journalism, Journalistic Inquiry, The Beat. Given every semester. 4 points.

The honors sections of the Advanced Reporting course are reserved for honors students and require more in-depth reporting and high-polish writing than their non-honors counterparts; in them, honors students build a portfolio of three or four high-quality pieces (1,200-1,500 words/2-3 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: Honors Advanced Reporting, a 3.65 overall GPA, and a 3.65 in the journalism major. Given every semester. 4 points.
The following semester, honors students are required to take a specially designed honors senior seminar, which culminates in each student's writing a large (6,000-10,000 word/15-20 minutes for broadcast) feature, completing the capstone. The student has to defend his/her work orally before at least two members of the faculty and perhaps a member of the profession.

MEDIA ANALYSIS AND CRITICISM CORE COURSES
Foundations of Journalism
V54.0501 No prerequisite. Required of all students majoring in journalism. Given every semester. 4 points. See description above.

Journalism Ethics and First Amendment Law
V54.0502 Given every semester. 4 points. See description above.

Media Criticism
V54.0061 Prerequisites: Foundations of Journalism, Journalistic Inquiry, or instructor permission. Varies by section. Given every semester. 4 points.

Criticism courses include the following:
History of Media
Understanding Communications
Introduction to Media Criticism
Latin American studies is an interdisciplinary major and minor offered in the Department of Spanish and Portuguese Languages and Literatures. This area focuses on the historical, political, social, and cultural patterns of Latin American development and should be of particular interest to students planning careers in academia, government, business, international organizations, or other fields relating to Latin America.

Program

MAJOR
Students choosing this major have the opportunity to study Latin American literature and culture in the Department of Spanish and Portuguese Languages and Literatures, as well as courses related to Latin America in other departments and/or programs throughout the University, including Africana studies, anthropology, comparative literature, history, politics, fine arts, cinema studies (in Tisch School of the Arts), etc.

This nine-course combined major requires proficiency in the Spanish language and a working knowledge of Portuguese and should be planned in consultation with the director of undergraduate studies in the Department of Spanish and Portuguese Languages and Literatures.

MINOR
Complete both the language and course requirements below:

- Requires knowledge of Spanish at the level of V95.0100 or Portuguese at the level of V87.0010 or V87.0011.
- REQUIRED—Complete either: V95.0760, 0762. Introduction to Latin American Culture
- Complete at least four courses from related areas to be decided in consultation with the director of undergraduate studies.

At least one half of the minor points (10) must be CAS courses completed while enrolled at NYU.

Courses

Some recommended courses outside of the Department of Spanish and Portuguese Languages and Literatures typically offered during the academic year:

AFRICANA STUDIES (11)
Language and Liberation: At Home in the Caribbean and Abroad
V11.0801 4 points.

ANTHROPOLOGY (14)
Peoples of Latin America
V14.0103 4 points.

Peoples of the Caribbean
V14.0102 4 points.

COMPARATIVE LITERATURE (29)
Topics in Caribbean Literature
V29.0132 4 points.

POLITICS (53)
Politics of Latin America
V53.0530 4 points.

Politics of the Caribbean Nations
V53.0532 4 points.

Inter-American Relations
V53.0780 4 points.

MORSE ACADEMIC PLAN (55)
World Cultures: Pre-Columbian America
V55.0513 4 points.

World Cultures: Latin America
V55.0515 4 points.

World Cultures: Contemporary Latino Cultures
V55.0529 4 points.
HISTORY (57)
Intro Seminar: Topics in Latin American History
V57.0096 4 points.

History of Colonial Latin America
V57.0743 4 points.

History of Modern Latin America
V57.0745 4 points.

Topics in Latin American and Caribbean History
V57.0750 4 points.

History of Mexico and Central America
V57.0752 4 points.

History of the Andes
V57.0753 4 points.

Conquest and the Origins of Colonialism in Latin America and the Caribbean
V57.0757 4 points.

History of the Caribbean
V57.0759 4 points.

Seminar: Latin America and the Caribbean
V57.0799 4 points.

Please note that in addition to nine courses related to Latin American studies, this major also requires knowledge of Spanish at the level of Advanced Grammar and Composition (V95.0100) and of Portuguese at the level of Intensive Elementary Portuguese (V87.0010) or Intensive Elementary Portuguese for Spanish Speakers (V87.0011).
The Program in Latino Studies, which is administered by the Department of Social and Cultural Analysis, offers multidisciplinary courses on 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 as well as 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 around the spectrum African American, white, and indigenous; 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; assimilation and resistance in relation to language, residential groupings, and cultural practices; 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; the segmentation of the labor force; citizenship issues both for undocumented and documented Latinos in the United States; and the failures and successes of schooling for Latinos, including bilingual education and levels of educational attainment.

**Faculty**
Dávila, Dopico, Ferrer, Lopez (Law), Muñoz (Tisch), Noguera (Steinhardt), Ochoa, Ospina (Wagner), Poitevin (Gallatin), Pratt, Rodríguez (Law), Rosaldo, Suarez-Orozco (Steinhardt), Taylor (Tisch)

**Programs**
**MAJOR**
The Latino Studies major, subject to approval by the New York State Education Department, 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 Latino Studies and related fields
- Approaches to Latino Studies, V18.0501, or MAP course World

Six elective courses:
- Four designated Latino Studies courses
- Two upper-division courses offered by the Department of Social and Cultural Analysis and officially designated as “common electives,”

Cultures: Contemporary Latino Cultures, V55.0529
Three research courses:

- Approaches to Latino Studies, V18.0501
- Latino Studies-related Internship Fieldwork, V18.0040
- Senior Research Seminar pertinent to Latino Studies, V18.0090

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 CAS; 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.

MINOR

The minor in Latino studies consists of five courses: Approaches to Latino Studies (V18.0501) plus four other courses listed by the program. At least two of these four courses must originate in Latino studies, and one of the four can be a MAP course taught by a Latino studies faculty member.

HONORS

Departmental honors in Latino Studies—as in all the majors administered within SCA—will require a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students will design their thesis research projects (or preliminary versions thereof) will normally be taken in the sophomore or junior year. In the senior year, students will 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 will complete a substantive research project with a significant component based on original primary research. Additional honors credit may be taken in honors sections of the introductory concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.

Courses

Approaches to Latino Studies
V18.0501 4 points.
This course explores a set of principles that have guided Latino literature in the United States. These principles can be found in many but not necessarily all of the readings. They include: urban/rural life, freedom/confine ment, memoir as source of voice/other sources of voice, generational separation and identity, loss and healing. We trace a movement through time from masculinist nationalism to a recognition of variations in gender, sexuality, race, class, region, and national origin. Other principles are added to this list as the class proceeds.

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.
Dávila. Given 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.
Deals with central issues in Latino Studies. 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. Given 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. Introduces students to a sampling of recent theoretical work, in various academic disciplines, dealing with immigration. Focuses on Latin American, Caribbean, and, to a lesser extent, Asian migration to the U.S. and compares the nature of current immigration scholarship in the United States to developments in other postindustrial settings. We examine recent data and theoretical work in a variety of fields such as economics, education, law, policy, psychology, sociocultural anthropology, sociolinguistics, and sociology. The course aims to introduce students to a sampling of recent theoretical work, in various academic disciplines, dealing with immigration, by systematically examining recent research in comparative and interdisciplinary perspectives with a particular focus on the emerging InterAmerican migration system.

An examination of the comparative materials will highlight isomorphic conditions—as well as differences—in immigration debates, policies, processes, and outcomes.
Cultural Spaces of Latinidad
V18.0557  Dávila. Proposed. Given every year. 4 points.
Examines the contemporary production and meanings of Latin/a, 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 (we will at least try) and then officially recognized by the U.S. census. Explores whether this was the other way around. Also examines representations of Latina/o identity in relation to the very real Latino/a populations that now make up the United States’s largest “minority.” For most of the class, 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 another words, this course is designed to theorize Latinidad in particular “fields of cultural production,” whether geographic, institutional, or imaginary. Discusses student’s 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.

RELATED COURSES

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

ASIAN/PACIFIC/AMERICAN STUDIES
Multiethnic New York: A Study of an Asian/Latino Neighborhood
V18.0563  Formerly V15.0310. 4 points. See description under A/P/A Studies.

The Constitution and People of Color
V18.0566  Formerly V15.0327. Identical to V53.0801 and 62.0327. 4 points. See description under A/P/A Studies.

SPANISH AND PORTUGUESE
Latino Literature in the U.S.
V18.0815  Formerly V18.0555. Rosaldo. Same as V95.0755. Given every year. 4 points. See description under Spanish.

Ethnicity and the Media
V18.0232  Formerly V13.0502. Prerequisite: V18.0201 or one introductory A/P/A, Africana, Anthropology, or World Cultures MAP course, or professor’s approval. Dávila. 4 points. See description under American Studies.

Comparative U.S. Ethnic Studies
V18.0224  Formerly V13.0204. Given every fifth semester. 4 points. See description under American Studies.

Contemporary Latino Cultures
V55.0529  4 points. See description under Foundations of Contemporary Culture.
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, and 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

The minor in law and society consists of five courses, as follows: (1) Law and Society (V62.0001.001), (2) 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 for one of the four courses, either (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 also be double counted toward a major or toward 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 every year.
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 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 every year. This course introduces students to the theories, methods, and substantive issues in the field of law and society. Topics include law and social change, law and dispute resolution, law and social control, law and culture, lawmaking, legal institutions (courts, legislatures, administrative agencies, and law enforcement agencies), and the legal profession.

**ELECTIVE COURSES**

**Topics in Law and Society**
V62.0251, V62.0252 Offered every semester.
Employs a seminar format to enable students to explore a critical topic in Law and Society in depth. The course covers a wide range of topics. Some of the topics are (1) Law, Culture, and Politics, (2) Law and Human Rights, (3) Gender, Politics, and Law, (4) Juvenile Justice, (5) Punishment and Welfare, (6) Global Sweatshop, (7) Gender, Violence, and the Law, and (8) Problem Solving Courts.

**Independent Study**
V62.0997 and V62.0998 Offered every semester.

**Human Rights and Anthropology**
V62.0326 Identical to V14.0326. See course description under Anthropology (14).

**Constitutions and People of Color**
V62.0327 Identical to V18.0366. See course description under Asian/Pacific/American Studies (18).

**The History of Ancient Law**
V62.0292 Identical to V27.0292. See course description under Classics (27).

**Economics of the Law**
V62.0255 Identical to V31.0255. See course description under Economics (31).

**Law and Literature**
V62.0290 Given in English. Identical to V31.0290. See course description under German (51).

**Seminar: Crime in Modern European Culture**
V62.0293 Identical to V57.0293. See course description under History (57).

**Societies and Social Sciences: Psychological Perspectives—Violence**
V55.0690 See course description under Foundations of Contemporary Culture (55).

**Media Ethics, Law, and the Public Interest**
V62.0008 Identical to V54.0008. See course description under Journalism (54).

**Media and the Law**
V62.0011 Identical to V54.0011. See course description under Journalism (54).

**Law and Urban Problems**
V62.0232 Identical to V99.0232. See course description under Metropolitan Studies (99).

**Islam and Politics**
V62.0674 Identical to V77.0674. See course description under Middle Eastern and Islamic Studies (77).

**Seminar on Islamic Law and Society**
V62.0780 Identical to V77.0780. See course description under Middle Eastern and Islamic Studies (77).

**Women and Islamic Law**
V62.0783 Identical to V77.0783. See course description under Middle Eastern and Islamic Studies (77).

**Philosophy of Law**
V62.0052 Formerly V62.0064. Identical to V83.0052. See course description under Philosophy (83).

**The American Constitution**
V62.0330 Identical to V53.0330. See course description under Politics (53).

**Civil Liberties**
V62.0332 Identical to V53.0332. See course description under Politics (53).

**American Law and Legal Systems**
V62.0334 Identical to V53.0334. See course description under Politics (53).

**Gender in Law**
V62.0336 Identical to V53.0336. See course description under Politics (53).

**The Politics of Administrative Law**
V62.0354 Identical to V53.0354. See course description under Politics (53).

**Psychology and the Law**
V62.0076 Identical to V89.0076. See course description under Psychology (89).

**Deviance and Social Control**
V62.0502 Identical to V93.0502. See course description under Sociology (93).

**Criminology**
V62.0503 Identical to V93.0503. See course description under Sociology (93).

**Sociology of Law**
V62.0417 Identical to V93.0417. See course description under Sociology (93).

**Seminar in Sociology: Gender, Politics, and Law**
V62.0936 Identical to V93.0936. See course description under Sociology (93).

**Juvenile Delinquency**
V62.0504 Identical to V93.0504. 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, for properties whose explanatory power reaches across languages. The discipline of linguistics is organized around syntax (the principles by which sentences are organized), morphology (the principles by which words are constructed), semantics (the study of meaning), phonetics (the study of speech sounds), phonology (the sound patterns of language), historical linguistics (the ways in which languages change over time), sociolinguistics (the interaction of language with society), psycholinguistics, and neurolinguistics (the representation of language in the brain). Current research by faculty members extends across the field: it includes topics in the interaction of syntax and semantics, phonetics and phonology, languages in contact, pidgin and creole languages, urban sociolinguistics, and computer analogies of syntactic processes.

**Faculty**

**Professor Emerita:** Umeda

**Professors:** Baltin, Collins, Costello, Guy, Kayne, Singler, Szabolcsi

**Associate Professors:** Barker, Blake, Dougherty, Gafos

**Assistant Professors:** Davidson, Gouskova, Pyllkänen

**Research Professor:** Postal

**Adjunct Professor:** Vasvari

**Affiliated Faculty in Other Departments:**
- Aaronson (Psychology), Fine (Philosophy), Fryscák (Russian and Slavic Studies), Grishman
- (Computer Science), Marcus (Psychology), McChesney (Middle Eastern and Islamic Studies), McElree (Psychology), Momma (English), Sager (Computer Science), Schieffelin (Anthropology), Schiffer (Philosophy)

**Program**

**MAJOR REQUIREMENTS**

The major consists of eight 4-point courses (32 points) in linguistics. These must include (1) Language and Mind, V61.0028, or Language, V61.0001, (2) Sound and Language, V61.0011, (3) Phonological Analysis, V61.0012, (4) Grammatical Analysis, V61.0013; (5) two of the following courses, from two different areas: historical linguistics (V61.0014, V61.0017, or V61.0076), sociolinguistics (V61.0015 or V61.0018), psycholinguistics (V61.0005), semantics (V61.0004) and computational linguistics (V61.0003 or V61.0024), (6) two courses freely chosen from the offerings of the department, including those listed in (5), except for the courses recommended for nonmajors. It is highly recommended that majors and joint majors take the courses in (1), (2), and (4) first, since (3) and (5) have these as prerequisites or generally presuppose their content.

**Note:** No grade lower than C may be counted toward the major or toward a joint major. All linguistics majors, joint majors, and combined majors must register for linguistics courses through the director of undergraduate studies in the linguistics department. If any course fulfills the major or minor requirements in any other department or program at NYU, it may not be used simultaneously to fulfill the requirements for the linguistics majors.
Joint majors: It is possible for a student to complete a joint major in linguistics and in one of the foreign languages listed below. The linguistics part of this major may be satisfied by taking (1) V61.0001 or V61.0028, (2) V61.0011, (3) V61.0013, and (4) a total of two courses, from two different areas including historical linguistics, sociolinguistics, phonology, syntax, semantics, and computational linguistics. The foreign language part of this major may be satisfied as follows.

Major in French and linguistics: Four courses beyond V45.0030, including the following: one course in spoken contemporary French, V45.0101 or V45.0102; one course in advanced written French (V45.0105, V45.0106, V45.0107, V45.0110); two courses in French literature (in French).

Major in German and linguistics: Four courses beyond the intermediate level, consisting of an advanced conversation or composition course (V51.0111 or V51.0114); an advanced culture course (V51.0132, V51.0133, or V51.0143); Introduction to German Literature (V51.0152); and an additional advanced literature course, in German, to be selected from among departmental offerings.

Major in Italian and linguistics: Four courses beyond V59.0030, including the following: two advanced language courses to be chosen from V59.0101, V59.0103, V59.0105, and V59.0109 and two advanced courses in either literature or civilization.

Major in Spanish and linguistics: Five courses chosen in consultation with the director of undergraduate studies.

Joint major in anthropology and linguistics: This major emphasizes the complementarity of sociolinguistic and anthropological approaches to language. Students are required to take 20 points (five courses) each from anthropology and linguistics. A grade of at least C is required in every course to be counted toward a joint major. Required courses in anthropology: Human Society and Culture, V14.0001; Anthropology of Language, V14.0017; Cultural Symbols, V14.0048; and two other cultural or linguistic anthropology courses approved by the director of undergraduate studies. Required courses in linguistics: Language, V61.0001; Language and Society, V61.0013; and at least two of the following: Bilingualism, V61.0018; Language, Literacy, and Society, V61.0020; Sex, Gender, and Language, V61.0021; African American Vernacular English: Language and Culture, V61.0023; Language and Liberation at Home in the Caribbean and Abroad, V61.0026; and Language in Latin America, V61.0030. The fifth course in linguistics may be an additional course from the above list or any other course that the department offers.

Joint major in language and mind: This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Eleven courses are required (four in linguistics, one in philosophy, five in psychology, and one additional course) to be constituted as follows. The linguistics component consists of Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and two more courses chosen from Form, Meaning, and the Mind, V61.0031; Propositional Attitudes, V61.0035; Computational Principles of Sentence Construction, V61.0024; Phonological Analysis, V61.0012; Introduction to Semantics, V61.0004; and Psycholinguistics, V61.0005. The philosophy component consists of one course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070. The required psychology component consists of four courses: Introduction to Psychology, V89.0001; Statistical Reasoning for the Behavioral Sciences, V89.0009; The Psychology of Language, V89.0056; and Cognition, V89.0029; in addition, one course, chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0028. The 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; (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 in length, typically the culmination of a year’s work, and two courses designated as honors courses.

Admission to the honors program requires an application in the second semester of the junior year. It normally requires a GPA of 3.65 overall and in linguistics, but this requirement can be waived by the CAS 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 (currently, Professor Mark Balin). 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 notified by the beginning of registration for the next semester about their acceptance into the honors program. If 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 honors 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, German and Linguistics, French and Linguistics, Spanish and Linguistics, and Italian 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 coadvisers. The thesis topic, needless to say, should reflect contributions to both disciplines.

Students interested in pursuing joint honors in linguistics and Italian, German, Spanish, or French, 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. 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, Davidson, Gouskova. 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 non-linguistics majors, especially for foreign language and English majors.

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, automatons, simulata, etc., and discusses definitions of sign, symbol, intelligence, artificial intelligence, mind, cognition, meaning, etc. Concerns the matter expressed by the symbol systems and the manner in which the matter is expressed: literally, abstractly, metaphorically, as a simile, by insinuation, and other methods.

Introduction to Semantics
V61.0004 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. Examines the acquisition of meaning by children learning their first language.

Introduction to Psycholinguistics
V61.0005 Davidson. Offered every other year. 4 points.

Discusses how young children acquire their knowledge of language, both in normal development and in pathological cases (specific language impairment, SLI). Introduces both the conceptual problem of acquisition (innateness, poverty of stimulus, relation of language to mind) and the work that led to the breakthroughs of the last two decades (nonnutritive sucking experiments with infants, analysis of the CHILDES data base with older children, etc.). Shows how linguistic theory and empirical research directed at first language acquisition interact. Adopts a hands-on approach.

Sound and Language
V61.0011 Davidson, Gafos, Gouskova, Gray. 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, 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, Gussenhoven. 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 or V55.0660 or V61.0028 or permission of the instructor. Baltin, 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 Prerequisite: V61.0001 or V55.0660. 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 Verne's Laws, in detail.

Language and Society
V61.0015 Guy, Single. 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 issue; regional, social, and ethnic speech varieties; bilingualism; 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 Indo-European family of languages, in particular Indic, Hellenic, Slavic, Italic, and Germanic.

Bilingualism
V61.0018 Blake, Single. Offered occasionally. 4 points.
Reviews literature on various bilingual and multilingual communities and considers major linguistic and social issues raised by the phenomenon of multilingualism.

Structure of English Vocabulary
V61.0019 Costello. 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 that 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, the stem-affix structure of borrowed words, together with the regularities of their pronunciation and meaning. This course relies on elementary phonology, morphology, and semantics and is recommended for nonmajors.

Sex, Gender, and Language
V61.0021 Id. to V97.0121. Vasvari. Offered every 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 Id. to V11.0023. 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 intrasytemically and in comparison with other dialects of American English. Relates the English vernacular spoken by African Americans in urban settings to creole languages spoken on the South Carolina Sea Islands (Gullah), in the Caribbean, and in West Africa. Also approaches the subject from the perspective of the history of the expressive uses of African American Vernacular English (e.g., in signifying’ and rappin’) and the educational, attitudinal, and social implications connected with the language.

Computational Principles of Sentence Construction
V61.0024 Prerequisite: V61.0028 or permission of the instructor. 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 in the PC Lab and on a Unix system and obtain hands-on experience with artificial intelligence and expert systems programs using symbolic logical-based computer languages. Students use the Web and the Internet. They may base their research on existing programs or write their own.

Language and Liberation at Home in the Caribbean and Abroad
V61.0026 Id. to V11.0801. 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.
Baltin, Davidson, Gafos, Marcus, McElree, Morphy, 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 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-morphy) 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 to what extent morphological combination is a matter of syntax vs. the lexicon. Emphasis is on constructing morphological hypotheses and linguistic argumentation. The assignments involve in-depth analyses of data from various languages.

Language in Latin America
V61.0030  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 American 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  Prerequisites: V61.0004 or permission of the instructor, and V61.0013. 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
V61.0033  Costello. Offered occasionally. 4 points.
The two central issues to be treated in this course are (1) how do various writing systems relate to language; and (2) 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. Recommended for nonmajors.

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 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. We consider a variety of issues including 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 or V61.0004 or permission of instructor. Offered occasionally. 4 points.
This 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; and there are background lectures 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 absolute, relative, and periphrastic verbal constructions (e.g., 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 like always, not, everyone, etc. 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: An introductory linguistics course (V61.0001, V61.0002, or V55.0060) or permission of the instructor. Offered every other year. 4 points.
Examines the pidginized and creolized languages of the world. Addresses three central questions: (1) how do pidgins/creoles (P/Cs) come into being, (2) why do P/Cs have the properties that they do, and (3) why do P/Cs—regardless of the circumstances of their genesis—share so many features? The course 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. The course has as its geographic focus the Atlantic, i.e., creoles from the Caribbean and pidgins from West Africa, but it also considers pidgins/creoles from the Pacific.

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. The 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. Kajanne. 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 (to be cross-listed in Psychology as V93.0000)
V61.0043  Identical to V89.0300. Prerequisites: V89.0025 or one previous linguistics course or permission of instructor. Pylkkänen. Given 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? This course 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 developmental language disorders, including aphasia, dyslexia, and generic language impairment. Functional neuroimaging techniques are introduced, and the course includes a small lab component where students gain hands-on experience analyzing brain data.

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 evolu-
tion 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  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. Offered every other year. 4 points.  
Examines the role of language in communities of 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.

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. 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 language, 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.  
Variable content course; see the description of each offering at the department’s home page.

Internship  
V61.0980, 0981  Prerequisite: permission of the director of undergraduate studies. In the term prior to the internship, the student must present a written description of the proposed internship that clearly indicates the linguistic content of the project. 1 to 4 points.

Independent Study  
V61.0997, 0998  Prerequisite: permission of the director of undergraduate studies. 1 to 4 points each term.
The literature in translation minor is open to all students. Participating in the program are the Skirball Department of Hebrew and Judaic Studies and the Departments of Classics; Comparative Literature; Dramatic Literature; East Asian Studies; English; French; German; Italian; 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 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.

A complete list of courses offered in this minor during a specific term may be found in the directory of classes.
The undergraduate division of the Department of Mathematics offers a wide variety of courses in both pure and applied mathematics. The faculties 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, (4) secondary school education, and (5) mathematics. 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. All this is described in more detail below. Special courses in the mathematical aspects of biology and medicine are also available.

Outstanding students may join an honors program and be admitted to selected courses at the graduate level. All students have access to the institute’s library, which houses a large, up-to-date collection of books and technical journals in mathematics and computer science.

**Faculty**

**Professors Emeriti:**
Bazer, Bromberg, Burrow, Edwards, Hausner, Hirsch, Isaacson, Karal, Karp, Lax, Morawetz, Nirenberg, Schwartz, Shapiro, Ting, Ungar

**Silver Professors; Professors of Mathematics:**
Cheeger, Lin, McKean, Peskin, Young

**Professors:**

**Associate Professors:**
Baik, Buhler, Cai, Y. Chen, Chiaromonte, Holland, Masmoudi, Serfaty, Tranchina, Venkatesh

**Assistant Professors:**
Gunturk, Holland, Paulius, Ren, Sheffield, Smith, Tornberg, Vanden-Eijnden, Zhang

**Courant Instructors:**
Dubedat, Greer, Kessler, Hammond, K. Lin, Nenciu, Ott, Silvestre, Wengen, Xu

**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 following Morse Academic Plan (MAP) courses: Quantitative Reasoning, V55.010X. They can also take Calculus for the Social Sciences, V63.0017; or an appropriate calculus course numbered V63.0121 or above, with the permission of the department. Qualified students may also take a special examination given by the Morse Academic Plan (MAP) office – 100 Washington Square East, Room 903, New York, New York 10003, 212-998-8119.

**CALCULUS PLACEMENT**
Students with a precalculus or a high school calculus course with a grade of B or better and SAT math score of 750 can enter Calculus I, V63.0121. Students who did not
receive a grade of B or better in precalculus or calculus are advised to take Precalculus, V63.0009. Students with four years of high school mathematics with a grade of A in calculus and SAT math score of 780 may enter Honor Calculus, V63.0221. Those who need additional mathematical preparation are required to take Precalculus, V63.0009.

**ADVANCED PLACEMENT WITHOUT CREDIT**

Freshmen seeking advanced placement in mathematics may take the AB or BC Advanced Placement Examination in Mathematics given by the College Entrance Examination Board. A student who receives a grade of 4 or better on the AB test in calculus is placed into Calculus II, V63.0122, and receives 4 points of college credit in lieu of Calculus I, V63.0121. A student who receives a grade of 4 or better on the BC test in calculus is placed into Calculus III, V63.0123, and receives 8 points of college credit in lieu of V63.0121 and V63.0122.

**ADVANCED PLACEMENT WITH 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.

**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, II, V63.0325, 0326, and Algebra I, II, V63.0343, 0344, both usually taken during the junior year; and Honors: Complex Variables I, II, V63.0395, 0394, usually taken during the senior year. With departmental approval, completion of two approved graduate courses in mathematics may be accepted in place of Honors I, II. Potential honors students should register for Honor Calculus I, II, V63.0221, 0222. Students must also complete a senior “project” under individual faculty supervision. The requirements for admission into the honors program are (1) maintain a grade point average of 3.65 or higher, and a choice of V63.0224, V63.0326, or V63.0344. The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0141, V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, V63.0343, two mathematics courses listed at V63.0120 or higher, and a choice of V63.0224, V63.0326, or V63.0344. 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.

**JOINT HONORS IN MATHEMATICS AND COMPUTER SCIENCES**

This is an interdisciplinary major offered by the Department of Mathematics and the Department of Computer Science. The mathematics requirements are V63.0120, V63.0121, V63.0122, V63.0123, V63.0140, V63.0325, V63.0343, V63.0344, V63.0393, V63.0394 (V63.0393 and V63.0394 may be substituted for two graduate classes with math faculty approval). 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 V22.0300-level or above. Guided research, sponsored by either department should be presented at the Dean’s Undergraduate Research Conference, which takes place in late April. Students are expected to present their research to the mathematics department, the computer science department, and the college. Students must complete a senior “project” under the guidance of a faculty member.
Awards

Activities and Awards

Mathematics Club: An active club is open to all students interested in the study of mathematics. An organizational meeting is held shortly after classes begin in the fall to plan for the coming academic year. Activities include talks by faculty and guest speakers on a variety of topics including career opportunities.

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.

Requirements: Four 4-point courses in the department numbered V65.0120 or higher.

Student in areas where mathematics courses are required as part of their major may satisfy the minor as long as two of the four courses do not apply simultaneously to the requirements for the major. At most two mathematics courses in the minor may be transferred from other colleges.

Courses taken under the pass/fail option are not counted toward the minor. A grade of C or better is required in all courses applying to the minor.

Advisers are available for consultation on minor requirements before and during registration. Students should consult an adviser if they have any doubt about which courses fulfill their requirements.

JOINT MATHEMATICS AND COMPUTER SCIENCE MINOR

The requirements are the four courses V65.0121, 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 one mathematics course in the joint minor may be transferred from other colleges.
Courses

Precalculus Mathematics
V63.0009  Prerequisite: Three years of high school math and math SAT score of 650, or permission of the department. Given 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 Program. Given every term. 4 points.

Derivatives, antiderivatives, and integrals of functions of one real variable. Logarithmic and exponential functions. Applications to finance and economics; growth and decay models. Introduction to probability.

Discrete Mathematics
V63.0120  Prerequisite: V63.0121 with a grade of C or better, or permission of the department. Given every term. 4 points.


CALCULUS TRACKS

Two calculus tracks are available—the standard track Calculus I, II, III (V63.0121-0123) and the intensive track (V63.0221-0222). Both cover roughly the same material in the same depth. The two courses V63.0221-0222 count as the equivalent of three mathematics courses. It is neither advised nor encouraged to switch tracks; a student who intends to take the full calculus sequence should be prepared to continue on the same track for the whole sequence.

Calculus I
V63.0121  Prerequisite: V63.0009 with a grade of C or better, or permission of the department. Given every term. 4 points.

Derivatives, antiderivatives, and integrals of functions of one variable. Applications include graphing, maximizing, and minimizing functions. Definite integrals and the fundamental theorem of calculus.

Calculus II
V63.0122  Prerequisite: V63.0121 with a grade of C or better, or equivalent, or permission of the department. Given every term. 4 points.

Integration by substitution, partial fractions, numerical integration, areas, volume, arc length, infinite sequences, complex numbers, Fourier series, ODE, partial fractions.

Calculus III
V63.0123  Prerequisite: V63.0121 with a grade of C or better, or equivalent, or permission of the department. Given every term. 4 points.


Linear Algebra
V63.0140  Prerequisite: V63.0121 with a grade of C or better, or equivalent. Given every term. 4 points.


Honors Linear Algebra I
V63.0141  Formerly Intensive Linear Algebra I. Identical to G63.2110. Prerequisite: A grade of B or better in V63.0123 or equivalent. Given every fall. 4 points.

Linear spaces, subspaces, and quotient spaces; linear dependence and independence; basis and dimension. Linear transformation and matrices; dual spaces and transposition. Solving linear equations. Determinants. Quadratic forms and their relation to local extrema of multivariable functions.

Honors Linear Algebra II
V63.0142  Formerly Intensive Linear Algebra II. Identical to G63.2120. Prerequisite: V63.0141. Given every spring. 4 points.


Calculus for Biology and the Life Sciences I
V63.0143  Identical to V23.0101. Prerequisite: V63.0009. Given every fall. 4 points.

Equivalent to V63.0121, this course is for calculus students who plan to enter the medical or life sciences. Examples and problems are drawn from a wide selection of topics in biology, including physiology, ecology, genetics, bioinformatics, probability, biostatistics, enzymology, and neurophysiology.

Honor Calculus I, II
V63.0221 (fall) and V63.0222 (spring) Formerly Intensive Calculus I, II. Prerequisite: permission of the department. Includes recitation section. 5 points each term.

Covers the same material as V63.0121-0123, but at a faster pace. Appropriate for science, mathematics, and computer science majors. V63.0221 covers differential and integral calculus of one variable, with applications, and the elementary transcendental functions. V63.0222 includes techniques of integration, infinite series, and the calculus of several variables with applications. Calculators or computers are used.

Vector Analysis
V63.0224  Identical to G63.1002. Prerequisite: a grade of C+ or better in V63.0122, V63.0123, and V63.0140. Given every spring. 4 points.

Functions of several variables. Partial derivatives, chain rule, change of variables, Lagrange multipliers. Inverse and implicit function theorems. Vector calculus: divergence, gradient, and curl; theorems of Gauss, Green, and Stokes with applications to fluids, gravity, electromagnetism, and the like. Introduction to differential forms. Degree and fixed points of mappings with applications. Additional topics depending on the interests of the class, as time permits.
Theory of Probability
V63.0233 Prerequisite: a grade of C or better in both V63.0122 and V63.0123 or equivalent. Given every fall. 4 points.
Introduction to the mathematical techniques of random phenomena occurring in the natural, physical, and social sciences. Axioms of mathematical probability, combinatorial analysis, binomial distribution, Poisson and normal approximation, random variables and probability distributions, generating functions, Markov chains, applications.

Mathematical Statistics
V63.0234 Prerequisite: a grade of C or better in V63.0233 or equivalent. Given every spring. 4 points.
Introduction to the mathematical foundations and techniques of modern statistical analysis used in the interpretation of data in quantitative sciences. Mathematical theory of sampling; normal populations and distributions; chi-square, t, and F distributions; hypothesis testing; estimation; confidence intervals; sequential analysis; correlation, regression, and analysis of variance. Applications.

Probability and Statistics
V63.0235 Prerequisite: a grade of C or better in both V63.0122 and V63.0123 or equivalent. Given every 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, etc. In statistics: sampling; normal and other useful distributions; testing of hypotheses; confidence intervals; correlation and regression; applications to scientific, industrial, and financial data.

Combinatorics
V63.0240 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Given every other spring. 4 points.
Techniques for counting and enumeration, including generating functions, the principle of inclusion and exclusion, and Polya counting. Graph theory. Modern algorithms and data structures for graph theoretic problems.

Logic
V63.0245 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Given 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.

Theory of Numbers
V63.0248 Prerequisite: V63.0122 with a grade of C or better, or equivalent. Given every fall. 4 points.

Mathematics of Finance
V63.0250 Prerequisites: V63.0121, V63.0122, V63.0123, and one of the following, V63.0233/V63.0234/V31.0018/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. Given every fall. 4 points.

Introduction to Mathematical Modeling
V63.0251 Prerequisite: A grade of C or better in both V63.0122 and V63.0123 or permission of the instructor. Given every 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, 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 V63.0122, V63.0123, and V63.0140 or equivalent. Given every 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 studying 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. Given every fall. 4 points.
Intended primarily for premedical students with interest and ability in mathematics. Topics of medical importance using mathematics as a tool: control of the heart, optimal principles in the lung, cell membranes, electrophysiology, counter-current exchange in the kidney, acid-base balance, muscle, cardiac catheterization, and computer diagnosis. Material from the physical sciences is introduced as needed and developed within the course.

Computers in Medicine and Biology
V63.0256 Identical to G23.1502. Prerequisite: V63.0255 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. Given every 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
lungs, 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 V63.0122, V63.0123, and V63.0140 or equivalent. Given every spring. 4 points.


**Partial Differential Equations**

V63.0265 **Prerequisite:** A grade of C or better in V63.0262 or equivalent. Given every 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. Given every 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. Given every 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 V63.0122 and V63.0123 or equivalent. Given every spring. 4 points.


**Analysis I**

V63.0525 **Formerly Advanced Calculus I. Prerequisites:** A grade of C or better in V63.0122, V63.0123, and V63.0140 or equivalent. Given every spring. 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**

V63.0526 **Formerly Advanced Calculus II. Prerequisite:** A grade of C or better in V63.0325 or permission of the department. Given every spring. 4 points.


**Algebra I**

V63.0345 **Prerequisites:** A grade of C or better in V63.0122, V63.0123, and V63.0140 or equivalent. Given every 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. Given every spring. 4 points.

Extension fields and roots of polynomials. Construction with straight edge and compass. 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. Given every 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. Given every fall. 4 points.

The differential properties of curves and surfaces. Introduction to manifolds and Riemannian geometry.

**Honors: Complex Variables I, II**

V63.0395 (fall), 0394 (spring)

Identical to G63.2450 and G63.2460. 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 (fall), 0396 (spring)

4 points per term.

Lecture-seminar course on advanced topics selected by the instructor. 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 (fall, summer), 0998 (spring, summer) **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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numerical Methods</td>
<td>G63.2010, 2020</td>
</tr>
<tr>
<td>Scientific Computing</td>
<td>G63.2043</td>
</tr>
<tr>
<td>Algebra</td>
<td>G63.2130-2140</td>
</tr>
<tr>
<td>Number Theory</td>
<td>G63.2210, 2220</td>
</tr>
<tr>
<td>Topology</td>
<td>G63.2310, 2320</td>
</tr>
<tr>
<td>Real Variables</td>
<td>G63.2430, 2440</td>
</tr>
<tr>
<td>Introduction to Applied Math.</td>
<td>G63.2701, 2702</td>
</tr>
<tr>
<td>Mathematical Topics in Biology</td>
<td>G63.2850, 2851</td>
</tr>
<tr>
<td>Probability</td>
<td>G63.2911, 2912</td>
</tr>
</tbody>
</table>
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 CAS programs abroad. Students design their own programs in consultation with the program director and faculty: they thus experience the intimate guidance of a center of excellence within the rich offerings of a great university and a vibrant city.

**Faculty**

Professors Emeriti:
- Claster (History), Hyman (Fine Arts), Ivy (Hebrew and Judaic Studies), P. Johnson (History), Raymo (English), Sandler (Fine Arts)

Professors:
- Alexander (Fine Arts), Archer (English), Beaujour (French), Bedos-Rezak (History), Bonfante (Classics), Boorman (Music), Weil-Garris Brandt (Fine Arts), Carruthers (English), Chazan (Hebrew and Judaic Studies), Cox (Italian), Dinshaw (English/Gender and Sexuality Studies), Freccero (Italian), Gans (Chemistry), Gilman (English), Guillory (English), Hoover (English), Javitich (Comparative Literature), Krabbenhoft (Spanish and Portuguese), Krinsky (Fine Arts), Kupperman (History), Martinez (Spanish and Portuguese), Matthews (Fine Arts), Mirab (Classics), Oliva (History), Petrice (Middle Eastern and Islamic Studies), Peters (Middle Eastern and Islamic Studies), Regalado (French), Reiss (Comparative Literature), Roesner (Music), Rubenstein (Hebrew and Judaic Studies), Ross (Spanish and Portuguese), Tylus (Italian), Vitz (French), Wolfson (Hebrew and Judaic Studies)

Associate Professors:
- Ardizzone (Italian), Bauer (English and Spanish and Portuguese), Crabtree (Anthropology), Dopico-Black (Spanish and Portuguese), Kennedy (Middle Eastern and Islamic Studies), Momma (English), Rice (Fine Arts), Rowson (Middle Eastern and Islamic Studies), Smith (Fine Arts), Zezula (French)

Assistant Professors:
- Flood (Fine Arts), Geronimus (Fine Arts), Griffiths (History), Husain (Middle Eastern and Islamic Studies), Katz (Middle Eastern and Islamic Studies), Rust (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
advancement 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 is the Marco Polo Travel Award, which is granted to an outstanding student each year to allow her or him to travel abroad for research, 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 students’ 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 eight- 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 Seniors Honors Seminar, a colloquium for thesis writers; in the spring semester they enroll in an Honors Independent Study. The Seniors 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 the 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.

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.”

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.

Courses
The following is a sampling of courses specifically designed for the Program in Medieval and Renaissance Studies.

Interdisciplinary Seminar in Medieval and Renaissance Studies
V65.0991, 0992 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; Millenarianism; 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; 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; 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; Renaissance 2000 (Telecourse).

Topics in Medieval Studies
V65.0983, 0984 Offered regularly. 4 points.
This course, varying in content from term to term, focuses on special themes. Recent offerings include Tolkien and Lewis: The Medievalists’ 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; Doomsday: The Last Judgement in Medieval Culture; Medieval Minstrels; Angels; Sexual Transgression in the Middle Ages and Renaissance; Saints: Lore and Legend; The Troubadours: Lyrics, Love, and War; Early Irish Art; The Middle Ages at the Movies; The Medieval Book (held at the Pierpont Morgan Library).

Topics in Renaissance Studies
V65.0993, 0994 Offered regularly. 4 points.
This course, varying in content from term to term, focuses 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 Marvell; The Printed Book in the Renaissance (held at the New York Public Library).

Acting Medieval Literature
V65.0868 Identical to V45.0868, H28.0732. Vitz. Offered regularly. 4 points.
This course presents medieval literature as a set of springboards to performance rather than as a series of “books” to be read. In this strongly performance-oriented course, students approach this “literature” as works that were acted out, sung, and narrated from memory as part of a storytelling tradition. Students are invited to draw on their dramatic and musical skills and interests, and stage medieval works. For their final project, students participate in staging and putting on a play; perform a substantial piece of narrative poetry; or sing or play a body of medieval songs; etc.
Works studied/performed include songs of the troubadours and trouvères; The Song of Roland; Chrétien de Troyes’s romance, Ysain; French fabliaux; Sir Gawain and the Green Knight.

Don Quixote
V65.0371 Dopico-Black. 4 points.
A reading of Cervantes’s Don Quixote that explores its privileged position as first modern novel while also attending to the rich and complex historical context from which it emerged.

Arthuian Legend
V65.0800 Identical to V29.0825, 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. Johnson. Offered infrequently. 4 points.
Concentrates on the culture of medieval Europe, a world that produced castles and crusades, cathedrals and tapestries, mystery plays and epics, and plainsong and philosophy. Examines the richness and diversity of medieval creativity through lectures, class discussions, literature, slides, and museum visits.

The Culture and Literature of the Renaissance
V65.0311 Identical to V45.0311. Zelazla. 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 and V59.0160. Offered regularly. 4 points.
Interdisciplinary introduction to late medieval culture, using Dante, its foremost literary artist, as a focus. Attention not only to the literature, art, and music, but also to the political, religious, and social developments of the time as well as to new philosophical and scientific currents. Emphasizes the continuity of the Western tradition, especially the classical backgrounds of medieval culture and its transmission to the modern
world. Cinematic re-creations, documentaries, other visual aids, and museum trips.

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 Provençal through its developments in Latin, German, Italian, French, Spanish, Portuguese, and English. Examines how the themes and conventions of this lyric are transformed in the Renaissance by such major love poets as Petrarch, Sidney, Shakespeare, and Donne.

Medieval Theatre
V65.0712  Offered infrequently.
4 points.
Survey of medieval theatre in Europe, the plays and their contexts in the church, courts, and carnival. A study of the plays themselves, ranging from mystery plays to farces and a look at techniques of staging and accounts of festive celebrations. Includes videos and attendance at live performances. Texts taught in translation.

Medieval Technology and Everyday Life
V65.0003  Gen.  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 philosophical interests. Includes, among others, Augustine, Anselm, Thomas Aquinas, Duns Scotus, and William of Ockham.

The Saints: Lore and Legend
V65.0565  Identical to V45.0365. Vitz. Offered infrequently. 2 points.
Focuses on the saint as a major figure in Western culture. Examines definitions of sanctity in the Old and New Testaments and in the early Christian church and then explores the important role played by saints in medieval culture and beyond. Topics considered: the theology of devotion to the saints and to the Virgin Mary in Catholicism and Eastern Orthodoxy, determination of sainthood, and gender differences among saints. Uses literary, historical, artistic, and religious documents.

Independent Study
V65.0997, 0998  Prerequisite: written permission of the director of the program. Counts toward majors and minors only. May not duplicate the content of a regularly scheduled course. 1 to 4 points per term.

Internships
V65.0980, 0981  Prerequisite: written permission of the director of the program. Counts toward majors and minors only. Majors and minors may find internships that can be related to medieval and Renaissance studies. A faculty director is appointed and the student writes a substantial report for 1–4 points of academic credit for independent study.

Senior Honors Seminar
V65.0998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Given every 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, tools available in the library for advanced research, standards for preparing research papers (forms of documentation, citation, and bibliography) standard in the field, and 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. Given every 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 departmental course descriptions.

See the class directory for cross-listed electives offered through NYU Study Abroad. Approval of the director of the program is required to count other Study Abroad courses toward the major or minor.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Renaissance</td>
<td>V65.0121</td>
<td>Identical to V57.0121.</td>
</tr>
<tr>
<td>The Protestant and Catholic Reformations</td>
<td>V65.0122</td>
<td>Identical to V57.0122.</td>
</tr>
<tr>
<td>Italy in the Age of Dante and Petrarch</td>
<td>V65.0132</td>
<td>Identical to V57.0132.</td>
</tr>
<tr>
<td>The Golden Age of Spain, 1450-1700</td>
<td>V65.0138</td>
<td>Identical to V57.0138.</td>
</tr>
<tr>
<td>Gendering the Middle Ages</td>
<td>V65.0190</td>
<td>Identical to V57.0197. Bedos-Rezak. 4 points.</td>
</tr>
<tr>
<td>Seminar: The Crusades and the Crusader Kingdom in the Middle Ages</td>
<td>V65.0265</td>
<td>Identical to V57.0265.</td>
</tr>
<tr>
<td>Seminar: Women in Medieval and Renaissance Europe</td>
<td>V65.0270</td>
<td>Identical to V57.0270.</td>
</tr>
<tr>
<td>*Seminar: Topics in Early Modern Europe</td>
<td>V65.0279</td>
<td>Identical to V57.0279.</td>
</tr>
<tr>
<td>Seminar: Topics in the Renaissance</td>
<td>V65.0281</td>
<td>Identical to V57.0281.</td>
</tr>
<tr>
<td>IRISH STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myths and Legends of the Ancient Celts</td>
<td>V65.0761</td>
<td>Identical to V58.0307.</td>
</tr>
<tr>
<td>Medieval Ireland</td>
<td>V65.0405</td>
<td>Identical to V58.0308, V57.0308, V41.0308.</td>
</tr>
<tr>
<td>ITALIAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Civilization of the Italian Renaissance</td>
<td>V65.0161</td>
<td>Identical to V59.0161.</td>
</tr>
<tr>
<td>Survey of Medieval and Renaissance Literature</td>
<td>V65.0115</td>
<td>Identical to V59.0115.</td>
</tr>
<tr>
<td>Dante’s Divine Comedy</td>
<td>V65.0271</td>
<td>Identical to V59.0270.</td>
</tr>
<tr>
<td>Petrarch, Boccaccio, and the Dawn of the Renaissance</td>
<td>V65.0274</td>
<td>Identical to V59.0271.</td>
</tr>
<tr>
<td>Petrarch and the Language of Love</td>
<td>V65.0275</td>
<td>Identical to V59.0272.</td>
</tr>
<tr>
<td>LINGUISTICS</td>
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<tr>
<td>Etymology</td>
<td>V65.0076</td>
<td>Identical to V61.0076.</td>
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<tr>
<td>MIDDLE EASTERN AND ISLAM-IC STUDIES</td>
<td>V65.0025</td>
<td>Identical to V77.0800, V78.0160, and V90.0102.</td>
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<tr>
<td>Judaism, Christianity, and Islam</td>
<td>V65.0640</td>
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<td>The Making of the Muslim Middle East, 600-1250</td>
<td>V65.0650</td>
<td>Identical to V77.0650.</td>
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<td>*The Ottoman Empire in World History</td>
<td>V65.0651</td>
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<td>*Mediterranean Worlds</td>
<td>V65.0660</td>
<td>Identical to V77.0660, V57.0131.</td>
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<td>*Muslim Societies</td>
<td>V65.0692</td>
<td>Identical to V77.0692.</td>
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<td>*Islam and the West</td>
<td>V65.0694</td>
<td>Identical to V77.0694, V57.0250.</td>
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<td>*Masterpieces of Islamic Literature in Translation</td>
<td>V65.0710</td>
<td>Identical to V77.0710.</td>
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<td>The Arabian Nights</td>
<td>V65.0714</td>
<td>Identical to V77.0714.</td>
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<td>The Sufis: Mystics of Islam</td>
<td>V65.0863</td>
<td>Identical to V90.0863 and V77.0863.</td>
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<td>*Seminar: Introduction to Islamic Texts</td>
<td>V65.0720</td>
<td>Identical to V77.0720.</td>
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<td>*Seminar: Women and Islamic Law</td>
<td>V65.0783</td>
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<td>MORSE ACADEMIC PLAN</td>
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<td>Conversations of the West: Antiquity and Middle Ages</td>
<td>V55.0401</td>
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<td>Conversations of the West: Antiquity and Renaissance</td>
<td>V55.0402</td>
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<td>World Cultures: Muslim Europe</td>
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<td>World Cultures: Muslim Spain</td>
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<td>Medieval and Renaissance Music</td>
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<td>Origins of Astronomy</td>
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<td>POLITICS</td>
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<td>*Topics in Premodern Political Philosophy</td>
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<td>RELIGIOUS STUDIES</td>
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<td>Varieties of Mystical Experience</td>
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<td>SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES</td>
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<td>Chronicles and Travel Literature of the Colonial World</td>
<td>V65.0273</td>
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<td>Readings in Spanish Literature Through the Golden Age</td>
<td>V65.0215</td>
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<td>Cervantes</td>
<td>V65.0335</td>
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<td>Forms of the Picarque in Spain and Spanish America</td>
<td>V65.0438</td>
<td>Identical to V95.0438.</td>
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<td>Theatre and Poetry of the Spanish Golden Age</td>
<td>V65.0421</td>
<td>Identical to V95.0421.</td>
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<td>GRADUATE COURSES OPEN TO UNDERGRADUATES</td>
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<td>COMPARATIVE LITERATURE</td>
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<td>Themes and Forms of Medieval Literature</td>
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<td>European Renaissance Literature I</td>
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<td>European Renaissance Literature II</td>
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<td>Introductory Old English</td>
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<tr>
<td>Introductory Middle English</td>
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<tr>
<td>Studies in Beowulf</td>
<td>G41.1152</td>
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<td>*Prerequisite G41.1060 or the equivalent.</td>
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<td>The Renaissance in England</td>
<td>G41.1322</td>
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<td>Shakespeare I, II</td>
<td>G41.1344,1345</td>
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<td>*17th-Century Poetry</td>
<td>G41.1420</td>
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<td>FRENCH</td>
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<tr>
<td>Introduction to Medieval French Literature</td>
<td>G45.1211</td>
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<td>The Medieval Epic</td>
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<td>Prose-Writers of the 16th Century</td>
<td>G45.1331</td>
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<td>*La Pléiade</td>
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<td>MIDDLE EASTERN AND ISLAMIC STUDIES</td>
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<td>History of the Islamic Near East to 1200</td>
<td>G77.1640</td>
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<td>Medieval Iran</td>
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<td>MUSIC</td>
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<tr>
<td>Collegium Musicum</td>
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<tr>
<td>SPANISH AND PORTUGUESE LANGUAGES AND LITERATURES</td>
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<tr>
<td>Introduction to Medieval Spanish Literature</td>
<td>G95.1211</td>
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<td>16th-Century Novelistic Forms</td>
<td>G95.1334</td>
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<td>Spanish Poetry of the Renaissance</td>
<td>G95.1341</td>
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<td>Mystics and Contemplatives</td>
<td>G95.2311</td>
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<tr>
<td>Portuguese Literature: The Cancioneiros to Camões</td>
<td>G87.1817</td>
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</table>
The Program in Metropolitan Studies, which is administered by the Department of Social and Cultural Analysis, is an undergraduate, interdisciplinary program for the study of cities, urban issues, and urban culture. Using New York City as their laboratory, students work to understand the relationship between people and the built environment. In their course work, students develop a critical understanding of how metropolitan areas evolve while examining those areas’ core problems.

The program exploits one of NYU’s major assets—its New York City location—in a variety of ways. Students learn through assignments involving independent fieldwork, observation, and analysis in both Manhattan and the greater metropolitan area. All majors participate in an internship program enabling them to work in state agencies while participating in a seminar linking their practical experience with theoretical and historical issues. There is an honors program for qualified students culminating in an extended senior thesis.

The program draws on faculty active in the city’s government, community, and non-profit agencies. 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. arrangement exists with NYU’s Robert F. Wagner Graduate School of Public Service. For more information, see Preprofessional, Accelerated, and Specialized Programs.

**Faculty**

Professors: A. Ross, Molotch, Walkowitz
Associate Professor: Brenner
Assistant Professor: Zaloom

Assistant Professor/Faculty Fellow: Rademacher
Adjunct Faculty: Brettschneider, Haff, Lasdon, MacBride, Silberblatt

Affiliated Faculty: Bender, Broderick, Cohen, Conley, Davila, Green, Horowitz, Klinenberg, Moss, Nagle, Otter, Poitevin, Ross, Siu, Tchen, Townsend, Zhang

**Programs**

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

**Three introductory courses**—should be taken in this order:
- 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
- Interdisciplinary Perspectives on Metropolitan Studies, V18.0601 (formerly Introduction to Metropolitan Studies, V99.0101)
- Cities in a Global Context, V18.0602 (formerly V99.0103)
**Courses**

**CORE INTRODUCTORY COURSES**

Interdisciplinary Perspectives on Metropolitan Studies  
V18.0601  Formerly MAP  
V55.0631, equivalent to Introduction to Metropolitan Studies, V99.0101.  
Brenner, Molotch. Given every semester. 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, Zaloom. Given every semester. 4 points.  

What is a Global City? How does a global perspective shape our understanding of urban spaces, and the politics of creating social and spatial order in cities? Draws on ethnographic examples from a range of cultural and geographic contexts to explore twenty-first century urbanization. Through examples that range from Shanghai to Sao Paulo, we trace how issues like equity, migration, violence, ecology, and citizenship can inform an understanding of modern cities.

**ELECTIVE COURSES (AREAS 1, 2, 3)**

**AREA 1: SOCIAL WELFARE AND PUBLIC POLICY: ECONOMICS, POVERTY, HEALTH, EDUCATION, FAMILIES, LAW**

**Law and Urban Problems**  
V18.0610  Formerly V99.0232.  
Lasdon. Given every 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.

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Four elective courses—one course from each of three following areas, plus a fourth elective as indicated below:  


**Area 2: Urban Culture and Identity: Culture of the City and People of the City**

**Area 3: The Material City: The Built Environment, Planning and Development**

One upper-division course offered by the Department of Social and Cultural Analysis and officially designated as “common elective,” which addresses issues pertinent to Metropolitan Studies in relation to other allied fields.

**Four research core courses:**

- Strategies for Social and Cultural Analysis, V18.0020 (formerly Research Methods in Metropolitan Studies, V99.0501)
- Metropolitan Studies-related Internship Fieldwork, V18.0040 (formerly V99.0401)
- Internship Seminar, V18.0042 (formerly V99.0402)
- Senior Research Seminar, V18.0090 (formerly V99.0502)

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 CAS; 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.

**MINOR**

Four courses are required for the minor in Metropolitan Studies. One course must be Interdisciplinary Perspectives on Metropolitan Studies (MAP course), V55.0631. Three must be Metropolitan Studies or cross-listed courses. (Internship Seminar, V18.0402, taken with Internship Fieldwork, V18.0401, fulfills the requirements of two courses.)

**HONORS**

Departmental Honors in Metropolitan Studies—as in all the majors administered within SCA—requires a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof) is normally taken in the sophomore or junior year. 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. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.
Urban Schools in Crisis: Policy Issues and Perspectives  
V18.0611  Formerly V99.0238.  
Cohen. Given every fall. 4 points.  
Examines the changing political purposes of public education. The pressures placed on school systems and how they adapt to the demands of political clients and constituents are studied in the context of political and fiscal pressures exerted by competing priorities at different levels of government. Also explores the intergovernmental context of urban schools, with emphasis on repeated criticisms of the adequacy of the American public school system to train future generations to think and perform well in the workplace.

Work and Wealth in the City: The Economics of Urban Growth  
V18.0612  Formerly V99.0243.  
Zaloom. Given 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. Examines a diverse set of questions about the forms of capital needed to maintain a city, the economics of regional development, the role of taxes in supporting services and urban development, the job structure of a metropolitan area, and the types of incentives necessary to maintain a diverse labor force.

Community Empowerment  
V18.0613  Formerly V99.0244.  
Brettschneider. Given every spring. 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. Addresses these issues in a wide variety of community settings. Designed to be challenging and rewarding to those students interested in helping people work together to improve their lives.

Violence in America  
V18.0750  Formerly V99.0220.  
Identical to V37.0616. 4 points.  
See description under History (57).

Urban Economics  
V18.0751  Formerly V99.0310.  
Identical to V31.0227. 4 points.  
See description under Economics (31).

Government of New York City  
V18.0752  Formerly V99.0370.  
Identical to V53.0364. 4 points.  
See description under Politics (53).

Urban Government and Politics  
V18.0753  Formerly V99.0371.  
Identical to V53.0360. 4 points.  
See description under Politics (53).

Community Psychology  
V18.0754  Formerly V99.0380.  
Identical to V89.0074. 4 points.  
See description under Psychology (89).

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.  
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 Settlements: Law, Housing, and Conflict in New York City  
V62.0249  4 points.  
See description under Institute for Law and Society (62).

Urban Violence in America  
V28.0105  4 points.  
See description under History (28).

Contested Cities: Globalization and the Politics of Urban Governance  
V18.0756  Formerly V99.0354.  
Identical to V93.0936. 4 points.  
See description under Sociology (93).


Culture of the City  
V18.0620  Formerly V99.0247.  
Given every spring. 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, the 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.

Gender in the Urban Environment  
V18.0621  Formerly V99.0270.  
Given every fall. 4 points.  
Explores the effects of urban spatial and economic changes on women's lives. This course addresses issues related to the labor force of the new service-based city; ethnic groups, classes, races, and religious affiliations; the problems of the new female immigrants; women's social service needs. Theoretical and historical analysis of sexism. Implications for health care, welfare, day care, crime, family relations, sexual harassment, and wage discrimination.

The Latinized City  
V18.0252  Formerly V99.0305 and V13.0305.  4 points.  
See description under American Studies.
Re-Imagining Community: Race, Nation, and the Politics of Belonging
V18.0362  Formerly V15.0200. 4 points.  See description under Asian/Pacific/American Studies.

Race, Class, and Metropolitan Transformation
V18.0367  Formerly V99.0345 and V15.0601. 4 points.  See description under Asian/Pacific/American Studies.

Race, Immigration, and Cities and New York City
V18.0311  Formerly V99.0347, V93.0347, and V15.0322. 4 points.  See description under Asian/Pacific/American Studies.

Multiethnic New York
V18.0363  Formerly V99.0349 and V15.0310. 4 points.  See description under Asian/Pacific/American Studies.

Chinatown and the American Imagination
V18.0370  Formerly V99.0353 and V15.0607. 4 points.  See description under Asian/Pacific/American Studies.

Writing New York

The Irish and New York

Urban Anthropology

Cities, Communities, and Urban Life
V18.0760  Formerly V99.0350.  Given every spring. 4 points.  See description under Sociology (93).

Art of the City
V18.0761  Formerly V99.0030.  Given every spring. E20.1030. 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.

AREA 3: THE MATERIAL CITY: THE BUILT ENVIRONMENT, PLANNING, AND DEVELOPMENT

City Planning: Social and Economic Aspects
V18.0630  Formerly V99.0280.  Given every spring. MacBride. 4 points.  Introduction to the theories and practice of city planning and critical evaluation of the field. Examines the role of city planning in influencing urban development and confronting chronic urban social problems. This course gives special attention to the impact of planning on the neighborhood as opposed to the citywide level, to social science as opposed to physical urban planning, and to the political context of planning as opposed to the notion of planners as “neutral” technical experts.

Urban Environmentalism
V18.0631  Formerly V99.0285.  Given every fall. MacBride. 4 points.  This course 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

Decision Making and Urban Design
V18.0763  Formerly V99.0521.  Given every spring. 4 points.  See description under Fine Arts (43).

Environmental Design: Issues and Methods
V18.0764  Formerly V99.0322.  Given every spring. 4 points.  See description under Fine Arts (43).

Cities in History
V18.0765  Formerly V99.0323.  Given every spring. 4 points.  See description under Fine Arts (43).

Urban Design and the Law
V18.0766  Formerly V99.0327.  Given every spring. 4 points.  See description under Fine Arts (43).

Seminar in Urban Options for the Future
V18.0767  Formerly V99.0622.  Given every spring. 4 points.  See description under Fine Arts (43).

Infrastructure
V18.0768  Formerly V99.0326.  Given every spring. 4 points.  See description under Fine Arts (43).

City Planning: 19th and 20th Centuries
V18.0769  Formerly V99.0630.  Given every spring. 4 points.  See description under Fine Arts (43).

Architecture in New York
V55.0722  4 points.  See description under MAP courses (55).

Modern Hispanic Cities (in Spanish)
V93.0650  4 points.  See description under Spanish (95).

Independent Study
V18.0997, 0998  Prerequisite: permission of the instructor. 2-4 points per term.
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 day, 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 will also acquire an interdisciplinary understanding of this pivotal area of the world by studying with the department’s specialists in history, anthropology, political science, literature, law, religious studies, and language.

In addition to the courses listed below, students are encouraged to select cross-listed courses in other departments and programs such as anthropology, fine arts, Hebrew and Judaic studies, history, politics, comparative literature, religious studies, and sociology that complement the department’s offerings.

Faculty
Professors: Chelkowski, Gilsenan, Lockman, McChesney, Peters, Shohat
Associate Professors: Fahmy, Haykel, Katz, Kennedy, Mikhail, Rowson

Clinical Associate Professor: Ferhadi
Language Lecturers: Erol, Hassan, Ilieva, Kassab, Khorrami, Tayyara

Associate Research Scholar: Goelet
Affiliated Faculty: Ben-Dor Benite, Fleming, Flood, Ivry, Kazemi, T. Mitchell

Program
Language: To obtain the B.A. degree with a Middle Eastern and Islamic studies major, students must meet the CAS language requirement in Arabic, Persian, Turkish, Hindi, or Urdu. This means (1) studying one of these languages at least through the intermediate level (four semesters) at NYU; (2) demonstrating the completion of equivalent course work elsewhere; or (3) satisfying the CAS language requirement by exam in one of these languages. 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.

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; (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 are 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 Evliya 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 grade point average of 3.65 and a major average of 3.65.

Requirements: (1) Completion of the major requirements. (2) Completion of at least two graduate-level courses with a grade point average of 3.0. These courses may be used to complete part of the major requirement. (3) Have no grade lower than a C in a Middle Eastern and Islamic studies course. (4) Write an honors paper of 50-60 double-spaced typed pages under the supervision of an MEIS faculty member, for which up to four points of Independent Study credit may be awarded (V77.0997, 0998). The subject of the honors paper and the faculty supervisor will be chosen in consultation with the director of undergraduate studies.

COURSES

LINGUISTIC 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.

ARABIC

Elementary Arabic I, II
V77.0101, 0102 Ferhadi. Given 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 drill, stressing the proficiency approach, plus work in the language laboratory.

Intermediate Arabic I, II
V77.0103, 0104 Prerequisite: V77.0102 or equivalent. Ferhadi. Given every year. 4 points per term.
Builds on the skills acquired in V77.0101, 0102, with increased emphasis on writing and reading from modern sources in addition to aural/oral proficiency.

The following two Advanced Arabic courses compose the third year of Arabic language instruction and are open to undergraduates who have successfully completed the Intermediate Arabic sequence.

Advanced (Media)
Contemporary Arabic I, II
G77.1005, 1006 Prerequisite: V77.0104 or equivalent. Ferhadi. Given 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 Khorrami. Given every year. 4 points per term.

Intermediate Persian I, II
V77.0403, 0404 Prerequisite: V77.0402 or equivalent. Khorrami. Given every year. 4 points per term.
Builds on the skills acquired in V77.0401, 0402 through continued study of grammar and syntax. Practice in spoken Persian. Introduction to classical and modern prose and poetry.

TURKISH

Elementary Turkish I, II
V77.0501, 0502 Erol. Given 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. Given 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
V77.0605, 0606 Iliescu. Given every year. 4 points per term.
The overall goal of this course, as a part of a two-year curriculum, is to prepare the student for a high level of proficiency in Hindi. Through a variety of class, small group, and paired activities, as well as language and computer lab sessions, students are expected to develop reading, speaking, listening, and writing skills. The instructor also takes into consideration individual needs.
Intermediate Hindi I, II
V77.0301, 0302 Ilieva. Given 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
V77.0409 Ilieva. Given 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. Before taking this course, students should have completed the two-year sequence of Hindi or have an equivalent background.

Intermediate Urdu I, II
V77.0303, 0304 Prerequisite: V77.0302 or equivalent. Given 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. Memorizing poetry, dictation, comprehension, and engaging in longer sessions of conversation form an important part of this course. At 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: Ancient Near East and Egypt
V55.0501 Goel. Given every year. 4 points.
See description under Foundations of Contemporary Culture (55).

World Cultures: The Middle East in the Modern World
V55.0526 Lockman. Given every year. 4 points.
See description under Foundations of Contemporary Culture (55).

World Cultures: Muslim Spain
V55.0527 Peters. Given every other year. 4 points.
See description under Foundations of Contemporary Culture (55).

The History of Ancient Egypt, 3200-50 B.C.
V77.0611 Identical to V57.0506. Goel. Given 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 upon biographical texts, royal inscriptions, literary papyri, and archaeological remains to re-create Egyptian history.

The Making of the Muslim Middle East, 600-1250
V77.0640 Identical to V57.0542 and V65.0640. Husain. Given every year. 4 points.
A historical and comparative approach to the first half millennium of Islamic history. Course traces the cultural and religious strands shaping the institutions, belief systems, and practices. Using primary sources, students explore the major debates in the cultural history of this period.

Cultural Pluralism in the Ottoman Empire
V77.0649 Given 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 of the course addresses the impact of modern economic and political conditions on relations between the different communities of the empire.

The Ottoman Empire in World History
V77.0650 Identical to V57.0515 and V65.0651. Given 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 V43.0650. Flood. Given every other year. 4 points.
Introduces the arts of the Islamic world during a period of dynamic cultural and political change. Beginning with the Mongol invasion of the 13th century, the course traces the development of the Islamic art and architecture through the era of the Timurids, the “gunpowder empires” of the Mughals, Ottomans, and the Safavids, European colonialism, and the art of the nation-state. It examines the art of the regions of Morocco and al-Andalus in the West to Central Asia, India and
China in the East. It includes some of the most celebrated monuments of the Islamic world including the Alhambra and the Taj Mahal. In addition, the course covers production of art across media, painting, textiles, carpets, ceramics, and metalwork.

Seminar: Colonialism, Imperialism, and Nationalism in the Middle East
V77.0671 Identical to V57.0541. Fahmy, Lockman. Given 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 V57.0550. Given every year. 4 points.
Foci 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. Given every year. 4 points.
Surveys main political, social, economic, and intellectual currents of the 20th century. Emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, religion, Orientalism, women, class formation, oil, the Arab-Israeli crisis, and the Iranian revolution.

Islam and the West
V77.0694 Identical to V57.0520. V65.0694. Given every other year. 4 points.
The exam of 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. Given every other year. 4 points.
See description under Hebrew and Judaic Studies (78).

Palestine, Zionism, Israel
V77.0697 Identical to V57.0532. Lockman. Given every other year. 4 points.
Survey of the conflict over Palestine from its origins in the late 19th century until the present. The purpose of this course is to examine the evolution of this ongoing struggle in its historical context and then try to understand why the various parties to the conflict thought and acted as they have.

Israel: Fact Through Fiction
V77.0698 Identical to V78.0780. Given every other year. Landress. 4 points.
See description under Hebrew and Judaic Studies (78).

Seminar: Modern Central Asia
V77.0700 Identical to V57.0700. McChesney. Given every other year. 4 points.
Survey 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. Given 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. Given 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. Given 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, V97.0714, and H72.0714. Given 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. The course investigates the representations of women and war in Arabic literature and film through such topics as the gendering of war, the gender politics of national symbolism and libration; the politics and aesthetics of documentary film; revolutionary erotic and antierotic; and combat and collaboration.

The Arabian Nights
V77.0716 Identical to V65.0716. Kennedy. Given 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 South Asian Literature
V77.0717  Identical to V29.0717. Ilieva. Given every other 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. Given every other 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  Kennedy. Given every year. 4 points.
Introduces students with at least two semesters of Arabic behind them to the main stylistic features of classical Arabic. The object is to give students a flavor of an older, yet essential, register of Arabic through the most important texts of the Islamic tradition. These texts constitute the very core of Islam to this day: the Koran (Qur’an) and the Hadith (Sayings of the Prophet Muhammad). The syllabus also includes samples from the Tafsir tradition (Koranic hermeneutics), Sufi/mystical literature (poetry and prose), philosophical novels, and pious tales from the popular sphere (the Arabian Nights tradition). The Koran provides a sustained focus for the course, with particular attention being paid to how it has influenced all categories of Arabo-Islamic literature: linguistically, stylistically, thematically, and doctrinally.

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 the 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.
This course offers a comprehensive introduction to Iranian Cinema from its inception to the present. The class looks at economic, political, social, and aesthetic factors that have determined the shape and character of the Iranian cinema in different periods. It examines various strategies of storytelling structure and its principle components: plot, character, theme, imagery, and symbolism. The course questions issues of gender, censorship laws, social transformation, and their impact on the language of film.

SOCIAL SCIENCE COURSES

A Cultural History of Ancient Egypt
V77.0614  Identical to V57.0505 and V78.0121. Goelet. Given 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 (e.g., the Great Pyramid) along with its cultural background. Daily life as well as the visual and symbolic aspects of the civilization are illustrated with slides and charts. The reading emphasizes historical, literary, and religious texts in translation.

Perspectives on Islam
V77.0665  Katz. Given every other year. 4 points.
A broad survey of the most central Islamic texts, beliefs, and practices. Using primary texts in translation, the course examines such issues as scripture, ritual, and law and contextualize them within some of the most pivotal social and political developments in Islamic history. This course is intended for students with little or no previous background in Islamic studies.

Islam and Politics
V77.0674  Haykel. Given 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 in academic writings. Examples of Islamist writings and publications are also presented in order to elucidate the ways in which Islamists depict themselves and their concerns. Because of the nature of these movements, the course has a multidisciplinary approach, drawing on concepts from politics, history, and law.

Women and Gender in Islam
V77.0728  Katz. Given every year. 4 points.
Examines the rights, roles, and the physical appearance of Muslim women. This course 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, the class 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 Given every other year. 4 points.
In the light of contemporary conflicts, this course 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. Given 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 (e.g., ritual, criminal, and public law). The course also focuses on the ways Islamic law has interacted with Islamic societies in historical practice and the way it has adapted, or not adapted, to the challenges of modernity.

Seminar: Women and Islamic Law
V77.0783 Identical to V65.0783. Haykel. Given every year. 4 points.
The aim of this course is to acquaint students with the ways Islamic law has treated women in theory and practice. Students are exposed to medieval and modern legal texts regarding the status of women as believers, daughters, wives, mothers, and legal persons.

Case studies from different periods of Islamic history are read and discussed as well as writings from contemporary anthropology.

Gender and Sexuality in Medieval Islamic Societies
V77.0787 Roosen. Given every other year. 4 points.
The course attempts to get behind myths of unbridled sexuality and well-stocked harems to the realities, through careful reading of 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. The emphasis throughout is on evaluating the role of culture—whether Middle Eastern or Western—in shaping fundamental sexual attitudes.

Politics and Society in Iran
V77.0797 Identical to V53.0545. Kazemi. 4 points.
See description under Politics (53).

Area Economics—Middle East
V77.0802 Identical to V31.0224. 4 points.
See description under Economics (31).

RELIGION COURSES

World Cultures: Islamic Societies
V55.0502 Peters. Given every year. 4 points.
See description under Foundations of Contemporary Culture (53).

World Cultures: Islam in Asia
V55.0523 McChesney. Given every other year. 4 points.
See description under Foundations of Contemporary Culture (55).

Jews in the Islamic World in the Modern Period
V77.0616 Franklin. 4 points.
See description under Hebrew and Judaic Studies (78).

Perspectives on Islam
V77.0665 Katz. Given 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 V57.0085 and V90.0085. Given 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 Shia Islam; Sufism; the spiritual, intellectual, and artistic life of the Islamic commonwealth; and modern Islamic revival.

Introduction to Egyptian Religion
V77.0719 Identical to V90.0719. Godet. Given 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. Given every other year. 4 points.
An introduction to the content, themes and style of the Qur’an and surveying 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 Given 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 advance 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. Given 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. Given 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 reinstitution of the monarchy to the Islamic revolution. Illustrated with readings, slides, films, a museum visit, live recitations, and music.

Judaism, Christianity, Islam

V77.0800  Identical to V65.0025, V78.0160, and V90.0102. Peters. Given 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 and V90.0863. Chelkowski. Given every year. 4 points.
Readings in the Sufi poets in translation and reflections of their influence in Persian literature and the European tradition. Sufism as one of the primary manifestations of the Islamic spirit in Iran. The effect of Sufism (the hidden path that leads from the individual to God) on the shape of Islam, on the spirit of Persian literature and art, and on Western religious sensibilities.

Art in the Islamic World

V77.0891  Identical to V43.0098 and V65.0098. 4 points.
See description under Fine Arts (43).

INDEPENDENT STUDY

Internship

V77.0980, 0981  Prerequisite: permission and placement for departmental majors from the director of undergraduate studies. 2 or 4 points.

Independent Study

V77.0997, 0998  Prerequisite: permission of instructor. 1 to 4 points per term.

GRADUATE COURSES OPEN TO UNDERGRADUATES

The Middle Eastern studies courses offered in the Graduate School of Arts and Science are open to qualified undergraduates. Permission of the instructor and the director of undergraduate studies is required. For further information, please consult the Graduate School of Arts and Science Bulletin.
The Department of Music offers a major and a minor in music, the requirements for which are set forth in the College of Arts and Science Bulletin. 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, historical performance, and jazz studies. 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, World Music Ensembles, 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 a neighborhood (Greenwich Village) with a storied history 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.
European culture and history, Latin American and Latino studies, media studies, performance studies, and theatre.

MAJOR
A total of 10 courses (40 credits) 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
Harmony and Counterpoint courses must be taken serially. A diagnostic exam to determine placement in Harmony and Counterpoint will be offered once each semester. Please refer to the Department of Music Web site for the exam schedule 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)
Three courses chosen from among V71.0005, V71.0004, V71.0006, V71.0014, V71.0013, V71.0016, V71.0018, or from any courses above the V71.0100 level (except V71.0505-0508)
A diagnostic exam to place out of Elements of Music or Harmony and Counterpoint I is offered once each semester. Please see the Department of Music Web site for the exam schedule 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
All majors must pass a keyboard proficiency examination prior to graduation. The exam is offered once each semester; the schedule and details are available on the department Web site. 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 Education Department of Music and Performing Arts Professions.
Please Note: Only 4 points of performance course work 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:
Enroll in a 4-point Honors Seminar (V71.0901) or in a 4-point Independent Study. They will work on an individual 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.
Maintain a grade point average of 3.65 in music courses and 3.65 overall.
For general requirements, see the Honors and Awards (http://cas.nyu.edu/object/bulletin0406_uh_bul-letin0406_uh_honorsawards.html) section of the CAS 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 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 department’s World Music Ensembles, 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 Education Department of Music and Performing Arts Professions. Students are also urged to attend concerts of the Washington Square Contemporary Music Society.
In addition to participation in the various performance ensembles, the department encourages...
students to partake vigorously of the cultural life of New York City. Our students are entitled to discounted tickets to the Metropolitan Opera, the New York Philharmonic, concerts of the World Music Institute, concerts of the Kalavant Center for Indian Music and Dance, and many other music-presenting organizations. We work closely with and support the activities of cultural organizations such as the Center for Traditional Music and Dance, Music Before 1800, the Archives of Contemporary Music, and AfroPop Worldwide, among many others. A listing and description of music organizations at New York University is available from the department or the Center for Music Performance.

**ADMISSION AND FINANCIAL AID**

Students seeking admission to the University should apply to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. The University sponsors and administers a wide variety of financial aid programs. Awards are based on the student’s record of academic achievement and test scores as well as on financial need.

**Courses**

**INTRODUCTORY COURSES**

(OPEN TO ALL STUDENTS)

**The Art of Listening**
V71.0003 Additional conference section required. Given 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 by such composers as Dufay, Josquin, Lassus, Monteverdi, Bach, Handel, Mozart, Haydn, Beethoven, Wagner, Brahms, Verdi, Debussy, Stravinsky, Schoenberg, and Berg.

**History of Opera**
V71.0006 Bailey, Chusid, Mueller. Given every semester. 4 points.

Opera both as musical theatre and as theatrical music. Topics include the evolution of musical structure, history of the libretto, and lighting and staging techniques.

**Introduction to Music in World Cultures**
V71.0014 Additional conference section required. 4 points.

Introduction to the folk and traditional music of Europe, Sub-Saharan African, Asia, and the Americas, with particular attention to historical relationships.

**African American Music in the United States**
V71.0016, V71.0017 Bailey, Bailey, Cushing. Given once a year. 4 points.

Study of the African American contribution to the music of the United States from the time of the first arrival of Africans in 1619 to the present, covering such topics as the African heritage, folk song, and performers. Illustrated by recordings, films, and live performances. Assignments are based on the examination of primary sources and listening to recordings.

**Jazz**
V71.0018 Given once a year. 4 points.

History and theory of jazz. Course is augmented with recordings, films, and live performances.

**The Elements of Music**
V71.0020 Additional conference section required. Given 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. The focus is on concepts and notation of key, scale, tonality, and rhythm. Related skills in sight-singing, dictation, and keyboard harmony are stressed in the recitation sections.

**ADVANCED COURSES**

(THOSE WHO ARE NOT MAJORS 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 at 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. Baorman, Roesner. Given once a year. 4 points.
Topics include the music of the medieval church; the codification and extension of the plainsong repertory and the emergence and development of polyphony; music of the medieval court (troubadours, trouvères, and minnesingers); the ascendancy of secular polyphony in the 14th century and the subsequent Renaissance balance between sacred and secular; mass and motet, and chanson and madrigal; the beginnings of an autonomous repertory for instruments in the 16th century.

Baroque and Classical Music
V71.0102 Prerequisite: ability to read music. Chusid, Cuicik. Given once a year. 4 points.
Topics include the works of Monteverdi, Vivaldi, J. S. Bach, Handel, Haydn, Mozart, and Beethoven; the ascendency of the secular over the sacred resumed and maintained; a new harmonic basis for musical structure: the basso continuo; the theatricalization of music in opera, oratorio, and the cantata; the expansion of the span of time music can sustain and, in the instrumental forms of sonata and concerto, a new musical independence from nonmusical ideas; the concert as music’s own occasion; musical autonomy in the symphonies and quartets of the Viennese classicists.

Romantic Music
V71.0103 Prerequisite: ability to read music. Mueller. Given 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; the central importance of Wagner’s musical idea.

20th-Century Music
V71.0104 Prerequisite: ability to read music. Baorman. Given 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.

Mozart’s Operas
V71.0135 Prerequisite: ability to read music. Chusid. Given every other year. 4 points.
The topic changes each time the course is offered.

19th-Century Orchestral Music
After Beethoven
V71.0134 Prerequisite: ability to read music. Bailey, Chusid, Mueller. Given every other year. 4 points.
The impact of Beethoven’s innovations on composers of the ensuing generations, with particular emphasis on works by some of the following composers: Weber, Schubert, Mendelssohn, Schumann, Berlioz, Liszt, Dvořák, Wagner, Bruckner, Brahms, Tchaikovsky, Franck, Strauss, Mahler, Elgar, and Debussy.

Interpreting Songs
V71.0135 Prerequisite: a reading fluency in music notation and music theory competency equivalent with that required to enter the music major sequence. Beckerman. To be given every other year. 4 points.
What is a song and just how does it work? Does the fact that we can hear songs in foreign languages and “get” them (or hear songs in English with garbled lyrics) mean that words don’t matter? In the end, what makes a good song, and who decides? This course explores these and other issues. It does not restrict itself to any particular genre or type of song, nor to a time period or geographical location. Songs studied include recently composed works by composers working in the Western classical tradition and more commercial materials.

Wagner
V71.0136 Prerequisite: ability to read music. Bailey, Baorman. 4 points.
A chronological survey of Wagner’s major works, with emphasis on either The Flying Dutchman or Tannhäuser, plus Tristan, Meistersinger, and The Ring.

American Music
V71.0137 Prerequisite: ability to read music. 4 points.
Survey of the primary role played by musical activity in the shaping of American culture from Jamestown to the present. The course stresses communal, educational, and artistic aspects of American music that have resulted in the richness and diversity of our present musical life.

Beethoven
V71.0142 Prerequisite: ability to read music. Bailey, Chusid. Given every other year. 4 points.
Studies in selected works from the music of Beethoven: piano sonatas, chamber music, symphonies, concertos, and the opera Fidelio. These illuminate Beethoven’s place in the Viennese classical tradition.

Verdi and Shakespeare
V71.0146 Identical to V41.0402. Prerequisite: ability to read music. 4 points.
Verdi wrote three operas that were derived from plays by Shakespeare: Macbeth, Othello, and Falstaff. In addition, Verdi and two of his librettists prepared several scenarios and a libretto for an opera on King Lear that was never completed. This course provides students the opportunity to examine both the original plays and the operas from a number of points of view. Which of Shakespeare’s sources did Verdi and/or his librettists know? How faithful to the Bard’s plays are the opera librettos? What were Verdi’s ideas on the performance and staging of his operas?

Topics in Musics of the World
V71.0151 Prerequisite: ability to read music suggested. 4 points.
A concentrated study of musics and cultures from around the world. Topics vary.

Popular Music in Latin/o America and the Caribbean
V71.0154 Prerequisite: 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 Prerequisite: 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.

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. Given every year. 4 points per term.
General principles underlying tonal musical organization. Students learn concepts of 18th- and 19th-century harmonic, formal, and contrapuntal practices. Weekly lab sections are devoted to skills in musicianship and are required throughout the sequence.

Harmony and Counterpoint III-IV
V71.0203-0204 Prerequisite: V71.0201-0202 or permission of the instructor. Additional conference section required. Hoffman, Karchin, Moreno. Given every year. 4 points per term.
The continuation of V71.0201-002 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 semesters 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. Given every other year. 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. All faculty. Given once a year. 4 points.

Internship
V71.0981 All faculty. 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 toward the degree. For details on internship guidelines, please consult our 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.
To participate in an independent study, students must:

Have a faculty member who is willing to act as a sponsor
Submit a well-defined proposal to the director of undergraduate studies for approval

PERFORMING ENSEMBLES
Students may audition for the Collegium Musicum, G71.1001-1002, or the Ethnomusicology Ensembles, 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. Given 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. Given every year. 2 points per term.
Continuation of V71.0505-0506.

GRADUATE COURSES OPEN TO UNDERGRADUATES
Qualified undergraduates may register for graduate courses, including the Collegium Musicum and the Ethnomusicological Ensembles, with the permission of the instructor and the director of undergraduate studies.
Neural science is a collection of disciplines unified by a concern for the function of the brain. Experimental approaches in neural science vary from analyses of molecular and cellular mechanisms in nerve cells and groups of nerve cells to behavioral and psychological studies of whole organisms. Theoretical tools include mathematical and computational modeling approaches that have proved useful in other areas of science. Experimental questions include issues related to biophysical and neurochemical mechanisms within single nerve cells, functional neural circuits consisting of small numbers of neurons, the behavior of large systems of neurons, and the relationship between the activity of elements of the nervous system and the behavior of organisms. The Center for Neural Science offers a B.S. degree in neural science.

Faculty

| Silver Professor; Professor of Neural Science and Philosophy: Movshon |
| Professors: Aoki, Feldman, Heeger, Kiorpes, Klann, LeDoux, Rinzel, Sanes, Shapley |
| Associate Professors: Glimcher, Reyes, Rubin, Semple, Simoncelli, Suzuki |
| Assistant Professors: Inati, Pesaran |
| Research Professor: Hawken |

Program

The requirements for the major include V80.0100, V80.0201, V80.0202, V80.0205 or V85.0012, V89.2228, V23.0011, V23.0012, V25.0101-0103, V25.0102-0104, and V65.0121. Three elective courses in neural science (including V80.0303) 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 grade point average 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 V80.0201 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 submit an honors thesis that is accepted for honors standing by the faculty sponsor and the director of undergraduate studies.

Courses

| Introductory lecture course covering the fundamental principles of neuroscience. Topics include principles of brain organization, structure and ultrastructure of neurons, neurophysiology and biophysics of excitable cells, synaptic transmission, neurotransmitter systems and neurochemistry, neuropharmacology, neuroendocrine relations, |
molecular biology of neurons, development and plasticity of the brain, aging and diseases of the nervous system, organization of sensory and motor systems, structure and function of cerebral cortex, and modeling of neural systems.

**Cellular and Molecular Neuroscience**

V80.0201 Identical to V23.0201. Prerequisites: V23.0021, V80.0205 or V85.0012 and V80.0100. Lab required for neural science majors in the Honors Track. Aoki, Reyes. Given 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.

**Behavioral and Integrative Neuroscience**

V80.0202 Identical to V23.0202. Prerequisites: V23.0011, V23.0012, and V80.0100 (non-neural science majors may substitute V35.0306 as a prerequisite for this course). Lab required for neural science majors in the Honors track. Simple, Rubin. Given 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.

**Developmental Neurobiology**

V80.0303 Identical to V23.0303. Prerequisites: V80.0100, V23.0021. Sanes. Given in the fall. 4 points.

Advanced course addressing the major mechanisms and principles that govern neural development. Topics include neural induction, birth and migration of neurons and glia, patterns of gene expression and their control, the growth cone and axonal pathfinding, normal cell death and survival factors, differentiation of neuron form and molecular phenotype, initiation of synaptic function, formation of sensory and motor maps, regeneration and plasticity in the adult nervous system, and developmental disorders of the nervous system in humans.

**Honors Seminar**

V80.0301 Formerly Tutorial Research. Prerequisites: V80.0201, V80.0202, or permission of the director of undergraduate studies. Kiorpes. Given 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 Prerequisites: V80.0201, V80.0202, or permission of the instructor. Staff. Given 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 related to the topic. Students read and discuss review articles and current literature on the topic. Course content determined on a semester-by-semester basis.

**Independent Study**

V80.0997, 0998 Core faculty. Offered in the fall and spring. 2–4 points per term.

Independent study with a Center for Neural Science faculty member. Open to advanced neural science majors with permission of the director of undergraduate studies.
Philosophy poses general questions about reality, knowledge, reasoning, language, and conduct. The four main branches are metaphysics (What is the ultimate nature of reality? What really exists and what is mere appearance?); epistemology (What, if anything, can be known and how?); logic (What are the principles of correct reasoning?); and ethics (What is moral value? And what moral values should we adopt?). Other, more specific, branches of philosophy address questions concerning the nature of art, law, medicine, politics, religion, and the sciences.

Everyone tends to have or assume answers to these questions. The aim of the department is to enable students to identify, clarify, and assess these answers, both ancient and modern. Philosophy prepares students for a more reflective life, for advanced studies in the subject, as well as for professions that emphasize analytic thinking and argumentation, such as law, business, and programming.
JOINT MAJOR IN LANGUAGE AND MIND

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Eleven courses are required (four in linguistics, one in philosophy, five in psychology, and one additional course), to be constituted as follows. The linguistics component consists of Language, V61.0001, or Societies and the Social Sciences: Linguistic Perspectives, V55.0660; Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and two more courses chosen from among Form, Meaning, and Mind, V61.0031; Propositional Attitudes, V61.0035; Computational Models of Sentence Construction, V61.0024; Phonological Analysis, V61.0012; and Introduction to Semantics, V61.0004. The philosophy component consists of one course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070. The required psychology component consists of four courses: Introduction to Psychology, V89.0001; Statistical Reasoning for the Behavioral Sciences, V89.0009; The Psychology of Language, V89.0056; and Cognition, V89.0029; in addition, one course, chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0028. The eleventh course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components.

MINOR

A minor in philosophy requires four 4-point courses in the department, at least three with numbers higher than V83.0009. One course must be either History of Ancient Philosophy, V83.0020, or History of Modern Philosophy, V83.0021; one course each must come from Group 2 (Ethics, Value, and Society) and Group 3 (Metaphysics, Epistemology, Mind, Language, and Logic). No credit toward the minor is awarded for a course with a grade lower than C.

INDEPENDENT STUDY

A student may sign up for an independent study course if he or she obtains the consent of a faculty member who approves the study project and agrees to serve as adviser. The student must also obtain the approval of either the department chair or the director of undergraduate studies. The student may take no more than one such course in any given semester and no more than two such courses in total, unless granted special permission by either the department chair or the director of undergraduate studies.

HONORS PROGRAM

Honors in philosophy will be awarded to majors who (1) have an overall grade point average of 3.65 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.)

1. The Junior Honors Proseminar, to be taken in spring semester of junior year. This course will play the dual role 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.

2. The Senior Honors Seminar, to be taken in 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, and 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.

3. Senior Honors Research, to be taken in 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 complete the honors program. 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 complete the honors program.

COURSE PREREQUISITES

The department treats its course prerequisites seriously. Students not satisfying a course’s prerequisites are strongly advised to seek the permission of the instructor beforehand.
Courses

INTRODUCTORY COURSES

Introduction to Philosophy
V83.0001 Given 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 (e.g., Plato, Descartes, Hume, Russell, Sartre).

Ethics and Society
V83.0005 Given 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.

CENTRAL PROBLEMS IN PHILOSOPHY

Central Problems in Philosophy
V83.0010 Given 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 Given 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.

Life and Death
V83.0017 Given 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 Given every fall.
4 points.
Examination of the major figures and movements in Greek philosophy, especially Plato and Aristotle.

History of Modern Philosophy
V83.0021 Given every 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.

GROUP 2: ETHICS, VALUE, AND SOCIETY

Kant
V83.0030 Prerequisite: one course in philosophy, preferably V83.0021. Given every other year. 4 points.
Study of Kant’s metaphysics, epistemology, and ethics.

From Hegel to Nietzsche
V83.0032 Prerequisite: one course in philosophy. Given every other year. 4 points.
Study of principal philosophic works by Hegel and Nietzsche.

EXISTENTIALISM AND PHENOMENOLOGY

Recent Continental Philosophy
V83.0036 Prerequisite: one course in philosophy. Given 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

Philosophy in the Middle Ages
V83.0025 Identical to V65.0060. Prerequisite: one course in philosophy, preferably V83.0020. Given 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.

With some attention to some of the following: Fichte, Schelling, Kierkegaard, Schopenhauer, and Marx.

Ethics
V83.0040 Given every semester.
4 points.
Examines fundamental questions of moral philosophy: What are our most basic values and which of them are specifically moral values? What are the ethical principles, if any, by which we should judge our actions, ourselves, and our lives?
The Nature of Values
V83.0041  Prerequisite: one course in philosophy. Given every year. 4 points.
Examines the nature and grounds of judgments about moral and/or nonmoral values. Are such judgments true or false? Can they be more or less justified? Are the values of which they speak objective or subjective?

Political Philosophy
V83.0045  Given every other year. 4 points.
Examines fundamental issues concerning the justification of political institutions. Topics may include democratic theory, political obligation and liberty, criteria of a just society, human rights, and civil disobedience.

Medical Ethics
V83.0050  Given every year. 4 points.
Examines moral issues in medical practice and research. Topics include euthanasia and quality of life; deception, hope, and paternalism; malpractice and unpredictability; patient rights, virtues, and vices; animal, fetal, and clinical research; criteria for rationing medical care; ethical principles, professional codes, and case analysis (e.g., Quinlan, Willowbrook, Baby Jane Doe).

Philosophy of Law
V83.0052  Given every other year. 4 points.
Examines the nature of law, its relations to morality, and its limits. Topics: positivism and natural law theory, theories of criminal justice and punishment; concepts of liberty, responsibility, and rights. Considers the views of such thinkers as Austin, Bentham, Dworkin, Fuller, Hart, Rawls, and others.

Philosophical Perspectives on Feminism
V83.0055  Given 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  Given every other year. 4 points.
Introduces problems raised by the nature of art, artworks, and aesthetic judgement. 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  Prerequisite: two courses in philosophy, including either V83.0040, V83.0041, V83.0045, or V83.0052. Given 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.

Metaphysics
V83.0078  Prerequisite: one course in philosophy. Given every other year. 4 points.
Considers questions such as the following: Can I have knowledge of anything outside my own mind—for example, physical objects or other minds? Is the skeptic’s attack on my common-place claims to know unanswerable? What is knowledge, and how does it differ from belief?

Logic
V83.0070  Given 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. Given 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. Given every other year. 4 points.
An introduction to the basic concepts and results of set theory.

Modal Logic
V83.0074  Prerequisite: V83.0070. Given every other year. 4 points.
Modal logic is the logic of necessity and 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  Given every year. 4 points.
Considers questions such as the following: Can I have knowledge of anything outside my own mind—for example, physical objects or other minds? Is the skeptic’s attack on my common-place claims to know unanswerable? What is knowledge, and how does it differ from belief?

Philosophy of Mind
V83.0080  Prerequisite: one course in philosophy. Given 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. Given 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. Given 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 sciences. Given 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. Given 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.

**Philosophy of Religion**  
V83.0096  **Given every other year.** 4 points.  
Analysis of central problems in the philosophy of religion. Among the topics discussed are the nature of religion, the concept of God, the grounds of belief in God, the immortality of the soul, faith, and revelation, and problems of religious language. Readings from both classic and contemporary sources.

**Philosophy of Mathematics**  
V83.0098  **Given every other year.** 4 points.  
Critical discussion of alternative philosophical views as to what mathematics is, such as platonism, empiricism, constructivism, intuitionism, formalism, logicism, and various combinations thereof.

**Topics in Metaphysics and Epistemology**  
V83.0103  **Prerequisite:** two courses in philosophy, including either V83.0076 or V83.0078. Given every year. 4 points.  
Careful study of a few current issues in epistemology and metaphysics. Examples: skepticism, necessity, causality, personal identity, and possible worlds.

**Topics in Language and Mind**  
V83.0104  **Prerequisites:** two courses in philosophy, including either V83.0015, V83.0080, or V83.0085. Given every year. 4 points.  
Careful study of a few current issues in language and mind. Examples: theory of reference, analyticity, intentionality, theory of mental content and attitudes, emergence and supervenience of mental states.

**HONORS AND INDEPENDENT STUDY**

**Junior Honors Proseminar**  
V83.0200  **Prerequisite:** open to juniors with 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 description of Honors Program, above.

**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 description of Honors Program, above.

**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 producing successive drafts of the honors thesis. See description of Honors Program, above.

**Independent Study**  
V83.0301, 0302  **Prerequisite:** permission of the department. Available only for study of subjects not covered in regularly offered courses. 2 or 4 points per term.  
See description of Independent Study, above.
Physics at the College of Arts and Science is a multidimensional discipline. The department offers several tracks of study designed for preprofessional students as well as aspiring physicists. A detailed curriculum is worked out for each student, with individual attention to progress and career plans.

The physics major may participate in internationally recognized research activities carried out by the faculty. Some major areas of specialization include astrophysics, atomic physics, condensed matter physics, and elementary particle physics.

In addition to technical physics courses, the department offers general interest courses intended to broaden the scientific background of nonscience majors.

Faculty

Professors Emeriti:
Bederson, Borowitz, Glassgold, Hoffert, Robinson, Sculli, Yarmus

Silver Professor; Professor of Physics:
Chaikin

Professors:
Budick, Dvali, Farrar, Grier, Hohenberg, Huggins, Kent, Levy, Lowenstein, Mincer, Nemethy, Percus, Pine, Porrati, Richardson, Schucking, Sirlin, Sokal, Stein, Stroke, Zaslavsky, Zwanziger

Associate Professors:
Gruzinov, Sleator

Assistant Professors:
Blanton, Gabadadze, Hogg, Scoccimarro, Weiner, Zhang

Program

DEPARTMENTAL OBJECTIVES
The Department of Physics offers several programs for majors in physics, leading to either the Bachelor of Arts or the Bachelor of Science degree. A minor in physics and a minor in astronomy are also offered. The basic B.A. major is particularly well suited for preprofessional and other students who, while not planning careers in physics, would like to have the benefits and background of an undergraduate major in physics. The B.A. intensive major is for students who plan to continue their study of physics in graduate school or who intend to work in physics or related fields. The B.S. degree provides some breadth in other sciences.

In a joint program between New York University and Stevens Institute of Technology, a physics major at NYU can be combined with an engineering major at Stevens. The five-year program leads to a B.S. degree in physics and a B.E. degree in either civil engineering, electrical engineering, or mechanical engineering. For further information, contact Mr. Joseph Hemmes, coordinator of the B.S./B.E. program, at the College Advising Center, Silver Center, 100 Washington Square East, Room 905; 212-998-8130.

For students not majoring in physics, the following courses are suitable for single electives, have no prerequisites, and assume no mathematical background beyond the high school level. Of special interest to the nonscience major are the following: Sound and Music, V85.0010; 20th-Century Concepts of Space, Time, and Matter, V85.0013; The Universe: Its Nature and History, V85.0007; and Origins of Astronomy, V85.0008.

Observational Astronomy, V85.0013, is also of interest. Prerequisite is V55.0202 or above, or V85.0007 or above, or permission of instructor for nonscience majors and minors; no prerequisite required for science majors and minors or those automatically satisfying NSI requirements.

Physics is the most highly developed of the natural sciences. For this reason, it is frequently taken as the exemplar of the scientific method, the model for other quantitative sciences. Those trained in physics are found in many occupations. A higher degree opens the possibility of creative research in industry or teaching and research in colleges and universities. Men and women with
degrees in physics are employed in various fields of engineering. Undergraduate training in physics is valuable preparation for careers in medicine and dentistry, computer technology, environmental and earth sciences, communications, and science writing. It is fairly common for those planning research careers in molecular biology, chemical physics, or astronomy to major in physics while undergraduates. Because of their physical intuition, ability to develop abstract models, and expertise in quantitative reasoning, physicists are frequently members of interdisciplinary groups engaged in studying problems not directly related to physics.

**SUGGESTED PROGRAMS FOR MAJORS IN PHYSICS**

The calculus requirement may be satisfied by taking Intensive Calculus I, II, V63.0221, 0222, or Calculus I, II, III, V63.0121, 0122, 0123. Students who take the Intensive Calculus sequence begin it in the fall semester of their freshman year. Students who complete Intensive Calculus I, II are encouraged to take Linear Algebra, V63.0140, 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, V85.0093, 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.

**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. 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.

**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. PROGRAM**

**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 College 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—above the level of College 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.

**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, 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 and the three following (or two of the following, and one of the courses listed under the minor in physics): V85.0008, V85.0013, and V85.0150.

**INDEPENDENT STUDY**

V85.0997, 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 the CAS Bulletin.
The following courses are lectures unless otherwise indicated.

**The Universe: Its Nature and History**

V85.0007 *Given 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 *Not open to students who completed V55.0206.* Given every 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.* Given 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. Given every fall semester. 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.* With V85.0013 forms a two-semester sequence that must be taken in order. Lecture and recitation. Given every spring semester. 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, or V85.0007 or above, or permission of instructor for non-science majors and minors; no prerequisite required for science majors and minors or those automatically satisfying NSI requirements.* Lecture and laboratory session. Given 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 V53.0204. Given 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. Given every spring semester. 3 points.

This course and the following two courses are to provide an introductory course in physics useful for engineering students. The following topics will be 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. Given every fall semester. 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; electromagnetic oscillations and alternating current; electromagnetic waves.

**Engineering Physics III**

V85.0083  Prerequisite: V85.0082. Lectures, recitations, and laboratories. Given every spring semester. 4 points.

The following topics are covered: images, mirrors, and lenses; interference; diffraction; relativity; photons and the photoelectric effect; matter waves; atoms; electricity in solids, semiconductors; nuclear physics, radioactivity, alpha and beta decays; fission and fusion.

**Physics I**

V85.0091  Corequisite: V63.0121 or V63.0221. Lecture and recitation. Given every fall semester. 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. Given every spring semester. 3 points.

With V85.0095 and V85.0099 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 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. Given every fall semester. 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. Given every fall semester. 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. Given every year. Modern Physics I, spring semester; Modern Physics II, fall semester. 5 points per term.

Introduction to modern physics for students who have had at least one year of college physics and three semesters of calculus or intensive calculus. Topics include special relativity, introductory quantum mechanics, hydrogen atom, atomic and molecular structure, nuclear physics, elementary particle physics, solid-state physics, and chemical physics. Provides applications to current technology and scientific research.

**Mathematical Physics**

V85.0106  Prerequisite: V85.0095 and either V63.0123 or V63.0222. Lecture and recitation. Given every spring semester. 3 points.


**Electronics for Scientists**

V85.0110  Identical to V23.0110 and V25.0671. Prerequisite: V85.0012 or V85.0093, or permission of the instructor. Lecture and laboratory. Given every fall semester. 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. The course covers filters, power supplies, transistors, operational amplifiers, digital logic gates, and both combinatorial and sequential digital circuits. Students learn the functions of modern electronic instrumentation and measurement.

**Experimental Physics**

V85.0112  Prerequisite: V85.0096 and V85.0103. Laboratory. Given every spring semester. 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 Mössbauer effect, cosmic rays, magnetic resonance, and relativistic mass.

**Dynamics**

V85.0120  Prerequisites: V85.0095 and V85.0106. Given every fall semester. 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. Given every year. Quantum Mechanics I, fall semester; Quantum Mechanics II, spring semester. 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 struc-
tecture 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. Given every year. Electricity and Magnetism I, fall semester; Electricity and Magnetism II, spring semester. 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- ic 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. Given 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 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. Given every other year. 3 points.

This course is 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 nanostructures, soft condensed matter physics, and superconductivity.

Readings in Particle Physics
V85.0136 Prerequisite: V85.0103. Corequisite: V85.0104. Given 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, V85.0106. Given every spring semester. 3 points.

Topics include relation of entropy to probability and energy to temperature; the laws of thermody- namics; 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 or V85.0095, or permission of the instructor. Given every other year. 4 points.

Introduction to modern astrophysics 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. Given every other year. 3 points.

Using basic physical concepts as energy, entropy and force, we explore biology from a different perspective. This course presents a survey of basic biological processes at all levels of organization (molec- ular, cellular, organismal, and pop- ulation) in the light of simple ideas from physics. To illustrate such as approach, we examine a few contemporary research topics, including self-assembly, molecular motors, low Reynolds fluid dynamics, optical imaging, and single-molecule manipulation. In the course, we attempt to con- struct 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. This class is geared toward stu- dents with background in mathe- matics and the physical sciences.

Computational Physics
V85.0210 Prerequisites: V85.0104 and V85.0106 or equivalent, or permission of the instructor, and knowl- edge of a scientific programming language (e.g., FORTRAN, Pascal, C). Given every other year. 4 points.

Introduction to computational physics, with an emphasis on fields of current research interest where numerical techniques pro- vide unique physical insight. Topics are chosen from various branches of physics, including numerical solution of ordinary and partial differential equations, eigenvalue problems, Monte Carlo methods in statistical mechanics, field theory, dynamical systems, and chaos.

Independent Study
V85.0997, 0998 Prerequisite: permission of the director of undergradu- ate studies. V85.0997, fall semester; V85.0998, spring semester. 2-4 points per term.
The faculty and program of the Department of Politics represent the five major fields of modern political science, namely, analytical politics, political theory, American government, comparative politics, and international politics.

Many graduates of the program enter law school. However, the orientation of the department is not strictly preprofessional, and its students are well prepared to enter a number of fields: teaching, business, journalism, government (including the foreign service), social work, urban affairs, and practical politics. For details on the undergraduate program, consult www.nyu.edu/gsas/dept/politics/undergrad/undergrad_requirements.shtml.

The honors program provides an opportunity for outstanding students to undertake specialized advanced work and independent research during their senior year. For details on this program, see below and www.nyu.edu/gsas/dept/politics/undergrad/undergrad_requirements.shtml#honors_program.

Faculty

Professors Emeriti:
Cooley, Crown, Flanz, Koenig, Larus, Roelofs, Straetz, Swift

Silver Professor; Professor of Politics:
Bueno de Mesquita

Global Distinguished Professors:
Eggertsson, Pasquino

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) and should be taken before completion of the sophomore year. 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 the Program in 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. The deadline for applying to the honors program is March 1 in the spring of the junior year. Admission to the honors program will permit students to register for Senior Honors I (V53.0950) in the fall of their senior year. In Senior Honors I, students will prepare a research proposal for their thesis, which
Courses

Undergraduate Field Seminars
Undergraduate field seminars are offered in each field each year. They are advanced seminars for juniors and seniors who are politics majors. Students must have completed four courses in politics, 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 Given 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 hypothesis about politics. Students learn to use statistical software to organize and analyze data.

Political Engineering: The Design of Institutions
V53.0810 Given 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.

Social Choice and Politics
V53.0830 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.

Experimental Methods in Political Science
V53.0846 Prerequisites: V53.0800 or equivalent. Given 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.

Introduction to Game Theory in Political Science
V53.0840 Given 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. Because much of politics is about allocation of scarce goods, such as power and wealth, and the competition for these goods, much of political science would seem to be a natural fit for the language of game theory.

Games, Strategy, and Politics
V53.0844 Given every semester. 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.

Prelaw

Although law schools do not require any particular major or course of study, political science is an especially useful field for students planning legal study and a later career in law. For this reason, it is not surprising that, over the years, more law students have majored in this field than in any other. The Association of American Law Schools has suggested that among the areas of importance in prelegal education are the study of the political organization of societies; the democratic processes of Western societies; the freedom of individuals; and the art of peaceful, orderly adaptation to change. The association also suggests that students develop the power to think creatively and analytically.
Undergraduate Field Seminar: Analytical Politics
V53.0895 Prerequisite: open to juniors and seniors; 3.0 or above general average, and at least four previous courses in politics or permission of the instructor. Seminar. Given 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 Given 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 Premodern Political Philosophy
V53.0110 Formerly Political Thought from Plato to Machiavelli. Prerequisite: V53.0100. Given every other year. 4 points.
Intensive introduction to the major themes of Western political thought through a careful analysis of classical and medieval works. Among the authors studied are Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

Topics in Modern Political Thought: 1500 to the Present
V53.0120 Prerequisite: V53.0100. Given 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 or V53.0300 or V53.0500 or V53.0700. Given once a year. 4 points.
Provides students with the ability systematically to evaluate ethically controversial public policy issues using concepts from 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 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. Given every fall. 4 points.
Concentrates on those socialist schools—Christian socialism, utopian socialism, Marxism, Fabianism, and anarchism—that have proved to be the most successful. Aims to present their major theories and to examine the usefulness of such theories in helping us to understand and, in some cases, alter the world in which we live.

Democracy and Dictatorship
V53.0160 Prerequisite: V53.0100. Given 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. Given every year. 4 points.
Study of American political ideas and debate from colonial times to the present. Topics include Puritanism, revolution and independence, the Constitution framing, Hamiltonian nationalism, Jeffersonian republicanism, Jacksonian democracy, pro- and anti-slavery thought, Civil War and Reconstruction, social Darwinism and laissez-faire, the reformist thought of populism, progressive socialism, and 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. Given 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 Given every semester. 4 points.
Analyzes the relationship between the distribution of power and the process of politics in the United States. The cultural setting, constitutional foundations, and basic principles of American politics are stressed. Examines the policymaking process in terms of both the relevant institutional organs and the theories purporting to define what public policy should be. Attention is paid to national security policy and to how administrative action shapes important domestic policy problems.

Public Policy
V53.0306 Prerequisite: V53.0300. Given every 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. Looks at the operations of the government in the terms Washingtonians use. Examines the roles of Congress and the bureaucracy; the procedures of budgeting and regulatory agencies; and the issues in several concrete areas of policy, mainly in the domestic area.

The Presidency
V53.0310 Prerequisite: V53.0300. Given 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. Given 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  Prerequisite: V53.0300. Given 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**

V53.0352  Prerequisite: V53.0300. Given 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. Given 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  Prerequisite: V53.0300. Given 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 and V18.0722. Prerequisite: V53.0300. Given 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 V97.0336. Prerequisite: V53.0300. Given 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, also addresses to what extent understandings of the gender affect how law regulates the physical body by looking at the regulation of reproduction and of consensual sexual activity. In light of all of the above, considers to what extent law is or is not an effective political resource in reforming notions of gender in law and society.

**Political Parties**

V53.0340  Prerequisite: V53.0300. Given every other year. 4 points.

Background, structure, operation, and definition of the party system. 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. Given 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. Given 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.

The Military and Defense in American Politics
V53.0355 Prerequisite: V53.0300 or V53.0700. Given every other year. 4 points.
Role of the military establishment in the exercise of power and in contemporary American politics. Development of the military as a potent participant in American politics. The military officer analyzed in terms of professionalism and bureaucratic theory. The military hierarchy and its relationship to the executive and legislative branches of the government, including decision making and budget processes. The defense industry and its links with the military and Congress. Appraisal of the military-industrial complex.

The Politics of Administrative Law
V53.0354 Prerequisite: V53.0300. Given 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 V99.0371. Prerequisite: V53.0300. Given 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
V53.0364 Identical to V99.0370. Prerequisite: V53.0300. Given 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 Prerequisites: V53.0300. Given 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. Given every 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 and three other politics courses, junior or senior standing, 3.0 GPA, or permission of the instructor. Given 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. Given every 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. Given every year. 4 points.
Examines how legislation and regulation influence the structure of financial markets and how players in these markets intervene in the political process to create or modify legislative and regulatory outcomes. Particular emphasis is placed on the United States. 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)  
V53.0401  Corequisite: V53.0402.  
Identical to V99.0401. Given every semester.  
See description under Metropolitan Studies (99).

Internship Seminar (through Metropolitan Studies)  
V53.0402  Corequisite: V53.0401.  
Identical to V99.0402. Given every semester.  
See description under Metropolitan Studies (99).

U.S. Foreign Policy  
V53.0710  Given every year.  
4 points.  
See “International Politics,” below.

National Security  
V53.0712  Given every year.  
4 points.  
See “International Politics,” below.

COMPARATIVE POLITICS  
Comparative Politics (Core course)  
V53.0500  Given 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.

The Electoral Process in Comparative Perspective  
V53.0505  Prerequisite: V53.0300 or V53.0500. Given every year.  
4 points.  
This course 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. Given every year.  
4 points.  
This course explores immigration and patterns of immigrant incorporation in Western Europe in comparative perspective. Since the early 1960s immigration has transformed European countries into multiracial and multicultural 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. Given 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.  
Given 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.  
Given 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 V11.0532.  
Prerequisite: V53.0500. Given 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. Given 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;
relational 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. Given every other year. 4 points.
Examine 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 nationalistic and religious forces; the Mosaddeq era; the politics of oil nationalization; the Shah’s White Revolution and politics, culture, and economics in the 1960s and 1970s; the process leading to the revolution of 1978-1979 and the establishment of the Islamic Republic; the hostage crisis; export of the revolution and the Iran-Iraq War; and Iran’s current regional and international role in the Middle East and Central Asia.

**East Asian Politics: China and Japan**

V53.0560  Identical to V33.0560. Prerequisite: V53.0500. Given 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. Given 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. The course 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. Given 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. Given 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. Given 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. Given 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  Given 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, cold war, game theory and deterrents, national interests, and world organization.

**U.S. Foreign Policy**

V53.0710  Prerequisite: V53.0700 or V53.0300. Given every year. 4 points.
Analysis of the sources of U.S. foreign policy and the major international problems facing the United States today. Considers the role of role of national interest, ideology, and institutions in the making and executing of U.S. foreign policy.

**National Security**

V53.0712  Prerequisite: V53.0300 or V53.0700. Given every year. 4 points.
Starting with the traditional arena of national security and U.S. military policy, students analyze how national security decisions are made in this country, as well as the past and current military strategies used to carry out those decisions. From there students examine the particular national security concerns and policies of Russia, China, Germany, and Japan. This course also looks at
new thinking on national security, asking to what extent international trade and competition, immigration, illegal drugs, and the environment should be considered national security issues.

Diplomacy and Negotiation
V53.0720 Prerequisite: V53.0700. Given every other year. 4 points.
Analyses the theory and practice of diplomacy, with special emphasis on bargaining strategies that nations use to try to settle their differences and avoid wars, including the use of mediators, arbitrators, and institutions like the United Nations. Applies game theory to analyze the use of exaggeration, threats, and deception in bilateral and multilateral diplomacy. Supplements case studies of international negotiation, especially in crises, with studies of domestic bargaining used in the formulation of foreign policy.

International Organization
V53.0730 Prerequisite: V53.0700. Given every fall. 4 points.
Detailed study of the nature, historical development, and basic principles of international organization. Emphasizes the structure and actual operation of the United Nations.

Business and American Foreign Policy
V53.0736 Prerequisite: V53.0300, V53.0700, or V31.0010. Given every other year. 4 points.
Examines competing theories as to the relationship between business and government in the conduct of foreign policy. Examines the applicability of these theories to case studies in East-West trade, the defense procurement process, intervention in the Third World, human rights, the effect of trade and investment on the American economy, security of supply of natural resources, and economic development in the Third World.

International Law
V53.0740 Prerequisite: V53.0700. Given every spring. 4 points.
The norms that govern states in their legal relations and the current development of law among nations, based on cases and other legal materials relating to the nature and function of the law; recognition of states and governments; continuity of states and state succession; jurisdiction over persons, land, sea, air, and outer space; international responsibility and the law of claims; diplomatic privileges and immunities; treaties; regulation of the use of force; and the challenges posed by new states to the established legal order. Emphasis on the case-law method, as used in law school instruction.

War, Peace, and World Order
V53.0741 Prerequisite: V53.0700. Given 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. Given every other year. 4 points.
Comparative study of terrorism as a domestic political phenomenon. Examines foundational issues, economic, psychological, strategic, and social theories of terrorism as well as theories of the cessation of terrorist violence, government negotiation with terrorists, the relationship between terrorists and nonviolent political actors, and the internal political economy of terrorist organizations. Considers terror in the Middle East (especially emphasizing Hamas), nationalist terror (ETA and the IRA), and Maoist revolutionary terror (with emphasis on the Shining Path).

International Politics of the Middle East
V53.0760 Identical to V77.0752. Prerequisite: V53.0700. Given every other year. 4 points.
Systematic study of the international politics of the Middle East, emphasizing the period since World War II. Emphasis on the relationship among patterns of inter-Arab, Arab-Israeli, and Great Power politics and on the relationship between domestic and external politics. Attempts to relate the Arab-Israeli conflict to interregional politics, the place and role of Turkey and Iran, and the problems in the Persian Gulf.

International Relations of Asia
V53.0770 Identical to V33.0770. Prerequisite: V53.0700. Given 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 “subsystem” to the international system. Covers the traditional Asian concepts of transnational order, the impact of external interventions, the modern ideological conflict and technological revolution, the emergent multilateral balance beyond Vietnam, the changing patterns of relations in the Asian subsystem traced to the internal evolution from bipolarity to multicentricism, and the U.S. role in Asia.

International Political Economy
V53.0775 Prerequisite: V53.0700. Given every year. 4 points.
This course serves as an introduction to the workings of the contemporary international political-economic system and introduces students to some of the main analytical frameworks that political economists use to understand this system. Finally, the course familiarizes students with analytical tools that serve to gain a better understanding of the current problems and opportunities facing actors in today’s international political economy.

Inter-American Relations
V53.0780 Formerly Latin America and the World. Prerequisite: V53.0700. Given 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, Alliance for Progress, 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 Prerequisite: V53.0700 and three other politics courses, junior or senior standing, 3.0 GPA. Given 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 Prerequisite: V53.0700 and three other politics courses, junior or senior standing, 3.5 GPA. Given every year. 4 points.
The purpose of this course is to provide a broad survey of the debate about American power and influence in international affairs, and to provide 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. Given every fall semester. 4 points.
The purposes of this seminar are to provide students with the skills needed to design a feasible research project in political science and to support 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. Given every spring semester. 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. Given 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. The internships are carefully selected and average 6 to 12 hours per week. The instructor holds meetings with the interns and provides individual supervision and consultation.

Readings and Research
V53.0990 Prerequisite: written approval of student’s departmental advisor, instructor, and director of undergraduate studies. Given 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. Given 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.
A broad liberal arts education—which includes a general education (MAP) and a major in a liberal arts discipline or interdisciplinary field—provides a sound foundation for many careers in business. The skills and perspectives of the liberal arts—in analysis, communication, etc.—are practical as well as personally enriching. Liberal arts students, however, can considerably enhance their preparedness for business by also completing a small number of more specific courses. In consultation with the Undergraduate College of the Leonard N. Stern School of Business, the College of Arts and Science has identified a set of such courses. These courses—some offered by CAS and some by Stern—are incorporated in the minor in pre-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 pre-business studies is open only to students in CAS and is administered by the college office. Students considering the minor should consult with the pre-business adviser in the College Preprofessional Advising Office at Silver Center, 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.

The minor consists of six courses, as indicated below.

**CAS COURSES**
- Economic Principles I
  - V31.0001 4 points.
- Economic Principles II
  - V31.0002 4 points.
- Calculus for the Social Sciences
  - V63.0017 4 points.
- or
- Calculus I
  - V63.0121 4 points.
- or
  - AP credit in Calculus
    (Mathematics AB or BC, with a score of 4 or 5)
  - Introductory Statistics
    - V51.0018 6 points.
  - or if required for other majors:
    - Statistical Reasoning for the Behavioral Sciences
      (Psychology)
      - V89.0009 4 points
    - or
    - Mathematical Statistics
      (Mathematics)
      - V63.0234 4 points.

**STERN COURSES**
- Principles of Financial Accounting
  - C10.0001 4 points.
- Management and Organizational Analysis
  - C50.0001 4 points.
- or
- Introduction to Marketing
  - C53.0001 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  4 points.
- **Introduction to Marketing**
  C55.0001  4 points.

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

**Competitive Advantage from Operations**
C60.0001  Prerequisite: Principles II; Regressions; corequisite: Managerial Accounting, 4 points.

**Industrial and Organizational Psychology**
V89.0062  Prerequisite: One Core B psychology course; V89.0001, 4 points.

The minimum acceptable grade in any of the courses to be counted toward the minor is C, and the minimum overall grade point average in the minor is 2.0. Students may count no more than two overlapping courses for both the pre-business minor and their major or other minor. Those majoring or minoring in economics or majoring in international relations, all of which require half or more of the courses required by the pre-business minor, must therefore complete additional courses, as indicated above.
The Department of Psychology at NYU approaches the study of mind and behavior from many perspectives. 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.
ADVANCED PLACEMENT IN PSYCHOLOGY AND STATISTICS

Entering students who have taken the Advanced Placement 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 Advanced Placement Exam in Statistics may also be eligible for a modification of the standard psychology major. Students who have received a 5 on the statistics AP exam will receive credit for the Statistical Reasoning for the Behavioral Science course. Students who receive a 4 on the statistics AP exam are exempt from taking the Statistical Reasoning for the Behavioral Science 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; Statistical Reasoning for the Behavioral Sciences, V89.0009; two courses from Core A (psychology as a natural science); two courses from Core B (psychology as a social science); one laboratory course from Core C; and two advanced electives. In order to declare a major or minor in psychology, a grade of C or better must be earned in Introductory Psychology, V89.0001. Credit toward the major is not given for courses in the major completed with a grade of less than C.

The curriculum includes 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 V89.0055), 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, V89.0001. Credit toward the minor is not given for courses completed with a grade of less than C.

SPECIAL MAJOR: LANGUAGE AND MIND

This major, intended as an introduction to cognitive science, is administered by the Departments of Linguistics, Philosophy, and Psychology. Eleven courses are required for the major (four in linguistics, one in philosophy, five in psychology, and one additional course) and are to be constituted as follows. The linguistics component consists of Language, V61.0001, or Societies and the Social Sciences: Linguistic Perspectives, V55.0660; Grammatical Analysis, V61.0013; Language and Mind, V61.0028; and one more course chosen from Computational Principles of Sentence Construction, V61.0024; Phonological Analysis, V61.0012;
and Introduction to Semantics, V61.0004. The philosophy component consists of one course, chosen from Minds and Machines, V83.0015; Philosophy of Language, V83.0085; and Logic, V83.0070.

The psychology component consists of four required courses: Introduction to Psychology, V89.0001; Statistical Reasoning for the Behavioral Sciences, V89.0009; The Psychology of Language, V89.0056; and Cognition, V89.0029; in addition, one course should be chosen from Seminar in Thinking, V89.0026; Language Acquisition and Cognitive Development, V89.0300; and Laboratory in Human Cognition, V89.0046 (formerly V89.0028). The 11th course will be one of the above-listed courses that has not already been chosen to satisfy the departmental components. For more information, contact Professor McElree.

**HONORS PROGRAM**

The aim of the honors program is to provide students with a strong record in the major and an opportunity to engage in closely supervised but independent research and scholarship.

This program both prepares students for graduate-level work in psychology or related professional fields such as business, law, or medicine and provides them with experiences and skills that may be helpful in reaching their career objectives. Students must apply for admission to the honors program in the sophomore or junior year, with occasional exceptions for late transfer students. Admission is based on grades and the ability to benefit from a program that emphasizes seminars in current research issues and independent work. Honors students take the Honors Seminar sequence in either their junior or senior year: Honors Seminar I in the fall, and Honors Seminar II in the spring. An honors research thesis, usually based on an expansion of a research project and serving as evidence of individual thought and creativity, is submitted for faculty approval near the end of the junior or senior year. Details and application forms (the deadline is normally April 15) are available from the Department of Psychology, Faculty of Arts and Science, New York University, 6 Washington Place, Room 158, New York, NY 10003-6634. For Latin honors requirements, please see under Honors and Awards.

**Cognitive Neuroscience**

V89.0025 Curtis, Danzichi. Given 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.

**Perception**

V89.0022 Carrasco, Heeger, Landy, Pelli. Given 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.

**Courses**

Prerequisites: V89.0001 or the equivalent is a prerequisite for all courses in psychology, except for V89.0009. Additional prerequisites are noted below following the course titles.

**INTRODUCTORY AND STATISTICS COURSES**

**Introduction to Psychology**

V89.0001 Anudin, Coons, Marcus, Phelps. Given 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.

**Statistical Reasoning for the Behavioral Sciences**

V89.0009 Bauer. Given every semester. 4 points.

Aims to provide students with tools for evaluating data from psychological studies. Students gain familiarity with data description, variance and variability, significance tests, confidence bounds, and linear regression, among other topics. Students work on psychological data sets, learn approaches to statistical prediction, and learn to interpret results from randomized experiments and correlational surveys.

**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. Given 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**

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Provides students with a broad understanding of the foundations of cognitive neuroscience, including dominant theories of the neural underpinnings of a variety of cognitive processes and the research that has led to those theories. In doing so, students also learn about the goals of cognitive neuroscience research and the methods that are being employed to reach these goals.

**Cognition**

V89.0029 McElree, Murphy, Rehder. Given every semester. 4 points.

Introduction to theories and research in some major areas of cognitive psychology, including human memory, attention, language production and comprehension, thinking, and reasoning.

**CORE COURSES: CORE B—PSYCHOLOGY AS A SOCIAL SCIENCE**

Two courses must be taken to satisfy the major requirement, one for the minor. V89.0001 is the prerequisite for all Core B courses.
Personality
V89.0030  Andersen. Given every semester. 4 points.
Introduction to research in personality, including such topics as the self-concept; unconscious processes; how we relate to others; and stress, anxiety, and depression.

Social Psychology
V89.0032  Carnesale, Goldsmitzy, Trop, Uelman. Given every semester. 4 points.
Introduction to theories and research about the social behavior of individuals, such as perception of others and the self, attraction, affiliation, altruism and helping, aggression, moral thought and action, attitudes, influence, conformity, social exchange and bargaining, group decision making, leadership and power, and environmental psychology.

Developmental Psychology
V89.0034  Adolph, Johnson. Given every semester. 4 points.
Introduction and overview of theoretical issues and selected research in developmental psychology. Focuses on infancy through adolescence. Lectures interweave theory, methods, and findings about how we develop as perceiving, thinking, and feeling beings.

Community Psychology
V89.0036  Formerly V89.0074. Shinn, Yoshikawa. Given every fall. 4 points.
Explores the field of community psychology in terms of its origins, theories, and applications. Examines current models of person-environment systems together with their implications for understanding normal and deviant behavior and for the treatment and prevention of individual and social pathology. Discusses the place of advocacy, innovation, and action research and the role of the psychologist as change agent.

CORE COURSES: CORE C—LABORATORY COURSES

All Core C courses have prerequisites in addition to V89.0001 and V89.0009 (or equivalent). See individual courses.

Laboratory in Organizational Psychology
V89.0038  Prerequisites: V89.0009 and either V89.0032 or V89.0062. Carnesale, Heilman, Tyler. Given every fall. 4 points.
Students are acquainted with research methodology in organizational psychology. They then perform an original study, such as a laboratory experiment or research survey, in one of these areas.

Laboratory in Personality and Social Psychology
V89.0039  Prerequisites: V89.0009 and either V89.0030, V89.0032, or V89.0062. Given every semester. 4 points.
Methodology and procedures of personality and social psychological research and exercises in data analysis and research design. Statistical concepts such as reliability and validity, methods of constructing personality measures, merits and limitations of correlational and experimental research designs, and empirical evaluation of theories. Students teams conduct research projects.

Laboratory in Developmental Psychology
V89.0040  Prerequisites: V89.0009, V89.0034. Hughes, Johnson. Given every year. 4 points.
Review of observational and experimental techniques used in studying children. Each student chooses a topic and conducts a short-term study on that topic in a field or laboratory setting. Two presentations require a literature review and a proposed experimental design, and a report of the results of the study, which is due at semester’s end.

Laboratory in Community Research
V89.0041  Prerequisites: V89.0009 and any Core B course. Hughes. Given every year. 4 points.
Presents methods and techniques for naturalistic research in nonlaboratory settings. Research is designed to answer questions about human behavior in natural settings, the influence of environmental settings on behavior, questions of specific and broad-range social policy, and the effects and effectiveness of programs of planned intervention or change.

Explores both the advantages and problems of this kind of research. Includes designing, conducting, and analyzing one such project.

Laboratory in Infant Research
V89.0042  Prerequisites: V89.0009, V89.0034, and/or to be taken with a second semester of Tutorial in Infant Research, V89.0992, and permission of instructor. Adolph. Given every semester. 4 points.
Part of a yearlong research training program. Students learn general methods for studying infant development and specific methods for examining infants’ perceptual-motor development. Students design and conduct laboratory research projects, code and analyze data, and prepare results for presentation and publication (grant proposals, conference submissions, and journal submissions).

Laboratory in Clinical Research
V89.0043  Prerequisites: V89.0009 and V89.0030, or V89.0051. Kellogg, Westerman. Given every semester. 4 points.
The course is concerned with the process of the scientific investigation into issues related to psychopathology, personality dynamics, individual differences, interpersonal interaction, and various treatment modalities. Lectures cover all aspects of research methodology. Students complete a set of research exercises and submit writing assignments, including an APA-style research article.

Laboratory in Perception
V89.0044  Prerequisites: V89.0009 and either V89.0022, V89.0027, or V89.0029. Carrasquillo, Landy, Pelli. Given every semester. 4 points.
Presents a state-of-the-art introduction to the design and implementation of experiments in perception. By participating in class-designed experiments and by carrying out a research project design by individual or pairs of students, students learn how to formulate an experimental question, design and conduct an experiment, statistically analyze experimental data using a variety of statistical tests, write up the experiments as research papers, and present a short research talk.
Laboratory in Human Cognition
V89.0046  Formerly V89.0028.
Prerequisites: V89.0009 and either V89.0022, V89.0026, V89.0027, or V89.0029. Hilford, McElree. Given every year. 4 points.

Presents a state-of-the-art introduction to the design and implementation of experiments in cognitive psychology as performed on computers. Experiments are performed in the areas of perception, learning, memory, and decision making. Students carry out independent research projects and learn to write research reports conforming to APA guidelines.

Lab in Statistical Methods
V89.0047  Prerequisite: V89.0009. Shrout. Given every semester. 4 points.

An advanced undergraduate course in analysis of variance (ANOVA) and multiple regression that 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. The course 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 and V80.0202. Prerequisites: V23.0011, V23.0012, and either V89.0024 or V80.0100. If this class is taken with its laboratory component for 5 points, the course can count as either a laboratory or an advanced elective. Rubin, Semple. Given every 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 Psychology
V89.0002  Prerequisite: admittance by application only. Given 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
V89.0025  Prerequisite: V89.0029. Davachi, McElree. Given every 2 to 3 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. Baltin, Marcus, McElree, Pylkkänen. Given every 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. The course draws from research in both formal linguistics and psycholinguistics.

Abnormal Psychology
V89.0031  Formerly V89.0035. Prerequisite: any Core B course or permission of the instructor. Kellogg, Wiltzky. Given 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 Neural Science
V89.0052  Identical to V23.0202 and V80.0202. Prerequisites: V23.0011, V23.0012, and either V89.0025 or V80.0100. Rubin, Semple. Given every 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. Given 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. Eggbough. Given every 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.

Preventative Psychology
V89.0093  Prerequisites: V89.0032, V89.0036, or V89.0074. Seidman. Given every 2 to 3 years. 4 points.

Examines the idea of prevention beginning with its earliest roots in the fields of both public and mental health to more contemporary perspectives on the promotion of well-being. Alternative meanings, conceptual frameworks, risk-protective models, as well as research and ethical issues in prevention are examined. A wide array of exemplary preventive interventions during each major life stage serves as the foci of analyses, in terms of their conception, strategies of intervention, and demonstrated effects.
Social Issues and Social Policy
V89.0094  Prerequisites: V89.0032, V89.0036, or V89.0074. Shinn. Given every 2 to 3 years. 4 points.
Reviews research on causes, psychological correlates or consequences, and social policy options for dealing with selected social problems or social issues. Because most social issues are not purely psychological in nature, readings from other disciplines are included. The instructor chooses two or three social or policy issues to be explored in depth each term. Possible topics include poverty, homelessness, immigration, racism, affirmative action, child care, work and family, school dropout, and prevention of AIDS.

Special Topics in Psychology
V89.0300  Prerequisites: At least one Core A and one Core B course. Other prerequisites may be added based on the specific topic. Given every semester. 4 points.
Seminars of an advanced level. Topics vary each time offered.

Tutorial in Infant Research
V89.0992  Prerequisites: V89.0009, V89.0034, and/or to be taken with a second semester of Laboratory in Developmental Psychology, V89.0040.002, and permission of instructor. Adolph. Given 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, V89.0009, 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. Aaronson. Given every semester. 1-4 points.
Undergraduate students are paired with faculty, advanced graduate students, or other researchers on a one-to-one basis to pursue common research goals in psychology. Undergraduates serve as apprentices on survey, laboratory, clinical, and field research projects and in return receive guidance in reading and developing research skills. Biweekly meetings deal with research methods and design and allow students an opportunity to speak on their research projects. Written assignments include several brief homeworks and a final journal-style research report.

Honors Seminar I
V89.0200  Prerequisite: Admission to the psychology honors program. Given every 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. Given every spring. 4 points.
A continuation of V89.0200. A portion of class time is set aside for discussion of theoretical and technical aspects of each student’s thesis project.

Graduate Courses Open to Undergraduates
Certain courses in the Graduate School of Arts and Science are open to advanced undergraduates who satisfy the following prerequisites: junior or senior major in psychology, permission of the student’s undergraduate psychology adviser, permission of the Department of Psychology (graduate division), and additional specific prerequisites listed for each course. For further information, please consult the department and the Graduate School of Arts and Science Bulletin.

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.
Public policies affect almost every aspect of our lives. Decisions by state, local, federal, and international organizations influence the quality of the environment, access to health care, international development, and the emergence of a global media industry. The minor in public policy, jointly developed and administered by the College of Arts and Science and the Robert F. Wagner Graduate School of Public Service, is designed for undergraduates interested in understanding such key issues and problems of the modern world and in approaches to dealing with them.

This interdisciplinary, interschool minor offers students a meaningful cluster of courses in a professional area where the liberal arts disciplines can provide important perspectives. It also furthers several related goals: it links the classroom to the city, encourages students to apply their theoretical learning, and provides a minor that is coherent and substantial, in that it entails five courses.

An executive committee of College of Arts and Science and Wagner School of Public Service faculty oversees the public policy minor. For each track, there is a designated adviser to students. For communications and the media, it is Professor Michael Ludlum, Department of Journalism, 10 Washington Place, Room 605B, 212-998-7972. For health, it is Ms. Ruchel Ramos, Wagner School, 4 Washington Square North, Room 24, 212-998-7477. For international development, it is Professor Roman Frydman, Department of Economics, 269 Mercer Street, Room 830, 212-998-8967. Also available to advise students in this minor is Mr. Riaz Khan, a staff adviser in the College Advising Center, Room 901, Silver Center, 212-998-8160.

Program

The minor currently features three different tracks: (1) communications and the media, (2) health, and (3) international development. It requires five courses, as follows: at least three of the courses are to be selected from the list of courses for the chosen track; two may be from the list of general courses. The five courses must come from at least two different departments, and typically no more than two may come from any one department.

Note: Courses counted toward the major or another minor cannot be counted toward this minor.

Courses

A. COMMUNICATIONS AND THE MEDIA

JOURNALISM

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<th>Course</th>
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<tr>
<td>Media Ethics, Law, and the Public Interest</td>
<td>V54.0008</td>
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The Media in America

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History of the Media

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History of the Media
The Program in Religious Studies explores religious practices as important aspects of social life. We include three related approaches: examination of primary texts and artifacts; analysis of the ideas and activities that have contributed to the development of various religions; and interdisciplinary exploration of the theories and methods used in the study of religion. It should be stressed that the program is oriented toward the academic analysis of religious phenomena and is not intended to promote or endorse either religious belief itself or the views and practices of any particular religious tradition. The program utilizes resources from several areas of study, including anthropology, classics, English, Hebrew and Judaic studies, history, medieval and Renaissance studies, Middle Eastern and Islamic studies, music, and philosophy.
Senior Seminar: Comparative Topics in the Study of Religion
V90.0015  Prerequisites: junior or senior status. V90.0001 and at least two other religious studies courses. Given every spring. 4 points. 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: e.g., ritual, the body, sacrifice, religion and the state, etc. Students can explore the import of the motif in question for their own area of specialization as well as examining its manifestations in other traditions. Students are expected to make formal presentations to the class.

Women and Islamic Law
V90.0026  Identical to V77.0783 and V97.0784. Haykel. 4 points. See description under Middle Eastern and Islamic Studies (77).

What Is Islam?
V90.0085  Identical to V77.0691 and V57.0085. 4 points. See description under Middle Eastern and Islamic Studies (77).

Gender, Sexuality, and the Body in Early Christianity
V90.0086  Given every other year. 4 points. Students reexamine the light shed by ancient writings (and other evidence) not only on the role(s) of women in ancient Christian groups but also on the ideologies of gender promulgated or assumed by those groups. The focus, while predominantly on women, also extends to the way in which gender identities were constructed and adhered to by males and females.

Judaism, Christianity, and Islam
V90.0102  Identical to V65.0025, V77.0800, and V78.0160. Peters. 4 points. See description under Middle Eastern and Islamic Studies (77).

Jewish Mysticism and Hasidism
V90.0104  Identical to V78.0430 and V65.0430. Wolfson. 4 points. See description under Hebrew and Judaic Studies (78).

Jewish Philosophy in the Medieval World
V90.0106  Identical to V78.0425. Ivry. 4 points. See description under Hebrew and Judaic Studies (78).

Jewish Ethics
V90.0117  Identical to V78.0117. Rubenstein. 4 points. See description under Hebrew and Judaic Studies (78).

Biblical Archaeology
V90.0120  Identical to V78.0120. Fleming, Smith. 4 points. See description under Hebrew and Judaic Studies (78).

Foundations of the Christian-Jewish Argument
V90.0192  Identical to V78.0161 and V65.0986. Klein. 4 points. See description under Hebrew and Judaic Studies (78).

Religion, Magic, and the Jewish Tradition
V90.0212  Identical to V78.0212. Wolfson. 4 points. See description under Hebrew and Judaic Studies (78).

Beginnings of Monotheism
V90.0220  Identical to V78.0116. Fleming. 4 points. See description under Hebrew and Judaic Studies (78).

Varieties of Mystical Experience
V90.0240  Wolfson. 4 points. Surveys the traditional forms of mystical expression in Judaism, Christianity, and Islam.

Passion and Desire in the Middle Ages
V90.0250  Identical to V29.0961 and V65.0961. Vitz. 4 points. See description under Medieval and Renaissance Studies (65).

Introduction to the New Testament
V90.0502  Identical to V27.0293 and V78.0022. Becker. 4 points. Introduces students to issues and themes in the history of the Jesus movement and early Christianity through a survey of the main texts of the canonical New Testament as well as other important early Christian documents. Students are given the opportunity to read most of the New Testament text in a lecture hall setting where the professor provides historical context and focus on significant issues, describes modern scholarly methodologies, and places the empirical material within the larger framework of ancient history and the theoretical study of religion.

Belief and Social Life in China
V90.0351  Identical to V14.0351 and V33.0351. Zlot. Given every other year. 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 class explores what Chinese people “taught” themselves about the person, society, and the natural world and thus how social life was constructed and maintained. Examines in historical perspective the classic texts of the Taoist and Confucian canon and their synthesis; Buddhist, especially Ch’an (Zen) practices in China; issues of gender in past and present practice; and religion’s relation to the state.

Classical Mythology
V90.0404  Identical to V27.0404. 4 points. Discusses the myths and legends of Greek mythology and the gods, demigods, heroes, nymphs, monsters, and everyday mortals who played out their parts in this mythology. Begins with creation, as vividly described by Hesiod in the Theogony, and ends with the Trojan War and the return of the Greek heroes. Special emphasis on the return of Odysseus, as related by Homer in the Odyssey.

Jewish Responses to Modernity: Religion and Nationalism
V90.0470  Identical to V78.0719. 4 points. See description under Hebrew and Judaic Studies (78).

Religions of Africa
V90.0566  Identical to V57.0566 and V11.0566. Hull. 4 points. See description under History (57).
The Land of Israel Through the Ages
V90.0609 Identical to V78.0609, V78.0141, and V57.0540. Schiffman. 4 points. See description under Hebrew and Judaic Studies (78).

Jews in the Islamic World in the Modern Period
V90.0610 Identical to V78.0114. Franklin. 4 points. See description under Hebrew and Judaic Studies (78).

Jews and Christians in the Ancient World
V90.0611 Identical to V78.0128 and V78.0611. Becker. 4 points. Students acquire a basic knowledge of the early history of Judaism and Christianity. However, on the theoretical level, the class aims to provide the students with a forum to ask some of the questions most relevant to religious studies (e.g.: 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 and Media
V90.0645 Zito. Given every other year. 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. To be given periodically. 4 points. This country was founded on the promise of religious freedom, and yet U.S. laws and policies regulating sexual life derive much of their rationale from specifically religious notions of “good” versus bad “sex,” what bodies are “for,” 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 of this “exception” for both sexual and religious freedom? 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.

Martyrdom, Ancient and Modern
V90.0650 Becker. Given every other year. 4 points. Examines the theory and practice of martyrdom in the West. We begin 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).

Jewish Philosophy in the Medieval World
V90.0675 Identical to V78.0425 and V65.0425. Lachter. 4 points. See description under Hebrew and Judaic Studies (78).

History of Judaism: The Emergence of Classical Judaism
V90.0680 Identical to V77.0680 and V78.0100. Schiffman. 4 points. See description under Hebrew and Judaic Studies (78).

Judaism from Medieval to Modern Times
V90.0683 Identical to V78.0111, V57.0098, and V77.0683. Kaplowitz. 4 points. See description under Hebrew and Judaic Studies (78).

Meaning of Death
V90.0703 Identical to E70.1003. Moran. 4 points. Study of death in cultural and historical perspectives with particular attention to religious meaning and ritual. The care of those who are dying and rituals of bereavement. Ethical-religious issues concerning the dying.

Introduction to Egyptian Religion
V90.0719 Identical to V77.0719. Goedert. 4 points. See description under Middle Eastern 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 and V78.0126. Von Dassow. 4 points.
See description under Hebrew and Judaic Studies (78).

Gender and Judaism
V90.0815 Identical to V78.0718 and V97.0718. 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).

Buddhism
V90.0832 Identical to V33.0832. Zito. Given every other year. 4 points.
An introduction to this complex religion, emphasizing its history, teachings, and practices. Discusses its doctrinal development in India, then emphasizes certain local practices: Buddhism and the family in China; Buddhism, language, and hierarchy in Japan; the politics of Buddhist Tibet; and Buddhist art. Finally the course touches on Buddhism in the United States.

Jesus and the Origins of Christianity
V90.0843 Identical to V77.0843. Formerly Jesus and His Times. Given every other year. Peters. 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).

Introduction to Medieval Philosophy
V90.0986 Identical to V65.0986. Marshall. 4 points.
See description under Medieval and Renaissance Studies (65).

Internship
V90.0980, 0981 Prerequisite: permission of the instructor. Variable 1-4 points.

Independent Study
V90.0997, 0998 Prerequisite: permission of the instructor. 2 or 4 points per term.
Through a broad range of courses in Russian 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
Professor: Cohen
Associate Professors: Borenstein, Fryščík, Iampolski, Lounsbery

Senior Language Lecturer: Belodedova
Language Lecturer: Greenlee

Global Distinguished Professor: Groys

Program

MAJOR
A major in Russian and Slavic studies requires 36 points. These may include credit for language courses beyond Intermediate Russian II and all nonlanguage courses offered by the department. Majors must demonstrate a proficiency in Russian equivalent to 2.5 years of language study. Ordinarily this is accomplished by taking at least one semester of Russian beyond Intermediate Russian. With the permission of the director of undergraduate studies, a maximum of four Russian related courses (16 points) may be drawn from other departments. Possible related subjects include history, economics, politics, philosophy, and religion. Students with special problems or without required prerequisites should see the director of undergraduate studies for placement.

MINOR
A minor in Russian requires 16 points beyond Elementary Russian II. All courses for the minor must be chosen in consultation with the director of undergraduate studies.

MAJOR AND MINOR FOR TRANSFER STUDENTS
Major: To obtain a major in Russian and Slavic studies from NYU, a transfer student must earn at least 20 points in language, literature, or culture from the NYU
Department of Russian and Slavic Studies. Transfer credits in these areas may be used to make up the remainder of the 36 points needed for the major (see “Major,” above).

**Minor:** To obtain a minor in Russian and Slavic studies from NYU, a transfer student must earn at least 8 points in language, 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.

**MORSE ACADEMIC PLAN (MAP)**
Courses in MAP taught by faculty in the Department of Russian and Slavic Studies under certain conditions may be accepted toward the undergraduate major or minor. Consult the director of undergraduate studies.

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**Courses**

**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.

**Elementary Russian II**
V91.0002  Offered in the spring.
4 points per term.

**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.

**Intermediate Russian I**
V91.0005  Formerly Russian Grammar Review I. Prerequisite: V91.0002 or basic competence in spoken Russian. Offered in the fall.
4 points.
This course is 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.

**Intermediate Russian II**
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.

**Russian Grammar and Composition I**
V91.0007  Formerly Russian Literature. Prerequisite: V91.0002 or basic competence in spoken Russian. Offered in the fall.
4 points.
Completion of this course satisfies the foreign language requirement.

The following advanced Russian courses are offered on a rotation basis:

**Russian Grammar and Composition II**
V91.0008  Formerly Russian Literature. Prerequisite: V91.0005, V91.0006, or basic competence in reading and writing Russian. Offered in the spring.
4 points.
Completion of this course satisfies the foreign language requirement.

**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); and
**Social Issues in Russian Culture** (reading and discussion of articles on important social and cultural topics).
Advanced Russian I
V91.0107 Prerequisite: V91.0004, V91.0005, V91.0006 or equivalent. 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 Fryšák. 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 typical everyday subjects. Vocabulary building. Essentials of writing.

Intermediate Czech I and II
V91.0203, 0204 Fryšák. 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. No prerequisites. 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 East 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 Ugresvi. 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 antiutopianism? The current resurgence of utopianism and apocalypticism is examined (millenarian “cults,” the millennium bug, etc.). Readings include Plato, More, Bellamy, Dostoevsky, Marx, Zamytin, 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 novella; a close analysis of Chekhov’s drama (Three Sisters, Cherry Orchard, and Uncle Vanya) and its impact on Russian playwrights of the 20th century, as well as its relation to the development of Stanislavsky’s Moscow Art Theatre.

Dostoevsky
V91.0839 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 form the main part of the course. Examines Dostoevsky’s concepts of freedom, history, and Christianity.

Theory of the Avant-Garde, East and West, 1890-1930
V91.0841 Identical to V29.0841 and V41.0730. 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 every 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 every 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 Iampolski. 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.

**Legacies of Slavery and Serfdom 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.

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 should also note the courses Russia Between East and West, V55.0510, and Russia Since 1917, V55.0528, offered in the World Cultures sequence of the Morse Academic Plan. With the permission of the director of undergraduate studies, these courses can count toward major/minor.
Students in the College of Arts and Science 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: (a) these two NYU schools have distinct admissions criteria, general education curricula, and other requirements; (b) 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 (c) 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 twelve 4-point courses. These courses are in addition to the College’s other requirements—i.e., at least 128 credits and all of the Morse Academic Plan 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 (e.g., 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, 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) explores the range of relationships between human collectivities, on the one hand, and institutions and structures of power, on the other, taking into account how these are affected by such modern global developments as intensified urbanization, increased transnational exchange, and proliferating diasporic populations.

Because these matters are highly complex, SCA combines research methods from the social sciences and the humanities, and examines such varied phenomena as consumer culture, industrial activity, mass media representations, artistic productions, subcultural practices, and aspects of everyday life in their economic, material, political, and historical contexts. At the same time, it typically focuses its analyses through attention to the city in general and New York in particular, in order to situate the region—and the nation—amid the conditions and processes affecting the entire globe.

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 select specific courses of study from among the several majors and minors currently offered in the department (with more to come after 2005-2006). These include majors and minors in Africana Studies, Gender and Sexuality Studies, and Metropolitan Studies; and minors in American Studies, Asian/Pacific/American Studies, and Latino Studies. See the Bulletin entries for these individual programs for detailed information.

Faculty

Erich Maria Remarque  
Professor of Literature: Harper  
Silver Professor; Professor of Spanish and Portuguese: Pratt

Professors:  
Dash, Dávila, Dinshaw, Duggan, W. Johnson, Kulick, Miller, Molotch, Rosaldo, Ross, Stacey, Walkowitz, Yudice

Associate Professors:  
Blake, Brenner, Green, Guerrero, Muñoz, Shimakawa, Tchen

Assistant Professors:  
Parikh, Sandhu, Siu, Zaloom  
Clinical Associate Professor: Hinton  
Assistant Professors/Faculty Fellows:  
Rademacher, Shah

Programs

MAJOR  
The Social and Cultural Analysis major, subject to approval by the New York State Education Department, comprises introductory, elective, and research components, which together make up a total of 11 courses, as laid out below.

Three introductory courses—can be taken in any order:

Concepts in Social and Cultural Analysis, V18.0001—an introduction to key terms and analytical
courses from among the following:

- Approaches to Africana Studies, V18.0101
- Approaches to American Studies, V18.0201
- Approaches to Asian/Pacific/American Experience, V18.0301, or History of Asians in the United States, V18.0302, or MAP course World Cultures: Asian/Pacific/American Cultures, V55.0539
- Approaches to Gender and Sexuality Studies, V18.0401
- Approaches to Latino Studies, V18.0501, or MAP course World Cultures: Contemporary Latino Cultures, V55.0529
- Interdisciplinary Perspectives on Metropolitan Studies, V18.0601, or Cities in a Global Context, V18.0602
- Approaches to American Studies, A/P/A, Gender and Sexuality Studies, Latino Studies, Metropolitan Studies.

Two upper-division courses offered by the Department of Social and Cultural Analysis and officially designated as “common electives,” which address issues relevant across the department’s various fields of study

Three research courses:

- Strategies for Social and Cultural Analysis, V18.0020
- Social and Cultural Analysis-related Internship Fieldwork, V18.0040
- Senior Research Seminar pertinent to Social and Cultural Analysis, V18.0090

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 CAS; 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 a minimum of three courses with honors designations: An honors section of Strategies for Social and Cultural Analysis, in which students design their thesis research projects (or preliminary versions thereof) is normally taken in the sophomore or junior year. 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. Additional honors credit may be taken in honors sections of the introductory Concepts course, in designated sections of other departmental courses, or in interdisciplinary departmental honors junior seminars, when offered.

Courses

Concepts in Social and Cultural Analysis
V18.0001 This course is 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, A/P/A, Gender and Sexuality, Latino Studies, and Metropolitan Studies. The course surveys basic approaches to a range of significant analytical concepts (e.g., 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.

Strategies for Social and Cultural Analysis
V18.0020 Explores various research methodologies that scholars and practitioners employ to answer both historical and contemporary questions. Throughout the semester seminar participants are introduced to four broad categories of strategies for social and cultural analysis: historical analysis, particularly archival research; literary analysis, which deals primarily with critical analysis of texts; social science methods, focusing on the collection and interpretation of data and quantitative methods; and ethnography, along with other forms of fieldwork.

In each of the four sections of the course, students grapple with both the theory and the application of the methodology being considered, and are encouraged to think carefully about which strategy or strategies are most appropriate for his or her own research projects.

Internship Program
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 co-requisite 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 coursework, (2) to provide students with the analytical tools, and (3) to assist students in exploring professional career paths.

**Internship Fieldwork**
V18.0040 Corequisite: V18.0042. 2 or 4 points. Ten hours of fieldwork are required for 2 points, fifteen for 4 points.

**Internship Seminar**
V18.0042 Corequisite: V18.0040. Prerequisites: majors must have taken one course in the introductory sequence and one elective. There are no prerequisites for nonmajors except that they be in their junior or senior year. Interview and permission of the director of internships required. Brown. 4 points.

Section 1: General Internship. Nonprofit and government agencies.

Section 2: Legal Aid Internship. Students work directly with the criminal justice division of the Legal Aid Society.

**Senior Research Seminar**
V18.0090 Prerequisites: V18.0001, V18.0020, and one of the following introductory courses: V18.0101, V18.0201, V18.0301, V18.0401, V18.0502 or V18.0601. This is an advanced research course in Social and Cultural Analysis, 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 Social and Cultural Analysis or the program in Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies or Metropolitan Studies. Majors must enroll in fall of their senior year.

**ELECTIVE COURSES WITHIN SCA PROGRAMS**

**Approaches to Africana Studies**
V18.0101 See description under Africana Studies.

**Approaches to American Studies**
V18.0201 See description under American Studies.

**Approaches to Asian/Pacific/American Studies**
V18.0301 See description under Asian/Pacific/American Studies.

**History of Asians in the United States**
V18.0302 See description under Asian/Pacific/American Studies.

**Approaches to Gender and Sexuality Studies**
V18.0401 See description under Gender and Sexuality Studies.

**Approaches to Latino Studies**
V18.0502 See description under Latino Studies.

**Approaches to Metropolitan Studies**
V18.0601 See description under Metropolitan Studies.

**Cities in a Global Context**
V18.0602 See description under Metropolitan Studies.

**World Cultures: Contemporary Latino Cultures**
V55.0529 For description, see MAP course.

**Interdisciplinary Perspectives Metropolitan Studies**
V55.0631 Identical to summer course, Approaches to Metropolitan Studies, V18.0601. For description, see Metropolitan Studies.
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.

**Faculty**

Max Weber Visiting Professor of European Studies:
Pollack

Professors Emeriti:
Freidson, Heydebrand, Schur, Sexton, Wrong

Professors:
Amenta, Calhoun, Conley,
Corradi, Duster, Garland, Gerson,
Goodwin, Greenberg, Guthrie,
Heyns, Horowitz, Jackson, Jasso,
Lehman, Lukes, Marwell, Molotch,
Persell, Sennett, Stacey, Wu

Associate Professors:
Arum, Brenner, Chibber, Dixon,
Ertman, Haney, Klinenberg, Maisel

Assistant Professor:
Morning
Research Professor:
Yeung

**Program**

MAJOR
Students majoring in sociology must fulfill the following requirements: an introductory course—V93.0001, V93.0002, V93.0003, V93.0010; Research Methods, V93.0301; Statistics for Social Research, V93.0302; Sociological Theory, V93.0111; two advanced seminars—V93.0934, V93.0936, V93.0937 or V93.0938 (V93.0801, Research Practicum in Qualitative Methods, may substitute for one of the seminars); and three electives from other courses or seminars in sociology. Students entering the University prior to fall 2004 are only required to complete one advanced seminar. Students must have grades of C or better in their major courses. A MAP Societies and the Social Sciences course taught by a sociology professor may also count toward the fulfillment of the major requirement. Of the nine courses required for the major, at least five must be taken at this College.
MINOR
An introductory course plus three other elective courses. At least two courses must be taken at this College. Students must have grades of C or better in their minor courses. A MAP Societies and the Social Sciences course taught by a sociology professor may also count toward the fulfillment of the minor requirement.

HONORS PROGRAM
Students with at least a 3.65 cumulative grade point average and in the major (or 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 where they will develop and structure their research projects. One semester of the honors research seminar may substitute for one of the two required advanced seminars. The faculty member teaching the course will assist the students in finding substantive and methodological advisors among the faculty.

Students will complete their theses in the spring semester. They must take a second semester of the honors research seminar at that time, as well as work under the supervision of their selected adviser. Honors students are also encouraged to take graduate courses when appropriate. These courses should stimulate and deepen understanding of sociology and why. Same topics as V93.0001, but more intensive. Recommended for students who would like to be challenged.

Great Books in Sociology
V93.0003 Brenner, Chibber, Corradi, Goodwin. 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: 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—V51.0018, V63.0012, V89.0010, and V93.0302—can be taken for credit. Conley, Greenberg, Guthrie, Maisel. Offered every semester. 4 points.

Research Practicum in Qualitative Methods
V93.0801 Prerequisites: senior or advanced junior standing; four courses in sociology, including Introduction to Sociology and Research Methods. Gerson, Haney, Horwitz. Offered every two years. 4 points.
Directed independent research projects using qualitative research techniques such as participant observation and in-depth interviewing. Students write major papers based on their data collected.
SOCIOLOGICAL THEORY

Sociological Theory  
V93.0111  Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Brenner, Corradli, Ertman, Goodwin, Lakes. Offered every year. 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  Identical to V62.0502. 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  Identical to V62.0503. Dixon, Garland, 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

Social Psychology  
V93.0201  Horowitz. Offered every year. 4 points.  
Examines emotional experience and expression; language and communication; self, identity, and biography; time conceptions, experiences, and practices; and the variations in the character of the “individual” historically and culturally. Each area of discussion and analysis is concerned with processes of social interaction, social organization, and the socialization of persons. Focuses special attention on organizational, historical, and ideological contexts.

Communication Systems in Modern Societies  
V93.0118  Marx. Offered every two 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 institutional media or aesthetic criticism.

SEX, GENDER, AND THE FAMILY

The Family  
V93.0451  Identical to V79.0451. Gerson, Yeung. Offered every semester. 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 (e.g., in the workplace, the economy, the government)? How is the division of labor in the family related to gender, age, class, and ethnic inequality? Why and how have families changed historically? What are the contours of contemporary American families, and why are they changing?

Sex and Gender  
V93.0021  Identical to V97.0021. Gerson, Haney, Jackson, Stacey. Offered every semester. 4 points.  
What forms does gender inequality take, and how can it best be explained? How and why are the relations between women and men changing? What are the most important social, political, and economic consequences of this “gender revolution”? The course provides answers to these questions by examining a range of theories about gender in light of empirical findings about women’s and men’s behavior.

Sexual Diversity in Society  
V93.0511  Identical to V97.0511. Greenberg, 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.

Women and Work  
V93.0150  Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Dixon, Haney, Persell. Offered every two years. 4 points.  
See description under "Organizations, Occupations, and Work," below.

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.
ORGANIZATIONS, OCCUPATIONS, AND WORK

Groups and Organizations
V93.0130 Dixon, Guthrie. Offered every two years. 4 points.
Major organizational theories (from Marx and Weber to Taylorism and modern decision and systems theory). Examines case studies illustrating the various approaches together with the major methods of organizational analysis. Explores links between organizations and their environments as well as alternatives to bureaucracy.

Work and Careers in the Modern World
V93.0412 Heyns. Offered every two years. 4 points.
Evaluation of definitions, nature, and development of occupations and professions. Occupational associations such as guilds, trade associations, and labor unions. Individual personalities and their relations to occupational identities; concepts of mobility; career and career patterns; how occupations maintain control over members' behavior; how they relate to the wider community; and how they influence family patterns, lifestyle, and leisure time.

Women and Work
V93.0150 Prerequisite: one previous course in sociology, junior standing, or permission of the instructor. Identical to V97.0150. Dixon, Haney, Persell. Offered every two years. 4 points.
The occupational socialization of women in the domestic labor force and the labor force as it is commonly conceptualized by economists and other social scientists. How gender socialization and constraints affect women's labor force participation and how the social and cultural conditions of American society give rise to and perpetuate occupational discrimination. Considers some theoretical explanations.

INEQUALITY AND POWER IN MODERN SOCIETIES
Wealth, Power, Status:
Inequality in Society
V93.0137 Prerequisite: V93.0001, Introduction to Sociology, recommended but not required. Chibber, Conley, Guthrie, Heyns, Jackson, Persell. 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 post-Marxist societies.

Politics, Power, and Society
V93.0471 Amenta, 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: the iron law of oligarchy, theoretical and empirical considerations of democracy, totalitarianism, mass society theories, voting and political participation, the political and social dynamics of advanced and developing societies, and the political role of intellectuals. Considers selected models for political analysis.

Race and Ethnicity
V93.0135 Identical to V11.0135. Conley, Duster. 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.

Social Movements, Protest, and Conflict
V93.0205 Amenta, Goodwin. Offered every year. 4 points.
Why and how do people form groups to change their society? Analyses reformist, revolutionary, and nationalist struggles; their typical patterns and cycles; and the role of leaders as well as symbols, slogans, and ideologies. Concentrates on recent social movements such as civil rights, feminism, ecology, the antinuclear movement, and the New Right; asks how these differ from workers' movements. Examines reformist versus radical tendencies in political movements.

EDUCATION, ART, RELIGION, CULTURE, AND SCIENCE

Education and Society
V93.0415 Prerequisite: V93.0001, Introduction to Sociology, recommended but not required. Arum, Heyns, Persell. Offered every year. 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 year. 4 points.
Production, distribution, and consumption of music, art, and literature in their social contexts.

URBAN COMMUNITIES, POPULATION, AND ECOLOGY

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 V99.0350. 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?

Social Policy in Modern Societies
V93.0313 Identical to V99.0351. Amenta, 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.

Comparative Sociological Perspectives

TOPICS COURSES

Social Policy and Social Problems

V93.0313 Identical to V99.0351. Amenta, 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, Perrell. Offered every year. 4 points.
Examination of some of the public problems Americans face today as well as the tools we have for recognizing and attempting to solve them. Aims to create knowledgeable, critical citizens capable of understanding and contributing to public debates. Examines the political, economic, and cultural structures that generate and shape social problems.

Medical Sociology
V93.0414 Staff. Offered every three years. 4 points.
The goal is to map out the social terrain of medicine: the health care professions, health care systems, illness, and healing. Employs a historical approach to uncover the evolution of health care in the United States and evaluate how sickness and healing are socially constructed and organized. Explores how competing and changing social institutions have reshaped the social landscape of living and dying.

SEMINARS

The Department of Sociology offers a number of seminars each semester. These seminars, with regular and visiting faculty, cover a wide range of topics. Recent seminars have included Sociology and Science Fiction, American Families in Transition, Gender Politics and Law, The Welfare State, The Sociology of Childhood, Human Nature and Social Institutions, Explaining September 11, and many others. Please consult the department for the seminars offered each semester.

Advanced Seminar in Sociology
V93.0934, 0935, 0936, 0937, 0938, 0939 Prerequisite: junior standing and three courses in sociology, including Introduction to Sociology, or written permission of the instructor. 4 points.
See the undergraduate secretary for content and other information.

Senior Honors Research Seminar
V93.0950, 0951 Required first semester of senior year for all honors students.
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 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 non-language 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 at the advanced level and two non-language South Asian courses.

A MAP “World Cultures” course on South Asia—in particular, “World Cultures: India”—may be counted toward the non-language 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: Culture and International Studies V14.0104

**FINE ARTS**

Asian Art II: From India to Bali V43.0092

**ENGLISH**

South Asian Literature in English V41.0721

**HISTORY**

Topics in South Asian History V57.0559

Senior Seminar: Epic and Narrative in South Asian Art V43.0600

Special Topics: Art and Architecture in South Asia I: From Indus Valley to 1200 AD V43.0650

Special Topics: Advanced Studies in South Asian Art: The Temple in South Asia V43.0650

A MAP “World Cultures” course on South Asia—in particular, “World Cultures: India”—may be counted toward the non-language 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.

Colonialism and Decolonization V57.0569
MIDDLE EASTERN AND ISLAMIC SOCIETIES

LANGUAGE, LITERATURE, AND CULTURE COURSES AT NYU

Elementary Urdu I and II
V77.0301, 0302

Intermediate Urdu I and II
V77.0303, 0304

Elementary Hindi I and II
V77.0405, 0406

Intermediate Hindi I and II
V77.0407, 0408

Advanced Hindi I and II
V77.0409, 0410

What Is Islam?
V77.0691/V90.0085

Modern South Asian Literature
V77.0717/V29.0717

Introduction to Ancient Indian Literature V77.0718

Women and Islamic Law V77.0783/V90.0026

The Sufis: Mystics of Islam V77.0863/V90.0863

LANGUAGE COURSES THROUGH CONSORTIUM WITH COLUMBIA

Elementary/Intermediate Punjabi I and II V77.0422, 0423, 0424, 0425

Elementary/Intermediate Bengali I and II V77.0426, 0427, 0428, 0429

Elementary/Intermediate Tamil I and II V77.0430, 0431, 0432, 0433

MORSE ACADEMIC PLAN

World Cultures: India V55.0516

POLITICS

Comparative Politics of South Asia V53.0562

SOCIAL AND CULTURAL ANALYSIS

Asian American Women V18.0307

History of South Asian Diaspora V18.0313

Theories of Gender and Sexuality V18.0472

GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Ancient Indian Literature K20.1266

South Asian Writers K20.1335
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 interdisciplinary courses with a world-class faculty. The department offers a total of six majors: 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 program 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.

Faculty

Professors Emeriti:
Hughes, Martins, Pollin, Regalado
Albert Schweitzer Professor of the Humanities:
Molloy
Silver Professor; Professor of Spanish and Portuguese:
Pratt

Professors:
Anderson, Krabbenhoft, Labanyi, Martínez, Ross, Subirats, Taylor, Yúdice

Associate Professors:
Aching, Basterra, Dopico, Dopico-Black, Fernández, Fischer, Peixoto

Clinical Associate Professor:
Némethy

Senior Lecturers:
Aiello, Ayres

Spanish Language Lecturers:
Dávila, Dreyfus, Fil, Martínez, Wozniak, Zemborain, Zubieta

Program—Portuguese (87)

MAJOR
Luso-Brazilian language and literature: Nine courses in language, literature, and culture, beyond the intermediate Portuguese language course (V87.0003; V87.0004; or V87.0021). Portuguese courses at the graduate level and related courses in other departments may also be counted toward the major with the permission of the director of undergraduate studies.

MINOR
Four courses beyond the intermediate level, including 1000-level graduate courses, with the advice of the director of undergraduate studies.
Program—
Spanish (95)

MAJOR
Students may fulfill a major in Spanish by specializing 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.

(1) Spanish and Latin American literatures and cultures: Nine courses beyond the intermediate level. Four required courses prerequisite to advanced electives: V95.0100, Advanced Grammar and Composition; V95.0200, Critical Approaches: Reading, Writing, and Textual Analysis; V95.0211, Readings in Spanish American Literature; V95.0215, Readings in Spanish Literature; five advanced electives in Spanish or Latin American literature and/or culture. Students may substitute one additional advanced language course (V95.0101, Advanced Spanish Conversation; V95.0110, Techniques of Translation; or V95.0125, Creative Writing in Spanish) for one of their five advanced electives.

Majors who have completed V95.0200, Critical Approaches: Reading, Writing, and Textual Analysis may, in special circumstances and with the permission of the director of undergraduate studies, enroll in advanced electives before having completed the two required Readings courses (V95.0211 and V95.0216).

(2) Major in Romance languages: Nine courses distributed between any two of the following languages: French, Italian, Portuguese, and Spanish. The major consists of two conversation courses (one in each of the two languages); two composition courses (one in each of the two languages); two introductory literature or cultural studies courses (one in each of the two languages); and three upper-level literature or culture courses (two in one language, one in the other). Students must consult with the director of undergraduate studies in each department to plan their program of study.

(3) Latin American studies: Under this interdisciplinary nine-course program, students combine studies in Latin American literature and culture with courses related to Latin America offered in any other program or department throughout the University, including anthropology, cinema studies, comparative literature, economics, fine arts, history, performance studies, politics, and sociology, among others. 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 V95.0762, Introduction to Latin American Culture or V55.0515, World Cultures: Latin America, is highly recommended for students beginning the major. Requires knowledge of Spanish at the level of V95.0100 and knowledge of at least one additional language culturally or historically important to the region, such as Portuguese, Latin, Hebrew, Arabic, Gallego, Catalan, or Basque/Euskera. Language courses are prerequisites and do not count toward the major in Spanish studies.

(5) Spanish and linguistics: 10 courses (generally five in Spanish 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 four minor tracks. All students who wish to minor in Spanish must register with the department.

(1) Spanish: A minor consists of four courses (conducted in Spanish) above the intermediate level: V95.0100 and V95.0200, combined with two courses in literature or culture, to be determined in consultation with the director of undergraduate studies.

(2) 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 the opportunity to incorporate an interest in Latin America into their overall course of study. Requirements: V95.0762, Introduction to Latin American Culture 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 will not count toward the minor.)

(3) 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 the opportunity
to incorporate an interest in Spain
and/or Portugal into their overall
course of study. Requirements:
V95.0261, Literature, Culture,
and the Arts in Spain, and four
additional courses, chosen in con-
sultation 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 will not count toward the
minor.)

(4) Literature in translation: Students interested in this minor should see Literature in Translation. The courses in Spanish literature in translation are listed below under “Courses Conducted in English.”

NEW YORK UNIVERSITY IN
MADRID
New York University has a sum-
er program and an undergradu-
ate 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
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 majors tracks
enroll in the Honors Thesis
Seminar, a year-long colloquium
for thesis writers. The honors the-
esis 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, compili-
ing a bibliography, conducting
library and Web-based research,
properly documenting sources, and
developing research and writing
methods for graduate- or profes-
sional-level study. Students inter-
ested in pursuing the honors pro-
gram 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; 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, Level I
V87.0003 Prerequisite: V87.0010,
placement, or permission of the director
of undergraduate studies.
Continuation of V87.0010. 4 points.

Intermediate Portuguese, Level II
V87.0004 Prerequisite: V87.0003,
placement, or permission of the director
of undergraduate studies.
Continuation of V87.0003. 4 points.
V87.0010, V87.0003, and
V87.0004 are oriented toward
achieving oral proficiency and are
taught in the native language. The
elementary level stresses the struc-
tures and patterns that permit
meaningful communication and
e Encourages spontaneous and prac-
tical proficiency outside the class-
room. The intermediate-level
course aims to promote fluency in
speaking as well as proficiency in
reading and writing. Includes
readings and discussions on con-
temporary 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.

Intensive Intermediate
Portuguese for Spanish
Speakers
V87.0021 Prerequisite: V87.0011.
Continuation of V87.0011. 4 points.

LANGUAGE AND
CIVILIZATION COURSES

CONDUCTED IN
PORTUGUESE

Modern Brazilian Fiction
V87.0821 Prerequisite: V87.0004,
V87.0021, or permission of the direc-
tor of undergraduate studies. When
conducted in English, this course is
numbered V87.0820. Given 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 liter-
ary history.

The Brazilian Short Story
V87.0830 Prerequisite: V87.0004,
V87.0021, or permission of director of
undergraduate studies. Given every
other year. 4 points.
Examines formal aspects of the
Brazilian short story while devel-
op ing skills in written and spoken
Portuguese. Authors include
Machado de Assis, Mário de
Andrade, João Guimarães Rosa,
MuriloGiven. Rubião, Clarice
Lispector, Lygia Fagundes Telles,
Dalton Trevisan, and Rubem
Fonseca.

Readings in Portuguese
Literature
V87.0811 Prerequisite: V87.0004,
V87.0021, or permission of the direc-
tor of undergraduate studies. Given
every other year. 4 points.
Introduction to the evolution of
Portuguese literature through rep-
resentative works from the Middle
Ages to the present. Genres stud-
ied include poetry, fiction, and
didactic prose.
Spanish Courses—

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.

Topics in Brazilian Literature and Culture
V87.0851 Given every semester. 4 points.
See Topics in Brazilian Literature and Culture, V87.0850, above.

Spanish Courses—

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. In order to enroll in a Spanish language course, students must have taken the SAT II in Spanish Language or the Placement Examination administered by the University. Students from a Spanish-speaking background who wish to study the language may not enroll in Spanish for Beginners (V95.0001 and V95.0002) or Intermediate Spanish (V95.0003, V95.0003A and V95.0004), but must take Advanced Spanish for Spanish Speakers, V95.0111 (see below for description). Fulfillment of the MAP language requirement—a student fulfills the foreign language requirement in Spanish by completing any one of the following courses of study:

A series of 4-point courses (V95.0001, V95.0002, V95.0003, and V95.0004); or V95.0001, V95.0002, V95.0003A, and V95.0004 (see below for descriptions of the two tracks) for a total of 16 points.

Two 6-point courses (V95.0010 and V95.0020 [see below for provisions]) for a total of 12 points.

One of the following combinations of 4- and 6-point courses: V95.0001, V95.0002, and V95.0020; V95.0010, V95.0003, and V95.0004; or V95.0010, V95.0003, and V95.0004 (see below for further explanation).

V95.0111.

Admission to courses beyond Intermediate Spanish: Students who have completed Intermediate Spanish I and II (V95.0003 and V95.0004 or V95.0003A and V95.0004) or Intensive Intermediate Spanish (V95.0020) must take Advanced Grammar and Composition (V95.0100) as a preparation for upper-level courses.

Spanish for Beginners, Level I
V95.0001. Open to students with no previous training in Spanish and to others on assignment by placement test. 4 points.
Beginning course designed to teach the elements of Spanish grammar and language structure through a primarily oral approach. Emphasis is on building vocabulary and language patterns to encourage spontaneous language use in and out of the classroom.

Spanish for Beginners, Level II
V95.0002 Prerequisite V95.0001 or placement. Continuation of V95.0001. 4 points.
After completing V95.0002 or V95.0010 (see below), students who wish to continue studying Spanish at an intermediate level must take a qualifying exam. Students who pass the exam may enroll in V95.0003, which is preparation for V95.0004.

Students with high scores on the qualifying exam may instead enroll in V95.0003A, an accelerated version of V95.0003, which similarly prepares them for V95.0004. Alternatively, students who complete V95.0002 or V95.0010 and pass the qualifying exam with high scores may enroll in V95.0020, a 6-credit intensive intermediate course that is the equivalent Intermediate Spanish I and II. Completion of either V95.0020 or V95.0004 satisfies the MAP foreign language requirement.

Intermediate Spanish, Level I
V95.0003 Prerequisite: V95.0002 or V95.0010 or placement. 4 points.
Review of grammar, language structure, and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take V95.0004 in fulfillment of the MAP foreign language requirement.

Intermediate Spanish, Level I-A
V95.0003A Prerequisite: V95.0002 or V95.0010 or placement. Designed for students who earn a high passing grade on the qualifying exam administered upon completion of V95.0002. 4 points.
Accelerated course. Reviews the principal elements of Spanish language structure and culture, concentrating on fluency and accuracy through listening, speaking, reading, and writing activities. After completion of this course, students take V95.0004 in fulfillment of the MAP foreign language requirement.

Intermediate Spanish, Level II
V95.0004 Prerequisite: V95.0003 or V95.0003A, or placement. 4 points.
Continuation of V95.0003 or V95.0003A. Readings and discussions of contemporary Hispanic texts and review of the main grammatical concepts of Spanish. Completion of this course fulfills the MAP foreign language requirement.
Elementary Spanish (Intensive)
V95.0010 Open to students with some previous training in Spanish (one year of high school Spanish or the equivalent) and to others on assignment by placement exam or in consultation with the director of the Spanish language program. After completing this course, students who wish to continue studying Spanish must take a qualifying examination. Students who pass the examination may go into V95.0003, which is preparation for V95.0004. Students with high scores on the qualifying exam may enroll in V95.0003A (an accelerated version of V95.0003 which similarly prepares them for V95.0004) or in V95.0020. Completion of either V95.0020 and V95.0004 fulfills the MAP requirement. 6 points.

This is a one-semester intensive course that covers the equivalent of one year of elementary Spanish (V95.0001 and V95.0002).

Basic Spanish for Spanish Speakers
V95.0011 Prerequisite: permission of the director of Spanish language programs. Given every semester. 4 points.

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) in one semester.

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. Given every semester. 4 points.

Advanced Spanish Conversation
V95.0101 Prerequisite: V95.0100 or permission of the director of undergraduate studies. Given 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 nonnative speakers only.

Techniques of Translation
V95.0110 Prerequisite: V95.0100 or permission of the director of undergraduate studies. Given every 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: permission of the director of undergraduate studies. Given 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 undergraduate studies. Given every spring. 4 points.

Advanced work in the translation of literary texts.

Critical Approaches: Reading, Writing, and Textual Analysis
V95.0200 Formerly Contemporary Hispanic Readings. V95.0033. Prerequisite: V95.0100 or equivalent. Given every semester. 4 points.

Introduction to literary analysis through close readings of texts from the early to modern periods of peninsular Spanish and Spanish American literatures. Engages students in the practice of textual explication, provides basic critical skills, and encourages reflection on literature as a system.

Introduction to Spanish Culture
V95.0261 Formerly Spanish Civilization Past and Present. Prerequisite: V95.0200 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0262. Given every 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 Bollain, among others.

Introduction to Latin American Cultures
V95.0762 Formerly Development of Latin American Culture. Prerequisite: V95.0200 or equivalent or permission of the director of undergraduate studies. When conducted in English, this course is numbered V95.0760. Given every 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 Formerly Masterpieces of Spanish American Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. Given 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, Carpentier, Borges, Rulfo, García Márquez, Cortázar, Allende, and others.

Readings in Spanish Literature
V95.0215 Formerly Masterpieces of Spanish Literature. Prerequisite: V95.0200 or permission of the director of undergraduate studies. Given 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, La vida es sueño, as well as works by Galdós, Clarín, Unamuno, García Lorca, Goytisolo, Carmen Martín Gaite, and others.

**ADVANCED COURSES IN LITERATURE AND CULTURE**

The prerequisite for all of these courses is V95.0200 or permission of the director of undergraduate studies.

**Chronicles and Travel Literature of the Colonial World**

V95.0273 Formerly Travelers and Travel Literature in the Spanish Renaissance. See under section heading for prerequisite. Given every other year. 4 points. Chronicles of the encounter between Spain and non-European cultures. Diaries and memoirs of explorers and travelers such as Columbus, Bernal Díaz, el Inca Garcilaso, and Cabeza de Vaca.

**Pre-Hispanic Literature: The World of the Aztecs, Incas, and Mayas**

V95.0370 See under section heading for prerequisite. Given every other year. 4 points. Texts from the Aztec, Inca, and Maya civilizations as expressions of their society, religion, and relationship with nature, as well as reflections of a highly developed aesthetic sensibility.

**Cervantes**

V95.0371 Formerly Cervantes and Don Quijote. See under section heading for prerequisite. Given 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, etc.

**Theatre and Poetry of the Spanish Golden Age**

V95.0421 Formerly Spanish Theatre of the Golden Age. See under section heading for prerequisite. Given every other year. 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 Garcíalo, 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 Formerly the Picaresque Way of Life. See under section heading for prerequisite. Given 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**

V95.0440 See under section heading for prerequisites. Given 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, Diemela Eltit, Ana Lydia Vega, and others.

**Modern Hispanic Cities**

V95.0650 See under section heading for prerequisites. Given in 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 construc-

**Tales of Crime**

V95.0670 See under section heading for prerequisite. Given 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.

**Latin American Literature**

V95.0732 Formerly Literature and Social Change in Latin America. See under section heading for prerequisite. Given 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.

**Before the Law: Order and**

**Tales of Crime**

V95.0763 See under section heading for prerequisite. Given 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.

**Latin American Literature in the United States**

V95.0755 Formerly the Hispanic Experience in the United States. See under section heading for prerequisite. Given every other year. 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.

**Cuban Revolution**

V95.0795 See under section heading for prerequisite. Given every other year. 4 points. Critical readings of speeches, essays, novels, and films from and about the 1959 Cuban Revolution. Texts by Castro, Guevara, Barnet, Fernández Retamar, Padilla, Cabrera Infante, Desnoes, and Arenas and films by Kalamazov, Guridiérez Alea, and Almendros.
Topics in Spanish American Literature and Culture  
V95.0550  Formerly Topics in Latin American Literature. See under section heading for prerequisite. When conducted in English, this course is numbered V95.0551. Given every semester. 4 points.
Sample topics include literature of the fantastic, history and fiction in Spanish America, literature of the neo-baroque, cultural relations between Spain and Spanish America, literature and ethnicity, and construction of gender in Spanish American literature.

Topics in Peninsular Spanish Literature and Culture  
V95.0950  Formerly Topics in Hispanic Culture. See under section heading for prerequisite. When conducted in English, this course is numbered V95.0951. Given 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  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 2 or 4 points per term.
Course credit for internship projects in approved businesses, schools, social service agencies, and cultural or governmental offices. Supervised by the director of undergraduate studies. Interested students should apply to the department early in the semester before they wish to begin their internship.

Independent Study  
V95.0997, 0998  Prerequisite: permission of the director of undergraduate studies. Open only to majors. Available every semester. 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  Formerly Spanish Civilization Past and Present. Given every spring. 4 points.
See Literature, Culture, and the Arts in Spain, V95.0261, above.

Introduction to Latin American Cultures  
V95.0760  Formerly Development of Latin American Culture. May be used toward the literature in translation minor. Given every spring. 4 points. See Introduction to Latin American Cultures, V95.0762, above.

Topics in Spanish American Literature and Culture  
V95.0551  Formerly Topics in Latin American Literature. 4 points. See Topics in Peninsular Spanish Literature and Culture, V95.0550, above.

Topics in Peninsular Spanish Literature and Culture  
V95.0951  Formerly Topics in Hispanic Culture. 4 points. See Topics in Spanish American Literature and Culture, V95.0950, above.

GRADUATE COURSES OPEN TO UNDERGRADUATES

1000-level courses in the Graduate School of Arts and Science are open to seniors who have a B (3.0) average in three full courses (12 points) of advanced work in Spanish. If these courses are offered toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the graduate school. Before registering for these courses, students must obtain the permission of the director of undergraduate studies.
Admission to the College of Arts and Science at New York University is highly selective. Applicants are admitted as freshmen and as transfer students. The applicant’s capacity for successful undergraduate work is measured through careful consideration of secondary school and/or college records; recommendations from guidance counselors, teachers, and others; scores on standardized tests; and the essay.

Each applicant is reviewed carefully to identify academic strength, potential for intellectual growth and creativity, and promise of fully utilizing the special offerings of the University and the city.

Each applicant’s record is considered objectively and is evaluated for participation in extracurricular and community services, in addition to scholarly pursuits.

The College welcomes a diversity of undergraduates from all economic, social, and geographic backgrounds.

Applicants who are neither U.S. citizens nor permanent residents should refer to this section’s heading “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 Admission Committee pays particular attention to the number of honors, AP, and IB courses the applicant has completed in high school.

The minimum requirements for consideration are as follows:
- 4 years of English
- 3–4 years of academic mathematics
- 2–3 years of foreign language
- 3–4 years of laboratory sciences
- 3–4 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.

Although the foregoing pattern is preferred for admission of entering freshmen, an applicant may be considered in exceptional cases on the basis of General Educational Development (GED) Test. A high school transcript may also be required.

### The Admission Process

All candidates for admission to the College should send the following to the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191:

- a. Undergraduate Application for Admission. For an online application for admission visit the NYU Web site at admissions.nyu.edu.

- b. Undergraduate Statistical Form. (Paper version of the NYU application only. Supplement is required for applicants using the Common Application.)

- c. Nonrefundable $65.00 application fee ($75.00 for international students and U.S. citizens living abroad).

- d. Official high school and/or college records for which academic credit has been earned (and equivalency diploma test scores if applicable).

- e. All required testing should be completed and official results forwarded.

- f. Recommendations.

- g. Personal statement/essay

Candidates are urged to complete and file their applications as soon as possible, especially those
who are seeking financial aid and/or housing (see below for application filing deadlines). No admission decision will be made without complete information. The Office of Undergraduate Admissions reserves the right to substitute or waive particular admission requirements at the discretion of the Admissions Committee.

Freshman and transfer candidates for January admission are notified beginning 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 15 for freshman candidates, by April 1 for transfer applicants, and by November 1 for early decision applicants.

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. Some programs may have earlier deadlines.

Applications for admission received after these dates will be considered only if space remains in the program desired.

### Campus Visits

All prospective students and their parents are invited to visit the New York University campus. Opportunities to tour the University, to meet students and faculty, and to attend classes are available to interested students.

Both high school and college students wishing to discuss the choice of a college, the transfer process, or the academic programs are invited to attend an information session conducted by the Office of Undergraduate Admissions.

Jeffrey S. Gould Welcome Center located at 50 West Fourth Street.

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.

Tours of the campus and admissions information sessions are conducted several times daily, Monday through Friday, except during University holidays.

To make an appointment for a tour, an information session, or a class visitation, visit the Office of Undergraduate Admissions Web site at admissions.nyu.edu or call 212-998-4524. It is suggested that arrangements be made several weeks prior to visiting the campus. Further information is also available at the NYU Web site at admissions.nyu.edu.

### 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 mid-town 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 Scholastic Assessment Test (SAT) Reasoning Test or the American College Test (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 I or ACT examinations. If you did not take the SAT, the SAT I, 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. International students who are in an area where the ACT Writing Test is not offered must take the SAT.
We encourage all transfer applicants to submit the results of two SAT II subject tests.

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). (Please see the “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; telephone: 212-713-8000; www.collegeboard.com. Detailed information on the ACT may be obtained from the American College Test, 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168; telephone: 319-337-1270; www.act.org.

Financial Aid Application

After the admission decision is made and the appropriate financial aid applications are submitted, a request for financial aid is considered.

All students applying for any federal financial aid must file the Free Application for Federal Student Aid (FAFSA). The FAFSA is the only application students must complete to be considered for all federal financial aid, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Subsidized Stafford Student Loans, Federal Unsubsidized Stafford Student Loan, Federal Perkins Loans, Federal Work-Study, and other federal financial aid programs. We recommend that students apply electronically via the NYU Web site at www.nyu.edu/financial.aid. Students will not be charged a fee when filing this form.

By listing NYU as a recipient of the information, students can also use the FAFSA to apply for financial aid at NYU. The University’s code number is 002785. New York State residents will also be required to complete a separate application for the Tuition Assistance Program (TAP) (mailed to the student automatically), and students from other states may have to complete separate applications for their state programs if their state grants can be used at New York University.

Early Decision Plan for High School Seniors

Entering freshmen with clearly acceptable high school records and SAT Reasoning Test or ACT (with Writing Test) scores may be considered under the Early Decision Plan. All early decision applicants must submit scores from two SAT II subject tests. Every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Under this plan, students should submit their application, all supporting credentials, and all 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. 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 regionally accredited institutions. Transfer applicants must submit official credentials from all institutions attended, including secondary school transcripts. Transfer students who took the SAT or ACT exams while in high school should submit their test results as part of their application. Transfer students 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 or in the Office of Undergraduate Admissions, 22 Washington Square North, prior to the application deadline (November 1 for the spring term and March 1 for the summer or fall terms).

Special Undergraduate Students (Visiting)

Undergraduate 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 from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. A $55 application fee is required. Deadlines for applications are as follows:
1. Fall, August 1
2. Spring, December 1
3. 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 www.admissions.nyu.edu or from the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191, U.S.A. Please indicate on the application for admission your country of citizenship, and if 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 15. Transfer applicants who are currently attending or who have previously attended university or tertiary school must submit applications and all required credentials on or before November 1. Transfer applicants 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, we require that freshman applicants 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 the institution’s seal. Uncertified photocopies are not acceptable. If these official documents are in a foreign language, they must be accompanied by an official English translation.

In addition, every applicant whose native language is not English must take the Test of English as a Foreign Language (TOEFL). Information concerning this examination may be obtained by writing directly to TOEFL/ETS, PO. Box 6151, Princeton, NJ 08541, U.S.A., or by visiting the Web site at www.toefl.org. Each student must request that his or her score on this examination be sent to the Office of Undergraduate Admissions code 2562.

In lieu of the TOEFL, acceptable results on the IELTS (International English Language Testing System) examination administered by the British Council will be considered. For information on this test, visit the Web site at 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 applicant is accepted, the appropriate form will be included with the offer of admission, and instructions for obtaining a student visa will be provided at that time.

Upon acceptance, non-U.S. citizens and non-U.S. permanent residents must submit appropriate evidence of financial ability. The issuance of certificates for student visas (Form I-20) 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, out-
side private or government scholarships, or any combination of these, he or she must arrange to send official letters or similar certification as proof of such support, together with an Application for a Certificate of Eligibility (AFOCE) form, to the Office for International Students and Scholars. This form is included in the acceptance packet for international students. The certificate (I-20) will only be issued once after the appropriate deposits and documents are submitted.

See also “Office for International Students and Scholars” in the Student Activities, University Services section of this bulletin.

The American Language Institute

The American Language Institute of 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 University Preparatory 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.scps.studentsandscholars.nyu.edu/admissions.nyu.edu, 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 (admissions.nyu.edu) or at the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. (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 Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191. A $55 application fee is required. Deadlines for applications are as follows:

1. Fall, August 1
2. Spring, December 1
3. 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, 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

NYU Spring in New York, 48 Cooper Square, Room 200, New York, NY 10003-7154; telephone: 212-998-7040; fax: 212-995-4135; e-mail: ali@nyu.edu.
events, including ticket discounts for Broadway shows, concerts, and sporting events. They are also encouraged to participate in planned excursions around the city.

The program is offered to students currently matriculated and in good standing at an accredited college or university (within the United States) with a competitive grade point average. Students must have at least sophomore standing in the academic year of participation.

Further information and an online application are available at the following Web site: www.nyu.edu/spring.in.ny/apply.html.

Advanced Standing

Credit may be awarded for satisfactory work completed at another accredited college or university. When a transfer applicant is admitted to the college, the applicant's records are examined carefully to determine how much, if any, advanced standing will be granted. Each individual course completed elsewhere is evaluated. In granting advanced standing, the following are considered: the content, complexity, and grading standards of courses taken elsewhere; individual grades and grade averages attained by the applicant; the suitability of courses taken elsewhere for the program of study chosen here; and the degree of preparation that completed courses provide for more advanced study here. Point credit toward the degree is given only for a grade of C or better and provided that the credit fits into the selected program of study and courses were completed within the past 10 years. Quarter hours will be converted to semester hours to determine the number of credits transferable to NYU.

As with all other students, transfer students are required to fulfill the residency requirement. All degree candidates are subject to the following residency requirements: They must complete at least 64 consecutive points of course work in residence at the college immediately preceding the date of graduation and are permitted to transfer a maximum of 64 credits to NYU.

In addition, transfer students from two-year colleges will be eligible to receive credit only for course work credited toward the associate's degree. Postgraduation courses taken at a two-year institution will not be acceptable for transfer.

A tentative statement of advanced standing is provided to each student upon notification of admission to the college. A final statement of advanced standing is provided during the student's first semester of matriculation.

Requests for reevaluation of transfer credit must be made within the semester during which the final statement of advanced standing is received. Thereafter, a student's advance standing credits may be changed only with the written permission of the Office of the Dean.

Credit by Examination

The Advanced Placement Program (AP) (College Entrance Examination Board), the International Baccalaureate Program (IB), 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 5, 6, or 7. No credit is granted for standard level examinations. Official reports must be submitted to the Office of Undergraduate Admissions for review.

Maturity Certificate Examinations. The College will consider the results of certain foreign maturity certificate examinations for advanced standing credit, i.e., British "A" levels, French Baccalauréat, German Abitur, Italian Maturità, or the Federal Swiss Maturity Certificate. Official reports must be submitted to the Office of Undergraduate Admissions. For information regarding the possibility of advanced standing credit for other maturity certificates, please contact the Office of Undergraduate Admissions.

Advanced Placement Program

The College participates in the Advanced Placement Program (AP) 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 Advanced Placement test scores for which credit is given. The chart also lists those tests for which Morse Academic Plan (MAP) equivalences are granted. Students receiving credit toward the degree may not take the corresponding college-level course for credit. If they do, they will lose the Advanced Placement credit.

For additional information, students should consult the Office of Undergraduate Admissions, New York University, 22 Washington Square North, New York, NY 10011-9191.
### ADVANCED PLACEMENT EQUIVALENCIES

<table>
<thead>
<tr>
<th>AP Examination and Grade</th>
<th>Points</th>
<th>Course Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History 4, 5</td>
<td>4</td>
<td>V57.0009 or 0010</td>
</tr>
<tr>
<td>Biology 4, 5</td>
<td>8</td>
<td>V23.0011-0012</td>
</tr>
<tr>
<td>Chemistry 4, 5</td>
<td>8</td>
<td>V25.0101-0102</td>
</tr>
<tr>
<td>Latin: Vergil 4, 5</td>
<td>4</td>
<td>V27.0006</td>
</tr>
<tr>
<td>Latin Literature 4, 5</td>
<td>4</td>
<td>No course equivalent*</td>
</tr>
<tr>
<td>Computer Science A 4, 5</td>
<td>4</td>
<td>V22.0101</td>
</tr>
<tr>
<td>Computer Science AB 4, 5</td>
<td>8</td>
<td>V22.0101-0102</td>
</tr>
<tr>
<td>English Literature 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>English Language</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Environmental Science, 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>European History 4, 5</td>
<td>4</td>
<td>V57.0001 or 0002</td>
</tr>
<tr>
<td>French Language 4, 5</td>
<td>4</td>
<td>V45.0101</td>
</tr>
<tr>
<td>French Literature 4, 5</td>
<td>4</td>
<td>V45.0115</td>
</tr>
<tr>
<td>German Language 4, 5</td>
<td>4</td>
<td>Any 100-level language course</td>
</tr>
<tr>
<td>History of Art 4, 5</td>
<td>4</td>
<td>V43.0001 or V43.0002\†</td>
</tr>
<tr>
<td>Human Geography</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Macroeconomics 4, 5</td>
<td>4</td>
<td>V31.0001\‡</td>
</tr>
<tr>
<td>Mathematics AB 4, 5</td>
<td>4</td>
<td>V63.0121</td>
</tr>
<tr>
<td>Mathematics BC 4, 5</td>
<td>8</td>
<td>V63.0121-0122</td>
</tr>
<tr>
<td>Microeconomics 4, 5</td>
<td>4</td>
<td>V31.0002\‡</td>
</tr>
<tr>
<td>Music History</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics B 5</td>
<td>10</td>
<td>V85.0011-0012</td>
</tr>
<tr>
<td>Physics B 4</td>
<td>5</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Physics C—Mech. 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 4, 5</td>
<td>5 or 3</td>
<td>V85.0012, V85.0081/2, or V85.0093</td>
</tr>
<tr>
<td>Politics (Amer. Gov’t and Politics) 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Politics (Comparative Gov’t and Politics) 4, 5</td>
<td>4</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>Psychology 4, 5</td>
<td>4</td>
<td>V89.0001\§</td>
</tr>
<tr>
<td>Spanish Language 4</td>
<td>4</td>
<td>V95.0004</td>
</tr>
<tr>
<td>Spanish Language 5</td>
<td>4</td>
<td>V95.0030</td>
</tr>
<tr>
<td>Spanish Literature 4, 5</td>
<td>4</td>
<td>V95.0200</td>
</tr>
<tr>
<td>Statistics 4, 5</td>
<td>4</td>
<td>V89.0009*</td>
</tr>
<tr>
<td>Studio Art</td>
<td>-</td>
<td>No course equivalent</td>
</tr>
<tr>
<td>World History 4, 5</td>
<td>4</td>
<td>No course equivalent\††</td>
</tr>
</tbody>
</table>

\*Students wishing to go on in Latin or to receive credit toward a classics major or minor must consult the Classics department.

\†Students who obtain a score of 5 and who major or minor in fine arts are exempt from the introductory course, but AP credit does not reduce the total number of courses required for the major or the minor.

\‡Students who major or minor in economics in the policy concentration are exempt from the introductory principles courses as listed above, but AP credit does not reduce the total number of courses required for the major or the minor. AP credit does not apply to V31.0005.

\§Students who obtain a score of 5 and who major or minor in psychology receive credit for the introductory course and may count it toward the major or minor. Those with a score of 4 are exempt from the introductory course, but the AP credit does not count toward the nine courses required for the major or the four required for the minor.

\*Students who obtain a score of 5 and who major in psychology receive credit for Statistical Reasoning for the Behavioral Sciences and may count it toward the major. Those with a score of 4 are exempt from this course, but the AP credit does not count toward the nine courses required for the major.

\††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 and Grade</th>
<th>MAP Requirement Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Chemistry 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Environmental Science, 4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Mathematics AB 4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics BC 4, 5</td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Physics B 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. and Physics C-E&amp;M 4, 5</td>
<td>Natural Science I and II</td>
</tr>
<tr>
<td>Physics C—Mech. 4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Physics C—E&amp;M 4, 5</td>
<td>Natural Science I</td>
</tr>
<tr>
<td>Statistics 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 Office of Undergraduate Admissions.

4. File a medical report.

5. Make an appointment with the individual school or division for academic advisement.

6. Pay balance of tuition and/or housing fees by the stipulated deadlines.

7. Register for classes when notified.
When estimating the net cost to the family of a university education, a student should consider two factors: (1) the total cost of tuition, fees, and materials related to a particular program, plus costs directly related to the choice of living style (dormitory, apartment, commuting costs) and (2) financial aid that may be available from a variety of sources. This section provides information on both of these distinct but related topics.

Following is the schedule of fees established by the Board of Trustees of New York University for the year 2006-2007. The Board of Trustees reserves the right to alter this schedule without notice. Tuition, fees, and expenses may be expected to increase in subsequent years and will be listed in supplements to this bulletin.

Note that the registration and services fee covers membership, dues, etc., to the student’s class organization and entitles the student to membership in such University activities as are supported by this allocation and to receive regularly those University and College publications that are supported in whole or in part by the student activities fund. It also includes the University’s health services and emergency and accident coverage.

Note: Deposits may be required for laboratory courses. Students should consult the respective departments for information.

All fees are payable at the time of registration. The Office of the Bursar is located at 25 West Fourth Street. Checks and drafts are to be drawn to the order of New York University for the exact amount of the tuition and fees required. In the case of overpayment, the balance is refunded on request by filing a refund application in the Office of the Bursar.

A fee will be charged if payment is not made by the due date indicated on the student’s statement.

The unpaid balance of a student’s account is also subject to an interest charge of 12 percent per annum from the first day of class until payment is received.

Holders of New York State Tuition Assistance Program Awards will be allowed credit toward their tuition fees in the amount of their entitlement, provided they are enrolled on a full-time basis and they present with their schedule/bill the Award Certificate for the applicable term.

Students who receive awards after registration will receive a check from the University after the New York State payment has been received by the Office of the Bursar and the Office of the Registrar has confirmed eligibility.

The following is an explanatory schedule of fees for 2006-2007.

### FULL-TIME STUDENTS

- **Tuition, 12 to 18 points per term** $15,767.00
- **Fall term 2006:** nonreturnable registration and services fee $943.00
- **Spring term 2007:** nonreturnable registration and services fee $943.00

- **BASIC HEALTH INSURANCE BENEFIT PLAN**
  - Full-time students automatically enrolled in the Basic Plan or the Comprehensive Plan can change between plans, waive the plan entirely (and show proof of other acceptable health insurance).

- **OTHER STUDENTS**
  - **Tuition, per point, per term** $929.00
  - **Fall term 2006:** nonreturnable registration and services fee, first point $299.00
  - **Spring term 2007:** nonreturnable registration and services fee, per point, for registration after first point $56.00
  - **Fall term 2007:** nonreturnable registration and services fee, first point $312.00
  - **Spring term 2007:** nonreturnable registration and services fee, per point, for registration after first point $56.00

### BASIC HEALTH INSURANCE BENEFIT PLAN

- Full-time students automatically enrolled, all others can select:
  - **Annual** $1,376.00
  - **Fall term** $532.00
  - **Spring term** $844.00

(coverage for the spring and summer terms)
Summer term . . . . . . . . . . . . . . $373.00
(only for students who did not register in the preceding term)

**COMPREHENSIVE HEALTH INSURANCE BENEFIT PLAN**

International students automatically enrolled1-2; all others can select:
- Annual . . . . . . . . . . . . . . . . $2,049.00
- Fall term . . . . . . . . . . . . . . . . $792.00
- Spring/summer term . . . . . $1,257.00
  (coverage for the spring and summer terms)
- Summer term . . . . . . . . . . . . . . . . $556.00
  (only for students who did not register in the preceding term)

**STU-DENT PLAN**

Dental service through NYU's College of Dentistry:
- Initial Enrollment—academic year . . . . . . . . . . . . . . $205.00
- Renewal—academic year . . . . . . . . . . . . . . . . . . . . . . . . . . . . $170.00

**ACADEMIC SUPPORT FEE**

All students must pay an academic support fee. For those taking 12 points or more, it is $25.00 per term. For those taking fewer than 12 points, it is $5.00 per point, up to a maximum of $25.00 per term.

**MAINTENANCE OF MATRICULATION**

Per term . . . . . . . . . . . . . . . . . varies

Plus

Nonreturnable registration and services fee:
- Fall term . . . . . . . . . . . . . . . . $243.00
- Spring term (coverage for spring and summer terms) . . . . . $256.00

**SPECIAL FEES FOR ALL STUDENTS**

Late payment of tuition fee $25.00

Late registration fee commencing with the second week of classes . . . $50.00

Late registration fee commencing with the fifth week of classes . . . . . $100.00

**SPECIAL PROGRAMS**

For expenses for study in the NYU Programs Abroad and in NYU International Exchange Programs, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433.

**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 held 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 by 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 Registrar. (Note: An official withdrawal must be filed if a course has been canceled, and, in this case, the student is entitled to a refund of tuition and registration fees paid.) Withdrawal does not necessarily entitle the student to a refund of tuition paid or a cancellation of tuition still due. A refund of tuition will be made provided such withdrawal is filed within the scheduled refund period for the term (see schedule below).

Merely ceasing to attend a class does not constitute official withdrawal, nor does notification to the instructor. A stop payment of a check presented for tuition does not constitute withdrawal, nor does it reduce the indebtedness to the University. The nonreturnable registration fee and a penalty fee of $20.00 for a stopped payment must be charged in addition to any tuition not canceled.

The date on which the Change of Program form is filed, not the last date of attendance in class, is considered the official date of the student’s withdrawal. It is the date that serves as the basis for computing any refund granted the student.

The refund period (see schedule below) is defined as the first four calendar weeks of the term for which application for withdrawal is filed. The processing of refunds takes approximately two weeks.

**REFUND PERIOD SCHEDULE (FALL AND SPRING TERMS ONLY)**

This schedule is based on the total applicable charge for tuition, excluding nonreturnable fees and deposits.

Withdrawal before the official opening date of the term: . . . . . . . . . . . . 100% 
(100% of tuition and fees)*

Withdrawal within the first calendar week from the opening date of the term: . . . . . . . . . . . . 100%
(100% of tuition only)

The first calendar week consists of the first seven (7) calendar days beginning with the official opening date of the term. (Note: Not the first day of the class meeting.)

Withdrawal within the second calendar week from the opening date of the term: . . . . . . . . . . . . 70%

Withdrawal within the third calendar week from the opening date of the term: . . . . . . . . . . . . 55%

Withdrawal within the fourth calendar week from the opening date of the term: . . . . . . . . . . . . 25%

Withdrawal after completion of the fourth calendar week of the term: . . . . . . . . . . . . None

*Note: After the official opening date of the term, the registration and services fee is not returnable.
The above refund schedule is not applicable to students whose registration remains within the flat-fee range.

Note: A student may not withdraw from a class after the ninth week of the fall or spring semester or the last two weeks of each summer session.

The registration and services fee is in no case refundable.

Exceptions to the published refund schedule may be appealed in writing to the refund committee in the College Advising Center, Silver Center, Room 905, and should be supported by appropriate documentation regarding the circumstances that warrant consideration of an exception. Exceptions are rarely granted.

Federal regulations require adjustments reducing financial aid if a student withdraws even after the NYU refund period. Financial aid amounts will be adjusted for students who withdraw through the ninth week of the semester and have received any federal grants or loans. This adjustment may result in the student’s bill not being fully paid. NYU will bill the student for this difference. The student will be responsible for payment of this bill before returning to NYU and will remain responsible for payment even if he or she does not return to NYU.

For any semester a student receives any aid, that semester will be counted in the satisfactory academic progress standard. This may require the student to make up credits before receiving any further aid. Please review the “satisfactory academic progress” standard for your school so you do not jeopardize future semesters of aid.

Students who withdraw should review the “Refund” page on the NYU Office of the Bursar Web site (www.nyu.edu/bursar).

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**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 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 them 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 pre-paid 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). The FAFSA (available online at www.fafsa.ed.gov or from the student’s current high school or 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 or www.fafsa.ed.gov. Entering freshmen should submit the application by February 15 for the fall
generous 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 special 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.

Presidential Honors Scholars. Membership in the Presidential Honors Scholars at the College of Arts and Science offers outstanding students the opportunity to receive special advising from college faculty and staff, to challenge themselves in honors courses and through independent research, to study abroad, to take advantage of New York City's cultural resources, and to develop leadership skills through community service. Scholars comprise a distinguished group of undergraduates; only the top five percent of the entering class are chosen, and students who apply for entry after they have matriculated must demonstrate not only superlative academic achievements, but also a consistent record of leadership and service to the community.

Freshmen appointed on the basis of their high school records participate in a Scholars Seminar. They meet regularly for lectures and discussions and participate in a wide variety of cocurricular activities. These include the Scholars Lecture Series, cultural events in the city, social events, and community service projects. Scholars also register for a Freshman Honors Seminar. During the January intersession, freshman scholars travel with faculty mentors to Villa La Pietra in Florence, Italy. Sophomore scholars also participate in a study abroad spring break, choosing a destination that most closely relates to their academic or personal interests. During their junior or senior year, scholars spend an entire semester (or year) studying at one of NYU's programs or exchanges abroad. In their junior and senior years, they also enroll in the honors track of their chosen major. In addition, Presidential Honors Scholars are committed to volunteering and serving in the community.

Scholars admitted as freshmen directly from high school receive financial assistance in the form of a scholarship. Membership in the...
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 entrepreneurial 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 Reynolds Program in Social Entrepreneurship was established in 1983 in order to recognize the exceptional promise of new freshman and transfer students who meet special academic criteria: outstanding high school/college grade point averages and SAT scores. Each scholar receives generous scholarship aid and is invited to participate in a series of special lectures and other events.

Phi Theta Kappa Scholarship Program. This program, established in 1984, honors members of the national honor society for two-year colleges. It provides minimum scholarships of $2,500 for students entering New York University as juniors after completing degree programs at two-year colleges. Transfer students with grade point averages of at least 3.8 are eligible.

LOAN PROGRAM
Federal Perkins Loan Program. 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
Student Employment and Internship Center. Most financial aid award packages include “recommended academic year earnings.” This means that students are eligible to work by using NYU’s student employment services, including the Federal Work-Study Program, and may earn up to the amount recommended in their award package. Academic year earnings 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 be awarded academic year earnings in order to use the services of the Student Employment and Internship Center. All students may use the center as soon as they have paid their tuition deposit and may also wish to use the center as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available. The Student Employment and Internship Center is located at 5 Washington Place.

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, 33 Washington Square West, 1st Floor, New York, NY 10011-9154, telephone 212-998-4311.

All 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 credit 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 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 aca-
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 1-800-433-3243 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 the New York University 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.

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. 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.

An undergraduate student may borrow up to a maximum of $2,623 for the freshman year and $3,500 for the sophomore year of study. The maximum for juniors and seniors is $3,500 with a total borrowing limit of $23,000. A graduate student may borrow up to a maximum of $8,500 per year with a total aggregate borrowing limit (including undergraduate loans) of $65,500. Within these limits, students may borrow up to the difference between the cost of education, the family contribution, and the total of all financial aid awards. For dependent students, "family contribution" is derived from the incomes of the parents and the student. For graduate students and independent undergraduates, family contribution is based on the incomes of the student and spouse (if married).

The subsidized Stafford Student Loan interest rate for all students is variable with a cap of 8.25 percent. Interest does not accrue, however, nor does repayment begin, until six months after the borrower ceases to enroll at least half time.

An insurance premium of up to 1 percent as well as an origination fee of up to 3 percent may be deducted from the loan funds.

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 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 $10,000 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.

Parent Loans for Undergraduate Students (PLUS) Program. The federal Parent Loans for Undergraduate Students Program enables creditworthy parents of dependent undergraduate students to borrow up to an amount equal to the cost of education minus all other financial aid. No aggregate borrowing limits apply.

The annual interest rate is set by a federal formula and does not exceed 9 percent. For this reason, eligible parents 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 insurance premium/guarantee fee of up to 4 percent is due at the time of disbursement.

PRIVATE LOANS
A variety of private student loan programs are available to both U.S. and international students attending NYU. Created to supplement federal and institutional aid, they feature attractive terms and interest rates, and all credit-worthy families facing college expenses are eligible. There are no maximum income limits. Loans are made through banks, savings and loan organizations, and other lenders. For more information, see the NYU Office of Financial Aid Web site or contact the Office of Financial Aid.

EMPLOYEE EDUCATION PLANS
Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students 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 (e.g., Fine Arts, History, Classics Clubs) to museums and private collections in other cities. Clubs associated with the sciences visit research laboratories, hospitals, and industrial plants. Students may become members of the Choral Arts Society, the NYU Concert Band, the NYU Jazz Ensembles, the NYU Orchestra, the NYU Woodwind Ensembles, the NYU Chamber Music Society, and Collegium Musicum.

In addition, the Student Council sponsors other cocurricular activities. Students serve the community in various ways, volunteering time to settlement houses or tutoring high school students.

Information on student life is available at the College Advising Center, Silver Center, Room 905.

A variety of activities is open to all students at Washington Square: student councils representing all undergraduate and graduate students; special interest groups; science and professional societies; political, religious, and ethnic groups; fraternities; sororities; student publications, including the Washington Square News; and the radio station, WNYU-FM. For further information about all-University activities, contact the Office of Student Activities, 212-998-4700, www.osa.nyu.edu.
Ticket Central Box Office
Kimmel Center for University Life
566 La Guardia Place (side entrance)
Telephone: 212-998-4949
Web site: www.nyu.edu/ticketcentral

AFRICAN AMERICAN, LATINO, AND ASIAN AMERICAN STUDENT SERVICES
Office for African American, Latino, and Asian American Student Services (OASIS)
Kimmel Center for University Life
60 Washington Square South, Suite 806
Telephone: 212-998-4343
Web site: www.oasis.nyu.edu

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

Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladium-athleticfacility

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.)

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Palladium Athletic Facility
140 East 14th Street
Telephone: 212-992-8500
Web site: www.nyu.edu/palladium-athleticfacility

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
University Counseling Service
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.nyu.edu/dining

DISABILITIES, SERVICES FOR STUDENTS WITH
Henry and Lucy Moses Center for Students with Disabilities
240 Greene Street, 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.nyu.edu/999

Student Health Center (SHC)
726 Broadway, 3rd and 4th Floors
Telephone: 212-443-1000
Web site: www.nyu.edu/health

Counseling (see Counseling Services, above)
Emergencies and After-Hours Crisis Response
For a life- or limb-threatening emergency, call 911.
For a non-life-threatening emergency, call Urgent Care Services at SHS, 212-443-1111. When the SHC is closed, call the NYU Office of Public Safety, 212-998-2222.

For mental health emergencies, call the Wellness exchange hotline at 212-443-9999 or the NYU Office 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
Email: health.insurance@nyu.edu
Web site: www.nyu.edu/health/insurance

Pharmacy Services
Telephone: 212-443-1050
Web site: www.nyu.edu/health/pharmacy

HOUSING
Department of University 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
33 Washington Square West
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

Refill your prescriptions
At the NYU Pharmacy
Telephone: 212-443-1050
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

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS
Office of Lesbian, Gay, Bisexual, and Transgender Student Services
Kimmel Center for University Life
60 Washington Square South, Suite 602
Telephone: 212-998-4424
E-mail: lgbt.office@nyu.edu
Web site: www.nyu.edu/lgbt

REÑIGIOUS AND SPIRITUAL RESOURCES
Catholic Center
238 Thompson Street, 1st Floor
Telephone: 212-674-7236 or 212-998-1065
Web site: www.nyu.edu/pages/catholic.center
Edgar M. Bronfman Center for Jewish Student Life—Hillel at NYU
7 East 10th Street
Telephone: 212-998-4114
Web site: www.nyu.edu/bronfman
Protestant Campus Ministries
194 Mercer Street, Room 409
Telephone: 212-998-4711
Web site: www.nyu.edu/protestant
Hindu Students Council
Web site: www.nyu.edu/clubs/hsc
The Islamic Center
Web site: www.icnyu.org
Spiritual Diversity Network
Telephone: 212-998-4956
E-mail: spiritual.diversity@nyu.edu
For a complete list of student religious and spiritual clubs and organizations at NYU, visit
http://clubs.nyu.edu/listclubsbycategories.cfm.

SAFETY AND TRANSPORTATION ON CAMPUS
Department of Public Safety
14 Washington Place
Telephone: 212-998-2222; 212-998-2220 (TTY)
E-mail: public.safety@nyu.edu
Web site: www.nyu.edu/public.safety

Campus Safety
In accordance with federal regulations, New York University annually publishes its Campus Security Report. A copy of this report is available from 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 www.nyu.edu/public.safety/policies.
Every year, hundreds of students in the College devote their time and energy to community service. In addition to the satisfaction they receive in helping their neighbors, they also gain valuable work experience. Through NYU’s Community Service Center, students volunteer with dozens of not-for-profit organizations throughout New York City.

Community service provides an opportunity to address major social, health, hunger, and environmental issues. Through service, students enhance their leadership skills, find fulfillment in giving back something to the community, and build new relationships while learning more about themselves.

Activities

There are many ways to become involved in activities on and off campus. Students in the College collect canned goods, conduct toy drives, and distribute bag lunches to the homeless. They work in dropout prevention programs that encourage high school students to stay in school. They renovate houses and make them livable again. Students in the Scholars Program participate in ongoing service projects such as the Dean’s Service Honor Corps; Cambodian Book Drive; Stories on Stage in the neighborhood grade school; and the Freedom School Mentoring Project. Whether their involvement is with the sick, the poor, or those who simply need a helping hand, student volunteers give of themselves freely. And they all agree that they get back much more than they give.

To strengthen and further support community service initiatives, the University sponsors a number of central services, including a central Community Service Office (Web site: www.nyu.edu/community.service) and ServiceNet, an online community service database. In addition, the President’s Office sponsors a special C-Team for service involving over 250 students working as tutors and mentors for young people at sites in Greenwich Village and the Lower East Side. Regular meetings and social events are sponsored by the Office of the President. Members are invited to submit proposals for special projects where they can call on their own skills and talents. For more information, contact Gloria Cahill at 212-998-2529.

The University supports a national service initiative, Project SafetyNet. Members of the AmeriCorps Project SafetyNet, a cross-university corps, work to promote safety among young people at risk through peer mediation and conflict resolution programs. For general information, please call 212-998-2094. Any students at NYU interested in joining AmeriCorps Project SafetyNet can contact Lee Frissell at 212-998-5021.

Students selected for the Scholars Program in the College of Arts and Science have the opportunity to apply for the Dean’s Service Honor Corps. Under the direction of Dean Matthew S. Santirocco, the Honor Corps makes a special commitment to community service and assumes a leadership role in promoting service in the College. This group of qualified scholars works with the dean on a weekly community service project.

Service-learning courses link structured academic course work with community service for academic credit. The College offers service-learning courses related to the numerous majors and academic areas of concentration available to the students. For more information about these courses, contact particular departments or Associate Dean Richard Kalb, 212-998-8140.

Many student clubs and organizations such as Asian Initiative, C.H.A.N.C.E., and the Office of Fraternity and Sorority Life sponsor special service projects and philanthropic events throughout the year. To find out more about becoming involved, contact the Community Service Center or the Office of Fraternity and Sorority Life at 212-998-4710.

In addition to clubs and organizations, the Office of Student Life sponsors an Alternative Spring Break, a nontraditional spring
vacation in which students participate in a weeklong community service project. One group travels outside of New York to a site in need; another serves on the Lower East Side. Another option available to students is Outreach, a volunteer corps that introduces freshmen to service in New York City, 212-998-2097.

The NYU Community Service Center, 212-998-4614, provides students with information about service opportunities. Hundreds of volunteer positions are on file in this office. Center staff are available to provide advice and support. A community service handbook, a helpful guide for doing community service, may be obtained at the center. The center also sponsors special events such as Alternative Spring Break, Weekend Service Projects, and the annual Hunger Clean-Up. In addition, the center welcomes organizations to post volunteer positions.
Matriculated students with superior academic records are honored in various ways, such as placement on the Dean's Honors List, election to honor societies, and admission to departmental honors programs.

Additional information may be obtained from departmental advisers and from the College Advising Center, Silver Center, Room 905.

Honors

Dean's Honors List
A Dean's Honors List is compiled at the end of each 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 and 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.

Scholarship
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 of graded work in the College in courses in which the letter grades A through D were received. All graded courses taken while enrolled in the College, and those A-, V-, and G-level graded courses taken while enrolled in other divisions of the University, prior to transfer to the College, will be used in computing the honors average. Pass grades are not counted; grades received in courses taken at other institutions are also not counted.

The student must have a clean record of conduct and maintain a minimum general average as follows: cum laude, 3.50; magna cum laude, 3.70; summa cum laude, 3.90.

Departmental Honors
Students who have completed at least 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 coursework 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.

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 senior who plans to pursue graduate studies in the humanities.

Arthur E. Hill Prize in Chemistry
The income from a fund given anonymously in memory of Arthur E. Hill, a member of the Department of Chemistry for 35 years and head of the department from 1912 to 1937, awarded for excellence in chemistry to a senior who has majored in the subject.

Asian/Pacific/American Studies Outstanding Student Award
Presented for the best senior project that best combines rigorous and original scholarship with a strong community service approach.

Auguste Ulffers Memorial Prize
Awarded to a student for excellence in general 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 Garnier 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 alumnus 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 greatest proficiency in public speaking.

Comparative Literature Prize
Presented to a graduating senior for excellence and accomplishment in this field.

Computer Science Prize
Awarded to graduating seniors for excellence in computer science and for service to the students in the department.

Computer Science/Engineering Prize
Awarded to graduating seniors for excellence in computer science and engineering.

David James Burrell Prize
Award presented to an outstanding journalism student in the communications and society concentration.

Dean Archibald L. Bouton Memorial Award for Research in English
Income from a fund established by Dr. George Schwartz of the Class of 1925 as a memorial to Dean Archibald L. Bouton and awarded for research by undergraduate honors students in English and American literature.

Dean’s Award for Scholarship and/or Service
Presented by the dean of the College to a graduating senior for outstanding accomplishment in either or both of these areas.

Diploma Recipient
A plaque presented to the senior selected by the dean to receive the diploma on behalf of all the members of the graduating class at Commencement. Selection made on the basis of scholarship and/or contributions 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
Presented to a student for excellence in this field.

Evelyn Jablow Lilienthal Award
Presented to a student for the best undergraduate thesis in anthropology and linguistics.

European Studies Prize
Presented for scholarly accomplishment in fine arts.

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 Germanic Languages and Literatures.

Eryk Spektor Scholarship
Presented to students who combine a commitment to community service with a strong interest in secular Jewish studies.

Estelle M. Holmes Award in American Literature
A prize established by Mr. Paul 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 Fine Arts.
Evlia Chelebi Prize  
Presented for excellence in Turkish studies.

Faculty Memorial Award  
Presented to the student of the College who has used its resources to the fullest in his or her intellectual, social, and personal development.

Frederick Seward Gibson Prize  
Income from a fund founded in 1901 from the estate of Frederick Seward Gibson, awarded for the best piece of critical or creative writing by a junior or senior.

Gary Bruce Slochowsky Memorial Award  
Presented to a student for excellence in Hebrew and Judaic studies.

George Granger Brown Scholarship  
Merit awards presented at the end of the junior year to undergraduates majoring in chemistry or physics solely for excellence and promise in these fields.

George Safiol Meritocracy Award Memorializing Harold Geneen  
A competition for juniors consisting of a $3,000 cash prize and a $2,000 scholarship for the best essay on the topic “Meritocracy in the Current Business Climate.”

George Schwartz Prize in Biology  
Income from a fund given by Dr. George Schwartz, Class of 1925, awarded for outstanding performance in the general biology laboratory course.

Germaine Brée Prize  
Awarded to members of the senior class for excellence in French.

Gregory D. Legon Memorial Award  
Presented to the student in the freshman year who in academic accomplishment and campus citizenship is deemed by the dean to be the most outstanding.

Gustave Reese Memorial Prize in Music  
An award presented for excellence in this field.

Hanna van Vollenhollen Vories Memorial Prize in Music  
An award presented to an accomplished music major in the senior class.

Harold Seidenstein Award  
Income from a fund established by Mrs. Harold Seidenstein in memory of her husband, Dr. Harold Seidenstein, Class of 1934, awarded annually to a student who shows special ability in chemistry.

Harry A. Charipper Memorial Award  
A prize in honor of Harry A. Charipper, former chair of the Department of Biology, to the student who has performed the most meritorious service to the biological sciences.

Helen M. Jones Prize in History  
Income from a fund established in memory of Helen M. Jones, whose son Theodore Francis Jones was a member of the Department of History for 41 years. Awarded to the student who in the judgment of the Department of History has attained the best record in the history honors course.

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.

Ilse Dusoir Lind Prize  
Presented for the outstanding honors thesis in English and American Literature.

Isidore Rubinier Award  
Presented for outstanding chemical research.

Italian Department Awards  
Presented to seniors for excellence and accomplishment in the study of Italian.

James Fenimore Cooper Memorial Prize  
An award from the funds given by the citizens of Otsego County, New York, to mark the lifelong friendship between James Fenimore Cooper and Professor Samuel F. B. Morse of New York University and presented annually to an outstanding undergraduate student of journalism.

James Gordon Bennett Prize  
Established in 1893 by James Gordon Bennett and awarded to a senior for the “best essay in English prose upon some subject of American governmental, domestic, or foreign policy of contemporaneous interest.”

Jane Costello Prize  
Presented for excellence in the study of fine arts.

Joel Hershman Scholarship Prize  
Presented to a graduating senior for excellence in American history. Recipient must meet Phi Beta Kappa eligibility.

Ibn Khaldun Prize  
Presented for excellence and achievement in the study of Arabic.

International Relations Program Prize  
Awarded for excellence and achievements in this field.

Irving H. Jurow WSC ’26 Prelaw Scholastic Achievement Award  
Presented for scholastic excellence to a graduating senior who has been accepted to the New York University School of Law.

Mrs. 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.

International Relations Program Prize  
Awarded for excellence and achievements in this field.

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.

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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.

Hana Jafari Memorial Award  
Presented to a graduating senior for excellence in American history. Recipient must meet Phi Beta Kappa eligibility.
John W. Wilkes Memorial Prize
Presented for service and academic achievement in history.

Joseph Berliner Scholarship
Presented to an undergraduate at the end of the junior year who has distinguished himself or herself in the field of Jewish history.

Josiah Marshall Favill Prize
Income from a bequest from Josiah M. Favill, awarded for the best examination in either Latin or Greek.

Joyce Kilmer Prize
A prize from the income of a fund established by the former students of Joyce Kilmer and others for a prize to be awarded annually to an outstanding student in the magazine concentration.

Kenneth Bromberg Memorial Award
An annual prize given to a student in the prelaw program for academic excellence and/or service to the students in that program.

Kwame Yeboah Daaku Memorial Prize
Presented to a graduating senior for accomplishment and interest in African history.

Lillian Lindhardt-Solotoroff Prize in Chemistry
Prize awarded annually on the basis of scholarship in chemistry and general scholarship average to a woman student who has majored in chemistry and who has taken at least three years of her undergraduate work in the College. Prize derived from a fund established in memory of Lillian Lindhardt-Solotoroff, Class of 1924, by her family and the Alpha Epsilon Phi sorority.

Lionel Casson Prize
Presented to a student in the Department of Classics who is outstanding in scholarship in the classics and in service to fellow students and to the department.

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 the Program in Metropolitan Studies and to the community at large.

Michael L. Owen Scholarship Prize
Presented annually to the student completing his or her freshman year who has declared his or her intention of majoring in English and who has achieved the highest academic distinction.

Michelle Lapautre Prix D’Excellence
Awarded to an outstanding student of French.

Morris and Clara Gratz Award
An annual award given to a student in the premedical program for academic excellence and service to the College.

Morris Kline Memorial Award
Presented for excellence in mathematics.

Murray Altman 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.

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.

Premlchand 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
Presented for excellence and accomplishment in the field of political science and Urdu studies.
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
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, Room 905, provides advising, academic services, and information on registration throughout the year. Any student with a question or problem is invited to come to the office or to call 212-998-8130 and ask for assistance. Office hours are daily from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

Students can complete their initial registration through Albert, the University’s Web registration system, at www.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 early September. (See “Health Requirements” under Student Health Center.) 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 Admission). They must also meet the regulations of the Faculty Committee on Academic Standards with regard to grades and programs.

Special students are not permitted to audit courses or to enroll for independent study courses and are expected to register only for courses within the College of Arts and Science. Those who already have a bachelor’s degree and wish to take only graduate courses should apply to the Graduate School of Arts and Science.

For program review and approval, special students should go to the College Advising Center, Silver Center, Room 905. However, postgraduate special students interested in medicine should visit the Preprofessional Advising Office, Silver Center, Room 901. Continuing special students are eligible for early registration.

Advisement

College Advising Center. The College Advising Center (Silver Center, 100 Washington Square East, Room 905, telephone 212-998-8130) offers a wide range of services and programs designed to meet the needs of a diverse student body. The advisers serve as a basic source of information about the degree requirements, policies, and procedures of the College. Students are able to 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 various concerns or questions they may be having about the University. The advisers serve as a liaison with other offices and can make referrals when appropriate. The center is thus the preeminent place for students to visit when they are unsure of where to go for help.

The College Advising Center is open daily from 9 a.m. to 5 p.m. (Thursdays until 6 p.m.).

**Departmental advisement.** Students who have declared a major go to their major’s department for their primary advisement. All declared majors must have their registration approved by a departmental adviser.

**College.** With its highly visible and accessible setting in a residence hall, it represents an important partnership between the College and the Division of Student Affairs and serves to link the academic and residential lives of students. Services offered by the center include the following:

- individual and group tutoring sessions
- examination review sessions
- residence hall group study sessions
- study skills assessment
- workshops on academic effectiveness and time management
- computer-assisted tutoring

**The University Counseling Service at the College of Arts and Science**

**Hours and location.** The University Counseling Service at the College of Arts and Science is open between 9 a.m. and 5 p.m. daily, Monday through Friday, in the Silver Center, 100 Washington Square East, Room 920. The walk-in hour is 2 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, medical and outside referrals are available. All conversations are kept strictly confidential. UCS/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. UCS/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.

**Veterans Benefits**

Various Department of Veterans Affairs programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel, subject to certain restrictions. Under most programs, the student pays tuition and fees at the time of registration but will receive a monthly allowance from Veterans Affairs.

Veterans with service-connected disabilities may be qualified for educational benefits under Chapter 31. Applicants for this program are required to submit to the Department of Veterans Affairs a letter of acceptance from the college they wish to attend. On meeting the requirements for the Department of Veterans Affairs, the applicant will be given an Authorization for Education (VA Form 22-1905), which must be presented to the Office of the University Registrar, 25 West Fourth Street, 1st Floor, before registering for course work.

**All Veterans.** Allowance
checks are usually sent directly to veterans by the Department of Veterans Affairs. Veterans and eligible dependents should contact the Office of the University Registrar each term for which they desire Veterans Affairs certification of enrollment.

All veterans are expected to reach the objective (bachelor’s or master’s degree, doctorate, or certificate) authorized by Veterans Affairs with the minimum number of points required. The Department of Veterans Affairs may not authorize allowance payments for points that are in excess of scholastic requirements, that are taken for audit purposes only, or for which nonpunitive grades are received.

Veterans may obtain applications or assistance in filing for educational benefits in the Office of the University Registrar.

25 West Fourth Street, 1st Floor.

Since interpretation of regulations governing veterans’ benefits is subject to change, veterans should keep in touch with the Department of Veterans Affairs or the Office of the University Registrar.
The University confers the following degrees on candidates recommended by the faculty of the College of Arts and Science and approved by the trustees of New York University:

1. **Bachelor of Arts (B.A.)**
   B.A. programs are offered by all departments of the College except that of neural science.

2. **Bachelor of Science (B.S.)**
   B.S. programs are offered by the following departments of the College: chemistry, neural science, and physics. For details, see these individual departments.

   The College also offers jointly with Stevens Institute of Technology a Bachelor of Science/Bachelor of Engineering (B.S./B.E.) program. See under Engineering. Further information is available in the College Advising Center, Silver Center, Room 905.

   The general degree requirements are the same for the B.A. and the B.S. with the exception of the B.S./B.E.

   To be eligible for the bachelor's degree, students must complete 128 points with a cumulative grade point average of at least 2.0. Within these points, students must fulfill the requirements of both a major and the Morse Academic Plan (MAP).

   The degree requirements to be fulfilled are those in effect during the term of the student’s first registration in the College. Registration in another division of New York University does not constitute a registration in the College of Arts and Science.

   Readmitted students must fulfill the requirements as listed in the College of Arts and Science Bulletin published during the year of their readmission, unless their readmission letter states otherwise.

   In very exceptional cases, a student may petition the Committee on Undergraduate Academic Standards for approval of a change in the requirements as stated in the bulletin. The petition form may be obtained from the Office of the Associate Dean for Students, Silver Center, Room 909B.

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**Conferring of Degrees**

Degrees are conferred in September, January, and May. The formal conferring of degrees by the president of the University takes place annually at Commencement in May.

**The Major**

Major requirements, varying from department to department, are specified in the section devoted to the course listings of individual departments and programs. Generally, a little more than one-
third of the total points are earned in the major concentration.

Every student must complete a major with a cumulative grade point average in the major of at least 2.0. One-half of the courses (and in some departments, one-half of the points) used to complete the major must be taken in the College of Arts and Science. The student must be accepted as a major in the department and must review his or her program with a department adviser each term.

DEPARTMENT OF MAJOR
Students go to the office of the department or program in question to declare a major and have it posted in the Student Information System. Students who have earned 64 or more points must declare a major. Those with fewer than 64 points are strongly encouraged to declare a major as early in their academic career as possible.

SECOND MAJOR
Students may take a double (second) major. The same requirements, including the maintenance of a minimum grade point average of 2.0, apply to the second major as to the first. In some cases, courses may be applicable to both majors. Students must then obtain the written approval for the course(s) from the directors of undergraduate studies of both departments. The second major is declared in the same way as the first (see above).

The Minor
The minor requirements are found in the departmental sections of the bulletin. The minor must be completed with a minimum grade point average of 2.0. Except for the minors in education, studio art, and social work, one-half of the courses used to complete the minor must be College of Arts and Science courses. The minor is declared at the office of the sponsoring department or program. No more than one minor can be completed outside of the College in order for the credits to count toward the degree requirement.

Regulations Pertaining to Both Major and Minor
The major and minor requirements to be followed are those stated in the departmental sections of the bulletin in effect during the semester of the student’s first registration in the College. No credit toward the major or minor is granted for grades of 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).

Except for the minors in education, pre-business studies, studio art, and social work, no courses given in other NYU divisions may be counted toward the major or minor, and only one minor from among these programs will count toward the 128-credit degree requirement. Transfer students from other colleges and universities must have the written approval of the director of undergraduate studies to count transfer courses toward the major or the minor.

Time Limit
All requirements for a degree in the College must be met within a period of eight years from the date of matriculation. For transfer students and for students who are readmitted to the College, the length of time is proportionately reduced. Transfer credit is not granted for courses taken more than 10 years before the student’s matriculation in the College.

Residence Requirement
All students must complete their last 32 points while registered in the College of Arts and Science. In addition, students must be registered in the College during the semester immediately prior to graduation, unless officially approved for a leave of absence in that semester. One-half of the courses used to complete the major or the minor must be taken in the College. Any transfer courses to be applied toward major or minor requirements must be approved by the department. Registration in another undergraduate division of NYU does not constitute registration in the College for any purposes, including fulfillment of the residence requirement or completion of the last 32 points.

Transfer Students
Transfer students must complete 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.
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 Office of Career Services 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 volunteering 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:

1. **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.)

2. **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, for example, is common 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.

3. **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.

4. **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 would require a proposal by the student, careful guidance from a faculty member, and a body of work that can be evaluated for course credit.

For further information, see “The Career Assistance Program” under Student Activities, University Services, or make an appointment with a career counselor at the Preprofessional Advising Center, Silver Center, 100 Washington Square East, Room 901, 212-998-8160.
Physics I and II, V85.0011, V85.0012; Writing the Essay, V40.0100, and one elective from the English Department; and Calculus I, V63.0121. Some professional schools may 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 out about a particular profession and that he or she has made an attempt to become aware of both its positive and its negative aspects.

The College’s Preprofessional Center, Silver Center, Room 901, telephone: 212-998-8160, has an extensive evaluation process that enables the chair of the Committee on Recommendations to Schools of the Health Professions to write a letter of recommendation using information from as many sources as possible. Students fill out evaluation forms each semester. Additionally, students preparing for the admissions tests and subsequent application undergo an extensive interview process during the spring semester before application. Students are encouraged to keep in touch with the Preprofessional Center so that they are informed about deadlines for the evaluation procedures.

Any student considering a career in one of the health professions is 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.

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**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 grade point average of 3.5 and combined SAT scores of at least 1370. Students with a wide variety of intellectual pursuits and curiosity are encouraged to apply.

Students are admitted to the program as incoming freshmen and engage in academic studies and cocurricular activities that will prepare them for the dental school curriculum. They spend the first three years of the program at the College of Arts and Science, where they complete the Morse Academic Plan, the prehealth requirements, and an abbreviated biology major, for a total of 104 points. Students must maintain a minimum overall grade point average of 3.2, as well as a major GPA of at least 3.4; in addition, grades of B or higher must be earned in all courses required for the abbreviated biology major. Students are also expected to participate in the program’s cocurricular activities, which are designed to enhance their understanding of the dental profession; these activities include special lectures, field trips, and cultural functions.

During fall of the third year, students in the B.A./D.D.S. program take the Dental Admission Test and make formal application to the College of Dentistry. Students enter the College of Dentistry in fall of the fourth year and must maintain matriculation in the College of Arts and Science during their first year of dental school. For the B.A. degree to be awarded, an official copy of the first-year dental school transcript and a statement from the College of Dentistry indicating promotion to the second year of dental studies is forwarded to the associate dean for advising and student services in the College of Arts and Science Office of the Dean.
ACCELERATED THREE-YEAR PROGRAM IN DENTISTRY

The College of Arts and Science offers a combined program with AADS-approved colleges of dentistry in the United States whereby a student who completes the required work in preclinical 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 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 multi-disciplinary foundation for advanced study in the humanities, social sciences, and natural sciences. The honors programs offered by several departments provide opportunities to do extensive written work during the junior and senior years. Second, the precision of methodology and thought required of students in mathematics, computer science, logic, and the natural sciences will aid in the development of analytic skills. Finally, a background in the behavioral sciences and the humanities (politics, economics, history, literature, philosophy, anthropology, and sociology) is suggested since each will offer a critical understanding of the human institutions and values with which the law deals.

ADVISING

The services of the Preprofessional Center, Silver Center, Room 901, telephone: 212-998-8160, are available to students seeking consultation on general course selection, law school applications, and related issues. The office serves as a clearinghouse for the dean's 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 Admissions Tests (LSAT) in the fall and spring of each year. For further information, please contact the prelaw adviser.

ACCELERATED B.A./M.P.A. PROGRAM

The College of Arts and Science and the Robert F. Wagner Graduate School of Public Service offer selected students the opportunity to earn the B.A. 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 grade point average 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, 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 associate director of the Program in Metropolitan Studies.
MINORS

Other Interschool Minors

For descriptions of the minors in education, prebusiness studies, and public policy, see the separate entries in the Departments and Programs section.

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 Departments of Biology, Chemistry, Comparative Literature, Computer Science, Economics, English, French, German, History, Mathematics, and Psychology, as well as in the Center for European Studies, the Program in Africana Studies, the Program in French Studies, and the Draper Interdisciplinary Program in Humanities and Social Thought.

Students may apply to the program once they have completed a minimum of 48 credits toward the bachelor's degree but not more than 96 credits or six semesters, whichever comes first. Participating departments set minimum GPA requirements for admission to and continuation in the program; neither may be below 3.5. The undergraduate courses required for the master's program are determined by the graduate department. In their remaining undergraduate semesters, students can accelerate by taking one graduate course 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, 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 under Dual Degree Program in Engineering (with Stevens Institute of Technology) for details. For more information, please call the academic adviser for the B.S./B.E. program at 212-998-8130.

Minor in Social Work

The College of Arts and Science and the School of Social Work offer a minor in social work for selected students. This minor is designed for students who (1) wish to explore the field of social work as a possible career choice, (2) wish to complement their current career interests with relevant social work content, or (3) having decided on a social work career, wish to have an early exposure in order to accelerate at the graduate level or to be eligible to take a greater number of graduate electives.

The minor consists of 15-16 points in courses taken at the School of Social Work. Required courses include Introduction to Social Work, S03.0001, and Skills in Interpersonal Communication, S03.0002. The remaining courses are planned with and approved by the undergraduate program coordinator at the School of Social Work. Interested students should consult the relevant department or program or the Preprofessional Center, Silver Center, Room 901; 212-998-8160.

Minor in Producing

The College of Arts and Science and the Tisch School of the Arts offer a minor in producing. Housed in Tisch School of the Arts's Open Arts Curriculum, this minor is designed for students interested in a career in or associated with media and entertainment. It is ideal for students who wish to organize creative projects and are willing to see them through from their beginning stage to the final product.

The minor requires 18 points, as follows: (1) 8 points in Producing Essentials, H95.1006, and Media Moguls of the 20th Century, H95.0562 (with prior approval, CAS students may substitute a CAS course on the media or on the history of the media in America); (2) 9 points from among Producing for Television, H56.1028; Producing Off-Broadway Theater, H28.0185; Legal Issues in Recorded Music, H85.1115; Prime Time: The Game of Television, H56.1086; Legal Aspects of the Entertainment Industry, H56.1195; Producing for Film, H56.1095; Script Analysis, H56.1084; Film Marketing and Distribution, H56.1093; and Introduction to Internet Design, H56.1123 (for the last, CAS students may substitute the CAS course Applied Internet Technology, V22.0047); and (3) 1 point in either Internship, H95.1008, or Production, H95.1009.

The “H” courses completed in the minor count toward the maximum of 16 points in non-liberal arts courses that CAS students can count toward their B.A. degree.
The College of Arts and Science offers a full range of courses in the summer. Over 200 arts and science courses are offered in summer, in subjects ranging from social sciences to science to humanities. Two six-week sessions are offered, 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. Students may live in a dormitory for less than $150 a week, and all students registered for at least one course are guaranteed housing. For information, visit the summer Web site at www.nyu.edu/summer; or contact the Office of Summer Sessions, New York University, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-2292.
New York University Programs Abroad

A College of Arts and Science student in very good standing, with a GPA of 3.0 or higher, may choose to study abroad for a semester or a year through an NYU program or exchange. Selecting an NYU study abroad program or exchange is an easy three-step process designed to help students understand their options and make sure that the courses fit well into their overall academic plan. First, students should contact the Study Abroad Admissions Office (212-998-4433; studyabroad@nyu.edu; www.nyu.edu/studyabroad) for information on all study abroad options.

Second, they should consult their academic adviser in the College Advising Center (Silver Center, Room 905; 212-998-8130) or, if they have already declared a major, their department for more detailed and customized advice and approval of a specific course of study. Before students can register for study abroad, their adviser must approve the course work they will complete abroad.

Finally, students should pick up a Contact Data Form from the Silver Center, Room 905, or download it from www.nyu.edu/studyabroad/undergraduate. The form must be completed and submitted to the Study Abroad Admissions Office (7 East 12th Street, Room 608, New York, NY 10003-4475) by May 15 for the fall semester or November 1 for the spring semester. Requests will be processed and reviewed by Study Abroad Admissions as well as by the Office of the Associate Dean for Students. Considerations used in determining whether the program is appropriate for a given student include his or her academic and disciplinary standing and progress toward graduation. The review process takes approximately two weeks. Confirmation letters are mailed directly to students with instructions for registration, predeparture arrangements, and orientation information.

Students who wish to study abroad on a non-NYU program must petition the associate dean for students in writing, showing academic justification for choosing the program. After the petition has been reviewed, the student will be informed of the outcome. For further information, contact the Office of the Associate Dean for Students (Silver Center, Room 909B; 212-998-8140).

New York University in Athens (Summer)

New York University in Athens, a six-week summer program, combines classroom study of the language, history, and culture of Greece with extracurricular activities and excursions to introduce students to various aspects of Greek life. Approaching modern Hellenic society and culture from an interdisciplinary perspective, the program provides students with an appreciation of the history of the modern Greek language and literature and an understanding of how the Greeks have borne their classical, Byzantine, and Ottoman historical and political experiences and transformed them in the modern era. Extracurricular activities include walking tours of Athens, visits to its monuments and museums, evening outings to dramatic and musical performances, and a half-day trip to Attica’s beautiful coastline with a visit to Poseidon’s temple at Cape Sounion. Weekend excursions include trips to Mycenae, Epidaurus, and Corinth in the south; Delphi, Meteora, and Thessaloniki in the north; and the islands of Aegina and Hydra in the Saronic Gulf. For more information, contact the Program Director, NYU in Athens, Program in Hellenic Studies, 19 University Place, 5th Floor, New York, NY 10003-4556; 212-998-3990. For application and preregistration forms, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; summer.info@nyu.edu; or visit the Web site at www.nyu.edu/summer.

New York University in Berlin

NYU offers a semester-long program in Berlin in spring only. 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 economical 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 the Humboldt University’s computer labs, libraries, and cafeterias.
Spring in Berlin 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, students studying a wide range of disciplines are invited to attend our spring in Berlin program.

All students are housed in the Arowbou apartments, located centrally in the district of Mitte. Each apartment is a suite featuring two private bedrooms, a kitchen, and a shared living room. 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 20-25 minute subway ride to classes. Visit www.nyu.edu/studyabroad/undergraduate/berlin/courses.nyu or e-mail spring.in.berlin@nyu.edu for more information.

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 to a city that connects Eastern and Western Europe. For more information about this summer study abroad program, please visit www.nyu.edu/fas/summer/berlin/index.html.

In addition, NYU in Ghana offers a summer journalism program for graduate and—by special permission—advanced undergraduate students. Students spend almost four weeks in Accra reporting on local issues and culture, both individually and in reporting teams. Seminars are held with local scholars, elected officials, community leaders, artists, and journalists. Students work closely both with Professor Pamela Newkirk of the NYU Department of Journalism and with Professor Audrey Gadzeko of the School of Communications Studies at the University of Ghana. For more information, please e-mail nyu.in.ghana@nyu.edu. For additional information about NYU programs abroad, admission, or scholarships, please contact NYU’s Study Abroad Admissions Office at 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433.
**New York University in Dublin (Summer)**

New York University in Dublin, a six-week summer program, focuses on contemporary Ireland and its culture. The program is located at Trinity College, Ireland’s oldest and most beautiful university. Housing for students is provided at Trinity, ideally situated in the heart of Dublin. A series of field trips and cultural and social activities that are aimed at broadening the students’ knowledge of Ireland complement an interesting and rigorous academic program. Typical evening activities include outings to the theatre and to poetry readings, screenings at the new Irish Film Center, and traditional music sessions. Weekend excursions include visits to Newgrange, Glendalough, and the Wicklow Mountains. For application and preregistration forms, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; summer.info@nyu.edu; or visit the Web site at www.nyu.edu/summer.

For more information, contact the Program Director, NYU in Dublin, Department of History, 53 Washington Square South, New York, NY 10012-1098; 212-998-8632.

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**New York University in Florence**

New York University in Florence at Villa La Pietra is situated on a hillside just north of Florence. The 57-acre estate was bequeathed to the University by Sir Harold Acton, a distinguished patron of the arts. A magnificent Renaissance estate with five villas, La Pietra houses a notable early Renaissance art collection, and its grounds feature one of the most beautiful and authentically restored Renaissance gardens in Italy. Students are lodged at Villa Natalia, which also has computer facilities (including access to e-mail). Some students stay in private apartments or in Italian households.

Courses open to undergraduates examine the history of Europe and its cultural legacy of art, literature, philosophy, and architecture, as well as the political, cultural, economic, and social issues that are shaping the future of Europe. Intensive Italian language courses are offered at the beginner, intermediate, and advanced levels. Sample courses include the Sir Harold Acton Seminar, which focuses on the issues related to a unified Europe; a Renaissance humanities course, which draws on the vast resources of the city of Florence; Masters and Monuments, a course that focuses on art and architecture of the Renaissance; Italian Cinema and Literature; Modern Italy Since 1815; Masterpieces in Italian Literature; Family and Gender in Late Medieval and Early Renaissance Italy; Introduction to Economic Issues: Europe; and Photography. Additional courses in a variety of disciplines are also offered.

Students can study at NYU in Florence for the fall or spring semester as well as for the full academic year. A full course load is usually four courses per semester (16-18 points) or 32-36 points for the academic year. Most courses are taught in English.

Classes are mostly held at Villa Ulivi. Language courses are taught at the Centro Linguistico di Ateneo of the University of Florence. Additional courses for students with advanced Italian language skills are offered at the University of Florence. Cultural activities and field trips in and around Florence and Tuscany are an integral part of the program.

In addition, NYU in Florence sponsors an undergraduate six-week summer program that offers courses in language, literature, culture, history, art, and architecture providing students with a framework for understanding both the traditions of the past and the richness of contemporary culture in Florence. Lectures are supplemented with field study in museums and sites in and around the city. For an application form for the academic year, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; studyabroad@nyu.edu; summer.info@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For more information on the summer session, contact the Program Director, Casa Italiana Zerilli-Marimò, 24 West 12th Street, Room 101, New York, NY 10011-8697; 212-998-8730.

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**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 a modern residence off Oxford Street in a popular student area near the British Museum, Bloomsbury, and Soho. In addition to a rigorous and varied academic curriculum, students can take advantage of guided tours to places such as the British Museum, the Globe Theatre, the Tate Gallery, Westminster Abbey, and the Tower of London. There are also several walking tours focusing on the architecture of districts such as Soho, Bloomsbury, and Westminster, as well as excursions to sites outside of London.

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
New York University in Madrid

New York University in Madrid, founded in 1958, is the oldest of NYU’s study abroad programs. Students from the undergraduate program enjoy exposure to a vibrant modern culture in a country that is an heir to ancient European traditions and that has served historically as a point of convergence of New World, Near Eastern, and African cultures. Famous for its beauty and nightlife, Madrid also offers all the conveniences and attractions of a big city such as theatre, music, cinema, dance, museums, and gyms. Undergraduates are offered a range of cultural activities, seminars, and excursions designed to immerse them in their environment. NYU in Madrid arranges housing for students in Spanish homes, which is strongly recommended as the best way to encourage the use of Spanish and immersion in the rhythms of everyday life. Accommodation in apartments is also available.

New York University in Madrid is located at the International Institute in Madrid at Calle Miguel Angel 8, which was founded in the 19th century by American intellectuals for the purpose of creating an opportunity for women to study in Spain. The building is a grand example of 19th-century architecture and traditional beauty. In addition to housing the NYU program office, student computer facilities and e-mail, a garden, and a library that holds 75,000 volumes, the International Institute facilitates conferences and student exchange events.

NYU in Madrid conducts undergraduate programs in Spain during the academic year, semester, and summer. The program offers Spanish language instruction at all levels, as well as course work in Peninsular and Spanish American literature, history, civilization, cultural anthropology, the social and political sciences, fine arts, and cinema. There are two comprehensive undergraduate programs—one taught in English, one taught in Spanish. For students studying in English, 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.

New York University 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 an application form, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; studyabroad@nyu.edu; summer.info@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information on the summer program, contact the Program Director, NYU in London, Department of English, New York University, 19 University Place, 2nd Floor, New York, NY 10003-4556; 212-998-8817; london.program@nyu.edu.
New York University in Nanjing (Summer)

The modern city of Nanjing is the site of New York University’s newest summer study abroad program. The seven-week program combines classroom study of the Chinese language, history, and culture with activities and excursions in this culturally rich city and one week of travel to Beijing and Xi’an. Students visit such sites as Fuzi Miao (Confucius’s temple) in the beautiful and historic Shili Qinhuai River area, the magnificent Ming Dynasty Zhonghua Gate in southern Nanjing, and Jiming Temple.

All classes are held at Nanjing University. The curriculum includes intensive Chinese language courses (beginner through advanced) and Chinese history, literature, and civilization courses taught in English by NYU and Nanjing University faculty. There are also language exchange opportunities with Nanjing University students, weekly Chinese language group meals, movies, t’ai chi classes, and visits with Chinese families.

Students in the Nanjing program are housed at the International Students’ Apartments of Nanjing University in the center of the city. The 20-story building is in a lively neighborhood and houses a recreation center, classrooms, a reading room, and other facilities. Students will discover the rhythm of a city that is both ancient and modern in this exciting and challenging new program. For application and preregistration forms, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; summerinfo@nyu.edu. For further information, contact the Program Director, NYU in Nanjing, Program in East Asian Studies, 715 Broadway, New York, NY, 10003-6806; 212-998-9068.

New York University in Prague

The city of Prague, magical and haunting, medieval yet modern, provides unparalleled opportunities to supplement classroom study with its museums, galleries, castles, and churches. The NYU Center is situated at Malé Náměstí in a 15th-century building only steps away from the Old Town Square and Prague’s historic clock tower. Originally called the White Lion, it was home of the first printing shop in the Kingdom of Bohemia, one of the earliest printing houses in Central Europe. The building has been restored to its original detail with painted wooden beams and arched entryways, an ideal place for study and reflection.

NYU in Prague uses the facilities of Charles University, located in the center of this magnificently preserved city. Founded in 1348, Charles University is the oldest and one of the most prestigious universities in Central Europe. The program aims to expose students to the historical, political, social, and cultural heritage of the Czech Republic as well as to help students understand its role in a changing Europe and appreciate the complex economic and political issues influencing the relationship between Eastern and Western Europe. All courses are taught in English except for Chinese language courses. Sample courses include Elementary Czech; Czech for Everyday Use; Modern Czech Literature; Musical Traditions of the Czechs; Introduction to Economic Issues: Recent Economic Developments in the Czech Republic; and Czech Art and Architecture. Qualified students may take content courses in Czech.

The program also offers courses in journalism, such as Methods and Practice: Reporting the Arts and The Best: Travel Writing. Every fall through the Steinhardt School of Education, courses are offered specifically for music performance and music technology majors; the program offers a unique opportunity to study music history, take individual lessons, and join ensembles with the guidance of expert local faculty. Internships are a very special feature of this program, and music business and music technology students benefit from hands-on experience with symphony groups, production studios, performers, management companies, and other areas of the music industry in credit-bearing placements arranged by the NYU in Prague staff. Practice rooms, musical instruments, and technology equipment are provided at the NYU academic center and in student residences.

NYU in Prague’s six-week summer program offers courses at both the undergraduate and the graduate levels. The undergraduate courses include Intensive Czech; Art and Architecture of Prague; Central European Cinema, Literature, and the Performing Arts; Central European and Czech Literature and Culture; and The Holocaust: Destruction of European Jewry. The last two courses are also offered at the graduate level. Courses are taught in English by NYU and Charles University faculty members. Study in Prague includes excursions to local museums, theaters, historical sites, and government offices, as well as to Bratislava and southern Bohemia. For an application form, contact NYU Office of Study Abroad Admissions, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4433; studyabroad@nyu.edu; summerinfo@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information on the summer program, contact the Program Director, NYU in Prague, Department of French, 19 University Place, 6th Floor, New York, NY 10003-4556; 212-998-8705.
New York University in Paris

Since September 1969, New York University in Paris has been at the forefront of French-American cultural exchange. Located at 56, rue de Passy, Paris 16e, the NYU Center consists of two charming 19th-century town houses joined by a rose garden on the rue de Passy. It is located near the Eiffel Tower and the Trocadero, in a quiet, residential section of Paris. Serving as a base for our students, it houses classrooms, a lecture hall, a library, a video collection, computer facilities, and administrative offices. The student lounge and garden provide pleasant settings for informal gatherings.

NYU in Paris offers undergraduate and graduate programs that are open to New York University students and those from other accredited four-year colleges. (Graduate programs lead to an M.A. in either French language and civilization or French literature.) Students must meet the admission standards of the College of Arts and Science or the Graduate School of Arts and Science and be supported by statements of good academic standing and language proficiency and the recommendation of the dean of their home school. NYU in Paris accepts students for the academic year, semester, and summer.

A selection of courses in the humanities and the social sciences is offered in both English and French at NYU in Paris so that students from various disciplines can study in both languages, depending on their language skills. All students must take a language course. For students studying in English, courses include Intensive Elementary French; French Urban Architecture; France and the European Integration; Expatriate Literature; French-African Relations; and French Cinema and Culture. Courses in French include Written Contemporary French; Advanced Conversation; Women and the French Novel; Existentialism and the Absurd; French Youth; French Artistic Movements from the Middle Ages to the Present; Advanced Composition; Business French; Women Writers; Theatre in the French Tradition; Artistic Movements in Paris: Field Study; and Culture: The French Fourth and Fifth Republics.

Advanced students may also enroll in courses at various Paris universities and the Institut d’Études Politiques. Many excursions to various regions of France and visits to monuments, museums, and cultural sites are planned. Courses are taught by distinguished NYU and University of Paris faculty. The normal course load is four classes per term and students receive an NYU transcript.

In addition, NYU in Paris sponsors a six-week undergraduate summer program and a series of three-week intensive summer graduate courses leading to the M.A. in French language and civilization. In the summer, all courses are held at the NYU in Paris Center. The undergraduate program combines the classroom study of language, literature, contemporary French culture, theatre, and cinema with extracurricular activities and outings to expose students to all aspects of French life. Special weekend excursions are also part of the program, including the famous Avignon Theatre Festival. For an application form, contact NYU Office of Summer Study Abroad, 7 East 12th Street, 6th Floor, New York, NY 10003-4475; 212-998-4453; studyabroad@nyu.edu; summerinfo@nyu.edu (summer inquiries); or visit the Web site at www.nyu.edu/studyabroad. For further information, contact the College Advising Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; 212-998-8130; nyuparis@nyu.edu.

NYU in Shanghai, located in the heart of China’s most dynamic city, will open in fall 2006. Known for its economic prowess and long history of foreign influence, China is the world’s fifth largest exporter and one of the fastest-growing economies.

Shanghai, a busy metropolis with strikingly modern architecture, is the perfect locale from which to observe the interplay of various forces moving China forward.

NYU in Shanghai will continue in the strong academic tradition of the University’s other global centers by providing students with access to on-site academic administrators who will advise them during their stay as well as to a full-time professional staff in student affairs. The NYU program will offer students the exceptional opportunity to learn about the history and culture of this ever-growing populace while participating in the vibrant activities of day-to-day life in Shanghai. Like other NYU study abroad sites, NYU in Shanghai will draw prestigious faculty from local universities, including East China Normal University (ECNU), one of the top schools in the country and home to many of China’s key research institutes in the humanities, social sciences, and natural sciences.

Students will find a variety of courses in Shanghai—NYU courses taught in English by NYU faculty or local scholars, Chinese language courses at all levels from beginner to advanced, ECNU courses taught in English in many different fields, and content courses taught in Chinese for NYU students with advanced Chinese language skills. U.S. and Chinese students will have the opportunity to take courses together in order to maximize the cross-cultural experience. The curriculum will appeal to a broad range of academic interests, focusing not only on East Asian studies but also on undergraduate majors in arts and science, education, and business. Outside of the classroom, internships and community service opportunities will immerse students in the local culture.

For the inaugural, fall 2006 semester NYU in Shanghai is open only to NYU students.
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 Pontificia Catholic University of Chile (PUC) (Santiago) and the National Autonomous University of Mexico (UNAM) (Mexico City); University of Torcuato di Tella (Buenos Aires, Argentina); and in Asia, Ewha Women’s University (Seoul, Korea), and Yonsei University (Nagoya, Japan). (Note: Ewha’s international program is coed.) NYU students who participate in an exchange remain matriculated at NYU, pay NYU tuition, and receive financial aid as if they were attending classes at Washington Square. Students apply for the exchange after consulting with their academic advisor. For further information, contact the College of Arts and Science Advising Center, 100 Washington Square East, Room 905, New York, NY 10003-6688; 212-998-8130; global.exchanges@nyu.edu.
Academic Policies

Academic Program

The programs and courses offered at the College of Arts and Science are designed for students who attend classes offered during the day on a full-time basis. A full-time schedule normally consists of 16 points per term, or 32 points per year, which enables a student to complete the entire program of 128 points in four years. Minimal full-time status entails completing at least 12 points per term or 24 points per year. Students who wish to attend part time should obtain permission from the Office of the Associate Dean for Students. Such status will be granted only when there is good and sufficient reason for part-time study. Failure to complete a minimum of 24 points per year jeopardizes a student's full-time status and his or her eligibility to receive financial aid.

Students in good academic standing may register for more than 18 points per term with the approval and clearance of their academic adviser. Students on academic probation, however, who wish to register for more than 18 points per term must obtain the prior approval of the Committee on Academic Standards, as must any other student wishing to register for more than 20 points.

Change of program. To make any changes in their program, including dropping or adding courses given in other divisions of the University, students must first access Albert via NYUHome at http://home.nyu.edu or file a Change of Program form in the Student Services Center, 23 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.

Complete withdrawals. Students who wish to withdraw from all of 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 nonse-ctarian institution, adheres to the general policy of including in its official calendar only certain legal
Credit

CREDIT FOR ADVANCED PLACEMENT EXAMINATIONS

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken Advanced Placement exams while in high school should have the Educational Testing Service in Princeton forward their official scores to the Office of Undergraduate Admissions, 22 Washington Square North; 212-998-4500. No credit is given for AP tests taken after the completion of high school. In most subjects, if the score received is four or five, credit will be granted. If such credit is granted, students should not take that course for credit in the College. If they choose to do so, they will automatically lose the Advanced Placement credit. For more information, see the Advanced Placement Equivalencies chart in the Admission section of this bulletin.

CREDIT FOR COURSES AT THE COLLEGE

To receive credit for a course, the student must register before attending, meet the requirements for attendance, and satisfactorily complete all examinations and assignments prescribed by the instructor. For exceptional students, most departments also offer independent study. The College does not permit students to register as auditors.

RESTRICTIONS ON RECEIVING CREDIT

No credit is granted for the successful completion of only the first term of a full-year course, except by the permission of the director of undergraduate studies of the department in which the course is taken. Full-year courses are denoted by a hyphen between numbers, such as in V27.0003-0004.

A student who has earned credit for a course may repeat it once (a “W” obtained on first registration for a course does not count in these calculations). Students may not repeat courses in a designated sequence after taking more advanced courses; however, the sequencing of courses is determined by the departments. Students with questions regarding the repetition of courses or course sequences must consult with the particular department offering the course. When a student repeats a course, no additional credit will be awarded. Both grades will be recorded, but only the latter will be computed in the grade point average and have credit awarded. 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 Science.

CREDIT FOR COURSES AT OTHER SCHOOLS AND DIVISIONS OF NEW YORK UNIVERSITY

Courses may be taken in the New York University Graduate School of Arts and Science; 1000-level graduate courses may be taken as described in the departmental sections of this bulletin, and 2000-level graduate courses may be taken with written approval of the instructor. If graduate courses are applied toward the completion of requirements for the baccalaureate degree, no advanced credit is allowed for them in the Graduate School of Arts and Science.

It is also possible for students to take courses in other undergraduate divisions of New York University and to have credits for these courses applied to the degree in the College.

Students may take a total of 16 points in other divisions. Transfer students should note that credits for nonliberal arts courses (e.g., business, applied art, speech) taken at another institution count as part of the 16 points. The following exception applies: Students are permitted to take up to 24 points in other divisions to complete their program, as prescribed, if they are formally matriculated in one of the following combined degree programs: secondary education; B.A./D.D.S. program; or the accelerated B.A./M.P.A. or B.S./B.E. program.

Please note that restrictions apply. Courses in other divisions that duplicate the contents of a College of Arts and Science course do not count toward the College degree. For details, students must
check with an adviser in the College Advising Center before registering for any courses in other divisions. If a course is not approved, students will not receive credit for it. Independent study or internship courses taken in other divisions of the University do not count toward the College degree. If such courses are taken at schools outside the University, the credit will not transfer to the College.

Also excluded from credit toward the degree are any courses taken in the School of Continuing and Professional Studies once a student is registered in the College. Credit for Internet and online courses will not be counted toward the B.A. degree.

SUMMER SESSION
Once admitted to the College, students take all courses here, including those they need or wish to take during the summer. Exceptions are granted only rarely and only for good academic reasons. Requests should be made to an adviser in the College Advising Center, Silver Center, Room 907.

Information about summer course offerings is available during the preceding fall and spring terms, as is information about dormitory facilities available to students who usually commute.

**Examinations and Grades**

**CREDIT FOR TRANSFER STUDENTS**
Students are allowed to transfer up to 64 credits to the College. Credits based on semester hours are accepted from other institutions at face value and are not altered when they are transferred into the College. Quarter hours will be converted to semester hours to determine the number of credits transferable to the College of Arts and Science. Non-liberal arts credits are not always transferable. 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. 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.

(Regarding the removal of Incompletes received for missed work other than final examinations, see under “Grades” and “Incompletes,” below.) Incomplete grades received because of a missed final examination must be removed within the semester following the one in which the Incomplete was received. In the case of students who are out of attendance, such grades must be removed within one year after the end of the course concerned. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the average. A grade of Incomplete that is not removed within this time limit becomes an F and is computed in the average.

**GRADES**
Students may obtain their final grades for each semester over the telephone or on the Web by means of a personal identification number. The parents or guardian of a student who is a minor (under 18 years of age) may, on a written request to the Office of the University Registrar, 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 (A/V prefixed courses) while matriculated in another division of New York University, are computed in the average. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, D-. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. The weights assigned in computing the grade point average are as follows: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, and F = 0.0.

Computing the grade point average: The grade point average can be obtained by determining the total of all grade points earned (quality points) and dividing that figure by the total number of credit hours completed (quality hours).

For example: A student who has completed 8 points of A (4.0), 4 points of B (3.0), and 4 points of C (2.0) has a grade point average of 3.25. This is obtained by adding 8 (points of A) x 4 (point value of A), 4 (points of B) x 3 (point value of B), and 4 (points of C) x 2 (point value of C), which totals 52 (the total of all grade points earned), and then by dividing 52 by 16 (the total number of credit hours completed). This gives the grade point average of 3.25.
Once a final grade has been submitted by the instructor and recorded on the transcript, the final grade cannot be changed by turning in additional course work.

To appeal an assigned grade, the student should first consult with the instructor who assigned the grade to discuss the grading requirements for the course and how the grade was determined. If the student is not satisfied with the outcome of the discussion and wishes to appeal the grade further, a formal written appeal should be submitted to the chair and/or director of undergraduate studies in the particular department. An independent review of the grade will be undertaken by the department. All of the student’s work will be reviewed to clarify how the grade was determined and to ensure the grade is consistent with the academic guidelines and policies of the department. The decision of the department in matters related to a course grade is final.

In the case of a course that has been repeated, only the second grade, whether higher or lower, is computed into the average. The initial grade, however, remains on the transcript.

The grades for courses taken abroad in one of New York University’s programs or at one of the exchange sites are recorded on the transcript and are also included in the grade point average. The grades for graduate and professional courses taken at other divisions in the University are included in the grade point average, provided that permission to enroll is obtained prior to registration for the courses.

Not included in the undergraduate grade point average are grades for the first year of professional courses taken by those students in the three-year accelerated dental, law, or medical programs; grades for work done at institutions other than New York University (except for exchange sites abroad); and grades for work done in courses that are not prefixed with an A or a V (non-A/V courses) while enrolled in another division of New York University.

P: The grade of P (Pass) indicates a passing grade (A, B, C, or D) in a course taken under the pass/fail option. It is also used to indicate nongraded courses. The grade of P is not computed in the average. The grade of F under the pass/fail option is computed in the average.

For more information and procedures to obtain the pass/fail option, see under “Pass/Fail Option,” below.

W: The grade of W indicates an official withdrawal of the student from a course. Please see “Change of Program” and “Withdrawing from courses,” above, for information on the regulations and procedures for withdrawing officially from courses.

I: The grade of I (Incomplete) is a temporary grade that indicates that the student has, for good reason, not completed all of the course work but that there is the possibility that the student will eventually pass the course when all of the requirements have been completed. A student must ask the instructor for a grade of I, present documented evidence of illness or the equivalent, and clarify the remaining course requirements with the instructor.

The incomplete grade is not awarded automatically. It is not used when there is no possibility that the student will eventually pass the course. If the course work is not completed after the statutory time for making up incompletes has elapsed, the temporary grade of I shall become an F and will be computed in the student’s grade point average.

INCOMPLETES

All work missed in the fall term must be made up by the end of the following spring term. All work missed in the spring term or in a summer session must be made up by the end of the following fall term. Students who are out of attendance in the semester following the one in which the course was taken have one year to complete the work. Students should contact the College Advising Center for an Extension of Incomplete Form, which must be approved by the instructor. Extensions of these time limits are rarely granted.

INDEPENDENT STUDY

Most departments offer independent study courses for students with exceptional qualifications. In these courses, the work is planned specifically for each student.

Independent study courses allow the student to work independently with faculty supervision and counsel. The courses are generally numbered V**.0997, 0998 and typically carry variable credit of 2 or 4 points each term. They are normally limited to upper-class majors but may be open to other well-qualified students. To register for independent study, a student must have written approval of the director of undergraduate studies of the department in which the course is offered. The result of the independent study course should be a paper or objective tangible evidence of completion of the work. The individual departments may grant credit for not more than 4 points of independent study (V**.0997, 0998) for work approved in advance. In general, students are not permitted to take more than 12 points of independent study and/or internship, and no more than 8 points may be taken in any one department. Independent study courses taken in other divisions of the University or at other universities do not count toward the College degree. More specific information can be found under the individual departmental descriptions.

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 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 under Admission.

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. 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 under Admission.

PASS/FAIL OPTION
Students may elect one pass/fail option each term, including the summer sessions, for a total of not more than 32 points during their college career. The pass/fail option is not acceptable for courses completed at other institutions.

The choice must be made before the completion of the fifth week of the term (second week of a six-week summer session); after that time the decision cannot be initiated or changed. No grade other than P or F will be recorded for those students choosing this option. P includes the grades of A, B, C, and D and is not counted in the average. F is counted in the average.

The pass/fail option is not acceptable in the major, the minor, or any of the courses taken in fulfillment of the Morse Academic Plan requirements. Students considering the pass/fail option in their area of study or in required preprofessional courses should consult with their advisers about the effect of such grades on admission to graduate and professional schools. Students who change their majors may not be able to use courses taken under the pass/fail option to satisfy the requirements of their new majors. The form for declaring the pass/fail option may be obtained in the College Advising Center, Silver Center, Room 905.

PETITIONS
The Faculty Committee on Undergraduate Academic Standards will consider petitions of students to waive requirements or modify policies and regulations of the College. Students should be aware that only very exceptional cases, supported by valid and documented reasons, will be considered. After deliberation, the Committee’s decisions on such matters are final. Petition forms may be obtained in the Office of the Associate Dean for Students, Silver Center, Room 909B.

PLACEMENT EXAMINATIONS, ANALYSIS OF ACADEMIC PROGRESS, AND TRANSCRIPTS

PLACEMENT EXAMINATIONS

1. Foreign Languages.

A. Testing and Placement.
Most entering students take a proficiency/placement test prior to their first registration in the College. SAT II-type reading tests are used as proficiency ( exemption) and placement instruments in French, German, Italian, and Spanish. Students who took a foreign language SAT II test while in high school are encouraged to present the score instead of or in addition to taking the College’s test. Written examinations are also given in Korean, modern Greek, modern Hebrew, Latin, Portuguese, Russian, and Tagalog.

Testing in Japanese and Mandarin Chinese can be arranged through the Department of Asian Studies. Testing in Cantonese can be arranged through the Department of Social and Cultural Analysis. 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
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 by the deadline indicated on the calendar. Students may view the graduation deadlines calendar and 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.
general information about graduation in the Office of the University Registrar’s Web page at www.nyu.edu/registrar. It is recommended that you apply for graduation no later than the beginning of the semester in which you plan to complete all program requirements. If you do not successfully complete all academic requirements by the end of the semester, you must reapply for graduation for the following cycle.

Academic Standards and Discipline

ACADEMIC STANDARDS
The Committee on Undergraduate Academic Standards reviews student records throughout the academic year. All of its actions are based on the grades to date at the end of the term.

Academic alert. Students with cumulative grade point averages of 2.0 to 2.25 will receive an academic alert letter reflecting the committee’s specific recommendations for achieving an appropriate standard for academic performance.

Academic probation. Any student whose record is deemed unsatisfactory will be placed on academic probation and will be so informed by letter. A record will be deemed unsatisfactory if, in any semester, the cumulative or semester grade point average falls below 2.0 or if it fails to show steady and substantial progress toward the degree. Steady and substantial progress toward the degree entails the completion, with satisfactory grades, of more than half of the courses (and points) for which a student registers in any semester. In addition, it entails satisfactory progress in the student’s major.

Failure to satisfy the conditions of probation will result in further academic sanctions and possibly dismissal from the College. The conditions usually require that the student (a) achieve a grade point average of at least 2.0 during the term he or she is on probation, (b) not receive any grade below a C or any grade of I, and (c) not withdraw from any course without securing the permission of the Committee on Undergraduate Academic Standards prior to the withdrawal. Students on academic probation are also required to have a special probation interview with an adviser in the College Advising Center in order to receive registration clearance for the next semester. More specific requirements may be imposed.

The Committee on Undergraduate Academic Standards may summon students with unsatisfactory records to discuss their problems and to determine whether and under what conditions they may continue in the College. In special circumstances, the committee may recommend to the dean that students may be granted or placed on leave for a period not to exceed two semesters.

Students on academic probation may not engage in any extracurricular activities (except for departmental clubs) and may not hold office in these clubs without the approval of the Committee on Undergraduate Academic Standards.

Students on academic probation should be aware that they are usually ineligible for financial aid.

Academic dismissal. Students who are dismissed from the College for poor academic performance are informed in writing by registered mail. Students who have paid tuition for the next term at the time of dismissal will receive a full refund of tuition and fees.

ACADEMIC INTEGRITY
Community of the Mind
The College is a “community of the mind.” Its students, faculty, and staff all share the goal of pursuing truth through free and open inquiry, and we support one another’s endeavors in this regard. As in any community, membership comes with certain rights and responsibilities. Foremost among these is academic integrity.

Cheating on an exam, falsifying data, or having someone else write a paper undermines others who are “doing it on their own”; it makes it difficult or impossible to assess fairly a student’s interest, aptitude, and achievement; and it diminishes the cheater, depriving him or her of an education. Most important, academic dishonesty is a violation of the very principles upon which the academy is founded. Thus, when students enter the College, one of the first things that they are asked to do is to sign a community compact, recognizing these principles of academic integrity. For this reason also, violations of these principles are treated with the utmost seriousness.

Procedures and Sanctions
The penalty for academic dishonesty is severe. The following are the procedures as approved by the Faculty of Arts and Science.

1. If a student cheats on an examination or in laboratory work or engages in plagiarism, appropriate disciplinary action should be taken. The department can take the following actions:
   a) The faculty member, with the approval of the director of undergraduate studies (director), may reduce the student’s grade or give the student an F in the course.
   b) If after lowering the grade or assigning an F the department believes a more severe penalty (i.e., probation, suspension, expulsion) is warranted, it can refer the case to the dean or his or her representative (associate dean for students) for further action.

2. In all cases of either (a) or (b), the director shall inform the department chair of any action in writing and send copies of this letter to the dean and to the student. The letter shall include the nature of the offense, the penalty, and the right of the student to appeal such penalty. A copy of the letter shall be kept in a confidential chairman’s file and not in the student’s departmental file. The dean’s office copy shall also be kept in a confidential file. (The professor and/or the director is encouraged to meet with the student and discuss the nature of the offense and the action taken.)

3. For cases involving a first offense at New York University, the dean shall send the student by
registered mail a notice that a second offense will result in a one-semester suspension or a more severe penalty. (The student is also called in to discuss the offense and review the consequences of the disciplinary action.)

4. For cases involving a second offense, the dean shall proceed as follows:

   a) Upon receiving a second director's letter concerning a given student, the dean shall convene a three-member ad hoc committee, with no member being from the department involved, to examine the evidence. This ad hoc committee shall consider if there are reasonable grounds to believe that cheating/plagiarism has occurred and if so, shall affirm the suspension penalty. It shall report its conclusion to the dean within three business days.

   b) If the committee affirms the suspension, the dean shall send the student by registered mail the suspension letter within two business days of receiving the report. The letter shall advise the student of his or her right to appeal. The student shall have two business days from the letter's delivery to request an appeal of the suspension as provided in Section 5 (below). The suspension shall ordinarily be stayed during the pendency of appeal.

   c) If the committee does not affirm the suspension, the report shall be kept on file for a one-year period.

5. The student in all cases has the right to appeal to the dean. In the event of an appeal, the dean shall elicit a written complaint from the faculty member and proceed as described above.

DISCIPLINE

Students are expected to familiarize themselves and to comply with the rules of conduct, regulations, and established practices of the University and the College of Arts and Science, as stated in the Student 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 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.
Doris R. Aaronson, Professor of Psychology; B.S. 1958, Maryland; M.A. 1959, Columbia; Ph.D. 1966, Pennsylvania

Thomas Abercrombie, Associate Professor of Anthropology; B.G.S. 1973, Michigan; Ph.D. 1986, Chicago

Gerard Aching, Associate Professor of Spanish; B.A. 1982, California (Berkeley); Ph.D. 1991, Cornell

Milton B. Adesnik, Associate Professor of Cell Biology; B.S. 1964, City College; Ph.D. 1969, Massachusetts Institute of Technology

Karen Adolph, Professor of Psychology; B.A. 1986, Sarah Lawrence College; M.A. 1989, Ph.D. 1993, Emory


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John Archer, Professor of English; B.A. 1982, M.A. 1983, Toronto; Ph.D. 1988, Princeton

Maria Louisa Ardizzone, Associate Professor of Italian; Ph.D. 1967, Palermo (Sicily)

Paramjit Arora, Assistant Professor of Chemistry; B.S. 1992, California (Berkeley); Ph.D. 1999, California (Irvine)

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Richard Cole, Professor of Computer Science; B.A. 1978, Oxford; Ph.D. 1982, Cornell

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<tr>
<td>Irwin Unger</td>
<td>Ph.D., History</td>
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<tr>
<td>Guy Walton</td>
<td>B.A., M.A., Ph.D.</td>
<td>Fine Arts</td>
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<tr>
<td>Nathan Winter</td>
<td>Ph.D., Hebrew and Judaic Studies</td>
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<td>Dennis H. Wrong</td>
<td>B.A., Ph.D., Sociology</td>
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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.
Travel Directions to the Washington Square Campus*

Lexington Avenue Subway
Local to Astor Place Station. Walk west on Astor Place to Broadway, then south on Broadway to Waverly Place, and west on Waverly Place to Washington Square.

Broadway Subway
Local to Eighth Street Station. Walk south on Broadway to Waverly Place, then west on Waverly Place to Washington Square.

Sixth or Eighth Avenue Subway
To West Fourth Street-Washington Square Station. Walk east on West Fourth Street or Waverly Place to Washington Square.

Seventh Avenue Subway
Local to Christopher Street-Sheridan Square Station. Walk east on West Fourth Street to Washington Square.

Port Authority Trans-Hudson (PATH)
To Ninth Street Station. Walk south on Avenue of the Americas (Sixth Avenue) to Waverly Place, then east to Washington Square.

Fifth Avenue Bus
Buses numbered 2, 3, 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.